

SEVENTH INTERNATIONAL

Congress
of
Qualitative
Inquiry

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

Abstracts can be viewed
online at:
www.icqi.org

Have you considered developing a collaborating site?

Please join us for the Collaborating Sites Network Reception in Illini Room A,
from 3:30 to 5:00 p.m. on Thursday, May 19th.

Posters for the Collaborating Sites Network will also be included in the
combined poster sessions in Illini Room A at this time.

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CONGRESS ORGANIZERS

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

CONGRESS PROGRAM

This Congress program was compiled by the Congress organizing committee. The program was printed by the Office of Printing Services at the University of Illinois at Urbana-Champaign.

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American Indian Studies Program /Native American House * Anthropology * Center for Advanced Study * Center for Democracy in a Multicultural Society * Center for Global Studies * Center for Latin American and Caribbean Studies* Center for Qualitative Inquiry * College of Media* European Union Center * Gender & Women's Studies Program * Illinois Program for Research in the Humanities * Institute of Communications Research * Kinesiology and Community Health * Sociology * The Unit for Criticism and Interpretive Theory * Women and Gender in Global Perspectives Program

OUTSIDE CONGRESS SPONSORS

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Welcome from the Director

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research and the Department of Media and Cinema Studies welcome you to the Seventh International Congress of Qualitative Inquiry. Over 1900 people from more than 67 nations submitted paper, poster and session proposals; more than 1100 persons have registered for the congress. There are 21 pre-conference workshops. More than 1200 papers will be presented in over 270 sessions. Six Pre-Congress Days—A Day in Spanish and Portuguese, A Day in Turkish, A Day in Qualitative Healthcare, A Day in Psychology, A Day in Social Work, and Indigenous Qualitative Inquiry—were held on May 18.

The theme of the 2011 Congress is “Qualitative Inquiry and the Politics of Advocacy.” The 2011 Congress will offer scholars the opportunity to debate these issues, to foreground the politics of advocacy, pro and con, to form coalitions, to engage in debate on how qualitative research can be used to advance the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare.

Sessions will take up such topics as: the politics of advocacy; value-free inquiry; partisanship, bias; the politics of evidence; alternatives to evidence-based models; multiple and mixed-methods; public policy discourse; indigenous research ethics; decolonizing inquiry. Contributors are invited to experiment with traditional and new methodologies, with new presentational formats (ethnodrama, performance, poetry, autoethnography, fiction). Such work will offer guidelines and exemplars concerning advocacy, inquiry and social justice concerns.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Seventh International Congress offers us an opportunity to share our experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Seven years later this new association has a Newsletter, over 4000 members, a global network of collaborating sites, and its own international journal, the *International Review of Qualitative Research* and an annual post-congress book series with Left Coast Press Thank you for participating in this truly international project.

Yours sincerely,

Norman K. Denzin
Congress Director

General information

5

Congress Director
 Norman K. Denzin
Institute of Communications Research, Department of Media and Cinema Studies

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 all, Jude Preissle, Cesar A. Cisneros Puebla, Stacey Holman-Jones, Maria del Consuelo
 Chapela Mendoza, Gaile Cannella
 James Onderdonk

Publishers' Exhibit

Pine Lounge
Wednesday 12:00-5:00
Thursday 9:00-5:00
Friday 9:00-5:00
Saturday 9:00-12:00

Art Exhibit

Illini Room B
Thursday 3:00 through Saturday noon

Collaborating Sites Network Reception/Poster Sessions

Illini Room A
Thursday 3:30-5:00

Book Signing

Pine Lounge
Thursday: 4:00-5:00

Public Forum on Boycotting Academics

Illini Room A
Friday: 12:00-1:00

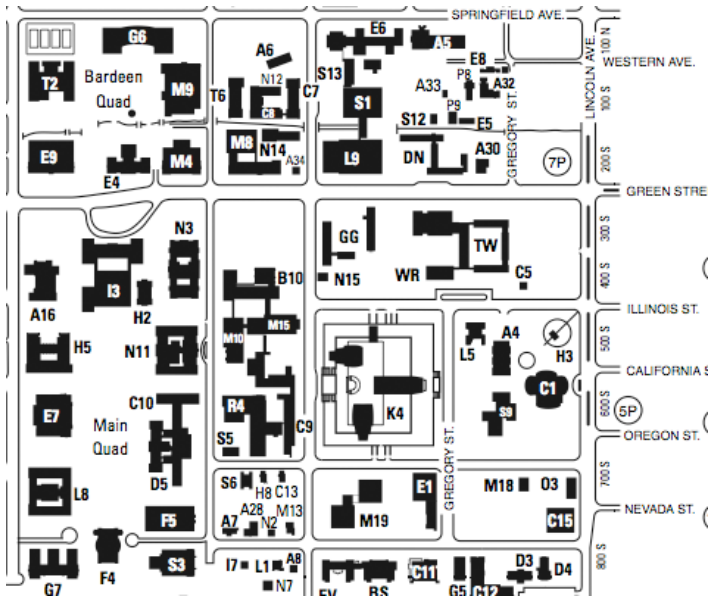
Gallery Talk

Illini Room A
Friday & Saturday: 3:30-5:00

Award Ceremonies

200 Ballroom
Saturday: 5:30-6:30

Campus map



I3 Illini Union

The main site for the congress, including registration.

L5 Levis Faculty Center

Site of opening Midwest barbeque on Thursday night as well as Saturday evening barbeque.

E9 Everitt Lab

Site of some sessions Friday and Saturday.

E7 English Building

Site of some sessions Friday and Saturday.

E4 Engn Building

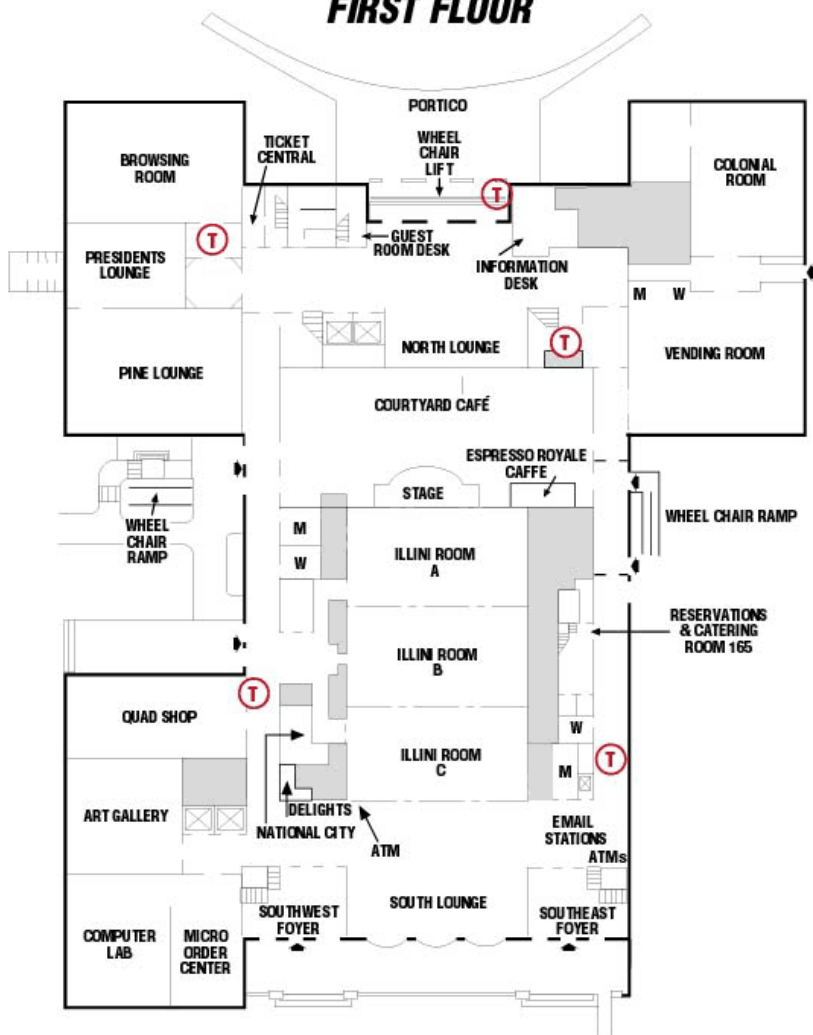
Site of some sessions Friday and Saturday.

N11 Noyes Lab

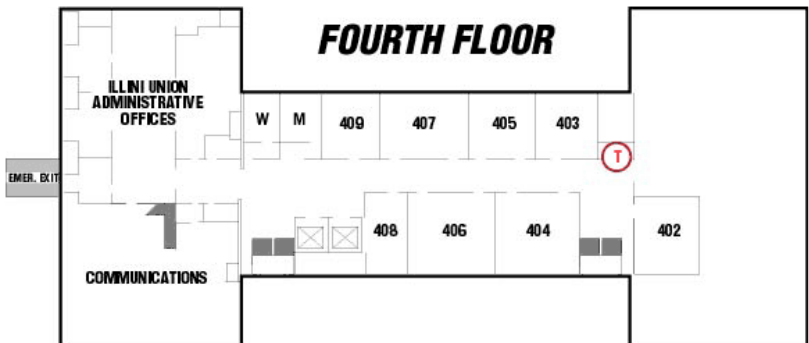
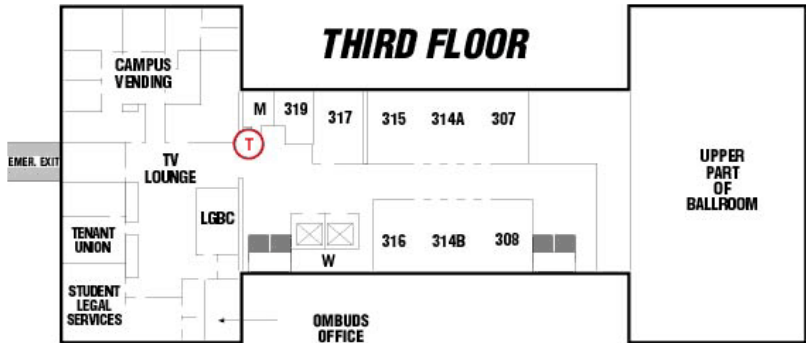
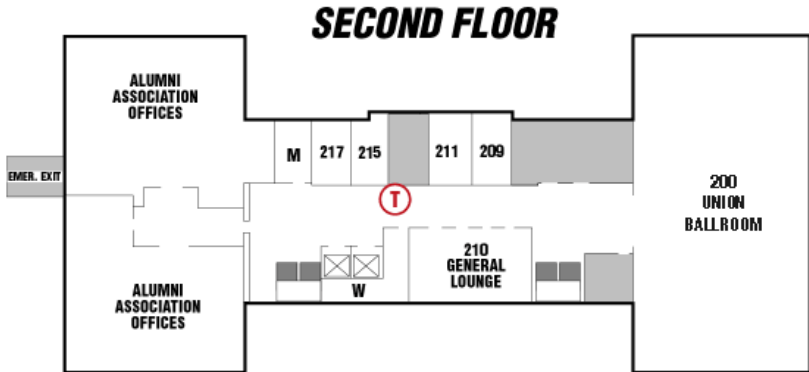
Site of some sessions Friday and Saturday.

Illini Union maps

FIRST FLOOR



Illini Union maps



General Information

Conference Volunteers

An information table for congress inquiries will be available in the Pine Lounge of the Illini Union. Congress volunteers will be happy to assist you.

Registration Hours

Registration will be in the Pine Lounge of the Illini Union. Registration hours will be 2pm to 4pm Tuesday, 8am to 5pm Wednesday, Thursday and Friday, and 8am to noon Saturday.

Technology

The Congress is unable to provide laptops, LCD projectors, or audio equipment, although overhead projectors are available.

E-mail services

Many coffee houses and restaurants in the Campustown area provide wireless Internet access to their customers.

Photocopying

A pay photocopy facility is in Room 284 of the Illini Union. Hours of operation are Thursday and Friday from 8:30 a.m. to 5:30 p.m.

Conference badges

Your conference badge is your “ticket” to all the events. Thus, it is imperative that you have checked-in and retrieved your conference badge/packet before you attend your first event.

Currency exchange

FreeStar Bank, at the southwest corner of Wright and Green streets near the Illini Union, is the only place nearby that does immediate currency exchanges. However, the bank charges \$10 to non-account holders and \$5 to account holders for all currency exchanges, and it doesn't necessarily make exchanges for all currencies. Also note that despite a sign on the door, the Western Union office on Green Street does not provide currency exchange.

Food, lunches

Except for the Thursday and Saturday barbeques, the conference will not provide any meals for conference attendees. The Illini Union is centrally located within easy walking distance of dozens of bars and restaurants that cover the wide spectrum of cuisines (Italian, French, Indian, Chinese, Mexican, American, etc.). Several fast food establishments (e.g., McDonalds, pizza, sandwiches) are in the basement of the Illini Union, as well as within easy walking distance. Included in your conference packet will be

detailed information regarding names and locations of most of the local restaurants. You can also download this information from the conference Web site.

Smoking

All campus buildings are smoke-free.

Cell phones and pagers

Please turn off or silence all cell phones or pagers when attending all conference sessions.

Public transportation

Champaign-Urbana is widely recognized as having one of the best public transportation systems for small cities in the United States. There are several routes that can get you to the Illini Union and from Illini Union to downtown Champaign or downtown Urbana. See the Illini Union information desk at the building entrance for more information on bus routes. All rides for adults cost \$1 one-way.

Parking

Parking on campus is sparse. If you can, either walk or take a hotel shuttle to the Illini Union to avoid parking headaches.

Conference Welcome

Wednesday, May 18

A Day in Spanish and Portuguese, A Day in Turkish (opening), Social Work Day, Qualitative Health Care, A Day in Qualitative Psychology, Critical Qualitative Studies in Early Childhood Assemblage

Thursday, May 19

3:00-5:00: **Illini Room B**

Art Exhibition: “The 7,024th Patient”—Aesthetic Immersion in Research

Art exhibition opening: Thursday May 19 at 3:00pm with a poetry reading at 3:45pm, Illini Room B. Will remain open throughout the conference

3:30-5:00: **Illini Room A**

Pre-Congress Reception: Combined Poster Sessions,
Congress Reception: Collaborating Sites Network

4:00-5:00: **Pine Lounge**

Book Signing

5:30–7:00: **200 Ballroom Illini Union**

1) Norman K. Denzin, Congress director Welcoming remarks

2) Keynote addresses

"Writing Against Othering "

Michal Krumer-Nevo, Ben-Gurion University of the Negev

“Turning the Next Wide 21st Century Corner: Holistic Restorative Justice Principles in Qualitative Inquiry”

John H. Stanfield, II Indiana University

3) Opening Midwest BBQ, Levis Faculty Center, cash bar, 7–9 p.m.
Music by Mean Lids.

Friday, May 20

12:00-1:00: **Public Forum** on Boycotting Academics, **Illini Room A**

Rountable Discussion: Arthur Bochner, University of South Florida, panel moderator; panelists: Michal Krumer-Nevo, Ben-Gurion University, Norman K. Denzin, University of Illinois

2:30-3:50: **Plenary Round Table**: “Is A Pre-Congress Day on Indigenous Qualitative Inquiry Desirable?” Facilitators: Marcelo Diversi and Claudio Moreira, **Illini Room A**

3:30-5:00: **Friday May 20 and Saturday May 21**

Illini Room B: Gallery Talk

Art Exhibition: The Journal Project: An Interactive Exhibit Bringing Together Arts, Technology, and Qualitative Research

This exhibit explores the split between technology and the arts in qualitative research. In the exhibit, social science posters mix with fiber arts (felt and mixed media pieces) to create a multi-dimensional approach to data analysis.

Judith Davidson, University of Massachusetts-Lowell

5:30-6:30: **Plenary Performance:** “Leaning: Stories of Personal Relationships”, Ronald J. Pelias, Southern Illinois University: Levis 3rd Floor 5:30-6:30.

Saturday, May 21

3:00-4:00: **Town Hall Meeting**

The Idea of a Pre-Conference Day on Indigenous Qualitative Inquiry

Facilitators: Marcelo Diversi, and Claudio Moreira, **Illini Room A**

4:00-5:00: **Town Hall Meeting**

Qualitative Health Research:

“Looking ahead, surviving and thriving.”

Facilitators: Janice Morse, Julianne Cheek, Maria Mayan, **Illini Room C**

5:30-6:30: **AWARD CEREMONIES**

Annual Meeting of the IAQI & Award Ceremony, **Illini Union 200 Ballroom**

7:00-9:00: **COOKOUT**, Levis Faculty Center, south patio. Music by Bruiser and the Virtues.

Institute of Qualitative Inquiry Collaborating Sites

Appalachian State University
Art Education and Visual Culture Northern Illinois 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
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
Center of Narratives and transformative learning-University of Bristol UK
Center of Qualitative Research University of Aarhus, Denmark
Centre for Critical Qualitative Health Research - University of Toronto
Centro de Investigación e Intervención Psicosocial (CEINPSI) Universidad de Tarapacá
CITEC (Centro de Investigaciones de Tendencias y Comunicación)-Universidad Siglo 21
College of Education Educational Policy Studies Georgia State University
College of Education Texas State University
College of Human Sciences Iowa State University
Communication Department and the Institute for Interpretive Human Studies California
State University Fresno
Daphne Cockwell School of Nursing Ryerson University
Department of Communication StudiesThe University of North Carolina at Greensboro
Department of Curriculum & Instruction Adelphi University
Department of Primary Care University of Bradford
Department of Social Work Education University of South Florida
Department of Sociology Kaunas University of Technology
Department of Speech Communication Southern Illinois University
Division Academica de Informatica y Sistemas Universidad Juarez Autonoma de Tabasco
Education and Social Research Institute Manchester Metropolitan University
Faculty of Education-University of Auckland
Faculty of Education-University of Plymouth
Florida International University
Grupo De Investigación Aire Librefundación Universitaria Del Área Andina
Grupo de investigación cualitativa, performatividad y psicología narrativa Universidad
Santo Tomás
Grupo de Investigacion e Innovacion en Educacion -University of A Coruna

Grupo Interdisciplinario de Investigacion Gualitativa-University de Antioquia, Universidad Pontificia Bolivariana, and Universidad San Buenaventura
 Hugh Downs School of Human Communication-Arizona State University
 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 HumanitatisLjubljana 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
 Literacy Inquiry Networking Communities Pepperdine University & Seaver College
 Liverpool John Moores University
 McGill Qualitative Health Research Group-McGill University Canada
 Mediterranean Institute of Qualitative Inquiry University of Malta
 Merlien Institute-Singapore
 Miami University
 MSU Family & Child Clinic Michigan State University
 Narrative, Discourse and Pedagogy-University of Western Sydney
 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-The City University of New York
 Programa de Pós-Graduação em Enfermagem-Universidade Federal de Santa Catarina
 Qualitative Health Research NetworkRedICS(Red de Investigación Cualitativa en Salud)
 Qualitative Inquiry GroupUniversidad Autónoma Metropolitana-Iztapalapa
 Qualitative Research Centre (QRC)University of Saskatchewan
 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 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 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 concentration, 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 La Trobe Contemporary Qualitative Research group LA TROBE University
The leadership Program at Grand Street Campus-Cleveland State University
The Ohio State University
The Paulo and Nita Freire International Project For Critical Pedagogy McGill University
The Qualitative Research Program-University of Georgia
The York Mngement School University of York
Tulane University
University of Ottawa
University of Calgary
University of California, Los Angels
University of California, San Fransisco
University of Georgia
University of Greenwich
University of Hull
University of Limpopo-South Africa
University of Liverpool
University of Nebraska-Lincoln
University of Northern British Columbia
University of Oslo
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

Have you considered developing a collaborating site?

Please join us for the Collaborating Sites Network Reception in Illini Room A, from 3:30 to 5:00 p.m. on Thursday, May 19th.

Posters for the Collaborating Sites Network will also be included in the combined poster sessions in Illini Room A at this time.

2011 Congress Award Winners

Illinois Distinguished Qualitative Dissertation Award

Category A: Traditional and Mixed-Methods: Sharalyn Jordan, *Un/settling: A critical ethnographic inquiry into settlement by refugees making claims based on sexual orientation and gender identity.*

Category A: Honorable Mention: Toni Shorter Smith, *A Case Study of the Lincoln Theatre in Columbus, OH: A Participatory Social Action Study*

Category B - Experimental: Kristi Bruce Amatucci, *Teacher Undone*

Category B: Honorable Mention: Tony Adams, *Learning, living, and leaving the closet: Making gay identity relational*

Outstanding Qualitative Book Award

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.

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

Janice M. Morse

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

Robert Stake

Landmark Achievement Award

Mitch Allen

Thursday workshops

Morning, 8:30–11:30am

1. Radical Performance, Neoliberalism, and Human Rights: *D. Soyini Madison*
2. The Critical Use of Focus Groups: *George Kamberelis*
3. Writing Quality Inquiry: Self, Stories, and Academic Life: *H. L. Goodall*
4. A Picture Says More Than 1000 Words - Supporting Your Analysis with MAXQDA's Visual Tools: *Anne Kuckartz, Michael Sharp*
5. Ethnodrama and Ethnotheatre: Arts-Based Research from Page to Stage: *Johnny Saldaña*
6. Mixed Methods Social Inquiry: Respectfully Engaging with Difference: *Jennifer C. Greene*
7. Between the two: Using Deleuzian Thought in Collaborative Writing: *Ken Gale & Jonathan Wyatt*
8. Publishing a Qualitative Study: *Mitch Allen & C. Deb Laughton*
9. Mixed and Emergent Methods Workshop: *Sharlene Hesse-Biber*
10. Decolonizing Classrooms: *Claudio Moreira & Marcelo Diversi*

Afternoon, 12:30–3:30pm

11. Writing Autoethnography and Narrative in Qualitative Research: *Arthur Bochner & Carolyn Ellis*
12. Controversies and Issues in Mixed Methods: *John W. Creswell*
13. Performance Ethnography: *Norman Denzin & Michael D. Giardina*
14. Grounded Theory Methodologies for Social Justice Projects: *Kathy Charmaz*
15. The new experimental writing forms: *Yvonna S. Lincoln*
16. Foucault's Methodologies for Transformative Projects on the Body and Health: *Pirkko Markula*
17. "Swimming in Data." Strategies for Interpreting, Writing Up and Evaluating Qualitative Research": *Robin Jarrett & Angela Odums-Young*
18. The art and craft of developing qualitative research proposals: How to sell but not sell out: *Julianne Cheek*
19. The Secrets of Accidental Ethnography: *Christopher N. Poulos*
20. Mixed Methods: Principles and Procedures: *Janice Morse*
21. Yes, you can: Strategies for Success in Academia: *Jane F. Gilgun, Karen M. Staller, & Roy Ruckdeschel*

Keynote addresses

Writing Against Othering

Thursday, 5:30-7 p.m.

200 Ballroom Union

Michal Krumer-Nevo, Ben-Gurion University of the Negev

Turning the Next Wide 21st Century Corner: Holistic Restorative Justice Principles in Qualitative Inquiry

Thursday, 5:30-7 p.m.

200 Ballroom Union

John H. Stanfield, II Indiana University

Past Congresses

Qualitative Inquiry in a Time of Global Uncertainty

5-7 May 2005

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

Illinois Distinguished Qualitative Dissertation Award Winners

2006

Traditional: Jessica Polzer, *University of Toronto*

Experimental: Dalene M. Swanson, *University of British Columbia*

2007

Traditional: Dixiane Hallaj, *George Mason University*

Experimental: Gurjit Sandhu, *Queen's University, Kingston*

2008

Traditional: Mariana Cavalcanti Rocha dos Santos, *University of Chicago*

Experimental: Nicole Defenbaugh, *Southern Illinois University*

2009

Category : Traditional: Carrie Friese, *University of California, San Francisco*

Honorable Mention: Chad William Timm, *Iowa State University*

Category B: Experimental: Robin Boylorn, *University of South Florida*

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

Ken Gale and Jonathan Wyatt, *University of Bristol*

2010:

Category A: Traditional: Lfeoma Ann Amah. *UCLA*

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

Category C: Experimental: Mansha Mirza, *University of Illinois at Chicago*

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

2010

Harry F. Wolcott, *University of Oregon*

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

2010

Yvonna S. Lincoln, *Texas A and M University*

Outstanding Qualitative Book Award

2010

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

Honorable Mention:

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

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

Eighth International Congress of Qualitative Inquiry

May 16-19, 2012

QUALITATIVE INQUIRY AS GLOBAL ENDEAVOR

“We will not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time” (T. S. Elliot, No 4 of ‘Four Quartets’, 1942).

Keynotes:

Performing Research or Researching Performance: The View from the Martial Arts

Sara Delamont Cardiff University, Wales UK

The vogue for presenting qualitative research results as performance pieces has produced monologues, poems, short stories, dialogues, plays and dance events. Drawing on what Gary Alan Fine has called a peopled ethnography of two martial arts, one French (*savate*), one African-Brazilian (*capoeira*), strategies for studying embodied performativity are outlined. The virtues of traditional, ‘peopled’ (re)presentation and the possibilities of creative performance of results are explored.

Modernism, Postmodernism and a Potential Failure of Nerve

Paul Atkinson, Cardiff University, Wales, UK

My talk will alert us to a potential paradox in contemporary textual practice. Textual experimentation has been widely advocated and practised. It has been justified in terms of methodological and epistemological perspectives associated with postmodernism. However, in turning a collective back on modernism, there is a danger of overlooking the truly revolutionary practices of modernist literature. Equally, there is a danger that among qualitative social scientists, a textual practice of an essentially realist/romantic form is detectable that reflects neither modern nor postmodern sensibilities.

The Eight International Congress of Qualitative Inquiry will take place at the University of Illinois, Urbana-Champaign from May 16-19, 2012. The theme of the 2012 Congress is “Qualitative Inquiry as Global Endeavor”.

The 2012 Congress will offer scholars the opportunity to debate these issues, to foreground qualitative inquiry as a shared, global endeavor, while engaging the politics of advocacy, pro and con, to form coalitions, to engage in debate on how qualitative research can be used to advance the causes of social justice, while addressing racial, ethnic, gender and environmental disparities in education, welfare and healthcare.

Sessions will take up such topics as: the politics of advocacy; value-free inquiry; partisanship, bias; the politics of evidence; alternatives to evidence-based models; multiple and mixed-methods; public policy discourse; indigenous research ethics; decolonizing inquiry. Contributors are invited to experiment with traditional and new methodologies, with new presentational formats (ethno-drama, performance, poetry, autoethnography, fiction). Such work will offer guidelines and exemplars concerning advocacy, inquiry and social justice concerns.

On May 16 there will be pre-conference special interest group events and on May 17, morning and afternoon professional workshops. The Congress will consist of keynote, plenary, featured, regular, and poster sessions. There will be an opening reception and barbeque as well as a closing old fashioned Midwest cook-out.

We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from August 15 until December 1 2011. Conference and workshop registration will begin October 1, 2011. To learn more about the 8th International Congress and how to participate, please visit our website:

www.icqi.org

Overview

Thursday, May 19 3:30-5:00

Illini Room A	101	Poster Group 1
Illini Room A	102	Poster Group 2
Illini Room A	103	Poster Group 3
Illini Room A	104	Poster Group 4
Illini Room A	105	Poster Group 5
Illini Room A	106	Poster Group 6
Illini Room A	107	Poster Group 7
Illini Room A	108	Poster Group 8

Friday, May 20 8:00-9:20

210 Union	1001	From the Concrete Confines: Genesis of Performance Ethnography Across Disciplines
211 Union	1002	Autoethnography and Identity
215 Union	1003	Directions in Disability Studies I
217 Union	1004	Qualitative Inquiry and the Online I
314B Union	1005	Teaching the unteachable
403 Union	1006	Prison
407 Union	1007	Plenary: Qualitative Data Analysis After Coding
104 English	1008	Gender and Sexuality
69 English	1009	Directions in Qualitative Research I
163 Everitt	1010	Mixed Methods Designs I
168 Everitt	1011	Education: Mathematics I
170 Everitt	1012	Vulnerable Communities
241 Everitt	1013	Methodological Reflections I
245 Everitt	1014	Memory
260 Everitt	1015	The Politics of Evidence
163 Noyes	1016	The City
164 Noyes	1017	Arts-Based Inquiry and Gender
Engineering 106B3	1018	Interrogating Organizations

Friday, May 20 9:30-10:50

209 Union	1019	Nonverbal and Poetic Connectedness and Resilience
210 Union	1020	Mothers telling their stories: Auto-ethnography as resistance
211 Union	1021	Autoethnography and the Academy
215 Union	1022	Children with Disabilities
217 Union	1023	Qualitative Inquiry and the Online II
314A Union	1024	Education: Literacy
314B Union	1025	Spotlight: Teaching Qualitative Research
403 Union	1026	Activist Impulses in Qualitative Inquiries

404 Union	1027	Current Work and Directions in Portraiture
405 Union	1028	Hands-off sports' coaching: thoughts from the touchlines
406 Union	1029	Directions in Qualitative Health Research I
407 Union	1030	Plenary: Exploring Methods, Writing Experimentally: Questions of Representation of Self and Other
104 English	1031	Sexualities
69 English	1032	Directions in Grounded Theory I
163 Everitt	1033	Reformations: The Social Sciences
168 Everitt	1034	Dissertations
170 Everitt	1035	Diasporic Populations
241 Everitt	1036	Stigma
245 Everitt	1037	Substance Abuse
260 Everitt	1038	Religion I
163 Noyes	1039	The Nutritive
164 Noyes	1040	Arts-Based Inquiry and Education I
Engineering 106B3	1041	Training, Evaluating And Extending Qual. Methods
Engineering 106B6	1042	"...But that's the best part of the story!" - Wrestling with confidentiality in qualitative interviews

Friday, May 20 11:00-12:20

209 Union	1043	The Poetic
210 Union	1044	Site-Seeing: Locating Sites of Autoethnography
211 Union	1045	Autoethnography and Gender
215 Union	1046	Students with Disabilities
217 Union	1047	Qualitative Inquiry and the Online III
314A Union	1048	Education: Decolonizing Classrooms
314B Union	1049	Dignity in Schools: How to Frame the Analysis of School Bullying
403 Union	1050	Inquiry and Advocacy: Fostering Civic Engagement Research and Pedagogy
404 Union	1051	Plenary: For whom the bell tolls: the future of education in uncertain times
405 Union	1052	Bodies I
406 Union	1053	Nursing
104 English	1054	(S)mashing Up Queer Identity
69 English	1055	Directions in Feminist Qualitative Research I
163 Everitt	1056	Reformations: The University
168 Everitt	1057	Spotlight: Tenure Tales (part Two): Trials, Transgressions, and Triumphs
170 Everitt	1058	The experience of the interdisciplinary network on research and social justice. Medellín - Colombia.
241 Everitt	1059	A cultural perspective on vulnerable children and families: The role of stigma
245 Everitt	1060	Mourning and Loss
260 Everitt	1061	Homelessness I
163 Noyes	1062	The Dialogic

164 Noyes	1063 Arts-Based Inquiry and Education II
Engineering 106B3	1064 Radical Interactionism
Engineering 106B6	1065 Sensual Inquiry: Qualitative Research and the Senses
Illini Room C	1066 Turkey: Preschool Education

Friday, May 20 1:00-2:20

209 Union	1067 Discourse/Narrative/Counter-Narrative
210 Union	1068 Healing and a Methodology of the Heart: Physician Autoethnographies
211 Union	1069 Autoethnography and Family
215 Union	1070 Using Qualitative Research to Understand the Conception and Implementation of Housing First in Canada
217 Union	1071 Living Digitally I
314A Union	1072 Educational Policy and Curriculum
314B Union	1073 Plenary: Okana ka-asateki: The view from out here (Part I)
403 Union	1074 Understanding the Integration of Power/Knowledge in Society through Qualitative Research: Social Justice as a Metamethodology
404 Union	1075 Plenary: Narrative and Performance I
406 Union	1076 Mental Health
407 Union	1077 Plenary: Postmodernism, Triangulation, and Mixed Methods Research
104 English	1078 Feminist Friendships as Collaborative Research Praxis
69 English	1079 Directions in Active Interviews
163 Everitt	1080 Reformations: Feminist Qualitative Research
168 Everitt	1081 Public Ethnography and Multimodality: Research from the Book to the Web
170 Everitt	1082 The politics and praxis of representation in community research:
241 Everitt	1083 How buddhism can inform everyday educational processes and practices
245 Everitt	1084 About Suicide
260 Everitt	1085 Democratizing Potentials and Knowledge Creation
163 Noyes	1086 The Fragmentary Collected
164 Noyes	1087 Arts-Based Research in Education
Engineering 106B3	1088 Writing as a Method of Inquiry
Engineering 106B6	1089 Through a Qualitative Lens: Revealing Complexities in Designing and Implementing a Statewide Qualitative Evaluation
Illini Room C	1090 Turkey: Pre-service Teacher Education

Friday, May 20 2:30-3:50

209 Union	1091	Spotlight: Darkness and silence: the dis/connection of writing intimacy
210 Union	1092	Playing Cards: A Performance Autoethnography
211 Union	1093	Autoethnography and the Education
215 Union	1094	Expanding methods in research on dilemmas and conflicts
217 Union	1095	Living Digitally II
314A Union	1096	Education: Initial Experiences
314B Union	1097	Plenary: Okana ka-asateki: The view from out here (Part II)
403 Union	1098	Whose side are we on today? Qualitative researchers as partisans
405 Union	1099	Using Post Philosophies to Help Qualitative Research Re-Claim its Radical Roots
406 Union	1100	Medicine
104 English	1101	Violence Against Women
69 English	1102	Directions in Critical Pedagogy
163 Everitt	1103	Reformations: Schools
168 Everitt	1104	(Re)presenting Research: Doctoral Students "Know the Place for the First Time" through Post-qualitative Inquiry
170 Everitt	1105	Intersecting Voices: Revealing the Perspectives of Marginalized Communities Responding to Dominant Ideologies and Practices
241 Everitt	1106	Qualitative Inquiry for Equity in Higher Education: Methodological Implications, Negotiations, and Responsibilities
245 Everitt	1107	Trauma
260 Everitt	1108	Immigration and Social Justice
163 Noyes	1109	Emotions
164 Noyes	1110	The Practice of Arts-Based Research I
Engineering 106B3	1111	Triangulation in the Third Moment
Engineering 106B6	1112	Data Analysis Processes that Serve Social Justice Agendas
Illini Room C	1113	Turkey: Teachers and Teaching Practice

Friday, May 20 4:00-5:20

209 Union	1114	Spotlight: Decolonizing Autoethnographies: A betweeners' view of the politics of knowledge production from decolonizing street-corners
210 Union	1115	Making Trouble: Heros, Villians, Victims, and other Fixated Persona in Autoethnography
211 Union	1116	Autoethnography and the Arts
215 Union	1117	Elaborating Transformative Research and Action in Critical Community Psychology: The Contribution of Qualitative Methods

217 Union	1118	Mentoring in an on-line simulation game: Shaping pre-service teachers' development
314A Union	1119	Elementary Education
314B Union	1120	You Can't Judge a Book By its Cover - or the First Few Chapters - A Duo Ethnography
403 Union	1121	Globalization
404 Union	1122	Plenary: Duoethnographies of Difference
406 Union	1123	Health Care: Reproductive Health Care
407 Union	1124	Plenary: Deleuze
104 English	1125	Motherhood
69 English	1126	Directions in Qualitative Social Work
163 Everitt	1127	Reformations: The Community
168 Everitt	1128	An international study of bullying in academe
241 Everitt	1129	New Methods and Methodologies
245 Everitt	1130	Genocide
260 Everitt	1131	The Ecological
163 Noyes	1132	Constructions and Meanings
164 Noyes	1133	The Practice of Arts-Based Research II
Engineering 106B3	1134	Multiple approaches to data representation and analysis: Understanding the where, the why and the how
Illini Room C	1135	What is in your mind regarding qualitative research?

Saturday, May 21 8:00-9:20

209 Union	2001	Spotlight: On (Writing) Fathers: Part II
210 Union	2002	Autoethnography and Violence
211 Union	2003	Ethnicities
215 Union	2004	Directions in Disability Studies II
217 Union	2005	ESL/EFL
314A Union	2006	Plenary: Implications for Critical, Arts-Based, and Narrative Research Subjugated to the Standards for Reporting on Humanities-Oriented Research in AERA Publications
314B Union	2007	Qualitative Inquiry and Student Advocacy: The Convergence of Program Evaluation and Pedagogy
403 Union	2008	A study of attachment style in teenage grandchildren of former Chilean political prisoners.
404 Union	2009	Plenary: Addressing the Credibility of Evidence in Mixed Methods Research: Questions, Issues and Research Strategies
405 Union	2010	Sport
104 English	2011	Building Response Capacity for Latino Immigrants in "New Growth" Communities
69 English	2012	Directions In Qualitative Research II
163 Everitt	2013	Mixed Methods Designs II
168 Everitt	2014	Education: Mathematics II

170 Everitt	2015	Confucius and Participatory Action Research---A Creative Return to the Classics in Education
241 Everitt	2016	Methodological Reflections II
245 Everitt	2017	Remembering
260 Everitt	2018	Border Crossing: Practices of inter/transdisciplinary qualitative research.
163 Noyes	2019	Spotlight: Notions of Home
164 Noyes	2020	Can You Hear Me Now: Spoken Word as Transformative Research
Engineering 106B3	2021	Cross Disciplinary/Democratic Methodologies

Saturday, May 21 9:30-10:50

210 Union	2022	Directions in Autoethnography II
211 Union	2023	Directions in Critical Race Theory II
215 Union	2024	Disability Issues
217 Union	2025	Indigenous Epistemologies
314A Union	2026	Educational Strategies
314B Union	2027	Teaching Community-Engaged Communication Studies and Practices
403 Union	2028	Advocacy-based Qualitative Inquiry in Newark: Illuminating Political Participation, Architecture, Education and Neighborhood
406 Union	2029	Knowledge as cure? Research and/as therapy
104 English	2030	Ethnodrama
69 English	2031	Directions in Grounded Theory II
163 Everitt	2032	Reformations: The Narrative
168 Everitt	2033	Going for Grants
170 Everitt	2034	Directions in Participatory Action Research I
241 Everitt	2035	Focus Groups
245 Everitt	2036	Surviving Disasters
260 Everitt	2037	Religion II
163 Noyes	2038	Voice and Silence
164 Noyes	2039	Arts Based Research
Engineering 106B3	2040	Ethnography
Engineering 106B6	2041	Researching Children's Everyday Lives and Quality in Child Care Using Qualitative Methods.

Saturday, May 21 11:00-12:20

209 Union	2042	(Re)membering Nuestros Padres
210 Union	2043	Autoethnography and Nation
211 Union	2044	Directions in Critical Race Theory I
215 Union	2045	Disability Studies in Education: Contributions to Emancipatory Methodologies
217 Union	2046	Indigenous Communities
314A Union	2047	Issue of Culture in Education
314B Union	2048	Student Issues

404 Union	2049	Plenary: Acknowledging the Neoliberal Assemblage: Using Critical Qualitative Research Methods to Unmask Systems of Public Policy
405 Union	2050	Bodies II
406 Union	2051	A Qualitative Examination of Caregiving among Mexican-origin Families Struggling with Severe Mental Illness
407 Union	2052	Plenary: Collaborative Witnessing and Writing of Holocaust Survivors' Stories
104 English	2053	Sequins, Tiaras and Ethnodrama: A Qualitative Researcher In The Land Of Illusion
69 English	2054	Directions in Feminist Qualitative Research II
163 Everitt	2055	Reformations: Teaching
168 Everitt	2056	Navigating Expectations, Challenging Curriculum: The (im)Possibility of Graduate Activist Research and Advocacy
170 Everitt	2057	Directions in Participatory Action Research II
241 Everitt	2058	The Collaborative
260 Everitt	2059	Homelessness II
163 Noyes	2060	Lesbians Crossing Borders
164 Noyes	2061	Issues and Practices in Arts-based Research
Engineering 106B6	2062	Slogging through Each Other's Stuff: From Autoreflexivity to Interreflexivity in Research Teamwork
Illini Room C	2063	Turkey: Elementary and Secondary Education

Saturday, May 21 1:00-2:20

209 Union	2064	Resisting (Resistance) Stories of Father: An Intertwined Triple Auto/Ethnographic Performance
210 Union	2065	Performance Ethnography
211 Union	2066	Critical Race Theory
215 Union	2067	Found in translation: Reflexivity, positionality, and meaning-making in cross-language research with people with disabilities
217 Union	2068	Indigenous Methodologies
314B Union	2069	Plenary: The Promise and Peril of Hindsight: A Dialogue on Narrative with Mark Freeman
403 Union	2070	Embracing and Transforming Qualitative and Interpretative Research with Those at the Margins of Society
404 Union	2071	Plenary: Narrative and Performance II
405 Union	2072	Foucauldian Methodologies
406 Union	2073	Emic Perspectives on Mental Health: Subjectivity, Culture, and the Community's Point of View
407 Union	2074	Plenary: Interrogating Violence
104 English	2075	Uses of the Photographic
69 English	2076	Directions in Qualitative Case Studies
163 Everitt	2077	Reformations: Research

168 Everitt	2078	From ABD to Doctorate: Selecting a Qualitative Research Methodology
170 Everitt	2079	Participatory Research with Latino Youth in the Humboldt Park Community of Chicago
241 Everitt	2080	Evaluating Inquiry
245 Everitt	2081	Critical Policy Research Methods: On-going Reflections on Disasters that Impact Education and Social Justice
163 Noyes	2082	(Very) Early Thinking: Notes Toward New Projects
164 Noyes	2083	Human Rights Education: Politics of Advocacy Mary B. Shuttleworth, Educational Leadership and Change, Fielding Graduate University
Engineering 106B6	2084	Putting the Integrity of Research at Risk
Illini Room C	2085	Turkey: EU, Students & Education

Saturday, May 21 2:30-3:50

209 Union	2086	The Collab: Tellin, Dancin, and Writin Our Ways of Freedom
210 Union	2087	Joy and Autoethnographic Inquiry
211 Union	2088	Problematizing racism: Engaging a dialectical conversation to explore new language for discussions involving racial discrimination
215 Union	2089	Popular Media through a transnational, intersectional, and hybridity analysis: Case Studies from the margins
314A Union	2090	Critical Pedagogy/Critical Theory
314B Union	2091	Plenary: Getting Lost, Getting Messy and all that Jazz: Riffing Off and Critically Engaging with Patti Lather's Book "Getting Lost".
404 Union	2092	Plenary: Qualitative Inquiry & Global Crises
405 Union	2093	Philosophical Approaches to Qualitative Inquiry
406 Union	2094	HIV/AIDS
104 English	2095	Photovoice
69 English	2096	Directions in Autoethnographic Methodology
163 Everitt	2097	Reformations: Identities
168 Everitt	2098	Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics, A Performance/Roundtable
170 Everitt	2099	Thinking critically of participatory research: An intersection of theory and practice
241 Everitt	2100	Reconceptualizing Collaboration
245 Everitt	2101	Communicating Spirituality Within Narratives of Loss, Illness, and Dying
260 Everitt	2102	War
163 Noyes	2103	Kinships and Relations
164 Noyes	2104	Music

Engineering 106B3	2105	Spotlight: Critical Beginnings: Reflections and Refractions Through Seven Years of QI
Engineering 106B6	2106	Qualitative Inquiry in German Speaking Countries
Illini Room C	2107	Turkey: Ethnography, Case Study & Feminist Inquiry

Saturday, May 21 4:00-5:20

210 Union	2108	Autoethnography
211 Union	2109	Suppression of Expression?: Experiences of Expression of People of Color
217 Union	2110	Decolonizing Methodologies
314A Union	2111	Qualitative Research Education: Focusing on the Student Experience
314B Union	2112	Plenary: Performances of Resistance and Possibilities from D. Soyini Madison's Acts of Activism: Human Rights as Radical Performance
403 Union	2113	Qualitative Researchers as Social Advocates: Ethical Dilemmas and Implications
405 Union	2114	Pierre Rivière's memoirs revisited in Michel Foucault's memory...
406 Union	2115	Directions in Qualitative Health Research II
407 Union	2116	Plenary: Troubling Times 2011: The Left, the Right, and the Obama Factor
104 English	2117	Examining experiences of breast cancer survivors through Photovoice
69 English	2118	Reflexivity
163 Everitt	2119	The Interpretive
168 Everitt	2120	Doctoral Students
170 Everitt	2121	Ethnobotany and Youth Action Research to Preserve Culture and Foster Well Being
241 Everitt	2122	Qualitative Evaluation and Social Policy
245 Everitt	2123	Being and Becoming Data
163 Noyes	2124	Spotlight Session: La Evaluacion de la Calidad: Is It Possible to Promote an Educative Dialogue?
164 Noyes	2125	Film

Saturday, May 21 5:30-6:30

200 Ballroom	2126	Annual Meeting of the IAQI & Award Ceremony
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ADISP 2011

(A DAY IN SPANISH AND PORTUGUESE 2011)

Programa final - 18 de Mayo 2011

Horario	ACTIVIDAD	Sala
8-8.30	Acreditaciones	Union 210
8.30-8.45	Apertura de ADISP Presentacion: Katia Curbelo, Carlos Calderon y Aitor Gomez	Union 210
SESIONES		
9.00-10.30	1. Educacion: Metodologias	Union 210
	2. Salud: Salud, Mente y Cuerpo	Union 403
	3. Políticas: Minorías, Vulnerabilidad y violencia	Union 211
	4. Metodología: Reflexiones Epistemologicas	Union 215
10.30-12.00	5. Educacion: Escuela y Comunidad	Union 210
	6. Salud: Profesionales y Sociedad	Union 403
	7. Políticas: Genero y Migraciones	Union 211
	8. Metodología: Nuevos Desarrollos y Posibilidades I	Union 215

12.00-13.30	9. Educacion: Profesionales y Experiencias	Union 210
	10. Salud: Experiencias y Significados	Union 403
	11. Políticas: Trabajo, Comunicacion y Tecnologia	Unioin 211
	12. Metodologia: Nuevos Desarrollos y Posibilidades II	Union 215
	*Panel: Relaciones entre la indagacion cualitativa y la transdisciplina en el estudio de la salud	Union 217
ALMUERZO		
SESIONES		
14.30-16.00	13. Educacion: Profesionales y Politicas	Union 210
	14. Salud: Promocion y Trabajo con la Comunidad	Union 403
	15. Políticas: Movimientos Sociales y Participacion Comunitaria	Unioin 211
	16. Etica y Justicia Social	Union 215
16.00-18.00 Conversatorios	A. Calidad en la IC Carlos Calderon	Union 210
	B. Avances de la IC en Iberoamerica Consuelo Chapela	Union 403
	C. Publicar IC: las revistas internacionales Cesar Cisneros	Unioin 211
	Presentación de Software Weft Qda	Union 215

*Los paneles son mesas monotematicas sugeridas, organizadas y coordinadas por los propios participantes en los que se combinaran presentaciones individuales (4-6) con espacio para el debate y la discusión

** **Aprendiendo Together/Learning Juntos**

This year, the ADISP (A Day in Spanish and Portuguese) initiative will launch an opportunity for English, Spanish and Portuguese community to meet in joint sessions in the English language during QI. This represents an effort to engage the English community with QI 'hot' topics within the Spanish and Portuguese community through processes of 'Aprendiendo Together' (Learning Together).

ADISP 2011 (A DAY IN SPANISH AND PORTUGUESE 2011)

18 mayo 2011

9.00 a 10.30

Union 210

Sesion 1: Educacion: Metodologias

Coordinador: Aitor Gomez

1. La investigacion formativa como problema pedagogico. Luceli Patiño de Peña, Universidad de Ibague, Colombia
2. Practicas prometedoras de desempeño institucional: Lecciones desde escuelas secundarias del Estado de Chihuahua en México. Ramón Leonardo Hernández Collazo.
3. Exploraciones del uso de portafolios pedagogicos en investigación. Esteban García. Heuristica Educativa, Mexico
4. Juega dialoga y resuelve. Aitor Gómez. Universitat Rovira i Virgili, Tarragona, España
5. Cambiando el imaginario de academicos y estudiantes para romper la percepcion de imposibilidad de desarrollar tecnología. Selin Vargas Carrasco. Universidad de La Frontera, Chile
6. MEtodos insurgentes en Investigacion Cualitativa en Alfabetizacion y Cultura: Critico y Rizomatico. Marcela Alicia Fumiere. Universidad de Buenos Aires, Argentina

Union 403

Sesion 2: Salud: Salud, Mente y Cuerpo

Coordinador: Carlos Calderon

1. O Uso da Ferramenta Fluxograma para a Construção do Cuidado em SaUde Mental. Maria Salete Bessa Jorge, Mardenia Gomes Vasconcelos, Cinthia Mendonça Cavalcante. Universidade Estadual do CearA, Brasil
2. Mas alla de Medicos y Psiquiatras: Aproximacion Cualitativa a los Otros Profesionales en Salud Mental. Carlos Calderon, Ander Retolaza, Janire Payo, Amaia Bacigalupe, Eskarne Zallo. Gipuzkoa, España
3. La Colaboracion Interdisciplinaria en la Atencion al Paciente con Depresion: Una Experiencia de Investigacion-Participativa. Carlos Calderon, Isabel Mosquera, Javier Martinez, Manuela Perez, Eulali Mariñelarena. Gipuzkoa, España
4. O Desafio da Humanização: Perplexidades e Perspectivas no Contexto de um Projeto de Intervenção com o Uso da Arte. Walter F Oliveira,

Barbara Almeida da Silva, Priscila Voigt Severiano, Ana Luiza Fernandes, Marcio Jibrin, Juliana Rego Silva, Marina Deschamps, Federal University of Santa Catarina, Brasil

5. A construção identitária na adolescência em contextos violentos na perspectiva da Clínica em Saúde Mental. Marta Conte. Escola de Saúde Pública do Rio Grande do Sul, Brasil
6. IC crítica mediante analizadores bourdeanos y de cuerpo-territorio. Violencia simbólica en publicidad oficial. Consuelo Chapela, Esmeralda Covarrubias, Alejandro Cerda, Universidad Autonoma Metropolitana Xochimilco, Mexico

Union 211

Sesion 3: Politicas: Minorias, Vulnerabilidad y violencia

Coordinadora: Pamela Zapata

1. Palma Africana: reactivacion economica en el marco de la Ley de Justicia y Paz o violacion sistematica de derechos humanos? Astrid Osorio Alvarez, Maria Carolina Mesa Salinas, Francisco Henao Bohorquez, Universidad Pontificia Bolivariana, Colombia
2. Lo Etnicoracial Negro en el Reconocimiento de las Mujeres Afrodescendientes en Situación de Discapacidad. Luz Zaret Mena Ortiz
3. Sobreviviendo a la violencia en Ciudad Juarez, Mexico: estudiando en Cerdanyola del Valles, Barcelona. Elizabeth Aguirre-Armendariz. UAB-UACJ, Barcelona, España
4. Construccion del sujeto Paramilitar en Colombia. Natalia Cristina Galvis Arias, Universidad Nacional de Colombia, Colombia
5. Un análisis de enfoque diferencial de la Discapacidad en Colombia desde: género, raza, etnia y condición de discapacidad. Marisol Moreno. Universidad Nacional de Colombia, Colombia
6. Formas de violencia doméstica por razones de género en mujeres aymaras adolescentes urbanas del norte de Chile (AECID). Paula Andrea Fernandez- Davila. Unidad Interdisciplinaria de Investigaciones Psicosociales y Juridicas del Centro de Investigación e Intervención Psicosocial 'CEINPSI de la Universidad de Tarapaca de Arica, Chile. Pamela Zapata-Sepulveda, Maria Cruz Sanchez
7. Formas de violencia doméstica por razones de género en mujeres aymaras del norte de Chile (AECID). Pamela Zapata-Sepulveda. Universidad de Tarapaca de Arica, Chile. Maria Cruz Sanchez. Antonio Martin, Roberto Storey, Vanessa Jara
8. Analisis de metodologias cualitativas para conceptualizar traumas de prision y tortura por motivos políticos. Pamela Zapata-Sepulveda. Universidad de Tarapaca de Arica, Chile. Maria Cruz Sanchez
9. Un análisis de enfoque diferencial de la Discapacidad en Colombia desde: género, raza, etnia y condición de discapacidad. Marisol Moreno. Universidad Nacional de Colombia

10. Child abuse and protection social policies. Childhood protection discourses subject construction and its effects. Krisna Tolentino

Union 215

Sesion 4: Metodologia: Reflexiones Epistemologicas

Coordinador: Sebastia March

1. Dialogos en Torno a la Metodologia Mixta: Un Ejercicio Autoetnografico. Mercedes Blanco. CIESAS-DF, Mexico. Edith Pacheco, El Colegio de Mexico
2. Fundamentos epistemologicos de la investigacion y la metodologia de la investigacion y sus incidencias en lo social. Ivan Dario Toro. Escuela de Administración, Finanzas y Tecnologia, Colombia
3. La investigacion de las intervenciones en el marco de la investigacion accion. Cecilia Martinez. Universidad Nacional de Córdoba. CONICET, Argentina
4. Retos del aprendizaje, ejercicio y enseñanza de la investigacion cualitativa. Gabriela Luna. Universidad de Guanajuato, Mexico
5. Uma perspectiva fenomenologica da Pesquisa Qualitativa. Joseph Handerson. Universidade Federal do Rio de Janeiro, Brasil
6. Los metodos de recopilacion de datos cualitativos, postulados teoricos y metodologicos en el proceso de la reconstruccion de la realidad y la creacion de objetos de estudio sociologicos. Jorge Mercado Mondragon. UAM-Azcapotzalco, Mexico
7. Mujeres inmigradas entrevistadoras. Un caso en Mallorca, España. Sebastia March. Primare Care, Mallorca. IB-Salut, España

10.30 a 12.00

Union 210

Sesion 5: Educacion: Escuela y Comunidad

Coordinadora: Carla Fardella

1. La practica de las artes marciales como apoyo para una sana convivencia y mejor calidad de vida. Luis Anibal Marin, Ilda Mery Molina. Institucion Educativa Alfredo Cook Arango, Colombia
2. Alfabetizacion Tecnologica en el Consejo Comunal De Familia, El Paramito Municipio Andres Bello, Merida Venezuela. Rosa Elena Barrios. Universidad Nacional Experimental Simon Rodriguez, Venezuela
3. Entre lo mio y lo tuyo. Adaptaciones culturales y situaciones criticas de estudiantes universitarios indigenas en Medellin, 2008. Leider Hernan Otero, Colombia
4. Diferencia, Educacion intercultural y Derechos Humanos en Colom-

bia. Nestor Ivan Cortez Ochoa. Corporacion Universitaria Remington, Colombia

5. Las escuelas como espacio de produccion de sentido frente a la neoliberalizacion de la educación. Carla Fardella. Universidad Autonoma de Barcelona, España
6. El sexismo en la educacion primaria y su relacion con la equidad de genero un estudio comparativo en Mexico y Panama. Jose Maria Duarte. Universidad Autonoma de Nuevo Leon, Mexico

Union 403

Sesion 6: Salud: Profesionales y sociedad

Coordinadora: Gloria Molina

1. Percepcion de enfermeria sobre el proceso de muerte de pacientes en etapa terminal. Emma Rosa Vargas Daza. Instituto Mexicano del Seguro Social, Mexico. Alicia Pacheco Rodriguez, Maricela Arellano Martinez, Liliana Galicia Rodríguez, Alejandra Hernandez Castañon, Rosa Maria De la Vega Navarro
2. Medicos pacientes con cancer: Tras un analisis cualitativo del conflicto de roles. Carlos Andres Arroyave – Bernal. Universidad Nacional de Colombia, Colombia
3. Significados de autocuidado y estrategias relacionadas con el indice de Burnout: Un estudio sobre las profesionales que intervienen a mujeres en situación de violencia intrafamiliar. Joan Andrea Romeo, Eduardo Antonio Gacitua. Pontificia Universidad Catolica de Chile
4. Petsaude/Saude da familia como estrategia na formação de recursos humanos para atenção primaria. Sebastiao Junior Henrique Duarte, Felipe Roberto Franca Moraes. Universidade Federal de Mato Grosso, Brasil
5. Qualificação da equipe de enfermagem na atenção ao Pre-Natal. Sebastiao Junior Henrique Duarte. Universidade Federal de Mato Grosso, Brasil
6. Características de las relaciones interinstitucionales entre las aseguradoras y prestadoras de servicios e salud, alrededor de la contratación de servicios. Medellin, 2009. Gloria Molina Marin. Escuela Nacional de Salud Publica, Universidad de Antioquia, Colombia
7. Interaccion terapeutica con padres de menores de edad victimas de violencia intrafamiliar, maltrato y abuso sexual en la localidad de suba. Bogota, Colombia. Andrea Pardo-Cubides. Hospital de Suba, Colombia
8. Cuantificando el proceso legal de la accion de tutela. Medellin, Colombia 2010. Una exploracion de los costos. Alejandro Arango Castrillon, Emmanuel Salvador Nieto Lopez. Universidad de Antioquia, Colombia

Union 211

Sesion 7: Politicas: Genero y Migraciones

Coordinadora: Maria Angelica Betancur

1. Imaginarios de femineidad y maternidad y su vinculacion con las emociones que experimentan las cientificas de universidades publicas estatales. Elisa Cerros. Universidad de Guadalajara, Mexico. Maria Elena Ramos
2. El Habitus Religioso y las Identidades de Genero. Nataly Garcia Ramirez, Alba Lucia Lucumi Silva. Universidad Santo Tomas, Colombia
3. Percepcion de cuerpo e imagen corporal masculina: una revision sistematica. Giovane Mendieta-Izquierdo. Fundacion Universitaria del Area Andina, Colombia
4. El sexismo en la educacion primaria y su relacion con la equidad de genero un estudio comparativo en Mexico y Panama. Jose M^a Duarte. UANL, Mexico
5. Una autoetnografia sobre la dificultad para adquirir un sentido de pertenencia en una ciudad mexicana conservadora. Silvia M. Benard. Universidad Autonoma de Aguascalientes, Mexico
6. Ethnomethodological research in explaining the integration of ethnic minorities. Jesus Alberto Valero-Matas, Sergio Miranda-Castañeda. Universidad de Valladolid, España
7. La tierra de las mujeres rurales. Angelica Maria Betancur, Gloria Patricia Zuluaga-Sanchez. Universidad Nacional de Colombia.
8. El Empleo Femenino y Precariedad laboral en la Industria Electronica de la Zona Metropolitana de Guadalajara. Carmen Yolanda Delgado Lecourtois, Universidad de Guadalajara, Mexico
9. Las nuevas masculinidades de los conductores del transporte publico Guadalajara, Jalisco. Mexico. Maria Juana Gonzalez Tovar, Centro de Estudios de Genero, Universidad de Guadalajara, Mexico

Union 215

Sesion 8: Metodologia: Nuevos Desarrollos y Posibilidades I

Coordinador: Carlos Andres Muñoz Sandoval

1. Aporte cualitativo de la metodologia prospectiva para la participacion comunitaria en su desarrollo. Carlos Andres Muñoz Sandoval, Jose Gregorio Clavijo Parrado. Universidad Santo Tomas, Colombia
2. La paradoja como informacion de la observacion. Juan Pablo Gonnet. CEA-CONICET, Argentina
3. Los cuadernos del alumno como instrumentos de investigacion. Esteban Garcia. Heuristica Educativa, Mexico
4. El grupo de discusion como estrategia para una investigacion critica y

- reflexiva. Magdalena Suarez-Ortega. Universidad de Sevilla, España
5. The Address of Collective Subject as Option Methodology for Assessment of Health Services. Cassia Barbosa Reis. Universidad Estadual Mato Grosso do Sul, Brasil. Sonia Maria Oliveira Andrade
 6. Psicodinamica do Trabalho: adaptacao do metodo a realidade brasileira. Claudia Weyne Cruz. Escola de Saúde Pública, Brasil, Alvaro Roberto Crespo Merlo
 7. Analisis Critico del Discurso en accion: critica a los discursos oficiales sobre la adolescencia. Samuel Colon. University of Puerto Rico, Puerto Rico

12.00 a 13.30

Union 210

Sesion 9: Educacion: Profesionales y experiencias

Coordinadora: Magda Garcia Quintanilla

1. Investigacion cualitativa con mujeres: las profesoras universitarias de la Universidad Autonoma Chapingo. Maria Eugenia Chavez, Universidad Autonoma Chapingo, Mexico
2. Creencias sobre la evaluación escolar, formación inicial docente y propuestas de transformación desde la investigación cualitativa. Luis Guzman Palacios, Pontificia Universidad Catolica de Valparaiso, Chile
3. Representaciones y significados (ser docente en México). Magda Garcia Quintanilla. Universidad Autonoma de Nuevo Leon, Mexico
4. Creche Jardim Felicidade - Cenario Vivo para o Exercício do Olhar, um Estudo Auto-etnografico. Marco Aurelio Souza. Universidade Federal de Minas Gerais, Brasil
5. An Approach to the Perceptions of Teachers from a Mixed Methodology. Alma Ma del Amparo Salinas Quintanilla, Mexico
6. Representaciones conocimiento formal y estilos de pensamiento en estudiantes. Bertha Marlen Velasquez, Universidad Colegio Mayor de Cundinamarca, Colombia

Union 403

Sesion 10: Salud: Experiencias y significados

Coordinadora: Cinthia Mendonça Cavalcante

1. Hermeneutica Fenomenologica e a Compreensao das Narrativas de Maes Substitutas sobre a Experiencia do Cuidado. Cinthia Mendonça Cavalcante, Maria Salette Bessa Jorge. Universidade Estadual do Ceara, Brasil
2. Adolescentes con Síndrome Metabólico una visión desde la fenome-

- nología. Dora Julia Onofre. Universidad Autonoma de Nuevo Leon, Mexico
3. La construccion social del “sentimiento de carga” en la cuarta edad: narrativas de ancianos y cuidadores. Maria Concepcion Arroyo Rueda, Manuel Ribeiro Ferreira, Martha Leticia Cabello Garza. Facultad de Trabajo Social, Universidad Juarez del Estado de Durango, Mexico
 4. Barriers and needs perceived by parents regarding the health care of children younger than 15 years diagnosed with cancer within Bucaramanga, Colombia 2002- 2009. Angelica Maria Amado. Universidad Industrial de Santander, Colombia
 5. La reproduccion humana asistida. Un estudio cualitativo/fenomenologico. Hector Mendoza. Universidad Autonoma de Nuevo Leon, Mexico
 6. Processos de Perda e Resistencia nas Famílias com Doença Cronica. Maria Isabel Barros Bellini. Faculdade de Serviço Social/PUCRS, Brasil.
 7. A relação complementar entre religiosidade e saúde no Brasil. Marcio Luiz Braga, Simone Santos Oliveita. Fiocruz, Brasil

Union 211

Sesion 11: Politicas: Trabajo, economia y comunicacion y nuevas tecno- logias

Coordinadora: Maria Alejandra Villasmil

1. El Modelado del Trabajo: Un Proceso Vital de la Gerencia de Capital Humano. Maria Alejandra Villasmil, Laura Angelina Obando. Universidad de los Andes, Merida, Venezuela
2. Comprension Performativa de las Crisis Organizacionales: Aportes Literarios a la Psicologia Critica y Construcccionista. Luis Gonzalez-Gutierrez. Universidad Santo Tomas, Colombia
3. Analisis cualitativo desde la perspectiva de la gestión del conocimiento en la cadena de abastecimiento de alimentos Bogota Colombia. Oscar Javier Herrera Ochoa. Universidad Cooperativa de Colombia
4. El principio de la entidad en los negocios internacionales: analisis juridico en el Codigo de Comercio Venezolano y el Codigo de Comercio Colombiano. Laura Angelina Obando, Maria Alejandra Villasmil. Universidad de los Andes, Merida, Venezuela
5. Esferas publicas digitales y televisión pública en Colombia. Alejandra Castaño-Echeverri, Omar Mauricio Velasquez-Hurtado. Facultad de Periodismo, Universidad de Antioquia, Colombia
6. Analisis cualitativo de reportes verbales fuente de obtencion de ontologias para la construccion de modelos computacionales. Luis Sanabria. Universidad Pedagogica Nacional de Colombia
7. Conocer los organismos de Ciencia y Tecnologia: Insumo para la

Politica Cientifica. Nora Mendizabal. CEIL-PIETTE del CONICET, Argentina

8. Conocimiento Ecologico Tradicional y Racionalidad Ambiental entre los Indigenas Embera, Colombia 2010. Angela Maria Alzate Arias, Neldo Chamorro Casama, Leonardo Uribe. Universidad de Antioquia, Medellin, Colombia
9. Trayectorias laborales de trabajadores y trabajadoras del calzado en Guadalajara. Un estudio de caso: Industrias Nilo, S.A. de C.V. Elena Dolores Navarro Perez, Universidad de Guadalajara, Mexico

Union 215

Sesion 12: Metodologia: Nuevos Desarrollos y Posibilidades II

Coordinadora: Carla Fardella

1. Posibilidades y limites del Analisis del Discurso en la actualidad de las ciencias sociales. Lara Ali, Carla Fardella. Universidad Autónoma de Barcelona, España
2. A Pesquisa Cientifica como Processo de Construcao e Reconstrucao. Joseph Handerson. Universidade Federal do Rio de Janeiro, Brasil
3. Diseño grafico sustentado en la investigación cualitativa. Argentina Aranda Barrera. Universidad Autonoma Metropolitana Xochimilco, Mexico
4. Researching Researchers: trajectories, conceptions and practices of qualitative social research in Chile. Mariela Carmona. Pontificia Universidad Catolica de Chile
5. La experiencia de una tesis doctoral como un proceso de co-construccion: autoetnografia a dos voces. Elizabeth Aguirre Armendariz, Adriana Gil-Juarez UAB-UACJ, Barcelona, España
6. La Identidad Analizada: el análisis de narrativas identitarias desde una perspectiva discursiva. Vicente Sisto. Universidad Catolica de Valparaiso, Chile. Carla Fardella

Union 217

Panel: Relaciones entre la indagacion cualitativa y la transdisciplina en el estudio de la salud.

Coordinador: Victor Ruiz-Velasco

1. La investigacion cualitativa como campo abierto a la transdisciplina. Victor Ruiz-Velasco, Universidad Autonoma Metropolitana (Xochimilco), Mexico
2. Investigacion cualitativa y transdisciplinariedad en salud publica. Fernando Peñaranda Correa, Universidad de Antioquia. Facultad Nacional de Salud Publica
3. Promocion de la salud, transdisciplina e indagacion cualitativa. Con-

- suelo Chapela, Universidad Autonoma Metropolitana Xochimilco
4. Estudiando la salud mental desde una perspectiva transdisciplinaria. Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco), Mexico

14.30 a 16.00

Union 210

Session 13: Educacion: Profesionales y politicas

Coordinadora: Silvia M Baldivieso

1. Propuesta teorico metodologica para investigar la practica docente en la Educacion Superior. Silvia M Baldivieso, Marco Antonio Bellot. Universidad Catolica de Temuco, Chile
2. Lo Pensado y lo Vivido, Razon y Emocion: Democracia y Ciudadania en la Escuela Venezolana. Jose Contreras. Universidad Nacional Experimental Simon Rodriguez, Venezuela
3. Un acercamiento epistemologico a la politica educativa como disciplina del conocimiento. Carlos Alberto Reyes Zaleta, Felipe Alfredo Riaño P. Universidad Autonoma de Guadalajara, Mexico.
4. Concepto de calidad aplicada a la educacion superior una aproximacion epistemologica. Felipe Alfredo Riaño Perez, Ricardo Miguel Flores Cantu. Universidad Militar Nueva Granada - Universidad Autonoma de Guadalajara, Mexico
5. The social pertinence of Colombian superior education curriculums a commitment of colegio mayor de Cundinamarca University. Lola Rosalia Saavedra, Maria Graciela Calle. Universidad Colegio Mayor de Cundinamarca, Colombia
6. Assessing the quality of teaching in a Spanish university: a responsive evaluation. Carmen Pozo Muñoz. Universidad de Almeria, España. Pilar Garcia-Rodriguez, Enrique Alonso-Morillejo
7. A imagem social do Serviço Social: conservadorismo ou ruptura? Miriam Guterres Dias. Universidad Federal do Rio de Janeiro, Brasil

Union 403

Session 14: Salud: Promoción y Trabajo con la Comunidad

Coordinadora: Maria Lucia Magalhães Bosi

1. Factores que influyen para que los jovenes no usen preservativo/condon en las relaciones sexuales. Shirley Vega. Centro Estudios De Estado y Sociedad, Argentina. Teresa Florez
2. Factores asociados a la incidencia de la automedicacion en la poblacion universitaria. Karen Vega, Edgar Vega. Tecno Informatica
3. Enfermos, monstruosos y malos? analisis visual de la campaña “La

- otra cara del sexo”. Samuel Colon, Alfredo Enrique Rivas. University of Puerto Rico
4. Conocimientos, actitudes y prácticas de la salud oral en mujeres en estado de desplazamiento forzado en Colombia. Ana Graciela Bonilla. Universidad Nacional de Colombia
 5. Obesidad infantil en Mexico. Un estudio cualitativo desde la perspectiva de los mismos actores: los niños. Martha Leticia Cabello. Universidad Autonoma de Nuevo Leon, Mexico
 6. Promoçao da Saude no Pre-Natal. Sebastiao Junior Henrique Duarte. Universidade Federal de Mato Grosso, Brasil
 7. La Red Vida y comunidad en Movimiento, en la Universidad Nacional de Colombia. Yency Cardozo. Universidad Nacional de Colombia
 8. Saude, Democracia e Direito. Sandra Martini Vial, Delacy e Guilhermina Martini. Escola de Saude Publica da Secretaria da Saude do Estado do Rio Grande do Sul, Brasil
 9. Construindo Pontes entre Ciencia, Politica e Praticas em Saude Coletiva. Maria Lucia Magalhães Bosi. Universidade Federal do Ceara, Brasil. Denise Gastaldo

Union 211

Sesion 15: Politicas: Movimientos Sociales y Participacion Comunitaria

Coordinador: Alejandro Cerda

1. Memoria y movimientos sociales en el Mexico del siglo XXI. Alejandro Cerda, Ana Laura Barroso, Esmeralda Covarrubias. Universidad Autonoma Metropolitana Xochimilco, Mexico.
2. Etica y Responsabilidad, Claves Estatales para una comunidad sin crisis. Clara Patricia Cano. Semillero de Ciencias Penales y Sociedad
3. Diagnostico Participativo en la Comunidad Caño Azul Arriba Municipio Obispo. Ramos de Lora, Merida. Venezuela. Liz Eliana Chacon, Rosalba Diaz, Nancy Puentes, Sonia Diaz. Universidad Simon Rodriguez, Venezuela
4. ¿Hacia un Periodismo Etnografico en España?: la Cobertura de la “Recuperacion de la Memoria Historica” en la Prensa Española. Elisa Garcia-Mingo. Universidad Complutense de Madrid, España
5. Los Valores Comunitarios en el Sector Caño Azul Arriba Municipio Obispo Ramos de Lora, Merida Venezuela. Rosalba Diaz. Universidad Nacional Experimental Simon Rodriguez, Venezuela
6. Investigacion-accion participativa Brigadas Civico Aereas una oportunidad para la construcción de tejido social y fortalecimiento de la Seguridad Democratica. Felipe Alfredo Riaño Perez. Universidad Militar Nueva Granada - Universidad Autonoma de Guadalajara, Mexico. Jorge Fonseca Brandt
7. Los Procesos Administrativos en las Unidades de Producción Social Comunidad Divino Niño, El Vigia, Merida Venezuela. Jose Contreras.

Universidad Nacional Experimental Simon Rodriguez, Venezuela

8. Un estudio del estilo de apego en nietos adolescentes de ex presos politicos Chilenos. Graciela Paz Avendaño Fuentes, Pamela Zapata-Sepulveda. Centro de Investigacion e Intervencion Psicosocial Universidad de Tarapaca, Chile
9. Critical Discourse Analysis as a Tool for the Study of Poverty Discourse in Chile: an Analysis of the Construction of the Other from the State Government Official Discourse. Rayen Rovira Rubio. Universitat Autonoma de Barcelona, España

Union 215

Sesion 16: Etica y justicia social

Coordinador: Fernando Peñaranda

1. Sistematizacion de la experiencia: etica y justicia social, una mirada transdisciplinar. Claudia Velez, Universidad Pontificia Bolivariana, Colombia. Fernando Peñaranda Correa, Leslie Bloom, Juan Alejandro Cortes, Alejandra Castaño-Echeverri, Omar Mauricio Velasquez Hurtado, Marcela Garces Valderrama
2. La investigacion cualitativa desde la reflexión etica: Un requisito para promover la justicia social. Fernando Peñaranda, Universidad de Antioquia - Facultad Nacional de Salud Publica, Colombia. Claudia Velez, Gloria Molina, Erika Montoya, Leslie Bloom.
3. Clinical research and humanization of assistance: political and ethical dilemmas. Elida Azevedo Hennington, Thais Vidaurre Franco. Fiocruz, Brasil
4. Investigacion desde una perspectiva de Justicia Social: Experiencias y reflexiones desde Colombia. Juan Alejandro Cortes. Universidad Pontificia Bolivariana, Colombia. Sergio Cristancho, Isabel Cristina Posada, Gilma Stella Vargas, Leslie Bloom
5. La utilizacion de estrategias y tecnicas cualitativas para la produccion de conocimiento en procesos de desarrollo local. Graciela Burgardt. Universidad Nacional de Cuyo, Argentina

A DAY IN TURKISH (ADIT)

QI2011 CONGRESS MEETING

WEDNESDAY 18 MAY: 10:00am-12:00pm

Union 407

Theme: Life Long Learning and Qualitative Research in Turkey

Organized by Turkish Educational Research Association

Sponsored by International Association of Qualitative Inquiry,

International Association of Educators &

Canakkale Onsekiz Mart University

Opening Ceremony

Activity- Presenter

10:00-10:20

Welcoming Remarks: Life Long Learning and Qualitative Research in Turkey by the Vice President of Turkish Educational Research

Association: Dr. Mustafa Yunus Eryaman

10:20-10:40

An Invitation for the European Conference on Educational Research, Istanbul 2013, by the General Secretary of Turkish Educational Research

Association: Dr. Necati Cerrahoglu

10:40-11:00

An Invitation for the Fourth International Congress of Educational Research, Istanbul 2012, by the Vice President of International

Association of Educators: Dr. Hakan Dedeoglu

11:00-11:20

Concluding Remarks by the General Secretary of International Association

of Educators: Dr. Nihat Gurel Kahveci

11:30-12:00 Reception with Refreshment

Social Work Day

International Congress on Qualitative Inquiry
Urbana, Illinois, USA
May 18, 2011

Program

7:30-8:00 Registration

8:00-9:20, Union 314A

Opening Plenary: On the Shoulders of Giants: Qualitative Research & Social Work's Intellectual History

Chair: *Jane F. Gilgun, University of Minnesota*

The Intellectual History of Qualitative Social Work Research, *Jane F. Gilgun, University of Minnesota Twin Cities*
4949933

Hull-House Research: Qualitative and Quantitative Research for Social Justice, *Wynne Korr, University of Illinois at Urbana-Champaign*
494769

9:30-10:50 Concurrent Sessions

Union 314A

The Legacy of Social Work Qualitative Research,

Chair: *Roberta G. Sands, University of Pennsylvania*

Mary Richmond: Pioneer of Qualitative Research, *Nora L. Ishibashi, Loyola University of Chicago*

The Legacy of Professionalization: An Historical Analysis of the Relationship Between Social Work and Religion, *Amelia S. Derr, University of Washington*

On the Shoulders of Florence Hollis, *Roberta G. Sands, University of Pennsylvania*

Union 209

Contributions of Qualitative Methods to Intervention Research 1

Chair: *Lisette M. Piedra, University of Illinois at Urbana-Champaign*

Steps in the Right Direction: Using Qualitative Methods to Adapt Interventions to New Contexts, *Lissette M. Piedra, University of Illinois at Urbana-Champaign*

“Darse Cuenta,” “Si, Pero” and Other “Ah Ha” Moments: Reflections of Cognition Change, *Luciana A Guardini, Jorge A Marquez, Lissette M. Piedra, and Valerie Cintron, University of Illinois at Urbana-Champaign*

Delicate Strands of Hope: Linguistically Accessible Services in a “New Growth” Community, *Diedre M. Lanesskog, Lissette M. Piedra, and Stephanie Maldonado, University of Illinois at Urbana-Champaign*

Union 405

Critical Discourse Analysis

Chair: *Emily Keddell, University of Otago*

Using Critical Discourse Analysis to Interrogate the Representation of Ethnic Groups in Social Work Textbooks, *Theresa Ronquillo, University of Washington*

Language of Moral Disengagement, Uncovering Bias in Ordinary Conversation: Implications for Counseling, *Pamela C. Smithbell, Tiburg University*

Bernstein’s Codes in Child Protection Social Work: Analysing Discourse, Power and Relationships, *Emily Keddell, University of Otago*

11:00-12:20 Concurrent Sessions

Union 314A

Workshop: Qualitative Methods and Evaluating Practice

Evaluating in Practice: Translating and Inhabiting Qualitative Inquiry as Professional Practice, *Ian Shaw, University of York*

Union 209

Reflexivity and Qualitative Social Work Research 1

Chair: *Patricia Joyce, Adelphi University*

Tales of Immersion: Reflecting, Questioning, and Re-thinking, *Kennedy Saldanha, Centre for Addiction and Mental Health Ontario*

A Thief Among the Resourceful: An Autoethnographic Exploration from a White, Working-class, Female Attempting Relief Efforts in Genocide Survivor Villages in Rwanda, *Leann Egeto, Smith College*

The Body Speaks: Reflexivity in Qualitative Social Work Research on Trauma, *Patricia Joyce, Adelphi University*

1:00-2:20 Concurrent Sessions

Union 314A

Contributions of Qualitative Methods to Intervention Research 2

Chair: *Jennifer Marie Self, University of Washington*

Qualitative Meta-Synthesis: A Critical Introduction to the Method and Its Use in Professional Practice, *James Drisko, Smith College*

Group Work Meets Youth Development: Communicating across Difference in a Theatrical Peer Education Program, *Amy Hammock, Stony Brook University*

Focus Groups: Uncovering Meanings of Sibling Violence for Parents in Parenting Programs for Child Maltreatment, *Nathan H. Perkins & Jenny Shadik, Virginia Commonwealth University*

Queering Queer Space, *Jennifer Marie Self, University of Washington*

Union 209

Reflexivity and Qualitative Social Work Research 2

Chair: *Stephen T. Wilson, Smith College*

“Look at me...Look at Me:” Visual Data and the Creation of a Phenomenon, *Julie C. Altman, Adelphi University*

Jessica Benjamin, Baba and Malonga: An Analysis of Jazz and Intersubjectivity, *Stephen T. Wilson, Smith College*

Union 405

Philosophical Issues and Qualitative Social Work Research

Chair: *James Drisko, Smith College*

Teaching Philosophy of Research to Doctoral Students, *Nora L. Ishibashi, Loyola University of Chicago*

The Paradigm Debates in Social Work: Is Qualitative Scholarship the Means to a Mission-Based Paradigm? Diane L. Miller, *California State University Dominguez Hills*

Social Work Assessment as Qualitative Research: Enduring and Unexplored Commonalities, *James Drisko, Smith College*

2:30-3:50 Concurrent Sessions

Union 314A

Enduring Traditions of Social Work Activism

Chair: Kris Clarke, California State University Fresno

Participatory Research: A Socially Just Approach to Research with Youth, *Kristen Atkinson, University of Illinois at Chicago*

“I Have Nothing to Celebrate” Faculty Advocacy on Behalf of LGBT Issues on Campus, *Lori Messinger, University of Kansas*

Dissemination and Advocacy in the Age of the Internet, *Jane F. Gilgun, University of Minnesota, Twin Cities*

Diversity, Multiculturalism or Interculturality: A Comparison of How US and Finnish Social Work Education Theorize Cultural Competence in Professional Expertise, *Kris Clarke, California State University Fresno*

Union 209

Phenomenological Social Work Research

Chair: Alankaar Sharma, University of Iowa

Body Image Development in Early Childhood: Exploring Parental Beliefs and Family Influence, *Janet M. Liechty, Samantha Clarke, Rachael Moore, & Kristen Harrison, University of Illinois at Urbana-Champaign*

“Gender, Coping, and Felt Experiences of Rural Homelessness,” *Jeanne Lorentzen, Timothy P. Hilton, & Cornell DeJong, Northern Michigan University*

Branching Out: Applying Techniques from Interpretive Phenomenological Analysis to Data from a Photovoice Study, *Moshoula Capous-Deyllas, Portland State University*

Understanding Experiences of Men Survivors of Child Sexual Abuse through Phenomenology and Deductive Qualitative Analysis, *Alan-kaar Sharma, University of Iowa*

Union 314A

4:00 Panel: Prospects and Possibilities for Qualitative Social Work Research

Chair: *Jane F. Gilgun, University of Minnesota*

Union 314A

5:00 Closing Reception at the School of Social Work, University of Illinois at Urbana-Champaign

Chair: *Wynne Korr, Dean, School of Social Work, University of Illinois at Urbana-Champaign*

Illini Room A

Social Work Day Poster Presentations

Fathers of Infants and Toddlers in the Attachment Relationship, *Terry Michael Keller, Michigan State University*

Why Do People Volunteer to Provide Crisis Services?: A Meta-Synthesis, *Regina T. P. Aguirre & Kristin M. Whitehill, University of Texas at Arlington*

Hearing and Deaf Siblings: Understanding their Everyday Lives, *Maria Fátima Françaço, State University of Campinas; Gisele Lourenço, Municipality of Leme*

Shift of the Power of family system - family interviews of a person with high brain disabilities. *Shinko Tokutsu, Kansai University of Welfare Sciences*

Qualitative Health Research

WEDNESDAY 18 MAY: 7:00-9:30 PM

Illini Union, Illini Room C

Qualitative Health Care: pre-congress evening session

What Can qualitative health research learn from other disciplines?”

Facilitators: Janice Morse Julianne Cheek, Maria Mayan

SATURDAY MAY 21: 4:00-5:00: Town Hall Meetings

Illini Union, Illini Room C

Qualitative Health Research:

“Looking ahead, surviving and thriving.”

Facilitators: Janice Morse, Julianne Cheek, Maria Mayan.

Critical Qualitative Studies in Early Childhood Assemblage

Wednesday, May 18, 9:00-5:00
Rm 404 Union

A Day In Qualitative Psychology

Wednesday May 18, 2011

8:45 - 9:00,
314B Union

Welcome by Norman Denzin

Opening remarks by conference organizers

9:00 -10:00,
314B Union

Keynote speaker:

Jane Speedy, *University of Bristol, UK*

10:00 AM - PANEL A: APPLIED RESEARCH
11:25 AM

314B Union

**Normative Judgments by Primary Care
Psychologists**

*E.H. (Dineke) Smit, Radboud University
Nijmegen, Netherlands*

**The Psychological Processes of Discerning the
Vocation to the Catholic Priesthood**

*Dominick David Hankle, Regent University,
USA*

**Fostering Organizational Training as Knowing
in Practice: the Use of Interview to the
Double**

Giuseppe Scaratti, Catholic University, Italy

**Understanding Taiwanese-Vietnamese
Transnational Marriage Families in
Taiwan from Two Perspectives**

*Eva Chian-Hui Chen, University of Illinois at
Urbana-Champaign, USA*

**PANEL B: CLINICAL PSYCHOLOGY AND
QUALITATIVE INQUIRY**

**A Phenomenological Approach to Clinical
Practice**

*Lee G. Bach, Diane S. Blau, Michigan School of
Professional Psychology, USA*

**The Rise of Evidence-Based Practice in
Psychology: Blessing in Disguise for
Qualitative Inquiry?**

Dennis C. Wendt, University of Michigan, USA

**Field-Studies within Psychology - Lost and
Found?**

*Lene Tanggaard, University of Aalborg,
Denmark*

11:35-1 PM **PANEL A: CRITICAL QUALITATIVE
PSYCHOLOGY**
314B Union

**The History of Qualitative Methods in
Psychology: A Philosophy of Science
Perspective**

James M. Nelson, Valparaiso University, USA

**The Social Construction of Mental Illness:
The Language of Diagnosis, Exploring
Alternative Applications**

*Pamela C. Smithbell, Taos Institute, Tilburg
University, Netherlands*

**Rethinking Critical Psychology: New Strategies
for Conducting Research**

*Samuel Colón, Carlos Rivera, Nicole Vélez and
David López, University of Puerto Rico,
Puerto Rico*

**Coming out of the *Credenza*: An Italian
Superstar Unveils His 'New' Gay Self**

*Angelo Benozzo, University of Valle d'Aosta,
Italy*

406 Union

**PANEL B: POSSIBILITIES AND CHALLENGES
FOR QUALITATIVE RESEARCH IN
PSYCHOLOGY**

Postsecular Lessons

*Svend Brinkmann, University of Aalborg,
Denmark*

**Carefully Crafted Qualitative Methodologies for
Funded Projects**

*Mirka Koro-Ljungberg, University of Florida,
USA*

**Deconstructive and Hypertext Annotations to a
Constructionist Psychology**

*Luis Gonzalez-Gutierrez, Universidad Santo
Tomás, Colombia*

1 PM – 2
PM

Break

2 PM – 3:25 PM
314B Union

**PANEL A: INCREASING COMPLEXITY
IN QUALITATIVE RESEARCH IN
PSYCHOLOGY**

**“I like Hearing about other People and I Like
Thinking about it Myself”: The Use
of Groups in Qualitative Psychology
Research**

*Maya Lavie-Ajayi, Beng Gurion University of
the Negev, Israel*

Memory and Interviewing in Narrative Research

Marco Gemignani, Duquesne University, USA

**The member check: Implications for catalytic
validity in psychological research**

Lori Koelsh, Duquesne University, USA

Doing Dirty Interviews

*Lena Lippke, University of Aalborg, Department
of Communication and Psychology,
Denmark*

**PANEL B: COMMUNITY, INTERVENTION,
PARTICIPATORY ACTION RESEARCH**

**Towards Greater Relevance: Ethnography and
Community Psychology**

*Urmitapa Dutta, University of Illinois at
Urbana-Champaign, USA*

**African American Youth and Exposure to
Community Violence: Supporting
Change from the Inside**

*Anita Jones Thomas, Loyola University Chicago,
USA*

**Changing Metaphors in Social Psychology of
Public Action: From Intervention to
Involvement**

*Antar Martínez Guzmán, Universidad de
Colima, Mexico*

**Enhancing Young Children's Peer Relations in
an Inclusive Setting: The Experience of
Preschool Teachers**

*Jennifer Davis Bowman, Cincinnati State
College, USA*

3:35 PM – 5 PM **PANEL A: ART-INFLUENCED RESEARCH**

314B Union

**Exploring the Professional Identity: the
Contribution of the Professional Life-
Space Drawing**

*Caterina Gozzoli, Daniela Frascaroli and Chiara
D'Angelo, Catholic University, Italy*

**A Theater Event or A Narrative Study of Identity
Exploration**

*Amia Lieblich, Hebrew University and the
Academic College of Tel-Aviv Jaffo,
Israel*

**Alfred Stieglitz and Donald Judd: A comparison
of Two Titans of Creative Spaces**

*Lillian Cartwright, University of California,
Berkeley and San Francisco, USA*

**Gathering Around the Text: Preliminary
Comparison of Mental Health and Poetic
Discourses**

*Rodney Teague, Duquesne University / Tuskegee
University, USA*

**PANEL B: ELABORATING
TRANSFORMATIVE RESEARCH AND
ACTION IN CRITICAL COMMUNITY
PSYCHOLOGY: THE CONTRIBUTION OF
QUALITATIVE METHODS**

**Critical Community Psychology and Qualitative
Methods**

*Geoffrey Nelson, Wilfrid Laurier University,
Canada*

**Inuit Community Action for Suicide Prevention
in the High Arctic**

*Michael Kral, University of Illinois Urbana-
Champaign, USA*

**Using Qualitative and Mixed Methods Research
to Build Praxis-Oriented Knowledge for
Addressing Homelessness and Mental
Illness**

*Eric Macnaughton, Mental Health Commission
of Canada*

**Adolescent Psychology and Governmentality: A
Critical Discourse Analysis**

*Samuel Colón, University of Puerto Rico, Puerto
Rico*

5:15 PM – Keynote speaker:
6:15 PM
314B Union *Mark Freeman, College of the Holy Cross, USA*
**Qualitative Inquiry and the Self-Realization of
Psychological Science**

6:20 PM – Closing remarks
6:30 PM

10 AM – 11:25 AM

PANEL A: APPLIED RESEARCH

Normative Judgments by Primary Care Psychologists

E.H. (Dineke) Smit, Radboud University Nijmegen, Netherlands

Objective: A primary care psychologist (PCP) has to make normative judgments concerning knowledge produced in Mode 1 (discipline-based and investigator-initiated knowledge), Mode 2 (problem-focused and context driven) and Mode 3 (evidence-based practical knowledge, emotionally charged). PCPs experience such normative judgments as inconvenient, complex and emotional. There is hardly a public debate. Method: 1) PCPs wrote 150 vignettes of day-to-day normative judgments including their associated emotions and values. 2) Analyzing, in a qualitative way, these vignettes and filtering their position statements or dilemma's concerning the tension between knowledge from mode 1, 2 and/or 3. Result: 1) Providing an insight into the main tensions between Mode 1, 2 and/or 3 produced knowledge, including their position statements and dilemma's. 2) Providing an insight into the emotions and values involved by making normative judgments and develop tools for support. 3) Provoke a public debate about normative judgments within primary mental care.

The Psychological Processes of Discerning the Vocation to the Catholic Priesthood

Dominick David Hankle, Regent University, USA

This study explores the psychological process of discerning the vocation to the Catholic Priesthood. Grounded theory, a qualitative research methodology was used to uncover the meaning and essence of the psychological processes of discerning the vocation to the Catholic priesthood. Five themes emerged from the data paralleling other developmental theories. Presently, assessment work follows similar patterns used in vocational testing in relations to any career. Based on the findings of this research, another facet of psychological assessment in regards to developing a sense of self may be beneficial in understanding a man's readiness to serve the Catholic Church as a priest.

Fostering Organizational Training as Knowing in Practice: the Use of Interview to the Double

Giuseppe Scaratti, Catholic University, Italy

The paper discusses the use of a specific training tool, the interview of the double, as an innovative way both to intercept the workers' lived experience of work and to gather situated knowledges in order to foster learning by knowing in practice.

First, the paper provides an overview of the connection between professional and organizational training and a qualitative approach focused on work and situated practice, intended as the new loci in which tacit knowledge is constructed, harboured and transmitted (Gherardi, 2009). Second, referring to an action case study, related to an intervention conducted in a social service organization in northern Italy, dealing with a complex and challenging outside question (socialization of people moved from other countries), the papers analyzes the use of interview of the double to detect professional practices and to foster organizational reflection, improving training setting and supporting professional and organizational transformative trajectories.

Understanding Taiwanese-Vietnamese Transnational Marriage Families in Taiwan from Two Perspectives

Eva Chian-Hui Chen, University of Illinois at Urbana-Champaign, USA

Transnational marriage, in which one spouse immigrates to the other spouse's county, has recently increased dramatically across Asia. This study focuses on Taiwan, where 400,000 Southeast Asian women have immigrated as spouses since the 1990s. With little knowledge about transnational marriages, these trends have stimulated intense social and educational debate within the government and the public. This study addresses Vietnamese immigrant mothers' and Taiwanese teachers' childrearing and educational goals, with the objective of assessing how their beliefs and goals for the children converge and diverge. The project was ethnographic in approach and longitudinal in design, involving 17 months of comprehensive participant-observation in two small towns. Fifty-nine hours of semi-structured audio-recorded interviews were collected and transcribed verbatim in Chinese. Culturally-valid coding criteria were reliably applied. Results show that immigrant mothers had high educational aspirations for their children and Taiwanese teachers countered the negative master narrative of immigrant women and their children.

PANEL B: CLINICAL PSYCHOLOGY AND QUALITATIVE INQUIRY-

A Phenomenological Approach to Clinical Practice

Lee G. Bach, Diane S. Blau, Michigan School of Professional Psychology, USA

This panel will discuss the application of the Transcendental Phenomenological Research Model (Moustakas, 1994) to clinical practice. Discussants will explore how the phenomenological approach to the texture and structure of experience can facilitate a deeper understanding of a client's lived world. Major processes, including epoche,

phenomenological reduction, eidetic variation, and synthesis, will be demonstrated as a means of conceptualizing the client's concerns as well as the dynamics in the therapeutic relationship. The existential structures, temporality, spatiality, relationship to self and others, bodyhood, causality, and materiality, and their use in psychotherapy will be highlighted.

The Rise of Evidence-Based Practice in Psychology: Blessing in Disguise for Qualitative Inquiry?

Dennis C. Wendt, University of Michigan, USA

In spite of legitimate worries from qualitative researchers in psychology, the rise of evidence-based practice (EBP) may open a newly appreciated space for qualitative inquiry. This space opens because enthusiasm for EBP far exceeds both the current research evidence and practical demands for EBP implementation. I theoretically and practically explore several qualitative questions that are promising in this regard, focusing primarily on ethnographic inquiry of mental health treatment settings: How does the culture of the clinic intersect with EBP implementation and delivery? How do clinicians engage and disengage hermeneutically between abstract empirical evidence and concrete experiential evidence? What might be taken for granted in a clinician's strong prioritization of empirical evidence? To what extent does treatment delivery in efficacy trials look like treatment delivery in real-world clinics? Notably, these and other questions may flexibly contribute to very different goals—support or criticism—relative to EBP in psychology.

Field-Studies Within Psychology - Lost and Found?

Lene Tanggaard, Aalborg University, Denmark

Within psychology, field-studies involving extensive participant observation in peoples' everyday life are seldom. This paper takes up the relevance of field-work for the study of psychological phenomena and the reasons for the general ignorance of field-study methodology within psychology are discussed. The main point of the paper is that mainstream psychology's obsession with mental phenomena and the individual have made us blind to the importance of everyday phenomena in peoples' lives. Accordingly, field-studies would allow us to study the matter of course in peoples' everyday life, the unsaid and to follow the embodied movements and peoples' trajectories of participation in everyday life. This could potentially open up for a new and embodied everyday life psychology allowing us to study actual peoples' lives and not, as usual within psychology, abstract mental phenomena interacting with social contexts.

11:35 - 1 PM

PANEL A: CRITICAL QUALITATIVE PSYCHOLOGY

The History of Qualitative Methods in Psychology: A Philosophy of Science Perspective

James M. Nelson, Valparaiso University, USA

Qualitative inquiry in psychology has been profoundly affected by the philosophy of science held by investigators. All science is affected by assumptions about what is real (ontology) and how it should be studied (epistemology). Early psychologists like William James and Edward Titchener argued that individual phenomena were real, and that methods of study should be appropriate to the phenomena under investigation. This provided a philosophy of science conducive to qualitative inquiry. With the advent of positivism in philosophy of science, these ideas changed: universal laws governing phenomena were thought to be more real than individual experiences, and these laws should be studied by standardized, purely quantitative means. Positivism has been overwhelmingly rejected by philosophers of science, but is still widely held in psychology. We use studies in the psychology of religion to illustrate these problems, and suggest developments that will open up new possibilities of qualitative inquiry.

The social Construction of Mental Illness: The Language of Diagnosis, Exploring Alternative Applications.

Pamela C Smithbell, Taos Institute, Tilburg University, Netherlands

This participatory session is part of an on-going discussion about the language of the DSM-IV-TR and how practitioners in postmodern disciplines navigate the conflicting dialogues. Some therapeutic perspectives such as narrative therapy, solution focused therapy, collaborative approaches and family systems can be philosophically, politically or ethically at odds with the medical/deficit model that structures the language of the DSM-IV-TR. Using resources from "Dialogues on DSM" (a study, forum and website developed by Tom Strong), the author will give a brief history of psychological diagnosis. She will address issues such as: the political influences, arbitrary categories, power, bias, psychopharmacology, the deficit and medical models. Audience members may offer their perspectives. Participants are also encouraged to share some ways that they have worked within the mandated use of diagnostics or have reframed the language. The author will also report on a course on critical psychology that she developed for high school freshmen.

Rethinking Critical Psychology: New Strategies for Conducting Research
Samuel Colón, University of Puerto Rico, Puerto Rico

Qualitative research has a central role in criticizing dominant positivist discourses. Discourse analysis, grounded theory, life history, cultural research, among others, are established with the intention of not being reduced to positivist institutionalized research methods. In spite of this, some “qualitative investigations” have been co-opted by a scientific rationale that intends to objectify them. Our aim in this presentation is to stimulate a dialogue for the development of new theoretical-methodological perspectives that revitalize critical activity and social justice in research. Grounded in Critical Psychology, we will give examples of how some ontological and epistemological assumptions, rigorously examined, may contradict the institutionalization of such methods. We will also discuss some of the characteristics that are suggested in critical investigations. Finally, we will show how some of the contemporary research strategies can be starting points in the reformulation of critical activity in methodology.

Coming out of the *Credenza*: An Italian Superstar Unveils His ‘New’ Gay Self

Angelo Benozzo, University of Valle d’Aosta, Italy

In this presentation I intend to compare two versions of the same story. The first is a self-written public narrative by Tiziano Ferro, a popular Italian singer, in which he revealed his homosexuality; the essential documents here are, in order, a letter to *Corriere della Sera*, interviews with *la Repubblica* and *Vanity Fair*, and Ferro’s autobiography. The second version, for comparison, is the media re-telling of this story, with its attendant ideological packaging; here I will use the versions presented in articles from several newspaper sources, and a short TV interview. All these forms of the narrative appeared with two weeks of each other. With this comparison I want to open up a discussion about the public discourses of coming out in Italy, a country which has a very different set of traditions around homosexuality. These differences are profound, and in some respects are in stark contrast to the Anglo-Saxon model.

PANEL B: POSSIBILITIES AND CHALLENGES OF QUALITATIVE RESEARCH IN PSYCHOLOGY

Postsecular Lessons

Svend Brinkmann, University of Aalborg, Denmark

This paper recounts an attempt made by the secularist author to understand religion and spirituality. It is also the story of an attempt to reestablish a friendship that waned after the author graduated as a psychologist and his friend joined a spiritual community. Now, almost ten years later, the author visits his friend and tries to learn about and understand how someone can take a spiritual cosmology seriously. Brought up as a secularist, believing that religion is an opiate for the people, it is a challenging hermeneutic exercise to understand how someone can join a religious community. Employing an active form of interviewing, the paper's guiding idea is that we need the concrete in qualitative inquiry to correct our simplifying abstractions. I hope that this example can inform us of how we as researchers might work against simplicity in our ways of meeting, representing and reporting from the field.

Carefully Crafted Qualitative Methodologies for Funded Projects

Mirka Koro-Ljungberg, University of Florida, USA

The purpose of this presentation is to share some examples of funded research projects that have included qualitative methodologies. More specifically, I will discuss research designs including data collection (e.g., Experience sampling method, think-aloud method) and analysis methods that we have used in the projects that have been funded by NIMH and NSF. I argue that to maximize funding potential it is important that researchers tailor qualitative methodologies to suit specific study purposes and scholars include creative and innovative components in their research designs. Additionally, a careful consideration of methodological and analytical options and collaboration with a qualitative methodologist can increase the likelihood for funding. Finally, we have found that it could be beneficial if sample and selected methodology and qualitative methods are clearly connected to the study aims and possible other methods used in the study (i.e., quantitative methods in mixed methods studies).

Deconstructive and Hypertext Annotations to a Constructionist Psychology

Luis Gonzalez-Gutierrez, Universidad Santo Tomás, Colombia

This paper describes the main contributions to the theory of deconstruction in Derrida and hypertext theory to make a social constructionism focuses on the literary and everyday experiences. From my experience in research's projects and writing poetic nearby with advance in some entries on the ever increasing need to do a psychology that focuses on literature and its contemporary expressions. The social constructionist psychology literature focuses on the creation process involves

writing to achieve the shock on the readers and the communities in which they work.

2 PM – 3:25 PM

PANEL A: INCREASING COMPLEXITY IN QUALITATIVE RESEARCH IN PSYCHOLOGY

“I like hearing about other people and I like thinking about it myself”: The Use of Groups in Qualitative Psychology Research

Maya Lavie-Ajayi, Ben Gurion University of the Negev, Israel

Much of contemporary research in psychology tends to suffer from over-individualistic approach. To move away from narrow perception of human being without social, cultural and economic context we should consider all aspects of the research process: our research questions, the data we collect and our methodology. In this paper I will use examples from my own research to argue for the importance of using group interviews in qualitative psychology research. Group interview, as a research method, can support an exploration, by the researcher and the research participants, of people’s experiences within their social context. Bringing people together in research can create a sphere for participants to learn from each other. Hearing others and being heard is often experienced as an empowering situation that develops one’s own understanding. It can highlight the similarities between experiences and by that highlight the social and even political aspect of the private experience.

Memory and Interviewing in Narrative Research

Marco Gemignani, Duquesne University, USA

Challenging the assumption that, during interviews, memories are simply accessed, I first explore the practice of considering memory as an assumed cognitive function and then I highlight the social, cultural, and political location of memories. Telling one’s past to an interviewer entails ongoing and parallel dialogues with processes of public remembrance and silencing. That is, the act of remembering entails a social contention between the remembered and the forgotten, which frequently develops along the lines of (re)remembering. The exploration of the links among the remembered, the remember-able, memberships, and the forgotten/silenced is likely to inform the collection of data, both because they shape the contexts of the interview and because they inform the memories of the interviewees’ personal, social, and cultural identities.

The member check: Implications for catalytic validity in psychological research

Lori Koelsch, Duquesne University

Member checking has traditionally been utilized as a means to strengthen a qualitative study's validity. Typically, the assumption is that a participant will read her/his story and support or deny the truthfulness of the researcher's report. However, the assumption that a participant's words can be adequately recorded, transcribed, and inherently truthful has been problematized by the crisis of representation. This presentation will offer an alternate account of the relationship between the member check process and validity. I argue that member checking can be used in order to further strengthen catalytic validity. In other words, by having participants read and comment on the study findings, researchers can increase the impact of their findings and receive feedback about the research process. Additionally, participants can describe any potential immediate impact related to the interview process. I will provide examples of feedback from participants during member check interviews as part of a psychological study.

Doing Dirty Interviews

Lena Lippke, University of Aalborg, Department of Communication and Psychology, Denmark

In this paper we present and discuss an example of an interview characterized by the interviewer moving back and forth between two positions. On the one hand the formal position of being a researcher using her prepared interview guide as a tool and on the other hand bringing in the position of a psychologist. The framing of the interview was built around the theme "My role in keeping students out from dropping out of the Vocational Educational Training College." We will discuss how both the interviewer and the interviewee might seduce each other to develop a conversation in which intersections between supervision/consultation and interviewing merge. The example demonstrates how subjectivity influences the knowledge that is produced in an interview situation, which should be recognized and reflected upon by the researcher herself. But then what - how do you know if this "dirty material" gives you a decent and useful knowledge production?

PANEL B: COMMUNITY, INTERVENTION, PARTICIPATORY ACTION RESEARCH

Towards Greater Relevance: Ethnography and Community Psychology

Urmitapa Dutta, University of Illinois at Urbana-Champaign, USA

A growing body of work recognizes the value of qualitative research in community psychology. Relatively scant attention however as been paid to ethnographic approaches. In this paper, I will make a case for the value of ethnographic approaches and sensibilities in community research and action. Ethnography as a substantive area has a rich history of engaging with people, social problems, communities, and culture. The complexity of social and community life often does not lend itself to be apportioned into neat categories. Ethnographic approaches allow us to capture context in reflexive, highly nuanced ways. Also, contemporary shifts towards more reflexive and activist ethnography are likely to expand our conceptual and methodological repertoire as we grapple with issues of context, participation, voice and representation in community psychology. I will conclude the paper by raising some of the structural issues marginalizing ethnography and impeding its adoption as a central approach in community psychology.

African American Youth and Exposure to Community Violence: Supporting Change from the Inside

Anita Jones Thomas, Loyola University Chicago, USA

Children's exposure to community violence and its effects on child health outcomes has become a major public health concern in this country, and African American youth are at greatest risk. Participatory action research, as a vehicle for promoting social justice, is one tool that can be used to resolve community violence. This article describes the use of focus groups as participatory action research as a way to give African American youth voice in providing solutions to violence exposure through the revision of curricula. The process of conducting groups is explained, lessons learned from the process, and implications for researchers interested in promoting social justice.

Changing Metaphors in Social Psychology of Public Action: From Intervention to Involvement

Antar Martínez Guzmán, Universidad de Colima, Mexico

The notion of psychosocial intervention has become a common place in social psychology and related disciplines seeking to put the knowledge into practice in concrete social projects. Its widespread and ordinary use has helped this notion, as a discursive dispositive for conceiving and organizing action, to escape almost entirely from theoretical problematisation and critical reflection. In this paper I examine the notion of intervention through the lens of metaphor and analyze its implications for the conception and construction of the practices to which it refers. Afterward I suggest involvement as an alternative metaphor that moves away from the interventionist logic of action

and helps us to think action in a different frame, which includes three aspects: the professional/researcher position in the social scenario, the relation between the actors, and conception of knowledge and action in a social transformation project.

Enhancing Young Children's Peer Relations in an Inclusive Setting: The Experience of Preschool Teachers

Jennifer Davis Bowman, Cincinnati State College, USA

Classroom teachers influence social outcomes for students (Meadan, & Monda-Amaya, 2008). An effective way to accomplish this is through building a sense of community within the classroom (Osterman, 2000). Even though peer relationships are associated with healthy psychological development (Ryan, 1995), feelings of belonging (Wentzel, 1998) and school attendance (Altenbaugh, Engel, & Marin, 1995), the concept is under-appreciated due to an emphasis on academics (Meadan, & Monda-Amaya, 2008). With educational policies mandating inclusion (Sorrells, Rieth, & Sindelar, 2004) learners are asked to interact with peers with differences in ability, and needs (Beardsley, 1981). This study utilized interviews to examine three preschool educator's experiences in building peer relations within an inclusive classroom. In addition a focus on the use of books as a relational tool was explored.

3:35 PM – 5 PM

PANEL A: ART-INFLUENCED RESEARCH

Exploring the Professional Identity: The Contribution of the Professional Life-Space Drawing

Caterina Gozzoli, Daniela Frascaroli, & Chiara D'Angelo, Catholic University, Italy

The paper aims to explore the contribution of the Professional Life-Space Drawing (adaptation of Family Life Space created by Mostwin, 1970; Gozzoli, Tamanza, 1998, 2008) in order to investigate the professional identity (connecting it to the specific organizational context) and to explore compare and contrast of different professionals. The paper goes by two issues. First, the social-productive background is characterized by flexibility, globalization, fragmentation, and shakiness and it influences people and organizations. Second, the identity issue (a complex never-ending regulation process between psychological and social construction; DeGaulejac, 2002; Svenningsson, Alevsson, 2003) and more specifically the professional identity (Giust-Desprairies, 1999; Heron, 2005; Gozzoli, Kaneklin, 2010).

We proposed the Professional Life-Space Drawing (produced by par-

ticipants following instructions) during and in conjunction with a semi-structured interview. 50 participants were involved. We are conducting the content-analysis (with ATLAS.ti) on the verbal data (whole interviews) and the phenomenological and metric analysis of the drawings. The analysis is providing interesting outcomes concerning the contribution of Professional Life-Space Drawing in exploring professional identity.

A Theater Event or A Narrative Study of Identity Exploration

Amia Lieblich, Hebrew University and the Academic College of Tel-Aviv Jaffo, Israel

Identity is one of the central concepts and enigmas of personality theory. Is it stable or changing? Single or multiple? Personal or social? The idea that identity is one's life-story is one of the keys to the riddle. The present paper develops the identity-story concept further in demonstrating how a theater improvisation, performed together with other actors, may provide a powerful lens for examining the construction and elaboration of one's personal identity. The content, form and context of the theater event manifest the multi-layered nature of human identity.

Alfred Stieglitz and Donald Judd: A comparison of Two Titans of Creative Spaces

Lillian Cartwright, University of California, Berkeley and San Francisco, USA

Creative persons, processes, and products are routinely studied yet creative environments are given short shrift. In examining Alfred Stieglitz's life as a single case study, I identified multiple factors associated with his ability to construct a creative environment. The guidelines include: The presence of a compelling, creative person with a big vision; a drive to fulfill the dream. Writing and critiquing allows the vision to be disseminated. Attracting and keeping astute colleague-advisors is necessary. Financial resources are essential. Is Stieglitz a-one- of- a -kind or are there others whose lives match his? I now consider the life of Donald Judd (1928-1994), the American sculptor who established an installation space in the high desert of Marfa, Texas. The qualitative methods used include the single case study informed by psychobiographic inquiry, narrative theory, and analysis of written texts.

Gathering Around the Text: Preliminary Comparison of Mental Health and Poetic Discourses

Rodney Teague, Duquesne University / Tuskegee University, USA

The paper presents preliminary qualitative analysis of data from a dissertation study exploring the interaction between two types of discourse in a community mental health setting. Transcript data has been collected from a literature reading group formed to investigate interactions of mental health discourse with literary/poetic discourse. This work investigates a liberatory approach to narrative psychotherapy suggested by Ricoeur's contention that when people engage with stories, they realize the possibility of telling and living their own stories differently. Other theoretical influences include Bakhtin's notion of the centrifugalizing force of novelization, Deleuze and Guattari's notion of the deterritorializing possibilities of the text-reader assemblage, and Gaston Bachelard's phenomenological work on the poetic imagination. Discourse, narrative, and conversation analytic methods are employed in the investigation.

PANEL B: ELABORATING TRANSFORMATIVE RESEARCH AND ACTION IN CRITICAL COMMUNITY PSYCHOLOGY: THE CONTRIBUTION OF QUALITATIVE METHODS

Inuit Community Action for Suicide Prevention in the High Arctic

Michael Kral, University of Illinois Urbana-Champaign, USA

Suicide among Indigenous youth in the circumpolar Arctic is at an epidemic level. Interventions by government and outside organizations have had no effect on a rising suicide rate in Arctic Canada. When Inuit communities have themselves developed programs and activities for youth well-being, suicides have usually stopped in their communities. I have been documenting and helping with this community action, usually by youth, and will provide examples of such community success stories. The reclamation of control by Inuit is part of a global indigenism of human rights. Critical community psychology is participating in Inuit community research and action with qualitative and participatory methods, and influencing Indigenous mental health policy in Canada.

Critical Community Psychology and Qualitative Methods

Geoffrey Nelson, Wilfrid Laurier University, Canada

This paper describes the intersection between critical psychology and community psychology. Based on this integration, a theoretical approach is advanced that is: (a) driven by values of power-sharing and social justice, (b) rooted in a paradigm of pragmatism and empowerment, and (c) praxis-oriented, emphasizing researchers working with oppressed people to create transformative social change (Nelson & Prilleltensky, 2010). My argument is that qualitative research, by

itself or mixed with quantitative methods, is congruent with this theoretical approach and can enhance both epistemic and transformative psychopolitical validity in critical community psychology (Prilleltensky, 2008). Implications of this theoretical/methodological approach for action and social change are considered.

Using Qualitative and Mixed Methods Research to Build Praxis-Oriented Knowledge for Addressing Homelessness and Mental Illness

Eric Macnaughton, Mental Health Commission of Canada

This presentation describes how qualitative and mixed methods research is being used in the At Home/Chez Soi project, a pan-Canadian multi-city initiative to implement and evaluate the success of the Housing First approach to supporting people who have experienced both mental illness and homelessness. The presentation describes how qualitative research was used to understand the political and policy-level origins of the project, and thus inform those seeking to undertake similar initiatives. The presentation will also describe how mixed methods research is being used with the context of a randomized controlled trial design. This qualitative and mixed methods strategy will be discussed in the context of its rationale for building praxis-oriented knowledge for addressing homelessness and mental illness. The results of such research go beyond the traditional “does it work?” question addressed by positivistic RCT research. In addition, the strategy addresses the question of “how can it work?”, by offering pragmatic, context-dependent knowledge about successful implementation for policy-makers and stakeholders at the community level.

Adolescent Psychology and Governmentality: A Critical Discourse Analysis

Samuel Colón, University of Puerto Rico, Puerto Rico

Adolescence is a social construction framed in a social and historical context in which psychological discourses are protagonist. In this research I made a Critical Discourse Analysis (Dijk, 1999; Fairclough & Wodak, 1997) to examine how adolescence is discursively constructed in a recent published Handbook of Adolescence Psychology (Steinberg & Lerner, 2009). The governmentality approach (Dean, 2010; Foucault, 1978: 2006; Rose, 1998: 1999) was used as a conceptual framework to make the analysis. Some discourse formation (naturalism, psychological, clinical, pathological, moral panic, cultural, sociological) and discourse strategies (homogenization, stigmatization, adult centrism) that are common in the Handbook were identified and explained. Interdiscursive relations of how psychological discourses were used in the identification, control and intervention of young people were analyzed.

Art Exhibition

Thursday May 19

Illini Room B: 3:00 — 5:00 pm

Art Exhibition: “The 7,024th Patient”—Aesthetic Immersion in Research

Art exhibition opening: Thursday May 19 at 3:00pm with a poetry reading at 3:45pm, Illini Room B. Will remain open throughout the conference

This art exhibition, a sensory-rich landscape of poetry and image embodies patients’ narratives of heart surgery and recovery. This arts-based representation of research is a method of knowledge translation intended to engage aesthetic and emotive ways of knowing.

Dr. Jennifer Lapum, Ryerson University

Dr. Kathryn Church, Ryerson University

Dr. Alison Matthews David, Ryerson University

Dr. Terrence Yau, Cardiovascular Surgeon, Toronto General Hospital

Perin Ruttonsha, Design Strategist and Artist

Thursday, May 19

101 Poster Group 1

3:30-5:00

Illini Room A

On Being a Teacher in a Juvenile Corrections School: Listening to Her Experience, *Kristin Marie Murphy, University of Florida*

Teacher rights advocacy and teaching quality Assurance, *sara Katz, Shaanan Academic College, and Yehiel Frish, Shaanan Academic College*

Critical Emotional Reflexivity: Using ethnography to uncover school culture and peer culture disturbances in the classroom, *Samara Dawn Madrid, The University of Wyoming*

Clinical research and health assistance: ethical and political perspectives, *Elida Azevedo Hennington, Fiocruz, and Thais Vidaurre Franco, Fiocruz*

Art Exhibition “The 7024th Patient” - Aesthetic Immersion in Research, *Jennifer Lapum, Ryerson University, Kathryn Church, Ryerson University, Alison Matthews David, Ryerson University, Terrence Yau, University Health Network, and Perin Rutonsha (Illini Room B)*

The Journal Project: An Interactive Exhibit Bringing Together Arts, Technology, and Qualitative Research, *Judith Davidson, University of Massachusetts-Lowell (Illini Room B)*

Assessing the Quality of the Program: Preparation for Work in Southern Mexico, *Edith Juliana Cisneros-Cobernour, Universidad Autonoma de Yucatan, and Cristian Manuel Sosa-Molina, Universidad Autonoma de Yucatan*

102 Poster Group 2

3:30-5:00

Illini Room A

Evaluating a violence prevention program through attendee letters and facilitator interviews, *Kimberly M. Taylor, Schwab Rehabilitation Hospital, Katherine Ong, Schwab Rehabilitation Hospital, and Kris Balfanz-Vertiz, Schwab Rehabilitation Hospital*

Peak learning: Phenomenological inquiry and themes, *Thomas Conklin, Gannon University*

The stories of dragon children and bananas: Chinese grandparents' well-being and their involvement in couples' parenting in the United States, *Hao-Min Chen, The University of Georgia*

Using Translational Research to Design Program Approaches to Support Child headed Households in Zambia, *samson bwalya chama, Southern Adventist University*

A Study on Emotional Labor and Stress of Secretaries, *Son Sook, Yonsei University*

My story as a volunteer for adolescent North Korea refugees, *Hae Kyoung Lim, Yonsei university, South Korea*

Studying Social Processes: Usefulness of Explicitation Techniques in Grounded Theory Methods, *Annie Carrier, Université de Sherbrooke, Mélanie Levasseur, Université de Sherbrooke, and Annick Bourget, Université de Sherbrooke*

103 Poster Group 3

3:30-5:00

Illini Room A

Project-Based Pedagogy and Research: Amplifying Marginalized Voices through Oral History, Arts, and Community Engagement, *Theresa Ronquillo, University of Washington*

Contextual factors and traumatic effects on chilean long-term survivors to repression and torture policy, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá de Arica, Félix López, Universidad de Salamanca (Spain), and María Cruz Sánchez, Universidad de Salamanca (Spain)*

Pre-service Early Childhood Education Teachers Studying at Technical University, *zeynep akdag, middle east technical university*

Teaching as aesthetic encounter, *Jolyn Blank, University of South Florida*

Identifying oppressive hidden assumptions in health promotion practice. A method of five-level reflection for Health Promoters, *David Garcia-Cardenas, Universidad Autonoma De La Ciudad De Mexico, and Martha Gomez-Panana, Universidad Autonoma De La Ciudad De Mexico*

Grandmothers who Take Care of Handicapped Grandchildren: a Qualitative Study, *Maria Fátima Françaço, State University of Campinas, and Fabiana Prado Couto, State University of Campinas*

Teachers' as a decision maker: The use of bulletin board, *Ahyea Jo, University of Florida, and Soim Shin, University of Florida*

104 Poster Group 4

3:30-5:00

Illini Room A

Methodological Strategies in Music Therapy Qualitative Research: A Review of Four Music Therapy Journals, *Mi Hyun Bae, Michigan State University*

Dissertation Overview: An Adult Education Study of Participatory Community Mapping for Indigenous Knowledge Production, *Craig Campbell, Buffalo State, SUNY*

Situational health planning as a process of communication and argument, *francisco javier uribe rivera, ENSP/FIOCRUZ, and Elizabeth Artmann, ensp/fiocruz*

New Test Submission, *James Salvo, GVSU*

Institutional Mission in crisis in a communicative reading: potential humanizing, *Elizabeth Artmann, ensp/fiocruz, Maria Angelica Andrade, Hospital Dorio Silva, francisco javier uribe rivera, ENSP/FIOCRUZ, and Elida Azevedo Hennington, Fiocruz*

Development and Psychometric Properties of “ Female Adolescents’ Health Needs Questionnaire”, *zohreh shahhosseini, mazandaran university of medical sciences*

Female Adolescents’Health Needs:A Qualitative Study, *zohreh shahhosseini, mazandaran university of medical sciences*

105 Poster Group 5

3:30-5:00

Illini Room A

Supporting Youth and Families While Researching Them: Positioning Theory in a Team Ethnography, *Leah A. Bricker, University of Washington*

Steam Vent or Percolator: Impact of a Teacher Blog on District Information Sharing and Morale, *Paula Marie Dawidowicz, Walden University*

What Metasynthesis Does and Doesn't Reveal About Critical Thinking Instruction in Secondary Schools, *Paula Marie Dawidowicz, Walden University*

Participatory Ethnographies and Edu-Eertainment, *Ana María Medina, Pontificia Universidad Javeriana*

Mixed Blessings: Young Women Narrate Depression through Zines, *Paula S Cameron, Ontario Institute for Studies in Education at University of Toronto*

Program Evaluation of Residential Environmental Education Centers: Current Practices and Needs, *Nicholas Bourke, The University of Alabama*

Why not Joy?: Mothering a Child with Special Needs, *Darolyn "Lyn" Jones, Ball State University*

106 Poster Group 6

3:30-5:00

Illini Room A

A case study of young Korean bilingual children's reading multicultural literature, so *jung kim, University of Illinois at Urbana Champaign*

Exploration of Using Social Media Technology for Pediatric Asthma Management, *Anthony Doninic Panzera, Florida Prevention Research Center, University of South Florida, Mary Martinasek, Center for Social Marketing, University of South Florida, Tali Schneider, Florida Prevention Research Center, University of South Florida, Jim Lindenberger, Center for Social Marketing, University of South Florida, and Carol Bryant, Florida Prevention Research Center, University of South Florida*

Decision Maps and the Case Study in Health, *Alessandro Gonçalves Campolina, Federal University of São Paulo*

Feminist Phenomenology on the Experiences of Attempted Suicide of Young Korean Women, *Myungsun Yi, College of Nursing Seoul National University*

Present Focus and Future Vision: Administrators Critique At-Risk Programs, *Tina Chadha, Sheeler Charter High School, Joseph Maddox, Barry University, and Christine Sacco-Bene, Barry University*

Psychosocial Adjustment of People with Diabetes in Korea, *Haengmi Son, Department of Nursing, University of Ulsan, Myungsun Yi, College of Nursing Seoul National University, and Moonhee Ko, Department of Nursing, Chodang University*

Suicide attempter's experiences of suffering: a hermeneutic phenomenological study, *Moonhee Ko, Department of Nursing, Chodang University, Myungsun Yi, College of Nursing Seoul National University, and Haengmi Son, Department of Nursing, University of Ulsan*

107 Poster Group 7

3:30-5:00

Illini Room A

Listening at the Door: Educational Research Vs. Classroom Architecture, *Judith A. Sunderman, University of Illinois*

Günümüz Türk Ergen ve Yetiskin Kadınlarının Ergenlik Dönemlerinde Yasadıkları Flört İlişkilerinin İncelenmesi, *Hande Ozmen, Psychological Counseling and Guidance, Ankara University, and Figen Cok, Baskent University*

An Examination of the Balanced Mathematical Instructional Model: Action Research,

Examining the Systematic Information and Communication Technologies Integration Model Applied to Hearing Impaired Youths: Action Research,

New Visions: Exploring the Health Experiences of Disabled Women Veterans through Photovoice,

The Doctor-Patient Relation in the Context of Primary Health Care, in the City of Fortaleza, Northeast Brazil: What Physicians Have to Say about This?, *Andrea Caprara, University of Ceara State and Agenzia di Sanità Pubblica, Layza Castelo Branco Mendes, University of Texas and University of Ceara State, Lucyla Santana, University of Ceara State, josiane vasconcelos rodrigues, universidade estadual do ceará, and Annatalia Gomes, University of Ceara State*

Relation between Body and Medical Care in the Construction of the Contemporary Subjectivity: Contributions of Michel Foucault, *Layza Castelo Branco Mendes, University of Texas and University of Ceara State, and Clara Pinheiro, University of Fortaleza*

108 Poster Group 8

3:30-5:00

Illini Room A

Environmental Theater Brigade, *Sierra Nagay, Ohio University*

Ethical and Social Issues in the Translation of Genetic Data into Clinical Practice, *Marina Stoleran, Yeshiva University, Louise Bordeaux Silverstein, Yeshiva University, Nadia Hidayatallah, Yeshiva University, David Wasserman, Yeshiva University, and Siobhan Dolan, Albert Einstein College of Medicine*

Using Photovoice to Explore the Lived Experiences of Mothers of Children with Autism, *Yeojin Choi, Department of Kinesiology, University of Wisconsin-Madison*

Friday, May 20

From the Concrete Confines: Genesis of Performance 1001 Ethnography Across Disciplines

8:00-9:20

210 Union

Chair: *Brian L. Kelly, University of Illinois at Chicago*

Professors Reminiscence: Once Upon a Time and Happily Ever After Within a Performance Ethnography Seminar in a Windowless Room, *Geraldine Gorman, University of Illinois at Chicago, and Carrol A. M. Smith, University of Illinois at Chicago*

What Do I Believe? Did You Take the Pill or Not?, *Jessica E Bagley, University of Illinois at Chicago*

Maternal Health Outcomes: Humanizing the Statistics, *Camille Fabiyi, University of Illinois at Chicago*

60 Days: Considering the Potential for Music-based Texts in Reshaping the College Classroom, *Brian L. Kelly, University of Illinois at Chicago*

Re-visioning Academic Spaces, *Aimee Wodda, University of Illinois at Chicago*

1002 Autoethnography and Identity

8:00-9:20

211 Union

Chair: *Laurie Brooks, University of Illinois at Urbana-Champaign*

Dare I Write about Oppression on Sacred Ground [emphasis mine], *Lisa Yvette William-White, CSU Sacramento*

Mestiza Me(rim): Adopting a Colored View of Change, *Mirim Kim, Department of Communication, University of South Florida*

She Didn't Know Me, *Laurie Brooks, University of Illinois at Urbana-Champaign*

Bridging Memory: Revisiting Childhood Depression to Re-construct a Self, *Korrie Bauman, University of South Florida*

1003 Directions in Disability Studies I

8:00-9:20

215 Union

Chair: *Anjali J Forber-Pratt, University of Illinois Urbana-Champaign*

The adjustment Process of Students with Visual Impairments - Combining Grounded Theory and The Emancipatory Paradigm, *Nitsan Almog, Bar Ilan University*

“The Laundry Doesn’t Care How I Walk; It Just Needs Doing:” Disability, Family, and Community Integration, *Kelly Munger, University of Illinois-Chicago*

The Effect of Disaster on the Social Supports of Individuals with Disabilities, *Laura M. Stough, Texas A&M University, and Elizabeth McAdams Ducey, Texas A&M University*

Becoming that ‘Someone like Me’, *Anjali J Forber-Pratt, University of Illinois Urbana-Champaign*

Trying to get rid of the slogan “giving voice to persons with disabilities” in research projects, *Geert Van Hove, University of Ghent, and Katrien De Munck, SIHO, Support Center for Inclusive Higher Education*

1004 Qualitative Inquiry and the Online I

8:00-9:20

217 Union

Chair: *Lois Ann Scheidt, Indiana University*

What am I Lurking For?: Qualitative Research in the Online Frontier, *Caitlin Janzen, University of Victoria*

Multi-Method Design for the Study of Adolescents Online: The Human Subjects Process, *Lois Ann Scheidt, Indiana University*

Intergenerational/Interactive Exploration of Performance of Gendered “Indianness” in Online Social Networks, *Radhika Gajjala, Bowling Green State University, and Aditi Paul, Bowling Green State University*

Ethnography in Digital Conversational Spaces: Challenges and Options, *Nikhilesh Dholakia, University of Rhode Island, Man Zhang, University of Rhode Island, and Julianne A. Cabusas, University of Rhode Island*

Using real time status updates in qualitative research: Voices of the twenty-first century, *Julia Kathryn Daine, University of Oklahoma*

1005 Teaching the unteachable

8:00-9:20

314B Union

Chair: *Mirka Koro-Ljungberg, University of Florida*

Perspective 1, *Mirka Koro-Ljungberg, University of Florida*

Perspective 2, *Duncan Waite, Texas State University-San Marcos*

Perspective 3, *Pierre-Yves Barbier, University of Moncton*

1006 Prison

8:00-9:20

403 Union

Chair: *Thomas Archibald, Cornell University*

Regard and Re-guard: Participatory Action Research with a Transformative Theatre Group in a Prison, *Thomas Archibald, Cornell University*

No Prisons for Old Men: Stories of Health and Aging in an American Correctional Facility, *Lisa Jennings, California State University, Long Beach*

Perceived Barriers to Successful Reintegration after Release from Prison, *Lauren K Brinkley-Rubinstein, Vanderbilt University*

Project Return: The Evaluation of a Faith-based Program for Mothers Returning from Prison, *Pamela Pei-Ling Chiang, University of Illinois at Urbana-Champaign, and Susan Ann Cole, University of Illinois at Urbana-Champaign*

Learning through the walls: A selection of incarcerated intellectuals, *Amy Swain, University of North Carolina at Chapel Hill*

The Human Element: Rhetoric and Performance in Prison, *Cory Spice Holding, University of Illinois at Urbana-Champaign*

1007 Plenary: Qualitative Data Analysis After Coding

8:00-9:20

407 Union

Chair: *Elizabeth Adams St.Pierre, University of Georgia*

Within and Beyond: What Do We Do in the Afterward?, *Patricia Lather, Ohio State University*

Qualitative Data Analysis after Coding, *Elizabeth Adams St.Pierre, University of Georgia*

Assemblages All the Way Across: Writing and Reading as Data Analysis, *Sharon Murphy Augustine, Mercer University*

Shutter clicks, remix, and other acts of post-coding analysis, *Teri Holbrook, Georgia State University*

Discussant, *Frederick Erickson, UCLA*

1008 Gender and Sexuality

8:00-9:20

104 English

Chair: *Kendal Broad, University of Florida*

Gender and Sexuality on Glee: The Reactions of Chinese University Students, *Bradley Gangnon, Independent Scholar, and Rachel Liu, BNU-HKBU-United International College*

“Hard Science, Gay Parents, Good Kids”: Constructions of Science in Rhetorical Contests about LGBT Families, *Kendal Broad, University of Florida*

A Reflexive Account of Researching the “Other.” Conducting Research among Men who have Sex with Men in Zambia, *Mumba Mumba, Southern Illinois University Edwardsville*

Queering pornography: Narratives of participation and diversity in queer pornography, *Natalie Ingraham, University of California, San Francisco*

Ajar: Auto-Ethnographic Poetry as an Emancipatory Act, *Glenn Allen Phillips, Texas A&M University*

Queer Diasporas and the Problematics of Homo/homelands, *Anne Harris*

1009 Directions in Qualitative Research I

8:00-9:20

69 English

Chair: *Radhika Viruru, Texas A&M University*

Bias literacy: An observational study of resistance and receptivity, *Carol Isaac, Center for Women's Health Research, UW-Madison, Angela Byers-Winston, Center for Women's Health Research, UW-Madison, Linda Baier Manwell, Center for Women's Health Research, UW-Madison, Molly Carnes, Center for Women's Health Research, UW-Madison, and David Burke, Center for Women's Health Research, UW-Madison*

The impact of the New Era educational reforms on female Qatari college students: a qualitative study., *Radhika Viruru, Texas A&M University*

In search of a method: Ethical and epistemological issues, *Rachel Joffe Falmagne, Clark University*

Toward resonant work: cultivating a research disposition, *Margaret Sylvia Barrett, The University of Queensland, and Sandra Lee Stauffer, Arizona State University*

1010 Mixed Methods Designs I

8:00-9:20

163 Everitt

Chair: *Mechthild Kiegelmann, teachers college of Ludwigsburg, Germany*

Paradigm, Worldview, or Label: Critiquing Constructivism, Pragmatism, and Critical Realism in Action and Mixed Methods Research, *Thomas W Christ, University of Hawaii*

Mixed Methods meet Emancipatory Qualitative Research in Psychology. Perspectives from Germany, *Mechthild Kiegelmann, teachers college of Ludwigsburg, Germany*

Methodological Reflections on Using a Mixed Methods Secondary Analysis in a Doctoral Dissertation, *Debora Upegui-Hernandez, The CUNY Graduate Center*

The DNA of an Inductively Driven Mixed Method Dissertation, *Nancy Smith, Texas A&M University - Corpus Christi, and Doug Stoves, Texas A&M University - Corpus Christi*

Multiple and Mixed Methods for Collecting Data in a Qualitative Inquiry: The Multi-Channeled Model for Seeking Interviewees, *Sara Zalcborg, The Department of Sociology and Anthropology, The Hebrew University, Jerusalem.*

1011 Education: Mathematics I

8:00-9:20

168 Everitt

Chair: *Julie Herron, University of Alabama*

Performance mathematics: Four-year olds experiences with math and opera, *Julie Herron, University of Alabama*

Framing heteroglossia as a method for deconstructing mathematics classroom discourse, *Michael C. Fish, University of Wisconsin-Madison*

Discourse-based formative assessment practices in American mathematics classrooms, *Sun Hee Lee, University of Illinois at Urbana-Champaign*

Integration between Drama and Math in Early Childhood Education, *Su-Jeong Wee, Purdue University Calumet*

1012 Vulnerable Communities

8:00-9:20

170 Everitt

Chair: *Laurie Lopez Charles, University of Colombo, Sri Lanka*

Research among vulnerable groups of society, *Pia Eva Polsa, Hanken School of Economics*

An Analysis of the Perfomance of the Cape Metropole Health Committees as Catalysts for Participatory Engagement in Health Decision-Making in the Western Cape South Africa and the Association this Perfomance has with the Realization of the Right to Health., *Esther Makuena Nako, Academic*

Researching Social Work On the Move: Mobile Methods for Mobile Practices, *Harry Ferguson, University of Nottingham*

“I Felt Like a Fish Out of Water”: Using Qualitative Research Methods Training to Build Clinical Capacity of Family Therapists in Human Rights Based Mental Health Programming, *Laurie Lopez Charles, University of Colombo, Sri Lanka*

1013 Methodological Reflections I

8:00-9:20

241 Everitt

Chair: *Lubomir Popov, Bowling Green State University*

Focused Ethnography and Facilities Programming, *Lubomir Popov, Bowling Green State University, and Margarita Popova, Architecture and Interior Design*

Layered data collection methods, *Mirka Koro-Ljungberg, University of Florida, Elliot Douglas, University of Florida, Nathan McNeill, University of Florida, David Therriault, University of Florida, and Zaria Malcolm, University of Florida*

Validity: construct or paradox? The unique contributions of constructionist perspectives in qualitative studies, *Pamela C Smithbell, Taos Institute, Tilburg University, Netherlands*

Qualitative inquiry under cross-examination, *Missy Morton, College of Education, University of Canterbury*

Learning from Anecdotal Information: Towards Epistemology of Professional Queries, *Lubomir Popov, Bowling Green State University, and Margarita Popova, Architecture and Interior Design*

1014 Memory

8:00-9:20

245 Everitt

Chair: *Dana Frantz Bentley, Buckingham, Browne, and Nichols*

Bringing Back the Men that Never Were: Nostalgic Masculinity, Steroids, and Major League Baseball's "Beyond Baseball" Ad Campaign, *Allison Burr-Miller, University of Massachusetts Amherst*

New Beginnings, Old Specters: Nostalgias in the Early Childhood Classroom, *Dana Frantz Bentley, Buckingham, Browne, and Nichols, and Heather J. Pinedo-Burns, Teachers College, Columbia University*

Duty Memory and Storytelling as Advocacy, *Nicholas Mariner, University of Tennessee - Knoxville*

1015 The Politics of Evidence

8:00-9:20

260 Everitt

Chair: *Julia Kathryn Daine, University of Oklahoma*

Want to change the world? Reflexively separate research from advocacy., *Stacy M Carter, The University of Sydney*

Qualitative Research, Policy and Power: What about those Outside the Mainstream?, *Richard Huggins, Oxford Brookes University*

Multiple-researcher theoretical voice analysis: Using three researchers and theoretical orientations to create a dialogue, *Julia Kathryn Daine, University of Oklahoma*

1016 The City

8:00-9:20

163 Noyes

Chair: *Chelsea H. Komlo, University of Colorado at Boulder*

The Dirty Side of Ethnographic Research on Sanitation in the United States, *Jennifer Carrera, University of Illinois at Urbana-Champaign*

Elite interviewing: negotiating access to gated community residents, *Sonia Roitman, Freie Universität Berlin, Latin American Institute*

Ethnographic Investigation into Elected Officials Perception of Water Rates: How Political Opinions Shape Natural Resource Usage, *Chelsea H. Komlo, University of Colorado at Boulder*

“Right to the [Active] City”: Discourses of Public Recreation, *Jacob J Bustad, University of Maryland*

The Attributions of Travel Writing to the Education, *Yasemin Dinc Kurt, Hacettepe University*

1017 Arts-Based Inquiry and Gender

8:00-9:20

164 Noyes

Chair: *Susan Casey Walsh, Mount Saint Vincent University*

Art, awareness, attunement: Arts-based research with internationally educated female teachers, *Susan Casey Walsh, Mount Saint Vincent University*

Blameworthy: How Popular Media Eroticizes Girls Through Lolita-like Representations-An Arts-based Inquiry, *Shari L Savage, The Ohio State University*

The Kid Cudi Lesson: Black Masculinity and the Authentic Leadership Language of “Man on the Moon - The End of Day”, *Joycelyn Wilson, Morehouse College*

For Health?, *Laura Sweeney, Iowa State University, and Jason Arbogast, Iowa State University*

1018 Interrogating Organizations

8:00-9:20

Engineering 106B3

Chair: *Susan Finley, Washington State University*

Serving two masters: Dual relationships in research settings, *Jillian A Tullis, University of North Carolina at Charlotte*

Social Justice, Inquiry and the Politics of Advocacy in Community-Based Research With Multiple Organizational Collaborators, *Susan Finley, Washington State University, and Taj Mahon-Haft, Washington State University*

Sustainable and efficient organizations: The case of hand-crafts micro-business in Southern San Sebastian, *José G Vargas-herandez, University center for Economic and Managerial Sciences, University of Guadalajara*

Emotions and Change through Stories of the Employees:Narratives from an Indian Organization, *Anand Prakash, Department of psychology, university of Delhi, India*

1019 Nonverbal and Poetic Connectedness and Resilience

9:30-10:50

209 Union

Chair: *Anne Maj Nielsen, Department of Learning, Aarhus University*

Silence and Knowledge: Research on Silence as Marginalisation or Connectedness, *Peter Berliner, DPU/Aarhus University*

Mindfulness and Pedagogy - Bringing Silence into a Stormy Classroom, *Mia Herskind, Danish School of Education. Aarhus University*

An Awareness-Culture for Openhearted Connectedness: Resilience and Vulnerability, *Anne Maj Nielsen, Department of Learning, Aarhus University*

Words, Rhythm and Silence in Teaching for Peace-Building in Mexico, *Maria Elena de Casas Soberón, Universidad Quauhquemoc, Aguascalientes, Mexico*

1020 Mothers telling their stories: Auto-ethnography as resistance

9:30-10:50

210 Union

Chair: *Jasjit Kaur Sangha, Brock University*

Mothering, Stepmothering and Auto-ethnography, *Jasjit Kaur Sangha, Brock University*

Secrets of Mothering, *Lee Murray, university of saskatchewan*

Resistance through reclamation: Narrative/Story telling as a corner stone of African maternal pedagogy, *Adwoa Onuora, University of Toronto*

Whose honour is it anyway?, *Mandeep Kaur Mucina, University of Toronto*

1021 Autoethnography and the Academy

9:30-10:50

211 Union

Chair: *Guy Senese, Northern Arizona University*

News from Dodoma- A Play about Qualitative Research Students in Tanzania, *Jocene Mary Vallack, St John's University, Tanzania*

The “construction of social presence” in online courses: An autoethnography, *Dian Walster, Wayne State University*

Teaching (Qualitative) while Young, Black and Untenured, *Michelle Jay, University of South Carolina*

Echocardiography School: An autoethnography of a lost professor looking for the heart in teaching., *Guy Senese, Northern Arizona University*

In exile/in flight: A poetic autoethnography of academic banishment, *Monica Prendergast, University of Victoria*

1022 Children with Disabilities

9:30-10:50

215 Union

Chair: ,

Children's Understanding of Their Disabilities: Experiences of Japanese Children with Disabilities in Regular Classrooms, *Misa Kayama, University of Illinois at Urbana-Champaign*

Narrative Inquiry as a Critical Methodology: Understanding the Experiences of Families of Children with Disabilities, *Lauren Polvere, Concordia University, and Priya Lalvani, Montclair State University*

Assessing the Link Between Health and Social Networks of Youth with Disability, *Roxanna M Bendixen, University of Florida, and Consuelo M Kreider, University of Florida*

1023 Qualitative Inquiry and the Online II

9:30-10:50

217 Union

Chair: *Lauren Angelone, The Ohio State University*

Examining Online Synchronous Tools as a Medium for Conducting Focus Groups, *Michael Barbour, Wayne State University*

Face to Face from Afar: Evaluating Skype Interviews, *Michaela A. Null, Purdue University*

Lurkers from the Future: the Ethics of Asynchronous Online Ethnography, *Guillaume Latzko-Toth, University of Illinois at Chicago*

(Non)fiction Writing as a Representation of Poststructural Virtual Ethnographic Data, *Lauren Angelone, The Ohio State University*

Collaborative Experiences in the Construction of Identity in Crisis: Expanded Literature Contributions to Social Constructionism, *Luis Gonzalez-Gutierrez, Universidad Santo Tomás, and Jaime Rodriguez-Ruiz, professor*

1024 Education: Literacy

9:30-10:50

314A Union

Chair: *Regina Chanel Burge, Texas A & M University-Corpus Christi*

Giving the Power of Choice to the Students: Video-Diary Reflections in a Balanced Literacy Classroom, *Regina Chanel Burge, Texas A & M University-Corpus Christi*

Video Diary of a Wimpy Teacher: The Transformative Role of Reflective Practice in Reading Instruction, *Christina Joye Beard, School of Science and Technology*

Teachers Perception of Literacy Technology Use in the Elementary Classroom, *Hakan Ertem, Middle East Technical University, and Ihsan Seyit Ertem, Gazi University*

We are learning to solve our Own Problems: Sweet Fruits of Participatory Action Research, *Dainess Maganda, University of South Carolina*

Examining the Effectiveness of Participatory Action Research in a Small Urban Community, *Emily Wolfkiel, UIUC Department of Psychology, Lynda Hernandez, Department of Psychology, and Michelle Cruz-Santiago, Clinical/Community Psychology*

1025 Spotlight: Teaching Qualitative Research

9:30-10:50

314B Union

Chair: *Liora Bresler, University of Illinois*

Teaching Case-study Methods, *Robert E Stake, University of Illinois*

Pedagogies for a Very Merry Unlearning: Supporting Teacher Inquiry into Changing Practice, *Patricia Thomson, University of Nottingham*

Teaching Aesthetic-Based Qualitative Research, *Liora Bresler, University of Illinois*

Incorporating Arts-Based Research into Undergraduate Courses, *Patricia Leavy, Stonehill College*

It's a Delicate Endeavour: Mentoring Students Who Write Away From Tradition, *Candace Stout, The Ohio State University*

1026 Activist Impulses in Qualitative Inquiries

9:30-10:50

403 Union

Chair: *W. Benjamin Myers, USC Upstate*

Poetic Narrative, *Lesa Lockford, Bowling Green State University*

Performance Methodology, *Amy Kilgard, San Francisco State University*

Podcasting, *W. Benjamin Myers, USC Upstate, and Desiree Rowe, USC Upstate*

Counter-Narrative, *Harold Lloyd "Bud" Goodall, Jr, Arizona State University*

Visual Studies, *Karen Stewart, Arizona State University*

Ethnographic Mapping, *Kimberly Powell, Penn State University*

Activism as Method, *D. Soyini Madison, Northwestern University*

1027 Current Work and Directions in Portraiture

9:30-10:50

404 Union

Chair: *Klaus G Witz, University of Illinois at Urbana-Champaign*

Total Teacher Dedication and Commitment, *David R. Goodwin, Missouri State University*

One Teacher's Caring Helping Alienated Minority Students in Remedial College Math, *Rosa Rosas, University of Illinois at Urbana Champaign*

Personal Growth Through Composition Assignments in Freshman English Classes, *Jon Stansell, Brigham Young University-Hawaii*

Subject Matter, Family, Career and the Inner Self in a Computer Science Graduate Student, *Youngcook Jun, Suncheon National University*

Going into Teaching in Elementary or Middle School after Another Career, *Ronda J. Brown, Millikin University*

"Being Trusted" by Young Adults in Interviews About Their High School Period, *SungAh Bae, Kookmin University*

Hands-off sports' coaching: thoughts from the 1028 touchlines

9:30-10:50

405 Union

Chair: *Heather J Piper, Manchester Metropolitan University*

Panelist, *William George Taylor, MMU*

Panelist, *Dean Garratt, University of Chester*

Panelist, *Richard Thomas Johnson, University of Hawaii*

Panelist, *Catherine Lomas Scott, Australian Council for Educational Research*

1029 Directions in Qualitative Health Research I

9:30-10:50

406 Union

Chair: *Nir Madjar, Ben-Gurion University in the Negev*

Qualitative Methods in Educational Psychology: Methodological Aspects and Future Directions, *Nir Madjar, Ben-Gurion University in the Negev, and Hagit Sinai-Glazer, Tel Aviv university, Sapir college - ISRAEL*

Leaders as participants in interprofessional team learning activities., *Carole Chatalalsingh, University of Toronto, University Health Network*

Qualitative data collection and analysis: New considerations of researcher positionality in field research, *Peris W Kibera, Oberlin College*

Local Worlds and Transnational Medicine: Global dimensions and local contexts of clinical realities and relationships, *Stephanie Rieder, University of Illinois Urbana Champaign*

Reflections about health management teaching: a study about the creation of a discipline of Health Planning and Administration at the reformulation process of clinical years of de Medicine course at the Medical Faculty of Unicamp”, *Sérgio Resende Carvalho, Unicamp, Bruno Azevedo Mariani, Unicamp/Brasil, Ricardo Sparapan Pena, Unicamp/Brasil, Tadeu Sousa, Unicamp/Brasil, And Ricardo Rodrigues Teixeira, Usp/Brasil*

**Plenary: Exploring Methods, Writing Experimentally:
1030 Questions of Representation of Self and Other**

9:30-10:50

407 Union

Chair: *Jean Halley, Wagner College*

Writing Blackness Beyond the Subject: Thoughts on the Body, Space, and Emerging Capacities, *Collin Ashley, The Graduate Center of the City University of New York, and Michelle Billies, The Graduate Center of the City University of New York*

Writing Violence, Trauma and Questions of Resistance, *Jean Halley, Wagner College*

Ecstatic Corona: Returning Home, Returning to Ethnography, *Patricia Ticineto Clough, The Graduate Center of the City University of New York*

Mother and Mickey, Part Three, *Norman K Denzin, Univ. of Illinois*

1031 Sexualities

9:30-10:50

104 English

Chair: *Linda Baughman, Christopher Newport University*

“Street Prostitution as Social Acts: A Preliminary Report”, *Jenna Sisco, Seton Hall University, and Amanda Lisnow, Seton Hall*

Scenes of Accountability: Advancing the Case of Sexual Citizenship, *Niels van Doorn, Johns Hopkins University, Department of Political Science*

Caster Semenya and the Production of Intersexuality in the American Media.”, *linda baughman, christopher newport university, and Courtney Cavedo, christopher newport university*

Tomboy and female characters’ gender role/sexual orientation issues in Korean trendy dramas since 2007, *Hyojin Kim, Texas Tech University*

The Social Meaning of Marital Name Change from the Perspective of Newly Married Same-Sex Couples, *Chad Scott, Texas A&M University*

1032 Directions in Grounded Theory I

9:30-10:50

69 English

Chair: *Melanie Birks, Central Queensland University*

Who owns grounded theory?, *Melanie Birks, Central Queensland University, and Jane Mills, James Cook University*

Grounded Theory: Creating a nexus between social justice and research design, *Jane Mills, James Cook University*

Articulations of a Novice Qualitative Researcher, *Denise R. Simmons, Clemson University*

An Extended Family of Methods: Exploring the Potential of Grounded Theory for Anthropological Research, *Wayne Andrew Babchuk, Department of Anthropology, University of Nebraska-Lincoln*

Grounded Theory and Evidence Based Healthcare: Strategies to promote knowledge diffusion and utilisation, *Jane Mills, James Cook University, and Melanie Birks, Central Queensland University*

1033 Reformations: The Social Sciences

9:30-10:50

163 Everitt

Chair: *Kathleen Burns-Jager, The Families In Transition Program*

The dislocation of empirical authority: from “informant” to “interlocutor”, perspectivism and “symetrization”, *Alberto Groisman, Universidade Federal de Santa Catarina*

A critical look at biographical-narrative e research, *Magdalena Suárez-Ortega, Universidad De Sevilla*

Establishing inequality through the practice of symbolic boundaries., *Katarzyna Anna Zdunczyk, Newcastle University*

Challenging Regimes of Truth: A Feminist Perspective on the Narrative Study of Lives, *Tanya Maria Halldórsdóttir, School of Education, University of Manchester*

Hitting the wall of the ivory tower in action research., *Kathleen Burns-Jager, The Families In Transition Program, Katie Bozek, Transitions Therapy, and Jennifer Marie Bak, Michigan State University*

1034 Dissertations

9:30-10:50

168 Everitt

Chair: *Susan Naomi Nordstrom, University of Georgia*

Using Grounded Theory in Doctoral Dissertations: Considerations and Cautions, *Cathrine Beaunae, Georgian Court University, and Chiu-Hui Wu, Wenzao Ursuline College of Languages, Taiwan*

Our Students -- Our Selves, *Mary J Fambrough, Alliant International University, and Ana Guisela Chupina, Alliant International University*

Urban Research and Writing Pedagogy: Emerging Scholar Identity through Discursive Practices, *Jen Malloy, University of Illinois at Chicago*

Dancing from Rainbow to Rainbow: An Academic Journey, *Kristen C. Blinne, University of South Florida*

Writing with Objects?, *Susan Naomi Nordstrom, University of Georgia*

1035 Diasporic Populations

9:30-10:50

170 Everitt

Chair: *Yinglin Hung, University of Bristol*

Inspecting the shifting identity through cultural lens in a group of Taiwanese diaspora, *Yinglin Hung, University of Bristol*

Professional Nigerian Women In Diaspora: Challenges, experience, perspectives and expectations, *Chinyere Ugochi Anyamwu, UIW*

Como El Cantar del Coquí: A Phenomenological Study of Puerto Rican Diaspora Educators and Resilience, *Maria Balotta, Ashland University; CMSD*

1036 Stigma

9:30-10:50

241 Everitt

Chair: *Blake Paxton, University of South Florida*

Pens Steeped in Blood: Negotiating Violent Student Fiction as Precursor to School Rampage, *Matthew M Foy, Southern Illinois University-Carbondale*

Cultivating a Politics of Trust with Agricultural Workers in Northeast Argentina, *Jennifer S. Bowles, Social Work and Anthropology*

A Gay Man's Political Walk of Shame: Exploring Stigma, Disidentification, and Rite of Passage, *Blake Paxton, University of South Florida*

Theoretical Models of Behavioral Health Help Seeking in the U.S. Army: The Persistence of Stigma, *Christine Lagana-Riordan, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, LTC(P) Michael Bell, MD, MPH, Uniformed Services University of the Health Sciences, Amy Millikan, MD, MPH, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, and Michelle Coombs, MSMHC, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program*

Shame in Uniforms - Performing Masculinity in the Israeli Army, *David Avishay, Department of Communication, University of Massachusetts*

1037 Substance Abuse

9:30-10:50

245 Everitt

Chair: *Jorge Alberto Bernstein Iriart, Federal University of Bahia (UFBA)*

Between 1 and 2 pm on the cul-de-sac near the park: The community of users of an unauthorized needle exchange in Central California, *Kris Clarke, California State University Fresno*

Do We Ask and What if They Tell? Accounting for Sensitive Topics in Addictions Research, *Lynda Berends, Turning Point Alcohol and Drug Centre/ Monash University*

Body cult, steroids and social hierarchy in Brazil, *Jorge Alberto Bernstein Iriart, Federal University of Bahia (UFBA)*

Qualitative Inquiry "in da' street" and social concern: Where, When and How?, *Frank Michael Afflitto, Criminology for Social Development*

Dialog in Addiction: Reflections on Interactive Interviewing in Studying Women in Recovery from Methamphetamine Addiction, *Debra Miller Bodden, Tri County Human Services, and Jodi Charlene Nettleton, University of South Florida*

1038 Religion I

9:30-10:50

260 Everitt

Chair: *Hye-Young Park, University of Illinois at Urbana-Champaign*

A politics of advocacy for Muslims in the west: re-narrativising early childhood education and care, *Jeanette Rhedding-Jones, Oslo University College*

Is God Like My Father? Exploring Abusive Family Relationships Through Sibling Narratives, *Christy Ellen Mesaros-Winckles, Bowling Green State University, and Jessica Frances Mesaros, Spring Arbor University*

Engaging Auto/ethno/graphic Bricolage to Complicate Visual Epistemologies: Muslim, Female Students Speak Back to “Veiling Obsession”, *Diane P Watt, University of Ottawa*

Carrying Faith: Objects, Stories, and Cultures, *Deborah Smith-Shank, The Ohio State University, and Manisha Sharma, The Ohio State University*

South Korean international youths in a U.S. Christian high school: English-only policy vs. language learning, *Hye-Young Park, University of Illinois at Urbana-Champaign*

1039 The Nutritive

9:30-10:50

163 Noyes

Chair: *Ozge Sensoy Bahar, UIUC School of Social Work*

Using Multiple Qualitative Methods to Address Weight Disparities in Cambridge Black Youth: A Focus on Parent/Child Dyad and ‘Positive Deviant’ Interviews, *Bernice Raveche, Harvard School of Public Health, Justeen Hyde, Institute for Community Health, Josefina Wendel, Cambridge Public Health Department, Lisa N Arsenault, Institute for Community Health, and Chandra Banks, Cambridge Public Schools*

The Food Identity Probe: A Novel Approach to Understanding Food and Relationships, *Natalie K DeWitt, Indiana University*

If Mothers Had a magic Stick: Low-income African American Mothers’ Recommendations to Improve Children’s Physical Health, *Ozge Sensoy Bahar, UIUC School of Social Work, Robin L. Jarrett, UIUC, and Ezella McPherson, UIUC*

Managing what children eat: Examining African American mothers' resilient food management strategies, *Ezella McPherson, UIUC, Robin L. Jarrett, UIUC, Ozge Sensoy Bahar, UIUC School of Social Work, and Jessica Lauren Robinson, DePaul University*

1040 Arts-Based Inquiry and Education I

9:30-10:50

164 Noyes

Chair: *Christopher Michael Hansen, University of Georgia*

The Playwright-Researcher: Playwriting as Embodied Curriculum in a Global Age, *Kristin Dillman Jones, Concordia University Chicago*

Learning with Found Poetry: An Arts-Based Approach to the Analysis and Presentation of Classroom Research, *Christopher Michael Hansen, University of Georgia*

Communicators and cyberpunks: A poetic exploration of elementary teachers' selves in cyberspace., *Douglas James Loveless, Texas A&M University-Corpus Christi*

Shoes: Seeing the Unseeable through the Familiar, *McClain Percy, University of Bristol*

1041 Training, Evaluating And Extending Qual. Methods

9:30-10:50

Engineering 106B3

Chair: *Margarita Popova, Architecture and Interior Design*

Considering issues in conducting international research, *susan weinger, western michigan university*

Qualitative Methodology and Learning from Professional Experience, *Margarita Popova, Architecture and Interior Design, and Lubomir Popov, Bowling Green State University*

Syllabi Review of Multicultural Special Education Teacher Preparation Program in a Metropolitan University, *Xiaohu Li, University of Cincinnati*

Researching Researchers: Trajectories, conceptions and practices of qualitative social research in Chile, *Carolina Besoain, Pontificia Universidad Católica de Chile, Marcela Cornejo, Pontificia Universidad Católica de Chile, Mariela Carmona, Pontificia Universidad Católica de Chile, and Ximena Faundez, Pontificia Universidad Católica de Chile*

A Critical Examination of My Qualitative Research Efforts in Turkey,
Yildiz Uzuner, Anadolu University

**“...But that’s the best part of the story!” - Wrestling
1042 with confidentiality in qualitative interviews**

9:30-10:50

Engineering 106B6

Chair: *John Delony, Abilene Christian University*

Presenter, *John Delony, Abilene Christian University*

Presenter, *Stacy Ann Jacob, Texas Tech University*

1043 The Poetic

11:00-12:20

209 Union

Chair: *Brett Crehan, Ball State University*

Another Take on Poetic Representation and Analysis, *Brett Crehan, Ball State University, and Heather Adams, Ball State University*

Speaking truth to empowerment: Poetic interruptions of a patient involvement discourse, *Christina Sinding, McMaster University*

Narratives of Sport Pedagogies: The Poetic Representation of Life Beyond Dreams, *Megan Keyes, University of Southern Mississippi, and Brian Gearity, The University of Southern Mississippi*

Speaking Barbara: Poetic Narrative As Emancipatory Voice, *Glenn Allen Phillips, Texas A&M University*

Practicing Acceptance: A poetic rendering of (pre-service) teachers finding praxis within contradiction, *Sarah K MacKenzie, Bucknell University*

1044 Site-Seeing: Locating Sites of Autoethnography

11:00-12:20

210 Union

Chair: *Thalia M. Mulvihill, Ball State University*

Panelist, *Thalia M. Mulvihill, Ball State University*

Panelist, *Raji Swaminathan, University of Wisconsin-Milwaukee*

Panelist, *Lucy Bailey, Oklahoma State University*

Panelist, *Gina Edghill, Ball State University*

1045 Autoethnography and Gender

11:00-12:20

211 Union

Chair: *Sophie Elizabeth Tamas, Queen's University*

Researcher as Hostess: Power, gender, loss, and cookies, *Sophie Elizabeth Tamas, Queen's University*

Negotiating Sexuality and Masculinity in School Sport: A Storytelling Approach, *David Carless, Leeds Metropolitan University*

Embodied responses to older women lives: Crafting a song, *Kitrina Douglas, University of Bristol*

Filthy & Fresh: A Murky, Moldy Tale of Vaginal Infections and the Liberation of a Bloody Rebirth., *Nico Wood, Southern Illinois University Carbondale*

Performing the Dynamic Interplay of Masculinities: Self, Other, Society, and Masculinity, *Derek Bolen, Department of Communication, Wayne State University, and Brandon Hensley, Millikin University*

1046 Students with Disabilities

11:00-12:20

215 Union

Chair: *Consuelo M Kreider, University of Florida*

Understanding and Broadening Post-secondary Participation and Educational Support for Students with Disability, *Consuelo M Kreider, University of Florida, and Roxanna M Bendixen, University of Florida*

Mixed Methods Analysis of the Needs of Postsecondary Students with Disability, *Consuelo M Kreider, University of Florida, and Roxanna M Bendixen, University of Florida*

Studying with a Disability in Higher Education: Portraits, *Katrien De Munck, SIHO, Support Center for Inclusive Higher Education, and Geert Van Hove, University of Ghent*

Disabling Interpellation: Narrating The Accessibility Clause on Syllabi, *Julie Cosenza, Southern Illinois Univ, Carbondale*

When numbers don't add up and words can't explain: Challenges in defining disability in higher education, *Maja Miskovic, National-Louis University*

1047 Qualitative Inquiry and the Online III

11:00-12:20

217 Union

Chair: *Terry Kidd, Texas A&M University*

Exploring Lived Experiences of Public Health Faculty Who Develop and Teach Online Courses, *Terry Kidd, Texas A&M University, Patricia Larke, Texas A&M University, and Trina Davis, Texas A&M University*

Transitioning Labor and Transitional Place - Immersive Performative and Interactive Ethnographies in Online Networks, *Radhika Gajjala, Bowling Green State University*

Web 2.0 Applications and Knowledge Construction Marginalization, *Pablo Enrique Acosta Acosta, Universidad Del Cauca*

Culturally Sensitive Math and Science Web-Quests: The Ka-hihi Native Hawaiian Curricula Support Grant., *Thomas W Christ, University of Hawaii*

Mixed method approach: To examine the role of the online orientation in an online degree program, *Jimbee Choo, University of Illinois at Urbana Champaign, and Hui-Lien Hsiao, University of Illinois at Urbana Champaign*

1048 Education: Decolonizing Classrooms

11:00-12:20

314A Union

Chair: *Sharon E Nichols, University of Alabama*

Towards a Raza Research Methodology: Lessons From Grassroots Community Struggles, *Miguel Zavala, California State University, Fullerton*

In the Process of Acquiring Knowledge: How do students interpret their participation in international service learning?, *Yalem Teshome, Iowa State University*

Exploring Embodied Science Education Through Care for a Square, *Sharon E Nichols, University of Alabama, and Cheryl Sundberg, University of Alabama*

Classroom interaction of African Immigrant students: The case of a 5th grader, *Esther Some-Guiebre, Student*

Dignity in Schools: How to Frame the Analysis of School 1049 Bullying

11:00-12:20

314B Union

Chair: *Dorte Marie Søndergaard, DPU, Aarhus University, Denmark*

Violent/Bullying Encounters: Theoretical Perspectives, *Robin May Schott, DPU, Aarhus University, Denmark*

Bullying as an effect of intra-active material-discursive forces, anxiety of social exclusion and strategies of soothing by contempt-production, *Dorte Marie Søndergaard, DPU, Aarhus University, Denmark*

Mapping the Intra-actional Becoming of Subjects and Truths in Cases of Bullying in School, *Nina Hein, DPU, Aarhus University, Denmark*

Mixed methods - and beyond - in bullying research, *Helle Rabøl Hansen, DPU, Aarhus University, Denmark, and Inge Henningsen, DPU, Aarhus University, Denmark*

Inquiry and Advocacy: Fostering Civic Engagement 1050 Research and Pedagogy

11:00-12:20

403 Union

Chair: *Joseph Zompetti, Illinois State University*

Civic Engagement Pedagogy in the Basic Communication Course, *Christine Bruckner, Illinois State University*

Teaching the Skills of Evidence Use and Advocacy to University Students, *Donald Peters, Illinois State University*

Rhetorical Advocacy and Civic Engagement Pedagogy, *Joseph Zompetti, Illinois State University*

Qualitative Reporting and Methodologies: Pedagogy and Curriculum Development for a Civic Engagement Minor, *Lance Lippert, Illinois State University, and Steve Hunt, Illinois State University*

Research and Pedagogy in a “Teaching and Learning Community”, *Jennifer McDade, Illinois State University*

**Plenary: For whom the bell tolls: the future of education
1051 in uncertain times**

11:00-12:20

404 Union

Chair: *Ian Stronach, Liverpool John Moores University*

Panelists, *Grant Stanley, Liverpool John Moores University, Marion Jones, Liverpool John Moores University, Elizabeth Smears, Liverpool John Moores University, Sandra Hiett, Liverpool John Moores University, and , Liverpool John Moores University*

1052 Bodies I

11:00-12:20

405 Union

Chair: *Charles Garoian, Penn State University and Ryan Evely Gildersleeve, Iowa State University*

Art-in-the-Flesh: The Materiality of Sensation and Embodiment, *Charles Garoian, Penn State University*

Skin and Bone: How Women Narratively Interpret and Experience a Photographic Exhibition of Body Image, *Laura Evans, The University of North Texas*

Creating “Gangs of Fitness Ambassadors”?: Politicized Philanthropy and the (Healthist) Colonization of Urban Communities, *Ronald Mower, University of Maryland*

Working Bakhtin’s Body: A Dialogue on Critical Qualitative Research in Education, *Ryan Evely Gildersleeve, Iowa State University, and Aaron Kuntz, University of Alabama*

Reaching the Body: Reflective Practice in a Comparison of Medical Students and Acupuncture Students, *Mitra Emad, University of Minnesota Duluth*

1053 Nursing

11:00-12:20

406 Union

Chair: *Melanie Birks, Central Queensland University*

Coping with loss of meaning in hematology oncology nursing: Results from a meaning-making intervention, *Doris Leung, University of Toronto, Ada Payne, University of Toronto, and Lise Fillion, Laval University*

Teaching in a Culturally Diverse Nursing Program: My Efforts to Become a Culturally Competent Educator, *Amy R. Morton-Miller, College of Lake County*

Evidence-based nursing practice and the production of knowledge in nursing practice: pieces of fieldwork, *Véronique Chagnon, Université Laval*

Education process and nurse support to patients undergoing cardiac surgery, Medellín, Colombia 2009, *Soledad Elisa Delgado, Clínica Cardiovascular Santa María*

Education for empowerment: A grounded theory example, *Melanie Birks, Central Queensland University*

1054 (S)mashing Up Queer Identity

11:00-12:20

104 English

Chair: *David Purnell, University of South Florida*

Presenter, *Blake Paxton, University of South Florida*

Presenter, *Joe Hassert, Southern Illinois University*

Presenter, *Jim Bowman, University of South Florida*

Presenter, *Joey Pogue, Pittsburg State University*

1055 Directions in Feminist Qualitative Research I

11:00-12:20

69 English

Chair: *Janet D. Carter-Black, Ph.D., University of Illinois at Urbana-Champaign*

Traditional gender roles and its constraints in women's time., *María Ximena Ureta, Universidad de la República del Uruguay*

Examination of an evidence-based curriculum on women's leadership, *Carol Isaac, Center for Women's Health Research, UW-Madison*

Vampires Vs. Science Fiction: Novels as Research Sites for Conflicting Storylines Informing Adolescent Girls' Identities, *Sally McMillan, Texas Tech University; College of Education, and Margaret Price, Texas Tech University, College of Education*

The Influence of Social Class on How African American Women Experience Racism, *Janet D. Carter-Black, Ph.D., University of Illinois at Urbana-Champaign*

Path to Career Success: A Case of Chinese Women Faculty in the U.S., *Mo Xue, Department of Educational Studies in Psychology, Research Methodology, and Counseling, The University of Alabama*

1056 Reformations: The University

11:00-12:20

163 Everitt

Chair: *Kathryne Roden, University of Oklahoma*

The Community College Experience- Teaching, Research and Social Change...Can we have it all?, *Michelle Proctor, College of Lake County*

A Critical Situational Analysis of Peer Diversity Educators Facilitating Social Change, *Michelle Salazar Perez, Southern Illinois University Carbondale, and SJ Creek, Southern Illinois University Carbondale*

Mapping the Racial Awareness of Undergraduate College Students Participating in an Off-Campus Urban-Studies Program, *Shane Peterson, Illinois State University*

Emancipatory Spaces in a Neoliberal Moment: The Case of I-Foundry, *Heather Greenhalgh-Spencer, University of Illinois at Urbana-Champaign*

Using Educational Autobiographical Experiences to Transform Perception of Self as Individuals and as Learners, *Kathryne Roden, University of Oklahoma*

Spotlight: Tenure Tales (part Two): Trials, 1057 Transgressions, and Triumphs

11:00-12:20

168 Everitt

Chair: *Christopher Norman Poulos, The University of North Carolina at Greensboro*

The Danger of the Single Paradigm Grand Narrative in American Academia, *Marcelo Diversi, Washington State University--Vancouver*

The Tenure Shuffle, *Mary E. Weems, John Carroll University*

The Road Less Travelled: Tenure, Mentoring and Modeling, *Akil Houston, Ohio University*

It's Not Your Father's Oldsmobile: Lessons from the Trenches (and the Future of Tenure), *Harold Lloyd "Bud" Goodall, Jr, Arizona State University*

Triumph and Transcendence: The Afterstory, *Christopher Norman Poulos, The University of North Carolina at Greensboro*

**The experience of the interdisciplinary network on
1058 research and social justice. Medellín - Colombia.**

11:00-12:20

170 Everitt

Chair: *Fernando Peñaranda Correa, Universidad de Antioquia. Facultad Nacional de Salud Publica*

The experience of the interdisciplinary network on research and social justice. Medellín - Colombia., *Leslie Bloom, Roosevelt University, Sergio Cristancho, Universidad de Antioquia, Claudia Velez, Universidad Pontificia Bolivariana, and Fernando Peñaranda Correa, Universidad de Antioquia. Facultad Nacional de Salud Publica*

Sistematizacion of the experience: Ethics and social justice from a transdisciplinary approach., *Claudia Velez, Universidad Pontificia Bolivariana, Juan Alejandro Cortes, Universidad Pontificia Bolivariana, Omar Mauricio Velásquez-Hurtado, Universidad de Medellín, Alejandra Castaño-Echeverri, Universidad de Medellín, and Marcela Garces Valderrama, Universidad de Antioquia*

Qualitative research from an ethical reflection: A requirement to promote social justice, *Claudia Velez, Universidad Pontificia Bolivariana, Gloria Molina, Facultad Nacional de Salud Pública - Universidad de Antioquia, Erika Montoya, Facultad Nacional de Salud Pública - Universidad de Antioquia, Leslie Bloom, Roosevelt University, and Fernando Peñaranda Correa, Universidad de Antioquia. Facultad Nacional de Salud Publica*

Research from a social justice perspective: Reflections and experiences from Colombia, *Juan Alejandro Cortes, Universidad Pontificia Bolivariana, Sergio Cristancho, Universidad de Antioquia, Isabel Cristina Posada, Universidad de Antioquia, Gilma Stella Vargas, Universidad de Antioquia, and Leslie Bloom, Roosevelt University*

A cultural perspective on vulnerable children and families: The role of stigma

11:00-12:20

241 Everitt

Chair: *Wendy Haight, University of Illinois at Urbana-Champaign*

Foster Care and Stigma in the United States: A Qualitative Analysis of Lived Experiences and State-Level Policies, *Jesse Helton, Center for Children and Family Research, School of Social Work*

Socialization of Japanese children with learning disabilities in regular classrooms, *Misa Kayama, University of Illinois at Urbana-Champaign*

The Fork in the Road: A Scottish Perspective on Relationship-Building as a Catalyst toward Prevention in Child Welfare, *Anne Robertson, College of Education and School of Social Work*

Experiences of rural parents recovering from methamphetamine addiction, *Wendy Haight, University of Illinois at Urbana-Champaign*

1060 Mourning and Loss

11:00-12:20

245 Everitt

Chair: *Inez Tuck, Virginia Commonwealth University*

Men's Experiences with Miscarriage: Biology, Medicine, and Emotion, *Jay Baglia, Kutztown University of Pennsylvania*

The work of mourning: Collaborative reflections between an artist and researcher., *Vera Caine, University of Alberta, and Michelle Lavoie, University of Alberta*

Retreat Participants who experienced the Homicidal Death of a Loved One: A Follow-up Study, *Inez Tuck, Virginia Commonwealth University, Lorraine Anderson, Virginia Commonwealth University, Beverly Baliko, University of South Carolina, and Christine Schubert, Virginia Commonwealth University*

Too Close to Home: Learning from Experience to Care for the Dying in Rural Queensland, *Ann Louise Aitken, James Cook University*

1061 Homelessness I

11:00-12:20

260 Everitt

Chair: *Barbara Schneider, University of Calgary*

Resiliency of Seven High School Graduates Who Experienced Homeless During Their Public School Education, *Patricia Larke, Texas A&M University, and Ruth Reider, Texas A&M University*

Visual Representations of Homelessness, Post-Colonial Contexts: A Comparison of Canadian and New Zealander Press, *Chaseten Remillard, University of Calgary, Barbara Schneider, University of Calgary, Kerry Chamberlain, Massey University, and Darrin Hodgetts, University of Waikato*

Self-Sabotage: How Case Managers Understand Resistance to Housing Among Homeless Clients with Co-Occurring Disorders., *Emmy L. Tiderington, New York University*

Talking about homelessness: How positive talk produces negative effects, *Barbara Schneider, University of Calgary, and Chaseten Remillard, University of Calgary*

Educational Narratives of Homeless Youth: Inquiring into what would rather be forgotten, *Kennedy Saldanha, Centre for Addiction and Mental Health*

1062 The Dialogic

11:00-12:20

163 Noyes

Chair: *Mary Pat Sullivan, University of Illinois at Chicago*

Dialogic Inquiry: an Alternative to Traditional Academic Writing Forms, *Artemi Ioanna Sakellariadis, Centre for Studies on Inclusive Education*

Inquiry as Story: Negotiating Difficult Memories and Personal Relationships in Qualitative Research, *Hourig Attarian, Centre of Oral History & Digital Storytelling, Concordia University*

Engaging Dialogue³ : Facilitating Collaborative Inquiry, *Teija Löytönen, Aalto University, School of Art and Design, and Becky Dyer, Arizona State University, School of Dance*

Analyzing the Ways in Which Dialogic Discourse is Created and Supported in a Language Arts Classroom, *Mary Pat Sullivan, University of Illinois at Chicago, and Teresa Sosa, University of Illinois at Chicago*

Walking Away: Examining a history of physical and emotional abuse with Relational Dialectics and Accidental Ethnography, *Suzanne Valerie Loen Berg, Bowling Green State University*

1063 Arts-Based Inquiry and Education II

11:00-12:20

164 Noyes

Chair: *Anne Townsend, University of British Columbia, Arthritis Research Centre of Canada*

Accessing Community, Art, and Mental Health Services, *Collin (CJ) Jonathon Alexander Callaghan, CPA, and Peter Jonathon Bates, University of Windsor*

The ethics of arts based research and knowledge translation in qualitative health research, *Anne Townsend, University of British Columbia, Arthritis Research Centre of Canada, Jennifer Leese, The Arthritis Research Centre of Canada, and Otto Kamensek, The Arthritis Research Centre of Canada*

Art as Autobiography: My Story, *Otto Kamensek, The Arthritis Research Centre of Canada, Anne Townsend, University of British Columbia, Arthritis Research Centre of Canada, and Jennifer Leese, The Arthritis Research Centre of Canada*

Research-based arts “ethno-cartographic” dialogues, *Sérgio Resende Carvalho, Unicamp, Michele Eichelberger, Unicamp/Brasil, Elizabeth Lima, Usp/Brasil, And Yara Carvalho, USP/Brasil*

Re/Claimed Book: Seeing Learning Disability, *McClain Percy, University of Bristol*

1064 Radical Interactionism

11:00-12:20

Engineering 106B3

Chair: *Lonnie Athens, Seton Hall University and Cesar Cisneros-Puebla, University of Autonoma Metropolitana, Iztapalapa*

Panelist, *Kathy Charmaz, Sonoma State University*

Panelist, *Uwe Flick, University of Applied Sciences*

Panelist, *Cesar Cisneros-Puebla, University of Autonoma Metropolitana, Iztapalapa*

Panelist, *Jude Robinson, University of Liverpool*

Discussants, *John M. Johnson, Arizona State University at Tempe, and Rainer Winter, Klagenfurt University, Austria*

1065 Sensual Inquiry: Qualitative Research and the Senses

11:00-12:20

Engineering 106B6

Chair: *Walter S. Gershon, Kent State University*

Research Education, the Senses, and Intensified Perception/Experience, *Liora Bresler, University of Illinois*

Spontaneous Dance: Sensual Research in Motion, *Jan Erkert, University of Illinois at Urbana-Champaign*

Ethnography and the Senses: Vibrant Spaces of Cultural Meaning, *Phillip Graham, University of Illinois at Urbana-Champaign, and Alma Gottlieb, University of Illinois at Urbana-Champaign*

Sonic Ethnography: Sound Representations of Interpretive Data, *Walter S. Gershon, Kent State University*

1066 Turkey: Preschool Education

11:00-12:20

Illini Room C

Chair: *Burcu Akhun, Hacettepe University, Ankara Turkey*

A Study on the Views of Preschool Teachers on the Effects of Their University Experiences on Their Professional Lives, *Hatice Gözde Ertürk, Hacettepe University, senay Özen Altinkaynak, hacettepe university, Mefharet Veziroglu, Hacettepe University, and Semra Erkan, Hacettepe University*

A Study on Visual Images in Children's Books, *Aysegul Celepoglu, Hacettepe University*

The Metaphors Of The Primary School Students Related To School Principals, *Mustafa Aydin Baç#351;ar.*

A study on the place of ceramics in preschool education: the views of educators and ceramic artists, *Burcu Akhun, Hacettepe University, Ankara Turkey*

1067 Discourse/Narrative/Counter-Narrative

1:00-2:20

209 Union

Chair: *Gidi Nevo, Ben-Gurion University of the Negev*

The Good, The Mad, and the Ugly: Cinematic Portrayals of Scientists and the Implications for Science Education and Policy, *Sarah Brem, Arizona State University*

Bringing Narrative Research into the Field: Peace and Social Justice Work in Israel-Palestine, *Julia Chaitin, Sapir Academic College*

Care work films and major Filipino stars: Experiences and meanings facilitating their production and consumption, *Brian Saludes Bantugan, St. Paul University Manila*

Deaf-Hearing family life: Narrative and counter-narrative, *Donna West, University of Bristol*

1068 Healing and a Methodology of the Heart: Physician Autoethnographies

1:00-2:20

210 Union

Chair: *Elissa Jane Foster, Lehigh Valley Health Network*

“My blood is bad”: The Constraints of Advocacy for an Intern in a Medical Hierarchy, *Casey Bonaquist, Lehigh Valley Health Network*

Finding My Way: Locating the Spiritual Amidst the Healthcare Crisis, *Breanna Henry, Lehigh Valley Health Network*

Voices from the Valley: One Woman’s Transformation through Addiction, Terminal Cancer and Grace through the Dying Process, *Kristann Heinz, Lehigh Valley Health Network*

Healer, Volunteer, Advocate, Tourist: A US Doctor Feels Her Limits in Tapachula, *Kristin Reihman, Lehigh Valley Health Network*

Autoethnographic Alchemy: Introducing a Methodology of the Heart to a Medical Education Context, *Elissa Jane Foster, Lehigh Valley Health Network*

1069 Autoethnography and Family

1:00-2:20

211 Union

Chair: *Bryant Keith Alexander, California State University Los Angeles*

Finding Father: Autoethnography, Psychotherapy, Dialogism and Personal Healing, *Steve Phalen, Ohio University*

“Us Versus the World”: Mother-Daughter Co-Narratives of the Relational Experience of Anorexia, *Marne Austin, Bowling Green State University*

An Epilogue of an Autoethnography, *Lee Murray, university of saskatchewan*

Reflections of me: Divergent Educational Experiences, *Gabriela Romero, University of Illinois at Urbana-Champaign*

Resisting (Resistance) Stories of Father: An Intertwined Triple Auto/Ethnographic Performance, *Bryant Keith Alexander, California State University Los Angeles, Claudio Moreira, University of Massachusetts, and hari stephen kumar, University of Massachusetts Amherst*

Using Qualitative Research to Understand the Conception and Implementation of Housing First in

1070 Canada

1:00-2:20

215 Union

Chair: *Geoffrey Nelson, Wilfrid Laurier University*

The conception of the At Home/Chez Soi Project: Understanding the interface between politics, evidence and policy, *Eric Macnaughton, Mental Health Commission of Canada, Geoffrey Nelson, Wilfrid Laurier University, Susan Eckerle Curwood, Wilfrid Laurier University, Myra Piat, McGill University, and Nathalie Egalite, Douglas Mental Health University Institute*

Planning a multi-site homelessness initiative for people with mental illness: The relationships between national and local teams in Canada's At Home/Chez Soi Project, *Geoffrey Nelson, Wilfrid Laurier University, Eric Macnaughton, Mental Health Commission of Canada, Myra Piat, McGill University, Paula Goering, Centre for Addiction and Mental Health, and Nathalie Egalite, Douglas Mental Health University Institute*

Evaluation of the implementation of a multi-site homelessness initiative for people with mental illness: Experience using a mixed methods approach, *Myra Piat, McGill University, Geoffrey Nelson, Wilfrid Laurier University, Eric Macnaughton, Mental Health Commission of Canada, Paula Goering, Centre for Addiction and Mental Health, and Nathalie Egalite, Douglas Mental Health University Institute*

Establishing quality of qualitative interview data in a multi-site study: Lessons from the At Home/Chez Soi Project on homelessness and mental health, *Nathalie Egalite, Douglas Mental Health University Institute, Myra Piat, McGill University, Geoffrey Nelson, Wilfrid Laurier University, Eric Macnaughton, Mental Health Commission of Canada, and Paula Goering, Centre for Addiction and Mental Health*

Discussant, *Michael Kral, University of Illinois Urbana-Champaign*

1071 Living Digitally I

1:00-2:20

217 Union

Chair: *Kakali Bhattacharya, Texas A & M University - Corpus Christi*

“Real” Emotions and Virtual Worlds: Intimacy in Second Life, *Tyler Pace, Indiana University*

A Second Life in Qualitative Research: Using Three-Dimensional Virtual Environment for Grounding Ethnographic Practices, *Kakali Bhattacharya, Texas A & M University - Corpus Christi*

Living with Facebook: Dealing with distance in the digital age, *Nicholas Riggs, University of South Florida*

Facebook vs. Orkut: The battle over middle aged users in Brazil., *David B Nemer, Indiana University*

1072 Educational Policy and Curriculum

1:00-2:20

314A Union

Chair: *Halük Ünsal, Gazi University*

Moral Dilemmas and Leadership in Education- A Case Study, *Laura Newby Phillips, Indiana University, Bloomington, and Kari A Carr, Indiana University*

Infusing Global Perspective into Social Studies Education: Teaching about Differences in Social Studies Classrooms, *Elvan Gumel, Anadolu University, and Arife Figen Ersoy, Anadolu University*

Pre-service and in-service teachers misconceptions about main concepts of education and curriculum development area., *Halik Ünsal, Gazi University*

Critical Emotional Reflexivity: Using ethnography to uncover school culture and peer culture disturbances in the classroom, *Samara Dawn Madrid, The University of Wyoming*

Plenary: Okana ka-asateki: The view from out here (Part 1073 I)

1:00-2:20

314B Union

Chair: *Patrick John Lewis, University of Regina*

Diversity and the Governmental Policy Challenge in Education, *Douglas Brown, University of Regina*

From Marching in Line to Dancing the Choreography of Co-Existence, *Carol Fulton, University of Regina*

Ghost's Writing, *Valerie Mulholland, University of Regina*

ôta Kâ-ohci-Kitâpahtamahk: Finding a Home in the Academy, *Esther-Kathleen Segal, First Nations University of Canada*

Discussant, *Tim Begaye, Diné College*

Understanding the Integration of Power/Knowledge in Society through Qualitative Research: Social Justice as 1074 a Metamethodology

1:00-2:20

403 Union

Chair: *Olga Zaytseva, UNM*

Social justice in the Real World: Identity, Subjectivity, and Performance in the Non-profit Sector, *Brandi Lawless, UNM*

Nonprofits and Social Justice: Using Critical Discourse Analysis to Examine Two Minority-Serving Nonprofits' Work toward Social Justice, *Yea-Wen Chen, Ohio University*

The Gender Politics of the Beijing Olympics, *Hongmei Li, Georgia State University*

When Will We Start to Listen? Legitimizing the Presence of African Americans Leaders through the Sensemaking Lens, *Brittany L. Collins, Texas A&M University*

Conceptualizing Social Justice: An Exploratory Study of Student Perceptions, *Olga Zaytseva, UNM*

1075 Plenary: Narrative and Performance I

1:00-2:20

404 Union

Chair: *Jim Denison, University of Alberta*

Tandem, *Brigit Kelly, University of Illinois, and Pirkko Markula, University of Alberta*

On the ability to see rabbits: Stories involving a girl, her grandmothers and aging vision, *Jean Halley, Wagner College*

Shoes, *Michael Madonick, University of Illinois*

Performing Peace, *Robert E. Rinehart, University of Waikato*

Sports without war: A poetry reading, *Phil Raisor, Old Dominion University*

1076 Mental Health

1:00-2:20

406 Union

Chair: *Courtney Cuthbertson, University of Illinois at Urbana-Champaign*

From Global Mental Health to Local Context: An Ethnographic Exploration of Depression in Chile, *Courtney Cuthbertson, University of Illinois at Urbana-Champaign*

Mixed Blessings: Witnessing Young Women's Depression through Zines, *Paula S Cameron, Ontario Institute for Studies in Education at University of Toronto*

Taiwanese social workers' experiences of working with families of a member with mental illness: A constructivist approach, *Hsing-Jung Chen, Center for Family Research, University of Georgia*

Qualitative Research as an Epistemological Tool for Democratic Therapeutics, *Walter F Oliveira, Federal University of Santa Catarina*

Race and Mandated Outpatient Mental Health Treatment: Is this an overlooked issue?, *Magnus Mfoafo-M'Carthy, University of Toronto / Centre for Addiction and Mental Health*

**Plenary: Postmodernism, Triangulation, and Mixed
1077 Methods Research**

1:00-2:20

407 Union

Chair: *Sharlene Janice Hesse-Biber, Boston College*

Mixed Methods Undone: Triangulation, 2.0, *Norman K Denzin, Univ. of Illinois*

Mixing or Adding Methods? An Exploration and Critique, *Kathy Charmaz, Sonoma State University, Department of Sociology*

Vulnerability and the Politics of Advocacy Challenges for Qualitative Inquiry Using Multiple Methods, *Uwe Flick, University of Applied Sciences*

Pulling together: Postmodernism and multiple method research, *Nigel Fielding, University of Surrey, Guilford*

Farewell to triangulation?, *Jennifer C. Greene, University of Illinois at Urbana-Champaign, Quantitative and Evaluative Research Methodologies, Educational Psychology*

Discussant, *Sharlene Janice Hesse-Biber, Boston College*

1078 Feminist Friendships as Collaborative Research Praxis

1:00-2:20

104 English

Chair: *Melanie Bailey Mills, Eastern Illinois University*

Discussant, *Melanie Bailey Mills, Eastern Illinois University*

Discussant, *Shirley Kay Drew, Pittsburg State University*

Discussant, *Laura L. Ellingson, Santa Clara University*

Discussant, *Patricia Sotirin, Michigan Technological University*

Discussant, *Nicole Defenbaugh, Bloomsburg University*

1079 Directions in Active Interviews

1:00-2:20

69 English

Chair: *Wendy Marie Weinhold, Southern Illinois University Carbondale*

Walking the Fine Line between Counseling and Research: The Art and Science of Generative Interviewing, *Marie Louise Hoskins, University of Victoria, and Jennifer H White, University of Victoria*

Researcher's Experience in Material Probe, *Li-chuan Kao, Taipei Physical Education College, and Tsung-Hsin Lee, Jung-Jing Elementary School*

Four variations on the standard interview: Research tools for moving through space, time, experience and relationships., *Karen Greiner, University of South Florida*

The Interview Exercise: Teaching Journalism As Critical Thinking, *Wendy Marie Weinhold, Southern Illinois University Carbondale*

1080 Reformations: Feminist Qualitative Research

1:00-2:20

163 Everitt

Chair: *Adi Finkelstein, Department of Sociology and Anthropology, Hebrew University, Jerusalem Israel*

(De)constructing Narratives: Enabling and Constraining Absent Bodies, *Carly Adams, University of Lethbridge*

'Going back to Africa', *Camille Sutton-Brown, Georgia State University*

Re-Conceptualizing Breast Cancer and the "Survivor" Identity as an Social Justice Issue, *chavisa brett, York University*

The Gender Intergation of America's Military Colleges: Words from the First Women, *Stacy Ann Jacob, Texas Tech University*

Women talk through physical pain, *Adi Finkelstein, Department of Sociology and Anthropology, Hebrew University, Jerusalem Israel*

Public Ethnography and Multimodality: Research from 1081 the Book to the Web

1:00-2:20

168 Everitt

Chair: *Phillip Vannini, Royal Roads University*

Ferry Tales: From a Visual and Narrative Ethnography to a Coffee Table Book, *April Vannini, European Graduate School, and Phillip Vannini, Royal Roads University*

People Get Tired: African-Australian Cross-Cultural Dialogue and Ethno-Cinema, *Anne Harris, Victoria University*

Persuasive Prestigation: Engaging Magicians and Their Audiences on the Rhetorical Power of Magical Performances, *Joseph Zompetti, Illinois State University*

Personal, Powerful, Political: Popularizing Research as Career, *Kimberly Dark, None*

Collaboration and coalition: Mobilizing the power of research to challenge neoliberal welfare reform, *Shannon Daub, Center for Policy Alternatives*

The politics and praxis of representation in community 1082 research:

1:00-2:20

170 Everitt

Chair: *Leslie Bloom, Roosevelt University*

Praxis and Reflexivity in the Postmodern Condition: Representing Community-Based Knowledge, *Ryan Evely Gildersleeve, Iowa State University*

Negotiating Third Spaces in a School-Community Partnership, *Chad Timm, Grand View University*

Interpretive Conflict and Authorial Privilege in Community Research, *Leslie Bloom, Roosevelt University*

Letting people talk for themselves?, *Jude Robinson, University of Liverpool*

Discussant, *M. Francynne Huckaby, Texas Christian University*

1083 How buddhism can inform everyday educational processes and practices

1:00-2:20

241 Everitt

Chair: *Bronwyn Davies, University of Melbourne*

A Buddhist contribution to an ethics for the language classroom,
Constance Ellwood, University of Melbourne

Mindfulness and compassion in an intergroup dialogue facilitation
course, *Connie North, University of Maryland, College Park*

Engaged Buddhism and Anti-Oppressive Education, *Kevin Kumashiro,
University of Illinois Chicago*

Dealing with anger and fear differently: moving from bullying practices
to mindfulness practices, *Bronwyn Davies, University of Melbourne*

1084 About Suicide

1:00-2:20

245 Everitt

Chair: *Durell Callier, UIUC*

Feminist Phenomenology on the Experiences of Attempted Suicide
of Young Korean Women, *Myungsun Yi, College of Nursing Seoul
National University*

It Gets Better When We Make It So!, *Durell Callier, UIUC*

A Grounded Theory about Suicide Narratives on Internet Newsgroups:
Construction and Media Contagion of Suicide, *Nicole M Vélez Agosto,
University of Puerto Rico, Río Piedras Campus*

Risky Bodies: A Foucauldian-Inspired Discourse Analysis of a School-
Based Youth Suicide Prevention Program, *Jonathan Morris, School of
Child and Youth Care, University of Victoria*

Suicide attempter's experiences of suffering: a hermeneutic
phenomenological study, *Moonhee Ko, Department of Nursing,
Chodang University, Myungsun Yi, College of Nursing Seoul National
University, and Haengmi Son, Department of Nursing, University of
Ulsan*

1085 Democratizing Potentials and Knowledge Creation

1:00-2:20

260 Everitt

Chair: *Maria Lúcia Magalhães Bosi, Universidade Federal do Ceará*

When video meets research: Possibilities and challenges of participatory video research, *Kyung-Hwa Yang, McGill University*

Cultural Health Capital: A New Approach to Understanding Patient-Provider Interactions and the Dynamics of Unequal Treatment., *Janet K Shim, University of California, San Francisco, Leslie Anne Dubbin, University of California, San Francisco, and Jamie S Chang, University of California, San Francisco*

What does scientific impact mean in a globalized world?, *Maria Lúcia Magalhães Bosi, Universidade Federal do Ceará, and Denise Gastaldo, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto*

Problematizing Generalizable Knowledge: The Relationship between Institutional Review Boards and Black Scholarship, *Monifa Green Beverly, University of Central Florida, and Daniella Ann Cook, University of Tulsa*

1086 The Fragmentary Collected

1:00-2:20

163 Noyes

Chair: *Jenna Mim Shim, University of Wyoming*

Research of the Passagenwerk: The Arcades Project As A Reconceptualization of Qualitative Research, *Joseph Cunningham, University of Cincinnati*

An Ethnographic Inquiry About a Local Community Theatre in Carbondale Illinois, *Nazlihan Eda Ercin, Southern Illinois University Carbondale*

It's All About Control: Illness Narratives of Persons with Schizophrenia; A Mixed Method Study., *shlomit Shor, Bar Ilan University*

Beyond the knowing subject: Fragmented, non-rational understandings of race and culture, *Jenna Mim Shim, University of Wyoming*

1087 Arts-Based Research in Education

1:00-2:20

164 Noyes

Chair: *Glenn Allen Phillips, Texas A&M University*

Narrative As Empowerment: Empowering Participants via Their Own Choices of Storytelling, *Jen Yin Lin, N/A*

Collage Communities in the Classroom: Art and Indirection in Social Justice Education, *Audrey Thompson, University of Utah*

Data-driven Song Writing: Ay Maria, Como Siento Lo Que Te Paso, *Melanie C Schikore, Concordia University*

Why I Don't Dance My Dissertation: Thinking Critically About Arts-Based Research, *Glenn Allen Phillips, Texas A&M University*

1088 Writing as a Method of Inquiry

1:00-2:20

Engineering 106B3

Chair: *Janet Newbury, University of Victoria*

Reflective Letters as a Research Tool in a Research Coaching and Mentoring Programme, *Jeanette E Maritz, University of Johannesburg*

Reflective Journal Practices in Science? Advancing Transformative Critical Thinking Skills, *Lucinda Marie Juarez, Corpus Christi Independent School District*

Writing through: Research as process, not product, *Janet Newbury, University of Victoria*

Constructing Identities, Performing Wrestler: "When You're Stylin' and Profilin'", *Diane R Collier, University of British Columbia*

Through a Qualitative Lens: Revealing Complexities in Designing and Implementing a Statewide Qualitative

1089 Evaluation

1:00-2:20

Engineering 106B6

Chair: *Gustavo Angeles, University of Arizona*

Including primary caregivers' perspectives in a statewide early childhood evaluation, *Jamie Patrice Joanou, Arizona State University, and Ana Christina Iddings, University of Arizona*

Insiders' Perspectives on the System of Early Childhood Services in Arizona, *Dawna Holiday, Arizona State University, and Karen Applequist, Northern Arizona State University*

The Development of a Coding System for a Large-Scale Project, *Sandra L. Soto-Santiago, University of Arizona, and Joseph Tobin, Arizona State University*

Challenges to Creating and Organizing a Statewide Qualitative Study, *Gustavo Angeles, University of Arizona, and Beth Blue Swadener, Arizona State University*

1090 Turkey: Pre-service Teacher Education

1:00-2:20

Illini Room C

Chair: *Ihsan Seyit Ertem, Gazi University*

Investigation of Pre-Service Teachers' Perceptions about Concept of Measurement and Assessment through Metaphor Analysis, *senay Özen Altinkaynak, hacettepe university, Bilge Gök, Hacettepe University, and özge erdogan, hacettepe university*

Pre-Service Teachers' Online Literacy Practices, *Mustafa Ulusoy, PhD*

Turkish Elementary Pre-service Teachers' Opinions about Fictional Children's Literature, *M. Akif Sozer, Gazi University, and Ihsan Seyit Ertem, Gazi University*

The Influence Of Creative Drama Method On University Students' Perceptions Related To The rights Of The Child And Rights Intrusion, *Nihan Akkocaoglu, Hacettepe University, and pinar ozdemir, hacettepe university*

How Preservice Teachers Construct An Effective Mathematics Learning Environment, *Feride Özyıldırım*

1091 Spotlight: Darkness and silence: the dis/connection of writing intimacy

2:30-3:50

209 Union

Chair: *Jonathan Wyatt, University of Oxford*

Presenter, *Ken Gale, University of Plymouth*

Presenter, *Ron Pelias, Southern Illinois University*

Presenter, *Larry Russell, Hofstra University*

Presenter, *Tami Spry, St Cloud State*

Presenter, *Jonathan Wyatt, University of Oxford*

1092 Playing Cards: A Performance Autoethnography

2:30-3:50

210 Union

Chair: *Desiree Yomtoob, ICR-University of Illinois-Champaign*

Playing Cards: A Performance Autoethnography Part One, *Christina Ceisel, University of Illinois*

Playing Cards: A Performance Autoethnography Part Two, *Desiree Yomtoob, ICR-University of Illinois-Champaign*

Playing Cards: A Performance Autoethnography, Part Three, *Stephen Hocker, ICR-University of Illinois-Champaign*

Discussant, *Claudio Moreira, University of Massachusetts, Amherst*

1093 Autoethnography and the Education

2:30-3:50

211 Union

Chair: *Donald R Collins, Prairie View A&M University*

Autoethnography and critical self-reflection: 'Indulging' (?) in a more performative cultural studies and engaged public intellectualism, *Amber Lynn Wiest, University of Maryland*

Cooperative Autoethnography: Three Researchers' Objective and Subjective Self-Reflections on Teaching and Parenting Experiences in School Environments, *Donald R Collins, Prairie View A&M University, Laurette B. Foster, Prairie View A&M University, and Dorothy A. Muhammad, Texas A&M University*

Useless Degrees but a Hopeful Investment: Latino Undocumented Students in Higher Education, *Joanna Perez, University of Illinois at Urbana-Champaign*

Eye of the Beholder: Reflections on Autoethnography in my own Classroom, *Shannon Nicole Lindsay Toth, Southern Illinois University Carbondale*

The Coal Miner's Daughter Gets a Ph.D., *Gresilda Anne Tilley-Lubbs, Virginia Tech*

1094 Expanding methods in research on dilemmas and conflicts

2:30-3:50

215 Union

Chair: *Dorte Kousholt, DPU, Aarhus Universitet*

Collective memory work with mothers to diagnosed children, *Line Lerche Mørck, Aarhus University, Department of Learning*

Researching a cultural clash? When immigrant parents meet the Danish school system, *Eva Silberschmidt Viala, Aarhus University, Department of Learning*

Transcending boundaries when investigating the everyday life of children and parents, *Dorte Kousholt, DPU, Aarhus Universitet*

Women's perspectives on social life in prison, *Charlotte Mathiassen, Department of Learning*

1095 Living Digitally II

2:30-3:50

217 Union

Chair: *Sandra L Faulkner, BGSU*

Fie girl writes Ruby a poem: A relational dialectics analysis of email discourse., *Sandra L Faulkner, BGSU*

Reflective Blogging: Taking Harding's "Strong Objectivity" to the web., *Adrienne Trier-Bieniek, Western Michigan University*

Digital Philanthropy: Governing Through Fun, *Ergin Bulut, UIUC*

Of Birthdays and Barns: Reflections on Memory in an Age of Technologies That Never Forget, *Heather Wiltse, Indiana University*

1096 Education: Initial Experiences

2:30-3:50

314A Union

Chair: *Nihat Gurel Kahveci, Istanbul University*

Pre-service Teachers' Thoughts on Instruction of Time and Space Concepts in Social Studies, *Nihat Gurel Kahveci, Istanbul University*

Identifying Pedagogical Characteristics Of Student Teachers Which Determine Their Teacher Thinking, Decision Making And Planning Processes, *iLKE ÇALIsKAN, Hacettepe University, and KANAN BATI, Hacettepe University*

Re-examining Academic Expectations: Using Self-Study to Promote Academic Justice and Student Retention, *Mary Cain Febr, Texas Tech University, Stacy Ann Jacob, Texas Tech University, and Fernando Valle, Texas Tech University*

Helping students to promote Critical Thinking at University through Mediated Learning Experiences. A case study., *Beatriz Carramolino, University of Valladolid (Spain), Eduardo Fernández, University of Valladolid, and Bartolomé Rubia, University of Valladolid*

Prospective Teachers' Views about Teaching Experience Course: A Qualitative Study, *Nur Kurtulus, research assistant, Ozlem Aktas Yukus, research assistant, Tugba Somen, research assistant, Onur Er, research assistant, and Tugba Yalcin, research assistant*

Plenary: Okana ka-asateki: The view from out here (Part 1097 II)

2:30-3:50

314B Union

Chair: *Patrick John Lewis, University of Regina*

Swimming in the same waters? The dynamics of colonization and decolonization in a research project with aboriginal communities, *Warren Linds, Concordia University, Heather Ritenberg, University of Regina, Jo-Ann Episkeneuw, First Nations University of Canada, Karen Schmidt, File Hills Qu'Appelle Tribal Council, and Mark Dieter, File Hills Qu'Appelle Tribal Council*

Confidentiality, member checks, lack of generalisability: Questioning accepted practices in qualitative research..., *Marc Spooner, University of Regina*

The Reggie Bushie Inquest: Engaging Youth to be Part of the Solution, *JoLee Blackbear, University of Regina*

Disrupting Comfort in Storytelling Research..., *Patrick John Lewis, University of Regina*

Discussant, *Tim Begaye, Diné College*

Whose side are we on today? Qualitative researchers as 1098 partisans

2:30-3:50

403 Union

Chair: *Cesar Cisneros-Puebla, University of Autonoma Metropolitana, Iztapalapa*

Panelist, *Anne Ryen, University of Agder*

Panelist, *Cesar A. Cisneros-Puebla, UAM Iztapalapa, Mexico*

Panelist, *Norman K Denzin, Univ. of Illinois*

Panelist, *patricia lather, Ohio State University*

Panelist, *maria mayan, facultu of Extension, UofA*

Using Post Philosophies to Help Qualitative Research 1099 Re-Claim its Radical Roots

2:30-3:50

405 Union

Chair: *Mark D. Vagle, The University of Georgia*

Postmodern Qualitative Research, *Elizabeth Adams St.Pierre, University of Georgia*

“I might be wrong”: The perverse potential of poststructuralism, *Mardi Schmeichel, University of Georgia*

Différance, Spacing, and Researcher Reflexivity, *Serge Frederick Hein, Virginia Tech*

Post-Intentional Phenomenology and the Egocentric Predicament in Qualitative Research, *Mark D. Vagle, The University of Georgia*

1100 Medicine

2:30-3:50

406 Union

Chair: *Paula Feder-Bubis, Ben-Gurion University of the Negev, Israel*

A Double-Edge Sword: the Voice of Patients Regarding Defensive Medicine., *Paula Feder-Bubis, Ben-Gurion University of the Negev, Israel*

Healing Pathways: Art Therapy and American Indian Medicine,
Elizabeth Warson, George Washington University

Ignorance, Prejudice or Conscientious Objection: the medical residents' homeopathy rejection, *Nelson Filice de Barros, Unicamp, and Alessandra Rodrigues Fiuza, University of Campinas Medical School*

1101 Violence Against Women

2:30-3:50

104 English

Chair: *Dr. Mary E. Weems, John Carroll University*

Restraining Order, *Dr. Mary E. Weems, John Carroll University*

Discourses of Violence Prevention: Women's Constructed Sense of Safety, *Kathryn Frazier, Clark University, and Rachel Joffe Falmagne, Clark University*

Raising the voice: The empowerment of oppressed and marginalized women of color through the qualitative research process, *Laura Quiros, Adelphi University, and Stavroula Kyriakakis, Adelphi University School of Social Work*

1102 Directions in Critical Pedagogy

2:30-3:50

69 English

Chair: *Sheilia Rae Goodwin, Winston Salem State University*

Critical and Activist Educational Scholarship: Promoting Social Justice, Social Change, and Human Well Being, *Lauren Hoffman, Lewis University*

Oh Henry!: Critical Pedagogy, (Physical) Cultural Studies, and Radical Advocacy in Qualitative Research, *Ryan Edward King-White, Towson University*

Powerful Moments of Learning: Helping Students Cross the Liminal Divide in Teaching about Health Disparities, *Sheilia Rae Goodwin, Winston Salem State University*

Gender, Values and Teachers in secondary school, *Lucila Parga, Universidad Pedagógica Nacional*

Pluralism as Culture: Toward a Pedagogy of Discernment and Relevance, *David Zeoli, Grand Valley State University*

Addressing the ‘Double Bind’: Research and Intervention in Jamaican schools., *Allan Bernard, University of the West Indies, and Deon Edwards-Kerr, University of the West Indies*

1103 Reformations: Schools

2:30-3:50

163 Everitt

Chair: *Yuni Sari Amalia, University of Illinois at Urbana Champaign*

Mission Impossible: Tales of Comprehensive School Reform from the View Point of the SIFs (School Improvement Facilitators, a.k.a Strong Intelligent Females), *Fernando Valle, Texas Tech University*

Insights of juvenile justice workers to improve treatment to meet social developmental needs, *Barry Shelby McCrary, Western Illinois University*

“A Breath of Fresh Air or A Lot of Hot Air?”: Competence-Based Curricula that Address Local Values in Indonesia, *Yuni Sari Amalia, University of Illinois at Urbana Champaign*

The Game of Life, a Free Public School Edition: The Impact of Supply Lists, Fees, and Pay-for-Grade Assignments, *Beverly Harris Finch, Texas Tech University*

(Re)presenting Research: Doctoral Students “Know the Place for the First Time” through Post-qualitative

1104 Inquiry

2:30-3:50

168 Everitt

Chair: *Jonna Beck, Texas State University-San Marcos*

Presenter, *Israel Aguilar, Texas State University-San Marcos*

Presenter, *Juan Niño, Texas State University-San Marcos*

Presenter, *Akinyi Wadende, Texas State University-San Marcos*

Presenter, *Naomi Garcia, Texas State University-San Marcos*

Presenter, *Jonna Beck, Texas State University-San Marcos*

Intersecting Voices: Revealing the Perspectives of Marginalized Communities Responding to Dominant

1105 Ideologies and Practices

2:30-3:50

170 Everitt

Chair: *Lacey Peters, Arizona State University*

Transcending “Adulthood” to Honor Children’s Unmediated Voices: Experiences from a Large Scale Case Study Project, *Lacey Peters, Arizona State University, and Beth Blue Swadener, Arizona State University*

Seeking Culturally Responsive Childcare From the Margins: Experiences of Latina Mothers in Arizona, *Timothy Rowlands, Arizona State University, Kimberly Eversman, Arizona State University, Lacey Peters, Arizona State University, and Beth Blue Swadener, Arizona State University*

We Can’t Hide: A Father Insists on Educational Inclusion of Children with Disabilities, *Maggie Bartlett, Arizona State University*

Reconciling Hope and Charity: Research with Children Living on the Streets of Lima, Peru from a Freirean Perspective, *Jamie Patrice Joanou, Arizona State University*

Personal Learning Histories of Women of Color Pursuing Formal and Informal Post-Secondary Computing Education, *Sher Ratnabalasuriar, Arizona State University*

Qualitative Inquiry for Equity in Higher Education: Methodological Implications, Negotiations, and

1106 Responsibilities

2:30-3:50

241 Everitt

Chair: *Penny A Pasque, University of Oklahoma*

What is Qualitative Inquiry in Higher Education?, *Ryan Evelyn Gildersleeve, Iowa State University*

Representations of Qualitative Inquiry in Higher Education Research, *Penny A Pasque, University of Oklahoma*

Innovation as Intervention, *Aaron Kuntz, University of Alabama*

Critical Concerns for Qualitative Inquiry in Higher Education, *Rozana Carducci, University of Missouri*

1107 Trauma

2:30-3:50

245 Everitt

Chair: *Sophie Elizabeth Tamas, Queen's University*

Working with the post traumatic archive, or, of witness and testimony, *Leswin Laubscher, Duquesne University*

The New Catch-22: Veterans and the Stigma of PTSD, *Douglas Eric Jordan, University of South Florida*

Creative Nonfiction as Qualitative Inquiry in Exploring Trauma, *Michelle Millard, Wayne State University*

Survivor narratives and the costs of making sense, *Sophie Elizabeth Tamas, Queen's University*

"I lost all principles all morals": A narrative analysis of the personal documents of a sexually abused female, *Rosemary Deborah Caolo, Marywood University*

1108 Immigration and Social Justice

2:30-3:50

260 Everitt

Chair: *Arminda P. Gomes, Columbia University School of Social Work*

Bridging Cultural Differences: Latina Mothers & Daughters Together in Wellness, *Liliana Rojas-Guylar, University of Cincinnati, and Amy Weber, University of Cincinnati*

El Poder de Una Voz (The Power of a Voice): The Study of Latino Immigrant Narratives and the Potential for Social Change, *Arminda P. Gomes, Columbia University School of Social Work*

Using Participatory Witnessing in Critical Ethnographic Research with Battered Immigrant Latinas, *Elithet Silva-Martinez, University of Puerto Rico*

Who am I siding with? Dealing with the complexities of the advocate/researcher role, *Paula Andrea Echeverri-Sucerquia, Universidad de Antioquia*

Analysis of the reality of immigration through the case study, *Jesus Alberto Valero-Matas, University of Valladolid, and Juan Romay-Coca*

1109 Emotions

2:30-3:50

163 Noyes

Chair: *Kary Rose Roberts, University of Alabama*

When is the Researcher at Risk?: Insider/Outsider Status, Identity, and Emotional Labor in Qualitative Research, *SJ Creek, Southern Illinois University Carbondale, and Reese Kelly, University of Vermont*

Teachers' Emotional Labor, Emotional Expression, and Emotional Control, *Kary Rose Roberts, University of Alabama, and Sharon E Nichols, University of Alabama*

From Diagnostic Drawing Tests to Visual Metalogues: On Transformative Function of Drawings and Conversations About Them, *Elzbieta Kazmierczak, UIUC*

Damaged Identities Narrative Repair: Investigating Emotional Cycles of Employees Undergoing Organisational Change, *Anand Prakash, Department of psychology, university of Delhi, INDIA*

Taking A/Part': The 'quiet voices' of ethnographic work in arts evaluation, *Jo Frankham, Liverpool John Moores University, and Lizzie Smears, Liverpool John Moores University*

1110 The Practice of Arts-Based Research I

2:30-3:50

164 Noyes

Chair: *Tiffany Bowden, Institute of Communication Research, Univ of Illinois*

Dialogues Past and Present: Intersections and Self-Confrontation in Borderlands Research, *Norman Kent Gillen, Del Mar College*

Confronting Colorism With New Media Literacy, *Tiffany Bowden, Institute of Communication Research, Univ of Illinois*

Can You Hear Me Now: Spoken Word as Transformative Research, *Gary Muccular, Graduate Education Student Association at California State University, Sacramento*

From the Streets to the Tower: The Role of Performance Poetry in Qualitative Research, *Glenn Allen Phillips, Texas A&M University*

Experiencing relational thinking and action: Lessons from Improvisational Theater, *Jerry Edward Gale, UGA*

1111 Triangulation in the Third Moment

2:30-3:50

Engineering 106B3

Chair: ,

1112 Data Analysis Processes that Serve Social Justice Agendas

2:30-3:50

Engineering 106B6

Chair: *Thalia M. Mulvihill, Ball State University*

Panelist, *Raji Swaminathan, University of Wisconsin-Milwaukee*

Panelist, *Thalia M. Mulvihill, Ball State University*

Panelist, *Lucy Bailey, Oklahoma State University*

Panelist, *Gina Edghill, Ball State University*

Panelist, *Liliana Rojas-Guyler, University of Cincinnati*

Panelist, *Judy Murnan, University of Cincinnati*

1113 Turkey: Teachers and Teaching Practice

2:30-3:50

Illini Room C

Chair: *Mustafa Ulusoy, Gazi University*

Geography Teachers' Field Trip Method Using Status, *Mustafa Kemal OZTURK, Hacettepe University*

Science, Mathematics and Classroom Teachers' Self-Efficacy Perception toward Science and Mathematics Instruction, *Bilge Gök, Hacettepe University, and Ahmet Kiray, Selçuk University*

The Evaluation Of Turkish Language and Literature Teachers, Regarding Their Subject Field Competencies, *Mahir Kalfa, Hacettepe University, and Z. Canan Karababa, Ankara University*

Pre-Service Teachers' Writing Habits, *MUSTAFA ULUSOY, PhD*

Reconstructing classroom order: Cohort practices in the beginnings, *Mehmet Ali Icbay, Canakkale Onsekiz Mart University*

**Spotlight: Decolonizing Autoethnographies: A
betweeners' view of the politics of knowledge**

1114 production from decolonizing street-corners

4:00-5:20

209 Union

Chair: *Claudio Moreira, University of Massachusetts*

Skin Colour, Class and Belonging in Urban Bangladesh, *Fadia Hasan, University of Massachusetts, Amherst*

unravels itself like string: A Personal History with my Body, *Jennifer Lee O'Donnell, University of Massachusetts, Amherst*

Talking Back to Power Through My Monstrous Wounds: Performing Transgender Rage Again, *Sonny Nordmarken, University of Massachusetts, Amherst*

Discourses of Possibility: White Teachers and Critical Racial Consciousness, *Kathy McDonough, University of Massachusetts, Amherst*

The performance of self and cultural identities, *Tamara Chung-Constant, University of Massachusetts Amherst*

Making Trouble: Heros, Villians, Victims, and other

1115 Fixated Persona in Autoethnography

4:00-5:20

210 Union

Chair: *Tami Spry, St Cloud State*

Desperately seeking lines of flight: some small fragmented stories about my failure to shape up as a psychotherapy researcher and auto-ethnographer., *jane speedy, university of bristol*

“Trauma Tourism: The Scopophilic Seduction of Writing and Witnessing Autoethnography”, *Elyse Pineau, Southern Illinois University*

Power Trouble: Playing Devil's Advocate in the “Come to Jesus” Discourse of Doing Autoethnography, *Christopher Collins, Angelo State University, and Tami Spry, St Cloud State*

1116 Autoethnography and the Arts

4:00-5:20

211 Union

Chair: *Amia Lieblich, Hebrew University and the Academic College of Tel-Aviv Jaffo*

Autoethnography, Reflective Practitioners, and Personal Knowledge in Design, *Margarita Popova, Architecture and Interior Design, and Lubomir Popov, Bowling Green State University*

My Day on the Boundary: An Autoethnography of Media Conduction, *Robert Moses Peaslee, Texas Tech University*

Poetry in Research in Poetry, *Oded Ben-Horin, Stord Haugesund University College, and Anne Beate Reinertsen, North-Trondelag University College, Norway*

The Experience of Sitting to Have my Portrait Painted, *Amia Lieblich, Hebrew University and the Academic College of Tel-Aviv Jaffo*

Elaborating Transformative Research and Action in Critical Community Psychology: The Contribution of

1117 Qualitative Methods

4:00-5:20

215 Union

Chair: ,

Critical Community Psychology and Qualitative Methods, *Geoffrey Nelson, Wilfrid Laurier University*

Inuit Community Action for Suicide Prevention in the High Arctic, *Michael Kral, University of Illinois Urbana-Champaign*

Using Qualitative and Mixed Methods Research to Build Praxis-Oriented Knowledge for Addressing Homelessness and Mental Illness, *Eric Macnaughton, Mental Health Commission of Canada*

Mentoring in an on-line simulation game: Shaping pre-

1118 service teachers' development

4:00-5:20

217 Union

Chair: *Miriam Raider-Roth, University of Cincinnati*

Panelist, *Susan P. Tyler, University of Cincinnati*

Panelist, *Jennifer Killham, University of Cincinnati*

Panelist, *Meskerem Debele, University of Cincinnati*

Panelist, *Amanda Venable, University of Cincinnati*

1119 Elementary Education

4:00-5:20

314A Union

Chair: ,

Inclusion in Early Childhood Education, *zeynep akdag, middle east technical university, and cigdem haser, middle east technical university*

Teacher Views Regarding the Teaching of Cursive Handwriting, *Fatma - TURKYILMAZ, Hacettepe University*

Living in a Struggle of Complex Spaces: Choreographies of Preschool Teachers Becomings., *Ann Merete Otterstad, Oslo University College*

Children's Experiences of Becoming Kindergarteners: Findings from a Statewide Case Study Project, *Lacey Peters, Arizona State University, and Beth Blue Swadener, Arizona State University*

You Can't Judge a Book By its Cover - or the First Few 1120 Chapters - A Duo Ethnography

4:00-5:20

314B Union

Chair: *L. Adair Langley, Argosy University*

Presenter, *Izola Jones, Argosy University*

Presenter, *L. Adair Langley, Argosy University*

1121 Globalization

4:00-5:20

403 Union

Chair: *Alejandro Cerda, Universidad Autónoma Metropolitana Xochimilco México*

Purple Ocean Strategy: A Mixed Strategy Concept of the Red and Blue, *Saratid Tong Sakulkoo, Faculty of Education, Burapha University, Thailand*

Globalizing memories: social movements in Latin America, *Alejandro Cerda, Universidad Autónoma Metropolitana Xochimilco México, Consuelo Chapela, Universidad Autónoma Metropolitana Xochimilco, and Ana Laura Barroso, Universidad Autónoma Metropolitana - Xochimilco*

Intercultural and cross-disciplinary perspectives of U.S. students on globalization, *Emmanuel Jean Francois, University of Wisconsin Oshkosh*

Multimodal methodological perspectives in transition: The age of confusion, *Hye-Young Park, University of Illinois at Urbana-Champaign*

News Virtues and Democracy, *Wendy Marie Weinhold, Southern Illinois University Carbondale*

1122 Plenary: Duoethnographies of Difference

4:00-5:20

404 Union

Chair: *Joe Norris, Brock University*

The Duoethnographic Method, *Joe Norris, Brock University*

Alleyways and Paths of Patriotic Songs, Pride, and Oppression, *M. Francyne Huckaby, Texas Christian University, and Molly Weinburgh, Texas Christian University*

Exploring the implicit dynamics of engendered authority: From elementary students to university professors, *Joe Norris, Brock University, and Georgann Cope Watson, Brock University*

Perspectives on the Teacher's Gender in the Elementary Classroom, *Rick Breault, Northern Kentucky University*

1123 Health Care: Reproductive Health Care

4:00-5:20

406 Union

Chair: *Tamarah Moss-Knight, Howard University*

Health and poverty: representations of poor and non poor women and health professionals about fertility and maternal health care, *Isabel Maria Craveiro, Institute of Hygiene and Tropical Medicine*

Adolescents and Key informants' Perception of Female Adolescents Health-information Needs: A Qualitative Study, *zohreh shahhosseini, mazandaran university of medical sciences*

Influences of the Social Context on Unintended Pregnancy and Pregnancy Prevention in College Women, *Melissa Ann Lehan Mackin, University of Iowa, and Lioness Ayres, University of Iowa*

Dimensions of Stigma for Pregnant Adolescents in The Bahamas: A Qualitative Inquiry informs Social Work, *Tamarah Moss-Knight, Howard University, and Ruby M. Gourdine, Howard University*

The Politics of Advocacy: Focus group research about abortion and sexual reproductive health with Mexican-origin women in the Lower Rio Grande Valley, *Liza Fuentes, CUNY Graduate Center, and Debora Upegui-Hernandez, National Latina Institute for Reproductive Health*

1124 Plenary: Deleuze

4:00-5:20

407 Union

Chair: *Ian Stronach, Liverpool John Moores University*

Deterritorializing collective biography, *Susan Walsh, Mount Saint Vincent University, Susanne Gannon, UWS, Mythili Rajiva, Saint Mary's University, and Michele Byers, Saint Mary's University*

Material Convictions: Expanding the Rules of Engagement in Qualitative Research, *Kelly Clark/Keefe, Appalachian State University*

Nomadic and Messy: (Post-)Knowing and (Still) Writing, *Hanna Guttorm, University of Helsinki*

The affects and effects of drama and theatre research in education, *Mia Perry, University of British Columbia*

The Rise and Rise of 'Falling Standards': How English Education Internalises Discourses of Blame., *Ian Stronach, Liverpool John Moores University, and Grant Stanley, Liverpool John Moores University*

1125 Motherhood

4:00-5:20

104 English

Chair: *Lee Murray, university of saskatchewan*

Motherhood perception among adolescent girls in distress and their mothers, *Hagit Sinai-Glazer, Tel Aviv university, Sapir college - ISRAEL*

“Other” Mothering: Voices from the Fringes, *Lee Murray, university of saskatchewan, Jasjit Kaur Sangha, Brock University, and Kerri Kearney, Oklahoma State University*

What Do Frontline Workers and Single Mothers on Welfare Talk about Independence?, *Wan-Juo Cheng, National Chia-Yi University, Taiwan*

Parental Involvement: Immigrant Asian Mothers and their Children in American Schools, *shujun chen, University of Illinois at Urbana-Champaign*

New Mothers in a New Land: A Qualitative Exploration of Life as a First-Time Mother According to Tamil-Speaking Immigrants and Refugees Living in Toronto, *Soumia Meiyappan, McMaster University*

1126 Directions in Qualitative Social Work

4:00-5:20

69 English

Chair: *Christina Gringeri, College of Social Work, University of Utah*

Gendered for What?: Reproduction of Peasant Workers' Bodies in/through Their Dormitories, *Kang Sun, Bowling Green State University*

Hand picking of coffee, a hard and unfair task, *Edilson León Moreno Cárdenas, Universidad Nacional de Colombia*

“The Master’s Tools cannot Dismantle the Master’s House”: Centering Black Women’s Experiences in Qualitative Research., *carolann louise daniel, Adelphi University, and godfrey gregg, Adelphi University*

Feminist social work research? Gaining visibility and contributing to academic feminist research, *Christina Gringeri, College of Social Work, University of Utah, Stephanie Wahab, Social Work, Portland State University, and Ben Anderson-Nathe, Social Work, Portland State University*

The Antinomy of Practitioner Resistance in Evidence-Based Social Work: Breaking the Historical Research-to-Practice Spell, *Thomas Davis D. Davis, School of Social Work, California State University, San Bernardino*

1127 Reformations: The Community

4:00-5:20

163 Everitt

Chair: *Larry Russell, Hofstra University*

Order What You Want, Eat What You Get: Community, Conversation, and Characters at Bob’s Grill, *Shirley Kay Drew, Pittsburg State University*

Performativity in a Healing Community, *Larry Russell, Hofstra University*

Constructing “Community” through Health Equity Discourse, *Andrea Corage Baden, University of California, San Francisco*

Promoting advocacy and access through participatory action research, *Annie Guerin, University of Canterbury*

The resilient community: Implications for out of school programming, *Cassandra McKay, University of Illinois at Chicago*

1128 An international study of bullying in academe

4:00-5:20

168 Everitt

Chair: *Katerina Zabrodska, Institute of Psychology, Academy of Sciences of the Czech Republic*

On thin ice: Academic mobbing and strategies of resistance, *Katerina Zabrodska, Institute of Psychology, Academy of Sciences of the Czech Republic*

Beyond the interview: Exploring different perspectives and methodologies in workplace bullying research, *Katerina Zabrodska, Institute of Psychology, Academy of Sciences of the Czech Republic, Constance Ellwood, University of Melbourne, Sara Zaeemdar, Macquarie University, and Jiri Mudrak, Charles University in Prague*

Audit technology as systemic bullying in universities, *Bronwyn Davies, University of Melbourne, and Peter Bansel, University of Western Sydney*

Bullying as intra-active process in neoliberal universities, *Bronwyn Davies, University of Melbourne, Katerina Zabrodska, Institute of Psychology, Academy of Sciences of the Czech Republic, Sheridan Linnell, University of Western Sydney, and Cath Laws, Australian Catholic University*

1129 New Methods and Methodologies

4:00-5:20

241 Everitt

Chair: *Sheilia Rae Goodwin, Winston Salem State University*

Using Realist Synthesis to understand what works in the implementation of community projects, *Barbara Hunter, Turning Point Alcohol and Drug Centre and Monash University, Lynda Berends, Turning Point Alcohol and Drug Centre/ Monash University, and Sarah Maclean, Turning Point Alcohol and Drug Centre/ University of Melbourne*

A Duo-Ethnographic Conversation about Qualitative Inquiry, Advocacy, and Social Justice: Exploring Paths of Inquiry, *Sheilia Rae Goodwin, Winston Salem State University, and Patricia Bazeley, Research Support P/L*

Reading our Contexts the Wrong Way? The Uncritical Adoption of Qualitative Methods in the Periphery, *Diógenes Carvajal, University of the Andes, Ruby Yaya, University of the Andes, and Gerardo Rey, University of the Andes*

Case-Centered Sampling: A Successful Experience in an Ethnography with Old Order Amish Families, *Angela M Kueny, The University of Iowa*

Is Metasynthesis Compatible with Qualitative Research or not?, *Bente Hoeck, Aarhus University, and Charlotte Delmar, Aarhus University*

1130 Genocide

4:00-5:20

245 Everitt

Chair: *Jonna Beck, Texas State University-San Marcos*

Ethnicity in the ICTR: Academic Discussion as a Legal Toolbox, *Michael J. Sharp, Center for Conflict Studies (Marburg, Germany)*

(Re)presenting the Brutality of Genocide: Post-Qualitative Narrative through Creativity in an account of 1994 Rwanda, *Jonna Beck, Texas State University-San Marcos*

Holocaust Survivor Recovers her Home through Storytelling, *Lilach Naishtat-Bornstein, Five College Women's Studies Research Center, Massachusetts and Tel Aviv University*

1131 The Ecological

4:00-5:20

260 Everitt

Chair: *Susan Finley, Washington State University*

Resource or Catastrophe: Industry and Activist Visual Presentations of The Canadian Oilsands, *Chaseten Remillard, University of Calgary*

A New Energy Future for South Africa: The Political Ecology of South African Renewable Energy, *Joel Krupa, University of British Columbia*

Ecoaesthetics at the Intersection of Social Justice and Transformative Education, *Susan Finley, Washington State University*

“Clean,” “Green” and Sickening: Industrial Wind Turbines and Struggles over Medical Knowledge, *Elizabeth E Wheatley, Grand Valley State University*

Local Perceptions of Social & Environmental Risk Pointing to a Global Community Change: The Case of La Divisa Neighborhood in Medellin, *Felipe Agudelo, University of Antioquia, and Raul Piedrahita, University of Antioquia*

1132 Constructions and Meanings

4:00-5:20

163 Noyes

Chair: *Jodi Kaufmann, Georgia State University*

Are We The Same When We Do Not Speak, *Nazlihan Eda Ercin, Southern Illinois University Carbondale*

Narrative identities: constructing meaning fields trough youth transition, *Mirela Figueiredo Iriart, University Of Feira De Santana (Uefs), and Ana Cecilia Bastos De Sousa Bastos, Federal University Of Bahia*

Understanding Teaching through Metaphors., *Elda Monetti, Universidad Nacional del Sur. Argentina*

Death, identity, and ambiguity among aging cancer patients: The dominance and problems of two discourses, *Chad Nathan John Hammond, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

“He Was Born That Way”: The Construct of Giftedness as an Obstacle to Education, *Jiri Mudrak, Department of Psychology, Faculty of Education, Charles University in Prague*

The Meaning of Innocent: The Troy Davis Case, *Jodi Kaufmann, Georgia State University*

1133 The Practice of Arts-Based Research II

4:00-5:20

164 Noyes

Chair: *William K Rawlins, Ohio University*

Speaking with my father: Infidelity, divorce, and death, *Judith Flores Carmona, Hampshire College*

“Sample”: A Multi-Genre, Multi-Format Performance, *William K Rawlins, Ohio University*

Blended Voices: Queering Narratives of Belonging, *Durell Callier, UIUC, Gloria Jea, University of Illinois at Urbana-Champaign, Karla Palma, University of Illinois at Urbana-Champaign, and Dora Valkanova, University of Illinois at Urbana-Champaign*

What’s in a Song? Performing Ethnographic Research Through Music, *David Carless, Leeds Metropolitan University, and Kitrina Douglas, University of Bristol*

Multiple approaches to data representation and analysis: Understanding the where, the why and the

1134 how

4:00-5:20

Engineering 106B3

Chair: *Valerie J. Janesick, University of South Florida*

Making sense of oral history in the digital era: Using blogs, video , photography, and software for analysis and interpretation, *Valerie J. Janesick, University of South Florida, and Carolyn N. Stevenson, Kaplan University*

Phenomenological Data Analysis, *Carol Burg, National Louis University*

Using the researcher reflective journal to deconstruct policy, *Ruth Slotnick, Harvard University*

Teaching Performance Research: Understanding the how and why of performing research, *Patricia Alvarez- McHatton, Univ. of South Florida*

1135 What is in your mind regarding qualitative research?

4:00-5:20

Illini Room C

Chair: *Mirka Koro-Ljungberg, University of Florida*

Discussion Facilitators, *Mirka Koro-Ljungberg, University of Florida, Aaron Kuntz, University of Alabama, and Svend Brinkmann, Aalborg University*

Mirka thinks about theory, *Mirka Koro-Ljungberg, University of Florida*

Svend thinks about reality, *Svend Brinkmann, Aalborg University*

Elliot thinks about epistemology, *Elliot Douglas, University of Florida*

Sharon thinks about advocacy, *Sharon Hayes, West Virginia University*

Carol thinks about affirmation, *Carol Isaac, Center for Women's Health Research, UW-Madison*

Saturday, May 21

2001 Spotlight: On (Writing) Fathers: Part II

8:00-9:20

209 Union

Chair: *Tony Adams, Northeastern Illinois University and Jonathan Wyatt, University of Oxford*

Knowing Me, Knowing You: Becoming Father, Becoming Son in the Fluid Play of Memory, Affect and Intuition, *Ken Gale, University of Plymouth*

Walking with My Father, *Christopher Collins, Angelo State University*

Watching Westerns with Dad (or Lessons on Performing Manly), *Bryant Keith Alexander, California State University Los Angeles*

A Box of Books, *Norman K Denzin, Univ. of Illinois*

Ties (Lies) that Bind: Musical and Pedagogical Echoes of a Lost Father and Son, *Chris Patti, University of South Florida*

2002 Autoethnography and Violence

8:00-9:20

210 Union

Chair: *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

White Marble Columns, or Beyond Reasonable Doubt, *Timothy Matthew Lee Sutton, University of Massachusetts Amherst*

Beyond Metaphors: Being a Responsible Witness, *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

The Children are Listening: An Autoethnographic Account of the Years Leading up to Familicide in a Quiet, Suburban Neighborhood, *Jonel Thaller, Arizona State University, School of Social Work*

From Tears to Triumph: An Autoethnographic Reaction to Women's Spirituality after Clergy Sexual Abuse, *Carolyn Waterstradt, Grand Valley State University*

2003 Ethnicities

8:00-9:20

211 Union

Chair: *Angela Lecia Walden, University of Illinois Urbana-Champaign*

Little Balkans Days: Celebrating Ethnic Diversity in the American Midwest, *Joey Pogue, Pittsburg State University, and Shirley Kay Drew, Pittsburg State University*

The ghost of the chief: Lingering tensions and current student views surrounding the controversial former mascot, Chief Illiniwek, *Angela Lecia Walden, University of Illinois Urbana-Champaign, and Michael Kral, University of Illinois Urbana-Champaign*

“Early study-abroad” South Korean youths in a U.S. Christian high school: Christian unity vs. diversity, *Hye-Young Park, University of Illinois at Urbana-Champaign*

The stories of dragon children and bananas: Chinese grandparents’ well-being and their involvement in couples’ parenting in the United States, *Hao-Min Chen, The University of Georgia*

Exploring cultural constructions of reading in the fourth grade: perspectives from Qatar., *Radhika Viruru, Texas A&M University, and Ramzi Nasser, Qatar University*

2004 Directions in Disability Studies II

8:00-9:20

215 Union

Chair: *Kathy J. Wheat, University of Oklahoma, Educational Leadership and Policy Studies*

The Sexual Desires of Individuals with Intellectual Disabilities: A Case Study of Paraphiliac Infantilism, *Michael Scheib, University of Iowa*

The Dance of Intellectual Cleansing, *Jessica Nina Lester, University of Tennessee at Knoxville*

Illegally blind - Insider/ Outsider Dilemmas Regarding Researching Persons with Visual Impairment and Blindness, *Nitsan Almog, Bar Ilan University*

A Case Study of Teachers’ Responses to Students’ Challenging Behaviors: Concerns for Educational Equity and Social Justice, *Kathy J. Wheat, University of Oklahoma, Educational Leadership and Policy Studies*

The ethic's approval process: Inclusion or exclusion of people with developmental disabilities, *Lee Murray, university of saskatchewan*

2005 ESL/EFL

8:00-9:20

217 Union

Chair: *Gumiko Monobe, Kent State University*

The Application and Process Evaluation of Intensive Coaching For Ph.D. Proposal Writers in an ESL Setting, *Saratid Tong Sakulkoo, Faculty of Education, Burapha University, Thailand*

The Construction of Social Identity in the ESL Class for Adult Somali Immigrants and Refugees, *Seo Hyun Park, The Ohio State University*

Interpreting Transnational Agency and Identity of Asian immigrant Teachers Using Asian Feminist Epistemology, *Gumiko Monobe, Kent State University*

Issues of cultural capital: Constructing meaning about American schools and immigrant/sojourner parent engagement, *Paula Andrea Echeverri-Sucerquia, Universidad de Antioquia*

Narrative Analysis of Native English Teachers' Experiences in Korean Elementary Schools, *Soon-Yong Pak, Yonsei University*

Plenary: Implications for Critical, Arts-Based, and Narrative Research Subjugated to the Standards for Reporting on Humanities-Oriented Research in AERA

2006 Publications

8:00-9:20

314A Union

Chair: *Susan Finley, Washington State University*

Panelist, *Susan Finley, Washington State University*

Panelist, *Liora Bresler, University of Illinois*

Panelist, *Charles Garoian, Penn State University*

**2007 Qualitative Inquiry and Student Advocacy: The
Convergence of Program Evaluation and Pedagogy**

8:00-9:20

314B Union

Chair: *Donna Breault, Northern Kentucky University*

Panelist, *Donna Breault, Northern Kentucky University*

**2008 A study of attachment style in teenage grandchildren of
former Chilean political prisoners.**

8:00-9:20

403 Union

Chair: *Graciela Avendaño Fuentes, Universidad de Tarapacá - Centro de Investigación e Intervención Psicosocial*

Panelist, *Graciela Avendaño Fuentes, Universidad de Tarapacá - Centro de Investigación e Intervención Psicosocial*

Panelist, *mauricio eduardo morales, Univesidad de Tarapacá de Arica*

Panelist, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá de Arica*

**2009 Plenary: Addressing the Credibility of Evidence in Mixed
Methods Research: Questions, Issues and Research
Strategies**

8:00-9:20

404 Union

Chair: *Sharlene Janice Hesse-Biber, Boston College*

What Counts as Credible Evidence in Mixed Methods Research?
Challenges and Strategies, *Sharlene Janice Hesse-Biber, Boston College*

How Might a Dialectical and Value-Laden Epistemological Pragmatism
Examine the Issue of Credible Evidence?, *Burke Johnson, University of
South Alabama*

Qualitative Evidence in Systematic Evidence Reviews: An Inquiry,
*Valerie J. Caracelli, U.S. Government Accountability Office, Applied
Research Methods, Center for Evaluation Methods and Issues*

Establishing Credibility of Research Evidence When Mixing Approaches: Role of Sampling Designs, *Kathleen Collins, University of Arkansas, College of Education and Health Professions, Special Education Curriculum and Instruction, and Tony Onwuegbuzie, Sam Houston State University, Department of Educational Leadership and Counseling*

Multiple Methods and Multiple Researchers to Enhance the Credibility of Qualitative Evidence, *Nollaig Frost, Middlesex University*

Discussant, *Norman K Denzin, Univ. of Illinois*

2010 Sport

8:00-9:20

405 Union

Chair: *Geoffrey A Meek, Bowling Green State University*

Hey, Coach I Graduated! The Triumph of a former Student-Athlete: Acting Critically with Facticities, *Geoffrey A Meek, Bowling Green State University, and Nancy E Spencer, Bowling Green State University*

Ethics in the Coach-Athlete Dyad: an Existential Phenomenological Approach, *Brian Gearity, The University of Southern Mississippi*

The Wind Warrior: A Narrative Inquiry to a Runner's Training Process, *Shih-Han Chiu, Chinese Culture University, in Taiwan, Li-chuan Kao, Taipei Physical Education College, and Meng-Lin Tsai, National Taiwan Sport University*

Let's Talk about (Un)Wanted Attention and How to Manage it in Sport Contexts. *Montserrat Martin and Beatriz Gil, University of Vic - Catalonia, Montserrat Martin, University of Vic - Catalonia*

2011 Building Response Capacity for Latino Immigrants in "New Growth" Communities

8:00-9:20

104 English

Chair: *Lisette M. Piedra, UIUC*

Delicate Strands of Hope: Linguistically Accessible Services in a "New Growth" Community, *Deirdre M. Lanesskog, University of Illinois, Lisette M. Piedra, UIUC, and Stephanie Maldonado, University of Illinois-Urbana-Champaign*

Steps in the Right Direction: Using Qualitative Methods to Adapt Interventions to New Contexts, *Lissette M. Piedra, UIUC, and Valerie Cintron, University of Illinois at Urbana-Champaign*

“Darse Cuenta,” “Si, Pero” and Other “Ah Ha” Moments: Reflections of Cognition Change, *Luciana A Guardini, University of Illinois, Jorge A Marquez, University of Illinois at Urbana Champaign, Lissette M. Piedra, UIUC, and Valerie Cintron, University of Illinois at Urbana-Champaign*

2012 Directions In Qualitative Research II

8:00-9:20

69 English

Chair: *Dylan Tutt, Innovative Construction Research Centre, University of Reading*

‘In the air’ and ‘under the horizon’ of notice: Communication Practices of Migrant Workers in the UK Construction Industry, *Dylan Tutt, Innovative Construction Research Centre, University of Reading*

Uncovering farmers’ decision influences using Leximancer, *Geoff Kuehne, CSIRO - Ecosystem Sciences*

2013 Mixed Methods Designs II

8:00-9:20

163 Everitt

Chair: *Carlos Andrés Muñoz Sandoval, Universidad Santo Tomás*

Foreign Language Practicum, a Path towards Becoming a Reflective Language Teacher: A mixed-Methods Study., *Gabriel Eduardo Cote Parra, Universidad de Pamplona*

Fostering Students’ Motivation in EFL Through Active Classroom Research, *Carlos Andrés Muñoz Sandoval, Universidad Santo Tomás, and Miguel David Amórtegui Gómez, Universidad Santo Tomás*

Pre-service Science Teachers Perceptions and Practices related to History of Science Instructions, *Esme Hacieminoglu, Selcuk University, Ozgul Yilmaz-Tuzun, Middle East Technical University, and Hamide Ertepinar, Middle East Technical University*

Provider and Staff Perspectives on the Patient Centered Medical Home, *Heather L. Stuckey, Penn State University College of Medicine, Michelle Miller-Day, Pennsylvania State University, Jessica Huntley, Penn State University College of Medicine, Dana Naughton, Pennsylvania State University, and Patricia Bricker, Penn State University Diabetes and Obesity Institute*

Corporate Sustainability, Branding and Finnish Private Shareholders' Investment Decisions, *Johanna Karelia Pentikainen, researcher*

2014 Education: Mathematics II

8:00-9:20

168 Everitt

Chair: *Hazel Truelove, University of Alabama*

A discussion of a conceptual schema grounded in ethnographic observations of secondary mathematics teachers, *Michael C. Fish, University of Wisconsin-Madison*

Integrated Drama Curriculum with Math in Early Childhood, *Su-Jeong Wee, Purdue University Calumet*

Is the foundation phase strong?: Case study of 5 Black fifth grade students in an ex-Model C school of South Africa, *Nosisi Nellie Feza-Piyose, Human Science Research Council*

Elementary Teachers Math Autobiographies: Exploring Their Identities, Fractures, Fictions Whilst Learning Fractions Pedagogy, *Hazel Truelove, University of Alabama, and Sharon E Nichols, University of Alabama*

Confucius and Participatory Action Research---A 2015 Creative Return to the Classics in Education

8:00-9:20

170 Everitt

Chair: *Juanjuan Zhao, University of Cincinnati*

2016 Methodological Reflections II

8:00-9:20

241 Everitt

Chair: *Deb Schrader, University of Alberta*

The Hermeneutics of Qualitative Inquiry: The Effects of Literature Courses on the Medical Educational Experience, *Seth Corwin Vannatta, Morgan State University, and Jerry Burr Vannatta, University of Oklahoma College of Medicine*

Quality in Qualitative Inquiry: From Trustworthiness to Truthfulness, *Pia Eva Polska, HANKEN School of Economics*

Research Politics: Some of the dynamics in conducting research for government as a client, *Nolutho Ndengane Diko, Human Sciences Research Council, S.A., and Bongani Douglas Bantwini, Kennesaw State University*

Wandering stories: Sense of place in outdoor educators, *Deb Schrader, University of Alberta*

2017 Remembering

8:00-9:20

245 Everitt

Chair: *Vicky Grube, Appalachian State University*

Performance as Archive, *Vicky Grube, Appalachian State University*

The Sand Diaries: migrant storybirds, *Anastasia Kamanos, Bishop's University*

Bored, Distracted, and Inattentive: Revisiting Disparaged Field Practices, *Patricia Sotirin, Michigan Technological University*

Bahamian Junkanoo: A sensuous performance of cultural identity, *Anika McDonald, Royal Roads University*

**Border Crossing: Practices of inter/transdisciplinary
2018 qualitative research.**

8:00-9:20

260 Everitt

Chair: *Victor Ruiz-Velasco, UAM-X*

Qualitative Inquiry as an open field to transdiscipline., *Victor Ruiz-Velasco, Universidad Autonoma Metropolitana (Xochimilco), Mexico*

New Borders to Cross: Rethinking Interdisciplinary and Intercultural Research for Social Justice., *Leslie Bloom, Roosevelt University*

Transdiscipline, human suffering, and thinking qualitatively., *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Qualitative inquiry and transdisciplinarity in public health., *Fernando Peñaranda Correa, Universidad de Antioquia. Facultad Nacional de Salud Publica*

Transdisciplinary and qualitative research on health and illness. Living in the borders., *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco), Mexico*

2019 Spotlight: Notions of Home

8:00-9:20

163 Noyes

Chair: *Patricia Ticineto Clough, The Graduate Center of the City University of New York*

Ecstatic Corona: Returning Home, Returning to Ethnography, *Patricia Ticineto Clough, The Graduate Center of the City University of New York, and Norman K Denzin, Univ. of Illinois*

When the “Homeplace” Becomes the Source of Challenges to Racial Authenticity, *Janet D. Carter-Black, Ph.D., University of Illinois at Urbana-Champaign*

How do I survive again in my home country: Reverse-cultural experiences of MFT international graduates, *Pei-Fen Li, University of Georgia, and Jerry Edward Gale, UGA*

The Politics of Dying at Home for Chinese Immigrants: Research through a Postcolonial Lens, *Lisa Seto Nielsen, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Jan Angus, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Denise Gastaldo, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Doris Howell, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, and Amna Husain, Temmy Latner Centre for Palliative Care*

The Turkish People's Use of Language and Culture in the U.S., *Ihsan Seyit Ertem, Gazi University*

Traversing 'no man's land' in search of an (other) identity: an auto-ethnographic account, *Marion Jones, Liverpool John Moores University*

Can You Hear Me Now: Spoken Word as Transformative 2020 Research

8:00-9:20

164 Noyes

Chair: *Dana Muccular, Graduate Education Student Association at California State University, Sacramento*

Panelist, *Cline Moore, Graduate Education Student Association, California State University Sacramento*

Panelist, *Toni Tinker, Graduate Education Student Association, California State University Sacramento*

Panelist, *Idara Wood, Graduate Education Student Association, California State University Sacramento*

Panelist, *Luke Wood, Graduate Education Student Association, California State University Sacramento*

Panelist, *Dana Muccular, Graduate Education Student Association at California State University, Sacramento*

Panelist, *Gary Muccular, Graduate Education Student Association at California State University, Sacramento*

2021 Cross Disciplinary/Democratic Methodologies

8:00-9:20

Engineering 106B3

Chair: *Elsa Gonzalez, Texas A&M University*

Changing Methodological Approaches: Field Research in the African Diaspora, *Jualynne E. Dodson, Michigan State University*

Identification of issues involved in recruiting under-represented minority business majors for undergraduate research experiences, a qualitative perspective, *Elsa Gonzalez, Texas A&M University, Carlton Mathis, Texas A&M University, and Sumana Datta, Texas A&M University*

Integrating the qualitative weight of popular preference with political accountability, *Farel Bradbury, Resource Use Institute, Scotland*

2022 Directions in Autoethnography II

9:30-10:50

210 Union

Chair: *Laura L. Ellingson, Santa Clara University*

Using Feminist Guerilla Scholarship Techniques to Widen the Editorial Boundaries of Mainstream Journals, *Laura L. Ellingson, Santa Clara University*

Activist Educational Research, *Colette Cann, Vassar College, and Eric DeMeulenaere, Clark University*

Autoethnography, Narrative, and the Construct of the Self: Creating Sociological Texts from Symptomatic Readings, *Jake Burdick, Arizona State University*

A Comparison of Data Management and Analysis Methods: An Autoethnography, *Suzie Weng, Virginia Commonwealth University*

2023 Directions in Critical Race Theory II

9:30-10:50

211 Union

Chair: *Bryce Henson, University of Illinois at Urbana-Champaign*

Researchers of Color Documenting the Lives of Students of Color in Majority White Suburban Schools, *Thandeka K Chapman, University of Wisconsin, Milwaukee, Nicholas Hartlep, University of Wisconsin, Milwaukee, Talonda Lipsey, University of Wisconsin, Milwaukee, May Vang, University of Wisconsin, Milwaukee, and Tatiana Joseph, University of Wisconsin, Milwaukee*

Popular Culture in a Racial Democracy: Coding Race and Perpetuating Racism in Brazil, *Bryce Henson, University of Illinois at Urbana-Champaign*

Construction of “whiteness” and the citizen machine: An analysis of “I Love Lucy”, *Anirban Mukhopadhyay, Texas A&M University*

Re-searching Whiteness: New considerations in studying and researching whiteness, *Kenneth James Fasching-Varner, Edgewood College - School of Education*

Discerning Racism: A Critical Examination of the Race/Culture Divide in Human Services, *Ruth Rebecca Wolfe, University of Alberta*

2024 Disability Issues

9:30-10:50

215 Union

Chair: *Guzin Karasu, Anadolu University*

Describing an Instruction for Enriching the Hearing Impaired Youths' Vocabulary via Internet, *Guzin Karasu, Anadolu University, Umit Girgin, ugirgin, Yildiz Uzuner, Anadolu University, and Zehranur Kaya, znkaya*

Examining the Systematic Information and Communication Technologies Integration Model Applied to Hearing Impaired Youths: Action Research, *Sema Unluer, School for the Handicapped, Anadolu University, Turkey, Zehranur Kaya, znkaya, Yildiz Uzuner, Anadolu University, and Guzin Karasu, Anadolu University*

An Examination of the Balanced Mathematical Instructional Model: Action Research, *ayse tanridiler, School for the Handicapped, Anadolu University, Turkey, Yildiz Uzuner, Anadolu University, and Umit Girgin, ugirgin*

Disabled children, policies and social justice in Colombia., *marisol moreno, Universidad Nacional de Colombia*

New Visions: Exploring the Health Experiences of Disabled Women Veterans through Photovoice, *Allison A Brown, US Department of Veterans Affairs*

Performing and Queering Disability, *Philip Smith, Eastern Michigan University, and Michael Peacock, Eastern Michigan University*

Reflections For Educational Programme Designed For Hearing Impaired Youths, *Zehranur Kaya, znkaya, Umit Girgin, ugirgin, Yildiz Uzuner, yuzuner, and Guzin Karasu, guzinkarasu*

2025 Indigenous Epistemologies

9:30-10:50

217 Union

Chair: *Richard Joseph Doherty, University of Illinois, Urbana-Champaign, Institute of Communications Research*

Traditional Ecological Knowledge and Environmental Conflict among the Embera Indigenous People in Colombia, 2010, *Angela Maria Alzate Arias, Universidad de Antioquia, Neldo Chamorro Casama, Universidad de Antioquia, and Leonardo Uribe, Universidad de Antioquia*

Transforming the Forecast: U.S. TV Weather Goes Native, *Richard Joseph Doherty, University of Illinois, Urbana-Champaign, Institute of Communications Research*

Desenvolviendo the project- “Indigenous:” Reflections on the epistemologico- method/ologico-performative assemblages, *Ligia Lopez, UW-Madison*

Dissertation Results: An Adult Education Study of Participatory Community Mapping for Indigenous Knowledge Production, *Craig Campbell, Buffalo State, SUNY*

Indigenous perspectives: A case study of Kenyan teachers, *Anne Waliaula, The Ohio State University*

2026 Educational Strategies

9:30-10:50

314A Union

Chair: *Judith Preissle, University of Georgia*

Recursive Qualitative Pedagogy: Teaching Research Authentically, *Judith Preissle, University of Georgia, and Kathleen deMarras, University of Georgia*

Technology won't work in Vietnam: The social, cultural, and academic challenges for novice teachers, *Hui-Lien Hsiao, University of Illinois at Urbana Champaign, and Ching-Fang Juan, Chung Yuan Christian University*

Visual Imagery and Assessment: Connecting the Known, *Terri Hebert, University of Central Arkansas*

Using Multiple Data Sources to Explore the Complexity of Discussions in University Classrooms, *Kathryne Roden, University of Oklahoma*

Team Teaching Qualitative Research as Academic Mentorship - Spanning the Continuum, *Margaret Price, Texas Tech University, College of Education, and Sally McMillan, Texas Tech University; College of Education*

2027 Teaching Community-Engaged Communication Studies and Practices

9:30-10:50

314B Union

Chair: *Wendy Marie Weinhold, Southern Illinois University Carbondale*

Alternative Media Field Guide, *Wendy Marie Weinhold, Southern Illinois University Carbondale*

(Re)covering the Academic: Subversive Scholarship and Community Advocacy, *Janet Elizabeth Donoghue, Southern Illinois University Carbondale*

The Shadowing Experience: Teaching (Organizational) Communication, Gender, and Difference through Shadowing People, Objects, and Information, *Rebecca Gill, Texas A&M University*

**Advocacy-based Qualitative Inquiry in Newark:
Illuminating Political Participation, Architecture,
2028 Education and Neighborhood**

9:30-10:50

403 Union

Chair: *Carolyn Joan White, Rutgers University*

Teach 'Em to Fish: Political Empowerment for Social Justice, *Leah Owens, Rutgers University*

Fortress in the City: The Case of the Gateway Complex in Newark, *Te-Sheng Huang, New Jersey Institute of Technology*

Don't You See Me?" Newark Middle Grade Students' Perceptions about Art Education, *Laura Cuevas, Columbia University and Newark Public Schools*

Learning Community Research in Community: Listening to the City, *Sandy Lizaire, Rutgers University, Molly Makris, Rutgers University, and Carolyn Joan White, Rutgers University*

Fertile Ground: Engaging Student Inquiry, Wellness and Nurture Through Urban School Gardens, *Dorothy J. Knauer, Rutgers University*

2029 Knowledge as cure? Research and/as therapy

9:30-10:50

406 Union

Chair: *Carolyn Ellis, University of South Florida*

Telling, *Sophie Elizabeth Tamas, Queen's University, and Jonathan Wyatt, University of Oxford*

Feeling, Writing, Thinking, *Liz Bondi, University of Edinburgh*

The Client, the Psychotherapist, and the Auto-ethnographer: Three Faces of Jane, *Jane Speedy, University of Bristol*

2030 Ethnodrama

9:30-10:50

104 English

Chair: *Anu Hirsiaho, University of Tampere, Finland*

Under the Omnipotent Skirt: Gendered Meaning-Making in a Multicultural Ethnodrama Project, *Anu Hirsiaho, University of Tampere, Finland*

2031 Directions in Grounded Theory II

9:30-10:50

69 English

Chair: *Jo Rees, NYU Silver School of Social Work*

Do You Want to Be a Cop or a Consultant? How Participants Negotiate the Culture of Regulating Finance in Britain, *Barbara Renate Gisela Sennholz-Weinhardt, University College London*

Variation in Meaning of American Indian Identity in Self Reported Race Data, *Samantha Hack-Ritzo, University of Illinois at Urbana-Champaign, School of Social Work, Christopher R. Larrison, University of Illinois at Urbana-Champaign, School of Social Work, and Joseph P. Gone, University of Michigan at Ann Arbor*

The Importance of Exploring Intra-cultural Behaviors of ASL Interpreters, *Dave J. Coyne, University of Cincinnati*

The experiences of trans youth involved in sex work in New York City: A qualitative study, *Jo Rees, NYU Silver School of Social Work*

2032 Reformations: The Narrative

9:30-10:50

163 Everitt

Chair: *Christine W Nganga, University of North Carolina, Greensboro*

Postmodern Times demand Postmodern Practices: How Narrative Inquiry can Inform Contemporary Practices in the Classroom, *Ross Schlemmer, The Ohio State University*

Crossing Cultural Borders through Narrative Inquiry, *Christine W Nganga, University of North Carolina, Greensboro*

Present Reflections on a Recent Past: Countering the Dominant Narrative of Alzheimer's Disease, *Summer Cunningham, University of South Florida*

Trajectories, Strategies, and Niches. Managers' Life Narratives, *Jurij Fikfak, Slovenian Academy of Sciences - Scientific Research Center*

Conspiratorial Narratives in Contemporary Talk Radio, *Linda Berdayes, Saint Mary's College*

Alliance of Civilizations in Amin Maalouf's 'Leo the African' and Elif Shafak's '40 Rules of Love', *Murat Luleci*

2033 Going for Grants

9:30-10:50

168 Everitt

Chair: *Stephanie Daza, University of Texas—Arlington*

Presenter, *Kate McCoy, SUNY New Paltz*

Presenter, *Stephanie Daza, University of Texas—Arlington*

2034 Directions in Participatory Action Research I

9:30-10:50

170 Everitt

Chair: *Pamela C Smithbell, Taos Institute, Tilburg University, Netherlands*

Avoiding “pitfalls” in empowerment projects: Lessons from designing a support group for the formerly incarcerated, *Michael Balliro, The University of Texas at Austin, School of Social Work*

Confucius and Action Research---A Creative Return to the Classics in Education, *Juanjuan Zhao, University of Cincinnati*

Performance-Based As-Ifing Curriculum, *Bryant Griffith, Texas A&M University-Corpus Christi*

Coordinating constructionist perspectives with arts-based data and PAR: Aligning methodology and data with research questions, *Pamela C Smithbell, Taos Institute, Tilburg University, Netherlands*

Using Community Inquiry as a Tool for Emancipatory Scholarship K-12, *Angela Slates, University of Illinois at Urbana-Champaign*

2035 Focus Groups

9:30-10:50

241 Everitt

Chair: *Christine Lagana-Riordan, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program*

Innovative Use of Focus Groups with U.S. Army Populations: Design, Implementation, and Analysis, *Christine Lagana-Riordan, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, Joe Pecko, Ph.D., U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, Steve Brannen, Ph.D., U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, Amanda Nicole Barczyk, MSW, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program, and SFC Marc Rattigan, U.S. Army Public Health Command, Behavioral and Social Health Outcomes Program*

Focus Groups for children between four and five years of age, *marta elsa quiroga, Pontificia Universidad Catolica de valparaiso*

Gender, Poverty and Social Exclusion: Women's Experiences, *Serife Genis, University of Illinois at Urbana-Champaign*

2036 Surviving Disasters

9:30-10:50

245 Everitt

Chair: *Noreen Sugrue, University of Illinois at Urbana-Champaign*

Living the Magic: Fan Activism in the Age of Social Media, *Jennifer Terrell, Indiana University*

The Effects of Housing Displacement on New Orleans Public Housing Residents, *Erin F Schumacher, Simpson Housing Services, and Marilyn J Bruin, University of Minnesota - Housing Studies Program*

In Search of the Lived Experience of Surviving the Tsunami Disaster: A Phenomenological Inquiry, *Johny Augustine, St. Ambrose University School of Social Work*

2037 Religion II

9:30-10:50

260 Everitt

Chair: *Mira Karnieli, Oranim College of Education*

“Early study-abroad” South Korean youths in a U.S. Christian high school: Race/ethnicity, racism, and identity, *Hye-Young Park, University of Illinois at Urbana-Champaign*

What about Atheists?: A Narrative Analysis Making Sense of Death and Grieving, *Chelsea Kolodziej, Ball State University, and Heather Adams, Ball State University*

An Evangelical Christian Faith-based Recovery Theory: Understanding God as Sponsor, *Shirley M. Timmons, Clemson University*

“Our religion protects our daughters through segregate education”: The development of an in-formal Islamic orthodox school, *Mira Karnieli, Oranim College of Education, and Elana Zedany, Tamra High School*

Close encounters: Creating a safe space for intercultural Bible reading., *Charlene Van der Walt, University of Stellenbosch*

2038 Voice and Silence

9:30-10:50

163 Noyes

Chair: *Ruth C Slotnick, Harvard University*

Talking Back to “Talking Back”: An analysis of incest discourse in Black America, *Elizabeth Angela Circo, University of Washington School of Social Work*

Building Men: The Social and Academic Experiences of Black Boys in an Urban School Setting, *Don Sawyer, Syracuse University*

Asserting Voice for Social Justice through the Researcher Reflective Journal: Lessons Learned from a Case Study, *Ruth C Slotnick, Harvard University, and Valerie J. Janesick, University of South Florida*

Mentoring in Two Voices: An Ethnographic Fugue, *Cheryll M. Adams, Ball State University, and Emily Joan Slaven, University of Indianapolis*

Beyond Representation: Collaborative Writing as Ethnographic Activism, *Elizabeth Campbell, Marshall University/Indiana University of Pennsylvania*

2039 Arts Based Research

9:30-10:50

164 Noyes

Chair: *Dr. Yolanda Nieves, Wright College*

Dangerous Performances: Re-searching Social Justice through Performance and Critical Discourse, *Dr. Yolanda Nieves, Wright College*

Deciphering Visual Culture Selected by Mothers of Asian-Mixed Heritage Adolescents: A Visual Ethnography Narrative, *Hung-Min Chang, Northern Illinois University*

2040 Ethnography

9:30-10:50

Engineering 106B3

Chair: *Bradley Gangnon, Independent Scholar*

Comparing Coffee House Environments: Local Coffee Houses in Minnesota, Macau, and Mainland China, *Bradley Gangnon, Independent Scholar, and Teresa Sun, Bnu Hkbu United International College*

Ethnography in Nursing Research: the construction of a dense description, *José Luís Guedes dos Santos, Universidade Federal de Santa Catarina, Brazil, Adelina Giacomelli Prochnow, Universidade Federal de Santa Maria, Brazil, Josete Luzia Leite, Universidade Estadual do Rio de Janeiro, Suzinara Beatriz Soares de Lima, Universidade Federal de Santa Maria, Brazil, and Alacoque Lorenzini Erdmann, Universidade Federal de Santa Catarina, Brazil*

Prospective of the professionalism in the civil service of costa rica., *Alberto Delgado, Dirección General de Servicio Civil*

2041 Researching Children's Everyday Lives and Quality in Child Care Using Qualitative Methods.

9:30-10:50

Engineering 106B6

Chair: *Charlotte Ringsmose, Institute of Learning, Aarhus University*

Panelist, *Grethe Kragh-Müller, Department of Learning, Aarhus University*

Panelist, *Anne Maj Nielsen, Department of Learning, Aarhus University*

Panelist, *Dorte Kousholt, DPU, Aarhus Universitet*

2042 (Re)membering Nuestros Padres

11:00-12:20

209 Union

Chair: *Norma Angelica Marrun, University of Illinois*

The Hispanic Paradox: My dad was Puerto Rican, assimilated, and smoked three packs a day, *Ellen Correa, University of Massachusetts Amherst*

Speaking with my father: Infidelity, divorce, and death, *Judith Flores Carmona, Hampshire College*

My father's daughter, Su Prieta: Reconciling with the past, *Rufina Cortez, University of Illinois*

(But) It Wasn't Enough, *Norma Angelica Marrun, University of Illinois*

2043 Autoethnography and Nation

11:00-12:20

210 Union

Chair: *Desiree Yomtoob, ICR-University of Illinois-Champaign*

Immigration, Resiliency and Adaptation: An Autoethnographic Study of a Dominican-American Scholar, *Nelson Andres Reynoso, Bronx Community College*

- Exploring Otherness and Imagining Utopia with Music, *Soo Mee Kim, UIUC*

Moving; Iranian American Citizenship and the Dance of Identity, *Desiree Yomtoob, ICR-University of Illinois-Champaign*

An Autoethnography on the Pitfalls of Developing a Sense of Belonging in a Conservative Mexican City, *silvia M. Benard, Universidad Autonoma de Aguascalientes*

The Bitter Pill: Facing Elitism to Pursue Global Justice, *Yong-Sock Chang, University of Illinois at Urbana Champaign*

Living in China: An Autoethnographic Account of the Phenomena of Culture Shock and Adaptation, *Bradley Gangnon, Independent Scholar*

2044 Directions in Critical Race Theory I

11:00-12:20

211 Union

Chair: *Patricia Larke, Texas A&M University*

High Stakes Tests: Sharing Voices of African American and Hispanic Elementary Girls, *Patricia Larke, Texas A&M University, Yeping Li, Texas A&M University, Brandon Fox, Texas A&M University, Teresa Jimarez, The University of Texas at Brownsville, and Gwendolyn Webb-Hasan, Texas A&M University*

Disturbing “Distractions”, *Jessica Nina Lester, University of Tennessee at Knoxville, Kathy Evans, University of Tennessee at Knoxville, and Elizabeth Price, University of Tennessee at Knoxville*

Teaching Critical Race Theory at Predominantly White Universities in the South: Raced Narrative Perspectives, *Allison Daniel Anders, University of Tennessee at Knoxville, and Michelle Jay, University of South Carolina*

Student Identity: The Issue of “Being” In and Out of School, a Perspective, *Rebecca Stallworth, University of Alabama, and Sharon E Nichols, University of Alabama*

Being ‘Raced’ Black: Resuscitating Black Subjectivity through an Existential-Phenomenological and Discourse Analytic Approach., *Azizi Seixas, Fordham University*

2045 Disability Studies in Education: Contributions to Emancipatory Methodologies

11:00-12:20

215 Union

Chair: *Missy Morton, College of Education, University of Canterbury*

Chiseling Away: Doing Advocacy in the Climate of Compliance, *Maja Miskovic, National-Louis University*

A ‘Pedagogy of Listening’: Possibilities for emancipatory research, *Bernadette Christine Macartney, University of Canterbury, New Zealand*

Promoting advocacy and access through Participatory Action Research, *Annie Guerin, University of Canterbury*

The role of qualitative inquiry in rethinking accessibility, *Susan Gabel, National-Louis University*

Thinking, teaching and learning like an ethnographer: Possibilities for emancipatory teacher inquiry, *Missy Morton, College of Education, University of Canterbury*

2046 Indigenous Communities

11:00-12:20

217 Union

Chair: *Deborah A Ceglowski, Ball State University*

The Lived Experiences of Research with Indigenous Communities: A Phenomenological Inquiry., *Catherine Elizabeth Burnette, School of Social Work, University of Iowa, Sara Sanders, School of Social Work, University of Iowa, and Howard K Butcher, College of Nursing, University of Iowa*

‘A Journey to Respect’ - Singin’ the rubber stamp factory: a seminar performance, *Christopher Charles Fisher, Southern Cross University*

A double-layered duoethnography?: How the stories we have told of Others shape the stories we tell each other, *Deborah A Ceglowski, Ball State University, and Jenni Wolgemuth, Charles Darwin University*

‘Mokita Papa’, The Mother of Worms among the Embera Indigenous People in Colombia, *Leonardo Uribe, Universidad de Antioquia*

Weaving in Public Spaces: Peruvian Indigenous Women in Social Entrepreneurship Ventures, *M. Paola Leon, School of Social Work - University of Illinois at Urbana-Champaign*

2047 Issue of Culture in Education

11:00-12:20

314A Union

Chair: *Erin L. Castro, University of Illinois at Urbana-Champaign*

Chinese Teaching Assistants’ Classroom Feedback: Cultural Adaptation or Cultural Maintenance, *Mo Xue, Department of Educational Studies in Psychology, Research Methodology, and Counseling, The University of Alabama*

Why are they Laughing? - International Students and American Humor, *Deborah Buckberry Gilman, University of Illinois C-U*

“It’s Time for English!”: Instruction on Learning With and Through English, *Yuni Sari Amalia, University of Illinois at Urbana Champaign*

Ethics Amid Advocacy and Exploitation: Constructing a critical race ethnographic methodology for educational research in Cairo, Illinois., *Erin L. Castro, University of Illinois at Urbana-Champaign*

How do I fit? Turkish immigrant children navigating social relationships in schooling contexts, *zeynep isik-ercan, Indiana University-Purdue University Fort Wayne*

2048 Student Issues

11:00-12:20

314B Union

Chair: *Brianna L. Kennedy, University of Florida*

A Promise or A Threat? A Critical Discourse Analysis of Zero Tolerance Legislation, *Brianna L. Kennedy, University of Florida*

Critical Empowerment and Advocating for Changes in Program Accreditation Reporting, *Geoffrey A Meek, Bowling Green State University, Adrian P Turner, Bowling Green State University, and Pamela Bechtel, Bowling Green State University*

Guided Imagery: Helping kinesiology undergraduate students to succeed, *Gloria Lizette Davila, Texas A & M University - Corpus Christi*

Investigation of University Students' Perceptions on Social Sensitivity, *Mine Canan Durmuç#351;oglu, Hacettepe University*

Plenary: Acknowledging the Neoliberal Assemblage: Using Critical Qualitative Research Methods to Unmask 2049 Systems of Public Policy

11:00-12:20

404 Union

Chair: *Gaile S. Cannella, University of North Texas*

Unveiling the Assemblage at the Cross-Taiwan Strait Region (Taiwan, Mainland China, Hong Kong), *I-Fang Lee, Hong Kong Institute of Education, and Chao-Ling Tseng, Hong Kong Institute of Education*

Researching the Demands of Neoliberal Early Childhood Education Policies: British Columbia as Geopolitical Location, *Veronica Pacini-Ketchabaw, University of Victoria, Fikile Nxulamo, University of Victoria, and Carol Rowan, University of Victoria*

Critical Qualitative Research and the “Knowledge Based” Economic Assemblage in Qatar, *Radhika Viruru, Texas A&M University*

Emergent Critical Qualitative Methods: The Assemblage of Early Childhood Public Policy in the United States, *Gaile S. Camella, University of North Texas, Michelle Salazar Perez, Southern Illinois University Carbondale, Marianne Bloch, University of Wisconsin, and Cinthya Saavedra, Utah State University*

Norwegian Assemblage and Stories from Alternative Positionings, *Jeanette Rhedding-Jones, Oslo University College, Marcela Montserrat Fonseca Bustos, Oslo University College, and Ann Merete Otterstad, Oslo University College*

European Union Assemblage: Qualitative Research and Europe as Geopolitical Location, *Mathias Urban, University of East London*

Kei tua i te awe mapara, *Jenny Ritchie, Unitec Institute of Technology, New Zealand, Cheryl Rau, Te Tari Puna Ora O Aotearoa/New Zealand Childhood Association, Mere Skerrett, University of Canterbury, NZ, and Gina Colvin, University of Canterbury, NZ*

2050 Bodies II

11:00-12:20

405 Union

Chair: *Magdalena Joanna Kazubowski-Houston, Wilfrid Laurier University*

Engaging with Embodied Data and Doing Embodied Analysis: Framework and Methodology, *Rosemarie A Roberts, Connecticut College*

“Shivers up My Spine:” Kinesis and Activism in Performance-Centered Research, *Magdalena Joanna Kazubowski-Houston, Wilfrid Laurier University*

When I Paint My Masterpiece: Identity Configurations of Modified Individuals, *Sabra James Wallace, Yale University, and Jefferson Singer, Department of Psychology*

Listening to The Material: Writing to Objects as a Method of Inquiry, *Sue Porter, University of Bristol*

A Qualitative Examination of Caregiving among Mexican-origin Families Struggling with Severe Mental Illness
2051

11:00-12:20

406 Union

Chair: *Jorge A Marquez, University of Illinois at Urbana Champaign*

Utilizing Consensual Qualitative Research to Examine Caregiving among Mexican-origin Families, *Jorge A Marquez, University of Illinois at Urbana Champaign, and Jorge I Ramirez Garcia, University of Illinois at Urbana Champaign*

Mexican-origin Caregivers' Experiences with Brokering Formal Mental Health Service Use for their Relatives with Serious and Persistent Mental Illness, *Emily Wolfkiel, UIUC Department of Psychology, Elizabeth Wilson, University of Illinois at Urbana-Champaign, and Jorge I Ramirez Garcia, University of Illinois at Urbana Champaign*

The Value of Community Based Organizations in Mental Health Advocacy and Education: A Qualitative Examination of NAMI and Caregiving among Mexican-origin Families, *Maria Fernanda Pineros, University of Illinois, Karla Ortiz-Flores, University of Illinois at Urbana Champaign, and Jorge I Ramirez Garcia, University of Illinois at Urbana Champaign*

Perceptions of family support: A qualitative investigation of Mexican origin families' joys and struggles in caring for a relative with severe mental illness., *Natalia Santillan, University of Illinois at Urbana Champaign, Victoria Lagunas, University of Illinois at Urbana Champaign, and Jorge I Ramirez Garcia, University of Illinois at Urbana Champaign*

Plenary: Collaborative Witnessing and Writing of Holocaust Survivors' Stories
2052

11:00-12:20

407 Union

Chair: *Carolyn Ellis, University of South Florida*

Panelist, *Carolyn Ellis, University of South Florida*

Panelist, *David Purnell, University of South Florida*

Panelist, *Ellen Klein, University of South Florida*

Panelist, *Tori Lockler, University of South Florida*

Panelist, *Tara Payor, University of South Florida*

Panelist, *Chris Patti, University of South Florida*

**2053 Sequins, Tiaras and Ethnodrama: A Qualitative
Researcher In The Land Of Illusion**

11:00-12:20

104 English

Chair: *Nathan Trent Smith, Ball State University*

2054 Directions in Feminist Qualitative Research II

11:00-12:20

69 English

Chair: *Ezella McPherson, UIUC*

Having Our Say in Higher Education: African American Women's
Stories in Science, *Ezella McPherson, UIUC*

Amelioration: Understanding the Action of the Writer Jane Addams,
Shihlung Chang, National Taiwan University

Empowerment as a route to wellbeing for women in Mozambique,
Zermarie Deacon, University of Oklahoma

Social and Cultural Aspects on Women getting a Tubectomy, *Raul
Piedrahita, University of Antioquia, and Felipe Agudelo, University of
Antioquia*

2055 Reformations: Teaching

11:00-12:20

163 Everitt

Chair: *Laurie Turner, Texas A&M-Corpus Christi*

New Public Management and Education in Chile. Transforming
Teacher's Identities under the Neoliberal Rule, *Vicente Sisto, Pontificia
Universidad Catolica De Valparaíso, and carla fardella, Universidad
Autonoma de Barcelona*

When Teachers are Left Behind: Advocating for Empowered Teaching
and Learning, *Laurie Turner, Texas A&M-Corpus Christi*

Being and Becoming: Filipino-Korean Identities in Language Teaching,
Aileen C. Park, Yonsei University

“She Deserved an ‘A’, but My Rubric Assigned Her a ‘B’”: The Mechanization of Grading, *Vicente Berdayes, Saint Mary’s College*

Graduate candidate teachers’ educational philosophy preferences, *Haliük Ünsal, Gazi University*

**Navigating Expectations, Challenging Curriculum:
The (im)Possibility of Graduate Activist Research and
2056 Advocacy**

11:00-12:20

168 Everitt

Chair: *Benny LeMaster, CSU Long Beach*

Single-Motherhood in Academe: Locating possibilities for change/ opportunities for subversion?, *Summer Cunningham, University of South Florida*

Insider/Outsider Knowledge: Making Sense and Maintaining Relationship, *Ellen Klein, University of South Florida*

Where’s Your Call to Action?”: Defending My Master Thesis, *Benny LeMaster, CSU Long Beach*

Just Being Me... Does not fit in the Academy, *Alisha Menzies, University of South Florida*

This Bridge Called Her Leg: Reflections on Activist Paralysis in the Purgatory of Post-graduate Student Status, *Jesus Valles, CSU Long Beach*

2057 Directions in Participatory Action Research II

11:00-12:20

170 Everitt

Chair: *Tjandra Börner, Open University of the Netherlands*

A method for researching medical specialists’ behaviour: Interpretive Interactionism, *Tjandra Börner, Open University of the Netherlands, and Bernard Verstegen, Open University*

An Action Research Project to Reduce Intergroup Tensions among Adolescents, *David Bargal, Hebrew Un.Jerusalem,Israel, and Charles Garvin, University of Michigan*

Using a Community Based Participatory Action Research Approach to Initiate Inter-Professional Educational Experiences, *Karen Peters, University of Illinois at Chicago, Sergio Cristancho, Universidad de Antioquia, Marcela Garces Valderrama, Universidad de Antioquia, and Michael Glasser, University of Illinois, National Center for Rural Health Professions*

Community as Curriculum: Pre-service Teachers Being Change Agents in Their Communities, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University*

Exiled from Teaching?: Teacher Research in the Early Childhood Classroom, *Dana Frantz Bentley, Buckingham, Browne, and Nichols*

2058 The Collaborative

11:00-12:20

241 Everitt

Chair: *April Munson, Kennesaw State University*

Framing Performance: Do we need Co-Presence in the Definition?, *J Meryl Krieger, IUPUI - Indiana University Purdue University Indianapolis*

An Interdisciplinary Feminist Analysis of the Iterative Process of Qualitative Research: Teamwork in Action, *Kim Bundy-Fazioli, Colorado State University, Roe Bubar, Colorado State University, and Louise Quijano, Colorado State University*

What we don't know can hurt us: Exposing the underbelly of collaboration, *Maxi Miciak, University of Alberta, Christine Daum, University of Alberta, Maria Mayan, facultu of Extension, UofA, and Rona M Macdonald, University of Toronto*

A dialogue on phenomenology, *Julie Martin Trenor, Clemson University, and Elliot Douglas, University of Florida*

Co-KenVa: a 2.0 Collaboration Mongrel, *April Munson, Kennesaw State University, and Iván M Jorrín-Abellán, University of Valladolid. Spain*

Negotiating Boundaries within a Multi-Ethnic Interdisciplinary Research Team Committed to Social Justice, *Ana Guisela Chupina, Alliant International University, Harriet Curtis-Boles, Alliant International University, and Yuki Okubo, Alliant International University*

2059 Homelessness II

11:00-12:20

260 Everitt

Chair: *Christina D Weber, North Dakota State University*

Footing Expendable Runners: Homelessness, Volunteerism, and Cultural Subjectivity, *Bryan C. Clift, University of Maryland*

People living in night shelters in Montevideo, *Fiorella Ciapessoni, Universidad de la República Uruguay*

Raising Awareness of Structures of Poverty through Participatory Action Research, *Christina D Weber, North Dakota State University*

2060 Lesbians Crossing Borders

11:00-12:20

163 Noyes

Chair: *Anne Harris, Victoria University*

Queering the African diaspora: Black women's discussion of race, gender, nation, sexuality and belonging across borders, *Chamara Jewel Kwakye*

No-one is Illegal: Autoethnography as Lesbian Activism, *Gail Simon, The Pink Practice, London, UK*

Memory in a Queer Body: Lessons learned About Schooling, *Dominique Hill, University of Illinois at Urbana-Champaign*

2061 Issues and Practices in Arts-based Research

11:00-12:20

164 Noyes

Chair: *Liora Bresler, University of Illinois*

Conceptualizing Arts-based Research as Relational Practice, *Donal O'Donoghue, University of British Columbia*

Contact Improvisation and Lingering Caress in Arts Based Research, *Liora Bresler, University of Illinois*

The Ethics of Self and Other in Arts-Based Research, *Petula Ho Sik Ying, The University of Hong Kong*

Technology and Arts-based Research: The Question of Aesthetics within Qualitative Research, *Judith Davidson, University of Massachusetts-Lowell*

Discussant, *Johnny Saldana, Arizona State University*

**Slogging through Each Other's Stuff: From
2062 Autoreflexivity to Interreflexivity in Research Teamwork**

11:00-12:20

Engineering 106B6

Chair: *Amanda Bell Werts, Clemson University*

Panelist, *Amanda Bell Werts, Clemson University*

Panelist, *Jane Clark Lindle, Clemson University*

Panelist, *Curtis Brewer, Clemson University*

Panelist, *Jennifer Horace, Clemson University*

Panelist, *Robert C. Knoeppel, Clemson University*

2063 Turkey: Elementary and Secondary Education

11:00-12:20

Illini Room C

Chair: *Nihat Gurel Kahveci, Istanbul University*

Perceptions of Both Gifted Students And Students Continuing Normal Education Related to Teaching Entrepreneurship Skills In The Curriculum of Social Studies Lesson, *Serdar Arcagok, Canakkale Onsekiz Mart University, Cavus Sahin, Canakkale Onsekiz Mart University, and Huseyin Mertol, Ataturk University*

Reflection of Some Important Experiences into the Kinetic Family Drawings of Six Years Old Children, *Özge Metin, Hacettepe University*

An Evaluation of Two Science Magazines Published for Children, *Hakan Dedeoglu, Hacettepe University*

Analysing The Comprehension Of Equality/Inequality In Education Of High School Students, *EBRU AYLAR, Ankara University (Turkey)*

Resisting (Resistance) Stories of Father: An Intertwined 2064 Triple Auto/Ethnographic Performance

1:00-2:20

209 Union

Chair: *Hari Stephen Kumar, University of Massachusetts Amherst*

Panelist, *Bryant Keith Alexander, California State University Los Angeles*

Panelist, *Claudio Moreira, University of Massachusetts*

Panelist, *Hari Stephen Kumar, University of Massachusetts Amherst*

2065 Performance Ethnography

1:00-2:20

210 Union

Chair: *Miguel Saucedo, University of Illinois*

Re-Writing Histories, *Miguel Saucedo, University of Illinois, Anjali J Forber-Pratt, University of Illinois Urbana-Champaign, and Gloria Jea, University of Illinois at Urbana-Champaign*

Qualitative Inquiry, Biopolitical Agonism, and the 'Ethnographic Self', *Joshua I Newman, University of Otago*

Advice to a Technopelli, *David Syring, University of Minnesota Duluth*

"For I had much rather starve in England...": Performing the Story of Ellen Craft, *Amy Pinney, Georgia College*

Speak or be Spoken for: Slam Poetry and the Presentation of Self, *Chad Scott, Texas A&M University*

2066 Critical Race Theory

1:00-2:20

211 Union

Chair: *Lisa Yvette William-White, CSU Sacramento*

"We Are Not the Same Minority": The Narratives of Two Sisters Navigating Identity and Discourse at Predominantly White Institutions, *Lisa Yvette William-White, CSU Sacramento, and Ayanna Fitima Brown, Elmhurst University*

Found in translation: Reflexivity, positionality, and meaning-making in cross-language research with

2067 people with disabilities

1:00-2:20

215 Union

Chair: *Mansha Mirza, Northwestern University*

Interpreter as participant: Excavating the meaning-making work of an insider interpreter in social movement research, *Denise Nepveux, Syracuse University, Center on Human Policy, Law and Disability Studies*

Lengua de Señas Uruguaya, Español, y English: multiple languages and multiple perspectives in researching the Uruguayan Deaf community, *Elizabeth Lockwood, The University of Arizona*

Choices and dilemmas: Cross-language research with Somali and Cambodian refugees with disabilities, *Mansha Mirza, Northwestern University*

Translational and representational synergy: A cross-Language disability research study in India, *Chaudhry Vandana, University of Illinois at Chicago, Social Work and Disability Studies*

Insider or outsider - Challenges of conducting disability research in one's own culture, *Yanling Li Gould, University of Illinois at Chicago, Disability Studies*

2068 Indigenous Methodologies

1:00-2:20

217 Union

Chair: *Margaret Kovach, University of Saskatchewan*

'Through these eyes' Kaupapa Maori theory - an interpretation, *Mary (Meri) Marshall, Victoria University of Wellington New Zealand*

The Quandary and Potentiality of using Indigenous Methodologies in conjunction with modified Grounded Theory method, *Margaret Kovach, University of Saskatchewan*

Gna-Giigadowin: Exploring Our Way of Life Through Anishinabe Song and Drum, *Celeste Pedri, Royal Roads University*

Reconceptualizing "Protocol" within Voice-Over-Internet-Protocol (VOIP) Recordings of Interviews with Indigenous Participants, *H. Monty Montgomery, university of regina, faculty of social work*

A Place for Concept Mapping in Indigenous Methodology?, *Jason Brown, University of Western Ontario*

**Plenary: The Promise and Peril of Hindsight: A Dialogue
2069 on Narrative with Mark Freeman**

1:00-2:20

314B Union

Chair: *Arthur Bochner, University of South Florida*

Panelist, *Carolyn Ellis, University of South Florida*

Panelist, *Mark Freeman, College of the Holy Cross University*

Panelist, *Angelo Benozzo, University of Valle d'Aosta, Italy*

Panelist, *Marco Gemignani, Duquesne University, Psychology Dept.*

Panelist, *Ulrich Teucher, University of Saskatchewan*

**Embracing and Transforming Qualitative and
2070 Interpretative Research with Those at the Margins of
Society**

1:00-2:20

403 Union

Chair: *Rodney Hopson, Duquesne University*

Race Talk Among Principals: A Study of School Leadership for Racial Equity in K-12 Education, *Angela Allie, University of Pittsburgh*

Transforming School-Community Partnerships Through Critical Engaged Pedagogy: A Study of School Leaders in an After School Program, *Tyra Good, Duquesne University*

Studying the Practice of Psychology and Constitution of Psychologists in India: Lessons from Packer and Foucault, *Reena Sheeth, Duquesne University*

Discussant, *Leswin Laubscher, Duquesne University*

2071 Plenary: Narrative and Performance II

1:00-2:20

404 Union

Chair: *Jim Denison, University of Alberta*

Constructed Childhoods: I-Stories and Children and Youths as Researchers of Their Own Lives, *Susan Finley, Washington State University*

I'll tell you a story, but I'm not sure that's enough, *Patrick John Lewis, University of Regina*

Stigma Suite: All God's Children in Passionate Perspectives, *Richard Travisano, Narrow River Institute*

The Inconceivable Finish, *Mike Cichowicz, University of Rhode Island*

2072 Foucauldian Methodologies

1:00-2:20

405 Union

Chair: *Watoii Renis Rabii, Buffalo State College*

The Ritual of Group Therapy in Rehabilitation for Alcoholics, *Kristian Fahnøe, Department of Society and Globalisation, Roskilde University*

Creating Abnormality in Self-Advocacy, as a Preliminary to Patient Education, *Nance Cunningham, University of Oklahoma, and Michael Surbaugh, Educational Leadership and Policy Studies, University of Oklahoma*

Perpetual spirals of power and pleasure: life experiences of gay men living long-term with HIV., *James Robert Stanford, University of Sussex*

Accumulation of Body Capital and Muscle Memory: An ethnography of a boxing gym in Buffalo, *Watoii Renis Rabii, Buffalo State College*

Advocacy for Patients in Severe Pain Disrupted by Hidden Educational Agendas, *Nance Cunningham, University of Oklahoma*

Emic Perspectives on Mental Health: Subjectivity, 2073 Culture, and the Community's Point of View

1:00-2:20

406 Union

Chair: *Michael Kral, University of Illinois Urbana-Champaign*

“Es como... tengo frío, tengo calor, tengo depresión”: Chilean Perspectives on Depression, *Courtney Cuthbertson, University of Illinois at Urbana-Champaign*

Self Authoring and Cultural Performance: Blogged Suicide in Contemporary Urban China, *Xin Chai, University of Illinois at Urbana-Champaign*

From the Community's Point of View: Community Action in Response to a Postcolonial Disorder in Arctic Canada, *Michael Kral, University of Illinois Urbana-Champaign*

2074 Plenary: Interrogating Violence

1:00-2:20

407 Union

Chair: *Joe Norris, Brock University*

Activating Social Change through Playbuilding: Analyzing Mirror Theatre's Pedagogical Performance Workshop of 'What Lies Beneath', *Joe Norris, Brock University, and Troy Brooks, Brock University*

Are we reaping what we have sown? Understanding school based violence in SA, *Tshilidzi Netshitangani, Human Sciences Research Council*

“The World I Come From”: Narratives on Girl Fighting, *Rebecca Rivera-Maestre, York College, The City University of New York*

2075 Uses of the Photographic

1:00-2:20

104 English

Chair: *Ruth Louise Bartlett, University of Bradford*

A Polycentric Approach to Health: Case Studies of Health in Bedford Indiana, *Carrie Ann Lawrence, Indiana University Bloomington, Kathleen Gilbert, Indiana University, and Joan Linton, Indiana University*

Staying the course: notions of transition and retention in UF students through photo-visual representation., *Mary-Anne Primack, University of Florida, Timothy M Barko, University of Florida, and Katherine Alva, University of Florida*

Issues of Voice for Young People in Educational Settings: Visual Metaphor and Narrative within Qualitative Research, *Sandra Elizabeth Hiett, Liverpool John Moores University*

Visualising Dementia Activism:Using photo diaries with activists who have a cognitive disability, *Ruth Louise Bartlett, University of Bradford*

2076 Directions in Qualitative Case Studies

1:00-2:20

69 English

Chair: *Ellis Hurd, Illinois State University*

A Qualitative Study Of Identifying Factors Which Determine Knowledge And Perceptions Of K-5 Grade Students: Sample Of Swine Flu, *Kaan Bati, Hacettepe University, and Ilke Çaliskan, Hacettepe University*

Qualitative filtering in webometric academic studies: The case of the Arabian universities' system, *Lloret Romero Nuria, Polytechnic University of Valencia, and Enrique Orduna-Malea, Polytechnic University of Valencia*

Action Learning for Organization Development in South Korea, *Yonjoo Cho, Indiana University, and Hyeon-Cheol Bong, Chonbuk National University, South Korea*

Nurturing Dreams and Creating Opportunity: A Qualitative Study in Talent Incubation at the Undergraduate Level, *Judith A. Sunderman, University of Illinois*

A Phenomenological Study on the Second Generation Chinese-American Adolescent-Parent Relationship, *Jenny Yau, Azusa Pacific University*

Recipes and Reconnaissance: Lessons Learned from Three Common Planning Time (CPT) Case Studies, *Ellis Hurd, Illinois State University*

2077 Reformations: Research

1:00-2:20

163 Everitt

Chair: *Mary Brydon-Miller, University of Cincinnati*

Negotiating Publish or Perish with Qualitative Research: Responding to methodological revision requests, *Heather Adams, Ball State University*

Translating Values into Practice through First-person Action Research, *Mary Brydon-Miller, University of Cincinnati*

Reflecting on Researchers: Research Associates in Qualitative Inquiry, *Jennifer Sterling, University of Maryland, Laura DePian, Loughborough University, and Joanne Hill, Loughborough University*

Researcher Positionality: The Effects of Revealing My Story to Participants in a Narrative Based Study, *Eljee Anne Javier, The University of Manchester (England, UK)*

Letting Perfection Aside: A biased look of Validity in Qualitative Research, *Diógenes Carvajal, University of the Andes, Ruby Yaya, University of the Andes, Gerardo Rey, University of the Andes, Maria Fernanda Aldana, University of the Andes, and Andrés Gutiérrez, University of the Andes*

What does it mean to be relevant? Experiencing educational research, *Jolyn Blank, University of South Florida, and W. Jason Stegemoller, National-Louis University*

From ABD to Doctorate: Selecting a Qualitative 2078 Research Methodology

1:00-2:20

168 Everitt

Chair: *Judith a Sutter, Argosy University*

Interpersonal Connectedness in a Simultaneous Universe: A Heuristic Inquiry into Technology's Influence on Relationships, *Michelle Wade, Argosy University*

An examination of the application of quantum mechanics to counseling practice: An autoethnography., *Gurpreet Kaur, Argosy University*

Writing the Doctoral Dissertation: A project management approach, *Jo W. Chang, Argosy University*

A Journey of Exploration: The Story of Second-Generation Indian-American Women's' Identity Development., *Letha Valiaveedu, Argosy University*

Discovering how emotional issues may contribute to fire fighter fatal heart attacks: A grounded theory approach, *L. Adair Langley, Argosy University*

2079 Participatory Research with Latino Youth in the Humboldt Park Community of Chicago

1:00-2:20

170 Everitt

Chair: *Francisco Vivoni, University of Illinois at Urbana-Champaign*

Sociopolitical Development among Latino Youth Leaders in a Youth Serving Organization, *Mayra Estrella, University of Illinois at Chicago, and Michele A. Kelley, University of Illinois at Chicago*

An Emic Perspective on University-Community Collaboration with Latino, Young Adult Leaders, *Michele A. Kelley, University of Illinois at Chicago*

Young Mothers' Pediatric Health-Seeking Experiences: From Marginalization to Agency, *Jennifer Hebert-Beirne, University of Illinois at Chicago, and Michele A. Kelley, University of Illinois at Chicago*

On the Clemente Plaza: Urban Space, Action Sport, and Participatory Research, *Francisco Vivoni, University of Illinois at Urbana-Champaign*

2080 Evaluating Inquiry

1:00-2:20

241 Everitt

Chair: *Cynthia M Saunders, US Government Accountability Office*

When Out is Not In: Negotiating Queer Theory Research in Closeted Communities, *Glenn Allen Phillips, Texas A&M University*

Evaluating the Impact of Integrating Informatics, *Delwyn L Harnisch, University of Nebraska Lincoln, Gail Hawisher, University of Illinois at Urbana-Champaign, Jonathan Stone, University of Illinois at Urbana-Champaign, and Amanda Kuehn, University of Nebraska Lincoln*

Triangulating Methods, Triangulating Data: An Experiment in Implementation and Interpretation. Elizabeth A. Sternke, Health Services Research and Development, Richard L. Roudebush Veterans Affairs Medical Center., *Elizabeth Anne Sternke, Richard L. Roudebush VA Medical Center*

Taming the Cacophony of Voices: The Necessity of Non-Partisan Research, *Cynthia M Saunders, US Government Accountability Office*

Paradigmatic Cross-training: Examining feedback interaction in a qualitative research group, *Kenneth James Fasching-Varner, Edgewood College - School of Education, and Kristine Mickelson, Edgewood College - School of Integrative Studies*

2081 Critical Policy Research Methods: On-going Reflections on Disasters that Impact Education and Social Justice

1:00-2:20

245 Everitt

Chair: *Donald R Collins, Prairie View A&M University*

On-Going Stories of African-American Survivors of Natural Disasters, *Earnestynne Walter-Sullivan, Prairie View A&M University, Patricia Larke, Texas A&M University, Donald R Collins, Prairie View A&M University, and Andrea Jones, Texas A&M University*

Testing as a Tool of Hegemony to Keep African American Students in Their Place: A Critical Analysis, *Donald R Collins, Prairie View A&M University*

2082 (Very) Early Thinking: Notes Toward New Projects

1:00-2:20

163 Noyes

Chair: *Kate McCoy, SUNY New Paltz*

The Sports and Schooling (Arcades) Project: A General Plan for a Book in the Works, *patricia lather, Ohio State University*

Grants as/in processes: Working toward a post-tenure book, *Stephanie Daza, University of Texas—Arlington*

Methodological Challenges in a Study of Tobacco and Colonial Conquest, *Kate McCoy, SUNY New Paltz*

A Call for the Resurgence of Postmodernism: New Projects with No Designs, *Elizabeth Adams St.Pierre, University of Georgia*

Searching for Sacajawea: Mapping Myths, Meanings, & Disfigurations,
Wanda Pillow, University of Utah

Human Rights Education: Politics of Advocacy **Mary B. Shuttleworth, Educational Leadership and Change,**
2083 Fielding Graduate University

1:00-2:20

164 Noyes

Chair: *Mary Shuttleworth, Fielding Graduate University*

2084 Putting the Integrity of Research at Risk

1:00-2:20

Engineering 106B6

Chair: *Robert Stake, University of Illinois*

Action Research as an example of the interconnections between research, advocacy and ethics: What's a researcher to do?, *Susan Noffke, University of Illinois*

The search for truth, *Stanley Ikenberry, University of Illinois*

The Individual Researcher Sharing Understanding and Enlarging Perceptions: Constants of Qualitative Inquiry, *Luisa-Maria Rosu, University of Illinois at Urbana-Champaign*

Which ditch to die in?, *Saville Kushner, University of the West of England*

Energizing and Constraining Advocacy, *Robert Stake, University of Illinois*

2085 Turkey: EU, Students & Education

1:00-2:20

Illini Room C

Chair: *Elvan Gunel, Anadolu University*

Intensive Language Education For Exchange Students Coming To Turkey, *Aydan Eryigit, Hacettepe Univer*

Opinions of Universtiy Students about the Concept of Volunteerism and the Factors Affecting Volunteerism., *Menekse Boz, Turkey*

Opinions of Those Who Migrated to Turkey for Education about Turkey and Education, *Mustafa Kemal OZTURK, Hacettepe University, and Neriman Öztürk, MEB*

Amendments to the Non-Governmental Organizations in the EU Integration Process and Awareness of Civil Society Organizations, *Hikmet Yavas, Canakkale Onsekiz Mart University, and Resul Karakurt, Canakkale Governor Office*

The Changes in Visual and Aesthetic Awarenesses of Students other than the Faculty of Fine Arts, *Ayse Bilir, Hacettepe Üniversitesi*

2086 The Collab: Tellin, Dancin, and Writin Our Ways of Freedom

2:30-3:50

209 Union

Chair: *Durell Callier, UIUC*

Shine On Me: A Black Queer Boys Song of Freedom, *Durell Callier, UIUC*

School Me, Skool You: Lessons Learned From Reflections on the Body in Schooling, *Dominique Hill, University of Illinois at Urbana-Champaign*

The Stories Black Women Tell, *Chamara Kwakye, University of Illinois at Urbana-Champaign*

2087 Joy and Autoethnographic Inquiry

2:30-3:50

210 Union

Chair: *W. Benjamin Myers, USC Upstate*

Joy Notes, *Christopher Norman Poulos, The University of North Carolina at Greensboro*

Finding Joy in Autoethnography, *Tony Adams, Northeastern Illinois University*

Theories of Pleasure and Snapshots of Pain: Joys and Sorrows of Autoethnography, *W. Benjamin Myers, USC Upstate*

On Connections, *Ron Pelias, Southern Illinois University*

Beyond Pleasure and Pain: On the Virtues of Autoethnography, *Art Bochner, University of South Florida*

Problematizing racism: Engaging a dialectical conversation to explore new language for discussions involving racial discrimination

2:30-3:50

211 Union

Chair: *Rebecca Beucher, University of Colorado at Boulder*

Challenging an axiomatic acceptance of racism as stable: Re-examining the definition of racism to disrupt epistemological constructs of racial organization, *Rebecca Beucher, University of Colorado at Boulder*

Sociolinguistics, critical discourse analysis, and the problematization of racist everyday language: Considerations for education, *Alaina Feltenberger, The University of Colorado at Boulder*

The exclusion of white voices in conversations of race and social justice, *Hannah R Jones, University of Colorado at Boulder*

Taking action against racism: A movement for all people, *Adam York, University of Colorado at Boulder*

Popular Media through a transnational, intersectional, and hybridity analysis: Case Studies from the margins

2:30-3:50

215 Union

Chair: *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

Producing a Pandemic: Contouring the Face of AIDS., *Carolyn Randolph, University of Illinois at Urbana-Champaign*

Visualizing a “ new India” through the lens of You Tube, *Koeli Goel, University of Illinois at Urbana-Champaign*

Staging the self on the shelf: Authenticity & commodity culture in Galicia, Spain, *Christina Ceisel, University of Illinois at Urbana-Champaign*

Drag Eye for the Straight Gal: RuPaul’ s Drag U, the Regime of Beauty and Transgender Re-articulation, *Stephen Hocker, University of Illinois at Urbana-Champaign*

Respondent, *Angharad N. Valdivia, University of Illinois at Urbana-Champaign*

2090 Critical Pedagogy/Critical Theory

2:30-3:50

314A Union

Chair: *Donald R Collins, Prairie View A&M University*

Constructed Generational Voices of African Americans about Their Education: Critical Qualitative Research, *Donald R Collins, Prairie View A&M University*

Developing Sustainable Assessment Cultures in Norwegian Schools, *Anne Beate Reinertsen, North-Trondelag University College, Norway*

Plenary: Getting Lost, Getting Messy and all that Jazz: Riffing Off and Critically Engaging with Patti Lather's 2091 Book "Getting Lost".

2:30-3:50

314B Union

Chair: *Sue Porter, Bristol University*

Panelist, *Jane Speedy, University of Bristol*

Panelist, *Ken Gale, University of Plymouth*

Panelist, *Artemi Ioanna Sakellariadis, Centre for Studies on Inclusive Education*

Panelist, *McClain Percy, University of Bristol*

Discussant, *Patricia Lather, Ohio State University*

2092 Plenary: Qualitative Inquiry & Global Crises

2:30-3:50

404 Union

Chair: *Michael Giardina, Florida State University*

Embodiment, Empathy, Activism: A Performative Response to Children's Wartime Art, *Elyse Pineau, Southern Illinois University*

Cinderella Story: An Arts-Based and Narrative Research Project, *James Haywood Rolling, Jr., Syracuse University*

Resisting the Subject of Qualitative Inquiry, *Elizabeth Adams St.Pierre, University of Georgia*

The Exquisite Corpse of Arts-Based Research, *Charles Garoian, Penn State University*

Discussant, *Norman K Denzin, Univ. of Illinois*

Discussant, *Michael Giardina, Florida Sate University*

2093 Philosophical Approaches to Qualitative Inquiry

2:30-3:50

405 Union

Chair: *Wei-Ren Chen, Mr.*

Opening Spaces: Aesthetics and Narrative Research, *Heather J. Pinedo-Burns, Teachers College, Columbia University*

Dear Maxine: An Inquiry into Situated Philosophy through Epistolary Genre, *Robert Lewis Lake, Georgia Southern University*

Confucian apprenticeship: Exploring art specialists' responsive pedagogy in an elementary school in Taiwan, *Wei-Ren Chen, Mr.*

Star Trek, the Borg, and threats of methodological simplicity to the enterprise of qualitative research, *Christopher Andrew Brkich, University of Florida, and Timothy M Barko, University of Florida*

Korean early study abroad students' identities and their rights to speak in English, *Hee Young Choi, University of Illinois at Urbana-Champaign, and Jacob Dongil Shin, Chung-Ang University*

2094 HIV/AIDS

2:30-3:50

406 Union

Chair: *Petrus Hendrik Swanepoel, University of South Africa*

“That’s what I see”: Ethnography’s Role in Improving Social Work Practice for AIDS Orphans, *Ellen Block, University of Michigan*

The art of participatory research with rural youth in South Africa, *Katie MacEntee, McGill University*

Experiences of HIV-Positive Women in the Initiation of Antiretroviral Therapy, *Karen C. McCready, University of California, San Francisco*

Bridging the Qualitative and Quantitative Divide in Designing and Measuring the Impact of HIV/AIDS Interventions, *Petrus Hendrik Swanepoel, University of South Africa*

2095 Photovoice

2:30-3:50

104 English

Chair: *Cray Mulder, Grand Valley State University*

Illustrations and Reflections of a Photovoice Study through the Art Form of Collage, *Moshoula Capous-Desyllas, Portland State University*

Methodological Reflections on the Use of Photovoice with Community College Students, *Amanda O. Latz, Ball State University*

A Photovoice Exploration of Spirituality and Religion Among Social Work Students and Practitioners, *Cray Mulder, Grand Valley State University, and Ryan Kruis, Grand Valley State University*

Women's empowerment in the context of microfinance: A photovoice study, *Camille Sutton-Brown, Georgia State University*

Engaging Youth in Participatory Action Research to Enhance Wellness: Utilizing Qualitative Methods for Youth Advocacy., *Christine T Bozlak, University of Illinois at Chicago, and Michele A. Kelley, University of Illinois at Chicago*

2096 Directions in Autoethnographic Methodology

2:30-3:50

69 English

Chair: *Arvind Kumar Sinha, Indian Institute of Technology Kanpur*

Self-Transformation in the Shadow of Quantitative Research in Organizational Behavior: An Autoethnographic Account, *Arvind Kumar Sinha, Indian Institute of Technology Kanpur*

Going Native: An Autoethnography of an Ethnographer. Robert McAndrews, Human Sciences and Research, Saybrook University, *Robert McAndrews, Saybrook University*

The Transition to Nonparenthood: A Critical Feminist Autoethnographic Approach to Understanding the Abortion Experience, *Tamara G Coon, University of Missouri*

Exploring a New Tool for Activist Research: Collective Autoethnography, *Eric Joseph DeMeulenaere, Clark University, and Colette Cann, Vassar College*

The Immaculate: An Autoethnographic Account, *Michael Comstock, Indiana University South Bend*

2097 Reformations: Identities

2:30-3:50

163 Everitt

Chair: *Mary Brydon-Miller, University of Cincinnati*

Exploring Youth Meaning Making of a Fictional High School, *Jennifer Dorsey, Harvard Graduate School of Education*

A Year without “Flow”: Self-Study of a Full Time Temp, *Rick Breault, Northern Kentucky University*

Asking the Hard Questions: A Framework for Critical Ethical Reflection, *Mary Brydon-Miller, University of Cincinnati*

Advocating for Student Veterans: Exposing the Role of Higher Education in Transition Experiences, *Harold Lincoln Walburn, Texas A&M University - Corpus Christi*

Instructors’ Purpose of Involvement in the Professional Development Activities, and Their Opinions on their Structure, *Dilruba Kürüm, Anadolu University, and selcen ercan, Eskişehir Osmangazi University*

2098 Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics, A Performance/Roundtable

2:30-3:50

168 Everitt

Chair: *Desiree Yomtoob, ICR-University of Illinois-Champaign*

Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics, A Performance/Roundtable part one, *Desiree Yomtoob, ICR-University of Illinois-Champaign*

Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics. Part two, *Claudio Moreira, University of Massachusetts, Amherst*

Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics. Part Three., *Himika Bhattacharya, Syracuse University*

Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics, Part Four, *Carolyn Randolph, University of Illinois*

Decolonizing the Academy: Visions and Implementation, Politics and Pragmatics, Part Five, *Leda Cooks, University of Massachusetts*

Thinking critically of participatory research: An 2099 intersection of theory and practice

2:30-3:50

170 Everitt

Chair: *Kyung-Hwa Yang, McGill University*

What counts as participation? Lessons learnt from a participatory evaluation of a school-university partnership in rural South Africa, *Faisal Islam, McGill University*

The art of participatory research with rural youth in South Africa, *Katie MacEntee, McGill University*

Evaluation of a participatory study: "So, is it valid?", *Kyung-Hwa Yang, McGill University*

2100 Reconceptualizing Collaboration

2:30-3:50

241 Everitt

Chair: *Janet L Miller, Teachers College, Columbia University*

Becoming Narrative Research Collaborators, *Janet L Miller, Teachers College, Columbia University*

Engaged Accompaniment: Using pedagogical orientations and student relationship building in qualitative research, *Kenneth James Fasching-Varner, Edgewood College - School of Education, and Donna Vukelich-Selva, Edgewood College - School of Education*

Positionings: 'Linguistic Minorities' in Early Childhood Teacher Higher Education in Norway, *Marcela Montserrat Fonseca Bustos, Oslo University College*

Attending to Youth Voice in Educational Research: A Review of the Literature across Two Decades, *Teresa Sosa, University of Illinois at Chicago, and Leah A. Bricker, University of Washington*

Communicating Spirituality Within Narratives of Loss, 2101 Illness, and Dying

2:30-3:50

245 Everitt

Chair: *Kristen C. Blinne, University of South Florida*

Re-Storying Illness Identity: A Five Element Perspective, *Kristen C. Blinne, University of South Florida*

Doing No Harm: Uncertainty Management, Traditional Chinese Medicine, and the Dying Patient, *Ellen Klein, University of South Florida*

Spirituality at the End of Life: Deathbed Confessions, *David Purnell, University of South Florida*

Opening the Doors: The Discourse and Perception of the African American Church Towards HIV Prevention, *Alisha Menzies, University of South Florida*

My Father, My Child, *Jim Bowman, University of South Florida*

2102 War

2:30-3:50

260 Everitt

Chair: *Chrys Barranti, California State University Sacramento*

The Sorceress from San Antonio and Other Dangerous Virtues: Stories from Humanitarian Mental Health Projects in Post-Conflict Countries, *Laurie Lopez Charles, University of Colombo, Sri Lanka*

Stories from the Front Line: A teaching and learning experience in creating a veterans sensitive community of learners, *Chrys Barranti, California State University Sacramento, Jeff Weston, California State University Sacramento, and Lindsey Ann Wathen, California State University Sacramento*

Beyond classical newsroom ethnography: using ethnography to understand journalism in war scenarios, *Elisa Garcia-Mingo, Universidad Complutense de Madrid*

Soldiers' Death: Semantics of honour, mourning and critical monition, *Fabian Virchow, University of Applied Sciences Duesseldorf, and Tanja Thomas, Leuphana University Lueneburg*

For, Against or Silence: Coping and Survival Strategies during Civil Conflict in Nepal, *Asha Lal Tamang, University of Newcastle*

2103 Kinships and Relations

2:30-3:50

163 Noyes

Chair: *Nancy M. Lucero, University of Denver, Graduate School of Social Work*

Family Stories and the Process of Acculturation between Eastern Orthodox Christian Families-in-Law., *Anastasia Widmer, Bowling Green State University*

Exploring Public Performances of “Coupledom”: Why PDA Matters, *Jennifer Whalen, University of South Florida*

“It Was Easier for My Grandparents to Know They Were Indian”: Generational Changes in the Means Employed by Urban American Indians to Achieve Cultural Connectedness, *Nancy M. Lucero, University of Denver, Graduate School of Social Work*

Internal confidentiality and the risk of participant identification in ‘your own backyard’: A case example, *Cynthia Grant, Concordia University Chicago, Jie Lin, Concordia University Chicago, and Amanda Maddocks, Concordia University Chicago*

Developing Understanding by Providing the Space and Place for Talk, *Bryant Griffith, Texas A&M University-Corpus Christi*

2104 Music

2:30-3:50

164 Noyes

Chair: *Amira Millicent Davis, University of Illinois at Urbana-Champaign*

Balancing Two Worlds: Negotiating Gender Norms and Sexual Economy of Western Classical Music among Female Asian Musicians, *Chee-Kang Koh, University of Illinois at Urbana-Champaign*

Social Music Learning in a Community School, *Walénia Marília Silva, UFMG/Brazil*

“I Compose That Song”: Indonesian Street Children Reinterpreting Popular Culture through Literacy Activities, *Sophie Dewayani, UIUC*

Salt peanuts: Bebop and the (re)search for radical education praxis in African America, *Amira Millicent Davis, University of Illinois at Urbana-Champaign*

Spotlight: Critical Beginnings: Reflections and 2105 Refractions Through Seven Years of QI

2:30-3:50

Engineering 106B3

Chair: *Jonathan Wyatt, University of Oxford*

Through seven years of QI: A tale of resisting stories and disembodied knowledge construction, *Claudio Moreira, University of Massachusetts*

Love Song for Norman Denzin, *Tami Spry, St Cloud State*

Lost at QI, May 2005. Please return., *Jonathan Wyatt, University of Oxford*

2106 Qualitative Inquiry in German Speaking Countries

2:30-3:50

Engineering 106B6

Chair: *Rainer Winter, Klagenfurt University and Elisabeth Niederer, University of Applied Sciences Fulda, Germany*

Performance, staging and practice of professionalism: A reconstructive responsive Evaluation concerning social and cultural work, *Birgit Althans, Department of Pedagogy, University of Trier, Juliane Lamprecht, Department of Pedagogy, University of Trier, and Nicolas Engel, Department of Pedagogy, University of Erlangen*

Becoming mother, becoming father: subjects, transformations and the transition to parenthood, *Cornelia Schadler, University of Vienna*

Beyond the cultural gaze – the deep hermeneutic approach to the embodied unconscious, *Regina Klein, University of Applied Sciences Kaernten*

Gestalt Approaches in Modern German Psychology, *Herbert Fitzek, Business School Potsdam*

Being Human – Being Scientist – Being Researcher. Subjectivity as Potential for Empirical Subject, *Claudia Küttel, Klagenfurt University*

2107 Turkey: Ethnography, Case Study & Feminist Inquiry

2:30-3:50

Illini Room C

Chair: *Elvan Gunel, Anadolu University*

Two Case Studies of Grief Reactions of Turkish Adolescents after Loss of their Significant Others, *Onur Ozmen, Counseling & Development, Purdue University*

Does Being Multicultural Mean We Have Tolerance. A Case of Antakya Public Place, *Kadriye Sahin, Dr.*

Günümüz Türk Ergen ve Yetiskin Kadınlarının Ergenlik Dönemlerinde Yasadıkları Flört İlişkilerinin İncelenmesi, *Hande Ozmen, Psychological Counseling and Guidance, Ankara University, and Figen Cok, Baskent University*

Haci Bayram'da Dogal Bir Kadin Cemaati: A Spontaneous Women Community in Haci Bayram Veli Mosque: Spatial Sacred and Other, *Nazlihan Eda Ercin, Southern Illinois University Carbondale*

2108 Autoethnography

4:00-5:20

210 Union

Chair: *David Purnell, University of South Florida*

A Military Archive: Reflections on the Process of Autoethnography and the Dynamics of Memory, *Manda Violet Hicks, Bowling Green State University*

An Interactive Autoethnography on Identity Shifts, *Manijeh Badiie, University of Nebraska-Lincoln, and John W. Creswell, University of Nebraska-Lincoln*

On Becoming an Academician, *Monica Leisey, Salem State University*

"Passing" and Silence: Avoiding Familial Judgement, *David Purnell, University of South Florida*

'It's a Sin': An Autoethnographic Exploration of Coming Out to My Father, *Noah Lelek, University of Missouri*

Feeling the Research: The Pain and Intensity of Conducting Research on Your Personal Issues, *Jodi Charlene Nettleton, University of South Florida*

No Man Stands So Tall As When He Stoops To Help A Child. Abraham Lincoln., *Vera L Neyman, National-Louis University*

**Suppression of Expression?: Experiences of Expression
2109 of People of Color**

4:00-5:20

211 Union

Chair: *Cecilia Elizabeth Suarez, University of Illinois at Urbana Champaign*

For Those Who Were Never Meant to Survive: Speak!, *Durell Callier, UIUC*

The Making of an Angry Black Girl Scholar-Artist, *Dominique Hill, University of Illinois at Urbana-Champaign*

A (Brown) Woman's Work: Culture, Caregiver, and the Suppression of Grief to Survive, *Cecilia Elizabeth Suarez, University of Illinois at Urbana Champaign*

Holding it All Together: The Emotional Rollercoaster of Being a Black Female Educational Cultural Negotiator, *April Warren-Grice, University of Illinois at Urbana Champaign*

2110 Decolonizing Methodologies

4:00-5:20

217 Union

Chair: *Jennifer S. Arnold, University of Florida*

Advocacy for Whom?: The Dilemma of Participatory Research with Participants Who Refuse to Be Critical, *Jennifer S. Arnold, University of Florida, and Mirka Koro-Ljungberg, University of Florida*

Decolonizing Early Childhood Research through Nomadic Practices, *Veronica Pacini-Ketchabaw, University of Victoria, Fikile Nxumalo, University of Victoria, and Carol Rowan, University of Victoria*

The Academic achievement of Females in Rural Schools in Kenya, *Anne M Mungai, Adelphi University*

Qualitative Research Education: Focusing on the 2111 Student Experience

4:00-5:20

314A Union

Chair: *Ronald Chenail, Nova Southeastern University*

An Introduction to Qualitative Research Education, *Ronald Chenail, Nova Southeastern University, Robin Cooper, Nova Southeastern University, Alice Obenchain-Leeson, Averett University, and Karen Keptner, Case Western Reserve University*

Skills, Knowledge, and Emotions: A Meta-Data-Analysis of Students' Experiences Learning Qualitative Research, *Alice Obenchain-Leeson, Averett University, Karen Keptner, Case Western Reserve University, Robin Cooper, Nova Southeastern University, and Ronald Chenail, Nova Southeastern University*

Appraising Design Choices in Primary Studies of Students' Experiences Learning Qualitative Research, *Karen Keptner, Case Western Reserve University, Alice Obenchain-Leeson, Averett University, Robin Cooper, Nova Southeastern University, and Ronald Chenail, Nova Southeastern University*

A Phenomenological Inquiry into Nursing Doctoral Students' Experiences Learning Qualitative Research Online and Face-to-Face, *Patricia Dittman, Nova Southeastern University, Marcella Rutherford, Nova Southeastern University, and Ronald Chenail, Nova Southeastern University*

Plenary: Performances of Resistance and Possibilities from D. Soyini Madison's Acts of Activism: Human 2112 Rights as Radical Performance

4:00-5:20

314B Union

Chair: *Tami Spry, St Cloud State*

"Changing the Station: Tuning into 'Acts'", *W. Benjamin Myers, USC Upstate, and Desiree Rowe, USC Upstate*

Intimate Ethnography and the Radical Politics of the Near, *Andrew Brown, Northwestern University*

Necessary Dialogues and Performative Interventions, *Nikki Yeboah, Northwestern University*

Human Rights and The Radical Gesture, *Hilary Cooperman, Northwestern University*

Performing the Poetics of Radical Activism, *Miever De la Cruz, Northwestern University, and Colleen Daniher, Northwestern University*

Ground-'Water Rites': Narratives of Sustainable Activism, *Elyse Pineau, Southern Illinois University*

**Qualitative Researchers as Social Advocates: Ethical
2113 Dilemmas and Implications**

4:00-5:20

403 Union

Chair: *Erica Butcher, Ohio University*

Guided Conversations and the Researcher: Presentations of Self, Intentions and Affiliations and Guiding Guided Conversations, *Erica Butcher, Ohio University*

Do You Understand What I Mean? Politics of Language and (Re) Presentation In Qualitative Research, *Hala Guta, Ohio University*

Conflict, Languages and Meanings: My Experiences in Conducting Fieldwork in Multilingual Settings, *Roshan Noorzai, Ohio University*

Representations and Ethical Concerns in a Researcher's Positionality: From Theoretical Lenses in the Field to the Writing Process, *Fanta Diamanka, Ohio University*

**Pierre Rivière's memoirs revisited in Michel Foucault's
2114 memory...**

4:00-5:20

405 Union

Chair: *jane speedy, university of bristol*

The ethic of truths: Badiou and Pierre Rivière, *Bronwyn Davies, University of Melbourne*

'Two Victoires in conversation': A fictionalised memoir of the two women murdered by Pierre Rivière., *Jane Speedy, university of bristol, Nell Bridges, University of Bristol, and Donna Kemp, University of Bristol*

A wider sense of normal? Seeking to understand Pierre Rivière through the lens of autism., *Artemi Ioanna Sakellariadis, Centre for Studies on Inclusive Education*

Straining the conventional seams: doll making as a methodology for exploring the unspeakable -- responses to the Pierre Rivière texts, *Sue Porter, University of Bristol*

2115 Directions in Qualitative Health Research II

4:00-5:20

406 Union

Chair: *Sérgio Resende Carvalho, UNICAMP*

More Walking and Less Sitting at the Workplace: Exploring the Experiences, Barriers and Facilitators. *Montserrat Martin, Anna Puig-Ribera, Judit Bort, University of Vic - Catalonia, Montserrat Martin, University of Vic - Catalonia*

The Interaction between Structures and Agencies in Adopting Unhealthy Lifestyles, *Makie Kawabata, Health Promotion Research Associates*

The Family Experience Following Bone Marrow/Blood Cell Transplantation, *Linda Karen Young, MSOE*

Communication and spirituality in hospice: How staff assess patients' needs, *Jillian A Tullis, University of North Carolina at Charlotte*

Qualitative Research, Cartography and Health: Connections, *Sérgio Resende Carvalho, Unicamp, Sabrina Ferigato, Unicamp/Brasil, Ricardo Rodrigues Teixeira, USP/Brasil, and Yara Carvalho, USP/Brasil*

Plenary: Troubling Times 2011: The Left, the Right, and 2116 the Obama Factor

4:00-5:20

407 Union

Chair: *Michael Giardina, Florida Sate University*

Panelist, *Norman K Denzin, Univ. of Illinois*

Panelist, *Harold Lloyd "Bud" Goodall, Jr, Arizona State University*

Panelist, *Mary E. Weems, John Carroll University*

Panelist, *Joshua I Newman, University of Otago*

Panelist, *Claudio Moreira, University of Massachusetts*

Panelist, *Michael Giardina, Florida State University*

**Examining experiences of breast cancer survivors
2117 through Photovoice**

4:00-5:20

104 English

Chair: *Amy Weber, University of Cincinnati*

Presenter, *Amy Weber, University of Cincinnati*

Panelist, *Liliana Rojas-Guylar, University of Cincinnati*

Panelist, *Judy Murnan, University of Cincinnati*

2118 Reflexivity

4:00-5:20

69 English

Chair: *Jamie Patrice Joanou, Arizona State University*

Far from Home, *Stephanie Norander, Missouri State University*

Writing Inquiry as a Transformational Challenge to Power in
Therapeutic Practice, *Gail Simon, The Relate Institute and The Pink
Practice*

Sense and Sense-Making: A Layered Account of Mixed-Methods and
Meaning-Making Inquiry, *Donna Henson, Bond University*

The Use of Reflexivity in Teaching Qualitative Research, *Kumar Ravi
Priya, Indian Institute of Technology Kanpur*

“Doing Research Right?”: A place for self-reflection and self-critique in
the field, *Jamie Patrice Joanou, Arizona State University*

2119 The Interpretive

4:00-5:20

163 Everitt

Chair: *Gabriela Spector-Mersel, Ben-Gurion University of the Negev*

Mechanisms of Selection in Claiming Narrative Identities: A model for
interpreting narratives, *Gabriela Spector-Mersel, Ben-Gurion University
of the Negev*

From Historian to Policy Wonk: A Narrative Journey into Policy Analysis through the U.S. Forest Service, *Donna Lynn Sinclair, Portland State University*

Opportunities and Challenges of Using Interpretive Biography to Portray the Educational Histories of Persistently Disciplined Students, *Brianna L. Kennedy, University of Florida*

The Uncertain Certain: Generative Aging with Cancer, *Ulrich Teucher, University of Saskatchewan, Chad Nathan John Hammond, University of Saskatchewan, Devon Andersen, Psychology, University of Saskatchewan, and Tracey Carr, Health Sciences/Medicine*

Using Interpretivism Responsibly: Importance of Understanding Participants' Culture, *Kathryne Roden, University of Oklahoma, and Julia Kathryne Daine, University of Oklahoma*

Interpretivistic and Positivistic Meaning in Qualitative Data, *Pia Eva Polska, Hanken School of Economics*

2120 Doctoral Students

4:00-5:20

168 Everitt

Chair: *Judith Preissle, University of Georgia*

Viewing Positionality through the Lens of First-Time Qualitative Research Students, *Monifa Green Beverly, University of Central Florida*

A Longitudinal Study of How Doctoral Students Select and Develop Topics for Qualitative Research Studies, *Judith Preissle, University of Georgia, and Kathryn Roulston, University of Georgia*

Mentoring outside One's Field: Turning the Negatives into Positives, *Emily Joan Slaven, University of Indianapolis, and Cheryll M. Adams, Ball State University*

The balancing act: Exploring the personal experiences of women doctoral students through performance-based research, *Noel Elizabeth Cherasaro, University of South Florida, and Beth Ridgely-Wilt, University of South Florida*

**Ethnobotany and Youth Action Research to Preserve
2121 Culture and Foster Well Being**

4:00-5:20

170 Everitt

Chair: *Joanna L Michel, University of Illinois at Chicago*

Ethnobotany and Youth Action Research to Preserve Culture and Foster Well Being, *Joanna L Michel, University of Illinois at Chicago*

Discussant, *Michele A. Kelley, University of Illinois at Chicago*

2122 Qualitative Evaluation and Social Policy

4:00-5:20

241 Everitt

Chair: *Layane Thomas Mabasa, University of Limpopo*

Diffusion of Conservation Concepts among Stakeholders: Lessons from The Mesoamerican Biological Corridor Project, *Luis Antonio Ramos, University of Florida, and Susan Kay Jacobson, University of Florida*

African oil palm: economical recovery in the framework of the Peace and Justice Law or systematic violation of Human Rights?, *Maria Carolina Mesa Salinas, Universidad Pontificia Bolivariana, Astrid Osorio Alvarez, Universidad Pontificia Bolivariana, and Francisco Henao Bohorquez, Universidad Pontificia Bolivariana*

Implementation Evaluation of the Safe Schools Programme in South Africa, *Layane Thomas Mabasa, University of Limpopo*

2123 Being and Becoming Data

4:00-5:20

245 Everitt

Chair: *Myrdene Anderson, purdue university*

Metalogue as Method, *Myrdene Anderson, purdue university, and Devika Chawla, Ohio University*

From Diagnostic Drawing Tests to Visual Metalogues: On Transformational Function of Drawings and Conversations about them., *Elzbieta Kazmierczak, UIUC*

Face to Face from Afar: Evaluating Skype Interviews, *Michaela A. Null, Purdue University*

Triangulating Methods, Triangulating Data: An Experiment in Implementation and Interpretation, *Elizabeth Anne Sternke, Richard L. Roudebush VA Medical Center*

Spotlight Session: La Evaluacion de la Calidad: Is It Possible to Promote an Educative Dialogue?

4:00-5:20

163 Noyes

Chair: *Carlos Calderon, Family Physician*

Panelist, *Carlos Calderon, Unidad de Investigacion de Atencion Primaria, Servicio Vasco de Salud - Osakidetza*

Panelist, *Jennifer C. Greene, University of Illinois at Urbana-Champaign, Quantitative and Evaluative Research Methodologies, Educational Psychology*

Panelist, *Maria Mayan, Faculty of Extension, University of Alberta*

Panelist, *Fernando Peñaranda, Universidad de Antioquia - Facultad Nacional de Salud Pública*

2125 Film

4:00-5:20

164 Noyes

Chair: *Meltem Oktem, Akdeniz University*

Reflections through the Cinematic Lens: Using Film to Connect to the Autobiographical Self, *Kathryne Roden, University of Oklahoma*

Rethinking Qualitative Research Through the Artist's Lens, *Jennifer Leese, The Arthritis Research Centre of Canada, Anne Townsend, University of British Columbia, Arthritis Research Centre of Canada, and Otto Kamensek, The Arthritis Research Centre of Canada*

Participatory dialectic: determining evidence through Big Conversations and the use of film, *Tina Cook, Northumbria University, and Helen Atkin, Northumbria University*

Looking Back in Anger Two Cinematic Representations of Indian Youth and Revolution, *Sowik Raychaudhuri, Department Of Psychology, University Of Calcutta, India, and Saptadipa Basu, University Of Calcutta*

Hollywood Stripper Stories: Visions of Exotic Dancers from 1938-2010,
Kari Lerum, University of Washington, Bothell

Cinema and Daily Life in Turkish Literature in Early Republican Period,
Meltem Oktem, Akdeniz University

2126 Annual Meeting of the IAQI & Award Ceremony

5:30-6:30

200 Ballroom

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- Knoepfel, Robert C., *Clemson University*, 2062
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- Kragh-Müller, Grethe, *Department of Learning, Aarhus University*, 2041
- Kral, Michael, *University of Illinois Urbana-Champaign*, 2073, 2003, 1117, 1070
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- Kreider, Consuelo M, *University of Florida*, 1046, 1046, 1022, C1046
- Krieger, J Meryl, *IUPUI - Indiana University Purdue University Indianapolis*, 2058
- Kruis, Ryan, *Grand Valley State University*, 2095
- Krupa, Joel, *University of British Columbia*, 1131
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- Kuehne, Geoff, *CSIRO - Ecosystem Sciences*, 2012
- Kueny, Angela M, *The University of Iowa*, 1129
- Kumar, Hari Stephen, *University of Massachusetts Amherst*, 2064
- kumar, hari stephen, *University of Massachusetts Amherst*, 1069
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- Kushner, Saville, *University of the West of England*, 2084
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- Kyriakakis, Stavroula, *Adelphi University School of Social Work*, 1101
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- Lake, Robert Lewis, *Georgia Southern University*, 2093
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- Lamprecht, Juliane, *Department of Pedagogy, University of Trier*, 2106
- Lanesskog, Deirdre M., *University of Illinois*, 2011
- Langley, L. Adair, *Argosy University*, 2078, 1120
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- Monetti, Elda, *Universidad Nacional del Sur, Argentina*, 1132
- Monobe, Gumiko, *Kent State University*, 2005, C2005
- Montgomery, H. Monty, *university of regina, faculty of social work*, 2068
- Montoya, Erika, *Facultad Nacional de Salud Pública - Universidad de Antioquia*, 1058
- Moore, Cline, *Graduate Education Student Association, California State University Sacramento*, 2020
- morales, mauricio eduardo, *Univesidad de Tarapacá de Arica*, 2008
- Mørck, Line Lerche, *Aarhus University, Department of Learning*, 1094
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