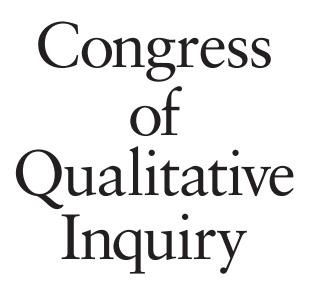NINTH INTERNATIONAL

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Abma, Tineke, *VU medical center, Dept Medical Humanities*
How responsive evaluation fosters human practices, particularly in health care.
Merel Visse, Tineke Abma, Robert Stake.

See Visse, Merel

Abma, Tineke, *VU medical center, Dept Medical Humanities*
Gender inclusiveness in integrated services: a responsive evaluation

See Visse, Merel

Abma, Tineke, *VU medical center, Dept Medical Humanities*
"Pink" elderly care

See Leyerzapf, Hannah

Abma, Tineke, *VU medical center, Dept Medical Humanities*
On to a colourfull Medical Center

Interculturalisation of health care and medical staff is accepted as imperative
for continuation of quality of care. Although student populations are getting
more diverse, the amount of specialists with a migrant background in academic
medical centers is relatively low. Migrant medical students in residency experi-
ence barriers in obtaining specialist positions. Barriers include manner of speak-
ing, a lack of knowledge of career opportunities and the awareness of the need
to plan ahead, and a lack of social support and role models. Next to basic medi-
cal knowledge and skills, personal traits as social, cultural, and gender identity
may be leading in professional assessment. Besides ethnic background, factors
such as social-economic status, gender differences, and collective social fram-
ing on diversity can be decisive as to whether or not someone is selected. Focus
should be on re-evaluation of the criteria for selection, and on formulating an
inclusive view on (cultural) diversity.

Aboshaiqah, Ahmad E, *College of Nursing, King Saud University, Kingdom of Saudi Arabia*
Strategies to Foster Critical Thinking Skills in Nursing Education in Saudi
Arabia

See Goodwin, Sheilia R

Abrams, Elizabeth, *University of Utah*
What We Did, What We Found and Then What We Did After That: How and
Why Mixed Methods Enriched a Study of Mindfulness-Based Skills Training in
School Children

See Cheek, Julianne

Abrams, Elizabeth, *University of Utah*
What the Letters Told Us: School Children_s Understandings and Experiences of
Mindfulness-Based Skills Training

Research is documenting the critical importance of social and emotional skills
for student achievement and how these skills can be effectively nurtured through
mindfulness-based curricula in schools. In the mid-1990s, a forward-thinking

teacher in Utah integrated Mindfulness Based Stress Reduction (MBSR) into the curriculum for her grade 4-5 students. At the time that MBSR was implemented, the students wrote a series of letters about their experiences in the classroom and related activities that they, or the class, undertook. These 77 letters provide a unique, rich dataset of student experiences at that time. Five thematic categories emerged related to students_ understandings of MBSR, the experience of being immersed in it, and its impact on their lives at the time. The qualitative analysis of the letters provides important insights into the key question motivating the study _ how can we create new programs and forms of education that cultivate mindfulness in young people?

ACOSTA ACOSTA, PABLO ENRIQUE, *UNIVERSIDAD DEL CAUCA*
Approaching Target Cultures by Exploring Online Discourse Communities

Foreign language teachers research, write, and publish for the scholarly world, of course, but also for learners and the audiences impacted by those learners when intercultural communication takes place. We research with/for learners because advances in foreign language education influence their lives when they experience intercultural encounters. We reach discourse communities directly and indirectly when our foreign language learners develop their intercultural competence and become citizens of the world. Accordingly, this paper reveals the findings of an ethnography carried out in a two-semester-long undergraduate class project aimed at providing pre-service teachers with tools for analyzing and interpreting target cultures by means of exploring online discourse communities. Attendees will be illustrated on how by using discourse analysis and being aware of the existence of other cultures, pre-service teachers were able to find an alternative methodology for conceptualizing otherness so as to explore teachers_/students_ own identities and gain intercultural competence.

Acosta Fern ndez, Mart¡n, *Universidad de Guadalajara, M,xico*
Dimensiones culturales de la noci¢n de tutor¡a acad,mica en docentes y alumnos de doctorado

See Aguilera Velasco, Mar¡a de los µngeles

Acosta Fern ndez, Mart¡n, *Universidad de Guadalajara, M,xico*
Significados culturales del concepto de jubilaci¢n en adultos mayores de Guadalajara, M,xico

See Aguilera Velasco, Mar¡a de los µngeles

Acosta Fern ndez, Mart¡n, *Universidad de Guadalajara, M,xico*
Dimensiones culturales del concepto de salud en trabajadores jubilados de Guadalajara, M,xico

See Aguilera Velasco, Mar¡a de los µngeles

Acosta, Liza Ann, *North Park University*
Researching Putas!: How the Solo Show became Authoethnodrama

In his book, "Ethnotheatre: Research from Page to Stage," Johnny Salda€a asks us to consider when autobiographical or autoethnographical work become autoethnodrama. Furthermore, he challenges us to consider the ethics of repre-

senting others (and ourselves). This is at the heart of my inquiry as I explore the challenges and pitfalls of writing and presenting on stage an autoethnodramatic work, Putas!, a show about my mother and grandmothers (and some fathers). This "solo," which became a play for 5 actresses, explored oral history as well as historical documentation which sometimes contradicted and other times confirmed the stories handed down to me. This research and the art in shaping it for performance helped me discover and understand the perception of working Puerto Rican women from multiple generations struggling to find their place in a rapidly changing world.

Adams, Erin Crews, *University of Georgia*
In Search of Multiplicity: (Re)thinking of Publication Regime in Postmodern Form

See kayumova, Shakhnoza

Adams, Erin Crews, *University of Georgia*
The Confessional Subject in Subjectivity Statements

Qualitative research requires authors to disclose their personal relationship with their subject matter in a subjectivity statement. The assumption is that by stating, or confessing, ones subjectivities upfront, the author can produce a more objective or rational work. The subjectivity statement is problematic to a post-structuralist researcher because it makes several positivist assumptions about the nature of the subject. It assumes a stable, unchanging subject that thinks before acting. It also assumes that a person can free themselves from themselves-that one can refuse oneself. Foucault_s care of the self, however, helps us re-think the free subject. This paper calls into question the definition and use of subjectivity statements in qualitative research. This paper will explore the possibilities of what might be gained from incorporating a care of the self ethic in qualitative writing.

Adams, Heather, *Ball State University*
To Tell or Not to Tell? That Is the Question for Women Living with Chronic Illnesses

See Sachs, Natalie Aaren

Adams, Heather, *Ball State University*
Non-Theist Coping with Death: Creating Space for Meaningful Individual Experiences

See Kolodziej, Chelsea

Adams, Heather, *Ball State University*
Preserving Identity: Incorporating Non-Theist Worldviews into Data Analysis

See Kolodziej, Chelsea

Adams, Heather, *Ball State University*
Caring for Yourself While Living with a Chronic Illness

See Devia, Marlenne

Adams, Heather, *Ball State University*
Chronic Illness Complexities of Exploring Succumbing, Resiliency, and Thriving in Different Life Domains

See Crehan, Brett

Adams, Heather, *Ball State University*
Data Playgound: Exploring Visual Representation of Data

See Crehan, Brett

Adams, Heather, *Ball State University*
Chronic Illness and Identity Continuity

See BIngham, Ashleigh Nicole

Adams, Heather, *Ball State University*
The Progression of Continuity

See BIngham, Ashleigh Nicole

Adams, Megan, *Oglethorpe County Schools*
Trying Not to Tame Post-Intentional Lines of Flight

See Breslin, David

Agostinone, Faith Ann, *Aurora University*
Neo-Confederate Ideology and History Textbooks: 1860 to 2010

This paper employs Marxian theoretical and dialectical historical research to provide an overview of what neo-confederate ideology is, and its major tenets manifested in recent incarnations in the corporate-funded Tea Party movement, mostly as a reaction against the presidency of Barack Obama. A history of two major phases of post-Reconstruction neo-confederacy follows, with highlights from textbooks, popular culture, and Southern authors who espouse key components of this belief system as part of a larger propaganda effort to inscribe racism. Additional historical tie-ins include the growth of the Ku Klux Klan and reactionary movements against integration and civil rights in the 1950s. Finally, contemporary struggles over textbooks are presented along with neo-confederate efforts to ease both national and social evidence of historical complicity with slavery and subsequent denial of institutionalized racism alongside corporate support for a shrinking social sector.

Aguilar-Riveroll, Angel M., *Universidad Autonoma de Yucatan*
Validating a Competency Based Model for Faculty Evaluation in Southern Mexico

See Cisneros-Cohernour, Edith J.

Aguilar, Israel, *Texas State University-San Marcos/ Dallas ISD*
On teaching and learning: Aesthetic care versus authentic care

This qualitative study examined the leadership and pedagogy of one teacher in south Texas. The researcher conducted interviews, observations, and reviewed artifacts in order to explore how one teacher moved towards inclusive

environments for students who identified with differences in sexual orientation, religion/other belief systems, and national origin. Findings suggest that while Ms. Smith exhibited authentic care (care about students_ learning needs and subjective reality) for students, the same data suggested Ms. Smith exhibited aesthetic care (care about rules, standards, and test scores). An overemphasis of aesthetic care can marginalize individuals who do not meet the standards, do not fit the norm, or do not follow the rules. Implications and ethical considerations for doing research on close friends will be discussed.

Aguilar, Jemel, *The Institute for Urban Policy Research & Analysis, The University of Texas at Austin*
Collaborative Community Participation, Shared Commitment, and Sustainability of Culturally Tailored Community-Based Mental Health Education

See Jung, Hyejin

Aguilera Velasco, Mar¡a de los µngeles, *Universidad de Guadalajara, M‚xico*
El Acoso Psicol¢gico Laboral desde la mirada de un Perpetrador: Un Estudio de Caso

See Acosta Fern ndez, Mart¡n

Aguilera Velasco, Mar¡a de los µngeles, *Universidad de Guadalajara, M‚xico*
Globalizaci¢n, Trabajo precario y Enfermedad desde el Modelo de las Determinantes Sociales de la Salud

See Acosta Fern ndez, Mart¡n

Aguilera Velasco, Mar¡a de los µngeles, *Universidad de Guadalajara, M‚xico*
Dimensiones culturales del concepto de salud en trabajadores jubilados de Guadalajara, M‚xico

Objetivos: Indagar la construcci¢n social del concepto de salud a trav‚s de la exploraci¢n de los significados, las dimensiones cognitivas y el consenso cultural en trabajadores jubilados. Material y m‚todos: Estudio cualitativo con dise¤o descriptivo, transversal y exploratorio, realizado en Guadalajara, M‚xico, de enero a agosto de 2009. Los datos se recolectaron con las t‚cnicas listados libres y sorteo por montones, en fases sucesivas con 20 personas cada vez. Se realiz¢ an lisis de dominios culturales. Resultados: El concepto de salud se defini¢ a trav‚s del bienestar. Las dimensiones cognitivas incluyeron b£squeda de independencia personal y equilibrio de aspectos f¡sicos, mentales, emocionales, espirituales y sociales. La econom¡a se identific¢ como un condicionante para estar tranquilos y tener salud. Se observ¢ consenso cultural en raz¢n de 3.888 y nivel promedio de competencia cultural 0.512. Conclusiones: Los elementos para considerarse en los programas de intervenci¢n y promoci¢n de la salud comprenden perspectiva integral.

Aguilera Velasco, Mar¡a de los µngeles, *Universidad de Guadalajara, M,xico*
Significados culturales del concepto de jubilaci¢n en adultos mayores de Guadalajara, M,xico

Objetivo: Analizar los significados culturales del concepto de jubilaci¢n en adultos mayores econ¢micamente activos de la ciudad de Guadalajara, M,xico. M,todo: Estudio cualitativo con dise¤o descriptivo, transversal y exploratorio. Datos recolectados con la t,cnica de listados libres y analizados a trav,s del modelo de dominios culturales. Resultados: El concepto de jubilaci¢n se defini¢ a trav,s de los lexemas centrales descanso, viejo y enfermedades. Los elementos relevantes de las listas fueron viejo y descanso. Conclusiones: Los elementos para considerarse en el dise¤o de nuevas pol¡ticas en materia de seguridad social incluyen retirar del mercado laboral a todos los adultos mayores porque manifiestan no tener fuerzas y sentir que su cuerpo ya no puede. As¡ como capacitarlos para que ampl¡en sus redes sociales de apoyo y la creencia religiosa de que deben trabajar hasta morir.

Aguilera Velasco, Mar¡a de los µngeles, *Universidad de Guadalajara, M,xico*
Dimensiones culturales de la noci¢n de tutor¡a acad,mica en docentes y alumnos de doctorado

Objetivo: Analizar las dimensiones culturales del concepto de tutor¡as acad,micas en docentes y alumnos de un Doctorado en Ciencias de la Salud en el Trabajo. M,todo: Estudio cualitativo con dise¤o descriptivo, transversal y exploratorio, realizado en M,xico en el 2009. Datos fueron recolectados con t,cnicas listados libres y sorteo por montones, en fases sucesivas. Analizados en el modelo de dominios culturales. Resultados: La noci¢n de tutor¡a acad,mica se defini¢ a trav,s del apoyo y la asesor¡a. Las dimensiones cognitivas del concepto revelaron una visi¢n diferente y complementaria en docentes y alumnos. En los docentes incluy¢ el equilibrio entre el proceso tutoral y las tareas tutorales. En los alumnos implic¢ un desarrollo muy amplio de las funciones de los tutores y en menor medida de los elementos para aprender. Conclusiones: Los elementos para considerarse en el dise¤o de nuevas estrategias comprenden una perspectiva complementaria entre docentes y alumnos.

Aguirre Armend riz, Elizabeth, *UACJ*
La Defensa de una Tesis Autoetnografica: Espacio Complejo de un Proceso de Co-Construccion

Presentamos una narrativa en torno a la defensa de una tesis doctoral autoetnografica, explorando este ritual de paso (Noy, 2003), como un espacio problematico por las tensiones que surgieron inicialmente para definir la forma de defender un trabajo de esta naturaleza siguiendo un formato usual. Tambien, reflexionamos doctoranda y directora sobre este proceso, como un espacio de co-construccion no solo entre ambas, sino entre otras personas que colaboraron con nosotras, que nos ayudaron a transformar un ensayo desafortunado en un ejercicio creativo del que surgio la idea de presentar la defensa como una story.

Akkocaoglu, Nihan, *Hacettepe University*
šniversite ™_rencilerinin Yarat_c_ Drama ve Yarat_c_ Draman_n ™geleri Hakk_ndaki Alg_lar_n_n Metafor Analizi Yoluyla _ncelenmesi

See Akhun, Burcu

Akrom, Muhamad Ali, *Northern Illinois University*
The Implementation of School-Based Curriculum Development in Indonesia: An
Interpretive Case Study

This study examines the implementation school-based curriculum development (sbcd) initiative in five elementary schools in a city located in southeastern part of Indonesian archipelago. Using an interpretive case study method, the researcher investigates how local stakeholders in those schools develop and implement their school curricula as well as the conditions facilitating and hindering them. Multiple interviews and focus groups were conducted with a wide range of local stakeholders, including teachers, principals, and school committee members. In addition, observations of classroom instructions and analysis of various curriculum related documents were conducted. The study was conducted five years after the Indonesian government issued regulations to decentralize curriculum development policy to school and district levels.

Al Sager, Abdellatif, *Tennessee Technological University*
"Tell Me More About That": Meaningful Cohort Relationships in Ph.D.
Programs

See Howard, Martha

Albanese, Jeffrey, *University of Michigan School of Social Work*
Evangelist, Laboratory, Menace: The Ambivalence of Cars and Camping in
American Public Health, 1917-1939

Inspired by fieldwork with _homeless tent cities,_ which are often dismantled by authorities citing sanitation concerns, the author, a social worker (and anthropologist), conducted historical research on early sanitation interventions made by another _helping profession__ public health_ in various camps and campgrounds. Critical histories of professions such as social work, public health, and medicine often emphasize their role in imposing or promoting dominant morals, values, and class-interests. This paper, based on primary source data from professional journals and conference proceedings, documents early public health workers_ ambivalent relationship with new technologies and leisure practices, as well as the field_s own successes in urban sanitation. It is argued that insights from science, technology and society studies (STS), such as its emphasis on details and _technicalities,_ practitioners_ problem-construction and reasoning processes, and interactions between people and technology, can be usefully applied to historical research on _less technological_ fields like social work.

Alcantara, Jessica, *Universidad Autonoma de Morelos*
Estudio del proceso de capacitaci¢n en el uso de Ambientes Virtuales de
Aprendizaje   (AVA) desde la perspectiva del docente.

En este trabajo, se retoman datos recopilados del estudio realizado en la UAEM, insumos que permitieron analizar la perspectiva del docente en cuanto a su proceso de adquisici¢n y desarrollo de habilidades tecnol¢gicas en la capacitaci¢n en el uso de Ambientes Virtuales de Aprendizaje. Ofrece un acercamiento al problema de la investigaci¢n, adem s se explican los objetivos que se formulan para responder al problema. Se aborda la descripci¢n detallada del m,todo de trabajo, el tipo de estudio, poblaci¢n, la estructura de los instrumentos y el procedimiento realizado para el an lisis. Por ultimo se presentan los

resultados obtenidos agrup ndolos por categor¡as de an lisis. Tambi,n se proporcionan las conclusiones en las que se contrastan los objetivos y preguntas de investigaci¢n propuestas con los resultados obtenidos.

Aldrich, Rebecca, *Saint Louis University*
Cultivating Inquiring Practitioners via Pedagogy: A Goal for Qualitative Research Teachers in the Health Professions

See Marterella, Abbey

Aldrich, Rebecca, *Saint Louis University*
Trust but Verify: A Critical Examination of Collaborative Ethnographic Dissemination Practices

Collaborative ethnography aims to create a mutual researcher-consultant vision that extends from study design through knowledge dissemination. However, collaborative visions_and the trust they require_are less often examined relative to dissemination practices. This poster details dissemination efforts following a collaborative ethnographic study of unemployed workers_ daily activities. The researcher, two study consultants, and the research adviser discussed the idea that initial dissemination had primarily served the study_s academic stakeholders. To honor the trust that fueled the original study, the researcher-consultant quartet identified new needs, audiences, and goals for non-academic dissemination of study data. The research team generated community-directed informational products to serve as supplements for consultants_ day-to-day work. These efforts underscore the need to verify the relevance and benefits of dissemination for study consultants. Assessment of dissemination practices may occur at various points along a study_s timeline, but it remains a crucial step toward realizing the collaborative ethnographic spirit.

Alexander, Amanda, *University of Texas at Arlington*
Forefronting Community Voices and Self-Determination with Artist Educators in India and Native Artists in Peru

To understand our communities locally, nationally and internationally, one must canvas the past and examine the historical systems of colonization. Forefronting decolonization and realizing the directional mobility of knowledge construction (Bhabha, 2004; Massey, 1994; Tuwihai-Smith, 1999), this proposal discusses two research projects where local community voices and self-determination are put first. Of the two art education research studies, one explores a researcher_s experiences with artist educators in India while the other examines an artist community in Peru. Both authors agree that understanding _others_ and working together as a society while teaching students a multitude of lifeways is the key towards fulfilling human potential and promoting global understanding. With the expansion of globalization, teachers and students alike must learn to understand the _other_ and value a different perspective that might not look like their own.

Alexander, Bryant Keith, *Loyola Marymount University*
"Phantasms and Mournings of Black Dredlocks"

This performative piece explores a series of phantom experiences and lamentations after cutting off mature dredlocks, and the social investments and

divestments of a Black man with dreadlocks in the academy (or otherwise) as a performance of commitment, spectacle, resistance and fantasy' along with the entanglements of identity in hair.

Alexander, Dagmar, *The University of Edinburgh*
Troubling Fairy Tales: An Exploration of the Unspeakability of Trauma

Once upon a time, there was a little girl who had woken from a sleep so deep that it had lasted many moons. She looked around her room which was different from the one she knew. And when she looked into her mirror, she did not know the girl who looked back. This presentation makes a case for a narrative which begins to trouble the _unspeakability_ of trauma with its collapse of words and ensuing silences. Set against the backdrop of the author_s experiences in postwar Germany, the paper utilizes the genre of fairy tale with its generic underpinnings as a creative attempt in representing personal and historiographical lacunae.

Alexandrova-Karamanova, Anna, *Health Psychology Research Center*
Healthcare Professionals_ Discourses Regarding the HPV Vaccine and Parental Responsibility: Perspectives from Eastern Europe

See Todorova, Irina L.G.

Alici, Mustafa, *Hacettepe University Ankara Turkey*
Images of Turks in German Elementary School Textbooks

See Dedeoglu, Hakan

Allen, Mitch, *LeftCoastPress*
Working with Harry

Having been Harry's editor, first at Sage, then at AltaMira and finally at Left-CoastPress, I came to know Harry well, in many circumstances and over a long time. In this paper, I will discuss some of the finer, lesser known points about Harry's writing, among other things.

Alvarez, Steven, *University of Kentucky*
Critical Autoethnography and the Reflexive Study of Rhetorics, Literacies, and Languages

Scholarly accounts of living cultures construct knowledge by parsing material conditions not only in motion but also generated by over-determined convergences. In critical autoethnography, the focalized gaze of the researcher empowers the observer_s viewpoint, taking into account how observers participate and affect their studies. In this presentation, I therefore contextualize my position as language researcher through an autoethnography of my family_s immigrant history and the social roots behind heritage language loss in our household. I research my family_s educational networks and our adaptation to English dominance. This literacy autoethnography entails a parental choice for monoliteracy in the dominant language for the children resulting in limited mobility for my parents and increased opportunities for my siblings and me. I document this narrative with personal interviews with my parents that illustrate the rich litera-

cies in my family_s immigrant history, and also our institutional encounters with accents and rhetoric resulting from language contact.

Amalia, Sari, *University of Illinois at Urbana-Champaign*
Let_s Talk about the Elephant in the Room: The impact of Decentralization in Indonesia

In 2004 Indonesia experienced a major shift in education _ the decentraliza-tion of its educational system. With this curriculum reform, the Indonesian gov-ernment hoped to achieve the goals of _education for all_ (Brock-Utne, 2000), especially those who were marginalized by the education system. My study is a qualitative inquiry with Indonesian teachers to examine their perspectives on the decentralized educational system. I conducted in-depth focus groups interviews with the teachers in Indonesia. I also conducted a survey to gain a broader sense of the teachers_ opinions. The findings were analyzed through critical pedagogy, particularly the Freirean approach. Findings show that the decentralization of education has caused numerous problems for teacher and students in the teach-ing and learning process. For instance, decentralization has done very little to mitigate the existing education equalities and low-income communities continue to struggle in this new system.

Amaral, Carlos Eduardo Menezes, *Mestrado em Sa£de P£blica - Universidade Federal do Cear - Brazil*
Dimensions of the _Network_ Concept from the Collective Health Perspective

This paper discusses the various uses of _network_ as a concept, aiming to provide subsidies for its use in the construction of research objects in collec-tive health. The term is used frequently in different fields of knowledge, such as computer sciences, social sciences, geography, philosophy, and, more recently, health sciences. After a synthesis of important works from these different fields, we propose some dimensions we consider important for the use of _network_ in collective health: 1) _structure and movement_, referring to the production of networks by fixed points and the possibilities of relations between those points; 2) _integrality_, in which we underline the notions of comprehensiveness, conti-nuity and coherence in the networks; 3)_rupture and normativity_, highlighting possibilities of regulation and standardization of care, but also production of singularity and innovation; and 4)_intentionality_, in which we recognize the subjectivity as a main force in the creation, development or destruction of net-works

Amatucci, Kristi, *Georgia Gwinnett College*
Foucault on the mat? Yoga as a practice of the self

As I moved through my first yoga class 15 years ago, the asanas took me back to childhood, to an unlimited, open, natural space of being. Yoga became my invitation to join the universal, the eternal. Then I encountered poststructural theory, with Lyotard_s _incredulity toward metanarratives,_ its distrust of the unified, transcendent self. What happens to my yoga practice under the weight of interrogation? Does it lose all significance? In this paper, I examine the useful-ness of poststructural theory, particularly Foucault_s ethical analysis care of the self, in theorizing my yoga practice. What are the games of truth by which (wo)man conceives of herself as yoked to the divine? How does the yogini work to

make her life a work of art? Can a hatha yoga practice be a technology of the self?

Andersen, Camilla Eline, *Hedmark University College*
Assemblage of Cultural Diversity in Norway: Challenging Simplistic Research Approaches

   This paper challenges simplistic and dominant methodologies within the educational research in Norway to encourage new ways of thinking about cultural diversity. Dominant approaches can, following Koro-Ljungberg & Mazzei (2012), _rely on the authority and normativity of methods to produces knowledge devoid of critical reflections and contextual consideration_ (p. 728). Avoiding methodological approaches which upheld stable representations of Otherness through overgeneralizations of findings and decontextualization of research are well-known challenges. Koro-Lungberg (2012, p. 809) calls this the politics of simplification, which is powerful through its control of qualitative research. To think otherwise about cultural diversity the authors thinkfeel (Lenz Taguchi & Palmer) with the data and are on the lookout for events, lines of flights and transformative moments (Deleuze & Guattari, 1987) around the folding of assemblages, which here is connected to socio-material intra-actions and diffraction analysis (Barad, 2007).

Andersen, Devon, *University of Saskatchewan*
Hermeneutics, Crisis, and the Self: The Limits of Understanding Narratives of Cancer

   See Teucher, Ulrich

Anderson, Myrdene, *Purdue University*
Destabilizing Collaborative Comfort Zones

   We two rather oblique collaborators continue to interrogate our explorations of life and lives, of culture and societies, and of theory and ethnography. We share gender, but come from different generations, geographies, disciplines, and we pursue distinctly separate research agendas. Albeit, these conditions, of superficial similarity and difference, can pose empirical questions for unpacking, via metalogue. Here, the issue will descend on our very methodology about methodologies, Batesonian metaloguing. In actual fieldwork, our sensitivity to each situation within a project shapes our approaches_morphing ethnography, autoethnography, biography, autobiography, ethnohistory, semiotics, and archival research. We inquire about inquiry, and converse about conversation, asking some questions to tilt toward, not answers, but provisional responses that might transmogrify into fresh inquiry. These discussions find Saami reindeer nomads able to rub minds with South Asian Partition refugees, because our discourses are saturated with those field personalities and our own.

Andrade, Izabella Santos Nogueira de, *University of Fortaleza*
Maternal Expectations: Considerations on Prematurity and Child Development

   See Melo, Maria Raquelle de Oliveira

Andrade, Selma Regina de, *Universidade Federal de Santa Catarina*
Network of Care to People with Physical Disabilities: Possibilities and Limits

Objective: To analyze the configuration of care in physical rehabilitation in a health region compared to the national model of care for people with disability. Method: Research exploratory, descriptive, qualitative, through the selection of a health region studied in depth, using the technique of directed content analysis. Results: we identified all units providing specialized services in physical rehabilitation of the study area. Were organized in network format. We compared the findings to the proposed national model. Conclusion: The health region studied has potential to meet the requirements of the model of care for people with disability.

Andrade, Selma Regina de, *Universidade Federal de Santa Catarina*
Information Prehospital Emergency Care and School Health Program

Objective: Develop strategies for inclusion of information from prehospital emergency care in the articulation between the sectors of health and education through the School Health Program (SHP). Method: Qualitative study, focus group technique, developed in four meetings. Participated health SAMU professionals who develop their activities in a Brazilian city. Results: We identified five sets of themes: the importance of dissemination service SAMU, format the information to students; integration in schools; functioning of SAMU, urgent and emergency situations. Conclusion: The dissemination of this information through the SHP aims to reduce hazing, which generate unnecessary calls.

Andrews, Kimber, *University of Illinois Urbana Champaign*
From Airports to Academia: Reflections on Being a Dancer

In this panel presentation, two dancers will perform their embodied experiences of navigating the world and encountering stereotypes about their identity as dancers. From Airports to Academia: Reflections on Being a Dancer_ grapples with stereotypes and assumptions that accompany being a professional dancer, while exploring what it means to be a living, breathing and performing _body of knowledge._ Through auto-ethnography both performances challenge social justice issues pertaining to their gender, race, and the acceptance of embodied knowledge in the academy. Following the performances there will be a discussion by panel members from different disciplines.

Anne Harris, Anne, *Monash University, Australia*
Looked at and looked over or: I wish I was adopted

Through collaborative narrative writing, in this presentation we redeploy the sense of refugeity present in our singular narratives to co-construct creative scholarship that becomes a feminist space to belong. Drawing on feminist spatiality and performative ethnography, narrative collaborations awkwardly embrace our mutual and sometimes contradictory senses of self, kinship and identity performance. The co-constructed nature of this article reflects contemporary developments in qualitative creative research acknowledging researcher/writers as situated gendered, sexualized and encultured subjects within particular global and local contexts. This presentation_s performative structure is utilized here to foreground the collaborative intersubjectivity from which our

research and the desire to research arises, and as an experiment in _mapping changing subjectivities through narrative_ (Vacchelli 2011, 781).

Anthony, Holly, *Tennessee Tech University*
Teachers' and Students' (mis)Understandings of Graphical Representations in Mathematics

This qualitative research project used document analysis and a rubric to examine 17 discrete data representations created by grades 3_5 teachers and preservice secondary education mathematics majors from 2009_11. Ten features of the data representations, based on the mathematics literature book, Anno_s Magic Seeds (Anno, 1995), were analyzed to identify misconceptions related to use of data representations. Findings show that the participant teachers selected appropriate data representations, but were unable to accurately create and use these representations. The most common errors were (1) properly displaying data and labeling axes, (2) selecting an appropriate title, and (3) interpreting the task correctly. Since teachers are responsible for teaching students how to work with discrete data, these findings have strong implications for professional development needs in data and statistics.

Anthony, Holly, *Tennessee Tech University*
Questioning Selves, Questioning Minds: Women's Persistence in Doctoral Programs

See Howard, Martha

Apollonio, Silvia, *AVIS*
Ethical code of practice: towards the creation of a common good

See Scaratti, Giuseppe

Arai, Sayuri, *Institute of Communications Research, University of Illinois at Urbana-Champaign*
Reading Comics through Visual Style

Comics bring together multiple semiotic modes and create meaning. What makes comics different from other forms of media (e.g., films, animation, novels, etc.) is that they follow particular graphic conventions, including the use of color (i.e., black and white), word balloons, panels, and page layout, to name a few. And, these visual conventions indeed serve to make meaning. Drawing on visual semiotics in general and on Inuhiko Yomota's Manga Genron [Principles of Comics Theory] in particular, this study explores the way in which comics images signify and the way in which meaning is communicated, focusing on the visual conventions of comics/manga.

Arai, Susan M, *Department of Recreation and Leisure Studies, University of Waterloo*
Sounds of Change? Border Pedagogy Explorations of Spoken Word with LGBTQ Youth

This presentation recounts a moment of performance as border pedagogy; critical pedagogy and performance ethnography were merged in a spoken word workshop with LGBTQ youth and their allies. We created, performed, mashed-

up and collectively explored messages of homophobia, identity, and community, confronted the juxtaposition of these messages, and unfolded possibilities for hope. Mash-ups created opportunity to feel emotional weights of different tracks, hear complexity, hold tensions and play for change as we adjusted volume on different messages and switched up the tracks we played back. Performance creates possibilities for remaking culture and self in the complexities of micropractices of power. Fieldwork becomes a collaborative process- a performance where knowledge shifts from being informative to performative. Alone we come to understand what we already understand; through movement, disruption, action, and questioning the status quo we risk testing perceptions of self and community in dialogue and make possible new meanings.

Arai, Susan M, *Department of Recreation and Leisure Studies, University of Waterloo*
Exploring Therapeutic Relationships Using Narrative as an Approach to Critical Pedagogy with Health Practitioners

See Briscoe, Carrie

ARANGO VASQUEZ, CONSUELO DE JESUS, *Docente UPB*
La investigacion accion pedagogica y la transformaci¢n del pensamiento y de las pr cticas docentes

See GOMEZ LOPEZ, JULIAN FERNANDO

Araujo, Maria Alix Leite, *Universidade de Fortaleza - UNIFOR*
Access of Pregnant Women to Technology for Prevention of Congenital Syphilis in Northeast Brazil.

The objective of this study was to analyze the access of pregnant women to light technology for prevention of congenital syphilis in four primary health care in Fortaleza, Cear , city of the Northeast, Brazil. It is a qualitative research based on a multiple case study that considered as light technologies welcome and bond. The fieldwork was carried out from April to September 2011 and the data collection took place through observation and interviews with the unit_s 27 health professionals, six Statistic Medical Attendance Service professionals and 14 pregnant women. Six focal groups were made with health agents. The analysis consisted in contextualizing and interpreting the discourse_s meanings through the perspective of light health technology theory. The inability of health professional to deal with subjective matters related to the sexually transmitted diseases affect the access of pregnant women to different technologies to the prevention and control of congenital syphilis.

Archer, D. Eric, *Northern Illinois University*
Improv"ing" in the Boardroom: Improvisation as a Tool for Organizational Development

See Buras, Nicole

Archibald, Thomas, *Cornell Office for Research on Evaluation*
Mind the gap: Knowledge, power and tacit assumptions in the research-practice gap

The evidence-based program (EBP) and translational research (TR) movements are intended to _bridge the research-practice gap_ and focus resources on doing _what works_ in the _era of accountability._ Both of these movements contain, and rely on, a number of often unspoken assumptions about the nature of evidence, knowledge, and social action, throwing the hierarchical division between _scientific_ and _everyday_ ways of knowing into sharp relief. Contrary to dominant accounts, the work people do with EBPs and TR is not politically neutral, unbiased work focused on technical problems; rather, it is implicated in contemporary (and contentious) transformations of social programs and social life. This paper problematizes the epistemological, ontological, and praxeological assumptions of EBPs and TR, rethinks the _research-practice gap,_ and synthesizes salient theoretical and qualitative methodological perspectives in an attempt to promote more equitable and effective responses to the problems which EBPs and TR are purported to solve.

Arenas, John Smith, *Universidad de Antioquia, Facultad Nacional de Salud Publica*
Bienestar y Enfermedad en Ind¡genas Tikuna y Cocama del Amazonas: Una Experiencia Fotovoz

See Cristancho, Sergio

Arizpe, Hortencia, *University of Illinois at Urbana-Champaign School of Social Work*
Growing Up as a Latina Sexual Minority Adolescent Girl: Parent-Child Attachment and Related Developmental Concerns

Little is currently known about the developmental trajectory of Latina sexual minority adolescents. Given the lack of research on this population, the purpose of this study is to explore the way Latina sexual minority youth perceive themselves within their families and society. This study utilizes the life history calendar (LHC) interview method (Fisher, 2012) in order to explain the impact of the intersecting identities of race/ethnicity and sexual or gender identity on the emotional and cognitive development of Latina adolescent females. The LHC method also allows for a clearer and more precise retrieval of retrospective memories while engaging participants in potentially sensitive topical material (Fisher, 2012). Interviews have been conducted with self-identified Latina sexual minority females ages 16-25 living in a semi-rural environment. Implications and directions for practitioners and future researchers are explained and discussed.

Arizti, Maria Jose, *Universidad Panamericana*
Los medios de comunicaci¢n y la auto-estima de las mujeres

See Moreno, Alejandra

Armengol, Leticia, *Universidad Panamericana*
El papel de los medios en la crisis de la gripe aviar

La ciudad de Tepatitl n en Jalisco es considerada la primer fuente de producci¢n de huevo en M,xico, pero en el mes de julio de este a¤o, la gripe aviar logr¢ acabar con la vida de entre 12 a 15 millones de gallinas, provocando por consecuencia una baja en la producci¢n del huevo. La baja producci¢n de huevo en Tepatitl n no tuvo impacto s¢lo en la ciudad, sino en todo el pa¡s en aspectos sociales, pol¡ticos y econ¢micos. Esta investigaci¢n cualitativa utiliz¢ an lisis de contenidos con peri¢dicos y noticieros televisivos para indagar ¨qu, tanto fue real y qu, tanto fue una crisis creada por los medios?

Armstrong, Cole, *Florida State University*
Par for the Course? Thinking Critically about the Researcher as Research Subject.

In this presentation, I critically examine and self-reflexively interrogate the embodied experience of a doctoral researcher who himself was used as research subject for a forthcoming project on golf. Following the works of Ellis (2004) and Sparkes (2002) this autoethnographic account aims to unmask the lived experience of being a participant in a research project that had loosely been veiled under the cover of a _golf experience._ More specifically, I attempt to illuminate the feelings I experienced while participating alongside approximately 150 other golfers during the _golf [research] experience_, and also aims to bring to light the insecurities, conflicting emotions and confounding questions that arose while the research process was occurring. As both an avid golfer and aspiring researcher, this experience unsettled heretofore comfortable spaces in my life in an unusually uncomfortable manner_one that has made me rethink the researcher-participant role, and the ethics embedded within it.

Armstrong, Michael E, *Florida State University*
Fighting Economics: A Counter Conception of the Exploitative Institution of the UFC

The conception of sport as an exploitative institution has been habitually addressed by sports economists through a reduction to numbers and reliance on abstract formulae (Bradbury, 2010; Kahn, 2000; Neale, 1964; Rottenberg, 1956; Sanderson & Sigfried, 1997; Scully, 1974; Zimbalist, 1992). Such an approach fails to account for the cultural factors unique to professional sporting environments. Factors that predispose, promote, or legitimize exploitation. The current study addresses this void through the exploration of the Cultural Economy of The Ultimate Fighting Championship (UFC). Through a media analysis of the organization_s spin-off reality television show, _The Ultimate Fighter_ (seasons 1-16), I explore the narrative presented around the UFC_s values and what it takes to be an ultimate fighter. With the growth in popularity of the sport of MMA, this study offers a pertinent look into the part the media plays in constructing and perpetuating an economically exploitative institution.

Atkins, Laura, *University of Illinois at Urbana-Champaign*
The Path of Wellness: Reflections on Cancer, the Environment, and the Integrity of Place

Experience has shown me that health and illness intimately impact our lives. In line with a traditional mystory, this performance autoethnography begins with a biographical epiphany_the VA_s decision to deny my father benefits for his service-related cancer. In reflecting on memories about loss, agency, my father, and the environment, the narrative reaffirms the integrity of place, while also serving as a platform for questioning public health and scholarly discourses that emphasize lifestyle variables as the primary source of disease. I also reflect on issues related to the contamination experience, illness, coping, conceptualizations of the environment, community identity, social relations, and connections to place, all of which are an inevitable part of the experience of both disease and perception of contamination. In challenging the VA_s decision, I allow for what Soyini Madison calls a _politics of possibility._

Atkinson, Erin, *University of Alberta*
What does it mean to be professional online? An exploration of pre-service teacher perspectives

See Poth, Cheryl

Atoche-Rodriguez, Karla E., *Deakin University*
Principles of Empowerment Evaluation: Core Elements for Primary Teachers Evaluating an Environmental Education (EE) Program in M,xico

Principles in empowerment evaluation are core components which allow an evaluation community understands the aim and values embraced in this evaluation approach, and enhance its practice. Nevertheless, particular cultural and educational contexts bring some aspects that could be important constraints to enhance each principle from empowerment evaluation. In this work we present the development of ten principles based on the empowerment evaluation of an Environmental Education (EE) program in a primary school in Southern Mexico. Participatory Action Research (PAR) was the methodological approach to implement the empowerment evaluation of this EE program. Methods involved participant observations, interviews, surveys and focus groups. Primary school teachers learning and practicing these principles were more engaged to evaluate this EE program which focused in the solution of environmental problems. Teachers learned and recognized the value that an evaluation could bring to their own educational practices and relationships with others community members.

Austin, Marne, *Bowling Green State University*
The Moderate Muslim Woman: Problematizing Democracy, Citizenship, and Dialogue

This paper problematizes the notions of democracy, citizenship, and dialogue in the United States, specifically regarding Muslim women. My argument is that to allow for true positive movements, transpositions, and flexibility, we must constantly reassess for whom these notions are working and toward what goals. We also need to critique whom are disempowered or marginalized in such understandings_and more importantly, how we can adjust such that no one is

disadvantaged. I use the discussion of the rhetorical construction of the _moderate Muslim woman_ to make this case. Through ethnographic interviews of Muslim women in Northwest Ohio, I articulate how they are enacting their identities in response to the Islamophobia that has become pervasive in our country. I then offer ways in which we can reframe democracy, citizenship, and dialogue to encourage transformation.

AVILA ORTIZ, MARIA NATIVIDAD, *UNIVERSIDAD AUTONOMA DE NUEVO LEON*
Conocimientos y propuestas sobre obesidad infantil: voces maternas

El incremento de la obesidad en ni¤os constituye un importante problema de salud p£blica. En Nuevo Le¢n est problem tica afecta con 28.6%. Objetivo Indagar los conocimientos y propuestas que tienen las madres acerca de la obesidad infantil. M,todo: cualitativo con una de 22 madres de familia con ni¤os que presentaran bajo peso, peso normal, sobrepeso y obesidad. La informaci¢n se recopil¢ por entrevistas semiestructurada y se valid¢ con un grupo focal de 8 participantes para analizar la informaci¢n se utiliz¢ el software MAXQDA. Resultados: las madres de familia tienen conocimientos referente a lo que es una buena alimentaci¢n, pero no implementan dichos saberes en su familia, porque se enfrentan a diversas barreras: los ni¤os no permiten cambiar la alimentaci¢n y los adultos de la casa prefieren la comida chatarra. Las propuestas obtenidas se agruparon en nivel personal, en el hogar y en la escuela.

Avsar Tuncay, Aysegul, *Hacettepe University*
Observed Misbehavior Distribution Based on Age Among First Grade Students and Teacher Reactions to Misbehavior

Turkish Ministry of National Education has started a new practice, which increased the age difference among first grade students in the 2012 _ 2013 academic year. As a result of this decision, up to two years of age difference among first grade students has occurred. It is thought that mental age difference is even more compared to chronological age difference. The aim of this study is to determine the distribution of observed misbehavior based on age in first grade classes where large age differences exist and how teachers react to misbehavior. Extreme case sampling was used as a sampling method. Study data was obtained from two different first grade classes at a school in a high level income neighborhood with structured observations and semi-structured interview techniques. Study findings indicated that there is a difference in observed misbehavior based on age, however, teachers reactions to misbehavior did not take age into account.

Avsar Tuncay, Aysegul, *Hacettepe University*
A Qualitative Analysis of Students' Age Differences in Their Adaptations to a New Program

See Sahin, Ali E.

Avsar Tuncay, Aysegul, *Hacettepe University*
Invisibility of Disabled People in Elementary School Textbooks

See Can, Derya

Azevedo, Renato F. L., *University of Illinois at Urbana-Champaign (UIUC) / University of Sao Paulo*
Interaction and motivation through the use of the Second Life virtual world : A learning experience case study in a Brazilian accounting education classroom

By studying an accounting classroom and their learning experiences using Second Life (SL) in Brazil, we have conducted a qualitative case study to:(a) explore the interaction among students, instructor and virtual reality, as well student_s reactions to learning experiences and assignments and (b) to explore students and instructor_s motivation in adopting and using virtual environments. Other questions can emerge to the reader, such as: How does SL enable the study of human interaction and socialization within non-role play graphical virtual worlds? How users of SL contemplate their identity and the potential ambiguity of their avatars and themselves? How is SL structured for sociability, learning and play compared to other virtual realities such as computer-mediated play and video games? The observations presented here give some insights into these questions, with an interest of illuminating some social communicative and educative aspects of virtual worlds.

Babchuk, Wayne A, *University of Nebraska*
Developing an Indigenous Theory of Music Therapy in Hospice: A Grounded Theory Study

See Burns, Debra S

Badiee, Manijeh, *Austin College*
Thinking outside the Academic Box as an Early Career Academic: An Interactive Discussion

Social justice is increasingly identified as a goal of scientific inquiry (Denzin & Lincoln, 2005; Sweetman, Badiee, & Creswell, 2010). One way to address social justice is through reaching non-academic audiences, and qualitative research is particularly suited to this endeavor due its engaging, literary style. However, for early career professionals, attending to non-academic audiences is often discouraged. In this interactive discussion, an early career psychologist will share her journey of trying to reach non-academic audiences through her writing. Her story will be used as a starting point to discuss audience members_ experiences. What challenges have people felt as early career professionals in reaching a broader audience? How about rewards? The goal of this presentation is to emerge with a renewed sense of vitality for our work and develop network of early career professionals who wish to publish outside the academy. Perspectives from other phases of career development welcome.

Baggett, Amy, *Tennessee Technological University*
"Tell Me More About That": Meaningful Cohort Relationships in Ph.D. Programs

See Howard, Martha

Bailey, Jacob, *University of Tampa*
College students and hookah smoking

See Martinasek, Mary

Bailey, Lucy, *Oklahoma State University*
Creative Methodologies: Working Against Tradition and Methodolatry

This panelist will consider ways to encourage creative qualitative research approaches, seek varied and nontraditional data sources that will help students answer their research questions while also remaining vigilant to the rise of methodolatry in qualitative research that sometimes manifests itself in creative, compelling ways.

Bailey, Lucy, *Oklahoma State University*
Analytic Techniques and Negotiating Contexts

The context in which Qual analysis is taught shapes course content and how students will use course information in their projects once they leave the classroom. Students must negotiate any number of contextual factors: learning complex information in short time, environments hostile to Qualitative work, as well as communicating with faculty unfamiliar with the range of qualitative methodologies available today. This panelist will provide examples of exercises used to help students learn analytic techniques, defend their analytic choices, and teach others about the process.

Baird, Debra, *Athens State University*
Innovation and Pit-Falls: What to Do and What not to Do

In trying to help children in a middle school that had become what the superintendent called a "toxic environment_, a university, principal, teachers, and central office personnel came together. The first semester was a wall for all involved. The students resented new teachers; the principal and university professors could not seem to believe what happened every day; and the central office people were overwhelmed with requests for help, discipline write-ups, and the very raw need of each student. This paper discusses the different aspects of partnering with the school; the pitfalls encountered: and the successes of such a collaboration for improving the welfare of children.

Bairon, Otalvaro Marin, *Universidad del Valle*
Pobreza y exclusi¢n: Un reto para las pol¡ticas de inclusi¢n social en Colombia

En la ponencia se analizan de manera cr¡tica dos fen¢menos de especial prioridad en la agenda pol¡tica y social de Colombia: la pobreza y la exclusi¢n social; tem ticas sobre las cuales existe un gran debate y preocupaci¢n por parte de actores acad,micos, institucionales, empresariales y sociales. En particular, nos concentraremos en estudiar las pol¡ticas p£blicas de inclusi¢n social que han sido construidas en la £ltima d,cada en el departamento del Valle del Cauca, como estrategias que apuntan a promover la igualdad (pol¡tica, econ¢mica, social), la participaci¢n, la democracia y el respeto de la diversidad en este territorio.

Bairon, Otalvaro Marin, *Universidad del Valle*
Oportunidades de g,nero en la educaci¢n superior

En esta ponencia se aborda una reflexi¢n sobre el dise¤o y atenci¢n a las oportunidades de g,nero en la educaci¢n superior en Colombia. En el documento se abordan tres aspectos. En el primero, se introduce con una breve

reflexi¢n sobre el estado actual de las pol¡ticas p£blicas de educaci¢n superior en el pais. En el segundo, se presenta una discusi¢n sobre los resultados de esta investigaci¢n referidos a: Los desequilibrios de g,nero en las actividades acad,micas universitarias, en docencia, investigaci¢n, gesti¢n y responsabilidad acad,mica de las mujeres, y sobre las acciones de sensibilizaci¢n de la perspectiva de g,nero en la Universidad del Valle. En el tercer apartado del documento, se presentan las conclusiones del documento referidas a la necesidad de impulsar una mayor gesti¢n y circulaci¢n del tema en el pa¡s, as¡ como la formulaci¢n de pol¡ticas p£blicas universitarias que contrarresten las desigualdades de g,nero presentes en nuestra realidad

Baker, Julie C, *Tennessee Technological University*
Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients

See Isbell, Janet K.

Baker, Julie C, *Tennessee Technological University*
Pleasure Packs a Punch: Adolescents Speak about Reading for Fun at School

Pleasure reading. The two words often don_t meet in adolescent vocabulary and they most certainly don_t come together at school. High stakes testing and teacher evaluation systems don_t take into consideration whether students enjoy reading, but results may be surprising if students are given opportunity, access, and choice to read what they want at school. This interpretive study explored adolescent pleasure reading by taking a variety of student-chosen books into classrooms and providing time to read in class. Adolescent interviews supplied insight into their experiences of reading for fun at school. Additionally, teacher interviews, adolescent journals, book projects, and class observations were included as data collection. The importance of adolescent voice was illustrated in preliminary results indicating piqued student interest in reading and more open conversations about reading and learning in the classroom. Adolescents also reveal more about motivation and engagement, as well as common school practices that discourage reading.

Baltalarl_, Ahmet, *Pamukkale University, School of Medicine*
The effect of distance-based learning on the fifth stage medical students_ perception in Peripherical Vascular Diseases Course

See Sacar, Mustafa

Banda, Rosa Maria, *Texas A&M University*
Researchers_ Dilemma: Labeling of Underrepresented Racial Minorities in STEM Fields

Cultivating minority student success in STEM disciplines has recently been declared to be of national interest (Museus, Palmer, Davis, & Maramba, 2011). The National Academy of Sciences (2007), in their Rising Above the Gathering Storm report, deemed it vital to increase the number and proportion of U.S. students, specifically women and minorities, who attain a bachelor_s degree in engineering, mathematics, physical and life sciences. While it is important to design qualitative studies that examine the experiences of underrepresented racial minorities (URMs) who pursue STEM degrees, the labeling of such par-

ticipants remains complex and challenging for qualitative researchers. URMs are members of heterogeneous populations who often self-identify differently than the labels utilized by researchers in their respective studies. As such, this paper highlights the authors_ challenges they each encountered in their attempts to create labels in which potential STEM study participants would choose to self-identify.

Banning, James, *Colorado State University*
You have mail from the president: Gendered messages in formal university communications

See Wolgemuth, Jennifer R

Bantugan, Brian Saludes, *Pink Triangle Press*
Power in Meanings: Political Economy, Cultural Studies, and Mainstream Care Work Films

This a review of the most recent researches relevant to the fields of political economy, and cultural studies which surfaces points of convergence and clarifies the need to engage both paradigms to arrive at perspective that highlights the role of meanings in the production and consumption of an emergent film genre - mainstream care work films. The paper suggests that non-material capital should be looked at as the new locus of power in the dialectic between film producers and consumers. As such, the paper dislocates the power center of political economy and pushes the boundaries of cultural studies towards the means of cultural production.

Barak, Adi, *University of Chicago*
Loss, Poetry and Non-Linear Narratives: The Case of Israeli Bereaved Parents
Adi Barak, University of Chicago

Can narratives of loss and bereavement be coherent? Can bereaved parents maintain a narrative with a linear time configuration after their child dies and goes _out of time_? This presentation examines the configuration of time within narratives of bereaved Israeli parents, who had lost their son in a terror attack or war, and have written poetry related to their loss. Employing Gadamer_s hermeneutic philosophy as the research methodology, I will demonstrate how, following their loss, parents experienced a change in their sense of time. Three non-exclusive time possibilities were evident in their narratives: time simultaneously stopped, moved forwards and moved backwards. In light of this understanding, the tendency in the social sciences to emphasize linear temporal narrative configurations as more _adaptive_ is challenged. Implications for narrative inquiry in general will be discussed. Further discussion about the ability of poetry and art to revel and validate incoherent experiences will be facilitated.

barbosa, isabella lima, *gerarda selma barbosa e geraldo menezes campos filho*
Narratives of Pregnancy as a Tool of Light Construction of a Technology

See Collares, Patr¡cia Moreira

Barello, Serena, *Universit… Cattolica del Sacro Cuore*
A cross-cultural comparison of ethics committee requirements: the case of cancer fatigue project.

See Graffigna, Guendalina

Barko, Tim, *University of Florida*
Fictive Reality: Troubling Our Notions of Truth and Data in Iambic Pentameter

See Brkich, Chris

Barko, Tim, *University of Florida*
Steve Obamney: Political Scumbaggery, the Internet, and the Collective American Consciousness

See Brkich, Chris

Barreira, Zilah Bezerra, *Universidade de Fortaleza*
Analysis of the School Health Program in Fortaleza _ Brazil

See Paiva, Georgia Medeiros

Barrett, Joe, *Brock University*
A Duo-Duoethnography of Teacher Educators

See Brown, Hilary

Barrett, MJ, *University of Saskatchewan*
Beyond Codes: Writing From a Place of Wholeness.

See Flowers, Michelle

Barros, Nelson Filice, *UNICAMP*
Use of Complementary and Integrative Practices (CIP) in Pregnancy and Childbirth: A Meta-Synthesis

See Silva, Raimunda MagalhÆes da

Barros, Nelson Filice, *UNICAMP*
Performance of Doula during labor and the use of Complementary and Integrative Practices (CIP)

See Silva, Raimunda MagalhÆes da

Barros, Nelson Filice, *UNICAMP*
The Residual Colonization in the Health Field Professional Relationship

In this study we discuss an invisible presence/experience of social scientists working in Brazilian national health system. They are not part of health traditional professional categories; however there are social scientists in public health field since the 1940_s. In the national professional data file from Health Ministry there are 2 anthropologists and 46 sociologists. We interviewed 14 Sao Paulo State sociologists, and invited them to discuss how they start working in the field and their primary activities. The postcolonial perspective open up the possibility to interpret their invisibility and the stereotypes related to their practices. We hope to be able to show the contradictions between what these social

scientists believe about their work and their supervisors, usually health professionals, look at their practices. Our goal is to expose the complexities presented in this residual colonization in Brazilian society.

barton, barbara ann, *Western Michigan University*
Breathing Hope Into the "Hopeless": Providers of Care to People with Severe Developmental and Mental Health Diabilities Speak Out

People who live with severe developmental or mental health disabilities who are in resiential facilities often have days that look the same, How can caregivers provide hope for a meaningful tomorrow? What doe 'hope' look like in this context? This inductive qualitative inquiry provides useful construct definitions that range from the practical to the spiritual.

Barzana, Demi, *Cedar Crest College*
Behind the Guy Fawkes Mask: Examining Anonymous and #OpIsrael

See Yamaguchi, Precious Vida

Basilotta, Ver¢nica, *Universidad de Salamanca*
Resultados de experiencias de trabajo colaborativo a trav‚s de las TIC en el contexto de la Escuela 2.0

See S nchez G¢mez, Cruz

Basilotta, Ver¢nica, *Universidad de Salamanca*
L¡mites y posibilidades del aprendizaje colaborativo con TIC: visi¢n del equipo directivo.

See Gonz lez Ruiz, Carlos

Bass, Jordan Robert, *University of Kansas*
Self-Reflection on White and Maleness in an Athletic Boosters Program

Altheide and Johnson (2011) believed a _key part of the ethnographic ethic is how we account for ourselves." The authors stated that quality qualitative research, and especially ethnographies, have the imprint of the researcher on them. In this presentation, I will discuss how my White and maleness impacted how I was received during an organizational ethnography of an athletics boosters program. Specifically, the role that my upbringing in a small town in Nebraska played in my ability to be accepted into the organization will be examined. For example, the executives in the boosters department were all White and male and the language I observed was embedded with same sense of masculinity that I encountered daily at my stepdad_s used car dealership. Even as I have outgrown my beginnings, my ability to morph back into that way of conversing likely played a role in my acceptance into the organization.

Bassett, Raewyn, *Freelance*
Insights into Tacit and Embodied Knowledge of Intersectoral Collaboration for Public Policy

See Chircop, Andrea

Bastidas, Miriam, *Facultad de Medicina - Universidad de Antioquia*
The Meaning of Education on Child Rearing in a National Program of Early
Childhood

See Pe€aranda, Fernando

Baugh, Wonda, *Bowling Green State University*
Writing as Care of Self and Others

This presentation explores disability life writing as a method for caring for the
self. Using poems, fiction and letters written over the span of twenty-five years
this work chronicles multiple traumatic disruptions including coming out as
queer and being diagnosed with a serious mental illness. The work also includes
writing as a method for caring for others. Using e-mails, letters, and postcards
it illustrates how my voluntary kin cared for me. Using correspondence as evi-
dence of these relationships, I explore how people not obligated through legal or
blood ties helped me to maintain wellness. Moreover, this presentation discusses
how this writing as a mode of communication modeled a way that I could
become a positive mentor for a teenager who was also going through similar
trauma.

Baylor, Kayla, *Cedar Crest College*
Behind the Guy Fawkes Mask: Examining Anonymous and #OpIsrael

See Yamaguchi, Precious Vida

Bayram, Zeki, *Hacettepe University*
Examination of the types of reasoning used in the experimental activities
designed by the pre-service science teachers

Experimental methods have a very important place in science education. One
of the goals of Science Teaching Laboratory Practice course is to teach the exper-
iment types, and experimental approaches. The purpose of this study is to deter-
mine the types of reasoning preferred in the experimental activities designed by
the pre-service science teachers. For this reason, the examples of experimental
activities designed with the inductive and deductive approach were introduced
in science laboratory course. They are asked to prepare the working sheets, and
the user manual for the teacher as a group activity. Working sheets were ana-
lyzed. Finally, the students were interviewed and asked why they preferred this
approach. Although students reported in classroom discussions that the use of
different types of reasoning in the designing the experiments is important, analy-
sis of the experimental activities designed by the students showed that a large
proportion of students preferred induction approach.

Bazeley, Pat, *Research Support P/L*
Writing Mixed Methods: How is it Done?

Many journals, through disciplinary traditions or space limitations, make
it difficult to publish a rounded version of a mixed methods study. Part of the
reason for JMMR_s existence was to meet the need for such a space, with a
decision taken to allow for a longer than normal word limit (10,000 words) to
accommodate the needs of mixed methods researchers when writing up studies
with complex methods. Research papers in JMMR are reviewed in an explora-

tion of the strategies adopted by researchers when writing up mixed methods studies, with a particular focus on how they integrate mixed-mode data and methods.

Bazeley, Pat, *Research Support P/L*
Modelling Qualitative Analysis

How does one model the process of analysis of qualitative data? Is it endlessly recursive, as some models suggest, or does it eventually lead somewhere? Several existing models will be reviewed, and then a new model introduced to shows how you can take a pathway through analysis. Building on (1) a sound foundation of early planning for analysis, the pathway takes you through (2) a two steps forward, one step backward stage of preliminary analysis as you read and reflect, explore and play, code and connect, then review and refine, (3) a stage of iterative development as you describe, compare, and relate codes and themes, to (4) a phase of bringing your analytic threads together as you extract from what you have learned, explain what_s going on, then contend (propose a coherent conclusion), and finally defend and extend.

Beck, Jaime, *University of Alberta*
Articulating an Arts-based Research Paradigm

See Conrad, Diane H

Behrman, Matthew, *Univeristy of Cincinnati*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

See Ghee, Sarah C.

Beissel, Adam, *University of Maryland*
Towson University and Title IX: Tell Me Lies, Tell Me Sweet Little Lies

See King-White, Ryan E

BELLINI, MARIA ISABEL BARROS, *PUCRS*
Nucleus to Support Family Health (NASF): study on work processes and structuring teams

This project has as its object the Nucleus to Support for Family Health (NASF). Goal: to investigate how they are formed and teams composed of NASF in 05 states of Brazil. Methodology :consists of different steps for the completion of the research and knowledge production arises from the interaction between the research process and its outcome in the interviews collected in different stages of the research. Instruments: observation, participant interviews, focus group, data analysis and analysis conte£do.Amostra: 05 states and was calculated respecting sizes and population of each region. Results: The project reiterates the innovative character of the NASF and the changes have the privilege horizon effectiveness of team work on an interdisciplinary, with a view to effecting health comprehensively and inter-sectorial perspective, involving new actors in social commitment to the reality of health and building knowledge and hopes to consolidate a more just and egalitarian.

BELLINI, MARIA ISABEL BARROS, *PUCRS*
The Brazilians Social Workers Ethical Political Project and its materialization in Mental Health Policy

This article presents the results of a Master_s research which about the working process of the social workers at the field of Mental Health. This knowledge says a lot about the struggles that the social workers have been worked with/in, considering the history and politics in Brazil all over the years, and, specially, that nowadays the health system is public, free and guaranteed by the Constitution. Social workers_ work process in mental health is developed under the principles of the professional ethical political project, also committed to the principles of the policies which they work with. The professionals prompted reflections about the challenges faced in daily life and in the backgrounds of the work as a whole, and give a voice to the group in permanent discussions and analysis that are never closed, opening new ways to exercising other point s of view and conceptions about the daily _professional doing_.

BELLINI, MARIA ISABEL BARROS, *PUCRS*
The urban presence of the indigenous population in Brazil

The topic "indigenous peoples" is always a delicate and complex matter in Brazil and the colonization process, with the subsequent decimation of these peoples. With the Federal Constitution promulgated in Brazil in 1988 the indigenous population obtained recognition and autonomy over its cultural organization, but at the same time that much is still missing for these peoples to actually attain what the on constitutional text dictates. This article focuses on the urban presence of the indigenous population a phenomenon that covers different agendas and contexts in our society. Approximately 230 indigenous peoples are spread throughout the Brazilian territory. The settlement of the indigenous population in the urban environment is a recent phenomenon that calls for further studies and theoretical analysis. This article reflects on a Kaingang community living in the city of SÆo Leopoldo. Our research focuses on issues related to the urban settlement of the Kaingang people.

BELLINI, MARIA ISABEL BARROS, *PUCRS*
Investigaciones sobre la inclusao da familia-cuidadora na politica social brasile€a

La familia brasile¤a tiene un papel central e historicamente ejerce las funciones responsabilidad del Estado e tiene un papel central en los procesos de promoci¢n de la salud/enfermedad y frente a situaciones de enfermedad en le n£cleo familiar, es necesario reelaborar su organizaci¢n para el enfrentamiento de la situaci¢n, o se corre el riesgo de sufrir rupturas. Estudios que tienen como sujeto la familia en situaci¢n de vulnerabilidad subyace en este art¡culo que presenta reflexiones a partir de la identificaci¢n de las formas de organizaci¢n familiar frente a diagn¢sticos de los procesos cr¢nicos de enfermar, y del modo de c¢mo esas fam¡lias enfrentan la situaci¢n de vulnerabilidad.Los resultados de las investigaciones que se realizaron, identificaron las diferentes p,rdidas que las familias sufren en las situaciones al enfermar uno de los miembros, destacando la p,rdida laboral, afectiva, social y educacional; como tambi,n se identificaron formas de fortalecimiento de los v¡nculos.

BELLINI, MARIA ISABEL BARROS, *PUCRS*
Metodologias de planejamento e governan‡a regional em sa£de no Brasil

Este artigo apresenta a experiˆncia de planejamento e organiza‡Æo da pol¡tica de sa£de no Rio Grande do Sul, realizada em 2010, 2011,2012 e ainda em efetiva‡Æo, para garantir o direito … sa£de da popula‡Æo e melhorar a qualidade do acesso. Objetivo Geral estimular a governan‡a e o planejamento regional atrav,s da reconfigura‡Æo das Regiäes de Sa£de no Rio Grande do Sul/ Brasil. Metodologia: constru‡Æo de uma estrat,gia metodol¢gica coletiva ou um desenho metodol¢gico, para inverter a l¢gica centrada nas regiäes administrativas e na assistˆncia m,dico-hospitalar (aten‡Æo secund ria e terci ria)organizadas na d,cada de 1960. Resultados: mapa da regionaliza‡Æo da assistˆncia … sa£de identificando as necessidades de investimentos, e redesenho com trinta e uma (31) Regiäes de Sa£de e levantamento potencial do conjunto de necessidades de sa£de para an lise e identifica‡Æo de metas a serem alcan‡adas, estimulando o planejamento regional.

BELLINI, MARIA ISABEL BARROS, *PUCRS*
Sistema énico de Sa£de no Brasil e a descentraliza‡Æo das a‡äes e servi‡os de sa£de

A Pol¡tica de Sa£de brasileira deve garantir as conquistas legitimadas na Constitui‡Æo Federal (1988) que definem a sa£de como direito do cidadÆo e dever do estado. Para isso precisa re-organizar a rede de aten‡Æo … sa£de. Esse , o relato da experiˆncia desenvolvida em um estado brasileiro.Objetivo Geral- planejar a regionaliza‡Æo no estado a partir da atualiza‡Æo/desenho das Regiäes de Sa£de. Metodologia: elabora‡Æo de crit,rios para orientar o desenho das regiäes de sa£de no Estado; cria‡Æo do Grupo de Trabalho. Resultados: elabora‡Æo do Documento T,cnico com a defini‡Æo de trinta e uma (31) Regiäes de Sa£de e o levantamento de um conjunto de necessidades de sa£de para an lise e identifica‡Æo de metas a serem alcan‡adas, estimulando o planejamento regional. Resultado de um processo democr tico e participativo de reorienta‡Æo da aten‡Æo … sa£de conforme o perfil pol¡tico-economico-social do estado.

Benard, Silvia M., *Universidad Autonoma de Aguascalientes*
¨Sociolog¡a para que y para quien? Una reflexion desde la autoetnografia

Desde el contexto de las burocracias academicas, pariculamente en Mexico, se hace una reflexion en torno a la produccion de conocimiento sociologico. Para ello se recurre a la autoetnografia y la posibilidad de crear sentido desde la escritura de la propia experiencia. Lo anterior ha sido muy poco valorado por las comunidades academicas que han ido del extremo de buscar formas radicales de transformacion del mundo, a encontrar maneras de ajustar sus expectativas a los requerimientos de las burocracias gubernamentales para mejorar su nivel de ingresos.

Benjamin, Elliot, *Akamai University*
The Creative Artist, Eccentricity, and Mental Disturbance: Journal of a Struggling Actor--my Actor/Writer Son

In this paper presentation I will be exploring the relationship between the creative artist, eccentricity, and mental disturbance. The vehicle for my explora-

tion will be vividly llustrative blog excerpts of my 31 year old actor/writer son, through his blog: The Journal of a Struggling Actor. Where does one draw the line between creative art and mental distrubance? Perhaps "eccentricity" is a term we may use to bridge this gap in certain ways. This paper is part of my forthcoming book and qualitative research on the topic, that includes autoethnography, heuristic and narrative research, and a case study. This presentation will focus on my case study and narrative accounts through a few particular blog exerpts from my son that reveal the complex experience of a young man who moves to Los Angeles to devote his life to achieving his "unrealistic" dream of breaking into Hollywood to become a successful professional actor.

Bennett, Sheila, *Brock University*
The Student Success Research Consortium: Combining Indigenous and Qualitative Research

See Zinga, Dawn

Bennett, Sheila, *Brock University*
Consensus Coding: Balancing Perspectives in Community-first Research with an Aboriginal Community

See Zinga, Dawn

Benozzo, Angelo, *University of Valle d'Aosta*
Border crossing between qualitative inquiry and professional practice in psychology: A conversation roundtable

See Gemignani, Marco

Benozzo, Angelo, *University of Valle d'Aosta*
IKEA Gay Family Travels to Italy

In May 2011 Italian Ikea announced the opening of a new shop in Catania (Sicily) with an advertising campaign that had a huge impact in Italy, my country. The advertising campaign was based on an image that displayed two men, seen from the back, hand in hand, with one of them displaying the famous Ikea bag, which hung from his neck. The written text that accompanied the image stated: _We are open to all the families._ The ad provoked strong social and political reactions in Italy. Some right wing politicians condemned the ad arguing that it was vulgar and disrespectful of the _true/real family._ There were also some Ikea followers and defenders. For example, the Ikea ad inspired a campaign of Eataly, a new company that recently opened some restaurants in Italy and all around the world (mainly in the USA and Japan), that chose the same ad and text but in a female version (instead of two men there were two women). The Ikea advertising campaign is an exemplar of multinational corporations targeting and seemingly legitimizing gay people. In this paper I refer to this ad as a cultural text that potentially reinforces the prevailing heteronormativity; it is a forms of cultural representation made understandable by existent sexual discourses reinforcing a heterosexist status quo. In the presentation I engage a conversation with the two men and I offer a queer interpretation of the ad, answering the following questions: who is excluded from the Ikea gay family? What is present/absent? Where are the two men and where are they going? What is in the Ikea bag? And finally, what if one of them were a woman?

Berbary, Lisbeth, *University of Memphis*
Teen Identities (Re)Born: Examining Identity Transformation and Bereavement Amongst Adolescents Who've Experienced Perinatal Loss

See Torres, Carlos

Berbary, Lisbeth, *University of Memphis*
Queer Reads: When Children_s Literature does Gender _Differently_

See Richmond, Laurel

Bergh, Bethney, *Northern Michigan University*
Lived Experiences: Teacher_s Perceptions of Their Ability to Respond to Crisis Situations

This paper draws from the phenomenological research that was conducted for the purpose of understanding the lived experiences of teachers in reference to their perceived ability to implement and conduct crisis response lockdown procedures within their classrooms. Using purposeful sampling, the researcher obtained 16 participants who were currently practicing teachers for the study. After conducting in-depth interviews with the participants, the researcher used the phenomenological method to move through the process of reflection, writing, rewriting and thematic analysis. The act of implementing and conducting lock down procedures has become an expected role within a teacher_s classroom. Through the researcher_s exploration of the teachers_ perceptions, an understanding for new developments in teacher response to crisis training was gained.

Bergh, Bethney, *Northern Michigan University*
Tensions and Transitions: Textualizing Teacher Education Practices through Self-Study

This paper draws from a yearlong self-study conducted by a group of seven female teacher educators. With the guiding question of: _Why do I make the decisions and choices that I make in my teaching?_ the researchers textualized their experiences and became students of their own practice. Through discourse, acting as critical friends, we challenged and pushed boundaries as we analyzed our experiences as texts. In living, writing, speaking, hearing, and reading our own narratives of professional and personal experiences, we were able to learn more fully understand ourselves, our teaching, and our professional milieu. Connecting narrative and self-study methodology, the researchers utilized five critical stances through which they analyzed the narratives of their teacher education practices. By crystalizing our tensions and transitions, we found this self-study helped us broaden and deepen our knowledge of teacher learning, of ourselves as women teacher educators, and of narrative self-study.

Bernstein, Eve, *Queens College, City University of New York*
Code-switching and Competition: The Hidden Conversation

Code switching is primarily a linguistic term that refers to the use of two or more languages within the same conversation, or same sentence to convey a single message (Milroy, & Mysken, 1995). Although code-switching is a linguistic term it can also apply to behavior (Heller, 1988). This change in behavior can

also occur when an environment or activity changes (Blom, & Gumperz, 1972). In physical education, teachers feeling comfortable in the language of sport and could switch instructional choices without being aware that these changes require proficiency in sport or competitive activities. This unconscious change during instruction could exclude some students who have not yet attained this proficiency in sport and competitive activities. These moments of code switching will be discussed.

Berry, William, *University of Illinois*
Latinas/Latinos Digitales: How Americans and other nationals of _Hispanic_ descent are establishing social networks via the Internet

This study investigated how Latinos are represented via the Internet and examined how Latinos use the Web to establish social networks. Studies of advertisements, newspapers, television, and other older media sites found a skewed representation of people of color (Entman, 1992; Oliver, 1994; Gilliam, Iyengar & Wright, 1996; Dixon & Linz, 2000; Gutierrez, 2005; Subervi, 2007). While researchers have explored Latino identity in older media, few scholars have critically examined the Internet to determine the online representation of this sector of the U.S. population. The expectation of this study is that because many Internet representations are created by individuals and organizations themselves, the dominant construction of Latino identity in cyberspace not only will be less unflattering, but also more prominent, self-affirming and laudatory, given that the editorial _gatekeepers_ who control and restrict access to traditional media have less influence concerning who gets their messages and materials posted on the Internet.

BETANCUR GARCES, ANGELICA MARIA, *Docente*
La tenencia de la tierra de las mujeres rurales en Antioquia

Este trabajo recoge los principales resultados de la investigacion sobre la situaci¢n de tenencia de la tierra de las mujeres rurales, realizada en dos municipios de Colombia con mujeres campesinas que pertenecen a las organizaciones de Palmas Unidas del municipio de La Ceja y de la Asociaci¢n de Mujeres Organizadas de Yolombo (AMOY). Partimos de la hipotesis, que el acceso a la tierra tiene efectos multidimensionales. Para el caso concreto de estas organizaciones decidimos considerar las dimensiones economica, ecologica y politica. En dicha investigacion se utilizaron metodos cualitativos como la cartograf¡a social, entrevistas semiestructuradas y talleres.

Beth Blue, Swadener, *Arizona State University*
Community Perceptions of Children_s Rights in South Africa

Children_s rights have evolved in South Africa under the new Constitution, which emphasizes social equity and inclusion, especially with regards to education. In 2007 the Ministry of Social Development amended the Children_s Act to give more provision to a range of issues in child protection, provision and participation. However, certain aspects of the Children_s Act were met with mixed reactions from communities. This qualitative study draws from interviews with parents, teachers, and professionals regarding the implementation of the Children_s Act in South Africa. Findings reveal a range of opinions about what constitute children_s rights, especially among Indigenous communities

who live in the townships. For most, the Act embodied good intentions, yet was also viewed as incongruent with some aspects of Indigenous cultures. We draw on anti-colonial theories and neoliberalism critiques to argue for the inclusion of Indigenous perspectives in the conceptualization and implementation of children_s rights in this context.

Bezerra, Juliana F., *University of Fortaleza*
Use of Complementary and Integrative Practices (CIP) in Pregnancy and Childbirth: A Meta-Synthesis

See Silva, Raimunda MagalhÆes da

Bezerra, Juliana F., *University of Fortaleza*
Performance of Doula during labor and the use of Complementary and Integrative Practices (CIP)

See Silva, Raimunda MagalhÆes da

Bezerra, Juliana F., *University of Fortaleza*
Perception of Posture Before and after Breast Implant Surgery

See Silva, Raimunda MagalhÆes da

Bezerra, Juliana F., *University of Fortaleza*
Perception of Teachers on Computer Resource Usage for the Prevention of Reading and Writing Disorders

See Brasil, Christina C,sar Pra‡a

Bhati, Kuldhir S, *University of Akron*
Qualitative Researchers: Assessing Attitudes and Experiences with Reviewers

Qualitative research is increasingly accepted within the field and journals are explicit in stating their openness to qualitative submissions. However qualitative researchers_ experiences with reviewers and editors have been mixed. This study surveys qualitative researchers and examines their experiences across three broad domains: Experiences with Qualitative Research (describes qualitative researcher experiences with journal reviewers including experiences with epistemologically inconsistent feedback); Perceptions of Institutional Values (describes qualitative researcher perceptions regarding Department/University support and how qualitative research is seen within their institutions); Personal Attitudes about Research Methods (explores their personal values/attitudes/beliefs regarding qualitative research and its role within the discipline). This data is critical to understanding if qualitative research is being evaluated in an epistemologically consistent manner and in a manner that promotes best practices in research. Recommendations are made about ways to encourage qualitative researchers, to enable epistemologically consistent reviews, and to bring about the desired methodological diversity.

Bhattacharya, Kakali, *Texas A & M University Corpus Christi*
Stretching Boundaries, Cracking Joints: A Yoga-Poem Performance

Reflecting on the call for extending the boundary of qualitative research outside the academy to a broader audience, I jump off the page somewhat, journey-

ing in and out, to create a yoga-poem performance. Alternating between demonstrating yoga poses and reading the yoga-poem, I perform the ways in which voice, silence, contemplation, observation, ethics, un/fold for me as a woman grounded in de/colonizing epistemologies in academia. Using my breath, body, and mind as a bridge to deeper contemplation, I use yoga postures to describe the shuttling between contrasting experiences, chosen and imposed subject positions, and ways in which I come to a place of acceptance, determination, and clarity of insights. In this yoga-poem performance I demonstrate how I grow into my role through resistance, conscious awareness, creating spaces for interconnected knowledge, so that we avoid existing in binary opposition with those with whom we disagree and discover possibilities.

Bialik, Gadi, *Tel Aviv University Israel*
Foucauldian-Genealogical Research Method: Revealing Ambiguous Education Policy Discourse and Hidden Social Structures of Inequalities

   This presentation focuses on the Foucauldian-genealogical research method as an effective critical qualitative mode of inquiry in the multi-dimensional and reciprocal field of education policy. The genealogical systematic research of origins (i.e. causes) and the causal development of results was used in my doctoral research, to expose a gap between declared education policy texts, and the "real" rules of policy carried by different actors at the school level. Adoption of this research perspective, and the exposure of unwritten policy rules which determine what is permissible to say, when it is permissible to say it, and to whom, has directed me to locate the system of power relations underlying the policy text. The constructed new knowledge that was formed using this method, regarding the _games of truth_ and the real political ideas concealed in the policy language, contributed to promote a more aware and socially just policy action.

Bickel, Barbara, *Southern Illinois University Carbondale*
Intersecting Philosophies on a Relational Path of Revelations

   This paper will engage the intersections of a philosophy of caring, aesthetics, ethics and arts-based research. The construction of such a philosophy for us is an experiential revelation. The paper is, in part, rendered along our life paths into professional caregiving, collaboration, peer-to-peer healing and a co-existential path as artists from art as expression, to art as "midwifing" (art therapy - e.g., McNiff), to "arting" (art education- Beittel & Novosel) to a/r/tography and co-a/r/tography (arts based education research - Irwin) to "copoiesis" (matrixial theory of art and psychoanalysis - Ettinger). Implications of this philosophy will be discussed for the field of Arts-based Educational Research.

Bidwell, Laurel, *University of Minnesota- Twin Cities*
Perspectives on cross-systems collaboration: Child welfare, juvenile justice, and education professionals

   We examined professionals_ perspectives on cross-systems collaborations with children and families dually-involved with child welfare and juvenile justice or special education systems. As part of a larger study, 84 child welfare, courts and education professionals participated in in-depth, individual, audiotaped interviews describing their practice with dually-involved youth (including experiences

with cross-systems collaborations). Although professionals generally recognized the importance of cross-systems collaboration in providing integrated, holistic interventions to children and families, many described significant challenges associated with the delivery of services. One underlying challenge was ideological. Professionals with different educational backgrounds (e.g., social work, law, education) working within different settings, sometimes had conflicting perspectives on the underlying problems for children and families, and hence on how to intervene. Other challenges were largely pragmatic. Professionals noted differences between systems in requirements and procedures for providing support, as well as the absence of protocols allowing for the exchange of confidential information across systems.

Bilash, Olenka, *University of Alberta*
Still Becoming Mutualist Teacher Educators after all These Years: A Long Standing Conversation on the Teaching of Teaching

    See Norris, Joe

BIngham, Ashleigh Nicole, *Ball State University*
Chronic Illness and Identity Continuity

    Upon diagnosis of chronic illness a disruption occurs in an individual_s life. This disruption often results in identity-transformation (Asbring, 2001). Application of research working from Atchley_s (1989) Continuity Theory suggests that these identity-transformations may contribute to lower life satisfaction (Nimrod, Janke, & Kleiber, 2009). This is consistent with research, which states that continuity supports higher rates of overall well-being (Suh, 2002). Using Labov_s (1972) framework as an organizing tool, I will be analyzing two and a half hour interviews. These interviews will entail women_s_ efforts to maintain their identities, which have been threatened due to the onset of chronic illness. Women_s identity experiences presented in the interviews will be analyzed through construction of narratives and connection to current literature regarding Continuity Theory. We will conclude with an exploration of new possibilities in the application of continuity theory and identity processes.

Birioukov, Anton, *York University*
Fl*f*neur/euse Research: The Methodological Possibilities and Applications of Fl*f*nerie in New Urban Spaces

    See Mannette, Joy A

Birks, Melanie, *CQUniversity*
The methodological dynamism of grounded theory

    See Ralph, Nicholas F

Birks, Melanie, *CQUniversity*
Using documents as data in grounded theory research

    See Ralph, Nicholas F

Birks, Melanie, *CQUniversity*
Philosophy and the application of essential methods in grounded theory research

  See Ralph, Nicholas F

Biswas, Malay, *Indian Institute of Management Rohtak India*
Mangalore Air Disaster: Discovering Writings on the Social-Constructed Walls

  Drawing upon multiple theories, the objective of the paper was to explore the inner dynamics of socially constructed errors and its role in generating major disaster. We contextualized our theoretical underpinning and explored ecology of structure, process and procedures around Mangalore Air Disaster. We repositioned our learning derived from Mangalore air disaster to organizational business context. We contributed to the knowledge as to how fallible systems that could be created resilient and reliable.

Blair, Cindy, *University of Georgia*
Post(s) Reader: A Zigzag

  There is a mismatch between the realities of education and the ideals of education. Much of the research industry invested education with instrumental reason and standards of scientifically based research, both of which are in dispute. Poststructuralist critiques encourage questioning of the structure of language and the inflexible systems of education. This critique also works to sustain political engagement. The accountability movement is an irrational violence in the name of progress, and in this paper, I confront the accountability movement and its myth of progress with the analyses of Foucault, Deleuze and Guattari, and Butler, and others. What questions can be asked with critique? What map can be made?

Blanch, Christina, *Ball State University*
Co-Investigating, Co-Interviewing, and Co-Coding: An Insider and an Outsider Team up to Research Students Who Use Wheelchairs

  See Jones, Darolyn "Lyn"

Blanch, Christina, *Ball State University*
The Pre-Enrollment Considerations of Undergraduate Wheelchair Users and Their Post-Enrollment Transitions: A Qualitative Study

  See Jones, Darolyn "Lyn"

Blanch, Christina, *Ball State University*
Perceptions of the LGBT College Student Community of LGBT Superheroes as Represented in Comic Books

  Comic books represent mainstream literature and reflect the most current dynamics in society. The Superhero is a dominant form among American comic books. While 11.7 million Americans identify as Lesbian, Gay, Bisexual, and Transgendered (LGBT), until recently LGBT Superheroes have been absent. This study seeks to understand the meaning that college student-members of an LGBT student organization make of LGBT Superheroes in mainstream comic books. What role could LGBT Superheroes play to challenge stereotypes; address prejudices; foster understanding and support; and contribute to social

justice? Fifteen participants were interviewed twice; before and after reading two LGBT Superheroes comic books. A constructivist grounded theory approach was employed to analyze data. Findings provide insights about the LGBT college students_ perspectives about their representation in popular culture and the implications for challenging stereotypes present in US culture while contributing to the social justice dialog.

Blanco, Mercedes, *CIESAS-MEXICO*
Metodologia Mixta: Analisis de Uniones Conyugales en Tres Generaciones de Mujeres Mexicanas

See Pacheco, Edith

Bland, Andrew M, *Indiana State University*
How Can Qualitative Research Improve Criteria for Measuring Mental Health Treatment Outcomes?

I will facilitate a roundtable discussion on how qualitative researchers can improve the criteria utilized by state mental health boards to measure treatment outcomes upon which reimbursement for community mental health services is contingent. First, I will review the current standards used in two states where I have worked during the last five years. Then I will invite participants to share their knowledge of and experiences with the criteria used in their own communities. Next, I will (a) critique the philosophical and political assumptions that underlie these current standards and (b) propose that qualitative methodology lends itself to richer conceptualizations of progress and of enhanced quality of life, and that these may be employed to formulate more relevant and rigorous outcome measures. Finally, I will invite further dialogue about the current standards and about points of departure for collecting and analyzing data for this undertaking.

Blix, Bodil Hansen, *University of Tromso, Norway*
Indigenous life stories as narratives of resistance

The Sami people have historically been exposed to severe assimilation processes. The objective of this study was to explore elderly Samis_ experiences of health. A total of 19 elderly Sami individuals in Norway were interviewed. This poster presents a dialogical narrative analysis of the life stories of 3 Sami women. The life stories are perceived as narratives of health and resistance. Postcolonial theory provides a framework for understanding the impact of historical and socio-economic factors in people_s lives and health. Narratives of resistance demonstrate that people are not passive victims of the legacy of colonialism. Resistance is not a passive state but an active process, as is health. Resistance is a resource that should be appreciated by health services, both at a systemic level _ for example, through partnership with Indigenous elderly in the planning and shaping of services _ and in individual encounters between patients and healthcare providers.

Bloch, Marianne, *University of Wisconsin-Madison*
Interrogating Gender Inequities in Higher Education: A Critical Personal
Narrative toward Organizational Change

   This paper explores a critical personal narrative pertinent to the continuation
of gender inequities and sexism within policies and practices in the academy.
Specifically, the narrative focuses on the guidelines and standards that, in theory,
support gender equity and a safe environment; however, when enacting the
policies, administrators do not always act in a way that supports the policy or
women as originally envisioned. We utilize Allan_s (2011) feminist critique of
higher education in order to critically interrogate the complexities of this narra-
tive and the ways in which gender inequities are reified in a neoliberal climate.
As such, we thoroughly explore one case which serves as a vent that enables us
to consider equitable changes toward gender equity in processes and procedures
throughout the academy.

Bloch, Marianne, *University of Wisconsin-Madison*
Critical Qualitative Inquiry and Forms of De(Re)terrritorialization: Year 3 Early
Childhood Policy Studies Research in the U.S.A.

   See Cannella, Gaile S.

Bloom, Amy L., *Pennsylvania State University*
Humor Out of the Box: Subversive Arts-Based Research

   In six boxes containing assemblages, I use subversive humor to destabilize
gendered issues within the academy and stimulate conversations as a form of
research. A lady researcher, a raccoon, and a cherub walk into a bar. In this
classic joke form, disparate elements build an expectation for the delivery of a
humorous finale. The juxtaposition of the incongruent characters: human, ani-
mal, and mythical, throws the audience off balance, generating questions of how
the characters will interact within the bar. The gendered term _lady_ suggests
a stereotype will be affirmed or subverted by the joke. Similarly, an assemblage
juxtaposes disparate elements within a contained space. The audience makes
connections to discern messages, or invent new meanings. In the conversation
about whether the joke is funny, or whether the assemblaged idea perceived is
the original one intended or a divergent form, research expands.

Bloom, Leslie Rebecca, *Roosevelt University*
Situated Approaches for Scholar Advocacy in Community Based Research:
Learning from Experience

   This paper examines my experiences learning how to become a scholar activ-
ism from three different qualitative studies. First, I analyze how I evolved capac-
ity to combine ethnographic inquiry into advocacy for low income families and
the community-based organization that was the site of my research. Second, I
analyze how supervising a qualitative research project with a women's and gen-
der studies class created an opportunity to provide public scholarship for a com-
munity-based organization for low-income community college students. Third,
I analyze the scholar activism that resulted from a project I led with students
focused on supporting a community-based organization that is fighting to bring
restorative justice to Chicago public schools. This project resulted in several
types of public scholarship and activism. For each of the projects, I analyze how

each demanded different and multiple forms of scholar activism and therefore, were catalysts for new methodological learning for me.

Bocchi, Silvia Cristina Mangini, *Faculdade de Medicina Botucatu/Brasil*
The interaction of adolescents with alcohol, tobacco and drugs

See Rossi, Lilian Cristina de Castro

Bodle, Aaron, *James Madison University*
Made for T.V. Movie: Conflicts in Performing Educational Research

See Loveless, Douglas J.

Boehm, Jennifer E, *Centers for Disease Control and Prevention*
Ethics in Multisite Case Study Evaluation

See Preissle, Judith

Boehm, Jennifer E, *Centers for Disease Control and Prevention*
Seasons of a Program_s Life: Using Metaphor to Understand Program Growth and Development

See Glover-Kudon, Rebecca Marie

Boggiano, Victoria, *Dartmouth College, Hanover, New Hampshire, USA*
Working in Partnership with Interpreters: Studies on Individuals Affected by HIV/AIDS in Vietnam

See Maradik Harris, Lesley Beth

Bolen, Derek, *Angelo State University*
Self, Relationship, Positionality, and Politics: A Community Autoethnographic Inquiry into Collaborative Writing

See Pensoneau-Conway, Sandy

Bolen, Erin K, *Southen Illinois University*
Self, Relationship, Positionality, and Politics: A Community Autoethnographic Inquiry into Collaborative Writing

See Pensoneau-Conway, Sandy

Bomberry, Michelle, *Six Nations Police Services*
The Student Success Research Consortium: Combining Indigenous and Qualitative Research

See Zinga, Dawn

Bomberry, Michelle, *Six Nations Police Services*
Consensus Coding: Balancing Perspectives in Community-first Research with an Aboriginal Community

See Zinga, Dawn

Bondi, Liz, *The University of Edinburgh*
Starving in the Silences

   This paper reflects on embodied experiences and familial silences to explore the intergenerational transmission of trauma. Born in the 1950s to parents who came into adulthood during the second world war, I have slowly come to connect aspects of my own life with what Selma Fraiberg and her colleagues have called _ghosts in the nursery_. In this paper I offer a glimpse of what it means for something to be unthinkable through an experience in which I briefly witnessed its breakdown. I then pose questions about possible connections between the emaciation of my body twice during my childhood (as a result of severe food poisoning when I was six years old and through anorexia a decade later) and my father_s barely acknowledged (and maybe unthinkable) proximity to the Holocaust.

Bonet, Margalida Mir¢, *Faculty of Nursing and Physiotherapy, Universitat de les Illes Balears. Palma de Mallorca, Balearic Islands, Spain.*
Knowledges and practices in inter-professional relations in healthcare:
Disciplinary strategies of power and the right to Health Care

   Effective interaction and cooperation among healthcare professionals are key factors for safe and quality care. At present there continue to be difficulties and resistance for this type of cooperation in Spain, leading to the need for a deeper understanding of how professional interaction takes place in care centres themselves. This study aims to explore the knowledgse and practices applied by physicians, nurses and nurses' assistants in their daily interaction. We have run a critical ethnography study focused on the surgical, general medicine and critical care units of a hospital in the city of Palma de Mallorca (Balearic Islands, Spain), involving 160 hours of open participant observation and 18 semi-structured interviews. The data reveal that different strategies of power (knowledges and practices) are exercised depending on the profession and type of unit at hand, and the corresponding implications for the right to healthcare are discussed.

Bonet, Rosa Mir¢, *Faculty of Nursing and Physiotherapy, Universitat de les Illes Balears. Palma de Mallorca, Balearic Islands, Spain.*
Knowledges and practices in inter-professional relations in healthcare:
Disciplinary strategies of power and the right to Health Care

   See Bonet, Margalida Mir¢

Borofka, Kristian, *Santa Clara University*

Bosi, Maria L£cia MagalhÆes, *Universidade Federal do Cear - Programa de P¢s-gradua‡Æo em Sa£de Coletiva*
Dimensions of the _Network_ Concept from the Collective Health Perspective

   See Amaral, Carlos Eduardo Menezes

Bosi, Maria Lucia, *Universidade Federal do Cear*
Challenges for Qualitative Research: contributions from the Brazilian Collective Health Field

This article provides an overview regarding the nuclear themes in the debate about the qualitative health research approach, in the Brazilian scientific context and more specifically in collective health field. The author starts defining some central concepts in the analysis undertaken. Then, examines the current status of this tradition of research, pointing out an extensive set of challenges. The discussion focuses on each one of them, moving between different plans: epistemic, ethical, operational, the training in this approach and its status in the scientific field. The analysis shows that, despite the expansion observed in qualitative research and its contributions to public health, this approach still faces many challenges to consolidate its status. The situation demands dialogue with others approaches which form the core area. The article concludes pointing out the possibility of new pacts in order to build innovations considering the complexity of the collective health field.

Bosi, Maria Lucia, *Universidade Federal do Cear*
O Enfoque Qualitativo sob o Regime de Produtividade: Desafios na Sa£de Coletiva Brasileira

Este artigo problematiza alguns desafios que se impäem … produ‡Æo do conhecimento nas Ciˆncias Humanas e Sociais, no campo da Sa£de Coletiva, sob o atual modelo que norteia as avalia‡äes acadˆmicas no Brasil. Para tanto, o artigo focaliza o enfoque qualitativo de pesquisa em Ciˆncias Humanas e Sociais, analisando o seu estatuto ante outras tradi‡äes que com ele disputam hegemonia no campo da Sa£de Coletiva, conjugando o di logo com a literatura, notadamente proposi‡äes relativas aos campos sociais presentes na obra de Pierre Bourdieu, com elementos concernentes … dinƒmica do campo, incluindo incursäes a dados emp¡ricos. Dentre os desafios assinalados, destacam-se aqueles referentes ao impedimento de di logos interdisciplinares e obst culos … equidade na produ‡Æo do conhecimento, baseada no reconhecimento da natureza e do lugar fundante das Ciˆncias Humanas e Sociais no campo Sa£

Bosio, A. Claudio, *Universit… Cattolica del Sacro Cuore*
Process Methodology_: Bridging academic knowledge with professional expertise when training qualitative researchers

This paper describes the conceptual foundation of our approach to train qualitative researchers aimed to work in the field of social and marketing psychology. Two principles underpin our approach: anchorage to research questions generated by the real social context as the driver of the entire development of the research project and the adoption of what is called _process methodology_ as the methodological interconnection between the features of the social field and of the research field. In practice, process methodology requires the learning of three sets of competences (content, contextual and flow) related to qualitative research. Those competences are devoted to their implementation and management of applied qualitative research able to produce situated knowledge and to enhance the transferability and usability of that knowledge. The paper gives details of both the didactic structure of the program as well as the teaching devices adopted.

Bosio, A. Claudio, *Universit… Cattolica del Sacro Cuore*
A cross-cultural comparison of ethics committee requirements: the case of cancer fatigue project.

　　See Graffigna, Guendalina

Bover, Andreu Bover, *Faculty of Nursing and Physiotherapy, Universitat de les Illes Balears. Palma de Mallorca, Balearic Islands, Spain.*
Knowledges and practices in inter-professional relations in healthcare: Disciplinary strategies of power and the right to Health Care

　　See Bonet, Margalida Mir¢

Bowman, Scott W., *Texas State University*
The More You Know: Utilizing Autoethnographies in Qualitative Race, Class, and Gender Studies

　　Researchers that engage autoethnographic techniques and practices often do so in order to better examine and understand the interconnectedness between themselves and the social phenomena that they are examining. However, we often times neglect to convey these critical, reflexive techniques upon students as a process of examining critical course issues. Considering student comments from a recent doctoral course, this paper examines the value of using autoethnographic techniques for students qualitatively examining race, class, and gender.

Boylorn, Robin M., *University of Alabama*
The Fire This Time

　　See Weems, Mary

Bozek, Katie, *Western Michigan University*
Mothering Myself: Exploring Ambiguous Loss Through My Journey into Motherhood

　　Adoption involves many layers of loss for the adoptee. Research often categorizes these as ambiguous losses because often times the adoptee is unable to resolve these in conventional ways. For many adoptees speaking of their losses out loud is a forbidden act. Giving words to the pain and the anguish that an adoptee feels deep within her bones can feel like a betrayal to her adoptive parents. To not speak of it, however, imprisons her in a cage of unresolved emotions. This autoethnography examines the process of facing the losses I have endured as an international transracial adoptee within the context of becoming a mother to my three children. Themes of ambiguous loss, coming into motherhood, and ethnic identity development and their connections to each other are explored through the question, _What does it mean to be a mother as an adoptee?_

BOZKURT, Mahmut, *Anadolu University*
Elementary Teachers' Perceptions on the Effectiveness of Social Studies Courses in Terms of Global Education

　　Nations and societies have developed more intertwined relations compared to the past. In this sense, students of today need to be equipped with skills leading them to be the citizens of a multicultural and global world. Addressing to these

skills, social studies is a compulsory course throughout the primary education (4th, 5th, 6th, and 7th grades) in Turkey. The main purpose of this study is to understand elementary teachers_ perceptions about global education in social studies courses. The researcher used qualitative research methods to gather data. Semi-structured interviews and document analysis were employed in this phenomenological study. Criterion sampling was used for the selection of teachers and the documents were obtained from the teachers_ students.

Brady, Shane Ryan, *University of Michigan*
Improving the Rigor of the Delphi Methodology for Use in Social Work Research

The Delphi Methodology is a pragmatic approach to addressing real world issues in various contexts by grounding the results in the perspective of participants with defined and documented expertise on the topic at hand. While the Delphi Methodology has been utilized across disciplines since the 1960s, the use of the Delphi Methodology in social work is a relatively new mode of inquiry. My use of the Delphi Methodology to build formal theory in community organizing led to me identifying a lack of clarity and rigor in the analysis procedures being used in many qualitative Delphi studies. Through bridging the flexibility and feasibility of the Delphi Methodology with rigorous procedures of thematic analysis that draw on the work of Bageley (2009) as well as Strauss & Corbin (1998), it was possible to improve the rigor and usefulness of the Delphi Methodology for social work research.

Brasil, Ana Cristhina de Oliveira, *UNIFOR*
Perception of Posture Before and after Breast Implant Surgery

See Silva, Raimunda MagalhÆes da

Brasil, Christina C,sar Pra‡a, *University of Fortaleza*
Perception of Teachers on Computer Resource Usage for the Prevention of Reading and Writing Disorders

This study aimed at applying a software to sensitize teachers on prevention of Reading and Writing Disorders (RWD). A qualitative research was carried out, adopting the technique of content analysis, with 39 elementary school teachers. Before applying the software, 22 teachers considered the role of the educational speech-language therapist (SLT) as preventive and therapeutic; they reported having students with RWD and thought themselves unable to deal with them. After training with the software, there was gain in knowledge of teachers on the functions of SLT, with 32 assigning to this professional the function of health promoter and 37 showing interest in referring students to SLT to promote learning. We conclude that teachers were sensitized about the role of speech-language therapist at school, besides understanding that the software provides grants for the stimulation of reading and writing skills, for identification of children with RWD and for their referral to SLT.

Brasil, Christina C,sar Pra‡a, *University of Fortaleza*
Performance of Doula during labor and the use of Complementary and Integrative Practices (CIP)

See Silva, Raimunda MagalhÆes da

Brasil, Christina C‚sar Pra‡a, *University of Fortaleza*
Use of Complementary and Integrative Practices (CIP) in Pregnancy and
Childbirth: A Meta-Synthesis

   See Silva, Raimunda MagalhÆes da

Brasil, Christina C‚sar Pra‡a, *University of Fortaleza*
Maternal Expectations: Considerations on Prematurity and Child Development

   See Melo, Maria Raquelle de Oliveira

Brasil, Christina C‚sar Pra‡a, *University of Fortaleza*
Perception of students about sexuality and sexual education: the reality of
public schools of Cear - Brazil

   See Catrib, Ana Maria Fontenelle

Brasil, Christina C‚sar Pra‡a, *University of Fortaleza*
Sexuality and sex education in adolescence: perception of teachers of brasilian
public schools

   See Catrib, Ana Maria Fontenelle

Breault, Rick, *West Virginia University*
Duoethnography as a Tool to Explore Beliefs of Entering Preservice Teachers

   This paper describes how duoethnography was used with students enrolled
in their first teacher education course to help them explore their assumptions
about public schooling, students, the profession, and their abilities as future
teachers. The emphasis is on the ways in which duoethnography was introduced
and the extent to which it resulted in the type of reflection we hoped to nurture.
The process was introduced into this course, which immediately precedes admis-
sion into the teacher education program, because of a lack of self-critical reflec-
tion in entering teacher education candidates. This was especially prominent in
the students_ inability to reflect on how previous autobiographical experiences
shaped their present assumptions about their future profession and students _ a
crucial factor in career longevity, dealing with diversity, openness to new learn-
ing, developing empathy and more.

Brem, Sarah, *Arizona State University*
Examining Transforming Self in the Context of Social Transformation

   See Chung, Wen-Ting

Brennan, Simone K., *Wayne State University*
Reflexions on Communication Competence: An Act of Wondeiring

   As an emerging qualitative health communication scholar, my interests lie in
understanding and improving patient-provider communication. Among medical
educators, the objective advanced for physicians-in-training is to work towards
a goal of communication competence. Despite considerable resources allocated
to communication curricula, there are multiple iterations framing an ideal of
communication competence, creating ongoing dispute and confusion among
educators and students alike. Ellingson (2009) advances wondering as a first

step toward engaging in scholarship. In this paper I employ a reflexive, autho-ethnographic process of wondering about communication competence; how I understand and articulate it, and how I hope to engage with it both during and beyond my dissertation research. Furthermore, I hope to contribute to the ongoing dialogue about the phenomena of communication competence, as well as advance the rich possibilities that wondering provides to scholars as they navigate through the often murky waters of generating ideas for their own research interests.

Breslin, David, *The University of Georgia*
Trying Not to Tame Post-Intentional Lines of Flight

Post-intentional phenomenology draws on the post-structural commitment to knowledge being partial and ever-changing. Whereas early phenomenology was interested in the _essence_ of phenomena, post-intentional phenomenology is more interested in chasing the lines of flight (Deleuze & Guatarri) phenomena take. In this paper, we use post-intentional phenomenology to theorize some of the subtle shifting and changing complexities associated with cultivating social class sensitivity (Jones & Vagle) in an elite independent school and with empowering marginalized youth in a racially diverse high school in the Southeast. In particular, we discuss the complicated (at time contradictory) ways in which these phenomena took unpredictable lines of flight through the constructed narratives and focus group interviews utilized as _sources_ of data in these studies_and the challenges the researchers faced while trying not to tame these lines of flight.

Bresnahan, Krystal, *University of South Florida*
Telling family stories: A look at canonical narratives

Canonical stories are told, retold and taken for granted, and they make life seem easier when everyone lives with the same expectations. This story is a struggle to make meaning of motherhood and of myself after divorce. This story draws from a canonical narrative but is slightly different because my mother_s life shows me how to resist the stories imposed on me and choose instead to write a story of my own that I want to live with. It_s a story that calls into question the expectations set by canonical family stories that tell me who my mother is and how she is _supposed_ to love me.

Brian, Rice, *Brigham Young University*
Conceptualizing Teachers_ Advocacy as Comedic Trickster Behavior: Implications for Teacher Education

See Rice, Mary

Bridges-Rhoads, Sarah, *Georgia State University*
Authoring Unintended Texts

See Van Cleave, Jessica

Bright, Anita L, *Portland State University*
Why are we watching Charlie Bit My Finger in our pedagogy course?
Deconstructing humorous videos to foster social activism in educators

As globalization accelerates, there exists a growing need for educators to both develop and internalize a sensitivity to privilege and oppression, and the quiet ways these ideas may seamlessly permeate professional practices, schools, belief systems and our very identities. As educators around the globe are increasingly connected to social media, there is increasing exposure to online video content, and although much of this video content is framed as uni-dimensionally humorous (both by originators and subsequent commentators), this paper suggests that many _funny_ videos (including popular memes and commercials) may also carry more nuanced messages of power, marginalization and oppressive cultural practices. By using online humorous video clips as a springboard for reflection and discussion, this paper describes an illumination of the ways humorous media may have been given a "free pass" that allowed it to remain uninterrogated, even though it may be quietly and insidiously perpetuating damaging perspectives. Deconstructing these layered messages embedded in humorous video clips can be useful in helping educators understand their own positionality and the ways these insights may positively impact their instructional practices in ways that promote equity.

Brilhante, Aline Veras, *University of Fortaleza*
Sexuality and sex education in adolescence: perception of teachers of brasilian public schools

See Catrib, Ana Maria Fontenelle

Brilhante, Aline Veras, *University of Fortaleza*
Perception of students about sexuality and sexual education: the reality of public schools of Cear - Brazil

See Catrib, Ana Maria Fontenelle

Brinkmann, Svend, *Aalborg University*
Whose side am I on? Macro ethical issues in qualitative psychology

This presentation reports on the recent experiences of a researcher (who is also the presenter) in qualitative psychology, who suddenly, and to his surprise, achieved societal influence. The researcher is studying the impact of psychiatric diagnoses on people_s self-understanding from a critical perspective, arguing against social processes of pathologization and stigmatization. It has gradually dawned on the researcher, however, that many people do not want to be liberated from psychiatric diagnoses, but actively seek identities through the diagnostic vocabulary. Arguing against diagnoses suddenly puts the researcher on the side of those politicians, who are interested in fewer diagnoses, since this leads to less spending on psychiatry_s budgets. Distinguishing between micro and macro ethical issues in qualitative psychology, the researcher uses Becker_s classic essay _Whose side are we on?_ to discuss how to be on the good side, when one_s research gains societal impact.

Brinkmann, Svend, *Aalborg University*
Troubling data

This presentation aims to trouble the idea of data in qualitative inquiry. I intend to open with a dilemma: We can either follow the root meaning of _data_, and say that they are the _givens_ that we _collect_ and code. In this case, however, data turns out to be mythological, for they are always produced, constructed, or _taken_ as the pragmatists said. Or we can say, like some qualitative researchers, that _everything is data_, which rests on a more sophisticated philosophical position, but which easily renders the concept empty. The presentation introduces a way out of this dilemma by presenting a way to think about qualitative analysis that is neither data-driven (induction) nor hypothesis-driven (deduction) but driven by astonishment, mystery, and breakdowns in one_s understanding (abduction). Materials are _taken_ and produced to describe or resolve a mystery, which, to me, is what often characterizes insightful research.

Brinkmann, Svend, *Aalborg University*
It don't mean a thing, if it ain't got that swing: Moving beyond meaning

Our lives incorporate a dimension of meaning, which is usually the centre of attention in qualitative research. In this presentation, I shall ask if human life is really understood when meaning interpretation has been done? What about the aspects of life that are little, if at all, connected to meanings, such as the eating and digesting of foods (Mol 2008) the rhythms of collective performances (King & de Rond 2011), or the sheer joy felt in our bodies when we experience aesthetic moments, to name but a few examples. Meanings may be brief, and often insignificant moments, in the pulsating, swinging rhythmicity of life. Borrowing from literary theorist Hans Ulrich Gumbrecht, I will introduce the notion of presence as an alternative to meaning that may hold rich, creative, and poetic potentials for us.

Briscoe, Carrie, *University of Waterloo*
Exploring Therapeutic Relationships Using Narrative as an Approach to Critical Pedagogy with Health Practitioners

This presentation explores how narrative may be used to deepen health practitioners_ reflective practice; an act of critical pedagogy supporting health practitioners to articulate their practices in highly medicalized hospital contexts. This presentation demonstrates our use of Polkinghorne_s narrative approaches to assist practitioners to deeply explore their experiences of therapeutic relationships. Working across four narrative layers, we used narrative analysis to reveal practitioners_ experiences and the team_s discussion around those experiences, followed by analysis of narrative to highlight emergent aspects of their stories using the theoretical lenses of person-centred care and relational theory. Working through these four narrative layers created movement in understanding; practitioners were able to step back, experience relational support within the team, and see the influence theoretical understandings have on their language and actions to deepen the meaning of their experiences within therapeutic relationships.

Brkich, Chris, *Georgia Southern University*
Science Fiction Literature, _i_ek, and the Twin Paradoxes of Time and History

   See Barko, Tim

Brown Chappell, Betty, *Eastern Michigan University*
Open Secrets: A Poor Black Woman's Journey to the 21st Century

   With original poetry and a musical montage, this session will review the period 1946-2011 through the lens of societal events and circumstances which influenced the life of a Black woman who became a professor of social work. Relying on the methods of autoethnography, the goal of the session is for participants to understand the contextual role of events such as wars and the civil rights movement as they are juxtaposed with social phenomena like poverty, homophobia, sexism, or racism in the life course of a woman who was the first in her family to graudate from college. The subject will invite participants to dialog about her conclusion that such events and phenomena fused to inspire a career dedicated to policy advocacy and change for others who share a similar background.

Brown, Hilary, *Brock University*
Long Term Care _ Representing Self in Relationship with Other

   Journals of Her Life will be presented in three ways. First through a silent reading of the autoethnographic account followed by a _three word_ (Richardson, 2008) personal written reflection; second, through a shared reading by those who are assembled and third; through a recorded reading accompanied by visuals. The various performances of Journals of Her Life during this shared experience _contribute equally to the meaning making process_ (Spry, 2011, p. 28). Through this rhizomic, non-hierarchical (Deluze & Guttari, 1987) process, questions that may arise from this presentation are: Who is the _self_ that exists within the text? Did the variety of presentational forms provide any new insights of that self? How can we use both this collective and collaborative lived experience as part of the research process?

Brown, Hilary, *Brock University*
A Duo-Duoethnography of Teacher Educators

   DuoethnographerA, Health Policy and Health and Physical Education and DuoethnographerB, Foundational Methods work with beginning teacher candidates in their respective fields of expertise. Being new to duoethnography, their research attempted to utilize this methodology at two levels. First, at a student level, they guided our teacher candidates through a duoethnographic assignment and second, from a researcher level, the examined their place within their own research process. Through the class duoethnographic assignment they explored how health and physical education students understood mental health issues and second, how foundational methods students understood diversity. The goal of the assignment was to provide an alternative lens from which the students could examine the respective areas of inquiry. Their own duoethnography grew out of their informal co mentorship collaboration. As two pretenured faculty they explored their roles as second career academics as they supported each other through the foreign terrain of academe.

Brown, Jason, *Western University*
Non-Indigenous Researchers in Indigenous Communities: Relationships and Values

As a non-Indigenous researcher who works with Indigenous communities I have been informed both indirectly and directly about what was well received and what was not. While collaborations between non-Indigenous researchers and Indigenous communities offer potential to promote reconciliation and develop new relationships, there is also significant risk of repeating mistakes rooted in our colonial past. Research that is an outgrowth of a healthy relationship between those involved has strong promise to be relevant and useful. Values underlie specific practices and can teach researchers to know themselves in ways that are meaningful across difference. This paper identifies values and their expression through relationships for research purposes to provide a shared understanding between the partners.

Brown, Melissa, *Student*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

See Ghee, Sarah C.

Bruckman, Marilyn E., *TN Tech University*
A Phenomenological Study of Pre-Service Teachers' Creative Approaches in Visual Arts

Cross-curricular integration of visual arts in elementary education promotes 21st century goals for student success in collaboration and problem solving. Creative expression advances opportunities for diverse groups of students to communicate their understanding of key concepts by using visual arts as a common language. Pre-service teachers are in the unique position to master personal skills that promote visual representation in the classroom. The phenomenological study presents pre-service teachers_ reflective discourse from multiple sources. The pre-service teachers analyze their personal growth while participating in visual arts integration in elementary education over the course of several months. Sources for data analysis include pre-service teachers_ blog entries, reflective journals, and visual arts critiques using iPad applications. The data collected is analyzed for common themes with recommendations for further investigations using qualitative research methods.

Bubar, Roe, *Colorado State University*
Deconstructing Microaggression towards and Internalized Oppression within Indigenous Populations

In this presentation we first explore how microaggressions although brief and commonplace work to psychologically impact Indigenous people and present a contemporary and ongoing experience of colonization. Three forms of microaggressions will be discussed. Next we will consider the potential impact of microaggressions on Indigenous people and discuss a variety of our responses to this form of violence. In this session we also consider how microaggressions may facilitate or further internalized oppression. I ask how we can disrupt this subtle form of racism. And how can we address the silence that surrounds the resultant internalized oppression? Locating ourselves and sharing our stories presents a

method to acknowledge and label what is largely ignored and unacknowledged in everyday racialized interactions towards people of color.

Bullock, Erika C, *Georgia State University*
What About What I Can_t Say? Considering Ethics in Elite Interviewing

Protecting participants is a primary concern for qualitative researchers who worry about their _right_ to write the subjects of research into reality. When those participants are considered elite_possessing some power or public profile within a particular discipline or discourse_protective measures and ethical considerations often look different than those taken in most qualitative studies, especially when participants agree to forego confidentiality. In addition, the power relations negotiated when _researching up_ frequently remain hidden due to ethical considerations, such as choosing not to use data or not to describe the experience of an interview. As a result, elite interviewing is a unique space in which to highlight ethical difficulties in research that result in specific methodological decisions. Using methodological data from two studies with elite participants, the presenters draw on Foucauldian theories to discuss the methodological decisions and ethical considerations that they encountered during each phase of the research process.

Bumbaco, Amy, *University of Florida*
Immersion experience: A firsthand look at learning qualitative research through grant research

The qualitative world is unfamiliar for many new graduate students. The students that come into the field often come from highly quantitative disciplines. How do students switch gears and learn qualitative work? One option is through research grants. This option is fast paced and often overwhelming for the student. However, the experiences allow for hands-on learning that classes can rarely provide. Learning through research grants can be challenging yet beneficial to the student. A graduate student, who joined a qualitative research group only a month prior to the beginning of grant funding, shares her firsthand experience with research training achieved through a qualitative engineering education grant. She will share her challenges of learning within a grant environment, as well as discuss the experiences of learning qualitative concepts in a hands-on and fast-paced grant world.

Bunds, Kyle Stephen, *Florida State University*
Sweating for Water: Disciplining my Body for Water Charity

Water charities mobilize disciplined sporting bodies in the Global North to produce money for clean drinking water for those in the Global South. At the same time, they also (re)produce various forms of social relationships between the two groups. This juxtaposition_between the free, mobile Global North sporting body as agent of monetary accumulation and the immobile _body of need_ in the Global South_raises important questions regarding corporate philanthropy and the mobilization of active bodies _for the cause._ Focusing on the corporeal (re)production of water aid, in this (auto)ethnography, I interrogate my own disciplined sporting body as I train for the Run for Water and raise money for water charity Pump Aid. Through this interrogation of self I seek to understand the sporting body as a site for monetary accumulation for water

charities as well as the socio-historical implications of my own sporting body in the volunteer market.

Buras, Nicole, *Northern Illinois University*
Improv"ing" in the Boardroom: Improvisation as a Tool for Organizational Development

The purpose of this study is to examine the role of improvisation in adult learning, specifically within the context of corporate and non-profit training and development. Using a variety of methods including applied ethnographic approaches, semiotics, qualitative interviewing, and dramaturgical analysis, the researchers examined the work of a major improvisation group in the Midwest in their consultations with various for-profit and not-for-profit corporations on their training and development needs. Results from this study highlight the unique relationship between improvisational techniques and adult learning and how such tools facilitate effective learning and improved organizational development. In addition, this study discusses future directions for research as well as lessons learned from examining one subset of expressive arts, in this case improvisation, from a qualitative perspective.

Burbanks, Samuel, *University of Cincinnati*
Poverty of Diversity in the Ivory Tower-- The Paucity of Black Doctoral Students

Despite the overall increase of African-Americans attending college, the number of Black students entering Doctoral programs has been woeful. In 2012 at the University of Cincinnati, the graduate student enrollment was 10251 students. Of that number only 779 (8%) were African-American and of that number only 88 were doctoral students. This means that out of all the graduate students, Black doctoral students represent less than 1% of all the graduate students at the University of Cincinnati (UC). Using a Black Emancipatory Action Research approach and collaborating with several local relevant community agencies, we will collect the stories of Black doctoral students and use the participatory method of concept mapping to build trust with and among this group. We will explore ways in which the doctoral students themselves want to be actively involved in addressing the poverty of diversity at UC.

Burdick, Jake, *Purdue University*
Bodies in the Desert: An Excavation and Narration of Two Lives and Four Deaths

This presentation explores one outcome of an arts-based, narrative, and auto/archeological study of two individuals_ negotiations with and performances of critical dispositions amid otherwise stifling normativity. Over the course of the three-month study, two participants _ Jeanie, a prison abolitionist working against the rise of private prisons in the Southwest, and myself, an early-career academic with a strong commitment to social justice _ both came to understand certain elements of their activism as ontogenetically tied to their experiences with death. I theorize the influence of four specific deaths on our activist identities via Kaja Silverman_s reclamation of the oceanic, the psychoanalytic sense of an interdependent ecological space of becoming. Within the study and this reading, I represent these elements as prose poems, a form that both honors the

individual narratives at play and demonstrates the material, enfleshed ways in which death implores us to assume ethical dispositions to the Other.

Burg, Carol A., *National Louis University*
Connecting Outside the Academy: Found Data Poetry

This exploration of found data poetry evolved out of my Master_s thesis in Arts Based Educational Research wherein I designed and made a quilt. After I completed that study, I was invited to present and discuss the quilt at various community and academic venues. The quilt always generated a lot of discussion, and provided an instant connection to many people outside of academe who wanted to tell me about their quilt. This inspired me to investigate people and their quilts. I chose to present the data from that study in another art form _ poems. In this session, I will present a few found data poems, discuss issues of hermeneutics and epistemologies, and discuss the aspects of found data poetry that support the validity and authenticity of the research process.

Burg, Carol A., *National Louis University*
Voices Outside the Academy: Quilt, Art, and Story

In this session I will present a quilt I designed and made for an arts based inquiry and discuss the designs in the quilt that reflect mentoring, hermeneutics, and narratives that lie beyond dominant cultural and academic narratives. The study and the quilt engage subject matter and participants situated outside the traditional sphere of academia by positioning common experiences at the focal point of scholarly inquiry and by studying the data that pervades our daily experiences: _Virtually everything can be data_ (Elliot Eisner, 1998). One way that the arts may assist qualitative research to communicate to broader audiences is through the use of art forms that do not reinforce the hegemony of the written word (in all its art forms), but rather employ other art mediums, especially those not considered to be _high art_, but are marginalized as _folk art_ or _craft_. One such medium is quilting.

Burgess, Adrian, *Institute of Education, University of London*
Difficult Knowledge, Difficult Research? Young people thinking and talking about the Holocaust.

See Pettigrew, Alice

Burleigh, Dawn, *Western University*
Unpacking our White Privilege: Decolonizing our Teaching Practice

See Burm, Sarah

Burm, Sarah, *Western University*
Unpacking our White Privilege: Decolonizing our Teaching Practice

McIntyre (1981) asks _Of what stories do I find myself a part?_ As educators of Indigenous students and as new researchers it is our objective to revisit our colonized selves in our stories with an aim of decolonizing our practices as teachers and researchers. This research is shaped through the lens of critical race theory and critical white studies. Examining white privilege, power, and position will begin to unearth, through re-storying, the colonized experiences of teach-

ing as non-Indigenous educators in a remote Indigenous community in Ontario, Canada. Methodologically, critical narrative inquiry and autoethnographic methods connect our stories to greater social, political, and cultural discourses. These stories act as counter narratives to the dominant colonial discourse that divides and others the complexities of Indigenous education. This work will interrogate and unpack our colonial positions and provide foundational understandings to becoming engaged allies working towards decolonizing education.

Burnam, Hugh, *Syracuse University*
Re-circling and Re-cycling: An Autoethnographic Analysis of a Failed Attempt at Native Needs Assessments

See Campbell, Craig A.

Burnette, Catherine Elizabeth, *University of Iowa School of Social Work*
Understanding the Interplay Between Past and Present: Indigenous Women's Experiences of Intimate Partner Violence (IPV) in the Southeast

Violence against indigenous women is at epidemic rates worldwide, however, there is little known about the experiences of indigenous women in the Southeastern United States. I conducted a critical ethnography with women from this setting to understand the culture and context of intimate partner violence (IPV) across the life course. My overarching question was, _What was perpetuating high rates of IPV across generations?_ Using Carspecken_s critical methodology, and Freire_s critical pedagogy, I reveal central themes that emerged from participant observation and life history interviews with 28 women. Salient themes included an intergenerational cycle of violence, the severity and extent of violence, effects of violence, multiple victimizations, family response to IPV, system response to IPV, community response to IPV, and cultural loss and IPV. I discuss the relationship between history and violence both across the context of women_s life course and throughout colonization. Lastly, I provide potential solutions to IPV.

Burns, Debra S, *IUPUI*
Developing an Indigenous Theory of Music Therapy in Hospice: A Grounded Theory Study

Music therapy is one of the most common discretionary services offered in hospice yet evidence supporting its use is tentative. The overarching goal of this initial study is to develop a grounded theory explaining music therapists_ clinical decision-making processes in hospice care. At this stage of the inquiry, we focus on strategies utilized to formalize our research design. We explain why grounded theory was selected as a qualitative methodology and discuss which approach among the grounded theory _family of methods_ is best suited to explore our research questions. We introduce a Grounded Theory Procedural Checklist guiding our work and detailing each stage of our planning efforts. This inquiry can serve as a model for those interested in using grounded theory to explain complex therapeutic intervention processes already integrated into standard care and to elaborate on this design_s potential to explore research to practice links across a wide range of settings.

Burns, Jim, *South Dakota State University*
The Dangerous Work of Vulnerability: Creating Change While Learning to be Human in Academia

   See Nolan, Jaime

Burns, Jim, *South Dakota State University*
An Autoethnographic Exploration of the Multiple Identity Dimensions of Graduate Student Mothers

   See Harrington, Audrey M

Butler, M. Sue sue, *Action Relational Therapy of Florida, Inc*
Autoethnographic Study, Methodology and Discussion: Does Facebook Promote Positive Relational Image?

   This workshop will discuss results of an autoenothgraphic study on the effects of using this social media outlet, how it impacts professional and personal life, and the way one relates to others in and outside the cyber world. How does the relational self commutes from a control environment to the _real world_, and does it impact one_s relational image, in which ways? The methodology, which uses both approaches, analytical and emotive, is detailed, including its underlying assumptions, limitations, strengths and potential to be of use to qualitative researchers.

Byers, David S, *Smith College School for Social Work*
Feelings From Home: A Case Study within a Case Study of Intercultural Transference and Countertransference

   A case study of intercultural clinical practice was presented to students at a West Bank university by a visiting Jewish American social work instructor. The case study examined clinical work with a Korean-born male client living abroad in the United States for college, and experiencing social alienation and acute anxiety about identity. Client and clinician endeavored together to learn about the client_s experience of cultural and intercultural selves and identifications. Reflecting with the client about possible unconscious dynamics in the therapeutic relationship_what psychoanalysts refer to as the analytic third_made possible a sense of recognition through mutual awareness of cultural transference, countertransference, and enactment. In parallel to the initial case, a reflective approach to teaching the case study in Palestine enabled critical analysis of unconscious group dynamics, including cultural transference and countertransference within the classroom, and new insights about the cultural constructions of self-identity and home.

CABELLO GARZA, MARTHA LETICIA, *UNIVERSIDAD AUTONOMA DE NUEVO LEON*
Conocimientos y propuestas sobre obesidad infantil: voces maternas

   See AVILA ORTIZ, MARIA NATIVIDAD

Caboara, Mario, *Universidad Panamericana*
El papel de los medios en la crisis de la gripe aviar

   See Armengol, Leticia

Call-Cummings, Meagan, *Indiana University Bloomington*
Bringing Habermas, Freire, and Boal Together: Creating Change and Discovering New Ways of Being

Over the past months I have engaged with a high school class comprised solely of children of newcomer Latino families. The class_s teacher, the students, and I have formed a critical participatory action research team and have identified the relationship between these marginalized students and their dominant teachers as the kind Freire discusses as the oppressor/oppressed relationship. We have used Boal_s Theatre of the Oppressed as one of the approaches to understanding and freeing ourselves from this relationship. In this presentation I focus on the methodological decisions we made together, as well as our preliminary findings, including ways students feel they can change, and also ways in which teachers may consider changing, so as to disrupt the dominant teacher/marginalized student relationship. I conclude with a discussion of how the class will present their findings to their community to assure our reaching outside of the academic community and facilitating real change.

Callier, Durrell, *University of Illinois at Urbana-Champaign*
The Fire This Time

See Weems, Mary

Calvanese, Allison, *University of Tampa*
College students and hookah smoking

See Martinasek, Mary

Calvanese, Allison, *University of Tampa*
Parental Perceptions of Hookah Smoking

See Bingham, Megan

Camargo Plazas, Maria del Pilar, *Faculty of Nursing, University of Alberta*
The Effects of Globalization in the Experience of Living with Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study

In this paper, we explore how a neoliberal oriented health care system affects the experience of people living with chronic illness and whether neoliberalism is an answer to global competition or a threat to equitable access to health care for people with chronic illness. We report findings from a critical hermeneutic phenomenological research study that explored how the social, economic, and political structures impinge on the lives of people with chronic illness. Research findings showed how the marked social inequities caused by the unequal distribution of power, services and goods leads to health inequities and social exclusion of research participants.

Cameron-Standerford, Abby, *Northern Michigan University*
Tensions and Transitions: Textualizing Teacher Education Practices through Self-Study

See Bergh, Bethney

Cameron, Brenda Leigh, *Faculty of Nursing, University of Alberta*
The Effects of Globalization in the Experience of Living with Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study

See Camargo Plazas, Maria del Pilar

Campbell, Chelsey, *Cookeville High School*
Teachers' and Students' (mis)Understandings of Graphical Representations in Mathematics

See Anthony, Holly

Campbell, Craig A., *Buffalo State College, SUNY*
Re-circling and Re-cycling: An Autoethnographic Analysis of a Failed Attempt at Native Needs Assessments

This presentation emerges out of the ashes of an unfulfilled project with particular Native communities in and around Syracuse, New York. The purpose of the approach was to explore how to construct and conduct participatory needs assessments that would be more appropriate for on and off-reservation Native communities. The project was enacted using a co-researcher model with a former Native employee of Native American Employment Services and a non-Native adult education professor. The overall goal was to co-create a fluid needs assessment approach and implement it with constant input, reflection, and regeneration throughout the process. The resulting work, however, never got off the ground due to many political and cultural implications centered on Native sovereignty. Using joint auto-ethnographic analysis, we will review the intentions of the culture circle approach, followed by reflection on why the project was never implemented, and finally, how we might proceed in the future.

Campbell, Elizabeth, *Graduate School of Education & Professional Development, Marshall University*
From Private Acts to Collaborative Actions (or, When Fieldnotes Go Public)

For at least fifty years, ethnography has been shifting away from principles of discovery, distance, and data, and towards philosophies of construction, collaboration, and action. During that time, ethnography_s iconic elements_ participant-observation, representation, the field, the subject, and so on_have become increasingly shared, collaborative, and activist. But how ethnographers formulate, inscribe, and deploy fieldnotes has, for many, remained relatively unchanged. Despite growing interest in their alternative forms and uses, fieldnotes are very often still the intimate affairs and private productions they have long been. In this paper, I offer three different stories__Naive Blunder,_ _Negotiated Accord,_ and _Guided Memory__to explore the agentive possibilities of fieldnotes as shared, as collaborative, and as activist.

Camuti, Alice, *Tennessee Technological University*
Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients

See Isbell, Janet K.

Camuti, Alice, *Tennessee Technological University*
Qualitative Analysis of Text Message Construction Practices in Native Speakers of Arabic

Native speakers of Arabic at a university campus in the US are adapting Arabic and English language constructs to create a new text messaging abbreviation schema. From code-switching to code-mixing Arabic students are creating a new linguistic variety of text message communication that is easy, fast, and efficient. Phonetic shortcuts and numeral-alphabet approximation abound in this new Arabic-English _textese_. This interpretive qualitative research study explores the influence of text messaging construction practices on the lives of Arabic college students.

Can, Derya, *Hacettepe University*
Invisibility of Disabled People in Elementary School Textbooks

This study investigated the visibility of disabled people in the illustrations and text of textbooks of elementary school Natural Sciences, Social Studies and, Science and Technology courses. In this study, 12 textbooks published by Ministry of National Education in Turkey during academic year of 2011-2012 were examined using content analysis. During the analysis, nine categories were identified by the researchers based on the literature. Disabled people in visuals and texts were determined using those categories. Findings of this study revealed that representation of disabled people in visuals and texts in elementary school textbooks was limited. As a requirement of inclusive education, we need to ensure that students develop positive attitudes towards disabled people. There is need to increase awareness of the educators and textbooks writers on the representation of disabled peoples in the visuals and text.

Can, Derya, *Hacettepe University*
A Qualitative Analysis of Students' Age Differences in Their Adaptations to a New Program

See Sahin, Ali E.

Canella, Claudia, *University of Zurich, Switzerland / Inst. of Education; Inst. of Popular Culture Studies*
Discussing the Nature of Science. A Video Based Research Study of Students_ Small Group Discussions

The poster will provide an overview of a mixed methods study in science education research. The double loop multiple case study involved five Swiss upper secondary biology classes and their two teachers. The subjects of research were, firstly, the content and process of students_ small-group discussions about the nature of science (NOS) which were part of a teaching unit developed specifically for this project. Secondly, we aimed at gaining insight into students_ and teachers_ experiences with this teaching unit. And thirdly, we asked if and in what ways students_ ideas about NOS changed in the course of this process. We will highlight differences between the findings from quantitative and qualitative analyses of students_ NOS views. While the former show a significant positive effect on students_ ideas, the latter suggest that they should more adequately be described as a coexistence of a realist-naturalist and constructivist-culturalist views of science.

Canella, Claudia, *University of Zurich, Switzerland / Inst. of Education; Inst. of Popular Culture Studies*
Holding up the Mirror on the Ethnographic Eye. About the Methodological Importance of Autoethnographic Work

The poster intends to engage the discussion about the methodological importance of autoethnographic work which is also the subject of my just started PhD in Popular Cultural Studies at the University of Zurich, Switzerland. More than thirty years after the crisis of representation and the subsequent turn to the qualitative-interpretative paradigm, more and more voices in German speaking cultural studies call for the return of positivist realism. Therefore, it is important to take up the discussion on the ontology of cultural studies and its methodological implications. In this respect, autoethnography is only one, but an especially fruitful example because of its inherent focus on self reflection which is claimed in an inflationary way when it comes to debate the identity and methods of any scientific field.

Cannella, Gaile S., *University of North Texas*
Critical Qualitative Inquiry and Forms of De(Re)terrritorialization: Year 3 Early Childhood Policy Studies Research in the U.S.A.

The purpose of the U.S. qualitative longitudinal work has been, for 2 years, to unmask the childhood societal circumstances (e.g. dominant discourses, child living/education conditions, inclusions/exclusions) generated by the contemporary neoliberal construction/implementation of childhood public policy, and has examined special programs like child care and Head Start, linguistic diversity, and legislative/governmental initiatives. However, this third year of work has focused on forms of deterritorization and reterritorialization, examining the potential for lines of flight that reterritorialize capitalism, possibilities for reterritorializations that counter the neoliberal turn, but especially intra-activities and ways of being that are qualitatively, paradigmatically, and dimensionally different than neoliberalism. Critical qualitative research methods (e.g. genealogy, situational analysis, readings from marginalized perspectives) are used to explore this construction of multiplicities and differences related to the previously examined early childhood policy assemblages.

Cannella, Gaile S., *University of North Texas*
"Situational Analysis as an Avenue for Critical Qualitative Research"

See Perez, Michelle Salazar

Cannella, Gaile S., *University of North Texas*
Cloaked/Suppressed Data: To Read/Write from the Hollow Spaces

See Lincoln, Yvonna S.

Cano, Clara Patricia, *no*
Research Practice NEED LATINOAMERICANA A means to intervene underdevelopment

Registration of both the learning process and practice of knowledge evidence needs to problems that require prompt and effective intervention With simple methodology, contrasting theory with reality and recording the same chrono-

logical to conclude that many of the procedures arranged as rule are imposed removed from the idiosyncrasy of the country The routine continues and speed of proceedings can not see who are immersed in it, reality clearly hence Research Practice as a means to test and Improve Processes

Capous-Desyllas, Moshoula, *California State University Northridge*
Understanding participation in Gay Rodeos using photo-elicitation method

This presentation highlights the use of photo-elicitation method to understand how individuals who participate in Gay Rodeos experience their identities and the meanings they attribute to their lived experiences within this queer sub-culture. The theoretical and practical underpinnings that inform this study include queer theory (which destabilizes the gender binaries that serve to understand and describe sexualities in mainstream society) and a documentary approach to photography. Through semi-structured interviews based on the personal collection of photographs shared by each participant, this project highlights individual and collective experiences of participating in Gay Rodeos. Discussion will include the role of Gay Rodeos in constructing queer identities, the challenges of inclusion, and the ways in which performance in these queer spaces and subcultures can serve as a form of visibility, resistance and activism.

Capous-Desyllas, Moshoula, *California State University Northridge*
_Zine Making as a Pedagogical Tool for Social Justice in Social Work Courses

This presentation centers on the use of _zines created by MSW students in Diversity and Social Justice Courses. As a pedagogical tool they serve to develop critical awareness and visions for social and political thinking and change. Informed by an anti-oppressive framework as a way to take personal and communal action towards social justice, _zine-making involves the use art as activism to reflect on the intersections of identities and issues of oppression, power, privilege and change. The purpose of creating _zines, the process of sharing _zines, and power of archiving _zines will be discussed. In the classroom, _zines function as a space of active _participation and critical self-reflection on one_s self, one_s community, and society. Additional strengths and challenges as a creative and experiential learning tool will be presented.

Carless, David, *Leeds Metropolitan University*
Sharing a different voice: Attending to stories and the politics of interpretive privilege in collaborative writing

See Douglas, Kitrina

Carless, David, *Leeds Metropolitan University*
Stories of transformation among soldiers returning from Iraq and Afghanistan: A dialogical narrative inquiry

In this performative piece I share stories of British military personnel who have experienced serious injury and/or trauma during the Iraq and Afghanistan conflicts. Using a dialogical narrative approach, the stories were written through a collaborative process with each individual while on a five-day inclusive adventurous training and sport course that aims to support personal development. The stories explore participants_ experiences since injury/trauma, their experiences while on the course, and their projections for the future. The act of telling

invites listeners to contribute to the dialogue through a personal and embodied interpretive response.

Carless, David, *Leeds Metropolitan University*

Carney, Gemma, *National University of Ireland Galway*
Emergent Reconstruction in Constructivist Grounded Theory

See Conlon, Catherine

Carri¢n, Roc¡o Garc¡a, *University of Cambridge*
From Refusal to Getting Involved in Romani Research

The Roma are the largest ethnic minority in the European Union. They have been victims of multiple discriminations and their exclusion has been reinforced through research. Specifically, exclusionary research has made an instrumental use of Romani families who have been seen as objects from which to withdraw _juicy_ data. This has led Roma people to refuse to participate in the kind of research that has blamed the Roma for the circumstances they find themselves in. Communicative Methodology (CM) overcomes this barrier, including Indigenous researchers as co-researchers throughout the whole process. CM ensure that the research results really reflect the experiences of the people whose reality is analyzed, particularly disadvantaged groups_ experiences, involving them through egalitarian dialogue. We will explain this perspective with the example of the INCLUD-ED project, funded by the European Framework Program of Research, in which the non-Roma researchers and the Roma community researchers have collaborated.

Carroll, Melanie, *Syracuse University*
Understanding the Decline of Catholic Sister_s in the Diocese of Syracuse and Implications for the Future of Parochial Education through Narrative Inquiry

Narrative inquiry affords the researcher the opportunity to identify and determine data from sources that are restrictive using traditional qualitative methodologies. This paper emerged from course in narrative I took at Syracuse University with Dr. James Rolling empowering me to seek out and define alternative methodologies which align well with the historical subjects/contexts my research is centered on.

Carspecken, Lucinda, *Indiana University*
Dancing with Descartes: Geertz, Foucault and the Ethnographic Interview

Clifford Geertz (1974) posits a bounded individual self as a specifically Western phenomenon. Michel Foucault (1972) and others question the existence of a subject altogether. My experiences with interviewing however, among an alternative community in Indiana, have not fit easily with either of these ways of seeing human beings. I was struck by participants_ desire to elude substantive definition, and I found that interviewees expressed their self-understandings in terms of shifting boundaries, empathy and change, and at the same time in terms of an experiential core to the self that seemed inescapable, if abstract. I will take Descartes_ inward focus as a starting point, and discuss the selves of interviewer and interviewees in terms of feelings _ emotional and sensory - as well as

thought. I argue that we need to move beyond a dichotomized view of Western and non-Western selves, or pre and post eighteenth century understandings.

Carter-Black, Janet, *University of Illinois at Urbana-Champaign School of Social Work*
Growing Up as a Latina Sexual Minority Adolescent Girl: Parent-Child Attachment and Related Developmental Concerns

See Arizpe, Hortencia

Carvalho, Larissa Carpintero, *Catholic University of Sao Paulo*
Maternity in Movement: Body Consciousness and Dance for Pregnant Women and Mothers and Babies

Klauss Vianna was a brazilian dancer who took of his ballet shoes, looked at his feet and built a new way to teach and live dance. His technique has inspired many dancers, actors, somatic educators and other people engaged in contemporary dance and body consciousness in Brazil. Larissa was introduced to Klauss Vianna technique after her first daughter was born. She realized it was a good way to know her body and to help other mothers in their maternity processes. She created dance classes to pregnant women and mothers and babies since then and named it: Maternity in Movement. Regiane experienced it during her second pregnancy. It decreased her back pain, prepared herself for the natural birth of her son and increased her self esteem. Three months later Regiane joined the mothers and babies classes and was nourished by the connection with other mothers, her baby and her own body.

Carvalho, Larissa Carpintero, *Catholic University of Sao Paulo*
Performing Maternity Processes: a Healing Movement

In 2004 I had an unnecessary caesarian section to give birth to my daughter and I felt as my body didn_t work properly. In 2008 I gave birth to my son in a natural birth. The main goal of this work was to perform the maternity processes experienced by me and other women, with whom I could accompanied. For that I accessed my own living body, my own life, re-experiencing the transformation in the women body (mine and others) through movements of pregnancy, giving birth and breastfeeding. I explored the worries, anxieties, as well as the pleasure of these times and transformed them in a performance dance. This performance resulted in a transformation in my way of being a mother and rebuilds my relation with my body. Important, having my daughter dancing with me, gave us the opportunity to revive her birth as a healing process.

Carvalho, Yara Maria de, *University of Sao Paulo*
The Application of Laban's Movement Theories in Unified Health System/ Brazil: an Action Research focused on the Health Professionals_ Training

See Moretti, Andrezza Campos

CASAS, JUAN DAVID, *Abogado*
HACIENDO PRAXIS DESDE LA ESCUELA: ¨Cual es el papel de la investigacion accion participante en los escenarios de formacion de maestros con enfasis en humanidades?

See VILLA HOLGUIN, EDISON

Case, Andrew, *University of Illinois Urbana Champaign*
Using Qualitative Psychology to Explore Cultural Conceptions of Wellness

The field of psychology has been criticized (perhaps rightly) for having much too narrow a definition of wellness. An inordinate focus on the absence of psychological disorder as constitutive of wellness has obfuscated how culture shapes and contours what it means for individuals to possess wellbeing. This is especially problematic for ethnic minority populations as their cultures have not figured prominently in prevention and intervention efforts meant to promote wellbeing. This paper first draws on community and critical psychology perspectives to highlight a crisis in our field: the conspicuous absence of culture in defining wellness and the implications of this for science and intervention/action. It then proposes how qualitative psychology can play a leading role in addressing this issue through nuanced and actionable explorations of cultural conceptions of wellness.

Casillas Mart¡n, Sonia, *Universidad de Salamanca*
Experiencias de trabajo colaborativo con estudiantes y profesores mediante el empleo de las TIC

See Cabezas Gonz lez, Marcos

Casillas, Nestor, *Universidad Panamericana*
El papel de los medios en la crisis de la gripe aviar

See Armengol, Leticia

Cassettari, Sonia da Silva Reis, *Federal University of Santa Maria*
Gerenciando o cuidado de enfermagem em unidades de pronto-atendimento de Florian¢polis, SC, Brasil

See Santos, Jos, Lu¡s Guedes dos

Casstevens, Willa J., *North Carolina State University*
Working with African American Clients Using Narrative Therapy: An Operational Citizenship/Critical Race Theory Framework

Operational citizenship has a place in multicultural counseling, particularly when White therapists counsel African American clients: The intersection of critical race theory and narrative therapy could potentially lead to operational citizenship within the therapeutic relationship and potentially generalize beyond that relationship into the larger environment. The model presented suggests one approach White therapists could take using a narrative therapy in conjunction with critical race theory when counseling clients from racially diverse backgrounds. A clinical case study regarding an African American man is presented in order clarify concepts of this model, which is presented as a topic for future qualitative research.

Casta€o Castro, Melissa, *Universidad Pontificia Bolivariana*
The City as Literacy: A Study of English Practices in Medell¡n's Urban Spaces

See Mora, Raul A

Catalano, Theresa, *University of Nebraska-Lincoln*
Art as Curriculum: Understanding Human Migration through the Vehicle of
Dance

Changing demographics have brought with them a need for community out-
reach that goes beyond facts and numbers. According to George Lakoff (2006,
2008), we cannot change a person_s perception of a people or event by merely
informing them of concrete evidence and factual information such as empirical
studies on the benefits of migrants to communities. Instead, we need to reach
into the deep structure or framing of the mind, and appeal to the real issue at
hand: humanity and empathy for those seeking a better life. This presentation
introduces the Migrant Dance Project (and provides a short sample of dances)
in which interviews with migrants immigrating to countries around the world
have been transformed into aesthetic works of art that will be taken to schools
to teach children about the experience of human migration with the goal of
community building and fostering empathy and understanding of the migrant
experience.

Catheleen, Dr.Jordan, *University of Texas at Arlington*
Youth Offender Diversion Alternative (YODA): Solution Focused Therapy with
Non Intimate Partner Violent Offender

See Mengo, Cecilia Wangeci

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
Sexuality and sex education in adolescence: perception of teachers of brasilian
public schools

This study aims to analyze the perception of public school teachers on sex
education and its relationship to health, in addition to evaluating individual
and sociocultural factors related to these concepts. Data were collected through
semi-structured interviews and processed through discourse analysis. It was
observed that the speech teacher maintains preventative vision. Although pro-
vided for in the National Curriculum Parameters (PCN), there is no sex educa-
tion in schools and the teachers studied were not prepared to deal with the issue.
Respondents, despite the shortcomings teenage sex life, recognize their existence
and think the major issue. We conclude that although the generation gap to
appear in the speeches, the difficulties are not insurmountable dialog, instead,
there is a willingness to try to overcome them, but changes are needed in teacher
training and curriculum adopted in the grid.

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
Perception of students about sexuality and sexual education: the reality of
public schools of Cear - Brazil

This research aims to analyze the perception of public school students about
sexuality and sex education, as well as evaluating the individual and sociocul-
tural factors that interfere with these conceptions. Data were collected through

semi-structured interviews and processed through discourse analysis. Intriguingly, the speeches bring various aspects sexist and conservative, reflecting the discourse of society to which they belong. While one realizes the vision preventative in their speeches, students recognized the importance of sex education to health needs and demonstrate that transcend factors related to diseases, although the add. The approach focused on prevention has left gaps. Interviewees said no sex education in the schools studied and resents the fact. It is concluded that sex education, the way has been executed, does not meet the needs of adolescents studied.

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
Analysis of the School Health Program in Fortaleza _ Brazil

   See Paiva, Georgia Medeiros

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
Maternal Expectations: Considerations on Prematurity and Child Development

   See Melo, Maria Raquelle de Oliveira

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
MOTHER OWL PROGRAM: assessing the degree of satisfaction of pregnancy on the assistance of nursing

   See Lourinho, Lidia Andrade

Catrib, Ana Maria Fontenelle, *University of Fortaleza*
Perception of Teachers on Computer Resource Usage for the Prevention of Reading and Writing Disorders

   See Brasil, Christina C,sar Pra‡a

Cavalcante, Cinthia Mendon‡a, *Universidade Federal do Cear*
Ritual de Consumo do Crack: investigacao qualitativa dos aspectos s¢cio-antropologicos

   See Jorge, Maria-Salete Bessa

Cavalcante, Cinthia Mendon‡a, *Universidade Federal do Cear*
A experiencia da crian‡a-TDA/H e seus sentidos: A crian‡a _entre parenteses_

   Esse trabalho teve como objetivo compreender os sentidos atribuidos a crian‡a diagnosticada com Transtorno de Deficit de Aten‡ao/Hiperatividade por seus cuidadores. A pesquisa realizou-se nos dois Centros de Aten‡ao Psicossocial (CAPSi) de Fortaleza, nos quais se identificaram tres casos de crian‡as diagnosticadas com TDA/H. A partir desses casos foram entrevistados maes, professoras e profissionais de sa£de mental do CAPSi que lidavam com o caso. O metodo utilizado para a analise das narrativas, geradas pelas entrevistas, foi a hermeneutica fenomenologica de Paul Ricoeur. As experiencias da crian‡a foram percebidas pela otica do transtorno e desconsideradas em sua subjetividade e suas rela‡äes.

Ceisel, Christina M, *SUNY Oneonta*
The Politics of Populism, Heritage Foodways, and Culinary Tourism.

This piece interrogates the historical present through the lens of culinary tourism and heritage foodways, positing that the contemporary interest in authenticity and heritage are emblematic of a populism that has the potential to be emancipatory and liberating or reactionary. I read these trajectories through foodways and the recent rise in popularity of culinary tourism, I theorize the implications of the turn to nostalgia as a mode of consumerism_the articulation and recuperation of primordial identities that rely on the shoring up of boundaries and the investment in space as place. Qualitative and interpretive methodologies structure the study the tensions between tradition and modernity as performance ethnography and the autoethnographic voice weave through an examination of policy, affect, history, and culture.

Celepoglu, Aysegul, *Hacettepe University*
A Study on Preparation History Books for Children

History, is one of the most important study subjects involving in school programs, and intellectual life. Present is the product of past that includes everything which is created by knowledge and experiences. When we form our future, our real starting point and guidance are our past experiences that we move forward in the light of them. Even the people who unconcerned about history, they have to make the assumptions which based on history for every step they take. Past is a serious and important subject that defines how we perceive the events occurred in our world and how we reach towards them. The interest towards the problems of historiography and history education, the development and improvement of history education has increased throughout the 20th century. The purpose of this study, evaluating the views of 60 classroom teaching department students towards the history books designed for primary school students.

Cerrahoglu, Necati, *Canakkale Onsekiz Mart University*
Fighting againts a new hate crime in Football: Islamophobia

Islamophobia as hatred of Islam can be defined as prejudice against, or irrational fear of Muslims. _n Novermber 2nd 2011, "Football Against Racism in Europe" (FARE) organization categorized Islamophobia as a hate crime in Football. The main purpose of this qualitative study is to analyze the disourse of Islamophobia in European Football and provide recommendations to fight against Islamophobia in sports.

Cerros, Elisa, *Universidad de Guadalajara*
Conciliando la vida en pareja y el desarrollo profesional: el caso de las cient¡ficas universitarias

En el presente trabajo se exponen los resultados obtenidos en la investigacion cualitativa que realizamos con quince parejas de cientificos de dos universidades publicas de Mexico. Se exploraron los significados presentes sobre la vida en pareja y el desarrollo profesional. Se soporta teoricamente en el interaccionismo simbolico y en la perspectiva de genero. Encontramos diferencias significativas por genero respecto a cada una de las categorias de analisis, los cuales nos permiten confirmar que si bien la universidades se presentan en el imaginario social como un espacio democratico plural y equitativo las cientificas enfrentan

una serie de limitaciones laboralesentre las que podemos distinguir: brechas salariales desvalorizaci¢n del trabajo femenino sub-representaci¢n en puestos de decisi¢n as¡ como segregaci¢n horizontal y vertical. Utilizamos el software max-qda para analizar los datos obtenidos.

Chan, Engle Angela, *Hong Kong Polytechnic University*
Telling and Retelling of Stories of Good Work by Newly-Graduated Registered Nurses in Hong Kong

See Law, Yee Shui

Chang, ChiaChun (Jean)**,** *University of Illinois at Urbana-Champaign*
The power of peer-led literature discussion: How a group of fourth graders collaboratively construct and negotiate meaning

The study reported here is part of a qualitative case study of six fourth grad-ers_ peer-led literature discussion. The specific focus here is on how the stu-dents negotiated and constructed meaning with their peers in the social context created by the discussions. The paper first describes how the students solved problems, including identifying the problem, hypothesizing alternative inter-pretations, testing and resolving. The process of problem solving allowed the students to extend their thinking because answers to perceived questions were not always available in the text. To solve problems, they activated their prior knowledge, used life experiences, and utilized textual information. Further, the paper illustrates the students_ collaborative learning, such as guiding a peer_s thinking and providing information. The students_ learning was facilitated by more knowledgeable others in the group. This type of interaction illustrates how the students worked within Vygotsky_s zone of proximal development.

Chang, Shih-Lung, *Graduate Institute of National Development, COSS, National Taiwan University*
The Far East in Shore

The image of Far East might be from the western or eastern thinking of ori-entation. According to the peoples of western Euro-Asia by the Atlantic, it is located at the western Pacific. Decades after the mid-twentieth century, the Asian puzzle is not a recipe of self-knowledge. Historic politics of Asia, described by a Britisher via a phase of intercultural order considered by the Korean, could be radiogenic as yet remote. To tune up any synoptic taproot, like the landscape in history, scholars as intellectuals, and the hesitation of Yamato, is not heartless. The tri-polar interaction from the northern Asia and the southern multi-polar reconstruction could give us scope to contemplate. Additionally, in the way of patterning Asian-self after a conservative, republican or democratic stand of individuality, preferably the pacific communion of latitudinarian, tolerant or catholic conservatory, we could hear the voice of some scherzos not afar.

Chanmugam, Amy, *The University of Texas at San Antonio*
Clinical Social Workers Becoming Researchers: Evolving Perspectives, Skills and Identities

This roundtable explores questions about clinicians who are becoming researchers, considering skills, paradigms, relationships and identity. The facilita-tors are early career researchers approaching the threshold where their years as

researchers will equal their time as clinical practitioners. Examples of themes to be discussed: similarities and differences in clinical versus qualitative research relationships (e.g., boundaries, power dynamics, helping, change, interpretation, diagnosis, advocacy, internal experience of the clinician/researcher, client/participant perceptions of roles), and pragmatic considerations such as structures addressing process integrity (e.g., reflexivity, supervision, peer debriefing). Approaching this from the view that clinical experience has been an asset in our developing as qualitative researchers, we explore what facets of clinical learnings should be kept, discarded, or adjusted. Finally, aside from exploring process, the roundtable will discuss how conducting research informed by clinical experience affects the product. We hope for rich cross-generational dialog with colleagues in different phases of career development.

Chapela, Consuelo, *Universidad Autonoma Metropolitana Xochimilco*
Experiencias con la formacion de estudiantes a traves del pensamiento cualitativo

Todos los estudiantes de primer ingreso a la Universidad Autonoma Metropolitana _ Xochimilco inician con un trimestre en el que convergen estudiantes de todas las carreras. El programa del trimestre teje aspectos de la epistemologia, la metodologia, los problemas sociales y el papel social de La Universidad. Los estudiantes llegan con practicamente ningun entendimiento de esos aspectos de la realidad. La organizacion del programa con la finalidad, l¢gica y mirada cualitativa alrededor de un proyecto de investigaci¢n, permite lograr ese entretejido. A traves de la lectura de extractos de relatos de los estudiantes, mostraremos la acci¢n de esa manera de organizar y llevar a cabo el programa y argumentaremos sobre la importancia de la IC en la formacion universitaria.

Chapela, Consuelo, *Universidad Autonoma Metropolitana Xochimilco*
Implicacion como impronta ineludible del investigador y sus espacios en los dise€os de IC

Teniendo como sustrato la idea de implicacion como -grabado en una plica-, argumento: no hay accion humana que no suceda en la palabra y a traves de la significacion de la palabra; toda accion humana implica los espacios; la palabra implica los espacios; los problemas a investigar, asi como los procesos de investigar son implicaciones de la palabra en los espacios; los investigadores habitan en la palabra e implican los mismos espacios que investigan. Concluyo: la implicacion es una impronta ineludible del investigador y su contexto en los dise€os de investigacion; sin implicacion no seria viable el investigador ni mucho menos la investigacion; solamente por la implicacion hay cambios en el conocimiento. Reafirmo: la necesidad de que las investigaciones incluyan a la reflexividad como parte de su diseno y practica.

Chapela, Consuelo, *Universidad Autonoma Metropolitana Xochimilco*
QI pedagogy with novice pre-graduate students

All first year students at Universidad Autonoma Metropolitana Xochimilco meet in a twelve weeks term, independently of the training of their choice (architecture, vet, arts or other) the syllabus weaves about epistemology, methodology, social problems and the social role of The University. Students arrive with nearly no understanding of these aspects of reality. What I call here _QI pedagogy_

brings all that together, including the understanding gaps, in an affective, rational, hermeneutic and enduring way. I will first define what I mean by QI pedagogy, then, I will present some accounts about students_ experiences with that pedagogy and the effect it has in their lives and professional attitude.

Chapman, Thandeka K., *University of California San Diego*
Using field experiences to instruct new qualitative researchers

This panelist focuses on the role(s) of field experiences in developing students_ understandings of qualitative research. Assignments such as observations, interviews, material document collection, and data analysis of meaningful data will be explained and critiqued as part of the larger discussion concerning the ways instructors can cultivate students_ skills and dispositions towards qualitative methodologies. The presenter also will share her experiences working with upper-level graduate students during a research project as a form of extended field experience and independent work. Particular strategies that challenge students to consider their multiple roles as raced and gendered researchers will be shared with the audience.

Chapman, Ysanne, *Central Queensland University*
The methodological dynamism of grounded theory

See Ralph, Nicholas F

Chapman, Ysanne, *Central Queensland University*
Using documents as data in grounded theory research

See Ralph, Nicholas F

Chapman, Ysanne, *Central Queensland University*
Philosophy and the application of essential methods in grounded theory research

See Ralph, Nicholas F

Charmaz, Kathy, *Sonoma State University*
Emergent Meanings in Grounded Theory Interviewing

Many researchers have construed and criticized interviewing as a method that elicits accounts of past actions. These accounts are taken as ways interview participants explain, justify, and rationalize their earlier behavior. An emphasis on interviews as accounts looks back into past events and often sees the interview participant_s portrayal of them as strategic and situational. Such depictions of interviews seldom acknowledge that interviews may also be sites of emergent interactions in which human connections develop and open possibilities for reconstruction of meaning. I show how emergent meanings arise as interview participants grapple with making sense of their situations during grounded theory interviews.

Chawla, Devika, *Ohio University*
Women Speaking Un/Homely Homes

Women _speak_ and _do_ home in disparate, unique, and contradictory ways. Our versions of home are often un/homely in tenor, and go _against the grain_ of modernist understandings of home, habit, and subjectivity. Relying on an

ongoing cross-generational oral history study of India_s 1947 Partition, I perform_in montage_home-stories of female refugees who agonizingly reject homes of the old country and position homes as material and emotional spaces of terror and restrictions rather than those of repose and equality. I show how my subjects craft home as Kristeva_s _foreignness within__as a place of no return, of unfamiliarity, of terror, of absence. These performance accounts, here, are an/Other story of pre-Partition homes and communities_when home was always un/home.

Chawla, Devika, *Ohio University*
Homework, Fieldwork, and my Retired Father: Informant, Interferer, Interlocutor

This essay is a meditation_a lively one_on my relationship with my father who was my key informant in an oral history study of refugees in India_s Partition. My fieldwork spanned three years and Papa became my informant, interferer, interlocutor, and most times, just father. His presence shaped/shapes the stories we gathered and lived, together. As my now 72-year-old Papa, who was six when our family fled Pakistan, partook in the interviews, he felt encouraged to remember, eventually taking us both into the crevices of some of our own Partition family story, portions of which would have remained un-remembered, but for this research. Finding Papa_s stories as a generative response to those we heard is a sort of _homecoming_ for this father-daughter/interlocutor-ethnographer duo. I conclude by considering where I/the ethnographer arrives in her thinking about home and _who_ brings her here.

Chawla, Devika, *Ohio University*
Destabilizing Collaborative Comfort Zones

See Anderson, Myrdene

Cheek, Julianne, *Atlantis Medical College Norway*
What the Letters Told Us: School Children_s Understandings and Experiences of Mindfulness-Based Skills Training

See Abrams, Elizabeth

Chen, Ken-Zen, *University of Illinois at Urbana-Champaign*
Struggling, Reflecting, and Overcoming -- Making Sense of Being a Teacher Educator via Adjunct Experiences

This study describes struggles of my adjunct lecturer experiences as a _qualified_ teacher educator. I believe that early college teaching experiences during doctorate serves a struggling but critical role not only in individual's development of instructional expertise (e.g. Chauvot, 2008; Tillema & Kremer-Hayon, 2005) but also in the meaning making process as a teacher educator (Mueller, 2003), especially when TA experience has not widely recognized and required in Taiwan. I asked myself what knowledge and skills that I planned to engage my students to learn when I had only research experiences. Moreover, how could I encourage my fellow students to find their calling to be excellent teachers while I was still looking for my calling to be a teacher educator? Eventually, after I restarted my PhD program in the Unites States, was I empowered or alienated to be a decent teacher educator when returning to my home country?

To investigate my questions, I implied self-study as a research approach, which captured my past teaching moments to be both a contextual _supplementary/ temporary_ teacher educator in teachers colleges, and an _alienated_ doctoral student in education. Through the reflection of my lecture notes, online forum postings, e-mail interactions, reflective journals, and students' anonymous feedback sheets, I looked back these experiences of myself, my teaching and learning practices, my students, and the intertwined contexts from a distance and made sense of my identity as a teacher educator under the reform (Doecke, 2002). My self-study contributes teacher education research in four aspects. First, my practical knowledge added up (cf. Murray, Swennen, & Shagrir, 2009) the understanding of a young teacher educator in the specific context of Taiwan. Second, these personal and professional tensions (Berry, 2008; Whitehead & Fitzgerald, 2007) of a young teacher educator can also be studied under the conceptual framework between novice and skilled teachers. Third, my struggles initiated a negotiation and reflection between my ideal to be a teacher educator and my survival in the genres of academic excellence. Fourth, fostering collaborative and reflective dialogues among novice teacher educators (e.g. Clift, Brady, Mora, Choi, & Stegemoller, 2005) improve the professional growths (Ramirez, Allison-Roan, Peterson, & Elliott-Johns, 2012). We welcome the opportunity to _Make a Difference_ (Kosnik, Beck, & Freese, & Samaras, 2005) for Taiwan_s teacher education in the future.

Chen, Shing-Ling Sarina, *University of Northern Iowa*
New Iowa School Redux: Second Life as Laboratory

   See Katovich, Michael

Chen, Shing-Ling Sarina, *University of Northern Iowa*
Social Network Analysis for Facebook: Locating Cliques and Visualizing Sociability

   See Coons, Jeffrey

Chen, Shing-Ling Sarina, *University of Northern Iowa*
When McLuhan Met Simmel: Form is the Content, Medium is the Message

   Researchers report the formal approach in social research as well as that in medium studies.

Chen, Tzu-Hui, *Nanhua University*
Is that true?: An autoethnodramatic play

   As a critical educator, I have tried to design and run my courses with critical pedagogies based on eight-year Ph.D. training. Unfortunately, my students showed little appreciation. Consequently, tremendous confusion as well as frustration overwhelmed me. I ponder why critical pedagogies did not work in my classroom. I decided to start from carefully examining the discrepancy between Western and Eastern students and contexts. This explorative journey has not ended but I have received satisfactory insights of my students_ perception of critical pedagogy. For example, I realized that my non-cooperative students rarely had achievements before so they were too scared to express ideas in my class. Grounded on interviews and casual talk with students from four courses, this autoethnodramatic play aims to progressively enrich understand-

ing of students_ struggles. It is mainly comprised by dramatization of interview transcripts. It is an experiment by nature to better present so-called unmotivated students_ lived experience.

Chen, Wei-Fen, *University of Illinois at Urbana Champaign*
Proud Stigma: The Domestic Narrative of a Family as Political Criminal Descendants

This performance-based autoethnographic work is based on the epiphanic moment in the author_s life. By depicting her struggles between families_ expectations to her and her own dream, she demonstrates the complicated nature of the structure-agency interaction and sympathizes those obedient daughters who inherit the family traditions with understandings but simultaneously being confined by the past. The haunting ghost of the author_s family is her late grandfather who was executed as a political criminal. Always trying to please others and compensate the loss and sorrow in the family, she finally failed in intimate relationships and expelled herself to an exotic culture, where she felt settled since she carries no labels or past there. The moment of reconciliation did not solve physical problems, but helped her re-examine the painful family memory and move on with courage and agency.

Chen, Wei-Fen, *University of Illinois at Urbana Champaign*
Mapping Selves: A Performative Autoethnography

This performance-based autoethnographic work consists of three stories from three people, two Asians and one African-American. Functioning as visualized counter-narrative, cigar, strawberry cake, and candy,these three everyday images become unusually salient to this autoethnographic narratives in both ways to signify the epiphanic moments in the three lives and to critique cultural stereotyping, racial profiling, and religious separation. Chen's story captures the moment witnessing his father's love and how the memory in her early childhood became the courage and understanding with which she deal with the struggling moments in her family lives. Wilson's accounts recast the teenage pregnancy issue through the smell of cigar and the sound of "Poo" in humorous but thought-provoking dialogues. Finally, Lin's memory, the smell of blood, the sound of wind roaring, and the image of running away from the Mosque even become more disturbing as he questions the religious isolation.

Chenyek, Rico Kleinstein, *Institute of Communications Research, University of Illinois Urbana-Champaign*
In Search of Safta: Jewish Refugees, Mania, and Confrontational Healing in an Intergenerational Nexus

I write and perform struggle with mental disability, within an institution that necessitates mental productivity, through representing travels (both physical and emotional) to retrace the refugee path of my safta, my grandmother Lola, which included dreaming in the Italian Alps, fleeing the Holocaust in Berlin, seeking refuge in Japan-controlled Shanghai, and committing suicide in Rochovot, Israel/ Palestine. While this piece is experimental, inherent is body politic both as the subject of the critique (embodied dis-ease) and as the rhythmic method of representation (movement, dance and poetics). In addition to my travels and experiences, this story was constructed based on a lifetime of informal interviews/

storytelling in discussing Lola, her life events, and her effect on my family. It draws upon my aunt_s unpublished research reading Lola_s journal entries into the history of Jewish Refugees in Shanghai and also draws on my grandfather_s published account of his sexual relationship with Lola.

Chernobilsky, Lilia B., *Center of Labor Studies, National Council of Scientific and Technological Research and University of Buenos Aires, Argentina.*
Mixed-Methods: To Answer Complex Questions in Labor Studies in Social Sciences

See Mendizabal, Nora

Chesser, Stephanie A, *schesser@uwaterloo.ca*
Maybe Baby: An Autoethnography Exploring Family Planning During a Doctoral Degree

Chronicling an important period in the lives of many young academics, this autoethnography examines, through a gendered lens, the factors influencing my family planning decision-making during my PhD. Personal journals and conversations were used in the writing of vignettes, which serve as the starting point for my critical analysis in this piece. Issues such as pronatalism, work/life (im)balance, as well as the realities of combing children and a doctorate degree will be explored.

Chevrette, Roberta, *Arizona State University*
(Still) Speaking for Others (?): Toward a Postcolonial Feminist Ethics for Global/Transnational Ethnography

"The problem of speaking for others" (Alcoff, 1991) produces ongoing tensions and contradictions in ethnographic research on global and transnational processes. While cultural anthropology has in many ways shifted its theorizations and topics of inquiry to be responsive to postcolonial feminist critiques, a lack of attention to voice and representation continues to be evidenced in many contemporary ethnographic texts. By outlining the questions raised by the critical/feminist/postcolonial turns and engaging in a close analysis of influential ethnographic texts on globalization and transnational processes, the author explores contemporary ethnographers_ successes and limitations in dealing with these critical challenges, Recommendations are drawn from De la Garza_s (as Gonzalez, 2003) "ethics for postcolonial ethnography" in order to illuminate the shifts that continue to be necessary in both methods and the writing-up of research if we wish to engage in a critical anthropology that moves beyond self-referentiality toward a pursuit of social transformation.

Chiari, Bras¡lia Maria, *Federal University of Sƒo Paulo*
Perception of Teachers on Computer Resource Usage for the Prevention of Reading and Writing Disorders

See Brasil, Christina C,sar Pra‡a

Chikotas, Noreen, *Bloomsburg University*
Interprofessional Collaboration of Standardized Patients: Bridging Medicine and Communication Studies to Educate Nurse Practitioners

See Defenbaugh, Nicole Lynn

Childers, Sara, *University of Alabama*
Racing Methodology from Below: The Global Majority and the Future of Qualitative Inquiry

See Asher, Nina

Childers, Sara, *University of Alabama*
Messing Around: A Means of (In) Correct Training for Qualitative Research

In this presentation, I attempt to explicitly narrate what it is I think I do when I _analyze_ my empirical work. Building on the notion of promiscuous feminist research (Childers, 2013) I look at the contours of a promiscuous data analysis that emerged in response to my own messy, material entanglements with the _field,_ participants, data, texts, theory, memory, affect, and matter while conducting research at a high-achieving, high-poverty urban school. I encourage researchers to use materiality to embrace an unruly approach to thinking about and engaging with empirical materials that is less interested in doing it _right_ and more interested in flexing, breaking, and blurring theoretical and analytic boundaries as needed to respond to the field.

Childers, Sara, *University of Alabama*
The Materiality of Feminist Fieldwork

In this paper I will attempt to delineate how the collision between practices of feminist methodology and the materiality of fieldwork in a high-achieving, high poverty high school forced me to rethink the _feminist_ in feminist methodology. I argue that when the materiality of our engagements with the world is taken seriously, it becomes apparent that feminist theory moves promiscuously through and beyond gender. Through this displacement I experienced feminist practice in its becoming and ability to (e)merge with the issues of race in education. I argue that my training as a feminist methodologist has significantly shaped the way I not only see the lives of women and girls, but how I engage the world in its complexity, and this way of knowing through being, this onto-epistemology (Barad, 2007), is feminist in its becoming. Rethought of as a promising promiscuity, the materiality of fieldwork pushes me to think differently about representational and discursive boundaries circumscribing possibility to see the force of a material-discursive feminist inquiry and the agential potential for work beyond gender.

Chilton, Gioia, *Drexel University*
Arts-based Research in the Creative Arts Therapies

This presentation will outline several art-based research projects in art therapy, a mental health field which uses the creation of art within the context of a helping relationship to increase well-being for clients of all ages. The power of arts-based research to ethically evoke findings and amplify client_s voices in research on subjective, intersubjective, social/emotional, relational, spiritual

and artistic matters is congruent with research needs in the creative arts therapy community. Artwork will be presented which explores how an artistic process of inquiry can lead to new knowledge within a simulated arts therapy environment. Additionally, strategies developed by creative arts therapists for building skills for translation of aesthetic material during data analysis are provided to assist those conducting future artistic inquiries. Articulating this knowledge promotes theory building and take advantage of the aesthetic skills of creative arts therapists to ultimately increase social and individual well-being.

Chitiyo, Rufaro, *Tennessee Technological University*
Wait, So You Did This Together?: Two Graduate Students' Experiences with Co-Teaching and Co-Grading. Rufaro Chitiyo, Tennessee Technological University, and Hannah Rawiszer, Tennessee Technological University

In this performance piece, we will present our experiences as instructors of a graduate level qualitative research course in Education. As doctoral students with no previous experience teaching the assigned course, we discovered early in our journey that trust was a key factor for our and our students_ success. For the two semesters that we taught the course, we not only taught together during each class session, but also graded every assignment side by side. That was one way we gained trust from our students. Our decision to teach and grade together as a team was based on the possibility that students could take advantage and set us against each other. By focusing on each other_s strengths during our coteaching and cograding, neither of us emerged as the main instructor. Instead, we established collaborative teaching methods that proved the feasibility of success in both coteaching and cograding.

Cho, Hyonsuk, *hyonsukc@buffalo.edu*
Bilingual Child: Advanced Student in School but Slow Learner in Sunday School

This qualitative paper examines a case of the contrasting assessments of a 7-year-old bilingual child: a slow learner and inarticulate speaker of both English and Korean in Sunday school, and an advanced student and fluent speaker of English in school, even without taking English as a Second Language (ESL). Drawing on language socialization theory, data collected over the course of a year, including observations, interviews and artifacts from both school and Sunday school, were analyzed. Through the analyses of how the child speaks two languages and how she behaves in the two contexts as well as how teachers manage classes, I illustrate how the two educational and cultural places differ and why the child was assessed differently in the Sunday school. The findings offer educational and practical implications regarding bilingual children_s learning, language development, and socialization.

Choi, Hannae, *Syracuse University*
Teachers_ Identity, Subjectivity, and Agency: Through Case Study of Milwaukee Public School Art Teachers

In Wisconsin State, there was a drastic school budget cut resulting in the retrenchment of art programs and a huge number of art teachers in William Schools where the majority of students are from low-income families. On the contrary, the art teachers have developed their professional identities as agents with their own curriculum despite their predicament in which they are

marginalized by the hierarchical system of education. When people_s real life story through narrative inquiry is heard, their roles as agents are enough to not only transform the identity of the self but also cause the social change. Thus, this paper not only values the teachers_ accomplishment and suffering against untruth but also provides momentum to see the way of daily activities in school and change school performance and evaluation through art teachers_ narratives and the researcher self_s narrative as a teacher.

Choi, Shinwoo, *University of Illinois at Urbana Champaign*
From Lecture Room to Nursery: Child Care Service for Latina Immigrant Mothers

This ethnography study will analyze the meaning and role of the child care service in a university based intervention research for Latina immigrant mothers. Through participant-observation and semi-structured interviews, how child-care service can further influence the social service experience for clients will be explored. A seemingly minor factor such as quality of child care could influence clients_ view on the service in general, and might risk therapeutic relationship. The chosen setting has unique barriers due to its nature as a university-based intervention research project. The process of improving child care service in various domains will be explored such as communication with mothers, recruitment of volunteers, and other diligent efforts to provide safe and pleasant environment for the children. Furthermore, intriguing human interactions surrounding child care service will be analyzed through the volunteer-children bonding, and enhanced therapeutic relationship between clients and therapists.

Chompalov, Ivan, *Edinboro University of Pennsylvania*
Critical Participatory Action Research: Examples from Facilities Programming

See Popov, Lubomir Savov

Chompalov, Ivan, *Edinboro University of Pennsylvania*
Evidence-Based Design and Qualitative Research Methodology

See Popov, Lubomir Savov

Christ, Thomas, *University of Bridgeport*
Doctoral Programs: Research or Practitioner Orientation

The Carnegie Initiative on the Doctorate (CID) study concluded that graduate schools of education needed to resolve the confusion over the degree titles Ph.D. and Ed.D (Shulman, 2006). According to the National Research Council, 142 graduate schools of education award both degrees, with little differentiation between practitioner and researcher preparation. Many three year cohort based doctoral programs are now offered, a trend promoted by institutions seeking to increase enrollment. Unfortunately these programs, many of which are internet based, do little to prepare researchers or practitioners well. This paper argues the distinction between Ph.D and Ed.D is less important than specific coursework which will be presented that covers advanced organization, administration, and research skills that prepare graduates to excel in an increasingly competitive job market.

Chung, Wen-Ting, *Arizona State University*
Examining Transforming Self in the Context of Social Transformation

This study examines how a legislative reform regarding banning school corporal punishment interacts with individual teachers' personal development in becoming their aspired roles as teachers. From Foucault's view, punitive mechanisms do not simply function negatively to repress something (e.g., hitting students is to deter their wrong doings; the legal ban represses teacher's use of corporal punishment) but have positive effects to support certain tasks (e.g., teachers_ punishing certain manners defines good or bad students; while constraining teacher authority to punish, students_ voices are promoted). We focus on how teachers_ interpretation of the functions of these two punitive mechanisms (teachers_ punishment of students and the punitive effects of legal ban) and the transformation of their interpretation have implications on their own development of autonomous sense of being a teacher without spanking. Our analysis introduces a way of examining individual and social transformation from psychological perspective.

Cihelkova, Dana, *West Virginia University*
Exploring Our Subjectivities: Constructing, Deconstructing, and Transforming Our Positions, Perspectives, and Identities

Qualitative researchers recognize that subjectivity is always a part of research; as Behar (1993) suggests, _We cross borders, but we don_t erase them; we take our borders with us_ (p.320). Thus, we wished to trace, explore, and trouble our subjectivities, the lenses that influence the sense we make of the world, the research we design and conduct. To begin this journey, we, a doctoral student and professor, chose to engage in duoethnography in order to create spaces in which we might hear, begin to understand, and problematize the multiple voices, perspectives and contradictions that might emerge from our evolving subjectivities. We documented our journeys apart and together in reflective journals and collegial conversations. We used our intersubjectivities to inform and interrogate emerging aspects of our individual subjectivities, to cross boundaries and learn, unlearn, relearn who we are_who we are becoming. Implications for our practices and identities as researchers are discussed.

Cil, Osman, *Syracuse University*
The Troublesome Student Becomes a Teacher: An Educator_s Personal Perspective on Schooling and His Identity

This paper investigates the author_s transformation from a problematic and unrecognized student, who dislikes teachers and is disliked by them, to an educator, who strives to avoid the mistakes some of his teachers made. The researcher presents vignettes from student years to explore his transformation and the significant events that affected it. The vignettes are also used to reflect the researcher_s perspective on his relationships with his teachers when he was a struggling student in the system. The researcher also uses reflection as tool to question and explore his teaching identity, creating a narrative investigation based on personal memories and reflections

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*
Developing Student Reseach Skills Through a Summer Apprentice Program in Mexico

This paper presents uses the results of a student study to examine the findings of the evaluation of a summer program for developing evaluation and research skills in undergraduate students in the southeast of Mexico. The program uses an apprentice approach in which undergraduate students develop a research project that is part of larger study conducted by a main researcher at a public university or research center. The program stresses the importance for students in developing skills that allow them to conduct preliminary studies in programs serving the needs of culturally and ethnically diverse populations.

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*
Validating a Competency Based Model for Faculty Evaluation in Southern Mexico

This paper presents the findings of a study validating a Competency-Based-Model for Faculty evaluation in the context of Mexican higher education institution. The purpose of this study is to validate a competency-based model for assessing the quality of teaching in higher education. The model was developed by members of the RIED (Iberoamerican Network of Researchers on the Assessment of Teaching). The model uses a workshop for engaging faculty on formative evaluation about their teaching. The evaluation process involves different sources for evaluating teaching (peers, self-evaluation, external-evaluation and student evaluations of teaching). All instructors elaborate a teaching portfolio including different pieces of evidence according to the main competencies of the model. Data collection took place during a validation workshop. The study identifies critical issues on content and substantive validity.

Cisneros-Cohernour, Edith J., *Universidad Autonoma de Yucatan*
Principles of Empowerment Evaluation: Core Elements for Primary Teachers Evaluating an Environmental Education (EE) Program in M,xico

See Atoche-Rodriguez, Karla E.

Cisneros-Puebla, C,car A., *Universidad Aut¢noma Metropolitana, Iztapalapa, M,xico*
Indigenous Researchers and Epistemic Violence

The goal of this intervention is call the attention about how the knowledge divide can be seen as a historical consequence of the global dynamics of capitalism, dividing the world into the core and the peripheries. In this context a discussion about the role of indigenous researcher and indigenous methodologies to modify the ways of integrating conceptual legacies and knowledge produced in different countries must to be done. Epistemic violence could be a central category doing it so.

Cisneros-Puebla, C,car A., *Universidad Aut¢noma Metropolitana, Iztapalapa,*

M,xico
Coloniality of Knowledge and Technology: Perspectives from the Periphery

Coloniality of power is a main category that leads us to think in critical ways about how the imposition of the idea of race is and has been an instrument of domination. In a worldwide vision, the narratives of the oppressed must be integrated to let us overcome the accomplice of silence that generates the permanence of status quo. The knowledge divide can be seen as a historical consequence of the global dynamics of capitalism, dividing the world into the core and the peripheries. This knowledge divide also classifies social science researchers into core and peripheries. It is possible to think about coloniality of scientific labor as the coloniality that determined the geographic distribution of each one of us in the integrated forms of labor control in global capitalism. In this presentation the translation of knowledge from one language to other is seen in the perspective of such coloniality.

Claes, Lien, *Ghent University, Faculty of Psychology and Educational Sciences, Center of Disability Studies*
Professional Snooper and Bridge Builder, Performer and Compagnon De Route: Rotating Roles and Multiple Identities of the So-Called Researcher and Participants.

In the context of a current doctoral research life trajectories of people with intellectual disabilities and additional mental health problems are investigated through intense encounters with people themselves and with people in their natural and professional networks. Thinking outside the neoliberal box creates an approach of openness to relationality, to an ongoing process of becoming, in dialogue with others, both in and across communities. This leads to communal activism and a pursuit of social change and social justice. The interpretation of research, researcher and participant is not traditional anymore and makes space for subjectivities, values and engagement. This paper explores the rotating roles, relations and multiple identities the so-called researcher and participants take up in this qualitative inquiry. Reflections are made about emotions, never ending thoughts, hesitations, responsibilities, vulnerabilities, risks, divergent expectations from family members and caregivers she stumbles across and struggles with on the road.

Clark-Keefe, Kelly, *Appalachian State University*
Bacon for Dinner: An UNconference Performance: The Biography of a Painting

See Grube, Vicky

Clarke, Adele E., *UC San Francisco*
"Introducing Situational Analysis"

Presentation will offer a brief overview of the extension of grounded theory called situational analysis, noting the range of its empirical uses to date and its particular utility for critical research projects. Situational analysis can be done with interview, ethnographic, historical, visual, and/or other discursive materials, especially useful for multi-site research. There are three main cartographic analyses: 1) situational maps lay out the major human, nonhuman, discursive and other elements in the research situation of inquiry and provoke analysis of relations among them; 2) social worlds/arenas maps lay out the collective actors and

arena(s) of commitment and discourse within which they are engaged in ongoing negotiations---mesolevel interpretations of the situation; and 3) positional maps lay out the major positions taken, and not taken, in the discursive data vis-…-vis particular axes of difference, concern, and controversy. The situation per se becomes the ultimate unit of analysis and understanding its elements and their relations the primary goal. Situational analysis lends itself well to critical projects through emphases on complexities and diversities, attending to nonhuman elements, reflexivity, and analyses of power promoting epistemic diversity.

Clarke, Caitlin L Vitosky, *University of Illinois*
A Critical Perspective of Current Research in Kinesiology: Who is the Perfect Body for?

This paper is the beginning of my dissertation topic on the sociology of kinesiology, using my home department as a case study. Concerned with utopia studies, science and technology studies, sociology of science, and cultural and interpretive kinesiology, this paper reviews current research projects in UIUC_s own Department of Kinesiology and provides a critical cultural and interpretive analysis of the implications of such research. In a field that aims to improve the human body_s capacity for athletic performance and quality of life for aging and disabled populations through active lifestyles and fitness regimens, I wonder what does it means to imagine a human body without physical pain and suffering? I also wonder who are these studies (and imagined perfected bodies) for?

Clarke, Caitlin L Vitosky, *University of Illinois*
An Exploration of Physical Touch as Sport Pedagogy

As a professional figure skating coach, inspired by Eve Sedgwick-Kosofsky_s Touching Feeling, I propose an autoethnographic presentation on the issue of touching and feeling in sport, particularly in figure skating. While Kosofsky is more concerned with the use of affect, my concern is more directly related to the physical act of touching in the context of teaching bodies to move, which simultaneously necessitates and avoids touching other bodies. This presentation explores the tension between the need for touch that encourages corporeal knowledge and the effects of the fear of abuse or accusations of abuse. Certain movements/skills in sports are very difficult to understand and master without using touch as a pedagogical mechanism. Therefore, I will to use this presentation as a brief autoethnographic and interactive piece that would open a dialogue about touch and the emotional responses to touch in the context of teaching bodies to move.

Clay, Phyllis L, *Albuquerque Public Schools*
Including Native Student Input for their Education Plan. Phyllis L. Clay, Ph.D., Albuquerque Public Schools

In developing a new plan for the education of Native students in the district, the Indian Education Department of a large southwestern public school district brought together diverse stakeholders. In response to a desire to obtain student input for the plan, an appreciative inquiry/multiple focus group study was conducted with 150+ Native American students. The qualitative study included student reflection, creation of visual art, writing, and discussion of key moments in which they had both enjoyed being at school and enjoyed learning. The process

led to responses to the key research question: From the perspective of Native students, what should be included in the Indian Education Plan to help Native students enjoy school and to help them learn? This presentation focuses on the development of the design, implementation, and results of the study.

Cleeland, Leah, *University of Illinois at Urbana-Champaign*
O3 and E8: Coding the Ranks and Voicing Perspectives

While a well-trained military focuses on the importance of the unit, strong hierarchical boundaries defined by rank continue to be a dominating feature of military culture. From the newly enlisted soldier to the most senior officer, what role and impact the National Guard has in the lives of service personnel may be quite different within these sub-groups. This paper explores the open-ended responses to survey data provided by two specific ranks: Master Sergeants or First Sergeants (enlisted rank E8) and Captains (officer rank O3). Content and narrative analysis provides a way to understand the experiences of two groups, with the intent of giving voice to each perspective and comparing commonalities and differences across ranks.

Cleeland, Leah, *University of Illinois at Urbana-Champaign*
Using Survey Data to Explore Changes in Post-9/11 Operational Tempo with the Army National Guard: A Mixed Method Inquiry

See Hack-Ritzo, Samantha

Cleeland, Leah, *University of Illinois at Urbana-Champaign*
The Art of the Doodle: Interpreting Participant Pictures to Find a Thousand Words

In recent years the National Guard has changed its mission and implemented more frequent trainings and an increased focus on military readiness among its service personnel. It is likely that persons entering the Guard, and the identities of guardsmen and women, have changed from that of the "weekend warrior". As a part of a survey, one open-ended question was asked about the effect the Guard has had on the lives of service personnel. While most respondents provided narrative comments, some participants produced drawings in response to the question, including patriotic symbols and graphic imagery. These unprompted visual representations demonstrate vivid messages about guardsmen identities and their feelings about service. We argue that these images offer a/r/t/ elicitation _ symbolic imagery as voice. Understanding vis-…-vis an arts-based inquiry extends how we consider the use of alternative forms of data representation and provides further credibility of visual knowing as a method of inquiry.

Clemerson, Sarah, *University of Birmingham*
Sharing spatial experience: harnessing the hyphen and user-led research to work with autistic people on their terms to explore their daily socio-spatial experience.

Most research with autistic people is conducted in laboratories through testing and observation, where they are the subjects of research rather participants. Therefore, almost no research is carried out into the daily-lived experience of autistic people, the focus being on children and finding cures or therapies. The

autistic community are affronted by this, not denying the need for support and other services but arguing that they are different rather than disabled and have a right to exist. Spatial and lived experience is highly subjective and our negative attitudes towards to disability whether we are so called _able-bodied_ or disabled are culturally ingrained. I had to design my methodology to attempt to prevent myself resorting to what Kumari Campbell_s terms _business as usual ableism_. That is subtly, reverting to uncritically seeing the participants_ experience through my glasses rather than theirs. This presentation will consist of my reflections on this process.

Cline-Smith, Charlotte, *Southern Illinois University, Carbondale*
Little Miss White Teacher and Muslim Men: Dialoging through Classroom Tension

This preliminary research looks at how strategic intercultural dialogue within a traditional English-as-a-second language program could ease international students' transition into U.S. higher education. We combine participant observation and auto-ethnographic journaling to compare a normal class section to a section that included a dialogic intervention.

Cline-Smith, Charlotte, *Southern Illinois University, Carbondale*
Allaying Alliance: Academic Experiences as Foundations for Community Change

See Wiant Cummins, Molly

Close, Brandy, *Oklahoma State University*
The 'Cost' of Education: A Consequence of Gender, Class, and Choice

Research indicates that working-class women experience undesired consequences as a result of choosing formal education in place of their previous educational status quo (Deutsch & Schmertz, 2011; Reay, 2003). This study qualitatively considers, explores, and gives voice to the experiences of working-class women who must manage internal and external negotiations regarding their established relationships, traditions, beliefs, and identities due to their choices to return to school. In-depth interviews of socio-economically and self-defined working-class women are used to explore the narratives these women tell. A feminist lens and Mezirow_s (1991, 2000) Transformational Learning Theory are used to frame this study and encourage a deeper understanding of how working-class women experience choice and transformation through choosing education. In doing so, this study provides insight into how working-class women respond to societal and personal adversities in the course of achieving their educational goals in higher education.

Cochrane, Sharon, *Tennessee Technological University*
"Tell Me More About That": Meaningful Cohort Relationships in Ph.D. Programs

See Howard, Martha

Col¢n, Samuel, *samuelcolon912@gmail.com*
Subjectivity of Critical Psychologists: Multiple Identities

   See V,lez-Agosto, Nicole M

Cole, Deborah, *Christians United Outreach Center*
Trust but Verify: A Critical Examination of Collaborative Ethnographic
Dissemination Practices

   See Aldrich, Rebecca

Coles, D. Crystal, *Virginia Commonwealth University*
The Conceptualization of Power and Positionality for Social Work Practice

   The conceptualization of power is an important component of social work
education and practice. Power can be understood in many ways, but without
the inclusion of a perspective regarding positionality, the comprehension of
power remains at a theoretical or philosophical level. Grounding the concept of
power within the reality of one_s societal position, allows for a more thorough
understanding of what is needed for advancement of social justice. Given the
expanding trends of systematic transitions, as a result of economic instabilities,
a more conducive conceptualization of power is warranted. Using Foucauldian
analysis, the presentation will demonstrate a postmodern analytic method to
understand how positionality of the system, client, and social worker are crucial
to comprehending the implications of power in social work practice, and is a
necessity for utilizing a social justice lens in all practice areas.

Coles, D. Crystal, *Virginia Commonwealth University*
A History Forgotten: The Contributions of African-American Women to the
Profession of Social Work

   History sections of social work textbooks mention the influences of women
such as Jane Addams to the profession; however, the contributions of African-
Americans to the foundation of social work have been omitted. Women such
as Lucy Goode Brooks, Cynthia Lugenia Burns Hope, and Catherine Ferguson
were instrumental to the construction of the social work profession. Born slaves,
these women overcame social injustices and devoted their lives to fighting for
the disenfranchised. Their positions of power within the African-American
community contributed to primary facets of social work practice today. Using
traditional historical research techniques, which will be described, the presenta-
tion will highlight lessons that can be applied to women's professional work,
regardless of race. The history of social work needs to be altered to include the
contributions that women of color have made.

Collardey, Elizabeth KimJin, *the University of Michigan at Flint*
Invitation to Research: Invitation to Learn

   This paper analyzes the process of acquiring informed consent from parents
of economically disadvantaged children ages 7-12 at a Boys & Girls Club in
a Midwest city. I explore the question: What are the obstacles in mainstream
research to including children_s voluntary participation in a qualitative research
project that intends to benefit their lives? Qualitative research in general holds
a predominant ethical commitment in which researchers engage in qualitative

methods to give voice to silenced lives in attempts to counteract marginalization of vulnerable groups. Emphasizing the transformative potential of meaning-making processes, a social purpose in research processes clearly reflects an ethic of benefit that seems aligned with social work_s own value of social justice. The lessons gained from requesting an invitation into the lives of poor children through informed consent processes inform future social work research methods and larger institutional IRB processes

Collares, Patr¡cia Moreira, *Universidade de Fortaleza/UNIFOR*
Narratives of Pregnancy as a Tool of Light Construction of a Technology

The advance of public policies in Brazil focused on women's health has favored the development of actions that ensure a resolutive and humanized pre-natal. It developed an essential help to support prenatal centered on narratives of pregnant women. A Qualitative study of 15 pregnant women in prenatal care at a clinic in Fortaleza-CE, Brazil. Data were collected by the method of story-telling, using structured interviews during home visits. Women reported doubts such as body changes, baby training and medical exams. During the prenatal period, professionals also usually approach topics such as feeding, vaccinations, medications and birth. From the results it was organized an informational sup-port in the form of booklet contemplating pregnancy care. Indeed It demands more investments in the bond between healthcare professionals and users, with spaces for dialogue and clarification of the doubts that linger after the consulta-tion.

Collares, Patr¡cia Moreira, *Universidade de Fortaleza/UNIFOR*
Modelo Sesi de Sa£de como Pr tica de Educa‡Æo em Sa£de no Empoderamento de Costureiros

A pr tica de educa‡Æo em sa£de volta-se para o empoderamento dos sujeitos e a transforma‡Æo destes em agentes de sa£de. Objetivou-se descrever a interven‡Æo com foco na educa‡Æo em sa£de de costureiras no ramo de confec‡Æo de vestu rio, visando a‡äes de melhoria ergon"mica e aumento de produtividade no ramo industrial. Pesquisa participante, de abordagem quali-tativa, com 27 costureiros, de 25 a 35 anos, ocorrida em Fortaleza/CE/Brasil. Para a interven‡Æo contou-se com uma equipe multiprofissional composta por m,dico, enfermeira e t,cnico em SST, educador f¡sico, fisioterapeuta e terapeutas ocupacionais (ergonomistas). Os registros para an lise foram feitos por entre-vista, di rio de campo, fotos e v¡deo. A interven‡Æo focada no empoderamento em sa£de representa uma estrat,gia com vasta utilidade no campo da sa£de do trabalhador. Conclui-se que o acompanhamento individualizado dos cos-tureiros demonstrou sua efic cia na redu‡Æo do absente¡smo, no aumento da satisfa‡Æo com o trabalho e melhor percep‡Æo de sa£de.

Collins, Devin Bryce, *Angelo State University*

Collins, Donald R., *Prairie View A&M University*
Counter Critical Narrative: The Intersection of Privilege, Race and Class

This paper explores the critical phenomenological narrative that is counter to the prevailing reality associated with privilege and survival in a post-qualitative era. The authors explore pervasive experiences along a continuum of privilege

in social, vocational, educational and political settings. One level of inquiry looks at the recent Wal-Mart boycott by workers and consumers being required to work on Thanksgiving day. The dominant narrative positioned sympathy for those protesting. The counter critical narrative, however, was not heard from those who needed to work and were happy to do so. When the dominant narrative is the only one presented, it silences other lived experiences. Other counter critical narratives will be presented that examine complexities of positions of privilege when juxtapose to experiences of survival.

Collins, Donald R., *Prairie View A&M University*
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Cologon, Kathy, *Institute of Early Childhood, Macquarie University*
Disabling Ableism: Disability Studies in Early Childhood Teacher Education

This paper explores processes of engaging early childhood teacher education students with disability studies from the perspective of an academic with professional and personal experiences that intersect in this evolving area of education. The responsibility to challenge teacher education students to recognise and disestablish ableist views is explored drawing on the responses of student teachers as they grapple with notions of _disability_, _difference_, _education_ and _ableism_. The notion of activism in the _academy_ and the role of _social justice_ and _disability studies_ in teacher education is discussed, incorporating reflection on the multiple roles and the potential tensions or conflicts within.

Colomer, Soria, *University of South Florida*
Interviewing Bilingual Teachers in New Latino Communities: Reflection and Connection

This exploratory qualitative study investigated the extent to which twenty-six middle and high school Spanish teachers in Georgia were positioned as translators and interpreters and their attitudes toward those responsibilities. Using a _ romantic_ approach (Roulston, 2010) in which the interviewer worked to build rapport based on shared experience in conversation, the teachers participated in one semi-structured interview each. Teacher feedback on being interviewed was collected through informal conversations at the end of interviews and in unsolicited e-mails and analyzed for themes. The feedback reflected the teachers_ gratitude for the opportunity to reflect on their work, share their experiences, and connect with a colleague/Latina teacher on a topic of mutual concern. The ethics-validity of the interviews was evidenced by the trusting relationship devel-

oped in which teachers selected the interview sites, shared information _off the record,_ and remained in touch long after the study_s IRB end-date.

Colomer, Soria, *University of South Florida*
There are no Known Benefits:_ Participants_ Experiences of the Qualitative Interview

See Wolgemuth, Jennifer R

Comstock, Michael, *Indiana University South Bend*
Global Cities, Universal Statesmanship, and the State: Peace and Posperity in a Globalized Political Network

Statesmanship in the U. S. A. is practiced with an opinionated zeal of denigrated and belligerent policies toward all but a chosen few private interests. Political theories have further polarized the vested affiliations of ideologue politicians against the various cults of geopolitical hegemony. What is it about the education of U. S. A. Statesmen that makes them equally ineffective in coordinating peace and prosperity domestically among member States and universally between the Nations of the World? From the strategies for networking global cities and for achieving a maximum experience of individual security and freedom, there must be a method capable of transcending the imminent worldview particularities of the Universal Statesman. What started as an auto-ethnography on the existential crisis to define and defend the conflicts of religion, two-party politics, socioeconomic class, and globalization developed into a mixed-methods approach of social symbolic controls for reforming the social sciences.

Concha, David Alejandro, *Universidad de Tarapac*
La Palabra Prohibida: Reflexiones de una Experiencia Militante en el Movimiento Estudiantil Chileno

Nac¡ en el amanecer de la promesa de democracia para mi pa¡s, Chile; pero crec¡ en una sociedad marcada profundamente por el miedo a su larga pesadilla oscura y sangrienta. La dictadura decret¢ una palabra impronunciable: Pol¡tica. Como activista militante del movimiento estudiantil chileno, me doy cuenta que mi acto reflexivo de investigaci¢n es al mismo tiempo una pregunta existencial y un compromiso por transformar la sociedad en la que vivo y sus injusticias. Nosotros los hijos de la democracia avanzamos hoy sin miedo en la lucha pol¡tica contra el orden neoliberal: La pol¡tica est rompiendo su silencio para volverse el eco de millones de voces.

Concha, David Alejandro, *Universidad de Tarapac*
The Forbidden Word: Reflections from a Militant Experience in the Chilean Student's Movement

I was born at the dawn of the promise of democracy for my country, Chile; but I grew up in a society deeply marked by the fear of its long and bloody dark nightmare. The dictatorship decreed the word Politics unpronounceable. As an activist militant of the Chilean student's social movement, I realize that my reflective act when researching is both an existential quest and the commitment with the transformation of the society in which I live and its injustices. We the children of democracy move today without fear in the political struggle against

neoliberal order: politics is breaking the silence to become the echo of a million of voices.

Conlon, Catharine, *Trinity College Dublin*
Coming to Know Through the Intra-Action of Voice and Embodied Listener

Meeting and interviewing 200 Irish women over ten years about their pregnancies in a cultural context that had given rise to the construct of _crisis pregnancy_ led me to re-engage reflexively with this data to ask how could our pregnancies be known. As I had talked with and listened to women I heard both dissonance and consonance in how they told their pregnancies and the discourses of _crisis pregnancy_. This evokes Barad_s notion of discourse as not what is said but that which constrains and enables what can be said. I came to realise that my knowing of women_s pregnancies went beyond the words of their telling. They were knowings generated both during and after our material encounters, knowings re-evoked in my listening to women_s disembodied voices, re-embodied within my embodied knowing, being and matter. This was an intra-action of the material-discursive known via both lived through and listened to experience. Addressing the question how can _subjectivity_ be known through the interview method led me to engage the Voice Centred Relational Method as a method of analysis that strives to (reflexively) come to know the multi-layered subject in terms of perceptions of self, self-in-relation to others and self as structurally located in power relations and dominant ideologies. I argue that such intra-action allows _generative agency_ to become known.

Conlon, Catherine, *Trinity College Dublin*
Emergent Reconstruction in Constructivist Grounded Theory

Grounded theory involves researchers developing inductive theoretical analyses from data they collect and checking analyses as they gather further data making it an emergent method. Constructivist approaches view such theory as interpretive, implicating both researcher(s) and participants in the process of knowledge construction and strengthened when this co-construction is acknowledged. Participants create meanings of experience, selves and identities in collaboration with researcher(s) through culturally available resources e.g. talk or gestures. Studying collaboratively generated accounts reveals how meanings are accomplished through talk as social action. The cultural norms at work and the skilfulness of participants in invoking culture also emerge. Contributing to debates on the place of the interview in theorising the social, this paper presents data from an Irish study of intergenerational solidarity. Processes of co-construction of talk, identity and meaning between researchers and participants are acknowledged and it is argued _emergent reconstruction_ is accomplished.

Conrad, Diane H, *University of Alberta*
Articulating an Arts-based Research Paradigm

Following Heron and Reason_s (1997) development of a participatory inquiry paradigm and Wilson_s (2008) description of a research paradigm shared by Indigenous scholars, this paper aims to articulate the beginnings of an arts-based research (ABR) paradigm. Through working out questions of ontology, epistemology, methodology and axiology as foundational to our experiences of doing, reviewing, teaching, and appreciating ABR, we develop a para-

digmatic understanding to promote ABR alongside other research paradigms. We see ABR not only as a collection of methods for generating, interpreting and disseminating research, but as a way of perceiving what research is, based on a unique set of philosophical assumptions: an ontology based on aesthetic experience as fundamental to being human; an epistemology that acknowledges our coming to know through creating, embodiment, feeling, intuition, relations, and spirit; a methodology giving primacy to interacting with and making art; an axiology that celebrates art_s potential to transform the world.

Conrad, Diane H, *University of Alberta*
Challenges in Performance-Based Research Creation with Vulnerable Youth

Doing participatory performance based research with and about vulnerable youth within institutions: schools and jail, and in association with community youth organizations raises numerous challenges. Wading through a quagmire of considerations including: ethical dilemmas; negotiations with gate keepers, partners and participants; quests for funding; artistic decision-making; logistical challenges; questions of efficacy; and scholarly expectations; this paper reflects upon more than a decade of doing participatory drama with and creating ethno theatre about at risk, incarcerated and street involved youth. The projects under consideration include: inner city students_ performative responses to media advertising; a forum theatre exploration of the perceptions of youth from a rural community about what it means to be at risk; a research performance by the researchers the outcome of a six month pilot study with youth in jail; the writing and professional production of a full-length ethnodrama, about three years of participatory drama based research with incarcerated youth as part of the young offenders centre_s Native program; a participatory research project with a community youth arts organization and a number of street involved youth, focused on creating and facilitating performance based workshops to educate service providers working with youth. Not intended to provide answers to the complex challenges raised, the paper, rather, invites dialogue.

Coons, Jeffrey, *University of Northern Iowa*
Social Network Analysis for Facebook: Locating Cliques and Visualizing Sociability

Researchers report the use of social network analysis in symbolic interactionist study of social media.

Cooper, Karyn, *University of Toronto*
The Digital Scholar Network: An Innovative Tool for Presenting and Disseminating Video Research

Qualitative research continues to incorporate fast-evolving technologies to improve and bolster interpretive and critical research approaches. Over a five-year period, Drs. Cooper and White invited 20 international scholars working across the social sciences and humanities to document their autobiographies on videotape. Modern digital technology, combined with scholar autobiographies, serves as a useful method to delve into significant research issues. In this paper, we draw upon our first-hand experiences working with video to perform a digital account that highlights the innovative scholarship of such distinguished scholars as Clifford Geertz, William Pinar, Henry Giroux, Zygmunt Bauman and

Maxine Greene. Additionally, we aim to address the following questions: What are some recurring technological issues, and how can these issues be mitigated? What innovative ways of presenting and disseminating video research are currently available to researchers? Our discussion aims to provide researchers with practical guidance for capturing and disseminating video data across disparate settings.

Copfer, Sarah A., *Western University*
Listen and Learn: Understanding the Experiences of Students with LD in Post-Secondary Settings

The transition from secondary to higher education and the adjustment to post-secondary environments presents a number of unique academic, social, and emotional challenges for students with learning disabilities (LD). Many of these students require special support to successfully integrate academically and socially into this learning environment, yet despite numerous educational initiatives, not all students receive the appropriate level of help needed. Currently, limited research exists around the lived experiences of students with LD in postsecondary settings and the institutional practices that take place around accommodation and support for them. This presentation will address the methodological issues, challenges and strengths of using qualitative inquiry as part of a mixed methods approach to 1) investigate how the needs of students with LD are currently being met at the post-secondary level in Canada and 2) to identify potential barriers of access to support and accommodation that may be occurring within these settings.

Cornacchione Jr., Edgard B., *University of Sao Paulo*
Interaction and motivation through the use of the Second Life virtual world : A learning experience case study in a Brazilian accounting education classroom

See Azevedo, Renato F. L.

Correa, Carlos, *Instituto Colombiano de Bienestar Familiar*
The Meaning of Education on Child Rearing in a National Program of Early Childhood

See Pe€aranda, Fernando

Cortez, Rufina, *College of Education, University of Illinois*
Towards an Education-Centered Theory for Understanding the Experiences of Underrepresented Medical Students

Currently, the U.S. needs 10,080 more practitioners to meet the needs of 5,848 HPSA_s. Given that Blacks/Latinos were 14% of total matriculants in 2011 and that a significant portion of physicians in underserved medical areas are underrepresented physicians, one should increase the number of Black/Latino medical students. Nonetheless, only 2,815 of the 19,947 who enrolled last year identified as Black or Latino/a. We adapt Antonia Darder_s scholarship to identify ways in which current educational research homogenizes the experiences of underrepresented students across all fields. Darder argues that the political and economic are not separate power structures but rather that they work together to reproduce and maintain the inequities perpetuated in society. We attempt to identify ways in which we can analyze and frame the unique

experiences of underrepresented medical students using educational theories. We hope that this might commence bringing underrepresented medical students to the forefront of educational research.

Covarrubias, Esmeralda, *Universidad Aut¢noma Metropolitana Xochimilco*
QI pedagogy with novice pre-graduate students

See Chapela, Consuelo

Covarrubias, Esmeralda, *Universidad Aut¢noma Metropolitana Xochimilco*
Encuentro con la IC: Experiencias de alumnos de enfermeria

La Universidad Autonoma Metropolitana Unidad Xochimilco (UAM-X), es una de las tres instituciones de Educaci¢n Superior en M,xico. En su sistema de ense¤anza- aprendizaje, la investigacion constituye una actividad central en la formacion de los alumnos de todas las carreras. En este trabajo, muestro algunas de las experiencias que tienen alumnos, que cursan el Modulo de Reproduccion de la Licenciatura en enfermeria, al tener contacto por primera vez con la investigacion cualitativa. En el transcurso del proceso de investigacion, los alumnos expresan sorpresas y cambios en el entendimiento de la salud sexual y reproductiva.

Covarrubias, Esmeralda, *Universidad Aut¢noma Metropolitana Xochimilco*
Claroscuros en la ense€anza de la IC en pregrado de enfermer¡a y medicina de la UAM-X

La ensenanza de la investigaci¢n cualitativa (IC) en estudiantes de pregrado en el campo de la salud, en Mexico, es aun incipiente. En gran medida, esto responde al limitado numero de docentes familiarizados con estas metodologias. Este trabajo tiene el proposito de mostrar la experiencia en la ense€anza en IC, de cuatro docentes de educacion superior en las carreras de medicina y enfermeria de una universidad publica de Mexico. Sus testimonios dan cuenta tanto de los obstaculos que enfrentan para legitimar su practica, como de las satisfacciones que aporta la ense€anza de IC a su carrera docente.

Covarrubias, Esmeralda, *Universidad Aut¢noma Metropolitana Xochimilco*
Chiaroscuro in teaching QI in nursing and medicine pregraduate at the UAM-X

In Mexico, teaching of qualitative inquiry (QI) in nursing and medicine students is still incipient. To a large extent, this is in response to the limited number of teachers who are familiar with these methodologies. This work aims to show the experience of teaching QI of four teachers in the medical and nursing careers of a public university in Mexico. Their testimonies realize the obstacles they face to legitimize their practice and the satisfaction that teaching QI brings to their career.

Crehan, Brett, *Ball State University*
Chronic Illness Complexities of Exploring Succumbing, Resiliency, and Thriving in Different Life Domains

When women discover they have a chronic illness, they typically have one of three outcomes succumbing to their illness, having resiliency to their illness, or overcoming obstacles and thriving while living with their illness (Carver, 1998).

I followed traditional thematic analysis with initial start codes emerging from Parker and Chusmier_s (1992) suggestions about a life success framework. Parker and Chusmier define thriving within the six life success domain: personal fulfillment, professional fulfillment, status and wealth, security, and family relationships. I examine these different domains to illustrate the complexity of how these women_s lives are transformed by their illnesses. Specifically, I examine where in a single individual, she may experience thriving in one domain and succumbing or resiliency in others.

Crehan, Brett, *Ball State University*
Data Playgound: Exploring Visual Representation of Data

According to Carver (1998), women typically have one of three outcomes to their chronic illnesses succumbing, resiliency, or thriving. I examine these outcomes through the life success domains (e.g., personal fulfillment, professional fulfillment, status and wealth, security, and family relationships) by Parker and Chusmier (1992). Women may experience different outcomes depending on the examined dimensions (e.g., thriving on personal fulfillment and succumbing on security). Through modified graph representations, I illustrate complexities of interviewee_s experiences on each domain. Despite possible increases in clarity and ability to visualize the various pathways in a person_s life, these representations lose some of the strengths of verbal representations, such as loss of interviewee_s voice and complexity of emotions, along with perhaps an inadvertent impression of scale data. Two or more visual representation styles are presented, including variations attempting to interweave the interviewee_s voice, to open a conversation of the strengths and weaknesses of this visualization.

Cristancho, Sergio, *Universidad de Antioquia Facultad Nacional de Salud Publica - University of Illinois College of Medicine at Rockford*
Bienestar y Enfermedad en Ind¡genas Tikuna y Cocama del Amazonas: Una Experiencia Fotovoz

Como parte de la evaluaci¢n de un proyecto IAP en salud comunitaria ind¡gena en el Amazonas colombiano, se utiliz¢ la metodolog¡a _Fotovoz_ para conocer los principales factores asociados al bienestar y la enfermedad en dos comunidades Tikuna y Cocama. Cada uno de los 27 participantes tom¢ tres fotos en respuesta a las preguntas gu¡a. Las narrativas fueron grabadas y transcritas. Posteriormente fueron codificadas de manera abierta (temas emergentes) y axial (agrupando temas en grandes categor¡as tem ticas). Un an lisis de contenido de dichas categor¡as permiti¢ identificar que la vivienda saludable, las pr cticas culturales y el manejo adecuado del ambiente son los aspectos m s frecuentemente asociados al bienestar. Por otro lado, el mal manejo de las basuras, las aguas estancadas y el manejo inadecuado del ambiente est n relacionados con las enfermedades. Se resalta la utilidad de la metodolog¡a fotovoz para identificar y gestionar soluciones a los temas prioritarios en salud ind¡gena.

Croft, Lacey M., *Wilfrid Laurier University*
Linking the "Personal" to the "Political": Comparative Micro- and Macro-Level Analysis in Psychology Research

The field of Psychology has a rich history of scientific research and practice on individuals. However, research continues to overlook the context in which

the people and issues that psychologists seek to understand are embedded. In this paper I explore the potential, and propose a process, for qualitative research that links individual-level data and analysis to macro-level data and analysis. Specifically, I review the theoretical and methodological process of a study that contrasted participant conceptualizations of Corporate Social Responsibility at the individual-level, against neoliberal ideology at the macro-level. The procedure allowed for the collection and comparison of data in a way that minimized researcher bias while contextualizing participant information. I suggest that the process may be extrapolated to other Psychology and qualitative studies that seek to situate the participant(s) in their social, political, and/or economic context.

Crowell, Jessica, *Rutgers University*
Urban Spaces, Digital Places: The Social and Material Dimensions of Information

Philadelphia_s Freedom Rings Partnership is a joint venture between the City of Philadelphia, the Urban Affairs Coalition, local universities and community based organizations. The specific goals of FRP are to build out or enhance 77 computer access centers and offer 15,000 low income Philadelphians digital skills training. Through a two year BTOP funded qualitative study of the impact of FRP, this paper examines the social and material dimensions of information access. Initial fieldwork suggests that digital access sites are viewed as a partial solution to changing economic and material conditions, connecting urban Philadelphians to work opportunities and online social services. In this way, perhaps problematically, digital access sites double as flexible social support spaces. In the post welfare era in which market models may increasingly shape public policy, are digital programs equipped to address these complex challenges? How is urban space configured for digital place?

Cruz-Santiago, Michelle, *University of Illinois at Urbana-Champaign*
A Conceptual Model for Designing Qualitative Evaluations of Education Outreach Programs

See Southerland, Wallace

Cruz-Santiago, Michelle, *University of Illinois at Urbana-Champaign*
Parental Influences on the Academic Success of Low-Income Latino Males

Latino males from low-income backgrounds have one of the highest high school dropout rates and lowest college enrollment and graduation rates in the U.S. Yet, despite the multi-systemic obstacles that limit them from realizing their full potential, many Latino males successfully navigate the education pipeline. How do they do it? This investigation on academic resilience examines the role of parents in the educational success of low-income Latino men. Eleven men in their first-year at a four-year university participated in three individual interviews and one focus group. Two general themes emerged: 1) Parents_ commitment to education; and 2) Parents as inspiring role models. The results highlight the various ways that low-income Latino parents _ often overworked and undereducated themselves _ can propel academic success among their children. This work contributes to the emerging body of research that question deficit-

based, victim-blaming conceptualizations of low-income Latino parents and their involvement in their children_s education.

Culhane, Dara Hanna, *Simon Fraser University*
PERFORMING COMPLICITIES: shifting lines between _us_ and _them_ in a performative ethnography project.

Downtown Eastside Vancouver, Canada is an impoverished and, simultaneously, rapidly gentrifying neighbourhood, and an internationally known centre for research on HIV+/AIDS and _addiction_. Activists accuse well- intentioned academics, radical artists, and pharmaceutical corporations and real estate developers alike of exploiting marginalized residents under the guise of _collaborative, community-based_ projects. This paper describes an experiment in performative ethnography that aspired to respond to these critiques. The Stories & Plays Project explored performative ethnography as a mode of imaginative inquiry. We worked with members of a street front drop in clinic for persons diagnosed HIV+, hoping to create conditions of possibility for researchers_ power to be partially subverted, for members to challenge biomedical labels that overdetermine opportunities for self representation, and for _us_ and _them_ to co-create an experience of ethical engagement. I offer reflections on contradictions and surprises we encountered, and new questions that emerged.

Culhane, Dara Hanna, *Simon Fraser University*
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Cunningham, Joseph, *joseph.cunningham@uc.edu*
Photovoice as a Pedagogical Tool in Critical Visual Literacy

With photovoice now embedded in qualitative and participatory research fields, the task at hand lies in expanding its jurisdiction and utility for new populations. This paper discusses a photovoice project performed in a two-year college English composition course. In employing photovoice as a compositional tool in visual literacy, students were able not only to communicate their perspectives on technology in an interactive and critical manner, but important compositional outcomes melded beautifully with photovoice, particularly those in visual literacy. As college composition evolves into a dialogic, multi-modal field,

methodologies like photovoice that empower students in becoming researchers resonate with heightened relevancy, removing the writing process from rigid, solitary realms into environments of powerful individual and collective actualization.

Cunningham, Joseph, *joseph.cunningham@uc.edu*
Degrees of Alienation: A Critical Ethnography of College Graduate Underemployment

Although a college degree protects its holder from unemployment compared to those without it, underemployment proves to be an increasingly real problem among college graduates. Fueled by the ongoing economic crisis, an increasing number of college graduates find themselves assuming jobs that do not relate with their degrees, jobs that are often low-paying and part-time. Powered by a theoretical framework derived from Marxian and Baudrillardian theory, this critical ethnography seeks to unveil both the condition of college graduate underemployment as well as redefine the utility of higher education, which is now called into question as the connection between education and employment grows more tenuous.

Cunningham, Summer, *University of South Florida*
What is in a Name?: Controversy vs. Efficacy in the MF Campaign

The MF Campaign, both political crusade and performance art, is a means for addressing motherhood and mother-related issues in a way that is creative, participative, and activist; and is also committed to integrating feminist and communication theory with the embodied, living knowledge that stems from the material experience(s) of mothering. The controversial title (MF=MotherFucker) is used intentionally to draw attention to the significant and sometimes violent ways that people, institutions, policies, and/or discourses _screw-over_ those who mother. This project is premised on the idea that motherhood is an issue of concern not just for mothers and women but everyone as it is an issue connected to subjectivity, capitalism, human rights and freedom, equality, globalization, modes of (re)production, and sustainability; we aim to make others aware of these connections. The question is, is the name too much?

Cunningham, Summer, *University of South Florida*
(M)other (Im)Possibilities

I lost my son. Twice. The first time because I was determined to keep him with me, the second time when I let him go. I_ll never forget my reaction years ago when Kim suggested that I leave my three year-old with his father so that I could go away to finish school. _What kind of a mother chooses not to be with her child?_ I thought, disgusted. I thought she was crazy, and, now, as I let my son go, I wonder if I am. Hansen explains that _the position of the mother without child is not only a traumatic present reality but also a logical impossibility, a taboo, and therefore a site of instability that facilitates thinking about motherhood and women beyond official logic and conventional possibility_ (450-451). This piece illuminates the realness and impossibility of this situation.

D¡az Espinoza, Dina Georgina, *Secretar¡a de Salud Jalisco*
Globalizaci¢n, Trabajo precario y Enfermedad desde el Modelo de las Determinantes Sociales de la Salud

See Acosta Fern ndez, Mart¡n

Dalben, Ivete Soares, *Faculdade de Medicina Botucatu/Brasil*
The interaction of adolescents with alcohol, tobacco and drugs

See Rossi, Lilian Cristina de Castro

Daley, Jaimeson, *Syracuse University*
Nothing to Fear But Imagination Itself? An Examination On What Compels and Prevents Making

As people, we sometimes are our worst enemies. Minding this, no element but our own self and each neuroses which comes with the entirety of one's own personality often acts as an obstacle along the path of life. These facets of our being can strengthen us while at other times cause setback. By examining personal journeys, the author uses narrative to find themes within life_from youth to the present_to dissect experiences of anxiety and success. Aided along the way by art, storytelling, and art making as a means of therapy, response to fear is closely studied.

Damhorst, Gregory, *UIUC*
Perception versus Reality: Personal Identity Confronted in Ghana

The graduate school process often begins with indecision and uncertainty, yet sets the pace and trajectory for an entire career. For a dual-degree MD/PhD student in engineering, a two-week experience in Ghana was an attempt to explore one concept of vocation. The experience proved capable of scratching the surface of the factors influencing this student_s future, yet produced more questions than answers. Personal identity is explored amongst themes of family, spirituality and perception versus reality. Furthermore, the author wrestles with the question of place and privilege, reflecting as a white male raised in a tradition of American evangelicalism.

Dandridge, Lyle, *Southern Illinois University, Carbondale*
Little Miss White Teacher and Muslim Men: Dialoging through Classroom Tension

See Cline-Smith, Charlotte

Daniels, Doria, *Stellenbosch University*
This, is me! Interupting the taken-for-granted knowledge about teenagers living with disabilty through collaging

Traditional research practices and methods could contribute to the production of data that misrepresent adolescent participants who are living with physical disability. The article takes its data from a study that explored how five adolescents make sense of their worlds as teenagers living with physical disability. Because of the criticism about textual representations of participants_ realities in research, and the ways in which they can appropriate the voices and stories of participants (Denzin, 2004), the textual-based methods of interviewing and

focus group interviewing were twinned with collaging, a visually based method. This was an attempt at increasing participants_ opportunities to give expression to views and feelings that might otherwise be suppressed (Daniels, 2006). The collage transformed the research process into a more equitable and creative space for the adolescents in which to express themselves, and deepened the quality of the textual data on the phenomenon.

Dardzinski, Jennifer Anne, *St. John's University*
Influential Collaborative Pedagogy

See Cozza, Barbara

Daum, Christine, *Faculty of Rehabilitation Medicine*
Generating Evidence Qualitatively: The Potential of Community-Based Participatory Research

See Mayan, Maria

Davidson, Judith, *University of Massachusetts - Lowell*
Contextualizing the Changes New Technologies Raise for Qualitative Research Methodologies: Case Example--Perspectives on Youth and Sexting

The historic and evolving nature of qualitative research technologies can be characterized in three phases: disassociated (pre and early computer uses) associated (the rise of standalone qualitative data analysis software) and distributed (web 2.0 and beyond). In this paper I will define these historical phases in our field, using a case example of a recent project on perspectives of youth sexting to demonstrate the complexity of these positions. In so doing, I will demonstrate how the current position of our field is being driven by the forces of big data and the many cross cutting methodological concerns that intersect at this point. Two, in particular, will be of interest to me; 1) tools and techniques for deep analysis of qualitative research data; and 2) qualitative research archiving.

Davies, Bronwyn, *University of Melbourne*
Deleuze and Guattari: Subjects-of-thought

This paper draws on the collaborative writing of Deleuze and Guattari (Dosse, 2007) to explore the ways in which collaborative writing as a strategy might contribute to the work of, for example, re-conceptualizing the individual as molecular, that is, a particle of a larger organism, or as immanent on a plane of composition. It considers the benefits of interdisciplinarity, as they engaged in it, in opening up those new strategies for thought. It explores the ways in which Deleuze and Guattari put themselves up against thought as it was happening in the other, in the very specificity of the other in his specific life

Davies, Bronwyn, *University of Melbourne*
The adventures and misadventures of epublication

In this paper Bronwyn Davies will talk about her ebook series and what she has discovered on this ebook journey. She will briefly introduce each of the books in her eseries Rethinking research and professional practices in terms of relationality, subjectivity, spatiality and power.

Davis, C. Amelia, *Georgia Southern University*
The Challenges and Rewards of Teaching Qualitative Research Online

See Williams-Johnson, Meca

Davis, C. Amelia, *Georgia Southern University*
Fracturing Understandings, Bringing About Change: The Power of Taking
Qualitative Research in Education Outside the Academy

Arts-based forms of re-representation, such as ethnodrama, provide the
opportunity to make research more accessible, reach diverse populations, and
resonate with multiple audiences. This presentation will discuss the reactions to
an ethnodrama performed in two socially different spaces. The script, developed
from the narratives of 18- to 25-year-old high school leavers as they transitioned
as adult learners into GED classes, was first read in a GED classroom by GED
students. Next, it was read by a group of adult educators at an adult education
conference. Reactions to the performance were captured through follow-up
discussion and arts-based media and drew different responses but similar under-
standings regarding authenticity of voice and fracturing beliefs adult educators
have about high school leavers. Comparison of these responses illustrates and
reiterates why it is important to take qualitative research to audiences outside
the academy in order to begin developing new understandings and bringing
about social change.

Davis, Corrie L., *Kennesaw State University*
Gang Related: Qualitative Inquiry with Rival Gang Members

Conducting qualitative research with opposing groups of people can be
intense. As the expert, you are charged with facilitating open and honest
conversations while also ensuring each member of the study has a voice and
feels heard. In this presentation I will discuss a qualitative study that included
members from two rival gangs. Although in middle school, the students in this
study represented many years of anger, pain, and disappointment, which they
manifested through allegiances with groups notoriously known to be violent.
Attempts to learn their backgrounds and forge commonalities amongst the
young men were riddled with uncomfortable spaces yet their brutal honesty
revealed much about their choices and perceptions of education.

Davison, Kirsten K., *Harvard University*
The Effect of Parental Stresses on Childhood Obesity in Head Start Children: A
Photovoice Inquiry

See Svistova, Juliana

Dawidowicz, Paula Marie, *Walden University*
Has Qualitative Research Lost Its Magic, or What_s in a Tradition, Anyway?

When qualitative research began its rocky evolution, it was as an alternative
to the all-or-nothing positivism of quantitative methods. Over time, it evolved
a set of traditions, set methods with data sources that are fairly to completely
established, and it began to lose the magic flexibility that allowed it to explore
the myriad situations it might allow researchers to answer. At this point, how
much epistemology is emphasized when teaching methodology is unclear, but it

is clear that qualitative researchers are competing with quantitative researchers for credibility and funding_but at what cost? This paper discusses the philosophical issues involved in revitalizing qualitative research and how to teach that philosophy and its benefits to students and to use ourselves as researchers.

Dawidowicz, Paula Marie, *Walden University*
Automythography: Exploring Researcher Bias and Understanding.

The Ethnogs presented at ICQI 2012 their playful exploration of role pseudo-enactment and reporting on that process and what they learned. However, their method, automythography, has another potential use as a pre-research bias identification process, as well. New researchers, and sometimes advanced researchers regularly steeped in a specific topic, often face the challenge of identifying their biases and attitudes about their topics or their potential study participants. Without recognition of those biases, each stage of their research could be corrupted. This paper presents background on the nature and impact of researcher bias, journaling, and bracketing, as well as the results of several applications of automythography,as well as a generalized discussion of bias and objectivity in qualitative research.

Dawidowicz, Paula Marie, *Walden University*
Epistemology, Frames, Methodology, and Mystery.

Students and new researchers can struggle with sorting out what constitutes a qualitative method versus a quantitative or mixed method. Often, these individuals do not understand the nature of epistemology and the relationship between epistemology and methodology. Part of this confusion could be caused by the often hurried presentation of the terms, their meanings, and their relationships to each other and research during the instruction process. This paper presents the results of the use of several different activities introduced in basic, qualitative, and quantitative research courses to increase student comprehension of the relationship between epistemology and frames to their conceptualization of methodological designs.

Dawidowicz, Paula Marie, *Walden University*
Social Anxiety Disorder: An Exploration of Exploratory and Explanatory Methods.

Conditions like social anxiety disorder can develop as a result of any one or combination of a number of factors. Willingness to participate in treatment and treatment outcomes can vary based on the individual, core experiences, and individuals_ resilience, making it a complex disorder to both understand and predict. This paper considers various processes of examining such a variable disorder using the flexibility afforded by qualitative methodology and describes one successful combination method that has proven effective for providing strong insights into participants_ experiences, including examples of the comparative results with other methodologies. It finishes with a consideration of how this methodological hybrid was developed.

Daza, Stephanie, *Manchester Metropolitan University*
Racing Methodology from Below: The Global Majority and the Future of
Qualitative Inquiry

See Asher, Nina

Daza, Stephanie, *Manchester Metropolitan University*
Decolonizing Data Analysis: Embodied Approaches to Inquiry

In this presentation, the mind-body connection that is lost in procedural
and theoretical forms of qualitative analysis is recuperated as embodied data
analysis. As able-bodied women of color, we draw attention to the sociocultural
and biochemical processes of creativity that inextricably link the mind, body,
environment, and knowledge production. Movement, dreaming/meditation, and
collaboration are examined as modes of analysis that respect the physical (body,
space, and time) and the metaphysical (dreaming, mediation, creative acts)
simultaneously.

de Barros, Val,ria Lima, *Universidade Federal do Piaui*
Access of Pregnant Women to Technology for Prevention of Congenital Syphilis
in Northeast Brazil.

See Araujo, Maria Alix Leite

De Boer, Tracy, *University of Manitoba*
Recovering Health and Home: Narratives by Professionals on their
Collaborations with Homeless Adults who use Volatile Solvents

Literature on individuals who use volatile solvents loosely suggests that this
group is "dangerous, incapable, and bran-damaged". The current study is based
on narrative analysis of 12 semi-structured interviews with health and housing
professionals who work with a marginalized population of homeless adults who
use solvents. Voices form the professionals on this specific group of clientele in
their healing and well-being appear to participate in a narrative construction
with their clientele that is counter to the dominant narrative that broader culture
(i.e., professional peers, other clientele and the community at large) perpetuates.
Advocating for the capability, worth and intellect of their clientele, these profes-
sionals silence their own story and direct attention to the challenges of their
clients. The role of hope as the function of telling this extreme counter story is
discussed.

De Castro, Andr,s, *Universidad de Salamanca*
Descriptores del consumo de alcohol en una muestra de adolescentes chilenos y
bolivianos Proyecto AECID (A3/041712/11)

See S nchez G¢mez, Cruz

De La Garza, Antonio, *University of Utah*
Decentering to Center: Writing Outside of the Margins

Graduate students are disciplined to conform to principals of writing and
thinking that ignore the contingent, unfinished, intuitive, becoming approaches
to writing that create space for open interpretations. This form of discipline is
particularly alienating to already marginalized groups. My discussion will focus

on ways that space can be made for Mestiza or queering writing practice that centers the contingent, contradictory, and irrationality of any form of knowledge production.

de la Garza, Sarah Amira, *Arizona State University*
La cuarta anima: Mindful heresy as conscious engagement with one_s narratives.

Selecting to be committed by being uncommitted, to be faithful by being unfaithful, by being observant by violating orthodoxies...such is the path of the mindful heretic. De la Garza demonstrates how she created this concept and life way as a way to resolve habitual calls to order in her life, brought about by a traumatic brain injury. This piece introduces the spiraling of integration through archetypal active imagination work that is informed by her research into the narratives of accused heretics during the Spanish Inquisition.

de la Garza, Sarah Amira, *Arizona State University*
Playback Ethnographic & Qualitative Analysis (PEQuA): A Performative Method for Aid in Analyzing Fieldwork & Interview Data That Triggers and Baffles

Ethnographers and other qualitative researchers engaged in intensive fieldwork and interview research can find that certain events or interactions they've encountered may trigger or otherwise baffle them when it comes to analyzing their data. Rooted in the deep reflexive methods of the methodology of Four Seasons Ethnography, PEQuA analytic method is a performative form of triangulation. Interdependence and collective holographic realities inform those who listen to researchers' data tales. Listeners then "play back" the scene in an improvisational ensemble. The researcher then actively reflects on the interpretive insights, and the ensemble answers questions about their playback. Unlike traditional playback performance, this method does not require trained performers and is not seeking performative elegance, but an embodied representation of meanings heard from data tales and researcher reflexive accounts. Workshop experiences with the method have yielded major insights and breakthroughs for traditional qualitative researchers, autoethnographers, and performance and narrative ethnographers.

DE LA O, MARIA EUGENIA, *CENTRO DE INVESTIGACIONES Y ESTU-DIOS SUPERIORES EN ANTROPOLOGIA SOCIAL*
Dilemas de la Investigacion Cualitativa en Contextos Violencia en Mexico

La violencia en Mexico genero numerosas victimas y nuevas formas de vida. En este contexto, los investigadores enfrentan limites eticos, teoricos y metodologicos para abordar el fenomeno de la violencia. Por una parte, su papel participativo en el campo se restringio ante el peligro, y por otra, se ha caido en sesgos criticos hacia quienes practican la violencia sin entender las nuevas representaciones sociales. En la ponencia proponemos que los metodos participativos est n experimentando limites ante la violencia, pero la narrativa de los periodistas y el aporte de informacion de las organizaciones sociales abrieron nuevos caminos de reflexion para la investigacion cualitativa.

De Lisle, Jerome, *The University of the West Indies, St. Augustine*
Using Multiple Qualitative Methods to Explore Pre-Adolescent Children_s
Experience of a High-Stakes National Placement Examination

Trinidad and Tobago has retained a high-stakes national examination for
students aged eleven and above. The examination called the Secondary Entrance
Assessment is used to determine selection and placement into different models
of secondary school. There has been considerable public debate on the possible
positive or negative impact, but little supportive evidence on either side. In this
study we employed five qualitative methods to explore students_ experiences
during test preparation: (1) paper diaries, (2) focus group interviews, (3) draw-
ings, (4) photo-elicitation, and (5) photovoice. The methods vary by (a) mode
of representation, (b) agency, (c) level of participation, (d) personal and social
consciousness, and (e) expression of latent and emotionally laden issues. The use
of a multi-method approach was designed to achieve a deeper, more complex
understanding of the event as well as provide complementary and divergent
insights into children_s experiences.

de Menezes, Jos, Nilson Rodrigues, *University of Fortaleza*
Humaniza‡Æo no tratamento de pacientes oncologicos: Percep‡Æo de uma
equipe interdisciplinar

See Oleg rio, Nat lia Bitar da Cunha

De Munck, Katrien, *SIHO - Support Center for Inclusive Higher Education*
Chameleons or Leopards Without Spots? A Dialogic Inquiry into Working with
an Academic and Non-academic Identity

Trading under an academic flag can support one_s mandate, cloak a rebel-
lious desire for change, add weight to credibility. But academic relations can
also create tensions by sustaining conflicting agendas, privileging theoretical
encounters or tolerating multiple interpretations of key concepts such as human
rights and social justice. This paper presents an ongoing dialogue between two
supporters of inclusive education who maintain a LAT-relationship (a Living-
Apart-Together relationship) with academia. We discuss our lived experiences as
managers of not-for-profit organisations working towards more inclusive educa-
tion. We consider perceptions of boundedness and relative academic freedom
of university-based research, compared to the potential for wider audiences and
more immediate impact of work stemming from a not-for-profit organisation.
Finally, we reflect on structures, dynamics and power relations in academic
institutions and in campaigning organisations, and explore critical incidents of
passion, desire and purposeful resistance in the junctures of our academic and
activist identities.

De Schauwer, Elisabeth, *Ghent University*
Roots and Wings - Vulnerability and Power in the Relationship of Recognition

Working is a singular and collective action. It has to do with me, the things
I do and what I learn(ed), but as much with other people, their 'gifts', doubts,
challenges and the wisdom they share. Several positions are taken: pedagogue
- parent - support worker - researcher - advocate - partner - teacher... Multiple
identities open up new beginnings, new ways of living and thinking together. It is
about radical othercentredness and crossing thresholds in a cautious, experimen-

tal but nevertheless irreversible way. This happens often silently. In encounter with the Other, there are always remains that stick to you and are irremovable. It asks for a perpetual movement of search for recognition of humanness. It expresses not only a sense of social responsibility but also an affect. It is about coming out of your comfort zone and dancing in the dark. Becoming is transforming our relationship to the world.

DE SOUZA, SABRINA DA SILVA, *zelia goedert da silva de souza/luiz orlando de souza*
Itinerario Terapeutico de pessoas com Hansen¡ase

O itiner rio terapˆutico podem ser considerados recursos importantes para o diagn¢stico precoce da hansen¡ase sem que ocorram tantas incapacidades. Objetivo: Conhecer o itiner rio terapˆutico de pessoas com Hansen¡ase.M,todo:pesquisa qualitativa, explorat¢rio descritiva,a analise seguiu a proposta de Bardin. Resultados e discussÆo: A descoberta da doen‡a ocorre quando algo nÆo est bem com o aparecimento de lesäes na pele, dor nas pernas, fraqueza, queimaduras nos bra‡os, que nem sempre sÆo reconhecidas pelos profissionais de sa£de como hansen¡ase, h um ir e vir nos servi‡os de sa£de at, a confirma‡Æo do diagn¢stico. Nessa busca, procuram outros tratamentos com benzedeiras, ch s, pomadas. Com a confirma‡Æo diagn¢stica passam a conviver com o preconceito da doen‡a, ficando algumas vezes privado do conv¡vio de familiares e amigos. ConclusÆo: Compreende-se que o conhecimento das dificuldades enfrentadas no diagn¢stico da hansen¡ase , imprescind¡vel para subsidiar uma assistˆncia de qualidade.

DE SOUZA, SABRINA DA SILVA, *zelia goedert da silva de souza/luiz orlando de souza*
A tuberculose provocando mudan‡as na vida

Introdu‡Æo: Apesar da existˆncia de programa de sa£de que promove as condi‡äes de tratamento com cura, gratuidade do medicamento, tratamento supervisionado, nÆo se tem alcan‡ado grandes ˆxitos nas a‡äes de controle da tuberculose. Objetivo: objetivo de conhecer as mudan‡as provocadas na vida da pessoa ao ter tuberculose. M,todo: Trata-se de uma pesquisa qualitativa, utilizou Teoria Fundamentada nos Dados, desenvolvida em um servi‡o de Tuberculose. Resultados: Dentre as in£meras repercussäes da tuberculose, as mudan‡as provocadas na vida e modificando os contatos sociais sÆo trazidos como processos que alteram o cotidiano dessas pessoas e que podem influenciar diretamente na adesÆo ao tratamento. ConclusÆo:Ô necess rio que se estabele‡a uma nova visÆo frente a problem tica da tuberculose com enfoque na promo‡Æo da sa£de, construindo novos saberes atrav,s da intera‡Æo entre os campos disciplinares.

Deacon, Zermarie, *University of Oklahoma*
Using Photovoice to Generate Social Change in One American Indian Tribe

This paper reports on the use of the Photovoice method to cast light on the needs of disenfranchised elders. We will discuss the use of this method, including challenges the authors encountered during the research and dissemination process. The goal of the paper will be to present lessons learned and implications for university-community partnerships intended to advance the interests

of indigenous communities. This investigation was situated within a larger collaborative process. The goal of the investigation was to inform programming aimed at elders in order to promote successful aging. The resultant photographs and narrative highlight the socio-ecological context within which elders reside, highlighting their marginalization and resultant need. The authors will outline the collaborative process that informed data collection as well as challenges and successes encountered along the way. The paper will end with lessons learned regarding the research process outside the academy, within indigenous communities.

Debassige, Ahnungoonhs/Brent, *University of Western Ontario*
Ninaatigwaaboo (_Maple Water_): Applying Spirit-Centered Approaches and Living Literacy in the Sugar Bush Camp, 2009

Anishinaabe (Ojibwe) ceremonies have facilitated my growing understanding of my roles and responsibilities as a practitioner of mino-bimaadiziwin (Good Life) both inside and outside of these contexts. In my research, I used spirit-centered approaches to uncover a pathway of learning that led to me gaining further insight into the practical applications of these approaches. In my presentation, I will share my experiences in a holistic educational model of Anishinaabe literacy through my involvement in a sugar bush camp in a First Nation community. I will present on one of the five groupings identified in my reflective journal data that was collected from the beginning of October 2008 to the end of April 2009. The spirit-centered literacies grouping comprises of three themes: beginning with asemah (tobacco); taking notice; and gifting (ceremonial giveaway). This qualitative study is distinctly positioned as an Indigenous approach to conducting respectful Indigenous research.

DeCuir-Gunby, Jessica T., *North Carolina State University*
Working with African American Clients Using Narrative Therapy: An Operational Citizenship/Critical Race Theory Framework

See Casstevens, Willa J.

Dedeoglu, Hakan, *Hacettepe University Ankara Turkey*
Images of Turks in German Elementary School Textbooks

Issues of immigrant education remains one of the priority problem from Turkish migration to Germany beginning in 1961 until today for Turkish community and German government. In general German education system should be noted that features different and sometimes prejudiced approaches against foreigners. In this context, our research, evaluate the Turkish image in textbooks used in the Bavarian State education system. In the study, most of the data obtained from Kleeblatt Das Lesebuch 3 books which cover the most information on Turkish culture. When we look at textbooks, within the message of "the Germans" and "Aliens" in the form of the two societies, next to the implicit message is that the two communities can live in harmony with each other are given. Elements of Turkish culture in textbooks should include the works of Turkish literature by the work of authors recognized in the international arena.

Deerman, Gene, *Eastern Illinois University*
Inquiry Theatre

See Vanover, Charles

Deerman, Gene, *Eastern Illinois University*
Responding to Inquiry Theater

See Lawerence, Rose

Defenbaugh, Nicole Lynn, *Lehigh Valley Health Network*
Interprofessional Collaboration of Standardized Patients: Bridging Medicine and Communication Studies to Educate Nurse Practitioners

Nurse educators use standardized patients (SPs) as a learning tool for increasing the competency of nursing students. Studies on SP programs continue to receive positive results because of the marked improvement reported in nursing students_ interpersonal, problem solving, and critical thinking skills. Although improving students_ communication skills is one of the primary objectives for utilizing SPs in nurse education, many educators and researchers of SPs collaborate with other medical degree holders (e.g., MDs) and not facilitators with advanced degrees in Communication Studies. This paper examines the use of interprofessional collaboration (Nursing and Communication Studies) in an SP session with advanced graduate nursing students. This project was funded by two internal grants to study the impact of SP sessions on nurse practitioner (NP) education through the use of in-depth interviews.

DeGroff, Amy, *Centers for Disease Control and Prevention*
Ethics in Multisite Case Study Evaluation

See Preissle, Judith

DeGroff, Amy, *Centers for Disease Control and Prevention*
Seasons of a Program_s Life: Using Metaphor to Understand Program Growth and Development

See Glover-Kudon, Rebecca Marie

DeJonckheere, Melissa, *University of Cincinnati*
Poverty, Stress and Coping in Latino Immigrant Youth within a Non-Traditional Migration City

Over six million Latino children live in poverty. Latino geographic patterns of growth have spread in the last two decades from traditional gateway cities to central portions of the U.S. Immigrants in nontraditional destination cities face a fundamentally different experience than immigrants to more established migration areas due to a lack in institutional arrangements and infrastructure designed to serve Latino populations. Using participatory action research, the purpose of this project is to collaborate with Latino immigrant youth to understand their perceptions of poverty and its relationship to stress and coping within the context of a nontraditional migration city. Working with an advisory board of Latino students to conduct narrative interviews, we will answer three research questions: How do Latino immigrant youth experience poverty? What strategies

do these youth use to cope? How are the stress and poverty experiences mediated by protective or support factors?

deLeon, Alicia, *University of Utah*
Service and Action: Education and Youth Participation Action Research

This discussion will focus on the intersections of critical race theory (CRT) in education and youth participatory action research (YPAR) to help inform the reciprocal relationship between theory and practice (Cammarota & Romero, 2009; Elenes & Delgado Bernal, 2010). As a subset of this, I am interested in utilizing my professional and personal experiences, as a graduate student, in examining the struggles and opportunities of engaging in service.

Dellasega, Cheryl, *Pennsylvania State University*
Mothers Who Write: The Tenderness of Authorship

Mothers who write as a _fulltime_ career are often subject to a unique set of conditions that inform their work. Often situated in a job without formal structure, most work at home, where demands of children and family need to be juggled with creative time. Culled from eleven interviews with well-known female authors who identify themselves as _fulltime_ writers, this presentation will discuss the process of _making time,_ as well as juggling the revelation of personal mothering experiences with those presented in fiction. The struggle to legitimize writing as a _job_ and create a space for the work of publication will be discussed, as well as advice to other mothers who are interested in pursuing a literary career.

DEM_RTA_, SIDDIKA, *HACETTEPE UNIVERSITY*
The frequency and levels of the use of out of classroom teaching methods and techniques and the difficulties encountered in practice by social studies teachers_

See ™ZTšRK, MUSTAFA KEMAL

Denham, Magdalena, *Sam Houston State University*
Prevalence and Characteristics of the Collection and Analysis of Nonverbal Cues in Qualitative Research

In this mixed methods investigation, researchers examined the indication of nonverbal communication throughout the phases of empirical studies published in a prestigious qualitative research journal. Overall, nonverbal communication was evidenced in only 24% (N = 299, n = 72) of empirical studies involving design and instruments suitable for collection of nonverbal communication. Moreover, the degree of discussion varied greatly from a mere mention to substantive integration and interpretation. Nonverbal discussion was least frequent in the data analysis phase of research and most underutilized in case studies. The essential functions of nonverbal discussion across the stages of research were identified as clarification, juxtaposition, discovery, confirmation, emphasis, illustration, elaboration, complimentarity, corroboration and verification, and effect. Implications are discussed.

Denker, Katherine, *Ball State University*
Healthy/\ Ill, Visible/\Invisible, and Supporter/\Supported: Co-Constructing the Both And of Mentoring

Mentoring helps individuals instrumentally, professionally, and emotionally. In graduate school, mentoring relationships between faculty and student vary on a continuum of informal and organically emergent to formal and assigned by a department or program. As mentor and mentee co-construct their relationship, dialectics shape disclosure as both navigate voice and silence, guidance and support. Navigations become more multifarious as unexplored terrain of stigmatized identity is disclosed. Choices of sharing, and exploring what it means to share the shared stigma are heard through the voice of the advisor and advisee. We discuss what it means to be healthy/\ ill, visible/\invisible, and supporter/\supported together. This duo-autoethnography includes voices of both faculty mentor and graduate student mentee as we learn together what it means to negotiate the employer/employee, advisor/advisee, and professor/student relationships simultaneously.

Dennis, Barbara, *Indiana University*
Me and Thou: Research Practice as Collusion

Bourdieu (2003) pointed out that researchers end up using their own experiences to understand, describe, and explain their participants and that this is an unavoidable _double-bind_ in the conduct of ethnography, particularly. Bourdieu hints at the potential for the researcher to complete her study without having paid much attention to the participant_s actual experience with the process itself, mistaking her own history as interpretation of subjects. This paper reports on the findings of a critical interview study of two researchers and their research participants, studies the author also served as a participant. The findings evolve from posing an objectivated stance that wonders what an analysis of the practices of researcher-participant engagement looks like as a social event. This sees the dichotomy between research and subject as induced by a set of social conditions constraining the way a participant_s experience is conceptualized and operationalized within research practice.

deSupinski, Joanna, *The Chicago School of Professional Psychology at Los Angeles*
The Healing Direction: Lumbee Perspectives on Being Elderly

Research on the experiences of Native American elderly within the field of geropsychology is sparse. However, as a significant population surge is expected within the Native American elder population there is likely to be an increased demand for culturally competent services necessitating competent research on the aging process and healing for Native American elderly. The aim of this study was to explore the experience of being an elder from the perspectives of Lumbee Native American women between the ages of 56 and 80 years. Furthermore, how that experience relates to the healing process. Data was analyzed using thematic analysis generating pertinent themes and sub-themes related to being elderly and the healing process. The importance of community and relationships was a common thread. The results revealed an interdependent relationship between being elderly and the healing process.

Devia, Marlenne, *Ball State University*
Caring for Yourself While Living with a Chronic Illness

Previous research studies show that a strong support system increases proper self-care habits among individuals with chronic illnesses, such as taking medication, resting, and physical activity (Gallant, 2006). However, this research has focused primarily on men_s experiences and more widely researched illnesses like diabetes, leaving an impoverished understanding of women_s experiences, especially those living with under-studied diseases such as rheumatoid arthritis and lupus. This produces important gender difference in self-care knowledge, often compounded by the fact that rheumatoid arthritis and lupus are more common amongst women (CDC, 2009). Working from in-depth interviews (2-2.5 hours) with women living with chronic illnesses, we apply thematic analysis (Braun & Clark, 2006), with a focus on gendered social roles, to produce and understanding of these marginalized experiences. Connections with current research highlight new directions and areas of focus for future inquiries.

DeWitt, Natalie, *Indiana University*
Mourning the Loss of Your Dream Dissertation: Making Peace and Moving Forward

Graduate school is a journey full of bumps and barriers, but the dissertation process is by far the most arduous, taking its toll on both physical and mental well-being. Even the most well laid plans can end in heartbreak when you realize that your dream dissertation project, the idea that you have so meticulously planned, proposes, written, and defended for years, just won't work out. This talk will take you through my own personal journey through the loss of my dream dissertation, the challenges I faced, the productivity I lost, and what finally motivated me to finish.

Di Placito, Maria Lucia, *York University, Toronto, CA*
Eco-Fl*f*nerie: The Urban Stroll into Ecology Science Education

See Pang, Jessica S

Di Placito, Maria Lucia, *York University, Toronto, CA*
Fl*f*neur/euse Research: The Methodological Possibilities and Applications of Fl*f*nerie in New Urban Spaces

See Mannette, Joy A

DiCicco, Michael, *The University of South Florida*
"Learning is like a trap" : Using Photovoice to gather student perspectives on schooling and learning

This presentation discusses how Photovoice, a research method where participants respond using photography, was used to engage students on a topic pertinent to their school and/or community. Much of the research on teaching and learning is represented through adult voices, leaving out the primary stakeholders_the students. Research has pointed to differences between adult perceptions and student perceptions of the learning environment and social issues suggesting the need for further investigations with you as participants. In this session, pre-

senters will discuss using Photovoice to engage students and capture their voices about teaching and learning.

DiCicco, Michael, *The University of South Florida*
Picturing Beliefs: Using Photovoice to understand pre-service teachers' beliefs about struggling readers

This presentation discusses a study that sought to identify and examine English education pre-service teacher_s beliefs about struggling readers through the use of Photovoice. Research has documented a relationship between the beliefs and practices of teachers lending to the credence of investigating pre-service teacher beliefs. Much of the research on pre-service teacher beliefs uses surveys using Likert-type scales (i.e.) However, surveys provide limited choices, narrow definitions and limited space for explanations. In this session, the presenter will discuss how Photovoice was used to identify and examine beliefs of pre-service teachers.

Dickie, Virginia, *University of North Carolina at Chapel Hill*
Trust but Verify: A Critical Examination of Collaborative Ethnographic Dissemination Practices

See Aldrich, Rebecca

Dickmann, Ellyn, *University of Wisconsin - Whitewater*
There are no Known Benefits:_ Participants_ Experiences of the Qualitative Interview

See Wolgemuth, Jennifer R

Dickmann, Ellyn, *University of Wisconsin - Whitewater*
Interviewing School Resource Officers: Isolation, Validation, and Fostered Connections

In depth interviews were conducted with four resource officers as part of a larger ethnographic study of the culture of school resource officers in a Colorado high school. Following a _neo-positivist_ approach (Roulston, 2010), the interviewer assumed an interested position, which included empathic listening, watching, and recording and member-checking with the participants. The impact of the interviews was seen daily during the study, recorded in field notes, and for years afterward, recorded in ongoing conversations and e-mails with participants. The primary benefit for the school resources officers was therapeutic. The officers shared a feeling of isolation during the interviews that helped _name_ the isolation as part of the combined police/school culture. The interviewer validated the participants_ experiences and they appreciated hearing that other resource officers felt similarly. Their participation in a subsequent multi-year study facilitated a supportive international connection with school resource officers from the London Metropolitan Police Service.

DiDonato, Mark, *Florida State University*
"Race" Day at Preakness: Politics and the Respatialization of Northern
Baltimore

   This paper uses a participant-based ethnographic approach to sport event
management, with specific focus on the Preakness Stakes in Baltimore, MD. I
first outline histories of race - and income- based segregation and migration in
and around the Pimlico racecourse in North Baltimore (Harvey, 1974, 1987,
2001), a part of the city defined by decades of _white flight_ (Frey, 1979). These
migration patterns are considered in relation to previous work on gentrifica-
tion and urban renewal (Silk, 2004; Friedman, Andrews, & Silk, 2004; Silk
& Andrews, 2011). Then, drawing upon spatio-graphic observations of the
researcher-as-participant, I reflect on my own consumer experiences and the
ways in which event managers utilize event staff, police, signage, and other tac-
tics to regulate _spatial practices_ (Lefebvre, 1992) on racedays. These observa-
tions are then articulated against an auto-ethnographic, personal narrative of
the researcher_s experiences over three years as a sport event manager in the
Baltimore area.

Dillard, Cynthia B, *University of Georgia*
Audre Lorde is Still Right: Theorizing Poetry of Black Education, Research, and
Activism

   Affirming African personhood is critical to relevant education for African
American people given slavery, Jim Crow segregation, and the persistent difficul-
ties of educational opportunities post-integration (Alexander, 2012; Hilliard,
1995; King, 2005). From endarkened feminist frameworks, one remedy is to
engage new metaphors, texts, and representations of the cultural and spiritual
knowledge of Black people worldwide (Dillard & Okpalaoka, 2011). This
paper draws on the wisdom and history of Black world women_s poetry to
theorize and reconceptualize theory, purpose and practices in Black education,
specifically focused on the words/work of Audre Lorde.

Dimitrova, Elitsa, *Bulgarian Academy of Sciences*
Healthcare Professionals_ Discourses Regarding the HPV Vaccine and Parental
Responsibility: Perspectives from Eastern Europe

   See Todorova, Irina L.G.

Distasio, Jino, *University of Winnipeg, Institute of Urban Studies*
Recovering Health and Home: Narratives by Professionals on their
Collaborations with Homeless Adults who use Volatile Solvents

   See De Boer, Tracy

Diversi, Marcelo, *Washington State University Vancouver*
Expanding inclusive ways of knowing and representing through collaborative
writing

   See Moreira, Claudio

Dorsey, Charlie Hope, *Southern Illinois University Carbondale*
I Put A Spell On You

I Put A Spell On You is a solo performance that explores the life of The High Priestess of Soul, Nina Simone. Her story, her significance, her presence blurred and intertwined with poetic autoethnographic critical reflections on performer Charlie Hope Dorsey_s own life. Dorsey seeks to honor Simone, while simultaneously enfleshing history, making it visceral, evocative, and sensuous.

Dorsey, Charlie Hope, *Southern Illinois University Carbondale*
Collaboration as Performance in the Academy

Collaboration as Performance in the Academy is a cross cultural, co authored autoethnographical performance co written and co performed by two pedagogical partners. It explores the collaborative process in academia and how it functions as scholarship. It shows that collaboration in autoethnographical performance and writing is a pedagogical tool to blur the boundaries between selves and others. This performance rejects the individualistic western notions of working in academy and responses to the call for interdisciplinary conversations within and out of the ivory tower.

Douglas, Elliot, *University of Florida*
The role of epistemology in funded research projects

The diverse epistemological stances available in qualitative research are one of its strengths, but also one of its difficulties for new researchers. Classes in qualitative methods may introduce students to various epistemologies, but these students still often struggle with understanding them, especially when divorced from the practical aspects of how they are enacted as part of a research project. Training through grant activities can provide that real-world application, but often the _ideals_ of a particular epistemology can run into the pragmatic requirements of the grant deliverables and the practical day-to-day work of collecting and analyzing data in a way that provides outcomes meaningful to the intended audience. In this presentation, examples will be presented of how grant projects can be designed or adapted to provide opportunities to focus on teaching students the role of epistemology in research.

Douglas, Kitrina, *University of Bristol*
Reclaiming Interpretive Privilege in Elite and Professional Sport

This performance autoethnography explores some of the tensions, contradictions and consequences of stories in elite & professional sport. Using my embodied experiences the performance interrogates how the socially constructed physical _I_ is created by those with interpretive privilege. Sports news media, collected over a 14 year period, (stories about me) provides one strand of a dialogical narrative where the focus is sporting excellence. Contrasting the stories written about me are stories, poems and songs, (written by me) that weave a contrasting embodied, subjective and emotional understanding of my self, identity and life playing professional sport.

Douglas, Kitrina, *University of Bristol*
Sharing a different voice: Attending to stories and the politics of interpretive privilege in collaborative writing

Among the ethical, theoretical and relational issues we have deliberated during a decade of collaborative work is the _politics of interpretive privilege_ (Frank, 2010, p.93). While issues of privilege inevitably arise as we consider how to research, write and perform others_ lives, the question of whose voice, whose body and whose understanding is privileged is no less relevant as we seek to understand and re-present our own and each other_s lives and experiences. As collaborators and friends we attempt to be open to interpretive possibilities yet at the same time we both recognise that we are blinded to what can be known by what we already know. But how might we stand outside the narratives that hold us captive in order to become aware of alternatives? Dialogical interpretation, Frank (2010) suggests, begins with _the interpreter_s recognition of being caught up in his or her own stories_ which may _require a substantial shift in horizon, in order for the stories of others to be recognisable_ (Frank, 2010, p. 96). Through a narrative performative storytelling approach we attempt to make recognisable some of the ways that _feminine_ and _masculine_ values and ways of being have come to be written onto our lives and bodies, and communicated onwards through circles of stories that bring a degree of tension to our collaborative work. In doing so we attempt to utilise the potential of stories to make visible some of the contradictory and unrecognisable aspects of our lives, selves and stories. Through identifying previously obscured narratives, we hope to provide one means of bring a degree of fusion to separate horizons, and provoke the type of imaginary leaps that are necessary for change.

Dowis, Sian, *University of Michigan*
How Collective Historical Consciousness Shapes Political Rationality Among Low-Resourced Community Organizations: A Case Study from 2008-2011 in Southwest Detroit

See Krings, Amy

Drisko, James W., *Smith College School for Social Work*
Professional Case Studies as Qualitative Research: Merits, Limitations and the Benefits of Interchange

Case studies have been widely used in many professions. They have supporters and detractors; they are useful for education but sometimes devalued as 'evidence.' The nature of 'cases' varies widely: communities, organizations, groups, families, individuals and experiences. Several standards for evaluating case studies exist (Drisko, 1997, Gilgun, 1994; Lee, Mishna, & Brennenstuhl, 2010; Jones, 2003; Seale, 2002; Stake, 1995; Yin, 1997). This paper examines a variety of recent social work case studies and identifies their merits and limitations both as qualitative research and as resources for social work education. Macro-scale, messo-scale and micro-scale studies are examined. Issues of epistemology, research purposes, intended audiences, design, sampling and data sources, data collection methods, data analysis methods, use of technologies, and in reporting are identified and summarized. Several ethical issues are recognized. Ideas and methods for improving and expanding case studies and for greater interchange with contemporary qualitative research methods are offered.

Duarte, Sebastiao Junior Henrique, *Universidade Federal de Mato Grosso do Sul*
Estudo bibliogr fico a respeito do Diabetes mellitus e HipertensÆo Arterial em gestantes: contribui‡äes … Sistematiza‡Æo da Assistˆncia de Enfermagem

Trata-se de uma revisÆo da literatura que objetivou destacar a produ‡Æo cient¡fica brasileira a respeito de como tem sido prestada a assistˆncia pr,-natal … gestantes com Diabetes Mellitus e HipertensÆo Arterial. Realizou-se busca nas bases de dados: Literatura Latino-Americana em Ciˆncias da Sa£de Scientific (LILACS), Eletronic Library Online (SciELO), identificados por meio da Biblioteca Virtual em Sa£de (BVS) e Manuais do Minist,rio da Sa£de, no per¡odo de 2004 a 2011. Utilizou-se os descritores hipertensÆo na gesta‡Æo, diabetes gestacionais e enfermagem. Foram localizados 260 estudos, no entanto apenas 06 deles foram selecionados por estarem relacionados com o tema. Os resultados mostram que a Sistematiza‡Æo da Assistˆncia de Enfermagem , fundamental na redu‡Æo da morbidade e mortalidade materna por diabetes mellitus e hipertensÆo arterial, atrav,s das a‡äes e procedimentos realizados por toda a equipe de enfermagem.

Duarte, Sebastiao Junior Henrique, *Universidade Federal de Mato Grosso do Sul*
Perfil da enfermagem sulmatogrossense

See Scudellari, Amarilis Pereira Amaral

Duarte, Sebastiao Junior Henrique, *Universidade Federal de Mato Grosso do Sul*
Programa de educa‡Æo pelo trabalho para a sa£de em Trˆs Lagoas, MS, Brasil

No Brasil o Minist,rio da Sa£de tem incentivado a forma‡Æo de profissionais para o trabalho no Sistema énico de Sa£de atrav,s de projetos como o Programa de Educa‡Æo por meio do trabalho para a sa£de (PETSAéDE). Objetivo relatar a implanta‡Æo do PETSAéDE na Universidade Federal de Mato Grosso do Sul, campus Trˆs Lagoas. Foram selecionados 12 alunos bolsistas e 6 preceptores, junto com 7 tutores, iniciaram as atividades na rede de aten‡Æo … sa£de. A proposta , trabalhar os ciclos de vidas (crian‡as, adolescentes, adulto e idoso). Os resultados preliminares mostram que o trabalho em equipe estimula o aprendizado dos alunos, motiva os preceptores no desenvolvimento do trabalho assistencial. Observamos possibilidades de pesquisas que poderÆo colaborar na organiza‡Æo do cuidado de enfermagem … pessoas e fam¡lias com Diabetes Mellitus e HipertensÆo Arterial. O PETSAéDE contribui na forma‡Æo de profissionais com perfil para o trabalho voltado …s reais necessidades da comunidade.

Duerdoth, Kaye, *Manager*
Participatory research on community level empowerment

See Cunningham, Liz

Duggan, James, *ESRI, MMU*
Interrupting the Immoral Panic around Child Abuse and Professional Touch: Thinking about Impact

This presentation directly engages with the Congress_s theme on research impact by reporting on a project that developed academic research into a strategic campaign to interrupt and rearticulate discourse surrounding intergenerational _touch_ between sports coaches and the children they work with. A decade_s research by Piper and colleagues on the politics of _touch_ in education, childcare, and sports coaching identified how the effects of a moral panic have diminished the ability and commitment of adults acting in loco parentis to benefit young people. From this research a critique and impact strategy was developed, in the form of a critical alternative based on Aristotelian notions of virtue and the creation of an online social media campaign to collect and promote positive narratives of intergenerational coaching to counteract the paranoia in media portrayals of _stranger danger_. The paper concludes with an overview of the benefits and challenges of such impact strategies.

Duggan, James R., *Education and Social Research Institute, MMU*
The Socio-technological Horizon of Data as Embodied Experience

This paper conceptualises data as disembodied experience, considering the socio-cultural and technological processes through which research disembodies experience into data. I argue what is and can be researched is contingent upon extant technologies, which determine what elements of the researched experience the reader re-experiences. Thus the division between quantitative and qualitative research is understood as a consequence of emphasising different technologies _ numbers and mathematics or words and language _ when gathering, interpreting and communicating disembodied experience as data. The ongoing debate about the relative merits of quantitative and qualitative research demonstrates how the socio-technological processes available to, and used by, researchers frame, obscure, deny, and emphasise particular elements of the social world. The paper explores the implications of on-going technological innovations, specifically haptic technology, for the prospective potentials for researchers to gather, analyse and communicate embodied or experiential sense data and the alternative perspectives on lived experience this may illuminate.

Dumenden, Iris, *La Trobe University*
On Becoming an Academic Researcher: Playing the 'Game'

Pierre Bourdieu often uses the analogy of a _game_ to explain his concept of _field_. Players have an investment in the game, what he calls _illusio_. Players agree, by the mere fact of playing, that the game is worth playing. And this collusion is the very basis of their competition. As a relative newcomer to the game called _academia_, there have been many occasions when I have questioned whether the game is worth playing. On the other hand, having just spent the last 8 years gathering enough capital (academic qualifications) just to enter the game and be allowed to play, I feel compelled to stay in the game and win some of the rewards it offers. In this paper, I present two faces/phases in the path I have taken so far towards becoming an academic researcher: the angry, silenced and dispossessed Research Assistant and the cynical point-counting Early Career Researcher.

Duncan, Kristen, *The University of Georgia*
Reclaiming Sanctuary: Lessons Learned from Segregation

This paper focuses on the identity of Black students and the sense of belonging they felt in schools before and after desegregation methods and policies were implemented. Although separate and highly unequal, generations of Black students felt school as sanctuaries and had a sense of belonging (hooks, 2011) in segregated schools that vanished when _surface desegregation_ (Duncan, 2012) was enforced. But in schools as sanctuaries, Black students were engaged, comforted, and part of a community. Grounded in the Black feminist scholarship of bell hooks, this paper examines how the contexts of segregated schools created sanctuary for African-American students during segregation and provides relevant lessons for schools today.

Durmusoglu, Mine, *Hacettepe University*
Parents Opinions on Parent Involvement Studies in Preschool Education Institutions

Pre-school education "Continuity of education" should be carried out under the principle of a cooperation of school and family. A successful pre-school education, family education, school-family cooperation and active participation of the programs provided. From this point of the study, the Ministry of National Education (MONE) due to the work of Pre-school Education Institutions description of parent involvement, and parents' opinions on this issue. Study is a qualitative research method was used descriptive research method and interview. Of the study; Turkey Ankara city center and the surrounding towns due to MONE, 7 independent preschool and 7 preschool of primary school consists of a total of 40 parents. Form of 14 questions developed by the researchers call a data collection tool. During the analysis of the research data content analysis was performed by creating categories of responses received from parents.

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Dustman, Eric, *University of Cincinnati*
Community Perspectives on Poverty

See Stegall, John

Dutta, Urmitapa, *University of Massachusetts Lowell*
Democratizing Research in Service of Social Justice

Informed by a rights based approach to research, this paper will make a case for democratizing research so that it is no longer an activity limited to or accessible within academe. Research, defined as a systematic way of acquiring knowledge, is reconceptualized here as a tool for ordinary citizens to gain strategic knowledge about their immediate environments and communities. Drawing from a critical ethnographic and participatory action research project with youth in Northeast India, this paper will elucidate the democratization of research as a medium for marginalized youth to develop critical conceptions about their communities and become co-constructors of knowledge on issues they have a stake in. Research then serves as a vehicle for youth to exercise democratic citizenship. This represents a marked shift from the hegemony of the expert in traditional academic research and theorizing and has important implications for advancing the social justice agenda of critical qualitative inquiry.

dyer, becky, *Arizona State University*
Exploring the Sociocultural Underpinnings of Embodiment and Embodied Identity through Phenomenological Inquiry and Social Somatic Approaches

Participants will physically explore and discuss how their embodiment and embodied identities have been shaped by sociocultural thought and experience. Drawing from the ideas of George Lakeoff and Mark Johnson (The Metaphors We Live By and Philosophy in the Flesh), Stanely Keleman (Myth and the Body and Emotional Anatomy), and practices of Laban Movement Analysis, Body-Mind Centering, Somatic Psychotherapy, Dance Therapy, and Authentic Movement, the session facilitator will guide participants in exploring the sociocultural underpinnings of Soma and each participant_s ways of moving and engaging in the world. Phenomenological and Social Somatic approaches grounded in Laban Movement Analysis and Bartenieff Movement Fundamentals will create inroads for participants to investigate sociocultural metaphors and scripts that act upon and shape their embodiment and embodied identities. Processes of movement exploration, observation and interpretation will encourage participants to consider how their movement patterns and tendencies reflect individual and collective thoughts, lived experiences and values.

ECHEVERRI, ARLEX, *se€or*
Percepciones de la situacion ambiental en la Cienaga de Ayapel Colombia

See ISAZA CRUZ, CLAUDIA PATRICIA

Edge, Christi, *Northern Michigan University*
Navigating the Narrative Inquiry Story World: Whose Meaning is This?

This paper draws from a recent dissertation focused on 1) how two beginning English teachers made meaning from classroom events and 2) how I, the researcher, made meaning from research events. Through interviews, conversations, participants_ writings, classroom observations, and field notes, I collected the stories participants lived and told during their university coursework, full-time internship, and second-year teaching experiences (2008-2011). Six phases of data analysis provided a way to consider the connections between participants_ and researcher_s meaning making processes; however, whose meaning is

represented in the final text? This paper illustrates how Langer_s (2011) framework for building literary understanding lent five critical stances from which I read research experiences as texts and composed a research _story world._ A discussion on this approach to representation in narrative inquiry speaks to the suitability of narrative inquiry for understanding and communicating the complexity of researching lived experiences.

Edge, Christi, *Northern Michigan University*
Tensions and Transitions: Textualizing Teacher Education Practices through Self-Study

See Bergh, Bethney

Edgington, Ursula Mary, *Canterbury Christ Church University*
The Psyche of Teachers_ Professional Habitus: Lesson Observations in England_s Further Education Colleges

Educational environments worldwide often use observations to measure and improve quality and support professional development. Research into _teaching and learning observations_ (TLOs) in England_s Further Education (FE) is sparse, but O_Leary (2012) suggests they are often ineffective, due to intrinsic power relationships which have a negative impact on reflexivity (Foucault, 1980). Research presented here draws on my own reflections and uses data from in-depth interviews (n=14) with FE staff who describe their experiences of TLOs. Through an Interpretive Interactionist approach (Denzin, 1984) the complexities of the emotional, embodied performativity in TLOs are explored in the form of a fictionalised story. Using conceptual tools from Bourdieu and psychoanalytical notions of transference and shame, I argue there are complementary elements to these perspectives. Specifically, hidden tensions are illuminated within the biographies of teachers_ professional habitus. Thus, reflexivity in TLOs could be more effective with a raised awareness of their inherent affectivity.

Edmonds-Cady, Cynthia, *Illinois State University*
Defining Community at the Intersection of Motherhood, Race, and Space: Low-Income Women_s Civic Engagement

This presentation examines issues of women_s representation, voice, and power in definitions of civic/community engagement. Attention is paid to how poverty-level women experience and define _community_. Research on civic and community engagement has indicated that low-income families have low levels of participation. It is important for social workers to understand how these families actually define _community_, and to discover and support their strategies for civic/community participation. In order to explore these concepts in-depth, results are presented from a pilot study that examined the community participation of young, low-income, racially diverse mothers. This ethnographic study problematizes typical views of civic/community engagement, presenting instead one that is grounded in the everyday lives of poverty-level, single mothers. Findings focus on the multiple ways that women constructed _community_ through the prism of motherhood, race, class, and physical space. Data collection methods include; in-depth interviews, participant observations, and participatory mapping.

Edmonds, Shaun, *University of Maryland - College Park*
Hot Fuzz: The Bear Community as a Site of Resistance and Reclamation

In the United States, larger individuals are the target of an increasingly fervent moral panic on _obesity_ (Gard & Wright, 2005). As an acknowledged part of the gay male community (Wright, 1997a), the _Bear_ subculture provides a site of bio-political resistance to the pervasive body ideals (and associated fat stigma) embedded within, and perpetuated by, the mainstream gay community. Utilizing in-depth interviews, and participant observation, this study explores the ways in which Bears come to understand health, physical activity, and the politics and praxis of their own embodied selves. Preliminary observations have identified Bears reclaiming sexual agency, deploying specific expressions of masculinity to define community membership, and rejecting the hegemonic _Twink_ image that dominates the larger gay community. However, the celebration and sexualization of size is not without its contradictions; participants internalized fat phobia and self-blame related to their size.

Edwards, Hazel, *Trinidad and Tobago Ministry of Education*
Using Multiple Qualitative Methods to Explore Pre-Adolescent Children_s Experience of a High-Stakes National Placement Examination

See De Lisle, Jerome

Ellis, Amanda, *Tennessee Technological University*
Pleasure Packs a Punch: Adolescents Speak about Reading for Fun at School

See Baker, Julie C

Elstad, Ingunn, *University of Tromso*
Change and Continuity in Life Stories about Advanced Dementia Disease

See Kuosa, Kirsti Inkeri

Engler, Helen Barbosa Raiz, *UNESP*
Research: principles of social and autonomy of thinking

The primary goal of this work is to make some reflections on the act of researching, stressing that the matrix of thought (naive or critical) is curiosity and that this phenomenon is characteristic of life. So it remains to show that thinking is itself dialogical and not controversial. What we mean is: what starts the grounds or in the process of dialog is the depth or as Paulo Freire (1996, p.27) is that "epistemological curiosity" strive in understanding and interpretation of the facts, yes this is what creates us the opportunities to build knowledge. Aside from that, you think with understanding and co-participation and thus the preparation of the scientific researcher should focus on its ethical dimension. Referring to ethics as a mark of human nature as something absolutely indispensable to human society.

ENGLER, HELEN BARBOSA RAIZ, *unesp*
The importance of teacher training in the Social Work.

See OLIVEIRA, JOSIANI JULIÇO ALVES

Erdem, Ahmet, *Canakkale Onsekiz Mart University*
A Multiple Case Study of Empowerment of Local Non-Governmental
Organizations in Turkey

See Eryaman, Mustafa Yunus

Erdil, Zeynep, *University of South Florida*
There are no Known Benefits:_ Participants_ Experiences of the Qualitative
Interview

See Wolgemuth, Jennifer R

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Managerial communication in hospital nursing: obstacles and how to overcome
them

See Santos, Jos, Lu¡s Guedes dos

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Gerenciando o cuidado de enfermagem em unidades de pronto-atendimento de
Florian¢polis, SC, Brasil

See Santos, Jos, Lu¡s Guedes dos

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Pleasure and suffering in nursing management in the hospital context

See Santos, Jos, Lu¡s Guedes dos

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Desvelando a complexidade do cuidado ao paciente em morte encef lica

See Pestana, Aline Lima

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Gerˆncia do cuidado de enfermagem ao adolescente que vive com HIV/aids por
transmissÆo vertical, da Universidade Federal de Santa Catarina, Brasil

See koerich, cintia

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Gerˆncia do cuidado de enfermagem ao adolescente que vive com HIV/aids por
transmissÆo vertical, da Universidade Federal de Santa Catarina, Brasil

See koerich, cintia

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
GestÆo do cuidado … mulher em situa‡Æo de violˆncia conjugal

See Gomes, Nadirlene Pereira

Erdmann, Alacoque Lorenzini, *Federal University of Santa Catarina*
Network of Care to People with Physical Disabilities: Possibilities and Limits

See Andrade, Selma Regina de

Ergen, Gurkan, *Canakkale Onsekiz Mart University*
A Multiple Case Study of Empowerment of Local Non-Governmental
Organizations in Turkey

See Eryaman, Mustafa Yunus

ERT™R, Eren, *Agri _brahim Cecen University*
Preschool Teachers' Views About Cooperative Learning

See KARADEM_R, Abdulhamit

Eryaman, Mustafa Yunus, *Canakkale Onsekiz Mart University*
A Multiple Case Study of Empowerment of Local Non-Governmental
Organizations in Turkey

The main purpose of this multiple case study was to understand the process
of empowering 27 Local Non-Governmental Organizations under an umrella
organization called Canakkale Think-Tank Platform (Canakkale Dusunce Plat-
formu). Turkish Educational Research Association founded by the university
professors was the leading organization of this empowerment process. The asso-
ciation initiated the platform by bringing local NGOs, university and director-
ates of local government to develop strategies and project to solve problems of
the local communities in Canakkale, Turkey

Eryaman, Mustafa Yunus, *Canakkale Onsekiz Mart University*
Lost In Interpretation: A Hermeneutic Analysis of Social Media Texts

The aim of this study is to explore a hermeneutic way of understanding mean-
ing-making processes in Social Media Texts. Ricoeur's hermeneutic of suspicion
and Gadamer's theory of philosophical hermeneutics were explored in order to
analyze a social media communication on a picture related to Navajo Nation,
an Indian Reservation in US.

Eryaman, Mustafa Yunus, *Canakkale Onsekiz Mart University*
Three Novice Turkish Teachers_ Self-efficacy Experiences: A Phenomenological
Research

See Sahin, Abdullah

Escobar, Virginia Damariz, *Universidad Nacional Aut¢noma de M,xico*
Chiaroscuro in teaching QI in nursing and medicine pregraduate at the UAM-X

See Covarrubias, Esmeralda

Escobar, Virginia Damariz, *Universidad Nacional Aut¢noma de M,xico*
Claroscuros en la ense€anza de la IC en pregrado de enfermer¡a y medicina de la
UAM-X

See Covarrubias, Esmeralda

Escobar, Yaraimee Elvira, *Universidad Nacional Aut¢noma de M,xico*
¨La violencia como parte de la formaci¢n profesional? Vivencias de dos
estudiantes de enfermer¡a en pr cticas hospitalarias.

See Escobar, Virginia Damariz

Espinosa-Dulanto, Miryam, *Valdosta State University*
Using Poetic Narrative to Tell Unwanted Truths: Undocumented Immigrants in the USA

ABSTRACT: Poetic Narrative that emerges out of a larger research project centered on the lives of immigrants allows the stories to weave the familiar and the extraordinary. These poems are brushstrokes of dreams, hopes, violence, and danger associated with the Mexican/USA border. They breathe and grow in the dreams of the people in both nations. As qualitative researchers and educators, we believe that giving a humane face to the numeric data helps increasing awareness about power and privilege and highlights intersections of gender, ethnicity, socio economic and immigration status. It gives the opportunity to understand that self and Other are intertwined and that it is not possible for one to survive without the other.

Esposito, Jennifer, *Georgia State University*
Walking while Black - the overt criminalization of the Black male body: Using critical media literacy as a racial project

Trayvon Martin, a young Black man, walked through a gated community carrying Skittles and iced tea. Trayvon_s behavior, essentially _walking while Black,_ incited fear in the neighborhood watch coordinator who promptly reported Martin_s behavior as _suspicious._ We examine the issue of the _suspicious_ Black male body and the role popular culture plays in reifying narrow constructions of Black masculinity, often intertwined with criminalization. Popular culture is a racial project because it teaches us about race and these lessons have material consequences. We espouse a form of critical media literacy that borrows heavily from two well know qualitative methods: textual analysis and discourse analysis. We discuss how these methods can be utilized as a racial project. Ultimately we argue that critical media literacy is a necessity in K-12 classrooms in order to help debunk the myths that popular culture constructs about all racial/ethnic groups, especially about young Black men.

Esposito, Jennifer, *Georgia State University*
_Would you rather be beautiful or intelligent?" A Feminist Researcher_s Nightmare: Exploring Feminist Assumptions in a Research Study of College Women

Feminist methodologies are closely linked to feminist politics through praxis. This framework addresses the impact that politics have on individual bodies and also suggests that individual decisions can have political implications. Using a feminist commitment to self-reflexivity, the paper offers discipline-specific analyses of methodological choices and the unintentional and intentional political effects of these decisions. In interviews completed with college women about gender and femininity, many espoused a disdain for feminism because they perceived it as being contrary to the ways they wanted to live in a consumptive society. Before conducting interviews, I selected feminist research methods with the intent of coproducing knowledge with my participants (Tedlock 2000). Ultimately, the co-production of knowledge was a challenge to my ideological beliefs. This paper explores the following questions: What were my assumptions about knowledge coproduction? How can this space of uncertainty be a productive, feminist space that further informs future methodological choices?

Estrada, Cristina, *Universidad de Guadalajara*
Conciliando la vida en pareja y el desarrollo profesional: el caso de las cient¡ficas universitarias

   See Cerros, Elisa

Estrada, Pedro Reynaga, *Universidad de Guadalajara*
La construcci¢n de la identidad de g‚nero en las estudiantes de profesiones no feminizadas

   See Rodriguez, Nancy Molina

Evans-Winters, Venus, *Illinois State University*
Walking while Black - the overt criminalization of the Black male body: Using critical media literacy as a racial project

   See Esposito, Jennifer

Evans, Kristin L, *Smith College School for Social Work*
More Knowledge: Challenging the Hierarchical Privileging of Research Design

   The present culture of evidenced based practice is rife with debate regarding the relative value of various forms of social and mental health research. Increasingly these debates call into question the ethics and utility of the case study as a means of advancing scientific knowledge as compared to larger scale empirical research designs. Discussions of this sort contribute to the hierarchical organization of methodologies and a research culture prone to losing the forest for the trees. Adopting a developmental and ecological perspective, this paper advocates for an epistemological repositioning of the case study in relationship to various research methodologies by emphasizing their interdependence and mutual influence in the process of advancing scientific knowledge. Drawing on principles of nonlinear dynamic systems theory, the author considers the vital relationship between case studies and empirical research reframing the tension between them as the key to developing our knowledge base.

Evans, Linda Shuford, *Kennesaw State University*
Boyer, Shmoyer: The Fallacy of Being All Things in the Academy

   I write this proposal while sitting in the lobby of a hotel where I am about to do a presentation at a national conference. After spending the morning troubleshooting student issues and developing program marketing materials while 1000 miles from my university, I am pushed for time. Proposal deadline looming, I search for a way to articulate the issue at the heart of this paper. I suddenly realize that this experience embodies the fallacy that I have been living within the academy as a silent spectator in the crowd as the Emperor goes by in all his butt-nakedness_the myth that female university professors, with myriad obligations, can effectively be all _things_ embodied in Boyer_s broadened model of scholarship. This autoethnodrama will interrogate whether the _freedom_ of the expansiveness of Boyer_s vision of scholarship is not instead an alternate form of oppression mitigated only by the support of female colleagues.

Evelyn Irma, Rodriguez Morril, *Universidad de Colima*
The Experiences of Michoac n_s Micro entrepreneur Women Leaders in Developing Leadership

See M¢nica, Ayala Mira

Evelyn Irma, Rodriguez Morril, *Universidad de Colima*
Los Significados del Liderazgo en Microempresarias de 3 Municipios de Michoac n, M,xico

See M¢nica, Ayala Mira

Evron, Lotte, *Aalborg University, Denmark*
Voices of Falls: Poems and Music about Falling in Late Life

This article draws on two different creative modes: poetry and music. Drawing on qualitative studies articulating the process of falling as the entry point into old age, we wanted to know more about what falls do to people. Through a study of poetry as a research process, two women (73 and 92 years old) were invited to write a poem about a particular fall episode and what it had done to them. The researchers read and analyzed the poems and developed music representing the words of the women. The purpose of putting music to poems of women with an experienced fall episode was regarded as a new way of understanding falling in aging populations, and a unique way of making explicit the women_s personal experience. The session will include a presentation, poetry reading and music of the fall poems.

Evron, Shaked, *Department of Arts and Cultural Studies, University of Copenhagen*
Voices of Falls: Poems and Music about Falling in Late Life

See Evron, Lotte

Ewing, James, *Syracuse University*
Mi Madre como Maestra: Acomodando las Necesidades de Estudiantes y Ensenando Amabilidad

Uso el metodo narrativo con mi madre quien ha sido maestra por 37 anos. Primero hablamos sobre mi pregunta de investigacion: Que ajustes deberian hacer los maestros con los estudiantes que estan aprendiendo ingles(ELLs). Sin embargo fue claro, que mi madre queria hablar acerca de la importancia de ensenar amabilidad. Esta idea acerca de amabilidad concuerda con la idea de _affective filter hypothesis_ de Krashen (1988). Nieto (2003) y Gay (2002) tambien presentan la importacia de amabilidad o bondad cuando se ensena a estudiantes de diversidad. Siguiendo las ideas de Thomas (2005) en narracion de cuentos (storytelling), fui capaz de escuchar las reflecciones de mi madre, vivencias que contienen profundidad y que podrian ser utiles a otros maestros. Mi madre recalco la importancia de acomodar las necesidades individuales de todos los estudiantes asi como la importancia de ensenar amabilidad a los mismos.

Ezell, Stephanie, *UIC*
We Could Not Stop for Death: Caring for Each Other at the End of Life

   When the son of a dying patient Googles the length of well-known hunger strikes to determine his father_s rank and proclaims, _Gandhi was a pussy,_ the game-plan changes. We slide into other dimensions at these times, recognizing nothing that can be justified by numbers, graphs, standardization. Those of us who care for each other during transcendental moments begin to collect notes from the landmarks, images from off the map. As a hospice nurse on an in-patient unit, I have filed away stories. The stories are their own measurements; they chart their own trajectories. A document does not replace a life any more than a portrait does, whether digital, analogue, or water-colored. But giving a voice to the life and weaving the frayed strands at its end adds a texture of understanding. Here, through performance text, an exploration of revelations from the end of life informs braver connections, stronger community.

Fallon, Gerald, *University of British Columbia, Canada*
Interweaving Communities and Universities: Epistemological Dilemmas and Methodological Challenges

   See Sierra, Zayda

Falmagne, Rachel, *Clark University*
I am (not) woman, hear me roar: Tension-filled femininities in women's discussions of risk

   See Frazier, Kathryn

Fambrough, Mary J, *Alliant International University*
Teaching and Learning the Art of Qualitative Research: The Outcomes of an Experiential Learning Approach

   This presentation describes a graduate course in qualitative research based on experiential learning theory. The course uses multiple learning modalities including fieldwork, instructor and peer feedback, reflective exercises promoting personal critique, and theory. A premise of the course is that a key to success as a qualitative researcher is the effective use of the self-as-instrument. It is this self that enables relevant data to be collected that goes beyond what is possible by administering a survey. Every individual is unique and will development into an equally unique instrument of professional practice. The goal is always to know oneself, hone a keen eye for observation, a sixth sense for reading people, the ability to be genuine, evoke trust, and bring one_s critically reflexive self to the analysis of data. The remaining panel presenters in this session are students who have completed this course. They will discuss their research and learning experiences.

Fambrough, Mary J, *Alliant International University*
Studying Indian Women in American Offshore Call Centers: Critical versus Managerialist Approaches

   See Hart, Rama Kaye

Fan, Sheng-Tao, *Southern Illinois University Carbondale*
Spiritual Arts-Based Research: Performing Inner Wisdom

The arts is a form of inquiry and a process of knowledge creation. It opens space for spirituality in the academy. This paper documents the author, Sheng Tao Fan_s enactments of Laozi, the father of Taoism, as well as his participant observation of Deborah Koff Chapin_s Touch Drawing. By using white paper as props and art supplies in those two kinds of performative acts, the performer and researcher experiences self respect, self care, and self fulfillment. This paper contributes to Arts Based Research that individuals who are deeply connected to themselves can inspire others to be their own selves.

Fan, Sheng-Tao, *Southern Illinois University Carbondale*
Collaboration as Performance in the Academy

See Dorsey, Charlie Hope

Faulkner, Sandra, *Bowling Green State University*
DIY Chapbook: Cultural Memory and Identity in Mothering

Chapbooks represent a part of a do-it-yourself (DIY) culture and have been from inception, a medium for political action to a venue for avant-garde and new writers. In a chapbook of my own poems and prose, titled, Knit Four; Frog Two, I make connections between a DIY value, economics, and family culture through the use of research poetry (i.e., poems that are crafted from research endeavors, either before a project analysis, as a project analysis, and/or poems that are part of or constitute an entire research project). The poems and images trouble 4 generations of women in my family and _women_s work_ of mothering, cooking and crafting. I argue that the poetic work contains themes of economic self-reliance and speaks to cultural discourses of feminist resistance, relational and personal identities. The chapbook plays with the aesthetic tensions of value and worth through the use of personal and academic voices. The goal of the collection is to show how poetry can inform personal relationship research through the use of a poetic academic voice, skating the epistemic-aesthetic dialectic.

Feldman, Guy, *School of Social Work and Social Research, Bryn Mawr College*
The Performative Magic of Advocacy: Symbolic Capital and Social Change

Studies on advocacy organizations show that these organizations play a significant role in processes of social change. This study addresses an understudied topic in the scholarship on advocacy organizations: the role they play in the generation of symbolic capital. This study explores the relationship between symbolic capital and social change and examines how advocacy organizations produce symbolic capital on behalf of silenced social issues. Based on Bourdieu's conceptualization, we discuss a qualitative case study in which advocacy organizations, by means of a transformation of symbolic capital, brought public attention to the hidden issue of impoverished Israeli Holocaust survivors and successfully facilitated their achievement of long-denied social rights. Our findings reveal how the successful management of symbolic capital may help legitimate social claims and promote favorable social policies. Based on this case study, we suggest a four dimensional conceptual framework for the analysis of symbolic capital development in processes of social change.

Fernandes, Ana Fatima Carvalho, *UFC*
Perception of Posture Before and after Breast Implant Surgery

See Silva, Raimunda MagalhÆes da

Feza, Nosisi Nellie, *Human Science Research Council*
Numeracy stimulation for young children: An early intervention for poor mathematics performance

South African children need to be nurtured and developed holistically for them to participate efficiently in their democratic society. Poor students_ mathematics performance in South African schools needs prompt intervention. This prompt intervention can only occur in early years. Young children numeracy stimulation needs to occur as early as the first year as literature by Spelke and her colleagues have proven that young children have numeric abilities as early as six months. An HSRC funded baseline study conducted with 23 practitioners in Durban, KZN on practitioner_s views on how young children learn mathematics reveals that practitioners believe that young children need to be exposed early on mathematics learning. However, the findings indicate varied understanding of how children learn mathematics. This paper explores the nature of mathematics stimulation experienced by young children in early childhood centres of KwaZulu-Natal, with the aim to highlight relationships between practitioners_ views and their practices.

Figueredo, Ana Elisa Bastos, *FIOCRUZ*
Circumstances involving the suicide of older people in Northeastern Brazil

See Silva, Raimunda MagalhÆes da

Finlayson, Mary, *Cahrles Darwin University*
1 + 1 = Polyvocality: a Duoethnography of Doctoral Supervision

See Kidd, Jacquie

Finley, Susan, *Washington State University*
Ecoaesthetics: Stories of Collective, Creative, and Liberatory Experiences in the Lives of Everyday People in Urban Spaces

This presentation addresses issues of positionality, reflexivity, collaboration, voice, and ethics as they have occurred in examples of community-based experiences that have transformed urban spaces through story-telling. The session includes presentations of oral, written, and visual art narratives for the purpose of discussing varied indigenous and contemporary storytelling methods that have taken shape in various ecoaesthetic, community-based projects. The purpose is to understand storytelling forms and their transformational purposes, as well as the usefulness and adaptability of storytelling in community-based research settings.

Fisher, Stacey J, *East Tennessee State University*
Qualitative Analysis of Text Message Construction Practices in Native Speakers of Arabic

See Camuti, Alice

Flanagan, Katie, *Florida State University*
The Physical and the Virtual: (My) Gender, Power, and Participation in an Adult Soccer Tournament

   This paper builds upon a project that examines the lived experiences of women in an adult coed soccer league, especially as it relates to gender, power, and barriers to participation. Here I extend my focus to the members of an all-women_s team playing in an adult soccer tournament. More specifically, and grounded in a feminist-informed understanding of physical cultural studies (Giardina & Newman, 2011), I discuss my self-reflexive, embodied immersion on the team at the tournament as a participant-observer. I also chart both the spatial and virtual dynamics that produce(d) the women_s-only team, which was in part driven by my embodied research in the coed league out of which it grew. In so doing, I question my role as research-friend-teammate within such a space, the ethics of the (my) research act, and the possibilities for social change embedded throughout.

Flick, Uwe, *Alice Salomon University Berlin*
Episodic and Expert Interviews beyond Academia _ Health Service Research in the Context of Migration

   Using qualitative inquiry for analyzing social problems outside Academia often asks for specific methodological approaches. Often we face simple time problems, if we want to interview experts in the health system. Or we have to do some of the interviews in different languages. In health services research, it has been useful to use expert interviews for analyzing the professionals_ views on health problems, the clients who have these problems and use professional services (or don_t) and for analyzing institutional routines. Also it has been helpful to use small-scale narratives and question/answer formats for analyzing the clients_ own perspectives. The episodic interview was developed for combining small-scale narratives and question/answer approaches for analyzing clients_ experiences in the health service system. Examples of using these methods for studying a group of migrants_ experiences and access to the health care system will be discussed after outlining the methodological principles behind them.

Flick, Uwe, *Alice Salomon University Berlin*
Introduction to the Panel

   A brief introduction to the panel and its main issues will be given.

Florini, Sarah, *University of Wisconsin - Madison*
In Praise of Small Data: Ethnography in the Age of _Big Data_

   This paper argues that ethnography has been and remains a crucial methodology for the study of social media. While _big data_ approaches undoubtedly have much to offer, the move to create standardized metrics for the analysis of social media is grounded in an assumption of sameness across both users and localities. Technology is socially and discursively constructed. Sites like Twitter are neither singular nor unified. But, like the Internet more broadly, each site is comprised of _numerous technologies, used by diverse people, in diverse real-world locations_ (Miller and Slater 2000). Big data metrics threaten to uncritically impose researchers_ understandings of technology onto users, potentially erasing culturally diverse and localized conceptualizations of the medium itself.

In contrast, ethnography takes cultural logics and local contexts as its starting place, and therefore, while lacking generalizability, instead preserves particular and contextual meanings and uses of technology.

Flowers, Michelle, *University of Saskatchewan*
Beyond Codes: Writing From a Place of Wholeness.

This presentation will explore methodology and its ability to extend conventional boundaries that define who we can be as academics. Using art and story, the authors consider the role that both autoethnography and dialogic (spiritual/animist) inquiry played in allowing them to speak as complete wholes, integrating their multiple and separate identities then authentically representing their voices within academia. Healer/artist/researcher and animist/intuitive/academic both found that in releasing constraints that fragmented their identities and silenced their _other_ selves, _meanings flowed._ _As soon as you let yourself be led beyond codes, ... the words diverge, you are no longer enclosed in the maps of social construction, you no longer walk between walls_ (Cixous, 1991). The intuitive, passionate and creative self merged with the intellectual voice and boundaries disappeared. The task now becomes holding that space in an academy that often supports limited epistemologies, and narrow identities.

Flowers, Michelle, *University of Saskatchewan*
Autoethnography and Vulnerability.

In writing autoethnographic stories, we are aware that our conscious choice to share our private selves with the world is one that leaves us exposed and vulnerable. Sometimes it is terrifying. But before this fear can silence us, we remember the importance of the story and it strengthens our resolve. How is it that there is so little room within academia for the authentic and personal voice? This presentation will share similar stories of vulnerability from the vantage point of _mother_ and _healer_ and the conscious choice both authors made to expose our naked and private selves to the world at large.

Foley, Amanda Katherine, *University of Cincinnati*
Urban Food Deserts and Poverty: Identifying the Problem, Creating the Solutions

See Tyler, Susan P

Formenti, Laura, *University of Milano Bicocca, Milano (Italy)*
From Family Education to Family Learning: What Happens When Professionals Become Researchers

This paper reflects on a cooperative inquiry with professionals who work with families at risk. The research stemmed from shared recognition of the systemic and complex nature of families: learning in families is interdependent, inter-connected, lifelong and lifewide, internally shaped by morphogenetic and homeostatic trends, and externally shaped by constraints and resources from the larger system. Complexity also means that any _observer_ of the family brings her story and epistemology into the process of inquiry. Professionals became researchers not only by observing and collecting stories and other data, but in discussing how stories are co-constructed, personal, and related to other stories (in agencies and in society). This way of doing research, outside the academy,

brings researchers to recognize and celebrate the complexity of the researched, composing different levels and ways of knowing: from experience, through aesthetic and narrative representations, they develop _useful_ theories that bring to deliberate and ecological action.

Fort, Vernita Pearl, *Institute of Communications Research, University of Illinois, Urbana-Champaign*
The Communications Field: A Performance Conversation on Ethics and Boundary Crossings Beginning in 1959 Watts

This essay performatively responds to the famous 1959 article entitled, "The State of Communication Research" that appeared in Public Opinion Quarterly (Vol. 23, No. 1, Spring 1959). Through autoethnography and imagined dialogue with the publication's authors, Bernard Berelson, Wilbur Schramm, David Reisman and Raymond Bauer, I critique the field as they discussed it 1959. Moving through to the contemporary moment, I propose that the field is privileged and poised to play an instrumental and facilitative role in designing and shaping a global future that works for 100% of humanity (Buckminster Fuller, 1974). I suggest that dialogical ethics must be at the center and that the field would need to boldly and authentically cross boundaries between the humanities, arts and sciences, and between theory, policy and practice. The field uniquely comprehends the primordial power of communication and hopefully will more fully embrace its own power to mediate.

Fort, Vernita Pearl, *Institute of Communications Research, University of Illinois, Urbana-Champaign*
PEARL: A Story Board Towards Critical Autoethnographic Dance Film

The presenter will discuss the potential and the challenges of creating dance film as critical autoethnography. She will discus and present the rough cut of a five minute autoethnographic film entitled "PEARL," that she collaboratively produced and in which she features as the main dancer. The film currently serves as a story board for completing a final cut that invites the audience to experience the political economy of the United States and the world in which Pearl's life has been lived.

Foster, Elissa, *Depaul University*

Fox, Kathy, *Plymouth University, UK*
Collaborative Writing as a Method of Inquiry

See Jordan, Emma

Frank, Aliette, *University of British Columbia*
Visual Narratives in Pop Culture: What Are We Teaching About Sustainability?

What really are we teaching students about sustainability issues through pop culture media? Publications such as National Geographic Magazine and Canadian Geographic Magazine are important sources of education on natural science subjects for students across North America. This paper deconstructs contemporary narrative works on the topic of wildlife conservation in widely read and revered pop culture publications such as National Geographic Magazine and Canadian Geographic Magazine, and the covert messages these publications

have been conveying about what counts for being saved in the 21st century. The goal of this paper is to identify underlying symbols, mechanisms and archetypes that have been used to teach sensationalized colonialist attitudes and perceptions about wildlife conservation, and to develop recommendations on ways narratives of conservation can be more usefully told by pop culture media in the future.

Frank, Aliette, *University of British Columbia*
Let's Go to the Museum! Narrative in Institutes of Childhood Education

How can we use narrative in public institutes of childhood education, to teach young people new ways of coming to know and live sustainably? Partnering with the TELUS World of Science and the VanDusen Botanical Garden in Vancouver, BC, this paper explores the application of arts-based research methods in children_s museums to teach principles of sustainability. Engaging children at the TELUS World of Science and VanDusen Botanical Garden in both text and visual forms of narrative about _sustainability,_ this work enacts arts-based research in natural science projects within the Vancouver community. The outcome of this work is an arts-based traveling science museum exhibit about day-to-day activities that children can pursue in their own communities, to positively impact Pacific Northwest social and ecological sustainability.

Frank, Christine A., *Texas A&M University*
From Kuhn to Constructivism and Beyond: Theory for Large Socialscapes

See Lincoln, Yvonna S.

Frazier, Kathryn, *Clark University*
Agency on the Move: Revisioning the Route to Social Change

Throughout the course of everyday life individuals enter into interactions in which an intricate relationship between agency and subordination can be observed. This transfer of agency occurs constantly throughout social interaction and at different levels of social functioning as individuals live and make meaning of their experiences. In light of this perspective, it is suggested that social change movements that aim to interrupt the transfer of agency and instead fix agency with one person (or one group of people) are inadequate. Rather, these movements can actually subvert their own agenda by producing problematic tensions in discourse and subjectivity. The self-defense movement, a component of the movement to end violence against women, is presented as a case study. The problematic and tension-filled positions and meanings the movement (re) produces for women are explored as an effect of denying any transfer of agency between women and men around issues of violence and gender oppression.

Frazier, Kathryn, *Clark University*
I am (not) woman, hear me roar: Tension-filled femininities in women's discussions of risk

In recent decades, what it means to be an empowered woman has shifted with the rise of neoliberal ideologies_emphasizing individualism and choice while delegitimizing feminist notions of femininity and empowerment. This qualitative study of 20 women (ages 18-62) investigates the ways in which women draw upon competing feminist and neoliberal constructions of femininity in their dis-

cussions of violence and risk. A major tension in women_s femininity narratives emerged, as women positioned themselves as invulnerable and agentive actors yet simultaneously constructed their feminine bodies as inherently at risk for violence. While both older and younger women worked to distance themselves from victimhood and the _other women_ who occupy the position of (potential) victim, the ways and reasons why women did this varied by age. Younger women disaggregated the category of _woman_ from femininity, delegitimizing _woman_ as a relevant category for them, and (re)constructed femininity in neoliberal terms of strength and individuality.

Freeman, Mara, *University of Illinois*
Interaction Process in a Faculty Development Committee

There are numerous studies on group dynamics that focus on improving the effectiveness of an organization. Previous literature using the Tuckman Group Development Model and Bales Interactive Process Analysis Model focused on groups or teams within an organization but not committees. This case study explores interaction among a faculty development committee at a large Midwest university in which structured interviews, observations, and document reviews were conducted. The study examined the process the committee members used to interact with each other. The study found that group development was an important factor in guiding the committee through the process of completing their task by the interactions they engaged in during meetings. The goal is to explore other research opportunities that can benefit from using these models that can be implemented in other organizations in higher education and community settings.

Freeman, Mara, *University of Illinois*
Impacting Change: Microaggressions at Predominantly White Institutions (PWIs)

See King-Taylor, Tanisha

Freeman, Melissa, *The University of Georgia*
Post-Intentional Tethering(s)

See Vagle, Mark D.

Frels, Rebecca K, *Lamar University*
Conducting a Review of the Literature Using Discourse Analysis

See Onwuegbuzie, Anthony J

Frels, Rebecca K, *Lamar University*
Critical Dialectical Pluralism: Toward a New Mixed Research Philosophy for Social Justice

See Onwuegbuzie, Anthony J

French, Martin, *New York University*
"Mapping Maps: Situating Oncology Asset Maps in the Representational Process"

Reflecting on our effort to characterize the emergence of entrepreneurial hospitals, this paper describes our enrollment of discursive objects_or better, discursive _actants__into the representational process. In the course of our fieldwork on innovation, technology transfer and commercialization initiatives in a Canadian academic health science system, we encountered _oncology asset maps,_ government sponsored marketing documents aimed at accelerating the commercialization of public-sector life sciences research. Curiously, these discursive actants counted patient populations as assets along-side technological infrastructure and professional expertise. Describing how we enrolled them into our analysis, and specifically the heterogeneous ways our study participants encountered and responded to them, we illustrate the importance of turning _up the volume_ of _lesser but still present discourses_ in a situation.

Frier, Aimee, *adfrier@mail.usf.edu*
Voices From Lacuna: Women in Academia

See Curtis, Jessica

Friesen, Bruce, *University of Tampa*
Parental Perceptions of Hookah Smoking

See Bingham, Megan

Frish, Yechiel, *Shaanan Academic College Department of Education*
The Ping-Pong Performance-Oriented Model of Qualitative Inquiry Instruction and Learning in a Teachers' College

See Katz, sara

Fritz, Damaris, *Cape Metro Health Forum*
Reflections on a Collaborative Research Project to Strengthen Community Participation

See Haricharan, Hanne Jensen

Funk, Laura Megan, *Department of Sociology, University of Manitoba*
Interpretive and Critical Approaches to Analyzing Qualitative Interview Data: Examples from Caregiving Research

In this presentation I will illustrate how interpretive methodology can help us understand how people make sense of their experiences (and cope with difficult experiences) by drawing on and reinforcing particular ideas and discourses. To do this, I will draw on findings from four separate research studies based on qualitative interviews with informal and formal caregivers of older adults. In addition, I will discuss how approaches drawn from critical discourse analysis helps us extend these analyses to examine how the use of particular discourses in social interaction inadvertently serves to detract attention away from broader structural concerns shaping the delivery of formal and informal care. Finally, I argue that using both interpretive and critical analyses in these ways can have important implications for practice and policy, despite their significant depar-

tures from the dominant frameworks currently used to analyse qualitative interview data in research in health care and gerontology.

G¢mez, Nathalie, *Universidad Pontificia Bolivariana*
The City as Literacy: A Study of English Practices in Medell¡n's Urban Spaces

See Mora, Raul A

Gabriela, Navarro Contreras, *Universidad Michoacana de San Nicol s de Hidalgo*
The Experiences of Michoac n_s Micro entrepreneur Women Leaders in Developing Leadership

See M¢nica, Ayala Mira

Gabriela, Navarro Contreras, *Universidad Michoacana de San Nicol s de Hidalgo*
Los Significados del Liderazgo en Microempresarias de 3 Municipios de Michoac n, M,xico

See M¢nica, Ayala Mira

Gagnon, Marylou, *University of Ottawa*
"Allowing Mute Evidence(s) to Be Heard: The Contribution of Situtional Analysis in the Public Health Domain"

The main objective of this presentation is to expand on the use of situational analysis in critical qualitative research projects that specifically look at discourses and the way they operate. Drawing on previous work conducted in the field of public health, we will expand on the process of mapping discourses and working with prevention campaign materials using situational analysis. Finally, we will discuss conclusions drawn from this process and highlight the value of using situational analysis when working with mute evidence(s).

Gajjala, Radhika, *Bowling Green State University*
Struggle with Method: Mapping Ephemera(l) Affective Networks

What do affective networks do _ when and where do their activities happen? What does an affective network facilitate and what sorts of labor does it require? How is material value placed on such necessary affective labor and how might this shape ideas of surplus labor, supply, demand through affective exchange and excess? Noting that affective networks play a key role in the digital financialization of the globe, I look at how two online platforms work together to produce and connect with economically subaltern Others. I draw from two specific online platforms to illustrate the formation of aesthetic-haptic-economic-affective links that contribute to routing of supply-chain circuits of labor and material. In this article I write about the methodological struggle and journey as I engage the intersectionality of affective networks in relation to cyberculture and the production of subaltern citizen in contemporary global performative stagings of civic and economic inclusion.

Gale, Ken, *Plymouth University*
Becoming-professional? Engaging the post-human to inquire into notions of identity and practice.

The paper offers a tentative re-working of and an inquiry into familiar notions of professionalism and in so doing problematises specific constructions of _profession_ and _professional_ that are situated as categories of difference within a contemporary HE institutional setting in the UK. In using post-human strategies of theorising the paper is designed to offer a speculative cartography of professional-becomings that, in turn, can be used to suggest the need for inquiry into always diffracting and differentiating possibilities for (professional) subjectivities, practices and developmental strategies. In arguing for the creation of concepts as events, this paper will suggest that reliance upon rigid specifications of _professional_ and of _professional practice_ can contribute to the perpetuation of, what has been referred to as, a crisis of confidence in professional development in education today.

Gale, Ken, *Plymouth University*

Gallardo, Andrea, *Universidad Panamericana*
Los medios de comunicaci¢n y la auto-estima de las mujeres

See Moreno, Alejandra

Gallart, Mary Frances, *University of Puerto Rico*
Tobacco Grower, Socialist and Intermediary of the Twentieth Century: The Life of Salvador Gallart Alonso in Cayey, Puerto Rico

The first decades of the twentieth century in Puerto Rico were full of noteworthy transformations. The United States colonial regime imposed new mandates; Salvador Gallart Alonso_s public life exemplifies these changes as the last three decades of his life witnessed the demise of Puerto Rican control of the tobacco industry. Gallart Alonso was the Socialist Party founder and longstanding activist as well as an active member of the Free Association of Workers and the Farm Worker Association of Puerto Rico. These contradictory conditions made the tobacco grower and socialist an intermediary between contradictory political ideologies and economic activities. The end of his life echoes the end of an era in Puerto Rico.

Gallart, Mary Frances, *University of Puerto Rico*
Tabacalero, socialista e intermediario del siglo XX: La vida de Salvador Gallart Alonso en Cayey, Puerto Rico

Las primeras d,cadas del siglo XX en Puerto Rico fueron unas de grandes transformaciones. El r,gimen colonial estadounidense impuso nuevos ¢rdenes; ejemplo de esto es la vida p£blica de Salvador Gallart Alonso quien durante sus £ltimas tres d,cadas evidenci¢ el descalabro y final p,rdida de la industria del tabaco en manos puertorrique¤as. Fue fundador y activista en el Partido Socialista a la vez miembro activo de la Asociaci¢n Libre de Trabajadores y de la Asociaci¢n de Agricultores de Puerto Rico. Estas condiciones contradictorias hicieron del tabacalero y socialista un verdadero intermediario entre su ideolog¡a pol¡tica y su desenvolvimiento econ¢mico. El final de su vida hace eco del fin de una era en Puerto Rico.

Galletta, Anne, *Cleveland State University*
Complicating Lived Experience: Critical Reflection and Reciprocity in Interviewing and Analysis

Guided by the interpretive tradition of critical theory, this paper draws on junctures within two qualitative research projects. The first explored high school students_ lived experience of racial equality and their conceptualizations of equality in a context of an inner ring suburban school district_s desegregation. The second project involved youth researchers in looking at educational opportunities and constraints within a racially and economically isolated urban high school. While the former was a case study and the latter a participatory action research project, both offered the researcher and participants and youth researchers an opportunity to critically shift back and forth in analyzing individual experience in relation to historical and structural conditions. The paper considers notions of reciprocity within qualitative research and the ways in which critical reflection might yield more depth, complexity, and potential for action at different iterations of research activities.

Galvaan, Roshan, *University of Cape Town*
Engaging with the Voices of Young Black Adolescents in South Africa: the Academic Activist

Although young adolescents form a growing proportion of the South African population, many remain socially and economically marginalised. This paper draws on a critical ethnography that aimed to understand the choices of young adolescents living in a poor community in post-apartheid South Africa. It positions the academic as an Activist and reveals the consequent conflicts that arises during research within Higher Education. It explains how the diverse, embedded data generation strategies that carefully consIdered language, IdentIty and contextual relevance optimised the adolescents' participation. It proceeds to discuss how these strategies benefited data interpretation and guided the formulation of occupational therapy advocacy campaigns with young adolescents. In conclusIon, activism and critical inquiry are problematIsed from the perspective of the opportunities to promote inclusion and confront the researcher's quandries.

Gamboa, Eddie, *Louisiana State University*
The New Adventures of Old Cruising: A Historical/Auto-Ethnography of Public Sex at the University

Recent methodological interventions in historiography have produced an erotically charged association with the past, in which authors inscribe personal connections onto the bodies of historical subjects. This paper seeks to question the ethics of a _loving_ relationship with the past. In exploring ways of audiencing and authoring acts of _public_ sex of historical and contemporary subjects, several critical questions arise: What has the academy sanctioned as evidence of consent by historical subjects to be publicly documented? How do historical bodies resist historiographical efforts? Most importantly, can historiographers write about bodies who rely on shadows for protection while maintaining the shadow?

Gambs, Deborah, *BMCC-CUNY*
Being Between

   This visual and written essay uses autoethnographic writing and digital art-work to explore the state of being between spaces. Of being in life and waiting for the death of (an)other, of moving between the rural and urban, and the desire to shift between writer, sociologist, and artist.

Gandolfo, Enza, *Victoria University, Melbourne Australia*
Looked at and looked over or: I wish I was adopted

   See Anne Harris, Anne

Gangarova, Tanja, *Deutsche AIDS-Hilfe e.V. (not for profit national association of ASO)*
A video on Participatory Research with Immigrant Communities in Germany

   See von Unger, Hella

Gangnon, Bradley, *Takoda Institute of American Indian OIC*
Honoring The Difficult: Re-experiencing Doctoral Education

   In this essay, I explore the tensions associated with a second attempt at earn-ing a terminal degree. The essay juxtaposes the stresses and joys of a traditional classroom based doctoral program with the strengths and frustrations of com-pleting an online degree. The essay further questions the axiological, epistemo-logical, and ontological adaptions of the earning a terminal degree.

Gangnon, Bradley, *Takoda Institute of American Indian OIC*
Life's Transitions: Journey to a Somali Charter School

   I sojourn daily into Minneapolis' immigrant Somali community. I teach media literacy--American media literacy and (dated) first world computer skills--to the children of refugees. Older siblings in these Muslim families were born in Kenyan, Egyptian, Libyan, and Syrian refugee camps while the little ones were born into the American experience--the luxuries of EBT cards, section 8 apart-ments, and convenient access to education. This (auto)ethnographic essay explores the motif of transitions of primary education to higher education, from affluent neighborhood to the "projects", through the diaspora, to the closet.

Gangnon, Bradley, *Takoda Institute of American Indian OIC*
Dating not Texting: Learning Through Conversation

   As classrooms dynamics change over time so must our methods to engage stu-dents in learning. Every generation of new students brings different challenges. Most recently, students are increasingly plugged into their smart devices, finding voice conversations a thing of the past. Conversations among friends are, many times, boiled down to 160 characters per _talk turn._ As such, students are becoming less likely to engage openly in classroom discussion, feeling more com-fortable with short, electronic comments. In order to get students to actively participate in their learning, the authors created a round robin activity, whereby students would participate in a modified _speed dating._ However, instead of having a series of conversations about themselves with potential dating partners, students are assigned course subject-related material to discuss with classmates.

This research will discuss the various approaches to _speed dating_ in the class-room, as well as the results of this new activity.

Garc¡a-Sastre, Sara, *University of Valladolid*
Mirroring _Misiones Pedag¢gicas_: Clues for teachers professional development in the 21st century

See Jorr¡n-Abell n, Iv n M.

Garc¡a-Valc rcel, Ana, *Universidad de Salamanca*
Resultados de experiencias de trabajo colaborativo a trav‚s de las TIC en el contexto de la Escuela 2.0

See S nchez G¢mez, Cruz

Garces, Marcela, *Universidad de Antioquia*
The Spirit and Capacity of Scholar Activism for Public Health: Critical Reflections from the Field

There is increased interest in the public health field in Colombia to conduct research that plays a critical role in furthering social justice. Recently, the use of Community Based Participatory Action Research (CBPAR) has demonstrated effectiveness for identifying and addressing priority health issues in a culturally inclusive manner and for promoting community empowerment and wellbeing. This paper analyzes how CBPAR helps heed the voices of the publically unheard and strengthens the spirit and capacity of scholar activism. Specifically, I discuss my three CBPAR projects with disadvantage populations including a) Indig-enous communities in the Colombian Amazon; b) Hispanic immigrants in rural US; and c) violence-displaced groups in Medellin, Colombia. I will illustrate the ways in which I have engaged the world as an advocacy agent in these three projects with the notion that critical reflection and purposeful action are foun-dational to one_s position as a scholar and activist.

Garcia Avalos, Daniel Oswaldo, *Estudiante*
Complejo vertical de usos mixtos en la ciudad de Guadalajara, Mexico. Un estudio de caso

Objetivo: Disenar un complejo vertical de usos mixtos (vivienda, oficina y comercio) en la ciudad de Guadalajara, Mexico. Un estudio de caso. Metodo: Estudio de caso cualitativo observando las caracteristicas de la poblacion joven economicamante productiva. Resultados: Las dependencias del complejo verti-cal: centro comercial, departamentos y espacios de oficinas, se adecuan con las necesidades de habitabilidad de adultos jovenes economicamente productivos, asi como la redensificacion de espacios en desuso de la zona metropolitana de Guadalajara. Conclusion: El diseno del complejo vertical ofrece la opcion de concentrar vivienda, trabajo y recreacion a la poblacion joven economicamente productiva de la zona metropolitana de Guadalajara.

Garcia, Erica Lynne, *Texas A&M Corpus Christi*
Beyond the Terror of High Stakes Testing: Honoring Strategic Negotiations of Teachers

Keeping in mind that research often falls in the academy, in this study I will present the instructional choices of teachers from an elementary campus located in South Texas influenced by their experiences in administering high stakes standardized tests. In conducting and presenting results of this study, I will be able to invite conversations both within and outside of academia, including discussing implications of policy, teacher training, and professional development. Most importantly, if my goal is for my research to matter, I will explore ways in which I can present this information to multiple stakeholders so that I can open up dialogic spaces for pedagogy-based teaching and learning spaces despite the mandates of high stakes standardized testing. To that end, I will explore the role of qualitative inquiry and multiple analytic approaches in the construction of knowledge.

Gardner, Roberta, *The University of Georgia*
Post-Bridling: Tracing One_s Dialogue with a Phenomenon

See Valentine, Keri

GARLET, MARINEZ, *PUCRS*
The urban presence of the indigenous population in Brazil

See BELLINI, MARIA ISABEL BARROS

Garlock, Justin, *University of Cincinnati*
Urban Food Deserts and Poverty: Identifying the Problem, Creating the Solutions

See Tyler, Susan P

Garmo, Melissa, *Saginaw Valley State University*
Prosecutorial strategies for presenting expert testimony to the court: A grounded theory approach

Prosecutors are the most influential members of the courtroom workgroup. In order to influence decision makers (e.g. judges and jurors), prosecutors must strategize about how to effectively present evidence and testimony to the court. In recent decades, expert testimony has become a more meaningful component of many civil and criminal court trials throughout the U.S. However, there have been few studies of the interactions between experts and prosecutors in the criminal courts. Therefore understanding prosecutors_ actions about the presentation of expert witnesses is essential. This is an ongoing project that seeks to use a grounded theory approach to develop conceptual categories and themes to describe the preparation and planning of expert witnesses by prosecutors. Qualitative interviews of state-level prosecutors are utilized to explore the potential strategies that prosecutors use in securing a witness and presenting the witness as credible and persuasive in order to influence the decision-making process.

Gebhard, Amanda, *University of Toronto*
Indigenous Anti-Racist Responses to Racialized Violence: Community Organizations and Violence Prevention with Urban Indigenous Youth

See Gillies, Carmen

GEMA, MEJIA, *se€ora*
Los Proyectos Ambientales Escolares -PRAE- como estrategia de educacion ambiental en el aula

See ISAZA CRUZ, CLAUDIA PATRICIA

Gemignani, Marco, *Duquesne University*
Border crossing between qualitative inquiry and professional practice in psychology: A conversation roundtable

This conversation roundtable will offer an opportunity of complicate and problematize the borders between qualitative inquiry and professional practice in psychology. We will first explore the common grounds between these two fields. We will then talk about some of the most commonly recognized arguments for keeping these two practices separated (including dominant positions on boundaries, roles, and social expectations). Lastly, the participants will be invited to problematize these arguments and to explore the possible advantages and risks implicit in border-crossings and the related questioning of power structures, agendas, and differences.

George, Glynis, *University of Windsor*
Community-Based Research in the Era of Neoliberal Multiculturalism

Canada is recognized as a model of multiculturalism. As both a policy and an ideology, multiculturalism defines and limits the terms of engagement in Canada_s nation-building project (i.e., who can belong, under what conditions, and to what extent) but also functions as a site for social transformation, opening up new possibilities of belonging. Now more than ever, though, multiculturalism focuses on the market viability of cultural difference. This paper examines how to use qualitative research techniques to explore multiculturalism within a neoliberal context. In doing so, it poses several methodological questions for qualitative researchers interested in ethnographically examining the workings of multiculturalism, immigration, and settlement services within local communities. How do researchers identify neoliberal multicultural discourses when working with community actors? How are these discourses taken up and negotiated within and by settlement service providers and immigrants themselves? To whom are university researchers ultimately responsible when conducting community-based work?

GERA, MARIA ZITA FIGUEIREDO, *FACEF*
The importance of teacher training in the Social Work.

See OLIVEIRA, JOSIANI JULIÇO ALVES

Gershon, Walter, *Kent State University*
A Multisensory Atlas: Narrative Cartographies of Being and Knowing

What would it mean if maps could sing (Wood, 2010) or art could map (Harmon, 2009)? How can the complexities of charting information found in cartographies of information science and network theory (Lima, 2011) become equally malleable maps of individual's or group's constructions of the ordinarily sensible (Gershon, 2012)? One possible answer is what I am calling a multisensory atlas, the use of participant-generated data to create necessarily incomplete cosmologies of the ordinarily sensible_the everyday ways in which people make sense at the nexus of sensation, signification, and process. Here, first graders were provided an opportunity to create video recordings of the places and spaces they value at school, narrate what it was they found valuable, and draw a map that reflects their recordings. Each student_s contributions formed a layer of the atlas, layers placed along side the researcher_s analysis and other information that adds to the atlas_ scale.

Gershon, Walter, *Kent State University*
Sound Art, Social Justice: A Journey in Sonic Ethnography from Information to Representation

In our cultural construction of curricular subject matter, certain senses are privileged and attended to as a normative function of a particular discipline. In art and art education, the visual has been, or is thought to be, the dominant and organizing sense. However, contemporary art practice and theory challenge and _unframe_ (Rogoff, 2002) conventional wisdom regarding vision and the visual within art-related disciplines, arguing for the visual asinherently multi-sensory. I will present the work of sound artists as a means of unframing conventional wisdom regarding visual art as visual experience. At the same time, the displacement of the visual by sound as an artistic medium interrogates the meaning of sound and its association with music. Working with Deleuze_s and Guattari_s _plane of composition__the collective condition of art making, I address art as it exists within spatio-temporal organization, a network that marks art as immanent and emergent, opening to new forms.

Gershon, Walter, *Kent State University*
Performing Multisensual Ethnography: Interrupting Commonsense Notions of Representation and Education

Ethnography is in many ways the study of how people make sense_complex, nested, and layered processes of sensation and signification (e.g. Gotlieb & Graham, 2012; Ortner, 2007; Stewart, 2007). Following understandings in sensory and affect studies, multisensual ethnography provides researchers the ability to critically and creatively broaden what _data_ might mean and how it can be represented. This expansion provides an increased opportunity for participant agency and voice while maintaining the tenets of contemporary ethnographic practices, particularly as they pertain to questions of ethics, transparency, and power. It is an opportunity to utilize myriad ethnographic practices, processes and representations (i.e. ethnodrama, ethnographic film, sonic ethnography) in ways that can further make the familiar strange while enunciating both what is ordinarily sensible to local actors and what those sensibilities might say about

the ecologies that inform local interactions. Here, co-authors performatively articulate such possibilities in regards to education and schooling.

GEYER, LIGIA, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Metodologias de planejamento e governan‡a regional em sa£de no Brasil

See BELLINI, MARIA ISABEL BARROS

GEYER, LIGIA, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Sistema énico de Sa£de no Brasil e a descentraliza‡Æo das a‡äes e servi‡os de sa£de

See BELLINI, MARIA ISABEL BARROS

Ghee, Sarah C., *University of Cincinnati*
Community Perspectives on Poverty

See Stegall, John

Ghee, Sarah C., *University of Cincinnati*
Poverty of Diversity in the Ivory Tower-- The Paucity of Black Doctoral Students

See Burbanks, Samuel

Ghee, Sarah C., *University of Cincinnati*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

Navigating adolescence is a challenge in its own right, but it is uniquely difficult for urban minority and immigrant youth who are more likely to experience or witness violence, live in poverty, have fewer connections to mentors and social capital, attend low-resource and substandard schools, and face acculturative stress. This project collaborates with four action groups of urban minority and immigrant youth to define and develop a participatory and visual discourse through VideoVoice and Photovoice. The purpose of the project is to examine youth perceptions of the intersection of race, poverty, health and education from the context of their own lives and their communities. Youth will identify three main themes they can change within their school or community and produce a positive action-oriented activity in response to at least one theme. Youth will display their visual or video projects at a community forum.

Giardina, Michael, *Florida State University*
"To Join the Black Parade..."? Spectacle Pedagogy, Embodied Research Acts, and (Un)Troubled(?) Relationships

This presentation is an autoethnographic engagement with everyday spectacles of excess capital revealed in and through the LA Live/Staples Center entertainment district in Downtown Los Angeles. On the surface, it seeks to shed light on the 'unseen' ideological forces (of capital, of surveillance, etc) at work in the themed environment and the impact such forces have on the consumer-fan-subject(-flaneur). At the same time, it seeks to unravel my researcher subjectivity (and biography) within and against such a project, drawing from both my 'field notes' as well as technographic musings in text messages, Facebook posts, and the like to illustrate this dynamic.

Gibson, Priscilla, *University of Minnesota- Twin Cities*
Experiences of out-of-school suspensions: Narratives from African American children, their parents, and educators

See Kayama, Misa

Gil-Juarez, Adriana, *Universitat Rovira i Virgili*
La Defensa de una Tesis Autoetnografica: Espacio Complejo de un Proceso de Co-Construccion

See Aguirre Armend riz, Elizabeth

Gil, John Edison, *Universidad de Antioquia*
La clase de Educaci¢n F¡sica como un acontecimiento educativo

En este trabajo se analizan algunos acontecimientos ocurridos la clase de Educaci¢n F¡sica durante el £ltimo a€o de pr ctica docente, que fueron experimentados bajo tres diferentes estilos de ense€anza planteados por Camacho y analizadas bajo categor¡as de an lisis tomadas de la idea de Acontecimiento y Experiencia, re-planteados por B rcena y Larrosa, respectivamente.

Gilbert, Kathleen Rose, *Indiana University*
Leisure activities as a facilitator of health in a rural community

This photo elicitation study consists of interviews with 16 individuals representing a cross-section of the residents of an economically depressed, rural community. Participants were asked to take pictures of _persons, places and things that represent health to you, things that get you healthy and that keep you healthy._ This was followed by an in-depth interview with each participant with the pictures acting as a starting point. A majority of the images and the associated narratives focused on or were set in recreational and leisure activities, sometimes solitary, but more often as a part of social engagement. Health was more than physical capacity. It was complex and comprised social, spiritual, and mental health, and leisure activities played a central role. The findings will be discussed as well as implications for community intervention for health improvement in rural communities.

Gilbert, Rebecca, *Indiana University*
Leisure activities as a facilitator of health in a rural community

See Gilbert, Kathleen Rose

Gilbert, Rebecca, *Indiana University*
We Call It the Dance: The Paraprofessional/Professional Relationship in Equine-Assisted Psychotherapy

Equine-Assisted Psychotherapy is a unique approach which uses interactions with horses to improve mental health, facilitated by two individuals, the equine specialist (ES) and the mental health professional (MH). This partnership between professional and paraprofessional is distinguished by being equal in terms of responsibility and accountability, with each partner assuming a unique and equally important role. This multiple case-study paper draws on interviews with both ES and MH service providers. It discusses the perspectives of the participants on subjects such as role negotiation, boundaries, shared responsibilities,

and collaboration. Challenges, such as knowledge gaps, power balance, and the need for continuing support, were particularly marked for the ES. Along with the challenges, we discuss how participants worked to resolve them.

Gildersleeve, Ryan, *University of Denver*
My body, (un)certainly

My body enters my inquiry, certainly. Yet, I am uncertain about so much of my body. I am unclear of how to describe the way I embody research design. I am confused by the ways my body spills across the field as I generate data. I am mystified by the flood of my body throughout the analytic movements I make in producing meaning. I seek out my body through innovative representations of these produced knowings. As such, my body enters my inquiry, certainly, but my body is utterly uncertain. This paper explores how the uncertainty of the body can be used productively in support of uncertainty in qualitative research. Drawing on queer, poststructural, and postmodern theories of the body and embodiment (Butler, 1993; Foucault, 1988; and Kuntz & Gildersleeve, 2012), I take my body as my muse and seek to dissuade myself and others from the late capitalist trap of certainty in social research.

Gillies, Carmen, *University of Saskatchewan*
Indigenous Anti-Racist Responses to Racialized Violence: Community Organizations and Violence Prevention with Urban Indigenous Youth

High rates of violence amongst Indigenous youth in Canada are a pressing concern. Although community organizations often play important roles in the lives of racialized youth, as is the case in the context of this study, little is known about how community organizations may aim to address violence from Indigenous and anti-racist perspectives. This paper stems from qualitative research that examines how community organizations in a Canadian prairie city seek to prevent violence experienced by Indigenous youth through Indigenous knowledges and the recognition of systemic racism. Data was collected through interviews with leaders of various organizations and analyzed using decolonizing and critical race lenses. Several themes were identified that demonstrate the complexities and challenges of responding to violence through Indigenous knowledges and anti-racist education. In this paper we present these themes and discuss their implications for addressing violence experienced by Indigenous youth.

Gilman, Deborah Buckberry, *University of Illinois C-U*
Standards and Accountability: Just Good Enough - The Settling for Meidocre

These are confusing times for teachers in our schools. On one hand teachers are held accountable to the state standards and on the other they are asked to teach using traditional learning theory that speaks to individualizing instruction, acknowledging social, cultural, linguistic and other differences within their students. This paper explores what some teachers are saying and doing to balance these two poles of thought and practice in their classrooms and their schools. It will touch on the issues of test preparation curriculum, the administrative interpretations of state policies involving the standards and some of the teachers_ interpretations of those policies in their classroom. It will also show how the more socially-culturally-linguistically responsive teachers tailor those policies and ensuing curriculum to fit their particular ideals of learning and teaching.

Gilway, Jessica, *Appalachian State University*
Sustainability Infused Education: Fantasy, Fiction or Hopeful Future

A growing need exists to hold sustainability as a foundational and philosophical component of an integrated, transdisciplinary curriculum. Environmental sustainability needs to be deeply infused, in meaningful, lasting ways, into all educational/school curricula. This paper examines the different motivating factors and history behind the sustainability education movement exploring the who, what, where, when, why and how of sustainability education. Who: educators, learners, educational institutions. What: critical examination of current curricula and sustainability curricula with the goal of finding places where intersections occur. Where: educational institutions with varying purposes. When: now, yesterday, urgently. Why: inspiration leading me, as educational leader, to take responsibility for our planet and what learners, of all ages, are taught about caring for this fragile space we inhabit. How: present an affirmative vision for a hopeful future of what sustainability education could look like through a close examination of rhizomatic pathways toward enacting and awakening sustainability education.

Giorgio, Grace, *University of Illinois Urbana-Champaign*
The Geography of Self: Autoethnography, Culture and Place

This paper investigates how place informs and reflects one_s subjectivity and cultural identity. Culture is situated in and shaped by place, the settings in which we live. As autoethnographic writers have argued, self cannot be removed from culture, nor culture from self (Cheng, 2008, Holman Jones, 2005), neither can self and culture be understood without attending to _the geography of self,_ how place is mapped onto our lived experiences, memories and actions. Drawing from the author_s experiences of living in suburban, urban and rural settings for lengthy periods of time, this essay offers an autoethnographic meditation on how place, culture and self are intricately intertwined. The author argues that place is mapped onto our bodies, into our language, our political and economic choices and that we can more deeply understand the human condition, individual and social, by attending to the geography of self.

Giraldo, Camila, *Universidad Pontificia Bolivariana*
The City as Literacy: A Study of English Practices in Medell¡n's Urban Spaces

See Mora, Raul A

Giraldo, Elida, *Universidad de Antioquia*
Community-Based Research: Imagining Possibilities for Latin American Postgraduate Education

Local knowledge and perspectives need to be acknowledged and considered the basis for research and policymaking. Using a community-based research approach and relational epistemologies, this study was intended to understand and promote community participation as a strategy to create policy change and to produce change in the practice of postgraduate education. The study was carried in a high diverse, rural community, located in the coastal area of a Latin American country. It was informed by an initial literature and policy review, followed by intense community research. Although a variety of research methods was used, seminars and vivencia were critical in data generation. Dur-

ing research, tensions between academic constructs and community language emerged. Some implications for postgraduate education practices and policies such as the need to know communities_ needs and interests and to provide spaces for participation were identified.

Glaveanu, Vlad Pete, *Aalborg University*
Troubling themes

This presentation aims to trouble the idea of themes in qualitative inquiry. Thematic analysis is one of the most common ways of dealing with interview data. Usually basic themes are abstracted after a preliminary reading, then these themes are grouped and finally an interpretation offered based on the thematic structure of the text. Many implicit assumptions operate at all these levels and should be _troubled_. The action of identifying themes is practically based on the notion that any qualitative material has in fact an underlining structure composed of recurrent ideas. Grouping themes assumes that ideas are hierarchical in nature and interpretation talks about the need to grasp the _latent_ meaning of what is only _manifest_ in the data. I will argue here that themes need to be understood in a much more dynamic and relational way and used not to reconstruct meaning but as ways of actively constructing it.

Glaveanu, Vlad Pete, *Aalborg University*
Language as friend and foe: Creating terminologies

If the limits of our language are the limits of our world, in the famous Wittgensteinian formulation, we can confidently add that they are also the limits of our theories and methodologies. The terms we use to conceptualise psychological and social phenomena often reify and dichotomise realities that are otherwise both integrated and dynamic. How can we use language in research that captures both content and process, both meaning and action, both the conscious and the subconscious, both the individual and the social (and the list can continue…)? Illustrations of the _dangers_ of terminology will be offered from the field of creativity studies. A collective creative exercise will be set in place in order to overcome these barriers in our thinking and, consequently, in our acting in and on the world. Linguistic creativity, will be argued, should be the _best friend_ of researchers engaged in qualitative inquiry.

Glover-Kudon, Rebecca Marie, *Centers for Disease Control and Prevention*
Seasons of a Program_s Life: Using Metaphor to Understand Program Growth and Development

While metaphors generate insight and represent complexity in an accessible way, this analytic tool is underutilized in practice settings. As part of a four-year, multisite evaluation of a colorectal cancer screening demonstration program funded by the Centers for Disease Control and Prevention, a qualitative research team applied a human development metaphor to understand implementation processes across the programmatic lifespan. Our analytic procedures followed a sequence of construction, deconstruction, and reconstruction of the metaphor to interpretively render a program maturation trajectory. Using illustrative examples of birthing, rearing, and mourning the program, we explicate how use of the metaphor exposed the implicit experiences of program staff and revealed important programmatic milestones. As a cautionary tale for qualitative

researchers and evaluators working in real-world practice settings, we will also share unexpected challenges we encountered around our use of the metaphor itself and metaphor as an analytic technique.

Glover-Kudon, Rebecca Marie, *Centers for Disease Control and Prevention*
Ethics in Multisite Case Study Evaluation

See Preissle, Judith

G_nel, Elvan, *Co-Author*
Global Education Knowledge, Experiences, Practices of Social Studies Teachers in Turkey

See ™zt rk, Fatih

Golov tina-Mora, Polina, *Universidad EAFIT*
The Monster Genre as Reconsideration and Formation of Self

While the monster genre has always been popular, it has suffered a sort of recent revival in popular culture. In light of this revival, monsters can provide a critical view on the social and cultural processes. Not wanting to accept their monstrous nature, individuals project them outside themselves. The projections can acquire different forms (to name a few, nations, totalitarian societies, or the tragedy of commons), many of which are well documented in literature and cinema in the last 60 years. This paper will focus on intellectual and artistic expressions and development of the concept of monstrousness as well as its philosophical and psychological explanation. Relying on ideas about Self and self-actualization from personalism, the philosophy of dialogue, humanistic psychology, and positive psychology, I intend to explore the projections most commonly discussed, the process of outer projecting, and the catalysts for monster creation.

Goltz, Dustin Bradley, *DePaul University*
_We_re Not in OZ Anymore_: Shifting Perspectives of Gay Community, Identity, and Generativity

This essay analyzes the findings of a gay male intergenerational project, wherein the production of creative writing, poetry, and fiction are utilized to explore differing understandings of age, aging, and future. The project examines how one's age informs perceptions of one's social power, value, and cultural position. Specifically, youthist logics and lingering cultural myths surrounding the aging gay male routinely shape and constrain power negotiations within intergenerational interactions. Furthermore, the study identifies and theorizes an emergent generational divide in the conceptualization and articulation of what it means to be "a gay man," as well as how this sexual identity is communicated in relation to _the gay community._ The essay concludes by examining the implications and potentials of this research to expand models and logics for meaningful gay male intergenerational exchange, or a queered form of generativity.

Gomes, Nadirlene Pereira, *Escola de Enfermagem da Universidade Federal da*

Bahia (UFBA), Salvador, BA, Brasil
GestÆo do cuidado … mulher em situa‡Æo de violˆncia conjugal

Objetivo: Compreender os significados atribu¡dos por profissionais de sa£de sobre a gestÆo do cuidado … mulher em situa‡Æo de violˆncia conjugal no ƒmbito da Estrat,gia Sa£de da Fam¡lia. M,todo: Pesquisa qualitativa com o m,todo da Teoria Fundamentada nos Dados. Entrevistou-se 52 profissionais de unidades de sa£de em Santa Catatina, Brasil. Resultado: Foram propostas a seguintes estrat,gias para a gestÆo do cuidado: Apresentando a magnitude da violˆncia conjugal para a equipe; Valorizando a fala das mulheres nas consultas; Criando v¡nculo com a mulher; Interagindo com profissionais de outras reas; Institucionalizando espa‡o para discussÆo da tem tica; Preparando-se para os encaminhamentos das mulheres; Informando … mulher sobre seus direitos e servi‡os de apoio; Estabelecendo parceria com as universidades. ConclusÆo: Sinaliza-se para uma gestÆo que contemple a cria‡Æo de espa‡os de educa‡Æo permanente em sa£de e articula‡Æo intersetorial e com ¢rgÆos formadoras, a fim de garantir a integralidade do cuidado.

GOMEZ LOPEZ, JULIAN FERNANDO, *Docente*
La investigacion accion pedagogica y la transformaci¢n del pensamiento y de las pr cticas docentes

Este trabajo tuvo como principal objetivo analizar las principales transformaciones de los maestros en el programa de Especializacion en didactica de las Ciencias: matematicas y fisica de la UPB-Medell¡n. La propuesta formativa de este programa la hemos centrado en la pregunta: _¨Como generar una _cultura docente investigativa, reflexiva y critica_ de manera que los docentes logren generar procesos de transformacion de su pensamiento y de sus practicas educativas?; Adoptando para el desarrollo del proceso formativo, la Investigacion Accion Pedagogica y la Hermeneutica como herramientas metodologicas para la reflexion, el analisis y la autocritica de la actividad docente.

Gonz lez Ruiz, Carlos, *Universidad de Salamanca*
La percepci¢n docente del aprendizaje colaborativo con TIC en centros de Educaci¢n Primaria y Secundaria

See Basilotta, Ver¢nica

Gonz lez-Guti,rrez, Luis Felipe, *Magister in Literature*
Perspectives of the social constructionism about the concept of cyberculture

The purpose of this paper is to reflect on the implications of cyberculture in terms of a shared social reality that emerged from the narratives and recurring experiences of communities of practice. From the contributions of Gergen (2006, 1998, 1996), Gergen and Zielke (2006) and Shotter (2001), is intended to establish theoretical correspondences that allow the importance of the concept of mediation, proposed by Frasca (2003) and the contributions of hypertext theory has raised Landow (1995, 1997). The results of this paper, reflect the relevance of the cyberculture like a reality nivel mediated in real life and real. The reflections that are proposed in this paper are part of the research project: “IC simulation, a scenario transmedial for simulation of collective intelligence” made between the Pontificia Universidad Javeriana and Universidad Santo Tom s.

Gonz lez-Guti,rrez, Luis Felipe, *Magister in Literature*
The experience of organizational conflict in second life: five creative uses for qualitative research

The purpose of this paper is show the experience to tell stories about the organizational conflict, in a role game in second life. The story, framed in a futuristic world, shows the relevance for five creative uses for qualitative research: 1. The power of the plot and your correspondece with the real life. 2. The gaming experience and their importance in the identity_s construction. 3. No distinction between real life and game life. 4. The creative uses of mental simulation, expressed in the game_s avatars; and 5. The potencial uses for the qualitative research, especially in the role games and discourse analysis.

Gonz lez-Guti,rrez, Luis Felipe, *Magister in Literature*
Experiencias de comprensi¢n del conflicto organizacional en second life, una perspectiva construccionista

El objetivo de esta ponencia es dar los resultados de la investigaci¢n _Comprensi¢n del conflicto organizacional a partir del simulador virtual SL de prospecci¢n de problemas sociales y culturales_. Se describe la experiencia de simulaci¢n de unos consultorios de atenci¢n en psicolog¡a, inmersos en un juego de rol, destinado a jugarse en el metaverso second life. Se discutir , como resultado principal, la cercan¡a creativa que ofrece este metaverso en la comprensi¢n de la vida de las organizaciones, desde una perspectiva socio construccionista.

Gonz lez, Mar¡a Christina, *University of North Texas*
La primera anima: Disruption and violation of assumed identities and personas

This performance explores notions of false securities in inherited or received identities that are taken for granted in the absence of challenging contexts or scenarios. In particular, the assumptions of contiguous, coherent and enduring life experience play a role in the experience of disruption and violation of one's identity through a traumatic brain injury.

Gonzalez, Elsa, *Texas A&M University*
Reaching Outside of the Academy, Cultural Considerations on the Retention of Latina STEM Students

Exploring the experiences of Latina students around college retention and persistence in STEM fields in Texas, we formulated preliminary hypotheses regarding the cultural reasons for these students_ retention. Using our first interviews as preliminary data, we will report preliminary findings that the students themselves report; we will present differences between our assumptions and what the students construct as their reasons for persisting rooted in culture. There is little information about how culture, background, family support, etc. shape the experiences of Latina students complete a college degree in the STEM fields. With an increasing number of Latin/Hispanic college students in states like Texas, and the decreased number of students interested in the STEM field, it is important to understand whether there are particular cultural reasons that might support a Latina student in completing her college degree.

Goodwin, Sheilia R, *Winston-Salem State University*
Strategies to Foster Critical Thinking Skills in Nursing Education in Saudi Arabia

This paper addresses the importance of critical thinking in nursing education in Saudi Arabia and its association with competent nursing practice. Strategies to strengthen critical thinking skills in Saudi nursing education are suggested. A comprehensive review of the literature explores the history and current state of nursing practice and nursing education in Saudi Arabia. The role of critical thinking in nursing education and specifically in nursing education in Saudi Arabia and strategies to enhance critical thinking in nursing education in Saudi Arabia are addressed. A potential comparative study based on current research with reflective journals in Community Health Nursing in a baccalaureate nursing program in the United States is proposed.

Gordon, Tedi Taylor, *Athens State University*
Best of Intentions: Pre-Service Teacher Field Experience Assignment Backfires

This paper describes the overall experiences of the pre-service teachers through an analysis of twenty elementary and secondary education students_ field experience reflections about school culture. The reflections emphasized the physical scene, the student/faculty/staff behaviors, and comparison of the human geography of the school. The findings suggest that stereotypes were reinforced through the pre-service teachers_ field experiences. What are the possible options that can be taken by the College of Education in order to address the stereotypes and provide strategies for reflection and action in resisting prejudice?

Gottlieb, Rachel, *Duquesne University*
Drunk and Documented: Content Analysis of an Alcohol Themed Photoblog

See Koelsch, Lori E

Goza, Franklin, *Bowling Green State University*
Knowing through Designing: Moving from Professional Ideology to Epistemology

See Popov, Lubomir Savov

Goza, Franklin, *Bowling Green State University*
Collaborative Ethnography and Participatory Design

See Popov, Lubomir Savov

Gracia, Natali, *Ronald E. McNair Scholars Program*
Youth_s Commitment to Responsibilities in Youth Programs

Youth programs can provide a space for skill development and practice through task-oriented activities. This qualitative, grounded theory study was aimed at learning why youth remain committed to their responsibilities in youth programs and also, what role program leaders play in this process of youth commitment. The coded responsibility data was analyzed from the Pathways Project, which is a longitudinal study on youth, parents, and program leaders from voluntary project-based programs. Results show that there were four themes for youth remaining committed and three themes for the leader_s role in

that process. For example in youth developing commitment, one theme emphasized youth_s personal obligations to a team project. In relation to the leaders_ roles, one theme highlighted the importance of being present in order to serve as examples for the youth. This study should be continued and used to improve curriculum development in and outside of classroom settings.

Graffigna, Guendalina, *Universit… Cattolica del Sacro Cuore*
Content-Mode-Dynamic (CMD) Qualitative Grid: a Tool for Understanding Online Exchanges between Patients

See Libreri, Chiara

GRAFFIGNA, GUENDALINA, *UNIVERSITA' CATTOLICA DEL SACRO CUORE*
Process Methodology_: Bridging academic knowledge with professional expertise when training qualitative researchers

See Bosio, A. Claudio

Graffigna, Guendalina, *Universit… Cattolica del Sacro Cuore*
A cross-cultural comparison of ethics committee requirements: the case of cancer fatigue project.

It is widely understood that in evaluating the ethical aspects of medical and psychological research, ethics committees typically apply a common set of secular principles to all project proposals. Ethics committees scrutinize research proposals to ensure that they are scientifically valid with rigorous methodology. However,cross-cultural differences in ethics committees requirements may imply considerable changes to research design and methodology thus shaping the data construction and results. The aim of this paper is to compare of ethical requirements in a wide cross-cultural study spanning four countries(Canada,Italy,Thailand,UK)and to discuss the implications of the varying ethical requirements encountered in conducting this international research aimed at describing the cancer-related fatigue experience. A meta analysis of how tactical choices made in the implementation of the research based on ethical committee requirements may show how they shaped in a peculiar way the results achieved in each country thus influencing the final results of our cross-cultural comparison.

Graham, Karen K., *University of Georgia*
The Influence of Digital Media on Identity Formation for an Isolated Adolescent Homeschooler

When an adolescent experiences feelings of isolation, he/she will seek out ways to alleviate these feelings which may include interactions with others via digital media, formations of new social connections, and identity construction. Identities will not remain static, but will continue to evolve with each new social engagement. The information in this paper pertains specifically to a twelve month time span in which one adolescent homeschooler used digital media to construct her social identity and reciprocate learning with her communication partners. Theories of sociocultural learning and literacy as a social practice are the perspectives through which the information in this article is viewed. It is suggested that digital media be assimilated into educational curriculum so that learning is more broadly informed by both traditional and online literacies.

Graham, Karen K., *University of Georgia*
Analysis of Narrative Text Using Systemic Functional Linguistic

   In this paper, I will analyze the language choices made by an urban middle school student as he constructed narrative text using a premade illustration as a prompt. I will argue the significance of this textual analysis and of using Systemic Functional Linguistics as my theoretical lens. I will discuss pertinent demographics, the curriculum, and context of the lesson. I will discuss the genre characteristics of a narrative text and the ways in which this student_s language choices adhere to these characteristics. My analysis will focus on the interpersonal stance, or lack thereof, while also discussing field, tenor, and mode of the focal text. I will detail the student_s language choices and the ways in which he successfully communicates his meaning for his readers within the narrative text. I will conclude with possible teaching strategies and instructions I could have used to better scaffold his learning within this specific genre.

Grant, Alphonso Walter, *Pennsylvania State University*
A Critical Exploration of The Boondocks for Art Education: A Philosophical Interpretation of Black Visual Culture Through the Critical Lens of Double Consciousness

   The intricacies and the complexities within Black visual culture in general and in the animated television series The Boondocks specifically have been under interpreted and not recognized in relationship to curriculum theory in art education. While some scholars have critiqued curriculum in Art Education (Carpenter & Tavin; Garoian; and Rolling), the field of Art Education has not sufficiently applied non-Western or non-White theories to interpret or theorize visual culture. I will contextualize Du Bois_s concept of the veil as the signifier for double consciousness to reveal constitutive subjectivity in curriculum at different levels. I will stipulate my awareness of double consciousness informed by, Du Bois, Fanon, Kirkland, Gates, Mills, and Taylor. I will also, seek to reveal some complexities of meaning in Black visual culture through this critical lens. As a result, I will apply these insights to curriculum theory in the context of Art Education.

Grant, Audrey Naomi, *Ridley College Melbourne*
Running True: Biography, Narrative and History

   'Running True', the draft manuscript for the authorized biography of 'Alfred Stanway_his life and times', is intended for diverse, international readerships, which session participants may represent. Stanway_s life story unfolds through interwoven narratives. Two focus on personal relationships, spirituality and identity; work, vision and leadership. Broader narratives foreground changing landscapes of indigenous church, community and nation building and trace the corresponding back story of western partners-in-mission. Primary evidence (letters, diaries, addresses, conversations) interconnect Stanway_s formative Australian experiences (1908-36); transformative faith and friendships with Africans and Europeans; the decolonising effects of Africanisation policies implemented in Kenya and Tanzania (1937-71). Stanway_s contribution as Bishop of Central Tanganyika from 1951 spanned the last decade of British colonial administration, and the opening decade of postcolonial independent government, under President Nyerere. A surprise story frames the biographical: world Christianity_s

breathtaking development as the principal faith of the postcolonial, nonwestern world.

Grant, Brett, *University of Illinois Urbana Champaign*
Race, color and identity: A story about ourselves and others in times to not me afraid anymore

See Johnson, Daniel F

Grant, Jill, *School of Social Work, University of Windsor*
Madness as Methodological Imperative: Analyzing Accounts of Service Systems by Those Who Use Them

This methodologically-focused paper will present the process of a secondary qualitative data analysis experience conducted by a group of individuals with lived experiences of homelessness and/or mental health issues. Using secondary data from a large national (Canadian) study of the Housing First Initiative conducted by the Mental Health Commission of Canada, we analyzed with intentionality, focusing on an analytic perspective informed by our life experiences. Attempting to highlight the quiet data, our process and results were both inspiring and revealing, underlining the imperative of peer-led research related to mental health and poverty. Our paper will explore the processes we undertook as a group of peers, including our experiential theorizing and the stimulating and supportive environment we created, leading to an insightful analysis of data. Learnings arise from our resolutions of the challenges we faced and our strategies for moving forward in future work together.

Gray, Lisa, *Virginia Commonwealth University - School of Social Work*
Social Work Practitioners_ Perceptions about the Mental Health Needs of Military Service Members and Veterans

It is estimated that well over 2 million service members have deployed to the wars in Iraq and Afghanistan since 2003, yet little remains known about whether or not these war veterans are accessing community mental health services to deal with the multitude of stressors that accompany deployment. Gender, family functioning, and trauma exposure all appear to play a major role in bringing context to the specific stressors and risk factors encountered by veterans of the most current wars. This paper reports the findings of a small scale exploratory study conducted with social work community practitioners who routinely provide counseling services to this population. The study_s aims were to discover whether practitioners perceive a difference in the presenting mental health stressors of male and female veterans, to better understand the stressors experienced by these veterans, and to gain insight into their reasons for engaging in mental health treatment.

Gray, Sylvia Sims, *Eastern Michigan University*
Teaching in Context: Inquiring into Past, Present and Future Detroits

See Nybell, Lynn Marian

GRECELLE, MARTA, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Sistema énico de Sa£de no Brasil e a descentraliza‡Æo das a‡äes e servi‡os de sa£de

See BELLINI, MARIA ISABEL BARROS

GRECELLE, MARTA, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Metodologias de planejamento e governan‡a regional em sa£de no Brasil

See BELLINI, MARIA ISABEL BARROS

Green, Rebecca, *Valdosta State University*
Symbolism of Illness and Wellness: Important Precursors to African American Parents_ Experiences of Their Children_s Health Care Encounters

Alfred Schutz placed daily social interactions within a context of biographically determined situations in which people function based on what is relevant to them. These relevances influence how people make sense of their world and how they react in day-to-day interactions and communication. For African American parents in a small, South Georgia metropolitan area, day-to-day recipe orientation did not require that they think about health or health care for the children. When a child showed symptoms of illness, their domains of relevance and personal orientations shifted; and the parents entered into a health care relationship in order to seek expertise. Major influences on the health care relationship included a variety of parental precursory relevances that existed prior to the encounter. This paper explores one such set of precursory relevances: African American parents_ general understandings of and beliefs about illness and wellness.

Greiner, Karen, *Ohio University*
Getting Paid, Doing Good? (Confessions of a Research Consultant)

There IS work for qualitative researchers outside the academy. But is possible to work for positive social change while getting paid? This paper explores the possible contributions of commissioned research to the lives of everyday people. Two case studies present commissioned research experiences in the contexts of poverty alleviation in Mexico and health promotion in Niger. First, I examine how issues emerging from societal structure and class were challenged by the stories of low-income Mexicans. Responses during interviews with _sacrificial objects_ (these will be further explained) allowed community members to counter assumptions about poverty held by a donor agency. Next, I explore how transect walks and focus groups brought forth stories of civic engagement and community agency in the context of health and sanitation promotion projects supported the United Nations Children_s Fund in Niger. This paper invites reflection and dialogue on the role researchers can play in promoting social change.

Griebling, Susan J, *Northern Kentucky University*
The Experience of Knitting: Emotional Affect, Mindfulness, Cocooning and Community

See Vaughn, Lisa M.

Griebling, Susan J, *Northern Kentucky University*
Community Needs, Assets and Solutions in Managing Poverty

   See VanKuiken, Debra M

Griffith, Bryant, *Texas A&M University-Corpus Christi*
Complicating the Politics of Teaching and Learning through Autoethnography

   See Loveless, Douglas J.

Grube, Vicky, *Appalachian State University*
Bacon for Dinner: An UNconference Performance: The Biography of a Painting

   In 1982 Francis Bacon and Giles Deleuze met for dinner at The Inn and the Nail in Paris. The year before, in 1981 Deleuze had published a terrific essay about Bacon entitled Logique de la sensation. Through performance, this dinner re-enactment will show how the logic of sensation fractures and frees the spec-actor to make space for what is traditionally disregarded or trivialized. The performance will reveal: Bacon on Bacon, viewing Bacon, reading Deleuze, and Deleuze on Bacon depicting not the meaning of the texts but what the affect sets in motion.

Grundvig, Emogene, *University of Utah*
A Process Evaluation of Homeless Court in Salt Lake City, Utah: An Ethnographic Account

   This study sought to examine the population served by homeless court in Salt Lake City, Utah and to explore the roles and responsibilities of personnel and key stake holders involved with the court process. This paper presents on thematic codes generated from individual, semi structured interviews of 2 judges, 1 city prosecutor, 2 police officers, 2 male and 1 female homeless court defendants. In depth interviews, prolonged engagement and persistent observation with the court process during the 2012 calendar year produced the following thematic codes using grounded theory techniques: Homeless Court as a Process. The Interplay of Power in Human Relationships. The Commonality We Share, We Are Human. Being Human is a Precarious Condition. The Power in Human Relationships. Court Accessibility, Being in the System but Not of the System. Working for Justice and Mercy. The themes are discussed in depth to better understand the process of homeless court.

Guajardo, Connie, *Texas Tech University*
Encountering Self and Other in the Life of a Homeless Woman: an Autoethnographic Study

   Memory work surrounding a chance encounter with a stranger in San Antonio, Texas forms the pivotal lens for this autoethnographic study involving issues of gender, abuse, social power and human connection. What at first promised to be a simple conversation with a homeless woman outside of a grocery store became a life changing experience when the presenter invited _Kami_ into her own home. After hours of laughing, crying, and talking with one another, the researcher realized that she and Kami were intricately connected through life experiences that echoed one another_s cries of abuse, shame, feelings of helplessness, and perhaps even more than that- the fierce desire to survive. The

researcher recounts her story and invites readers to re-live the experience with her.

Guanabara, Marilene Alves Oliveira, *Hospital Geral Dr. Cesar Cals - HGCC*
Access of Pregnant Women to Technology for Prevention of Congenital Syphilis in Northeast Brazil.

See Araujo, Maria Alix Leite

Guarnizo Tole, Mildred, *Professor*
The meaning of sexuality in a group of pregnant women in Bogot _ Colombia 2008-2010

This research describes the meaning of the sexuality in a group of pregnant women in Bogota-Colombia. It was made a descriptive study, qualitative, of ethnographic design. It was supported in the Intercultural Care theory by Leininger. The data was analyzed using the ethnographic method by James Spradley. The main theme of the study: _Demonstrates the love a need that is lived, felt, and expressed during the gestation_ It was structured into three subthemes with their domains: the protection (the care and the normality), the fear (have sexual relations, the changes, and the sex) also the satisfaction (the practice of the sexuality, have good relationships with the husband). The sexuality is conditioned to beliefs and it is understood like a need to the carryover of the life, the coexistence, and the interrelationships with others.

Guarnizo Tole, Mildred, *Professor*
The meaning of sexuality in a group of pregnant women in Bogot _ Colombia 2008-2010

See Guarnizo Tole, Mildred

Guarnizo Tole, Mildred, *Professor*
The meaning of sexuality in a group of pregnant women in Bogot _ Colombia 2008-2010

See Guarnizo Tole, Mildred

GUERRA, VERONICA TERESA, *University Catolica del Maule*
Quality of life: Understanding the lifeïs experiences of people in hemodialysis

Chronic kidney disease and hemodialysis affects people_s quality of life. They both produce social and economic high costs to the health care system. The need to develop strategies to improve the quality of life of this population is urgent. We are presenting findings from a phenomenological research aimed to understand the meaning of quality of life for people with chronic kidney disease in Chile. Findings of this research showed how the process of illness is understood by participants as a constant battle against the disease. Followed by a process of continue changes and acceptation of the process of illness that affect their quality of life.

Guetterman, Timothy, *University of Nebraska-Lincoln*
Investigating the Pragmatic Assessment of Organizational Support and Data Availability for Evaluation: A Qualitative Approach

See Hare, Joseph

GUIMARAES, CRISTIAN FABIANO, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Metodologias de planejamento e governan‡a regional em sa£de no Brasil

See BELLINI, MARIA ISABEL BARROS

GUIMARAES, CRISTIAN FABIANO, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Sistema énico de Sa£de no Brasil e a descentraliza‡Æo das a‡äes e servi‡os de sa£de

See BELLINI, MARIA ISABEL BARROS

Gullion, Jessica Smartt, *Texas Woman's University*
Toxic Neighborhood

This work is part of a multi-sited ethnographic study on health and natural gas drilling in North Texas. In this presentation, I incorporate field notes, in-depth interview transcripts, and creative nonfiction to create a composite character to demonstrate the impact of natural gas drilling on some of the respondents. My goal is to communicate the perspectives of indviduals living near natural gas extraction activities who have constructed a representation of the site as a threat to their health.

Gupta, Nisha, *Duquesne University*
Stories of Faith, Stories of Humanity: Launching a Digital Storytelling Platform to Facilitate Interfaith Dialogue

This participatory action project employs creative media technologies to instigate empathy, kinship, and dialogue across diverse faith communities, through a digital storytelling platform called "Stories of Faith, Stories of Humanity" (www.storiesoffaithstoriesofhumanity.com). Through phenomenological and narrative methods, I bring participants' intimate and poignant life stories to the forefront of the interfaith conversation. Presented as short films, these ten diverse stories highlight the existential and psychological functions of faith in people's lives no matter their religious affiliation: functions such as comfort, modesty, and acceptance. The platform seeks to incorporate social media elements that enable the mainstream public to create and upload their own digital faith stories to the website, and also connect online with individuals of other religious communities to share in their personal experiences of faith. The project's ultimate vision is to harness community storytelling to facilitate empathic understandings of faith as both an individual and shared human phenomenon.

Gupta, Nisha, *Duquesne University*
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Guti,rrez, Jaime Andr,s, *Universidad de los Andes*
The shadowing technique in a responsive evaluation of a simulation management program: a meta-reflection about ethical issues, implications and effects

This is a meta-reflection about a shadowing practice with a team of four students in a responsive evaluation case study within a simulation management program. Face validity and triangulation entailed a risk by making difficult situations explicit about performance and relationships that the group preferred not to talk about or that they considered the teacher should not know. Reflection allowed the evaluator to adjust participative observation through dialoguing and questioning the students so that they made explicit some issues and reflected about their learning process, attitudes, and their role in the evaluation. Confidence, relation, and intersubjectivity established with the students was perceived and validated as positive by the team. They reported having become aware of their learning process and taking perspective on the program expectations. However, this evaluation was less formative because it wasn_t ethic to provide sensitive information to the teachers, and validation was not always what was promised.

Gutierrez-Camacho, Luis R, *ICYTDF-UAM*
Aprendizaje de IC en Salud Fuera de las Aulas

See Salas, Flora

Gutierrez-Camacho, Luis R, *ICYTDF-UAM*
Inquirir lo que nos Duele

La implicaci¢n, que enmarca la interrelaci¢n objeto-investigador, es foco de atenci¢n de la Investigaci¢n Cualitativa IC porque da la perspectiva del problema y es £nica no s¢lo para cada investigador sino para cada momento de la investigaci¢n. En el presente caso, la implicaci¢n es un proceso subjetivo inmerso en el de la investigaci¢n misma que va mucho m s all de las aulas e involucra las actividades cotidianas: comer, dormir, socializar. As¡, se convierte

en dispositivo analizador y metodol¢gico y trasciende el ser nada m s motor de la investigaci¢n. En este trabajo se trata de mostrar c¢mo la propia implicaci¢n del autor ha influido en su estudio de la Diabetes Mellitus; para el an lisis de su trayectoria vital como sujeto, estudiante, m,dico e investigador y en las propuestas de ajustes metodol¢gicos necesarios para la validaci¢n de la IC

Gutierrez-Camacho, Luis R, *ICYTDF-UAM*
Inquiring What Hurts Us

Implication is the basis for the relationship between researcher and object of study and it is at the center of attention of Qualitative Inquiry QI since it provides an approach to a problem and is unique not only for each researcher but also for each stage in the process of research. In the author's work as a researcher, implication is a subjective process fully integrated to research itself. It goes beyond academic work and involves everyday activities, such as eating, sleeping or socializing. Thus, it becomes an analyzing and methodological device that transcends the mere drive for researching. This paper puts forth how the author's implication has influenced his study of Diabetes Mellitus in two ways; in the analysis of the author's life experience as subject, student, physician and researcher and in proposals for methodological changes necessary for the validation of QI

Gutierrez, Jessica, *Universidad Panamericana*
La imagen del narcotr fico en el cine mexicano

See V zquez, Paula

Guzm n, Oscar, *Universidad de Colima*
Aproximaci¢n narrativa a las pr cticas de discriminaci¢n y resistencia en torno a la comunidad LGBT

See Mart¡nez-Guzm n, Antar

Hack-Ritzo, Samantha, *University of Illinois at Urbana-Champaign*
Using Survey Data to Explore Changes in Post-9/11 Operational Tempo with the Army National Guard: A Mixed Method Inquiry

Since the terrorist attacks on September 11, 2001 the role of the Army National Guard has changed dramatically from its previous duties. The US Army has instituted Army Force Generation or ARFORGEN, a five-year cycle of intense training with troop deployment during the last year of that period. Leadership within the Illinois Army National Guard 33rd Infantry Brigade sought to understand how these changes in operational tempo affected guardsmen. A brief survey instrument was circulated to over 2000 members of the Brigade to explore this issue. The survey contained demographic information, seven likert-scale questions, and one open-ended exploratory question. The data was analyzed using SPSS and thematic narrative analysis. Findings regarding sources of stress and likelihood to re-enlist will be presented. Recommendations for how the National Guard can acclimate Guardsmen to these changes and prevent unnecessary attrition will be discussed.

Hack-Ritzo, Samantha, *University of Illinois at Urbana-Champaign*
Participatory Action Research with the Army National Guard: The Who, How, and Why of Civilian-Military Research Collaboration

See Zubik, Thomas

Hack-Ritzo, Samantha, *University of Illinois at Urbana-Champaign*
The Art of the Doodle: Interpreting Participant Pictures to Find a Thousand Words

See Cleeland, Leah

Hack-Ritzo, Samantha, *University of Illinois at Urbana-Champaign*
They Slipped Him a Mickey: Covert Drugging as Contemporary Insanity Curse Among Rural African Americans

African American families often feel excluded from the mental health care system when a loved one is receiving mental health treatment. In order to better understand the experiences, opinions, and needs of African American families, 26 key social supports of rural African American men with serious mental illness were interviewed about mental illness and mental health care using semi-structured qualitative interviews. Five of the respondents (19%) reported that they believed their loved one_s mental illness was caused by others_ negative actions: primarily slipping drugs into drinks but also casting spells. This presentation will discuss these findings and recommendations for how mental health agencies can engage with families about mental illness causes and treatments without alienating social supports.

Haig-Brown, Celia, *York University*
Moving Pictures: Collaborative Filmmaking and Indigenous Thought

Taking the notion of knowledge mobilization seriously, this larger project on the regeneration of Indigenous culture and language led the researchers to the medium of film as a way to reach audiences beyond the walls of academe. The children and grandchildren of former residential school students and their relationship to education broadly defined is the focus of the work. Over long days of editing and story-building and endless electronic communications of various forms from Skype to screen-sharing, the two _authors_ collaboratively created their works. Final edits included the responses of all the participants who previewed the penultimate versions. Methodologically, the insights into interviewing and observing for ethnographic goals involving film as well as text led the first author to question some fundamental approaches she had assumed.

Haig-Brown, Helen, *Tsilqot_in Nation*
Moving Pictures: Collaborative Filmmaking and Indigenous Thought

See Haig-Brown, Celia

Haight, Wendy, *University of Minnesota- Twin Cities*
Experiences of out-of-school suspensions: Narratives from African American children, their parents, and educators

See Kayama, Misa

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Haight, Wendy, *University of Minnesota- Twin Cities*
Perspectives on cross-systems collaboration: Child welfare, juvenile justice, and education professionals

See Bidwell, Laurel

Hakverdi Can, Meral, *Hacettepe University*
Invisibility of Disabled People in Elementary School Textbooks

See Can, Derya

Hall, Jori, *University of Georgia*
Mixed Methods, Deweyan Pragmatism, and Social Justice

In his article, Triangulation 2.O, Denzin (2012) calls on and proposes, _a third way of conceptualizing mixed methods research, one that is based on critical interpretative methodologies_ (p. 80). He asserts that this third way is needed because the mixed methods community has insufficiently addressed how it attends to issues of social justice. According to Denzin, this inadequate attention to social justice is due, in part, to the misuse of pragmatism as a _what works_ approach to mixing methods rather than a philosophical perspective, including ontological, epistemological and axiological assumptions (p. 83). To build on Denzin_s call for a more critical approach to mixed methods, this work examines Deweyan pragmatism and its philosophical assumptions. In particular, this article discusses Dewey_s notion of intelligent action, focusing on how his views on democracy, ethics and reflection can contribute to more critical mixed methods inquiry.

Hamilton, Alison, *UCLA, Department of Psychiatry*
Lessons from Qualitative Research Consultants: Learning across the Life of a Qualitative Research Project

Qualitative research consultants work with researchers from diverse disciplines across all phases of qualitative inquiry. This experience provides them with a unique vantage point for recognizing study strengths and weaknesses. In this paper, Dr. Hamilton, an experienced consultant, will focus on strategies for making informed decisions to guide a study from beginning to end. Patton_s principle of emergent design flexibility encourages adapting strategies as understanding deepens and pursuing new paths of discovery as they emerge. Beginning data collection with an initial learning period provides opportunities for researchers to answer challenging design issues such as sampling strategies with knowledge gained from listening to and observing study participants. Visual diagramming breaks the artificial linearity of qualitative field notes and transcripts. Blending codes and memo writing adds critical depth to analysis and exposes the multi-dimensionality of narratives. Tools and resources, such as qualitative software, should align with the methodology that drives the study.

Hammond, Chad, *chad.hammond@usask.ca*
(Un)therapeutic emplotment in young adult cancer narratives

The way people talk, the language they use, when referring to cancer experiences can shape their psychosocial and emotional well-being. What seems to be of special significance is the use of different genres to articulate distress and

healing. Using Good's (1994) critical phenomenology, we looked at how young adults constructed their illness narratives with particular attention paid to the emplotment of experience. We discuss the various functions of different genres (e.g., battles, journeys, mysteries), including meaning-making, imagining a hopeful ending, and enabling others to hear and understand their suffering. However, we also provide cultural and critical analyses that situate these genres within dominant ways of storying cancer and their limited ability to capture marginal (especially disabling and terminal) experiences of illness.

Hammond, Chad, *University of Saskatchewan*
Hermeneutics, Crisis, and the Self: The Limits of Understanding Narratives of Cancer

See Teucher, Ulrich

Hamran, Torunn, *University of Tromso, Norway*
Indigenous life stories as narratives of resistance

See Blix, Bodil Hansen

Han, Hsiao-Cheng, *University of British Columbia*
Virtual world research for education: Methodology, benefits, and challenges

Virtual worlds are networked environments connected with multiple computers, multiple users, and multiple sets of data. In virtual worlds, social interaction and communication are primarily important, but in these worlds, residents can also create 3D animated objects and satisfy their creative needs. Virtual worlds are now being adopted for use as educational environments. The data for this study were collected entirely in a virtual world, Second Life (SL). The population of this research includes SL instructors, students, and land designers. The researcher used observations, a survey, and interviews as her research methods. This article presents the process and methodologies that can be used in virtual world research on education and includes the IRB process and research design. It concludes with the benefits and challenges that should be considered when researching in virtual environment.

Handwerk, Jan, *Oklahoma State University*
Real World, Virtual World; Blurred Borders in Second Life

Virtual world (Internet) research reveals that meaningful experiences in virtual world places have the potential to transfer to corporeal world activities and thus raises the qualitative question of how virtual world identities and experiences offer potential empowerment for groups who don_t feel they _fit in_ in physical world classrooms. Research on corporeal world activities of adolescents indicates that adolescents who verbalize feelings of not _fitting in_ due to gender, race, learning disability, sexuality, or other characteristics are ostracized from social peer groups, targets of peer-taunting, bullying, and physical violence at higher rates than their peers (GLSEN 2009) This study analyzed adult participant_s (avatars) sense of belonging as it is experienced in meaningful relationship(s) in Second Life as potential empowerment for marginalized corporeal world adolescents.. Three themes emerged. Drawing on findings from this exploration, I expand analysis of one theme, blurred borders.

Hanley-Tejeda, David Alva, *Bloomsburg Unversity*
Heat, Breath, Fuel: Three Erotic Poems

   Utilizing nesting triads of body, text, and voice this performance of poetry explicates the power of the erotic. Following poet Anne Carson's writing about metaphor, I use aural poetry to explicate how metaphors are imbued with erotic potentiality. Examining sensuality, spatiality, fidelity, knowing, and desire, I offer this performance of poetry as the potentially saturated erotic term in a triad between lovers.

Hanley-Tejeda, David Alva, *Bloomsburg Unversity*
In Autoethnography my Name Means Hope: Embracing the Performative Turn in Intercultural Identity

   This essay argues that autoethnography is a fitting method for explicating identity given the performative turn in intercultural communication. Examining Sojourner Truth as a historical example, I position autoethnography as a technology of voice, allowing the subject to embrace the full complexity of identity between ascriptions and avows. Citing autoethnographic examples that work in this vain, I contend that autoethnography is a hybrid method of hope, precisely because of it_s lack of _purity._ Throughout the essay, I weave autoethnographic moments, revealing my own hybrid Latino-White identity, finding hopeful parallels between my mixed racial identity and autoethnography_s own mixed status.

Hare, Joseph, *Bellevue University*
Investigating the Pragmatic Assessment of Organizational Support and Data Availability for Evaluation: A Qualitative Approach

   Evaluability assessment emerged in the 1970s as a way to ensure a program was ready for summative evaluation. The primary purpose was assessing the presence of measureable program objectives (Trevisan, 2007). Observational study of program effect in an organization generates further evaluability assessment criteria. Organizational stakeholders must support the evaluation project to ensure it is pursued to completion. In addition, the availability of operational performance data facilitates quantitative analysis of the evaluand effect. The purpose of this study was to investigate the phenomena of organizational support and data availability for program evaluation so that these domains may be pragmatically considered when conducting an evaluability assessment.

Haricharan, Hanne Jensen, *Health and Human Rights Division, School of Public Health, University of Cape Town*
Reflections on a Collaborative Research Project to Strengthen Community Participation

   This paper presents a collaborative research project between academics and civil society partners exploring how community participation can best contribute to realising the right to health. It worked with health committees as structures established by South African law intended to facilitate community participation in health. Using a mixed method design, the study explored how community members understood and practised community participation. The research found that health committees_ participation was often limited to assisting the clinic in day-to-day tasks rather than contributing to improving the health services. The research suggests a new definition of community participa-

tion, defining it as community members becoming active decision-makers and sharing power with clinic managers. Based on this understanding, community members asserted new claims about participation. Facilitated by the academic partners, a dialogue between health officials and community members commenced. The paper concludes that by strengthening community participation, the collaboration became a catalyst for social change.

Harrington, Audrey M, *South Dakota State University*
An Autoethnographic Exploration of the Multiple Identity Dimensions of Graduate Student Mothers

   Graduate student mothers can feel that they are in an uncomfortable _forced choice_ situation. Utilizing Abes, Jones, & McEwen_s (2007) work on multiple dimensions of personal identity, this session presents results of a qualitative study with graduate students in student affairs/counseling who are mothers of pre-school children. This study explores the narratives of several graduate student mothers, particularly with regard to the ways in which carrying out at least two significant life roles influences students_ ways of making meaning in their lives. Autoethnographic thoughts and reflections are included, as well. This session will consist of a presentation of the research, guided small group discussion (which includes sharing ideas that support women who are both graduate students and the mothers of young children) and concluding remarks/open discussions which will draw upon wisdom of those present and synthesize what was discussed. Future research questions will also be generated.

Harris, Anne, *Monash University, Australia*
Ethics Versus Aesthetics in Ethnocinema, or: The Commodification of Arts-Based Collaboration

   Ethnocinema and other collaborative arts based research methodologies embody a performative seventh moment, which Denzin says _enacts the feminist, communitarian ethic_ (2003, p. 123), is _subversive,_ and characterised by an _anti-aesthetic_ (122) in new times. Those working in ABR today however seldom have time or departmental funding/support for _slow research_ which prioritises process over product, collaboration over outputs, and dialogue over marketability. This presentation (part video, part performance), draws on the performative politics and strategies of Anna Deavere Smith and the visual ethnographic approaches of Jean Rouch. Here Harris offers an experience of arts-based interdisciplinarity that shows one way in which -- in texts like these -- _ethics, aesthetics, political praxis, and epistemology are joined_ (Denzin, 2003, p. 123).

Harris, Genevieve, *Linfield College*
Bullying and the Schoolgirl

   Despite recent attention in the literature, policy, and media, bullying remains pervasive in United States schools. Spry (2011) writes that, _Ultimately, [autoethnography] is an encounter or a number of encounters where one_s life intersect[s] with larger social issues_ (123). My children_s encounters with bullying and eventual transfers to new schools, along with my own anxiety/ineffectiveness/frustration with trying to resolve it, causes me to make the personal political as I explore the stubbornly pervasive nature of school bullying. The

purpose of this research is to use autoethnography to highlight my experiences with bullying as a daughter, a schoolgirl, and a mother of children who were bullied, as a means of showing the complex interplay of gender, societal norms, and bullying.

Harrison, Lisa, *Ohio University*
Exploring Qualitative Research Methods that Empower Young Adolescents

See Hughes, Hilary

Harry, MSW, LCSW, Melissa, *Boston College Graduate School of Social Work*
The Lived Experiences of Young Adults with Disabilities Transitioning to Adulthood: A Participant Direction Approach

The long-term outcomes, effects, and experiences of self-direction programs on young adults with disabilities who rely on personal care services are currently unknown. Exploratory phenomenological research utilizing a participatory action framework was employed to address this problem. The lived experiences of participant direction were examined through in-depth interviews with approximately 20 young adults, aged 18 to 35, taking part in a self-direction program in Arkansas for at least five years. Findings from this study could be used to provide experiential information on participant direction outcomes for program improvement, determine testable hypotheses for future quantitative analysis, develop and validate a grounded, generalizable survey geared towards young adults and based upon their experiences with participant direction, or create and test theory related to participant direction and young adults.

Harry, MSW, LCSW, Melissa, *Boston College Graduate School of Social Work*
Pedagogy of Mixed Methods Research: A Student Perspective. Melissa Harry, Jeremiah Morelock, Weeraphat Suksiri, Denise Testa, Boston College

Learning about mixed methods research can be confusing. Although articles on the pedagogy of mixed methods have been written from the instructor_s perspective, none have been published that are from the point of view of students. In this paper we, four graduate students from different academic departments (nursing, social work, education, and sociology), present our recent experiences taking a course in mixed methods research. We discuss what was helpful and what we found confusing. We also raise a number of questions on several topics. These include what are the standards for research proposals, what are the advantages and disadvantages of writing a mixed methods research proposal, and what is the relationship between paradigm and research design.

Hart, Rama Kaye, *University of St. Thomas*
Studying Indian Women in American Offshore Call Centers: Critical versus Managerialist Approaches

Social scientists researching women workers in Indian call centers focus on inequities, stress, safety, linguistic imperialism, hegemonic femininity, and the culture-clash between work and home. In contrast, management researchers examine problems of turnover in call centers through quantitative studies of job characteristics such as task, performance management, and work schedules. In this session, we share our literature review focusing on the problems of renegotiated identity facing Indian women working in call centers. We present the

dilemma of designing a qualitative study of how these women socially construct perceptions of work within a larger cultural context and how to gain access, thereby being beholden to management, at the same time giving voice to women regarding their authentic experience. The potential for liberation via critical ethnographic methods is contrasted with organizational assimilation via a managerialist ideology. We explore how to situate ourselves within this uncertainty and develop research methods that accomplish both.

Hartlep, Nicholas Daniel, *Illinois State University*
A Textual Analysis of the Model Minority Stereotype of Asian Americans

This poster shares the findings of a textual analysis of newspaper articles and mainstream editorials. The findings illuminate the ways in which the mass (mainstream) media has historically used Asian Americans in order to serve its own rhetorical purposes. A necessary precondition or preconstruction of Asian Americans as contemporary model minorities was that of constructing Asian Americans as "yellow perils" and _coolies."

Hastings, Paul C., *Illinois Army National Guard*
Participatory Action Research with the Army National Guard: The Who, How, and Why of Civilian-Military Research Collaboration

See Zubik, Thomas

Hastings, Paul C., *Illinois Army National Guard*
Using Survey Data to Explore Changes in Post-9/11 Operational Tempo with the Army National Guard: A Mixed Method Inquiry

See Hack-Ritzo, Samantha

Hastings, Paul C., *Illinois Army National Guard*
O3 and E8: Coding the Ranks and Voicing Perspectives

See Cleeland, Leah

HAT_PO_LU, S_BEL, *Hacettepe University Faculty of Letters*
A Qualitative Research on Employment Concerns of First and Fourth Grade Students of Turkish Language and Literature at Hacettepe University

See DOGAN, ABIDE

Hayes, Sharon B, *West Virginia University*
Exploring Our Subjectivities: Constructing, Deconstructing, and Transforming Our Positions, Perspectives, and Identities

See Cihelkova, Dana

Hayes, Sharon B, *West Virginia University*
Becoming Teachers: How Autobiographies, Teacher Education Programs, and Real World Contexts Influence Pre-Service Teachers_ Identities.

In this presentation we discuss the developing identities of pre-service teachers as they complete their final semesters in a 5-year teacher education program. More specifically, we explore how these pre-service teachers articulate and enact

their evolving identities and the ways in which their autobiographies, experiences in classrooms as teachers and students, and university coursework influence the ways in which they position themselves as teachers and learners, as well the ways in which they reproduce or interrogate their apprenticeships of observation (Lortie, 1975). In turn, we discuss and problematize the methods and contexts (the hidden curriculum of our teacher education program) in order to understand and interrogate the roles of particular structures, practices, assumptions, and values that may shape the professional identities and future practices of our pre-service teachers. Finally, we explore possibilities for creating contexts that support prospective teachers as they engage in the process of discovering/constructing their teacher identities.

Heaslip, Robyn, *University of Victoria*
Decolonizing Settler Research: a Critical Self-Reflection on Ethical Engagement with Indigenous Methodologies

Indigenous methodologies are increasingly taught to both Indigenous and Settler students, and many new books on Indigenous research approaches have recently been published. Many indigenous approaches are based on tribal epistemologies, languages, stories and cultural practices. Therefore, it is important that we ask: how can Settler researchers engage with Indigenous methodologies in ethical, respectful and decolonizing ways that do not appropriate Indigenous cultures and re-inscribe colonial dynamics? By considering the congruencies and disconnections between Indigenous methodologies and critical approaches, as well as critically reflecting on several of my own research experiences, I suggest two approaches. First, I consider learning from Indigenous teachings in order to frame Settler research within a decolonizing paradigm. This may involve decolonizing specific western research methods. Second, I consider the conditions under which respectful engagement with Indigenous cultural practices, stories and languages as the basis of research methods might be possible.

Hendricks, Karin S, *Ball State University*
Spirituality, Sexuality, and the Academy: An Ethnodrama Experienced through _Wolf Tone Theory_

Using conventional rules of cello technique as a form of arts-based analysis, we reveal the throbbing dissonance (similar to the sound of a cello _wolf tone_) that exists when three spiritual lesbians try to find a place of resonance in and outside of the academy. A wolf tone is created when a particularly resonant note on the cello causes a surge of vibration that cannot be sustained, and results in a pulsating, fluttering, or howling sound. Through performative dialogue, we aim to explore our own _wolf tones_ as artists and academics, particularly in terms of how we move into, resist, celebrate, or try to _fix_ the complex strands of our spiritual, sexual, and academic identities. While existent approaches to handling cello wolf tones focus on silencing or even eliminating discomforting tones, we celebrate the aesthetics of discord, allowing whole aspects of identity to emerge in full voice.

Hendrickson, Victoria, *Alliant International University*
Questions Versus Answers

What constitutes quality in qualitative research? How does one incorporate reflexivity and self-as-instrument into a rigorous research project that yields meaningful data? What is meaningful data? In this course, I delved into these questions and many more. By interviewing an employee of an ambidextrous team, I learned about the experience of ambidexterity in organizations, and the requisite boundary spanning required for simultaneous explorative and exploitative experiences to occur. More importantly, I learned to trust my instincts and have confidence to explore them to uncover meaningful data. Though I found no answers to my questions about what kind of data constitutes knowledge, and what true quality in research is, I found more questions. I came to understand that while less comfortable, questions may provide more value than answers.

Hendry, Petra Munro, *Louisiana State University*
Writing Harry

As a qualitative researcher my understandings of what constitutes _quality_ research were profoundly impacted by my graduate studies with Harry Wolcott. While Harry considered extended fieldwork, meticulous data collection, and rigorous data analysis the hallmarks of good ethnography, all of these were of no use if one could not write well. Writing is what I learned from Harry Wolcott. In this paper I reflect not only on what I learned from Harry about how to write, but also on the significance of writing for determinig quality research.

Hensley, Brandon, *Millikin University*
Caught Without an Umbrella: Rethinking Faculty Reward Systems

In this paper the author explores a prevailing institutional culture in the U.S. that rewards research activities and publication more than evaluated teaching and service. Also examined is a changing faculty workforce in which few tenured professors are expected to teach lower division courses as increasing numbers of contingent faculty are called upon to deliver instruction with lower pay and little to no access to the reward systems enjoyed by tenure/tenure-track faculty. Utilizing a critical, autoethnographic approach, the author traces the experience of adjunct faculty being left out in the rain with no umbrella (of academic freedom, of ability to impact governance, of rewards, benefits, and other protections held by a privileged minority in the academy). More critical ethnographies are called for, giving voice to the new faculty majority and striving toward more equitable reward systems that consider teaching, service, and assessable student learning.

Henson, Donna, *Bond University*
Domestic Godlessness: Living a Narrative Inheritance

A narrative accident, this piece presents an autoethnographic reflection on the living history embodied in the vanilla scented, sugar-coated world of domestic goddessness. In exploring the varied process and product of kitchen-centered tradition, I seek to examine the implications of a lived narrative inheritance. A ruminative, layered text, the writing plays with elements of storied form and content, and further reflects theoretical conceptualizations of a fragmented, incoherent narrative history and future inheritance.

Henson, Donna, *Bond University*
The Landscape of Things: Meaning-Making in Nature.

A fractured, layered text, this paper presents an attempt to make meaning of the meaning found in nature. The resultant ruminative narrative reflects both the process and consequence of an affinity for the natural world. As such, it seeks to situate the transcendent experience in the everyday. Pursuing a personal interest in the narrative fragments that live outside our story, the writing is intended to further the case for incoherence by virtue of those moments of grace that render our presence in this world both personal and profound.

Herman, Ariela, *Queens College, City University of New York*
Code-switching and Competition: The Hidden Conversation

See Bernstein, Eve

Hermann-Wilmarth, Jill, *Western Michigan University*
Becoming-Exiles in Shifting Borderlands

Anzald£a (1990) wrote about speaking _from the cracked spaces_ as she urged feminists of color to _[send their] voices, visuals, and visions outward into the world_ so they may _make a home out of the cracks_. In this performative paper, the authors take up the question of how speaking from the cracked spaces might look. Drawing from Anzald£a_s (1987/1999) construct of the borderlands and Deleuze and Guattari_s (1987) notions of becoming and nomads, we conceptualize intermedia texts (found poetry, collage, and reflective journals) as energetic and productive _cracked_ geographies in which to theorize and disrupt academic authoring. Within such cracked textual geographies traditional notions of data, analysis, implications, and authoring lose footing. The performance of this paper asks the audience to grapple with the question: How does speaking from the cracked spaces upset the notion of the author so privileged in academic contexts?

Hern ndez Mart¡n, Azucena, *Universidad de Salamanca*
Experiencias de trabajo colaborativo con estudiantes y profesores mediante el empleo de las TIC

See Cabezas Gonz lez, Marcos

Hernandez, Jose Carlos, *Universidad Panamericana*
El impacto de la publicidad en el consumo de cerveza entre j¢venes mexicanos

See Sola, Jose Maria

Hernandez, Kathy-Ann C., *Eastern University*
Beyond Scholarship to Social Action: Stepping Away from the Podium and into the Penitentiary

In this autoethnographic study, a Black female researcher interrogates her emotional and intellectual response to an encounter with a group of Black male inmates at a detention center in St Louis, Missouri. Having researched and written extensively on factors affecting the social and academic outcomes of Black males, she is still unprepared for the conflicting emotions she experiences walking into the meeting hall. Throughout the discourse, she makes transparent these

emotions and the internal dialogue in which she engages while in the presence of this group of 150 mostly black men and as she listens to their stories. Her narrative highlights the "safe" distance that often exists between researchers and the topics they investigate, and the need for a more intimate encounter with the issues we feel called upon to address in our scholarship:to move beyond scholarship to social action.

Hernandez, Kathy-Ann C., *Eastern University*
Collaborative Autoethnography: Democratizing and Decolonizing Qualitative Inquiry

Collaborative autoethnography is an approach to qualitative inquiry that democratizes the research process as it engenders power sharing amongst co-researchers, collective exploration of researchers subjectivities, and deeper learning about self-and-other. Additionally, it engenders articulation of voice and authentic representation of all co-researcher participants, thus decolonizing the research process and making it ideal for interrogating social realities for/about/with marginalized communities. This paper focuses on unpacking the potential of collaborative inquiry as a democratizing and decolonizing approach to qualitative inquiry, one that enables researchers to extend our work beyond the confines of the ivory tower.

Hernandez, Kathy-Ann C., *Eastern University*

Hershberg, Rachel, *Tufts University Institute for Applied Research in Youth Development*
A Limb Was Torn from My Body When Father Left: Fathering in Transnational Mayan Families

This paper presents findings from a two-year constructivist grounded theory study of the processes through which U.S.-based undocumented Mayan migrant parents, their children in Guatemala, and their children_s elected caregivers in Guatemala maintain relationships across borders and during separation. Initial analyses described how family members utilized communication, remittances exchanges, and the passing down or receiving of consejos (conventional wisdom) to develop and maintain ties, that is, processes of "being present when forced to be absent." Findings reported here highlight the complex roles of fathers who are often viewed somewhat narrowly or exclusively as _breadwinners._ The nine families in this study include three generations of males including sons who _father_ their younger siblings when parents are abroad, thus contributing to better understanding of fathers_ multiple social and affective ties through cross-border processes. Implications for future research and practice are discussed.

Hess, Aaron, *Arizona State University*
Building Practical Wisdom in the Field: Enriching Fieldwork Advocacy through Phronesis

The ancient concept of phronesis has recently been recalled as a way of examining practical approaches to social sciences (Flyvbjerg, 2001). The concept has deep roots in the field of rhetoric, stemming from Aristotle and theorized through the ages. This presentation offers details of phronetic project that used

the instructive concept to guide fieldwork. While the recent offerings from Bent Flyvbjerg give the concept a critical edge, my own work combines both traditional rhetorical notion and contemporary theorizing into what I call: rhetorical ethnography. Phronesis can offer qualitative researchers an ideal that attends to the inherent wisdom built into fieldwork, a process of growth and becoming as researchers engage with participants. Finally, phronesis from a rhetorical perspective is also understood as the performance of _prudence,_ which connects to the careful engagement inherent to ethnography.

Hess, Aaron, *Arizona State University*
The Imaging of Fieldwork: Pinterest and Embodied Visual Data Collection in the Classroom

Recent trends in social media have emphasized the notion of place. In teaching about organizational image, I have used the photographing social media site, Pinterest, to encourage students to consider how visual elements accent spaces into places. This presentation displays how visual displays through Pinterest can be effective pedagogical tools that foster students_ ability to reflect on how places are constructed. In my classroom, I have used Pinterest in conjunction with a two-part assignment that includes ethnographic reflections and a photoessay. Pinterest is an expressly mobile technology. Using such technology in class asks students to think about the intersections of smart phone technology, theory, and embodiment in their everyday lives. Finally, using social media in the classroom requires public displays of data collection and discussion, accenting assessment of student work with a dialogic spirit. Students are tasked with reflection of their own work and their peers_ in a collaborative setting.

Higgins, Marc, *University of British Columbia*
Putting the Circular Project of (Self-)Reflexivity under Precession: Producing Diffractions at the Scene of Address

The (im)possibility of ethical action that is strived for through practices of (self-)reflexivity is deeply tied to the structure of address at which accounts of oneself are given, how they shape what is intelligible, what is unintelligible, what can be said, as well as how it can be said. Intra-actions between the _self_ that is (re)produced, the (pre-supposed) _other_ that is addressed, and the relations of power at the site of address often generate circular motions within (self-)reflexivity through which difference is subsumed under sameness. What I suggest within this paper is taking seriously the materiality of the scene of address in working towards putting the circular project of (self-)reflexivity under precession. I argue that the material/discursive properties of video diaries produce a discomforting, spatial-temporal torque that, when applied to the axis of rotation, disrupts this circular motion and produce diffractive patterns within _self_, _other_, and the structure of address.

Hill, Jerry, *Christians United Outreach Center*
Trust but Verify: A Critical Examination of Collaborative Ethnographic Dissemination Practices

See Aldrich, Rebecca

Hilton, Krista, *Georgia State University*
Texturized Text: A Nodal Ethnography of a Tattooed Body. Krista Hilton, Georgia State University

Paintings, tattoos, or marks on the skin embrace the multidimensionality of bodies. (Deleuze & Guattari, 1987, p. 176). Primarily exploring the concept of bodies without organs (BwO), I reflect on the stories of my tattooed skin as text, as the markings on my body are always, in progress, becoming (Deleuze & Guattari, 1977). Utilizing images of my tattoos created/manipulated from Iris (an iPhone/iPad photography application) as a plane of representation, adding yet another collaborative space to have dialogue(s) between, offers endless possibilities for the nodes of my ethnography to be (re)connected and (re)produced. As Maccormack (2006) notes, _tattooed skin provokes response, it invites other bodies to fold into it_ (p. 77). I invite the reader to become a co-collaborator (Wyatt, Gale, Gannon, & Davies, 2011) of this nodal ethnography, to take a line of flight, to (re)produce a plethora of meanings of this tattooed body (Deleuze & Guattari, 1987).

Hilton, Peter B., *Saint Xavier University*
Soldier Stories: Narrative Responses from Yellow Ribbon Program Participants

Saint Xavier University participates in the federal Yellow Ribbon program that brings veterans to Saint Xavier and provides them appropriate services and financial aid as needed. Currently, about eighty students participate. As a Viet Nam Era veteran I was recruited for the program. We created an evening of _Conversations Across Wars_ where older veterans spoke to younger veterans. From these evenings I recruited three recent veterans to tell their stories for a radio show. We had a grant from the Westerman Foundation for the radio show so recorded these stories as _oral history_ for a show we called _Veteran Matters._ I will be reporting on the purposes and uses of narrative research in collecting these stories and will give highlights of three interviews. Both the researcher and the interviewees benefitted from these interviews as evidence of the power of personal story.

Hilton, Timothy Patrick, *Northern Michigan University*
Experiences of Homelessness among Singles and Families in a Rural Area: Comparing Coping, Felt Experiences and Unmet Needs

See Trella, Deanna L.

Hitchcock, John, *University of Ohio*
Reducing the Possibility of Ambiguity When Using Member Ckecking in Qualitative Research

See Rakha, Shameem

Hocker, Joyce L, *University of Montana*
Missing from the Archives: One Woman's Life

A daughter finds a defining artifact belonging to her mother, leading her to imagine her mother_s interior life and other stories that were never told. What else remains unsaid about this woman_s life as she responds to setbacks with resilience, deals with heartbreak, near poverty, and the comparatively greater

opportunities given to her offspring? Letters beginning in the 1930s form the basic archive for this analysis. Imaginative, unwritten journal entries and the author_s memory fill out the picture of her mother_s life. The Great Depression, World War II, the struggle for racial equality, and the new feminist movement form the cultural backdrop for a woman_s life on time_s stage. One mother_s foreshortened choices bring dimension to the lives of her two daughters, leaving the author with empathy for her mother and other women, a sense of forgiveness, and admiration for a woman whose stories were never completely told.

Hodges, Nathan Lee, *University of South Florida*
The Chemically-Dependent Life

This narrative brings the reader into a day in my chemical life to explore chemical dependency and addiction. I show how my identity and communicative interactions are constructed in relation to my chemical dependence. This story shows how dependency, addiction even, doesn't have to be devastating although it is often portrayed that way. The key is finding a way to live with our dependencies.

Hofsess, Brooke, *University of Georgia*
Joyful Digression in Post-Intentional Phenomenology

What does it mean to digress? Often the living out of this word is felt as disappointment, frustration, defeat. Yet, like Massumi (2002), we argue that by _taking joy in our digressions_ (p. 18), we are opening ourselves to the discovering of that which is always becoming (Deleuze & Guattari, 1987) within the dwelling spaces of digressiveness. We believe that it is within the embodiment of _digressive not knowing_ that we can begin to experience a rhizomatic flow of possibilities, a glimpse of awareness, and a hint of potential understandings. As we sit down to write, to be fully _in_ qualitative inquiry__we invoke these embodied departures, deviations. In this paper, we live out the question: How might "taking joy in our digressions" invoke, or call us to live in, post-intentional phenomenologies?

Hofsess, Brooke, *University of Georgia*
Crafting Textual Intensities in Arts-Based Research

In my dissertation, the phenomenon of afterglow is explored to illuminate issues of teacher renewal and professional development in the lives of artist-teachers. Afterglow expresses embodied intensities as it is lived, and these tentative manifestations become a body of inquiry. The Deleuzoguattarian ontology of intensities is employed as a means of moving in and through this body of inquiry in every direction, at every speed, with affects of loss, desire, and anticipation. These movements, speeds, and intensities become written as I craft an arts-based text that unfolds as letters and postcards exchanged between my former students and myself. Drawn from these embodied intensities, the text itself becomes an inquisitive body that holds space, produces affect, moves with intensities. And so, this paper considers the questions: What textual intensities arise when qualitative researchers craft an arts-based text? Further, how are these intensities embodied as they become written?

Hogarth, Laura, *University of Western Ontario*
All Aggression is not Bullying: In Defence of the Bistrategic Controller

This presentation will address the differences between bullying and strategic social aggression within the theoretical frameworks of resource control theory (Hawley, 1999) and self-determination theory (Deci & Ryan, 1985). Bullying and youth aggression is widely recognized as a pervasive problem facing youth and educators (Crothers & Levinson, 2004). An obstacle to the development of effective bullying programs is that most research conflates all forms of aggression under the umbrella term _bullying._ Olweus (1978) stressed two important criteria which distinguish bullying from aggression: the repetition of behaviour over time and an imbalance of power. In many ways, the aggressive social strategies used by youth (e.g., bistrategic, prosocial, coercive) are distinct from bullying but often mislabelled as such (Hawley, 1999). The methodology for studying these phenomena will be presented and participants will be encouraged to discuss issues and provide feedback.

Holbrook, Teri, *Georgia State University*
Hypermodal Inquiry: A Call for a Special Issue of Qualitative Inquiry

See Kaufmann, Jodi

Holbrook, Teri, *Georgia State University*
The Perplexity of Authoring in Academia

See Hundley, Melanie

Holbrook, Teri, *Georgia State University*
Becoming-Exiles in Shifting Borderlands

See Hermann-Wilmarth, Jill

Holbrook, Teri, *Georgia State University*
Collage as Analysis: Remixing in the Crisis of Doubt

In this paper, the authors take up the question of what they do when they do analysis (St. Pierre, 2011) in post qualitative research contexts. Informed by a/r/tographers (Irwin & Springgay, 2008) who see their artist/researcher/teacher practices as simultaneous and non-hierarchical, the authors use theory, writing, and collaging to think beyond work produced by _positivist, scientific storytellers_ (Gouzouasis, 2008, p. 231). Art-making within inquiry becomes a rigorous articulation process through which sense (rather than meaning) is tentatively fabricated. The authors articulate thought through pieced fragments of data in ongoing movements of hoarding, mustering, and folding, the aim of which is not to conclude with answers but to pause, gather energy, and invite comments until questions spur them on again.

Hole, Rachelle, *University of British Columbia*
Working Outside the Box: Research with Adults Who Have Limited Communication Abilities and/or Intellectual Disabilities

See Roberts, Earllene Katherine

Holmes, Rachel, *Manchester Metropolitan University*
Negerkind. Control, Salvation and Racialisation as Three Interconnected Modi of Early Childhood Micro and Macropolitics in Contemporary Europe: The Urgent Case for Radical, Critical Inquiry

See Urban, Mathias

Hopp, Faith, *Wayne State University*
Nursing Home Policy Analysis: Highlighting the Need for Social Work Title Protection in Long-Term Care Facilities

See Barragan, Cassandra

Horejes, Thomas P, *Gallaudet University*
(De)(Re)Constructing a bilingual classroom

My University incorporates bilingualism for the deaf and hard-of-hearing students in higher education. An ideal course enhances visual learning and dealing with linguistic diversity. My project focuses on intermediate processes that reveal students_ knowledge (prior to transformative knowledge). My own study of my classroom reveals cultural displays of knowledge constructed within diverse ideologies of educational practice and the larger understanding of deafness. This revelation gives me the opportunity to identify, document, and classify the different types of knowledge being processed. It is the outcome that I would identify strong evidence of great teaching (and strong learning) if students vary in linguistic structures of learning, continuum of languacultures, clashing ideological paradigm(s) of a visual learning moment, heterogeneous successful ways to _learn_ from instructor via processing data into constructive knowledge. This study addresses the larger inquiry of alternative indigenous perspectives to visual learning and linguistic diversity.

Hotaling, Jennifer, *Boston College*
The Gendering of Experience and Decision-Making Factors Associated with Being at Risk for BRCA 1/2 Genetic Mutation

See Hesse-biber, Sharlene

Howard, Martha, *Tennessee Technological University*
"Tell Me More About That": Meaningful Cohort Relationships in Ph.D. Programs

This session utilizes autoethnographic techniques to examine the development of a spontaneous cohort among PhD students and professor that began in their initial qualitative research class. Through mixed media and reader's theatre, we will share our experiences individually and as a group. The shared experiences changed our learning outcomes as well as our outlook on the PhD process. This phenomena merits study and review as colleges and universities seek to improve retention rates in graduate programs. By examining the factors that led to the unintended outcome of a group of students not only committed to their program of study but also to the success of others within their group, perhaps a model or suggested protocol can be established to foster similar situations and outcomes in other graduate programs.

Howells, Valerie, *Eastern Michigan University*
Envisioning Spaces: Enlisting Stakeholders in the Redesign of Natural
Environments in a Psychiatric Setting

   While the healing benefits of nature have been known for centuries, attention
to natural environments in healthcare settings is a relatively recent phenomenon.
Many studies have examined the use of natural spaces and their effect on health
but few have examined the process used to create such spaces. Additionally,
literature shows that when gardens are designed solely by architectural experts,
the sought-after health-promoting results may not be realized. The purpose of
this year-long study within a hospital setting was to solicit stakeholder input,
via a participatory process, to assure that the redesign of spaces surrounding the
psychiatric units represented the vision and met the needs of participants. This
research demonstrated that by using the data to guide the design, and enlarging
the concept of _expert_ to include all stakeholders, there is a greater likelihood
that health-promoting environments desired by end users will be created.

Hoyt, Kristin L, *Kennesaw State University*
Getting Lost in the Scramble for Accountability: Getting Back on Course via
Uncharted Routes

   I am consumed by the harried activity of amassing evidence to concurrently
prove my worth in the tenure / promotion process while validating my program
according to accreditation criteria. In the midst of scurry to conform and acqui-
esce to guidelines that invariably cheat my personal worth, there is hope for the
feminine to prevail. This ethnographic monologue is about recovering individual
meaningfulness. My story is about facing the scrutiny of colleagues in their
review of my performance and attending to the inspecting eyes of auditors in
their evaluation of my program without losing myself. Finding my path and get-
ting un-lost is about discovering ways to contend with this established academic
template where logic and reason reign. It is about looking to my female col-
leagues for care and direction. It is about deliberately defying this madness, even
while trembling with fear and insecurity, to save myself from feminine suicide.

Hrovat, Allison M., *Syracuse University*
Weaving as Metaphor: Co-Constructing Professional/Personal Identity

   The process of building a co-constructed narrative can be thought of as
similar to the process of weaving- pulling together narratives in a back and
forth, over and under fashion until what emerges is a product built from the
experiences of two. Similarly, the process of developing a professional identity
is a weaving of one_s personal and professional attributes into a holistic pro-
fessional-personal self. Drawing from existing research on professional identity
development, the following co-constructed narrative brings together the experi-
ences of faculty mentor and student into a woven tapestry that highlights not
only the struggle to understand one_s professional development but the impor-
tance of relationship.

Hsiung, Ping-Chun, *Sociology, University of Toronto, Scarborough College*
Doing Investigative Research to Realize Socialist Utopia

   There have been long debates about the roles of qualitative inquiry within,
outside, and across the academic boundary. This paper studies an extreme case

of such endeavor where qualitative inquiry was carried out by intellectuals and bureaucrats to realize a socialist utopia. From 1958 to 1962, the Chinese Communist Party launched the Great Leap Forward (GLF) to transform China from socialism to communism through leaps in agricultural, industrial, and educational fields. Intellectuals and bureaucrats were instructed to carry out investigative research to assess the progress, or the lack of it, and to assist the revolutionary transformation. Calling upon memories, historical documents, and archival data, this paper examines practices of investigative research during the (GLF) by asking: how was investigative research organized and carried out, how were investigative reports constructed and interpreted, and what were the implications of the investigative campaign during and beyond the GLF?

Huang, Alice, *University of Illinois Urbana Champaign*
The Case of the Alcohol Use Disorders Identification Test (AUDIT) in Mongolia

The World Health Organization's Alcohol Use Disorders Identification Test (AUDIT) is a versatile instrument. Primary healthcare providers use it to diagnose alcohol abuse in patients and clients while researchers use it as a survey for trends in alcohol consumption. The AUDIT has been used widely across the globe, partly thanks to its cross-cultural compatibility. Nevertheless, there is still much room for improvement. We can greatly enhance the AUDIT_s cross-cultural compatibility, and in turn its validity and reliability, by taking into account local drinking cultures and their unique perspectives on alcohol. This article discusses such a case study: adapting the AUDIT for Mongolia. It lists assumptions embedded within the AUDIT that prove to become problematic in the Mongolian cultural context, elaborates on their implications for data, and offers solutions to circumvent barriers in communication stemming from cross-cultural differences. General suggestions for customizing the AUDIT similarly for other drinking cultures follow.

HuangFu, JiangBo, *Southern Illinois University Carbondale*
Rethinking Corporate Social Responsibility (CSR) in Recent Economic Recession

The complexity along with the controversy of corporate social responsibility (CSR) has brought much discussion. Whether it involves with general public good, corporate image boost, cost reduction, profitability, or a mix of any of these, companies have been increasingly engaging in CSR. However, recent economic recession has changed how companies conduct CSR. While it appears that CSR is diminishing in economic recession, it is not but is evolving to become more strategically tied with profitability. The paper examines past research on CSR and the impact of economic recession toward CSR in order to holistically understand the relationship of economic recession and CSR, through which the paper intends to open up discussions on CSR. The author argues that the essence of CSR should be more of a mission that companies commit toward the sustainability of our society rather than the sustainability of companies themselves.

Huckaby, M. Francyne, *Texas Christian University*
Protests, Rallies and Strikes!: Activist Research for Public Education

This paper explores the ways I negotiated methodological and technological issues as my site for an interview-based study rose-up into protests, rallies, and a teachers_ strike. I describe the logistical changes the circumstances required, how I worked through these changes, and the resulting impact on data, data collection, and analysis. I also reflect upon the ways I prepared myself in the field to become a researcher, activist, and participant who lived in the tensioned space between building relationships with individuals/organizations and collecting data in fast-paced heterotopias/heterochronies that transformed the city. The presentation explores the ways I am experimenting with analysis and presentation to foster, encourage, and sustain continued activism for public education.

Huckaby, M. Francyne, *Texas Christian University*
Decolonizing Data Analysis: Embodied Approaches to Inquiry

See Daza, Stephanie

Huckaby, M. Francyne, *Texas Christian University*
Racing Methodology from Below: The Global Majority and the Future of Qualitative Inquiry

See Asher, Nina

Hughes, Hilary, *Virginia Commonwealth University*
Exploring Qualitative Research Methods that Empower Young Adolescents

Little attention has been given to qualitative research methods that empower young adolescents rather than objectify them in the research process. Young adolescents_ societal position as _always becoming_ (Lesko, 2001) or objects to be researched doubly disempowers them within the research setting and beyond. We suggest that data produced from research can sometimes inform scholars on how to better advocate for youth, but it is equally important to reflect on the research methods that can create this same level of advocacy during the research process. Drawing on data produced with and from the young adolescent girls who participated in our dissertation studies, as well as scholars who advocate for a re-envisioning of the ways we construct and position youth in American culture (Lesko, 2001; Vagle, 2011), we explore the tensions and possibilities when using methods such as photo elicitation, book clubs, and writing groups as spaces of empowerment.

Hughes, Hilary, *Virginia Commonwealth University*
Phenomenological Illuminations: Representation as Manifestation

In this paper the three authors illustrate how they took up Vagle_s (2010a, b) recommendation that post-intentional phenomenologists craft a text that captures the tentative manifestations of phenomena in their multiple, partial, and varied contexts, while simultaneously presenting animated, evocative descriptions of the phenomenon (van Manen, 1990). The first author describes how she wrote her dissertation as a teen magazine to metaphorically represent bodily-not-enoughness, young adolescent girls, and her research processes. The second author details his processes of creating a musical compilation to accompany

his dissertation study, which explored participants_ connections with music. The third author discusses how he composed music from his participant-data in order to illuminate the phenomenon of song writing. Collectively the three authors posit that the representation of phenomena is a process akin to an artistic endeavor that must maintain a philosophical and methodological commitment to understanding human experience as lived, not abstracted or theorized.

Hulgin, Kathleen M., *College of Mount St. Joseph*
Disability Studies and Critical Pedagogy: Paths for Unleashing a Stronghold of Neoliberal Influences

The notion of disability is increasingly entrenched within this climate of efficiency, commodification, quantification and resurgence of objectivist science. This presentation will examine undergraduate student responses in a Disability Studies course, the goal of which was to promote a framework for inquiry that identifies oppressive discourse in the context in which it is formed and to foster a determination for social change. As a critical pedagogy, it is expected that student responses will include dissonance, as well as solidarity. In this analysis, a range of student responses are examined. Four distinct categories of student "meaning making" will be described including: 1) Making the Personal Political; 2) Making the Political Personal; 3) Individual Support; and 4) Detached Criticism. Consideration of these responses is presented as a means of developing more effective pedagogy.

Hum, Karen R, *Ball State University*
What Is Faith? An Autoethnographic Exploration into Motivation toward Religious Service and Belief in God

Why do some believe in God but others do not? Do we choose not to believe in God, or are some of us simply unable to do so? And do we really not believe in God, or do we just not understand what it means to believe in God? Questions such as these drove this autoethnographic exploration into what motivated a woman to devote her life to religious service. The purpose of the study was for the researcher to explore the self through revelation of the other. Meaning was constructed through what was perceived to be the meaning a 91-year-old sister_s life story, which revealed a persistent search for connectedness, and for significance and purpose. Findings suggest that belief in God may not be black and white. Those who serve the church can have the same internal conflicts, feelings, and doubts as the rest of us. They are decidedly human.

Hundley, Melanie, *Vanderbilt University*
The Perplexity of Authoring in Academia

On-going developments in technology challenge the role, purpose and definition of academic authorship. While scholars such as Foucault (1977) and Barthes (1977) questioned the nature of authorship and the singular text, scholarship linked to conventional print-based writing practices persist in the humanities and social sciences (Cronin, 2003). McLuhan's (1967) media-directed statement "everything is changing" continues to be relevant in the digital age, prompting academics to consider how developing communication technologies reaffirm and disrupt authors_ relationships with their texts. By raising questions about the authority of the author, dispersal of authorship, the fabrication

of texts, and the deprivileging of print, digital technologies lay bare the notion of scholar as author, taking up its perplexity, confoundedness, and_arguably_ impossibility.

Hunt, Carolyn, *Illinois State University*
"We Forge a Path": Using Found Poetry to Explore Professional Learning

In this paper, I utilized found poetry to analyze how literacy leaders and teachers positioned themselves and each other as they renegotiated how spaces are used within the context of professional learning in elementary and middle schools. I created found poetry from transcripts of audio recorded interviews and video recorded professional interactions. These poems served as a tool for my analysis of participants_ positioning of themselves and others. The poems, when shared with the participants, sparked conversations around the nature of professional learning. Such conversations may encourage multiple ways of knowing and have the potential to change how professionals work together within schools in order to improve teacher quality and student learning.

Hurd, Ellis, *Illinois State University*
An Investigation of an Adolescent's French-Canadian Honduran-American (Mestizo) Identity

This study investigates 1 middle level student of mixed heritage and his siblings as they assimilated and achieved within a small urban community. The main case focuses on one adolescent_s experiences both in and out of schools. How this middle grade student identified and was treated had vast effects on his educational performance, adding insights to the racial and cultural identity complexities of adolescents of mixed heritage. The ethnographic case study draws on interpretivist methodology, joining writing as inquiry and analysis through a poststructuralist perspective. A multicultural framework emerges by which the identity of the student can be better understood. The use of this framework, with reconstructions of identity toward social justice, also elucidates the student_s identity experiences and may do so for other adolescents of mixed background. Inasmuch, it further demonstrates the strong yet contradictory relationship between assimilation and achievement to that of multicultural identity constructs.

Hurtado, Aida, *University of California, Santa Barbara*
A Return to the Source: Making Political "Work That Matters" - Las Lecciones De Las Fundadoras (Lessons from the Founders)

The objective of this paper is to reclaim explicitly the political nature of feminist work on behalf of communities of Color. The work of feminists of Color like bell hooks, Gloria Anzald£a (1987), Patricia Hill Collins (2000), Audre Lorde (1984), and Cherrie Moraga & Anzald£a (1981) has as their centerpoint the need to engage with communities and social justice. Current feminist work either explicitly or by omission claim scholarly work does not have to engage any form of application to community or political issues. This paper will engage this debate and address the mechanisms proposed by foundational feminists of Color by which academic work can serve oppressed communities.

Hyde, Lisa, *Athens State University*
Dangerous Minds: Reinforcing Misconceptions about Teaching Inner-City Youths

   This paper examines pre-service teachers_ formulation of stereotypes about teaching in an inner-city school and the importance of dispelling the stereotypes. The origin of cultural stereotypes is explored through two avenues: a review of popular _teacher_ films that take place in an urban setting; and, preservice teachers_ first-time experiences in an inner-city school.

Iglesias, Ana, *GITE-USAL*
Estudio Cualitativo de Metodologias Docentes en Educacion Primaria mediante el Aprendizaje Colaborativo.

   See Pedrero, Concepci¢n

Ignacio, Emily Noelle Sanchez, *University of Washington Tacoma*
Marketing the Philippines as "Home": Solidifying Filipino Identity and Economic Security through The Filipino Channel

   Fifteen years ago, online researchers largely engaged in a debate as to whether social groups on the internet and Web could even be defined as _communities._ Since then, we have accepted that real communities form on the internet, and this and other new technologies have been used by members of various diasporas to keep in touch with their family members, keep abreast of policies back _ home,_ and, generally to foster a sense of solidarity and create a _home_ among all participants. Analyzing two common storylines in both news shows and programming on The Filipino Channel (TFC) from a cultural studies, post-colonial lens reveals which reveal a much larger, meta-thread: that of the neocolonial relationship between the United States of America, the Filipino diaspora, and the usefulness of TFC for Filipinos and the corporations (especially those that have its origins in the USA) that hire them.

Ince, Nuri B., *Hacettepe University*
A Qualitative Analysis of Students' Age Differences in Their Adaptations to a New Program

   See Sahin, Ali E.

Ince, Nuri B., *Hacettepe University*
Observed Misbehavior Distribution Based on Age Among First Grade Students and Teacher Reactions to Misbehavior

   See Avsar Tuncay, Aysegul

Isaac, Carol, *University of Florida*
Difficult Dialogues: A Participant Observation Study of an Educational Intervention

   This study was part of a larger experimental investigation to promote bias literacy to achieve institutional transformation with regard to gender equity in science, technology, engineering, mathematics and medicine (STEMM).   The workshop provided participants with experimentally-tested strategies from social psychology to promote effective self-regulation of implicit bias, and pre-

liminary quantitative results indicate significant increases for workshop participants in motivation and self-efficacy to engage in bias-reducing behaviors, and performance of bias-reducing actions. Participant observation field notes of 41 workshops identified critical incidents of participants_ most engaging verbal and nonverbal behavior on specific topics and specific strategies used by presenters to negotiate difficult dialogues. Experimental studies highlighting the ubiquity of gender bias by both men and women pre-empted the most engagement and relevance for these scientists, and facilitated difficult dialogues, creating a safe environment where both men and women were more likely to accept threatening information.

ISAZA CRUZ, CLAUDIA PATRICIA, *se€ora*
Percepciones de la situacion ambiental en la Cienaga de Ayapel Colombia

Etnograf¡a para comprender percepciones y significados que tienen sobre la cienaga de Ayapel- Cordoba trabajadores de la plaza del mercado, describir el contexto que les rodea y conocer sus practicas, creencias y sentimientos a lo largo de los a¤os. Se encontro problematicas como: contaminaci¢ de la ci,naga por residuos, falta sentido de pertenencia, papel del ente territorial, aptitud frente al problema, etc. Se busco que los trabajadores de la Plaza del mercado reflexionaran acerca del contexto que les rodea y de las practicas ambientales realizadas, posibilitando prevencion de los diferentes problemas que se generan alrededor de la ci,naga.

ISAZA CRUZ, CLAUDIA PATRICIA, *se€ora*
Los Proyectos Ambientales Escolares -PRAE- como estrategia de educacion ambiental en el aula

Estas iniciativas de educacion formal utilizan la investigacion y accion educativo ambiental como espacios de reflexion critica y de proyeccion social para contribuir en la resolucion de problemas ambientales de la escuela. Se espera que estas iniciativas escolares irradien a la vida comunitaria. Implementa gestion ambiental participativa para consolidar cultura ambiental responsable y etica en la relacion del individuo con su medio. Construyen tejido social y calidad de vida basada en valores y justicia social. En la formacion y acompa€amiento para la autogestion comunitaria son pilares: desarrollo humano el aprendizaje significativo la lectura de contexto el ambiente como sistema la gestion ambiental participativa el trabajo en red y la articulaci¢n Estado empresa privada y comunidad educativa.

Isbell, Janet K., *Tennessee Technological University*
Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients

In Tennessee, the state program TennCare provides medical assistance for 1.2 million people. Using a critical poststructuralist framework, we explore the point-of-care experiences of low-income TennCare participants and the content of TennCare documents in order to trouble a discourse of care. We demonstrate how the state program reinforces and reproduces deficit ideology. Our research focuses on families who are encumbered by limited economic means, making them particularly vulnerable to inadequate and inaccessible healthcare. Difficulties that result from inadequate healthcare have consequences that extend

beyond individual and home, into the classroom and community. In order to address inequities in education, we must broaden our discussions beyond the school walls to larger issues of social justice, including adequate healthcare for the poor.

Isbell, Janet K., *Tennessee Technological University*
Lessons in the Park: Authentic Teaching and Learning with Preservice Teachers

If the old adage that _teachers will teach as they were taught_ is true, then preservice teachers taught with authentic assignments should be more likely to use authentic methods in their own classrooms. This interpretive study explored the impact of authentic teaching and learning on preservice teachers in Tennessee. Participants worked in a rural, low SES school setting to create authentic, interdisciplinary learning tasks planned around 4th and 5th graders_ academic needs, aligned with standards, and using a park adjacent to the school as a learning lab. Preservice teachers were both participants in and creators of authentic assignments. Data included a preliminary questionnaire, participant journals, classroom assignment and planning records, instructor_s journal, and post interviews. Preliminary results indicated limited preliminary knowledge of and resistance to the concept of authentic teaching and learning, yet participants developed rich, engaging, and authentic assignments for 4th and 5th graders.

Ishibashi, Nora L, *Loyola University Chicago*
Knowledge and Relationship: Practice as a Form of Research

Social work has traditionally been a discipline of action. Out of action comes accumulated experience, and out of that experience comes a body of knowledge. As we incorporate advances in the technology of research creation, namely, more sophisticated research methods, we can also recognize and make use of our deep expertise in understanding individuals and social groups. Social work practice creates knowledge as experience and understanding which is distributed among the practice professionals who meet individuals and groups on their own terms and on their own ground.

Ishii, Makoto, *ishii.makoto@nifty.ne.jp*
Second Language Writing: Identity Construction and Reflection on Indigenous Ways of Knowing.

Second language writing (SLW) represents a Multi-Faceted social practice. Taking a Socio-Cultural perspective and focusing on an emic view of the learners, my research questions are: In SLW, how are the learners_ identities constructed? To what discourse communities do they intend to write? In what ways do their native Socio-Cultural discourses manifest and contribute to their SLW? In what ways and to what extent do they value or devalue their own cultural ways of thinking? In the current study, writing is utilized as a method of inquiry (Richardson, 2000) by both the learners and the researcher. Japanese language learners_ writings, their reflections on their own writings, and their responses to their peers_ writings are collected as narrative data (Rex & Juzwik, 2011). Discourse analysis (Gee, 2010) is conducted to interpret the processes of SLW from the learners_ points of view. The contributions of the study are both theoretical and pedagogical.

Ivaldi, Silvia, *Catholic University of Milan*
Ethical code of practice: towards the creation of a common good

    See Scaratti, Giuseppe

Jabour, Niz A, *curtin University*
Iraqi memory in performance

    The Iraqi Memory Project is practice-led research: How can an artistic inquiry further the exchanges between historical events and life narratives in performance? The project using the creative aspects (process and product) of performance autoethnography

Jackson, Alecia Youngblood, *Appalachian State University*
New Materialism and Power/Knowledge Practices: Revitalizing Foucault for Feminist Analyses in Qualitative Inquiry

    Much of the New Materialist critiques surrounding linguistic constructionism, representationalism, and epistemology are leveled at the problem of discursive analyses that do not take into account the intra-action of the material in social phenomenon and ontological becomings. In this paper I argue that Foucault_s theory of power/knowledge practices is a way of _seeing_ power as always already material (Hekman, 2010, p. 57). This perspective opens up new ways of analyzing social practices _ that may be positioned as _data_ _ in feminist qualitative inquiry. New analytical questions that emerge are: How do subjects manifest power through the material? How are discursive practices related to material phenomenon? What are the processes of materialization through which the non-human materializes? And how do the exploration of these questions produce new ways of thinking about ontology? I use a previous piece of published writing in which I conducted a discursive analysis in order to put these New Materialism questions into play and offer a different reading that emphasizes the materiality of discourse.

Jackson, Brittany, *University of Cincinnati*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

    See Ghee, Sarah C.

Jackson, Kristi, *Queri*
Positioning Qualitative Approaches in Private Industry Research

    Academic qualitative researchers sometimes often position their research as more rigorous and theoretically grounded than qualitative research done outside of the academy. Researchers outside of the academy often position their research as more practical and less distracted with the politics of the ivory tower. This paper advances the rationales for using qualitative data to find patterns in data within a textile company in order to improve the quality of the production process. It traces the research question, design, and analysis of the data with the assistance of NVivo, one of the Qualitative Data Analysis Software programs and argues that not all qualitative research requires the complexities of academic theory to be both useful and rigorous. It challenges the privileged position

of qualitative research in the academy and seeks to move beyond the dichotomy of research designed _inside_ versus _outside_ of the academy.

Jackson, Theresa, *Clark University*
The Empowerment Cycle: Complex Constructions of the Menstrual Suppression Debate

With the publication of the book Is Menstruation Obsolete? (Coutinho & Segal, 1999) and the advent of extended cycle oral contraceptives, a public and scientific debate has begun: Is it necessary for women to menstruate monthly? In this paper, I argue that we must frame the menstrual suppression debate within complex and contradictory discourses about menstruation, female bodies, and femininity circulating in the media as well as in academic and scientific communities. Menstrual suppression is an area in which we can fruitfully explore tensions inherent in the management of the female body. Several examples drawn from two focus group interviews, one conducted with adolescents and one conducted with young women, will be used to illustrate the inherent tension between agentic empowerment at the level of the individual and constraining societal discourses at the level of macrosocial structures, particularly as it relates to gendered experiences.

Jacob, Jean Daniel, *University of Ottawa*
"Allowing Mute Evidence(s) to Be Heard: The Contribution of Situtional Analysis in the Public Health Domain"

Jagger, Jessica Carol, *ICF International*
Military Families with Children with Disabilities: Experiences with Education, Health Care, and Long-Term Supports

This study documents the experiences of participating military families with children with disabilities. A focus group methodology supplemented by interviews with key informants was used to explore experiences with health care, education, and long-term support services with 43 caregivers, eight adults with disabilities, and 62 providers. Content analysis revealed several themes related to access to and quality of services. Participants described navigating two complex service delivery systems that were not always complementary: military family and community services and disability services. Families appreciated available military and civilian programs as they navigated the two systems and found needed support there. Access to health care (on and off base), base services, and state- and community-based services (e.g., education, long term supports) presented challenges. Additionally, participants noted that the permanent change of station (PCS), a frequent and necessary component of military life, creates further gaps and barriers to services.

Jagger, Jessica Carol, *ICF International*
Disaster Management and People with Disabilities in the United States and Jamaica: A Comparative Policy Analysis

In natural disasters, people with disabilities may face barriers to preparedness, mitigation, response, and recovery related to functional needs, discrimination, and/or community exclusion. This study explores the intent and implementa-

tion of emergency management policies and the disaster experiences of people with disabilities in Jamaica and Virginia. Interviews were conducted with 36 people with disabilities about disaster experiences, and with 18 government and NGO planners about the inclusion of people with disabilities in disaster management plans. The Jamaican National Disaster Action Plan and the U.S. Comprehensive Preparedness Guide 101 were also studied. Constant comparison and thematic analysis revealed strengths including collaborative planning, a focus on subsidiarity, and an emphasis on flexibility. Challenges were also identified when planning and response did not meet the needs of persons with disabilities, and vulnerabilities were exposed. These challenges interfered with participants_ equal access to services afforded by the laws of the two countries.

Jaladanki, Vani S, *Texas A&M Corpus Christi*
In Pursuit of Hidden Treasures: Poetry and Sculpting as Analytic Approaches

Teaching and learning science are often dictated by strict academic prescriptive guidelines. Working outside of these guidelines by using interactive notebooks in a science classroom allows for investigating individual context-based meaning making by both the teachers and the learners. Using arts-based approaches, I will present the experiences of a science teacher who incorporated interactive notebooks in his class. First I conducted a traditional inductive analysis on all the qualitative data gathered. Then I performed some arts-based analysis. Thus, specifically I will highlight the role of poetry and sculpting as legitimate forms of analysis and academic representation of qualitative inquiry. Finally I will reflect on how poetry and sculpting helped me identify missing spaces in my understanding of the topic and methodology that I could not do using traditional forms of data analysis.

Jennings, Lisa K, *Cal State Long Beach*
Sibling Caregivers: Challenges and Collaboration

As of 2011, it was estimated that 43.5 million people care for someone aged 50 or older. Within this group, 14.9 million care for someone who has Alzheimer's disease or other dementia. Some adult caregivers are only children, but many are navigating this experience with one or more siblings. The sibling relationship can highlight existing family tensions or provide opportunities for collaboration. This study shares the stories of a small group of adult caregivers who have shared this experience with a sibling. Interviews were conducted with six adult caregivers (ages 42 through 61). The stories provide perspective of their role as either a primary or extended caregiver for their parent(s), and what feelings they have about becoming a caregiver at this stage of their lives. Specific exploration of key themes included: (a) caregiving challenges; (b) family relationships; (c) communication; and d) caregiving collaboration.

Jeong, Minjoo, *Yonsei University*
A Narrative Inquiry on South and North Korean Youth Choir of College Students

This study is a narrative inquiry that used participant observations, semi-structured interviewing, and in-depth interviewing to gain a deeper understanding of South and North Korean college students_ youth choir experiences. South and Korean youth choir project, organized in 2012, is the first unified choir with

more than 60 students between the ages of 18-33. By sharing narratives of creating a harmony together, I illustrate how this enriches relational development in friendship and transforming their college lives in general. This study specifically focuses on four students who have more enthusiasm about the project, two from North and two from South Korea. Also, my personal learning experiences are revealed through tensions that emerge between descriptions of our interactions. All in all, the aim of this study is to demonstrate narrative and relational reflexivity, transformative process that occurs in the making of harmony and that which exists between the researcher and research participant.

Jessica, Rizk, *York University*
The Urban Swagger: How the Urban Identity is (In)formed through Environmental Racialization

Using the methodological approach of the strolling fl*f*neur/euse, we demonstrate not only how environmental racialization influences identity formation, but also how the new urban is as much a psychological intelligence as it as geographical location. Following Teelucksingh_s (2007) concept of environmental racialization, this research examines the social constructions of racialized identity in the new urban environment. How do our identities change in response to environmental contexts? What effect does _the stroll_ have on fl*f*neur/euse researchers_ understanding of their own identities? This paper suggests that identities are not fixed, nor innate; rather, identities are both performative (Butler 1990) and contextual (Yon 2000).

ji, xia, *University of Regina*
Indigenizing (Science) Education with a PreK Class

Two educators/researchers (a classroom teacher and a university professor) came together wondering what we can do collaboratively for the well being of the children in a Pre-K classroom in a Community School; what it really means to indigenize our teaching/ learning practices; and what we can learn from the children and their families and the greater school community. This session will share our stories and reflections.

Jimarez, Terry, *Lecturer*
Using Qualitative Inquiry to Foster Reflective Practice in Hispanic Elementary Preservice Teachers

This case study describes the qualitative analysis of Hispanic preservice teachers_ views of inquiry based practices. As part of the science and math methods course preservice teachers were asked to write two reflective pieces that provided evidence of students learning after watching two inquiry-based videotapes. Prior to their field experience preservice teachers were given the opportunity to discuss their analysis of the videotapes to further their development of pedagogical content knowledge and to expose them to inquiry based practices. The analysis of their discussions and reflective pieces show how preservice teachers developed a reflective process while gaining pedagogical content knowledge. The implications of this qualitative case study suggest the need to provide preservice teachers the opportunity to analyze and reflect on student interactions to promote learning and positive attitudes in science.

Jimarez, Terry, *Lecturer*
Educate Me, Too, for STEM: Voices of Elementary Latino and African American Girls School Experiences

See Larke, Patricia J

Jimenez, Victor Hugo, *Universidad de Tarapac*
The Kidnapping of the Academy and the Counter-Hegemonic Media

Often, research is kidnapped by academic standards, away of the real problems of the society and of those who suffer them directly. However, beyond the academic borders, along Latin America have been raised counter-hegemonic communication platforms that seek to promote the historical memory, the political participation, democratic values and forms of community life. This work is a reflective act about my direct experience with counter-hegemonic media, viewing opportunities and challenges for qualitative inquiry. In this connection, I contend that the academic dissent and political commitment is necessary for promoting discussions related to social justice and democratization of society. The proposal is that the counter-hegemonic media can become amplifiers of social criticism and those narratives silenced by power, reinforcing social relations, citizen_s empowerment and forms of community life.

Jimenez, Victor Hugo, *Universidad de Tarapac*
El Secuestro de la Academia y los Medios de Comunicaci¢n Contra-Hegem¢nicos

A menudo la investigaci¢n acad,mica se encuentra secuestrada, lejos de los problemas importantes de la sociedad y de qui,nes los sufren en carne. Sin embargo, m s all de las fronteras acad,micas, por toda Latinoam,rica se han venido levantando plataformas comunicacionales contra-hegem¢nicas que buscan promover la memoria hist¢rica, la participaci¢n pol¡tica, valores democr ticos y formas de vida comunitaria. Este trabajo es una reflexi¢n de la experiencia directa en el trabajo con medios de comunicaci¢n contra-hegem¢nicos, visualizando oportunidades y desaf¡os para la investigaci¢n cualitativa. En este sentido, sostengo que la disidencia acad,mica junto el compromiso pol¡tico es necesaria para promover discusiones relacionadas con la justicia social y la democratizaci¢n de la sociedad. La propuesta, es que los medios de comunicaci¢n comunitaria pueden constituirse en amplificadores de la cr¡tica social y de las narrativas silenciadas por el poder, fortaleciendo el tejido social, el poder popular y las formas de vida comunitaria.

Jivanjee, Pauline, *Portland State University*
Participatory Interpretive Research with Young People: Lessons Learned. Pauline Jivanjee, Portland State University

This presentation will describe the processes of doing participatory interpretive research with young people with mental health needs and lessons learned. Drawing from experiences with community-based research projects, I will examine the benefits of partnering with young people and the steps in engaging young people with mental health needs in doing interpretive research. Guided by positive youth development and empowerment concepts, our research team engaged youth and young adults aged 17-24 with mental health disorders in an interpretive study of youth perspectives on transitions to adulthood. First, an advisory

group of young people with mental health needs guided study design. Then we hired and trained three youth research assistants who recruited participants, conducted focus groups, and participated in data analysis and dissemination of findings. This presentation will discuss: youth researchers_ roles and activities; challenges encountered; and effective strategies for working with young people in interpretive research.

Jivanjee, Pauline, *Portland State University*
Learning by Doing: Teaching Qualitative Research for Social Justice. Pauline Jivanjee, Portland State University

In this presentation, I will reflect on experiences teaching qualitative research for over 20 years and share challenges, strategies, and teaching tips. As a social work educator, I have come to believe that qualitative research methods are ideally suited for building understanding of the complex social justice issues that challenge social workers. From initially teaching a 2-credit independent study, I have partnered with colleagues to build a 3-term interpretive and anti-oppressive research sequence. Incorporating my ongoing experiences as a researcher and using student-led projects as a vehicle, I have learned to engage students in developing and completing high quality projects. This presentation will describe class activities and assignments designed to give students opportunities to consider paradigms and approaches and to gain experience collaborating with others to complete a research project. Specific topics addressed will include study design, managing ethical dilemmas, data collection and analysis, power dynamics, representation, and reflexivity.

Johns, Mark D., *Luther College*
When McLuhan Met Simmel: Form is the Content, Medium is the Message

See Chen, Shing-Ling Sarina

Johnson, Daniel F, *University of Illinois Urbana Champaign, Deparament of Curriculum and Instruction*
Race, color and identity: A story about ourselves and others in times to not me afraid anymore

This paper is about a story in place where people don_t talk about it. It is a story in the shadows, covered rather than shown, whispered rather that told. It is a story about words spelled to fill disturbing silences. It is a story about a journey without leaving home. A story about coming back to where never let. It is a story but more than one. It is a story about race where there are no race issues. It is a story about Indians where Indians no longer exist. It is a story about injustice where everyone believes in social justice. It is a story about vice versa when social class is also a difference. It is story about emptiness and fairness. It is a story about fear when it is time to not be afraid anymore. It is just a story but also a call.

Johnson, Daniel F, *University of Illinois Urbana Champaign*
Investigacion Accion como Auto-narrativa

La ultima decada ha visto aparecer una serie de publicaciones en el campo de investigacion accion que toman la forma de una historia. Esto es probablemente parte de la llegada del giro narrativo al campo de investigacion accion. Este

paper revisa esas historias desde el punto de vista de la narracion del investi-gador-actor acerca de su proceso de aprendizaje. El projecto de investigacion accion es concebido, entonces, como un espacio de investigacion narrativa que el investigador abre, habita y de cuyo paso habla en la forma de una historia, una historia que transita entre comunidades. Esta historia es generalmente una nar-rativa en primera persona, una forma de auto-narracion.

Johnson, Daniel F, *University of Illinois Urbana Champaign, Deparment of Curriculum and Instruction*
Investigacion Accion como Auto-narrativa

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Johnson, Edric, *University of Wisconsin-Whitewater*
Performing Our Silence: Understanding Horizontal Oppression within the LGBTQ Community

As part of a queer theatre project, this performance ethnography questions on how the LGBTQ community has acted against their own best interest through the act of silencing. Developed into three genres of literature (prose, poetry, and drama), the performer/researcher begins to question his own silence and builds the courage to confront his loved ones about his own sexuality. Performing ethnographic texts has been an innovative way to challenge readers and audi-ences over dominant stereotypes and myths concerning both the lived realities of certain marginalized groups (Mienczakowski & Moore, 2008, p. 453). After the performance, audience members are invited to question, dialogue, and construct new understandings. Can performance make a difference? Does this kind of per-formativity disrupt or advance knowledge on issues of queer identity?

Johnson, John M., *Arizona State University*
Wilmer's Secret Box

Two years after my father's 1995 death a small white box was discovered in the crawl space of the attic. His handwriting on the top of the box said "Every-thing in this box is very important to me, 1983," followed by later notations. What was in this box, and why was it hidden in the attic?

Johnson, Mark, *University of Georgia*
Genealogy, Poststructuralism, and Qualitative Inquiry

Genealogy is philosophical-historical work which draws on and extends the qualitative tradition of abjuring quantifiably measurable positivities. It is also influenced by poststructuralism_s contention that a fluid and historied language mediates and even constructs our world. Genealogy allows us to analyze how the changing conceptions of an apparently transcendental signifier subjectifies

researchers within a field. Taking, as an example, how genealogy is currently being used to analyze the signifier _democracy_ within the field of social studies education, this paper discusses the usefulness of an analytic that can help researchers be more aware of how discursive structures discipline research. It is the historical tracing of concepts that allow us to get a firmer grip on the core concepts of a field, which, due to their _eternal_ and amorphous nature, otherwise generally resist critical analysis and are unknowingly reproduced. And that_s pretty useful.

Jones, Darolyn "Lyn", *Ball State University*
The Pre-Enrollment Considerations of Undergraduate Wheelchair Users and Their Post-Enrollment Transitions: A Qualitative Study

This session presents findings from a 2012 study where undergraduate wheelchair users and their parents shared how the college decision and selection was made and their post-enrollment transitions. The program focuses on how higher educators can better assist students to be successful during their transitional year and persist to graduation.

Jones, Darolyn "Lyn", *Ball State University*
Co-Investigating, Co-Interviewing, and Co-Coding: An Insider and an Outsider Team up to Research Students Who Use Wheelchairs

Learn how an insider and an outsider with very different backgrounds came together to research a unique topic and then navigated the challenges of co-investigating, co-interviewing, and co-coding their study of undergraduate wheelchair users and their parents. Interview protocols, technology, and making meaning tips and tricks will be shared.

Jones, Kristin Dillman, *Concordia University Chicago*
Illinois Arteries: Place-based Learning in Fiction

Part fiction, part oral storytelling, part curriculum research, this paper explores a central question: What does it mean to build a life curriculum rooted in place? Building on place-based research within education, Illinois Arteries explores the lived experience of a curriculum connected to place and land. The story critiques the mobility of globalization and the mobility of schooling, centering the character_s lives in their Midwestern home. This paper will be presented as a public reading of fiction.

Jones, Liz, *Manchester Metropolitan University*
Negerkind. Control, Salvation and Racialisation as Three Interconnected Modi of Early Childhood Micro and Macropolitics in Contemporary Europe: The Urgent Case for Radical, Critical Inquiry

See Urban, Mathias

Jordan, Emma, *Plymouth University, UK*
Collaborative Writing as a Method of Inquiry

Emma and Kathy, two collaborative writers, write to inquire into and make sense of an evolving writing world. They write to understand current and emergent writing identities, negotiating their way through familial changes happening

in their lives. Late one summer they write apart, yet together, of an intense need to write to each other, for each other. Situated across continents Kathy discovers the joys of journal-keeping whilst on the west coast of the USA and in the south west of the UK Emma writes of her impending return to employment after a year of maternity leave. Through a combination of journal entries, emails and insights, Kathy and Emma present their collaborative writing as a method of inquiry.

Jorge, Herla Maria Furtado, *UNICAMP*
Performance of Doula during labor and the use of Complementary and Integrative Practices (CIP)

   See Silva, Raimunda MagalhÆes da

Jorge, Herla Maria Furtado, *UNICAMP*
Use of Complementary and Integrative Practices (CIP) in Pregnancy and Childbirth: A Meta-Synthesis

   See Silva, Raimunda MagalhÆes da

Jorge, Maria-Salete Bessa, *Universidade Estadual do Cear*
A experiencia da crian‡a-TDA/H e seus sentidos: A crian‡a _entre parenteses_

   See Cavalcante, Cinthia Mendon‡a

Jorge, Maria-Salete Bessa, *Universidade Estadual do Cear*
Ritual de Consumo do Crack: investigacao qualitativa dos aspectos s¢cio-antropologicos

   Objetivou-se compreender o ritual de consumo dos usuarios de crack, elucidando os aspectos socio-antropologicos. Estudo desenvolvido em Fortaleza-CE, Brasil, com 40 usuarios de crack. Coletou-se dados por meio de entrevista e observacoes e realizou-se analise de conteudo critica do material empirico. Os resultados demonstraram inicio do consumo por moda, pela novidade. Percebeu-se consumo do crack como busca incessante da sociedade contemporanea pela novidade, maxima da sociedade de consumo. Identificou-se que ele e fumado em latas ou cachimbos. Observou-se tambem uso associado a maconha. Ademais, existem adequacoes de uso construidas a partir das trocas sociais que ocorrem no momento do consumo.

Jorge, Maria-Salete Bessa, *Universidade Estadual do Cear*
Praticas e Processos nas Dimensoes Constituintes da Atencao Psicossocial

   O estudo buscou compreender o cuidado psicossocial, tendo como analisador o projeto terapˆutico dos usu rios de um centro de aten‡Æo psicossocial (CAPS). Trata-se de pesquisa interpretativa que utilizou como t,cnica de coleta a entrevista semiestruturada com profissionais e Hermeneutica de Paul Ricoeur para sua analise. Percebeu-se a escassez de discussoes acercaado protagonismo dos usuarios e da familia na construcao do projeto terapeutico, revelando assim a fragilidade das acoes de cuidado psicossocial nas dimensoes que considerem a participacao e construcao de cidadania. Observou-se um movimento para substituicao de praticas hegemonicas em face da proposta do trabalho da equipe interdisciplinar.

Jorgenson, Simon, *Hughes STEM High School*
How Teachers, Students, and Partners in an Urban STEM High School Interpret Environmental Scripts

STEM education policy works to break the tradition of teacher- and subject-centered instruction so that innovation can be unleashed on 21st century problems, inlcluding environmental problems. Unfortunately, STEM policymakers have yet to offer teachers, students, and community partners a clear vision for how to do this work, and STEM discourse risks reproducing the more techno-centric aspects of sustainability (Davison, 2001), leaving little room for moral questioning and political action. This paper presents findings from a qualitative study exploring how teachers, students, and sustainability partners in an urban STEM high school are responding to this situation. My findings indicate that all are improvising, creating _project-based_ approaches to STEM and sustainability which reflect deep pedagogical and environmental commitments. This paper also explores how one might conduct ecological research in a qualitative tradition_research that is sensitive to social context, natural systems, and the relationships between researcher(s) and participants.

Jorr¡n-Abell n, Iv n M., *University of Valladolid*
Mirroring _Misiones Pedag¢gicas_: Clues for teachers professional development in the 21st century

During the Spanish Second Republican government (April 1931-July 1939) there was an institutional initiative called _Misiones Pedag¢gicas_ aiming at bringing culture and entertainment to rural areas in Spain by using media artifacts available at the time. This far-reaching attempt to regenerate the countryïs cultural and social fabric, was promoted by active teachers worried about the high levels of illiteracy, and also by the Escuela Nueva movement, (Spanish name given to Progressive Education). Nowadays, 75 years after the first Misi¢n and 136 years after the establishment of the Escuela Nueva in Spain, many of its ideas still remain active. Our work elaborates on the current effects of this movement in Spain by deepening in a three-year professional development case study on the integration of Information and Communication Technologies in a rural school. The experience brings back Sprague Mitchellïs and Freinetïs ideas of teacher education as the key for educational betterment.

Joseph, Tatiana, *University of Wisconsin-Milwaukee*
Using Photovoice to Look Inside a Parochial Choice School Serving Latino Students

The purpose of this study was to document the ways in which a Midwestern Catholic high school shapes the overall educational experiences of Latino students who receive vouchers. In an attempt to collect data from different sources, the researcher used Photovoice (Holm, 2008; Berg, 2007; Wang, Cash, Powers, 2000). Photovoice allows for groups, especially marginalized ones, to define the strengths and concerns in their community through specific photographic technique (Gant, Shimshock, Allen-Meares, Smith, Miller, Hollingsworth et al., 2009). The goals are _to enable people to record and reflect their community_s strengths and concerns, to promote critical dialogue and knowledge about important community issues through large and small group discussion of photographs_ (Wang et al., 200, p 82). As a result, the researcher was able to con-

clude that the school functions in a subtractive manner; the school takes away and devalues the knowledge and capital students bring into the school.

Jun, Youngcook, *Sunchon National University*
Portrait of a Computer Engineer_s deep aspects regarding his career path

In this case study, we review P's story investigating how his inner faculties such as abilities, attitudes, personality etc. are integrated with his career choice. His life path reveals interesting thrusts in the following aspects based on essentialist portraiture; creative use of computer programming related with his major (mechanical engineering), pursuing higher degrees to study more about computer, the interplay among family affair, religious life and career choice. If possible, we try to explore deeper aspects such as awareness, consciousness, higher ideals if any, and even universal-spiritual elements from this unique case.

Jung, Hyejin, *University of Texas at Austin*
Collaborative Community Participation, Shared Commitment, and Sustainability of Culturally Tailored Community-Based Mental Health Education

Underutilization of mental health services among racial and ethnic minority groups is a critical problem. Studies identify various factors associated with this problem including stigma and a lack of knowledge about mental illness and available resources. This study uses case study methodology to investigate the Central Texas African American Family Support Conference (CTAAFSC) that has been providing mental health education to African American community over the last 12 years. This study examines the ways in which CTAAFSC provides a unique environment that educates the central Texas African American community about mental health. The researchers draw on findings from multiple data sources including participant observation at the conference, conference documents, interviews with conference planners, and a focus group interview with mental health consumers and family members. The results reveal that collaborative partnerships and shared commitment are core concepts to drive CTAAFSC. The researchers will discuss implications for culturally tailored community-based intervention.

Jung, Yuha, *University of Georgia*
Walking the Data: The Serendipitous Journey of Ethnography

My paper, Walking the Data, discusses walking as a data collection method and way of knowing. I also discuss walking as a meditative process that helps with preliminary analysis and further theorization. To explain this method and process, I share my approach to data collection for my doctoral research in Art Education, an ethnographic case study of an art museum in the Midwestern United States. While I used interviews and other means to collect data, part of the data is from my observations while walking; I collected data including visual images that described the museum and community and how they have coexist. The data collected through my walks raised new questions, challenged or confirmed my assumptions, and guided me to do further research. I share details of this data collection method and how I treated the data as fluent, interactive, and open to various interpretations.

Jurkowski, Janine M., *SUNY at Albany*
The Effect of Parental Stresses on Childhood Obesity in Head Start Children: A Photovoice Inquiry

See Svistova, Juliana

Kaanta, Tanya, *Park University*
In Depth Interviews of Intercountry Korean Adoptees: Catharsis and Beyond

This phenomenological study examined the experiences of adult Intercountry Korean Adoptees. Building on the sociology of emotions, the study analyzed the complexities, dynamics and emotion work of intercountry adoptee identity formation and how this shapes action and agency. Following a _romantic_ approach, 33 semi-structured, in-depth interviews were conducted with 25 intercountry Korean adoptees in person and over Skype. Feedback on the interview experience was gathered in follow-up Skype conversations, emails, in person conversations and during member-checking when participants reviewed the research write-ups. A thematic analysis revealed the participants viewed the interviews as cathartic, an opportunity to share their stories, and as ways to challenge idealized accounts of adoption. The validity-ethics of the interviews were evidenced in the participants_ expressed appreciation of connecting with another intercountry adoptee, hearing her story and forming connections after the study concluded.

Kaanta, Tanya, *Park University*
There are no Known Benefits:_ Participants_ Experiences of the Qualitative Interview

See Wolgemuth, Jennifer R

Kaczynski, Dan, *Central Michigan University*
Cultural Skills Acquisition through Acculturation: Student Teachers_ Perceptions of a Multicultural International Study Abroad Program

See Partlo, Margaret A.

Kahveci, Nihat Gurel, *Istanbul University*
Preservice Gifted Education Teachers_ Ideas on Teaching Social Studies to the Gifted Students

Baska (2006) points out that _some gifted students have natural talents for study and growth in the social studies disciplines. They should be identified early and guided into most intensive experiences in social studies throughout their school years_ (Baska, 2006, p.141). Considering the importance of social studies for gifted students stated by Baska, this study examines pre-service gifted education teachers_ thoughts on teaching social studies to the gifted students. The study is conducted in a Western University in Turkey. Participants of the study were 35 pre-service (24 Female, 11 Male) teachers of the gifted in undergraduate level.   Participants of the study takes course on instruction of social studies to gifted learners and will be responsible to teach social studies in elementary level. Data were collected through open-ended questionnaire developed by the researcher. Data were analyzed according to categories and themes. Findings of the study will be discussed in the presentation.

Kalonde, Gilbert, *Southern Illinois University*
Where Peace is Elusive: International Students Reflecting on Homeland
Conflicts

Kalonde, Gilbert, *Southern Illinois University*
Revisiting Diversity and Difference for Inclusive College Classroom
Environment

Research indicates that the US college campuses are becoming more and more
diverse_culturally, racially and linguistically. Unfortunately, many teachers in
various fields are not well prepared to tackle the challenges of accommodat-
ing the growing diversity of student population, leaving thus many students,
especially those from minority groups, to grapple with the feeling of loss and
alienation in the mainstream classroom environment. This study used in-depth
interviews with minority students to explore ways to make the college classroom
more inclusive for the growing diversity of student demographic. Findings of
this study suggested that in order to create an inclusive classroom environment,
there is need for the dominant teacher identity to self-reflexively pass itself
through critical interruption. The insights gained from this study were used to
provide recommendations to classroom teachers to enhance teaching experi-
ences and to create a supportive learning environment on US college campuses.

Kana, Fatih, *Canakkale Onsekiz Mart University*
Three Novice Turkish Teachers_ Self-efficacy Experiences: A Phenomenological
Research

Kang, Hye-Kyung, *Smith College. School for Social Work.*
We Are Who We_ve Been Waiting For: Lessons From a Community-Based
Participatory Research (CBPR) Study of Intergenerational Community
Organizing Practice in a Historically Marginalized Community.

This study presents lessons from the intergenerational community organizing
practice of the Julius Ford/Harriet Tubman Healthy Living Community, a multi-
racial, grassroots organization for community empowerment and social change.
Through community-based participatory research, we reflected on the processes,
challenges and effects of our intergenerational community organizing practice
to promote community health and resiliency in a multi-racial and historically
marginalized community. Three major themes emerged from this research: 1)
the central role of experiential communal learning and critical analysis in col-
lective knowledge creation, 2) development of collective efficacy and empower-
ment through a genuine sense of connection and mutual affirmation, and 3)
the importance of a co-learner stance in fostering intergenerational leadership.
Based on this participatory research, we conceptualize intergenerational com-
munity organizing practice as a community-driven organizing effort to develop
community resiliency and collective efficacy through building a genuine sense of
connection, healthy and supportive social networks, and indigenous leadership
among multi-generational members.

Kantawala, Ami, *Teachers College, Columbia University*
Mayo School of Art: A Re-Visioned History

See Sadik, Razia

KARADEM_R, Abdulhamit, *Anadolu University*
Preschool Teachers' Views About Cooperative Learning

Students' reaching the goals and the outcomes of the syllabus, designing, implementing and evaluating the teaching and learning processes shouldn't be done randomly, but based on research findings. This paper presents the cooperative learning method, its principles of learning, how it could be implemented in a preschool classroom, an evaluation of how the groups should be formed, and lastly, the gains that children can have by the help of cooperative learning.

Karda_, Nergiz, *Hacettepe University*
A Review Of Children_s Books Publicizing Musicians

See Mete, Meral

Kardas, Nergiz, *Hacettepe University*
A Qualitative Analysis of Students' Age Differences in Their Adaptations to a New Program

See Sahin, Ali E.

Kardas, Nergiz, *Hacettepe University*
An Action Research on Reading and Comprehension Difficulties in Fourth Grade

In this action research, a fourth grade student_s problems related to reading and comprehension were analyzed. Through the use of _Listening Passage Preview Strategy_, _Paired Reading_ and _Method of ELVES_ student_s difficulties were assessed and strategies developed to overcome the reading difficulties. 35 hours of observational records and related documents were used to collect and analyze the data. Based on this assessment student_s fluency, spelling, misreading, and attention to punctuation marks were assessed both before and after the study. Findings reveal that, strategies which were used in this study helped to improve reading and comprehension level of the student. The results of this study have important implications for reading education and may help guide teachers in helping children overcome problems in reading comprehension.

Katovich, Michael, *Texas Christians University*
New Iowa School Redux: Second Life as Laboratory

Researchers report the utilities of New Iowa School in studying Second Life interaction.

Kay, Lisa, *Temple University, Tyler School of Art*
An Artist/Researcher/Therapist/Educator: Traversing In/between

In this presentation, I discuss positioning myself as an artist/researcher in/between two hybrid art fields: art therapy and art education. I suggest qualitative research practice can be enriched by traversing boundaries in and between disciplines. I review methods drawn from the arts therapies and feminist research approaches including active imagination, reflexive art making, and poetic inquiry. I provide examples of collage and poetry employed to elucidate challenges, clarify the research process, synthesize data, and reveal positionality and identities of the researcher and the researched. I address the significance of drawing from multiple disciplines to strengthen ones' research skills and identity. I argue that art therapy and art education, fields with fluid, post modern boundaries and content, are complimented by trans/discipliners.

Kay, Lisa, *Temple University, Tyler School of Art*
Performing Research as Bricolage: Identity and Practice

In this presentation I discuss my evolution as an arts-based researcher and address the significance of my identities as artist/therapist/educator. I describe how I integrate multiple arts-based methods _ visual memos, bead/found object collage, poetry, and creative writing _ in my research practice. I invite others to explore these, or similar approaches drawn from their own experiences to engage in qualitative inquiry as bricolage (Denzin & Lincoln, 1994). I suggest art in the performance of research is integral for discovering innovative and powerful means for better understanding the experiences of those we involve in our research and our experiences as qualitative researchers.

Kaya, Gokhan, *Hacettepe University*
Invisibility of Disabled People in Elementary School Textbooks

See Can, Derya

Kayama, Misa, *University of Minnesota- Twin Cities*
Experiences of out-of-school suspensions: Narratives from African American children, their parents, and educators

We examined the culturally-nuanced meanings of out-of-school suspensions for 30, lower-income African American children suspended from school, their caregivers and educators. Participants were invited to describe their experiences of suspensions during in-depth, individual, audiotaped interviews. Caregivers produced emotionally-laden, moral narratives which generally characterized their children_s suspensions as unjust, harmful, negligent in helping children with underlying problems such as bullying, undermining parents_ racial socialization, and, in general, racially problematic. Children_s narratives overlapped their caregivers_ narratives in content, and suggested that exclusionary disciplinary practices contribute to their increasing disengagement from school. Educators described the dilemmas they face in balancing the largely negative consequence of out-of-school suspensions for individual children with their need to maintain a safe, orderly school environment. Understanding how caregivers, children and educators experience out-of-school suspensions provides important clues to how families and schools can work together to effectively reduce racial disparities in out-of-school suspensions and academic achievement.

Kayama, Misa, *University of Minnesota- Twin Cities*
Perspectives on cross-systems collaboration: Child welfare, juvenile justice, and education professionals

See Bidwell, Laurel

Kayama, Misa, *University of Minnesota- Twin Cities*
Dual Roles as a Teaching Assistant and a Researcher: Reflections from My Field Work at a Japanese Elementary School

After spending time together with children, leaving my research site was challenging for me in many ways. During my participant observation at a Japanese elementary school, I followed up with three children with disabilities as a volunteer teaching assistant across two school years, a total of 16 weeks. As a teaching assistant, I was involved in providing support for these children. Children recognized me as a teaching assistant, rather than as a researcher from the U.S. After the completion of data collection, I occasionally hear from teachers, with whom I keep in touch to share my research findings, that some children I worked with are still struggling. Yet, what I can do for them is very limited, which makes me frustrated, but at the same time reminds me that I am no longer a teaching assistant. I will reflect on and discuss how I balanced my roles as a teaching assistant and a researcher, and transitioned back to my _life_ as a researcher.

Kayira, Jean, *University of Saskatchewan*
Indigenous Anti-Racist Responses to Racialized Violence: Community Organizations and Violence Prevention with Urban Indigenous Youth

See Gillies, Carmen

kayumova, Shakhnoza, *University of Georgia*
The Confessional Subject in Subjectivity Statements

See Adams, Erin Crews

kayumova, Shakhnoza, *University of Georgia*
In Search of Multiplicity: (Re)thinking of Publication Regime in Postmodern Form

Publishing a paper in qualitative inquiry means selecting a _right journal_ and conforming to its explicit instructions regarding submission and following implicit forms of argumentation. This is problematic insofar as formacentric approach prevalent in academic publication is a living paradox to postmodern thought. In an attempt to subvert the formacentrism traditionally grounded on Aristotelian argumentation, this article uses postmodern techniques as a theoretical purveyor from which to decenter the saga of logical text construction that essentially entails introduction and the need for conclusion. In efforts to free from the regime of formacentrism, and in order to open up the field for assemblages of knowledge, the authors propose and produce a text with no introduction or conclusion, refusing essentialist structure of inquiry construction.

Kazubowski-Houston, Magdalena Joanna, *York University*
Quiet Theatre: Rethinking Performance Ethnography Research

This paper examines the challenges of interdisciplinary performance based research, focusing on my ongoing performance ethnography work with Roma women in postsocialist Poland. I discuss the power struggles, ethical and moral dilemmas, and my complicated positionalities as a Polish woman and Western academic, all of which had framed my research with the Roma for the past decade. I conclude by offering reflections on my process of rethinking performance ethnography as methodology of research, which has led me to formulate the concept and praxis of what I refer to as quiet theatre: doing ethnography through non public, non collective dramatic storytelling.

Kazubowski-Houston, Magdalena Joanna, *York University*
Like a Thorn in the Heart: Transformative Potential of Kinaesthesia in Dramatic Storytelling Sessions with Polish Roma Elders

This paper discusses my current performance ethnography project that studies Polish Roma elders_ experiences of ageing through dramatic storytelling. Drawing on cognitive science and neurophysiology, I analyze the ways in which the interplay between action, experience, emotion and interpretation, in the context of the project_s dramatic storytelling sessions, complicated and challenged the process of telling stories itself, and the relationships between ethnographer and participants, ethnographer and audiences, and participants and audiences. I also discuss the ways in which dramatic storytelling can potentially facilitate embodied politicization in performance ethnography research.

Keene, Lance C, *University of Illinois at Urbana-Champaign School of Social Work*
Intersections of Religious and LGBTQ Identities in the Context of Involvement in Nonmetropolitan LGBTQ Organizations

Organizational and community involvement can benefit lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals in myriad ways including improved mental health, positive identity development, and increased ties to neighborhood and community. Little is known, however, about the role of LGBTQ community organizations in the lives of LGBTQ people living in nonmetropolitan areas. Through grounded theory ethnographic methods (interviews, participant observation, and focus groups), this study explored the motivations and barriers for LGBTQ individuals getting involved in nonmetropolitan LGBTQ organizations. Findings indicated that religion played a significant role in LGBTQ individuals_ decisions to get involved, as well as the ways in which they became involved. Individuals with strong religious ties sought groups that were affirming of both their LGBTQ and religious identities, while experiencing barriers in groups they felt one of these identities was marginalized. Implications for LGBTQ community organizations in nonmetropolitan areas will be discussed.

Kelkit, Abdullah, *Canakkale Onsekiz Mart University*
A Case Study of Art and Design Education and its Practical Application in Canakkale City

The purpose of this case study is to explore Art and Design Education at Canakkale Onsekiz Mart University and analyze how the community based practices of the program affects university - city relations in Canakkale, Turkey.

Keller, Alyse, *California State University, Long Beach*
MSunderstanding: Prescribing Identities in the Multiple Sclerosis Community

Multiple Sclerosis (MS), an autoimmune disease, manifests itself differently in each diagnosed individual. As such, the visibility and invisibility of the disease varies amongst members of the MS community. Common misconceptions about the disease, held by society, often influence members_ identification and frustration with the disease, and contribute to forces that work against an authentic performance of self. Using informant and ethnographic interviews derived from an MS support group, this performance explores how those with MS attempt to display and hide their disability.

Keng, Shu, *Department of Public Administration, Shanghai University of Finance and Economics*
Character or Competitiveness? Studying the Concerns over Children's Education among Taiwanese Businesspeople in China

See Lai, Hueiyi

Kenner, Alison, *Rensselaer Polytechnic University*
Figuring Digital Readership: A Mixed-Methods Approach to Emerging Trends in Academic Publishing

This paper focuses on how Cultural Anthropology (CA) uses analytics to evaluate trends in readership and website usage. With a 700-page digital repository of scholarly content, CA is unique among peer-reviewed social science journals, which often have informational websites but rarely provide scholarly content online. Part of CA's efforts to experiment with emerging publishing formats include evaluation of 1) what content is most used, 2) how content is circulated, and 3) the demographic of site users. This paper explores the relationship between analytic and ethnographic data in analysis of users of CA scholarship. Specific attention is given to understanding how new modes of representation and dissemination change the journal_s audience base and their needs. This form of analysis is critical at a moment when academic publishing faces an oncoming crisis; when conventional publishing models will no longer be sustainable and new modes of production, dissemination, and engagement are desperately needed.

Kenner, Alison, *Rensselaer Polytechnic University*
Figuring Digital Readership: A Mixed-Methods Approach to Emerging Trends in Academic Publishing

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which often have informational websites but rarely provide scholarly content online. Part of CA's efforts to experiment with emerging publishing formats include evaluation of 1) what content is most used, 2) how content is circulated, and 3) the demographic of site users. This paper explores the push-pull relationship between analytic and ethnographic data in analysis of users of cultural anthropology scholarship. Specific attention is given to understanding how new modes of representation and dissemination change the journal_s audience base and their needs. This form of analysis is critical at a moment when academic publishing faces an oncoming crisis; when conventional publishing models will no longer be sustainable and new modes of production, dissemination, and engagement are desperately needed.

Keschl, Morgan, *Cedar Crest College*
Behind the Guy Fawkes Mask: Examining Anonymous and #OpIsrael

See Yamaguchi, Precious Vida

Khalid, Mateen, *York University*
Fl*f*neur/euse Research: The Methodological Possibilities and Applications of Fl*f*nerie in New Urban Spaces

See Mannette, Joy A

Kidd, Jacquie, *University of auckland*
Autoethnography as a Kaupapa M_ori Methodology: a Contradiction in Terms?

The process of autoethnography is generally a solitary endeavour, while conducting Kaupapa M_ori research relies on collectivity and interdependence. Are the two mutually exclusive? In this presentation I take an autoethnographical look at my Kaupapa M_ori projects, and a Kaupapa M_ori look at my autoethnographical projects. Tensions and synergies are drawn out and contemplated through the use of poetry and narrative. Nau mai, haere mai!

Kidd, Jacquie, *University of auckland*
1 + 1 = Polyvocality: a Duoethnography of Doctoral Supervision

In 2012 we developed a duoethnography examining the emergence of a creative thesis from our previous positions as doctoral supervisor and student. From that work we conceptualised the doctoral journey as a dance between the two of us, the thesis as a separate entity, and our audiences. The process of writing, examining and presenting the duoethnography has opened up spaces for other voices to contribute to our evolving story. In this presentation we highlight the polyvocal nature of duoethnography and further explore the impact of these new spaces on our supervision practices

Kien, Grant, *grant.kien@csueastbay.edu*
Qualitative Research of Murder

Researching and writing up the experience of murder from a qualitative perspective entails a number of difficult challenges to the researcher. Juggling roles as manager of the project, documentarian and interpreter/analyst of the research, managing relations with research subjects, all while dealing with traumatic, psychologically troubling subject matter entails a difficult, yet potentially

rewarding research experience. Part autoethnography, part methodological discussion, this presentation seeks to inspire an ongoing discussion about research on a topic that is both disturbing and disturbs, with the goal of helping create a set of protocols that can help researchers of murder stay grounded and ensure the benefits outweigh the risks.

KILIC, Ugur, *MEB*
Developing The Writing Skills With Educative Games In Teaching Turkish To Foreign Learners

   See KALFA, Mahir

Kilinc, Aziz, *Canakkale Onsekiz Mart University*
A Multiple Case Study of Empowerment of Local Non-Governmental Organizations in Turkey

   See Eryaman, Mustafa Yunus

Killham, Jennifer, *University of Cincinnati*
Food Mapping as Methodology: Transforming Our View of the Food System

   See Wight, R. Alan

Killham, Jennifer, *University of Cincinnati*
The Rhizomal Nature of the Space Between: Mentoring as a Student and Teacher

   See Shannon-Baker, Peggy

Kim, Hyun-Ju, *Dankook University*
Intercultural Activities in Elementary English Schools

   This study investigates how multicultural students from different cultural and ethnic backgrounds participate in the multicultural English program. The investigation was conducted in two Korean public elementary schools. Nineteen multicultural students participated in a culture-related English program once a week over twelve weeks. Data were mainly collected by questionnaires, observation, video analysis, and interviews with students and teachers. By means of quantitative and qualitative research methods, this paper (a) analyzed the problems that the multicultural students have with their intercultural communicative competence, (b) examined the reasons for the students' failures in intercultural communication and (c) explored how intercultural knowledge should be taught in the English classroom.

King-Taylor, Tanisha, *Office of Minority Student Affairs*
Impacting Change: Microaggressions at Predominantly White Institutions (PWIs)

   Racial microaggressions impact the daily lives of people of color. Undergraduate students at predominantly white institutions (PWIs) are most impacted by these racial slights. These experiences range from subtle to overt, and are recurring, distracting and detrimental to the success of ethnic minority students. We discuss the theory of microaggression and the impact it has on minority students at PWIs. There are psychological consequences as a result of microaggressions.

The goal is to raise awareness and impact change by presenting case studies, providing the tools to cope with microaggressions, and tools to minimize these occurrences. By sharing these lived experiences we can create an awareness of these instances so that minorities and nonminority groups can choose to _catch_ themselves using microaggressions and feel comfortable challenging others when these occur. Creating spaces where open dialogue surrounding microaggressions would be helpful for addressing this societal dilemma.

King-White, Ryan E, *Towson University*
Towson University and Title IX: Tell Me Lies, Tell Me Sweet Little Lies

On October 2, 2012 Towson University athletic director, Mike Waddell, suggested to the University President that the school cut both baseball and men_s soccer. He stated that the two teams were responsible for the $1.6 million athletic budget deficit that developed after his arrival in 2010. Waddell made further claims that by cutting the two teams the University would be in compliance with Title IX. This project seeks to critically interrogate this situation, and dialectically link it to broader social and political realities affecting U.S. Universities, in general, and Towson, in particular. In short, state funding for Universities has steadily eroded for years under a neoliberal doctrine that places an onus on Universities to become self-sustaining without the help of public funds. Essentially then, University administrators have been forced to play speculative financiers and accept corporate intrusion within the _ivory tower_ to the detriment of our nation_s youth.

Kirshbaum, Marilynne, *University of Huddersfield*
A cross-cultural comparison of ethics committee requirements: the case of cancer fatigue project.

See Graffigna, Guendalina

Kisa, Nuray, *Research Assistant*
Metaphorical Images of Research Assistants: Who are they? Who they should be?

Metaphors used for making concrete the abstract and uncertain emotions, thoughts in mind. Aim of research is reveal the ideas of assistants about _who are they, who they should be?_ by metaphors. It is qualitative research. Data gathered by a questionnaire with open-ended questions. Working group is 47 research assistants from Education Faculties. Assistants were asked to fill the blanks of; _they are like_because__ _they should be like_because__. Data analyzed by content analysis. Frequencies and percentages are calculated. According to the findings, they resemble mostly to the _members of another occupation_. _Apprentices and secretaries_ are they said they are like most. The reasons are about: _relations with superiors__they need them to learn- and _undefined jobs_ _bureaucratic extra works-. They should resemble to _assets from nature_ mostly. They should be like Sun. The reasons are about the _features of their job_ _they must light themselves and science with their light-.

klausen, rita kristin, *University of Troms›, Norway*
Transitional stories as political performances in a changing therapeutic landscape

A personal narrative is strongly shaped by the stories of the community of which one is a member. There is an important relationship between the stories people tell about their lives, and the political frameworks which form the context of those stories (Andrews 2007). This poster presents patients experience with The Coordination Reform as a master narrative within the walls of a psychiatric ward in Northern Norway. The emergence of a new landscape in mental health services presents a challenge for the community as a whole. By placing themselves within the political world they identify with, the patients perform personal political narratives of resistance. The theoretical framework is inspired by Andrews (2007). There is a need of reconnecting place and mental health. By analyzing three patients narratives we hope to emphasize the meaning- making in personal political narratives of resistance.

Klock, Patr¡cia, *Federal University of Santa Catarina*
Gerenciando o cuidado de enfermagem em unidades de pronto-atendimento de Florian¢polis, SC, Brasil

See Santos, Jos, Lu¡s Guedes dos

Klopfer, Lisa, *East Michigan University*
On seeing monkeys, cows and beggars

See Saldanha, Kennedy

Kocer, Omer, *Canakkale Onsekiz Mart University*
Three Novice Turkish Teachers_ Self-efficacy Experiences: A Phenomenological Research

See Sahin, Abdullah

Koehler, Danielle, *York University*
The Urban Swagger: How the Urban Identity is (In)formed through Environmental Racialization

See Jessica, Rizk

Koelsch, Lori E, *Duquesne University*
Drunk and Documented: Content Analysis of an Alcohol Themed Photoblog

The subject of this study is a humor photoblog (website) consisting of photographs of apparently intoxicated college-aged adults. Given the proliferation of cameras and camera phones, drunken antics are easily documented and shared. While clearly this can pose multiple problems for drinkers, the focus of this project is the use of photographs to celebrate and ridicule intoxicated behavior. These photographs can be used to discern the discourses associated with acceptable and unacceptable behavior at college parties and other settings where young adults use and abuse alcohol. This presentation will share preliminary mixed-method findings obtained through the use of both qualitative and quantitative content analysis. Additionally, the ethical and practical implications of treating user-submitted public photographs as data will be discussed.

koerich, cintia, *Universidade Federal de Santa Catarina*
Gerˆncia do cuidado de enfermagem ao adolescente que vive com HIV/aids por transmissÆo vertical, da Universidade Federal de Santa Catarina, Brasil

Este estudo buscou caracterizar a gerˆncia do cuidado de enfermagem ao adolescente que vive com HIV/aids por transmissÆo vertical, frente ao processo de transi‡Æo do atendimento em Servi‡os de Referˆncia (infantil e adulto) no Tratamento de HIV/aids de Santa Catarina. Pesquisa qualitativa, explorat¢ria e descritiva. Os dados foram coletados por meio de observa‡Æo participante e entrevista individual semiestruturada, sendo analisados e interpretados tematicamente. Da an lise dos dados emergiram 3 categorias, que apontaram os desafios na gestÆo do cuidado, o envolvimento incipiente do enfermeiro e as estrat,gias a serem utilizadas na transi‡Æo do adolescente. Revela a importƒncia do enfermeiro nesse processo de transi‡Æo, com participa‡Æo ativa no planejamento, gestÆo e execu‡Æo das a‡äes, em suas competˆncias.

Kohan, Mark, *UC School of Education*
Considering the Freedom Writers Method as an Organizing & Inquiry Tool for Schools and Teacher Education

The Hughes Freedom Writers (HFW) is an after-school literacy partnership program between an urban high school and a local university. HFW facilitate a variety of discussion and writing activities that voice education concerns and build a community that supports the connection of school-based literacies with those of the home, community, and beyond. Inspired by the practices of an English teacher and her students (Gruwell & Freedom Writers, 2007), HFW organizing and inquiry activities can be interpreted as a form of youth participatory action research (YPAR) that is grounded in emancipatory philosophy and notions of literacy and praxis (Freire, 1970, 1993; Cammarota & Fine, 2008), as well as notions of hybrid or _third_ space (Gutierrez, 2008; Zeichner, 2010). HFW practices are evaluated for their ability to organize and develop an inquiry community where student, teacher, teacher candidates, and teacher educators raise and address needs and concerns related to schooling and teaching.

Koitsiwe, Motheo, *North West University, Mafikeng Campus*
My Journey in South Africa: Becoming an Indigenous Researcher

My journey as an indigenous researcher began with a response to a call in South Africa for the need to develop a cadre of indigenous researchers who would be responsible for conducting indigenous research using appropriate indigenous methodologies, worldviews, epistemologies, theoretical frameworks and adheres to socio _ cultural protocols. I will share the experiences that I had on my journey to becoming an indigenous researcher. In the final analysis, I write about the fundamental need for training, developing, empowering and capacity building of indigenous researchers.

Kolodziej, Chelsea, *Ball State University*
Preserving Identity: Incorporating Non-Theist Worldviews into Data Analysis

This paper will focus on upholding APA expectations while maintaining accuracy and rigor within the data. The current research focuses on persons who do not believe in a deity and their attitudes on death and grieving. Initial difficulties with the project include determining a mutually exclusive term for the participants_ religious worldviews, and finding themes among data when participants vary in age, experience, and worldview. Participants identify as Atheist, Agnostic Atheist, and Humanist. Some experienced a close loss, while others have theoretical explanations based on scholars in science and philosophy. Using a thematic analysis approach, this paper will examine ways to maintain participants_ voices by incorporating their individually relevant worldviews into the analysis without losing the quality of the analysis (Braun & Clarke, 2006). Possible methods of alternative representation will be suggested to knowledgeable peers to create a dialogue of suggestions or new ideas to the current difficulties.

Kolodziej, Chelsea, *Ball State University*
Non-Theist Coping with Death: Creating Space for Meaningful Individual Experiences

Present research using the Meaning Making Model focuses on religious populations coping with death and loss (Matthews & Marwitt, 2006, Park, 2008). This research suggests that individuals coping with loss find solace in religion. The present research explores this model as it relates to non-theists. Emerging themes include positive coping through memory preservation and defining worldview through literary sources and lived experiences. Themes do not apply to all participants, so throughout the presentation, cohorts in the audience will act as interviewees with experiences that do not fit the developed themes. Cohorts may not be the same as interviewees regarding age, race, or gender, but will be working from a script developed from each participant_s interview, replicating voice speed, intonation, and experiences. This presentation method will hopefully pull the audience into the discussion regarding themes that do not always apply to all participants by sharing their own ideas and experiences.

Koro-Ljungberg, Mirka, *University of Florida*
Fast and furious methodologies: a training dilemma?

Learning qualitative research is often a slow process. Paradigm shifts, epistemological and ontological moves, new discourses and vocabularies that accompany many qualitative research approaches may require processing and

reflection. Many students hired to work on the grants are expected to have basic research skills and a degree of independence when they enter the project. However, notions of basic skills can become more complicated in areas such qualitative research since the field encompasses numerous traditions and approaches. What happens when students are thrown into federally funded projects where the emphasis often is in technical doing and immediacy of outcomes and findings? The lack of time and pressures to produce findings in a fast-paced environment impact the type of training and mentoring that can be reasonable and accomplished. How can we mentor and train in this fast-paced research context? What will be gained and compromised? How can a collaborative approach to mentoring and training help to alleviate and counter some of these concerns?

Koro-Ljungberg, Mirka, *University of Florida*
A Marxist methodology for critical collaborative qualitative inquiry

In this paper I propose a methodological framework that puts forward a longitudinal, potentially multi-study, and collaborative model for policy-oriented research. I draw parallels to Marx and his dialectic method, dialectical contradictions, and collaborative approaches. Dialectics, in this context, refers to a systematic method of argument that attempts to resolve contradictions in opposing views or ideas by understanding relations. These relations can lead to new situations and ideas. Dialectical theory of knowledge is based on reciprocal transformation of subject and object. Furthermore, Marx_s dialectical method analyzes concrete circumstances and classifications by breaking social worlds into different units of abstraction. When using Marx_s ideas to modify existing research practices I began to see deeper connections between critical theory and methodology and how these connections could potentially lead to more meaningful, productive, and collaborative connections between theory and practice.

Koro-Ljungberg, Mirka, *University of Florida*
Nonpassages and unknowing responsibly

Allowing uncertainty to creep into one_s scholarship takes courage. The complexities of theories and social worlds are not easy pieces to digest and I am tempted to swallow complexities without tasting the secrets. I try to resist and live through uncertainty. According to Derrida in this aporia, state of un-not-knowing, direction is not predetermined but responsibility needs to be taken. Questions and answers are not given but becoming. Instead of passing on the legacy of hierarchical structures and knowledge as a privilege of only a few I cross the threshold and enter to refused, prohibited, and denied spaces. I try to invite the other but I am scared. Regardless of my fear I get energized from the movement and refusal to stay still, confirm, and create closure. The Academia, peers, and institutional structures react and talk back. Where am I and how did I get here?

Kovach, Margaret, *College of Education, University of Saskatchewan*
Why Qualitative Methodologies Matter in Aboriginal Policy Development

The significance of qualitative data in measuring disparity of Aboriginal people in Canada is arguably critical in advocating for change. For example, to substantiate educational disparities it matters to have a statistical comparative of high school educational achievement of Aboriginal and non-Aboriginal people.

Such research identifies a gap and points to a problematic in the interrelationship between Aboriginal students and the K-12 system. While such numerical evidence can be a forceful measurement of disparity, it does not shed light upon the meaning or experience of this disparity by those who voice is marginal nor does it engage the individual narratives of those most impacted. Effective and sustainable policy change must integrate the voices of those under served. This discussion explores the significant role of qualitative research in Aboriginal social and educational policy development given its potential to offer contextual, situated evidence.

Kovacs, Pamela J., *School of Social Work, Virginia Commonwealth University*
Interviewing Individuals Living with Chronic Physical Illness: Lessons Learned by Social Work Researchers

See Perkins, Nathan Hugh

Kral, Michael J., *University of Illinois at Urbana-Champaign*
Suicide as a Cultural Syndrome

Suicidology is largely a positivist and quantitative field, where suicide is seen as determined by mental illness, usually depression, and it is viewed as an individual phenomenon. Suicide is thought to emerge from the person_s head, from the brain, when psychological pain exceeds a threshold. Another view sees the idea of suicide coming from culture, as lethality being the idea of suicide, as suicide not being caused by perturbation. Suicide is contagious, and as an idea it is copied as is most everything else human. It is a cultural idiom of distress. In this presentation stories from Inuit in Arctic Canada will be presented, where there is a youth suicide epidemic, showing how they copy each other in death. Suicide becomes a form of belonging. Suicide is the expression of distress.

Kral, Michael J., *University of Illinois at Urbana-Champaign*
Whatever Happened to Inuit Shamanism?

Inuit shamanism went underground when the Christian missionaries arrived in Arctic Canada in the 1920s and 1930s. Christian conversion was swift in the context of epidemic disease brought by outsiders. Missionaries were viewed by many as the new shamans, and they associated the Inuit shaman with the devil. For a great many decades shamanism has not been talked about by Inuit. Shamans are making a comeback, however, in Inuit art carvings. Younger Inuit are more interested in shamans. I have spoken to a number of men who have shaman blood in their families, and who have been visited by spirits asking them to become shamans. In this presentation I will share their stories and talk about the underground shaman today in Nunavut, Arctic Canada.

Kral, Michael J., *University of Illinois at Urbana-Champaign*
Postcolonial Suicide Among Inuit in Arctic Canada

Circumpolar Indigenous peoples may have the highest suicide rates in the world. This takes place among young people, primarily males. Our participatory qualitative research has found that everything changed after the Canadian government altered the lives of Inuit in the 1950s and 1960s by moving them to crowded settlements, taking children from parents and sending them to schools, starting a wage economy with no jobs that created poverty, and subordinating

Inuit to White settlement bosses. The primary negative effect of this was a dramatic change in Inuit relationships, especially family, romantic, and intergenerational. Many youth are feeling alone and unloved, and are angry. At the center of Inuit well-being is family, communication, and culture. Suicide prevention is taking place through local community action. The sun is returning for Inuit in their reclamation of their lives.

Kreaps, Megan, *UC School of Education*
Practitioner Inquiry into the Educational Programming of an Urban Youth Academy

This paper focuses on practitioner inquiry (Cochran-Smith & Lytle, 2009) into the development and implementation of an educational curriculum for an urban youth academy (UYA) where baseball is the organizing metaphor. Born out of a Major League Baseball team_s desire to preserve baseball in the inner cities, baseball and softball fundamental clinics were developed as part of an urban youth academy for the children of low-income families, and, more recently, in partnership with a local university_s college of education, programming rooted in student voice and empowerment was created to support youth participants in their educational achievement. This interactive session will explore UYA education and empowerment programming, the pilot curriculum and teaching practices, and the effects it has had on participants, including college undergraduates who volunteer as educational coaches for the UYA. Both a preliminary analysis of student voice programming and a demonstration of practices will be shared.

Krings, Amy, *University of Michigan School of Social Work*
How Collective Historical Consciousness Shapes Political Rationality Among Low-Resourced Community Organizations: A Case Study from 2008-2011 in Southwest Detroit

In struggles for spatial and environmental justice, how does historical consciousness influence marginalized community members_ conceptualization of power and influence and how does this understanding effect their selection of goals, strategies and alliances? We examine these questions by drawing from a case study of a neighborhood in Detroit, where the New International Trade Crossing (NITC), a proposed bridge connecting Windsor, Ontario and Detroit, Michigan, will land. If built, the NITC will displace residents, businesses, and faith organizations, and increase the already high levels of pollution in the neighborhood. Residents and stakeholders initially opposed the NITC. However, in 2008 they joined together to form a grassroots organization that endorses the new bridge, on the condition that meaningful benefits and protections are granted to the community. This paper examines the historical context that informs this decision, using archival records and a comprehensive collection of qualitative data, including participant interviews and meeting observations.

Krizek, Bob, *Saint Louis University*
Automythography as Method and Pedagogical Practice

See Mills, Melanie

Krumer-Nevo, Michal, *Spitzer Department of Social Work, Ben-Gurion Univer-*

sity of the Negev
Research as resource for patients, their circles of support and for professionals

　See Lavie-Ajayi, Maya

Ku, Jane, *University of Windsor*
Community-Based Research in the Era of Neoliberal Multiculturalism

　See George, Glynis

Kucukoncu, Huseyin Yilmaz, *Canakkale Onsekiz Mart University*
Music Industry in the EU Membership Process and the Impact of Media on
Music Culture in Society

　The main purpose of this qualitative research study is to analyze the development of music industry in Turkey in regard to the accession of Turkey to the European Union. The study will further analyze the the impact of media on music culture in Turkish society.

Kumm, Brian, *The University of Georgia*
Phenomenological Illuminations: Representation as Manifestation

　See Hughes, Hilary

Kundu, Rina, *University of Wisconsin-Milwaukee*
Museums and Civic Engagement

　The current call for American Association of Museums is to have museums imagine their environments differently as places for community interactions versus as storehouses of objects to visit. In an age where power and knowledge are broadly defined and where previously silenced voices are now asking to participate more actively in decisions that impact their lives, museums must begin to see themselves as resources for communities. This session will present a critical qualitative study on how art museum educational programs engage in civic acts of belonging. The researcher will share how area art museums foster and define individuals and groups_ sense of belonging to a place, community, and group in their activities and how educators stage signification through social acts of interpretation and in relation to hybrid identities. Focus will be given to how identity is disrupted to reveal contradictions, resonating multiplicity and relationships between bodies and spaces.

Kuntz, Aaron, *University of Alabama*
Spaces of Uncertainty

　In this presentation I consider _spaces_ of uncertainty, utilizing educational inquiry as an entry point into questions of _not-knowing._ In particular, I examine how non-traditional material contexts for educational inquiry_non-school spaces indirectly linked to formalized learning processes_create productive zones of uncertainty for the inquirer. Further, I consider how relational means of coming-to-know offer indirect knowledge formations; turning away from traditionally direct or causal epistemological assumptions highlights the uncertainty of meaning-making processes. Rather than working to reduce or manage uncertainty, my emphasis on materially-situated zones of uncertainty and indirect knowledge formations places uncertainty at the heart of productive

inquiry activity. As such, I ask educational inquirers to inhabit uncertainty both materially and through their methodological practices. What happens, I wonder, when we are not allowed the privilege of certain orientation (of the _proper location_ of our work) in our inquiry practices? How might dis-orientation make possible new spaces for, and new modes of, knowing?

Kuosa, Kirsti Inkeri, *University of Tromso*
Change and Continuity in Life Stories about Advanced Dementia Disease

Generally, persons with dementia disease get deficits in memory, language, and the ability to cope with activities, these being everyday activities in life or activities of special interest for the person. This paper explores narratives on engagement in life in a life course perspective in old people with advanced dementia told by their next of kin. The eleven life course narratives of dementia are gathered in Northern Norway. They deal with changes in activities: gliding from activity to passivity, shifting in consciousness between being in the person_s inner world and in the outer world, and changes in habits in new places, for example when moving to a nursing home. At the same time the close relatives are concerned about the continuity in meaningful activities, and in presenting their nearest as _who they really are_. The narratives are also analysed by looking at what is at stake for the narrator.

Kurki, Tuuli, *University of Helsinki*
Adrift through Research

See Ik„valko, Elina

Kurt, Yasemin Dinc, *Hacettepe University*
An Approach To Teaching Process Of Written Expression Course

It is essential to give the necessary principles especially in order to write well after preparatory topics in the courses of written expression.The leading components of the topic are the period before the writing, the writing process, the period after the writing and the elements determining the process.One of the necessary conditions is also to observe. While writing these, the students create a different dimension in writting by means of their knowledge, experiences, interesting and different observations, evaluations and new perspectives brought while doing these.   In this research, It has been studied to be determined contributions of city tourings, observations and visual materials to writing expression By means of writing of the 20 students after tourings, it has been observed that the students have acquired new and aesthetic perspectives and actualise them. This study depending on receiving orally the opinions of the students is a qualitative research.

L"yt"nen, Teija, *Aalto University*
Be(com)ing Academics: Collaborative writing as a way of materializing the social construction of knowledge

See Guttorm, Hanna

L¢pez, Camino, *Universidad de SAlamanca*
Resultados de experiencias de trabajo colaborativo a trav,s de las TIC en el contexto de la Escuela 2.0

See S nchez G¢mez, Cruz

Lai, Hueiyi, *Purdue University*
Character or Competitiveness? Studying the Concerns over Children's Education among Taiwanese Businesspeople in China

Character and competitiveness are common concerns of parents everywhere when making educational arrangement for their children. But if these parents cannot pick both, what would they do? Which values concern them most? That is exactly the case of today's Taiwanese businesspeople in China: with China's emerging role and challenging curriculums on one hand but Taiwan's much better moral and personality education on the other hand. What would these parents choose for their children? Based on my field research conducted in 2009 and 2010, I find that the primary concern of these Taiwanese parents is still their children character. Most of them tend to leave their kids in Taiwan, protecting them with an education system they could really trust. Otherwise, they have to bring their children with them and they would normally send their kids to some Taiwanese or international schools, which can safeguard their children from character and personality degradation.

Laine, Chet, *UC School of Education*
Considering the Freedom Writers Method as an Organizing & Inquiry Tool for Schools and Teacher Education

See Kohan, Mark

Lake, Robert Lewis, *Georgia Southern University*
Eagle QuaRC: Faculty Reflections on the Creation of a Campus-Wide Qualitative Research Community

See Brkich, Chris

Landim, F tima Luna Pinheiro, *Universidade de Fortaleza/UNIFOR*
Narratives of Pregnancy as a Tool of Light Construction of a Technology

See Collares, Patr¡cia Moreira

Lanesskog, Deirdre, *University of Illinois School of Social Work*
Navigating without a Compass: Using Ethnographic Methods to Identify Immigrant Friendly Practices in Social Services

Across the United States, immigrants are increasingly settling in communities unlikely to have experienced such diversity of residents. Newcomers to these so called _new growth_ areas tend to be Latinos, with limited education and English proficiency, who require the support of human services institutions. Yet, service providers in these struggle to provide linguistically and culturally appropriate services, due to a scarcity of bilingual workers and a lack of empirically evaluated strategies for serving immigrants in this emerging context. This paper describes the usefulness of ethnographic methods in uncovering worker practices and institutional characteristics which facilitate the provision of social services

to immigrants in one new growth community. Interviews and focus groups identify overt, intentional efforts to impact service delivery to immigrant clients. However, participant observation illuminates the more concealed components of institutional culture and instinctive worker behaviors which may facilitate an immigrant friendly service context.

Langer, Phil C, *Department of Social Sciences, Goethe-University Frankfurt, Germany*
Research under Fire _ Transgressing the Double Bind of Qualitative Claims and Military Needs in Contracted Research in Afghanistan

Sociological research on the military is generally considered as a national security issue by the government that usually maintains research institutes inside the armed forces whereas academic researchers have little chances to gain access to the field. Since research is seen to serve military-defined needs in this context it is shaped by a double bind of institutional restrictions (e.g. with regard to research questions and methodologies) and scientific claims of doing sound and ethical research. The paper draws on ethnographic research in Afghanistan in 2010 as part of a project carried out by a social science institute inside the German armed forces. It examines methodological challenges of qualitative inquiry in the field, demonstrates dynamics of research on violence that transgressed its institutionally defined boundaries, and discusses reflexive strategies for developing a critical research position in order to contribute to a necessary critique of knowledge production in closed and powerful institutions.

Lara Esqueda, An, *Universidad de Colima*
Aproximaci¢n narrativa a las pr cticas de discriminaci¢n y resistencia en torno a la comunidad LGBT

See Mart¡nez-Guzm n, Antar

Larke, Patricia J, *Texas A&M University*
Stories of the Unheard: A Study of Five Mexican American Dropouts Labeled as Demonstrating Learning Disabilities

This study examined the dropout crises from the perspectives of Mexican American dropouts labeled as learning disabled who were receiving special education services. From the interviews and historical academic documents, rich-descriptive information that were gathered from students_ voices three themes emerged: revealed nonresponsive school culture, lack of supportive environment, and social factors as the primary reasons for dropping out of school.

Larke, Patricia J, *Texas A&M University*
Educate Me, Too, for STEM: Voices of Elementary Latino and African American Girls School Experiences

This paper will: a) provide an overview of the need for Latino and African American girls in STEM; b) an analysis of the 4th grade 2007 and 2009 National Assessment of Educational Progress (NAEP) scores for Latino and African American girls in math, reading and science ; c) results of a qualitative study of 10 Latino and African American girls_ voices that were analyzed through the lens of critical race theory and gender equity; and d) discussion and implications for STEM.

Larke, Patricia J, *Texas A&M University*
A Case Study of Five Principal Leadership Styles Serving Mexican American Students in South Texas

The primary purpose of this study was to explore the educational experiences and leadership behaviors of five high school principals in their efforts to increase Latino student achievement in high achieving high schools in South Texas. Utilizing the interview and observation data that were collected in the study, several themes were identified. These were high expectations, collaboration, relationships, empowering school culture, equity pedagogy, communication and a vision for success.

Larkin, Lance, *University of Illinois, Urbana-Champaign*
Does Writing Ethnographic Parody Make It Accessible? Comic Book Scientific Inquiry at Burning Man

Accessible formats benefit broader audiences, but does a comedic approach undercut their understanding? I explored this question at an intense, experiential, annual celebration, the Burning Man Arts Festival (Nevada), which attracts thousands of artists to create unique and imaginative (albeit temporary) works of art. Marking their creative energy, I created a comic book highlighting personal stories of participants that I gleaned from interviews I conducted at the 2009 festival; in the same vein of the satirical performance art saturating Burning Man both during and following the event (when artists plan projects for the next year). Inspired by the artists_ celebration of irony, the comic book, parodies my own role by representing the ethnographer as scientist, measuring people_s experiences via the _evolve o_ meter._ In presenting the comic book, my talk will explore the conflicting values inherent in the scientific observer by representing the ethnographer _performing parody_ for Burning Man participants.

Larrison, Tara Earls, *University of Illinois at Urbana-Champaign*
Using Survey Data to Explore Changes in Post-9/11 Operational Tempo with the Army National Guard: A Mixed Method Inquiry

See Hack-Ritzo, Samantha

Larrison, Tara Earls, *University of Illinois at Urbana-Champaign*
O3 and E8: Coding the Ranks and Voicing Perspectives

See Cleeland, Leah

Larrison, Tara Earls, *University of Illinois at Urbana-Champaign*
The Art of the Doodle: Interpreting Participant Pictures to Find a Thousand Words

See Cleeland, Leah

Larson, Elizabeth Ann, *University of Wisconsin Madison*
Caregivers_ Problematic Interactions with Professionals: Do Starbuck_s Employees Have More Emotional Intelligence than Healthcare Providers?

A recent Forbes post (Ubel, 11/02/2012) suggested that your local barista may receive more extensive training than your physician on recognizing and respond-

ing to people_s emotions; in one study physicians responded empathetically only a third of the time to client_s negative emotions (Kennifer et al., 2009). Emotional intelligence is believed to be important for family-centered effective practice and improved outcomes (Kooker et al., 2007; Morrison, 2007). Poor communication, rather than competence, is a frequent complaint of consumers of health care services. Using a secondary analysis of caregivers of children with disabilities' narratives describing key influences on their well-being and an emotional intelligence framework, this paper examines caregivers_ descriptions of health providers_ competencies and (in)competencies in social awareness, self-awareness, self-management and social relationship management. The centrality of these interactions to caregiver stress and caring burden will be described.

lather, patti, *ohio state university*
(Re)Turn to Voice: What Kind of Subject for What Kind of Science?

This paper will situate the (re)turn to voice within the concept of post-qualitative research and its various turn and returns. Attending to how different ontologies feed different politics, _trained in the ruins of empire_ to use David Westbrook_s felicitous phrase from Navigators of the Contemporary, I theorize how the politics of uncertainty undoes positivism. Using Conlon_s work with Irish women as an exemplar of _voice_ in the afterward, my particular interest is how her work reconfigures rationality, disciplining, socializing and interpellation, all the concepts that have shaped our (humanist, structural) understandings of subjectivity. The _post_ move entails a shift from an epistemology of human consciousness to a focus on the limits of our knowing, with an emphasis on an affective turn. In a science of indeterminacy, the epistemological unconscious is, finally, changed away from its positivism, empiricism and scientism. What _voice_ looks like under these conditions is precisely the focus of this paper.

lather, patti, *ohio state university*
Methodology-21: What Do We Do in the Afterward?

This paper asks "after what" and situates qualitative research in the present moment in the midst of various "deaths" and "returns." With a focus on fleshing out post-qualitative research, it first sketches efforts to discipline qualitative research via standards and rubrics as a part of neoliberal govenmentality and then elaborates what post-qualitative might mean via four exemplars. The first is from Sweden, a focus on relational entangled data analysis in the feminist classroom; the next two exemplars are collaborative studies from Australia at the intersection of Western and Aboriginal knowledge systems; the final exemplar is from Egypt, a feminist postcolonial study of the women's mosque movement. The paper concludes with a call to "imagine forward" out of troubling a narrow scientificity and enacting an "after" of neoliberalism.

Latz, Amanda O., *Ball State University*
Third Space: Can the Reader Really Be the Researcher in Duoethnography?

See Murray, Jennifer

Latz, Amanda O., *Ball State University*
Autoethnography as Pedagogy: Graduate Students Exploring College Persistence from the Inside Out

For decades higher education scholars have been researching the constructs of persistence and retention. Understanding why students leave college prior to completion and what institutions can do to better retain those students has fascinated scholars, yet few demonstrative strides have been made in unraveling this puzzle. The purpose of this session is to present the findings of a study grounded in the tenets of the scholarship of teaching and learning. Students in a graduate-level course entitled _The American College Student_ engaged in autoethnographic processes aimed at unearthing the reasons why they persisted through their undergraduate educational journeys to graduation. Students composed vignettes in response to prompts related to the intricacies of their undergraduate experiences, analyzed those vignettes, established persistence themes, compared their stories with the existing literature, and composed autoethnographic essays. Within this session, the components of this writing assignment are elucidated and students_ perceptions of their learning are shared.

Laura Antonia, Aldana Ortiz, *AAOL691221*
La Investigaci¢n Cualitativa como Recurso para la Profesionalizaci¢n Docente

El Sistema Educativo Mexicano, a partir de la Reforma Integral de Educacion Basica del 2009, ha puesto sus expectativas en el profesor como agente de cambio y como pieza fundamental para la transformaci¢n educativa, considerando la practica reflexiva como esencial para la profesionalizacion docente. Comprometiendo al profesor a valerse de recursos metodol¢gicos que le ayuden a llevar a cabo esta tarea, asumiendo un nuevo rol; el de investigador.   En este contexto, se llevo a cabo la investigacion que parte de la autoobservacion de la practica educativa utilizando como instrumento de analisis las dimensiones del metodo Hermeneutico-Dialectico, se presenta la experiencia personal como profesor investigador al aplicar modelos cualitativos en el mbito educativo.

Laura, Crystal, *To be added*
Racing Methodology from Below: The Global Majority and the Future of Qualitative Inquiry

See Asher, Nina

Lavie-Ajayi, Maya, *pitzer Department of Social Work , Ben-Gurion University of the Negev*
Research as resource for patients, their circles of support and for professionals

Chronic pain is a double faced phenomenon: a vivid and total experience on one hand, an elusive and deceptive phenomenon on the other. The nature of this experience - together with the medical and public discourse that ignores and delegitimizes chronic pain - prompts people living with chronic pain to question their own experiences and to face what we define as a narratological distress. To support people living with chronic pain and create a patient-centred agenda we have created a website resource for patients, their circles of support and for professionals. Based on DIPEx methodology the website brings the analysis of the stories together with audio and video clips from the interviews. In this presenta-

tion, we will discuss our use of DIPEx methodology to use research in social action outside the boundaries of academy.

Law, Yee Shui, *Hong Kong Polytechnic University*
Telling and Retelling of Stories of Good Work by Newly-Graduated Registered Nurses in Hong Kong

Newly graduated registered nurses_ narratives of good work, although strongly influenced by the biomedical ethics of beneficence and nonmaleficence, were not static but dynamic. Using the conceptual framework of the three dimensional narrative inquiry space, with its dimensions of temporality, sociality and place, new graduates were invited to tell and retell their storied experience of good work in their first two years of clinical practice through repeated interviews and monthly journals. New meanings of good work were unveiled which illustrated the tentativeness of good work that was shaped by the ongoing personal social interactions in their landscapes. Their narratives not only resonate with other nursing professionals in encouraging future generations to pursue good work regardless of the existing constraints in time, resources and workload, but also give voices to a group that is powerless under the hospital hierarchy yet experiences conflicts and tensions in the pursuit of good work.

Lawerence, Rose, *University of Michigan*
They are Only Going to Steal Your Cars

See Vanover, Charles

Lawerence, Rose, *University of Michigan*
Inquiry Theatre

See Vanover, Charles

Lawerence, Rose, *University of Michigan*
Responding to Inquiry Theater

One of the powers of narrative as a form of representation is it allows interview participants to share the lessons they have learned from experience and the personal truths that guide their lives in a form others may connect to and learn from (Benner, Tanner & Chelsea, 1996; Bruner 1986). We view race and class as socially constructed systems and will discuss _They are Only Going to Steal Your Cars_ as an example of individual agency and courage within the larger social forces that shape life in the City of Chicago and its public schools (Lipman, 2006). The performance provides an opportunity to enter imaginatively into the life of an African American woman and discuss the dignity, integrity, and passion for change (Collins, 1991) that shapes her work with children of color.

Laws, Cath, *Australian Catholic University*
Poststructuralism at Work with Marginalised Children

In this paper Cath Laws will talk about her ebook: Poststructuralism at Work with Marginalised Children and she will discuss the experience of publishing in this ebook series.

León Arias, Heidy Johanna, *National University of Colombia*
New building for the Association of people with disabilities A.P.D, from the perspective of disability to reach "full accessibility" and the application of active and passive systems that enables "energy efficiency".

See Tibanta Orbes, Eduardo Javier

Leavy, Patricia, *Maine, USA*
Writing Feminist Fiction

Writing from a feminist point of view brings particular challenges and rewards. How does feminism inform the writing process? What literary tools are available for writing work that has the potential to be meaningful for girls and women? How can feminist authors promote their work and how can we reach audiences within and beyond the academy? I address these questions by drawing on my own writing and publishing experiences.

Leavy, Patricia, *Maine, USA*
Writing Fiction as Research: Portraying Lives in Context

In this presentation I suggest that fiction can be used as a powerful research practice. I review the strengths of writing fiction as research including capturing verisimilitude, sensitively portraying human experience, promoting empathy, and emotionally engaging readers. I also review the major design elements to consider and literary tools available when writing fiction as research.

Leavy, Patricia, *Writer, Maine, USA*
Creating Resonance: Research-Informed Fiction and the Principles of Arts-Based Research

In this paper I review the major principles and strengths of arts-based research (including building critical consciousness, raising awareness, developing synergies, creating understanding through empathy, disrupting stereotypes and dominant ideologies, making research accessible to and pleasurable for diverse audiences, etc.). I suggest that the principles of arts-based research are all linked to the creation of resonance. I use the example of research-informed fiction to illustrate how this approach to research uniquely allows researchers to create pathways of learning and connection through the creation of resonance.

LeBlanc, Amana Marie, *Georgia State University*
Corporate Avatars: Identity (Re)presentation in Hyperreal Worlds

This study explores gamer identity creation, negotiation, and (re)presentation in corporate worlds. Research abounds regarding the efficacy of using video games to train learners to fill a variety of societally sanctioned identities. However, few studies have sought to follow the gamer/learner into their designated role and explore identity configuration in that context. My study investigates five recent-graduate gamers newly employed in major corporations. My methodology is multisited ethnography which explores _online and offline sites_ and _build[s] a multilayered narrative that develops the larger social context of a community under study_ (Gaston, 2011). Through analysis of observations, interviews, and online discourse, I construct a composite protagonist. I relay this amalgamated gamer_s story in the narrative form of a novel to disrupt and

decenter any allusion to presence (Derrida, 1974 p. 144). Furthermore, I seek to deconstruct the binary that posits the esteemed academic reader opposite the meager amateur reader.

LeBlanc, Amana Marie, *Georgia State University*
Cultural-Historical Activity Theory: Activating Human Performance

This paper explores the feasibility of using Cultural Historical Activity Theory (CHAT) as the theoretical underpinning in the design and development of workplace electronic performance support system (EPSS) interventions. Workplace learning practitioners in Human Performance Technology (HPT), have shifted from behavioral engineering to cognitive-motivational approaches (Clark & Nguyen, 2008). This shift allows for a conceptualization of HPT_s leading tool_EPSS_in the context of CHAT_s _framework for studying humans and their use of artifacts_ (Spector, 2008, p. 25). Unlike traditional research_s linear experimental design, CHAT is an analytic tool compels researchers to be mindful of context, accept complexity, be cognizant of power and politics, concern themselves with emotions and identity, and move at the speed of technology (Engestr m 2009). In this paper I overlay

LeBlanc, Amana Marie, *Georgia State University*
Meaningful Gaming

This paper explores gaming as a meaningful event that allows learners to engage with content in a manner that fosters retention. Through an exploration of the research findings of several seminal cognitive theorists, as well as a review of the recent works of prominent games scholars, I investigate gaming for its present and future promise as an educational tool. It has been argued that video games have the ability to provide meaningfully immersive experiences that can promote learner retention (Dickey, 2006; Gee 2007; Steinkuehler 2010; Gee & Hayes 2012; Shaffer, 2012). In this paper I review the literature that deals with the inner workings of the gamer as relevant to the experience of gaming to support the premise that games (educational or otherwise) will only be effective in as much as the learner/gamer can make a meaningful connection to the game context and content.

Lederer, Suzanne, *ICF International*
Military Families with Children with Disabilities: Experiences with Education, Health Care, and Long-Term Supports

See Jagger, Jessica Carol

Lee, Christine, *University of Florida*
Crossing of disciplines: Where the whole is greater than the sum of its parts

Cross-disciplinary collaboration is increasingly sought after in academia, particularly for successfully achieving federally funded grants. Cross-disciplinary work is often conceptualized as the conglomeration of individuals from separate fields who bring their unique expertise to the table, all whom share a common goal of tackling a complex research question that cannot be answered by any one of the individuals alone. But what exactly does cross-disciplinary work look like and how can it be achieved? What are the outcomes of cross-disciplinary work that distinguishes it from work that is not cross-disciplinary? What are the

challenges and benefits of taking part in cross-disciplinary projects? Reflections from a graduate student who was trained and worked on such a team consisting of experts in engineering, qualitative methodology, and cognitive psychology and from her advisor will be shared. Specific examples of the outcomes of brainstorming sessions, debates, and even tensions led that led to innovative ideas, merging of disciplines, and new skills will also be discussed.

Lee, I-Fang, *University of Newcastle, Australia*
Unpacking Neoliberal Imaginaries of Early Childhood Education and Care in East Asia

Neoliberal rationalities have been mobilized as _innovative practices_ in Asia as exceptions to political authoritarianism without precondition for total political change but just _minor_ tweaking of political logics. Thus, through mobilization of neoliberal imaginaries, emerging ambiguous coexistence of freedom/control, deregulation/regulation decentralization/centralization, opportunity/risk are common in Asian societies. Particularly, in the field of early childhood education, the interplays of these paradoxical and ambiguous binaries elucidate unequal conditions of different childhoods. In this presentation, Deleuzian social ontology philosophical approach is deployed as qualitative critical inquiry to understand the assemblages of Asian neoliberal imaginaries. In that, we focus our analysis on a _rhizomatic mapping process_ through which ambiguous binaries are reconceptualized and lines of flight are identified for visions of alternative assemblages.

Lee, I-Fang, *University of Newcastle, Australia*
Unpacking Neoliberal Imaginary in Asia: Envisioning Better Early Childhood Education?

In East Asia, education has been thought to be one of the most effective means for upward social mobility. Sharing a similar cultural logic of Confucian beliefs /values, meritocracy is embedded within contemporary educational discourses within the Cross-Taiwan Strait geopolitical region. The pressure for academic performance is never absent, even in the early years. In particular, given the complex contemporary crisis of low birth rate in several East Asian societies such as Hong Kong and Taiwan (or even China under the One Child Policy), the quest for quality education for young children is never-ending. Treating contemporary reform discourses such as curriculum guidelines as empirical textual data, we apply post-structural analytical tools to re-read, rethink and unpack the complexity of neoliberalism as a mobile technology in East Asian localities. Our analysis is a _rhizomatic mapping process_ to unveil how neoliberal imaginaries of childhoods, well-educated, and citizenship have been promoted.

Lee, Youngeun, *Graduate school of Yonsei University*
Culturally Relevant Pedagogy: Examining the Multicultural Education Pedagogy for Multicultural Students in South Korea.

Multicultural education has been an ongoing issue in South Korea ever since the demographic change of the 1990s. At this moment of a critical transition in the history of Korean peninsula, education has been considered an important method to handle the issues in the form of _multicultural education._ Much research on this topic has been done most of which emphasizing the importance

of changing the pedagogical method that would respond to the society_s situational need in terms of education, yet not giving enough answer to the question of _how._ Therefore, this research aimed to provide more practical ideas of multicultural education pedagogy based on the theory of _culturally-relevant pedagogy_ by Ladson-Billings. I collected my data through observation of students of a multicultural elementary-middle school where I started working as an English teacher since 6 months ago. The research also included actual performance of the pedagogy to examine its efficiency.

Lefort, Ver¢nica Ortiz, *Universidad de Guadalajara*
La construcci¢n de la identidad de g,nero en las estudiantes de profesiones no feminizadas

See Rodriguez, Nancy Molina

Leisey, Monica, *Salem State University*
The Collective Biography Method: A View from a Social Work Perspective

See O'Connor, Mary Katherine

Leite, Lindomagno Pessoa, *Servi‡o Social da Ind£stria/SESI/SFIEC/NATSa£de*
Modelo Sesi de Sa£de como Pr tica de Educa‡Æo em Sa£de no Empoderamento de Costureiros

See Collares, Patr¡cia Moreira

LeMaster, Benny, *Southern Illinois University, Carbondale*
Marking Queerness and Disability: Body Modification as Cripping Tactic

In this essay, I look at the intersections of queerness and disability as mediated by body modification practices. Considering both normative gender and transgender enactments as aesthetic practices, I turn to virtual users who are self-identified as both queer and disabled and who engage in body modification practices. I explore, with my participants, the political efficacy and intent of body modification as a performative gesture that marks relative disability and queerness. Through online interviews and public discussions, this project is interested in non-traditional performances of passing that queer space and time wherever those bodies travel: virtually and/or materially.

Lengel, Lara, *Bowling Green State University*
Mutable Selves and Digital Reflexivities: Social Media for Social Change in the Middle East and North America

See Newsom, Victoria Ann

Leonard, Simon, *University of Canberra*
Cultural Skills Acquisition through Acculturation: Student Teachers_ Perceptions of a Multicultural International Study Abroad Program

See Partlo, Margaret A.

Levine, Susan, *University of Nebraska-Lincoln*
Art as Curriculum: Understanding Human Migration through the Vehicle of Dance

See Catalano, Theresa

Lewis, Lillian L., *Pennsylvania State University*
Outside Social Expectations: The Inside Joke Project and Subverting Oppression

This presentation will share my development and performance of an interactive multimedia sculpture titled The Inside Joke Project. This sculpture is a culmination of my artist/researcher inquiry into social, cultural, and class-based norms as they relate to private and shared histories, learning institutions, and interactions between people and works of art in gallery settings. Utilizing prior arts-based research methods developed for a gallery setting, this inquiry took place in the context of a graduate course titled Subversive Humor in Visual Culture. Postcolonial theory informs both the content and form of The Inside Joke Project incorporating crowd-sourced participant-designated _funny_ historical narratives about my family on a DVD shown on a TV inside a soft-fabric blanket-fort structure, providing a private space to view and contemplate tensions arising from interacting with the installation.

Lewis, Patrick J, *University of Regina*
Stories from the classroom

There is a long tradition of teacher, and to a lesser extent student stories in academic, non-academic, and popular culture through novels and film. Has the plethora of stories done anything to improve pedagogical practice, revise curriculum, or impact educational policy? Or have all these stories helped maintain the institutional structures and practices of public education so that each generation shares, more or less, similar stories from the classroom?

Lewis, Timothy, *University of Illinois at Urbana Champaign*
Procrastinators Unite... Tomorrow: Understanding, Overcoming, and Improving Procrastination

Procrastination is an ever increasing and near universal form of self regulatory failure. Renewed interest in the science of self regulation has brought greater understanding of this largely negative behavioral phenomenon but it still remains an issue in need of greater understanding in order to improve individual behavior. The current paper reviews the body of knowledge on procrastination and integrates it with current models. The paper also focuses on evaluating prescriptive strategies and tools designed to overcome and improve decisions, contexts, and actions that lead to procrastination.

Leyerzapf, Hannah, *VU medical center, Dept Medical Humanities*
On to a colourfull Medical Center

See Abma, Tineke

Leyerzapf, Hannah, *VU medical center, Dept Medical Humanities*
"Pink" elderly care

Pink or homosexual elderly (55+, m/f) are often experiencing social exclusion or even discrimination. Homosexuality constitutes a sensitive and difficult subject to discuss for (pink) residents and professionals in elderly care institutions. For some pink residents this implies they have to stay secretive as to their sexual identity and personal/ relational situation. Also, pink elderly who are not yet dependent on care, foster many anxieties about living in a residential care home. As with diversity at large, awareness on diversity in sexual identity is growing. Health care professionals and organizations are doubtful as to the manner in which to address these issues in a care context. Challenge is to find ways in which to make sexual diversity more visible, without stigmatizing pink elderly. Dutch elderly institutions develop diverse activities for pink elderly, while at the same time trying to create a general positive and welcoming climate to all residents.

Li, Gang, *The University of British Columbia*
Qualitative Research on China's Democratization in the Context of Neoliberal International Higher Education

International higher education has been a fiercely contested and an extremely significant realm in the history of China's democratization which started in the late Qing period (1840AD-1911AD). To a large extent, China's democratizing process has revolved around overseas Chinese students' constructions of who Chinese people are by means of resisting, borrowing or adapting the notion of democracy from the West. Within, I demonstrate that there is a lack of the awareness of the significance of this student group in the current bodies of knowledge of international higher education and political science. I argue that neoliberalism should be largely accounted for this state of affairs in both fields of inquiry. In conclusion, I propose that qualitative case studies, particularly with purposeful sampling strategy, can be designed and conducted to pursue the much neglected yet important knowledge of current overseas Chinese students' experience of Western democracies.

Lidstone, Erich, *UIUC*
Active Collaboration and Joint Enterprise between University of Cape Coast and University of Illinois

As a Bioengineering graduate student and a medical student, visiting several campuses at the University of Cape Coast School of Medical Sciences (UCC-SMS) in the Central Region of Ghana granted valuable perspective for implementing new technologies in a broad range of treatment environments. While my graduate research is in the field of optical biosensors, I hope to extend emerging, inexpensive sensing technologies to meet the diagnostic needs of resource-limited environments. Visiting with UCC-SMS medical staff and researchers allowed us to talk about the current capabilities of UCC-SMS and important challenges faced by Cape Coast and by Central Ghana. Through active collaboration and joint enterprise with sponsoring institutions such as UCC-SMS, it is possible to bring new and emerging diagnostic technology to limited-resource environments, demonstrating their accuracy and value in comparison to the current state of the art.

Lige, Sara, *University of British Columbia*
Working Outside the Box: Research with Adults Who Have Limited Communication Abilities and/or Intellectual Disabilities

See Roberts, Earllene Katherine

LILIANA, ISAZA-CRUZ, *se€ora*
Percepciones de la situacion ambiental en la Cienaga de Ayapel Colombia

See ISAZA CRUZ, CLAUDIA PATRICIA

Lima, Leilson Lira, *Universidade Estadual do Cear*
Praticas e Processos nas Dimensoes Constituintes da Atencao Psicossocial

See Jorge, Maria-Salete Bessa

Lima, Leilson Lira, *Universidade Estadual do Cear*
Ritual de Consumo do Crack: investigacao qualitativa dos aspectos s¢cio-antropologicos

See Jorge, Maria-Salete Bessa

Limes-Taylor, Kelly, *Georgia State University*
Researcher, participant, daughter, mother: Analyzing a conversation

In this paper, I explore my use of Conversation and Discourse Analyses to look more closely at my conversational politeness performance with my mother. I wanted to know how I showed respect to my mother through conversation, how I acknowledged that she was the authority figure, and how she confirmed that she was the authority figure. While this experience of doing data analysis highlights the paucity of literature about African and African Diasporic politeness, it also troubles the notion of authority in narration, research, and academia. In keeping with Linda Tuhiwai Smith_s (1999) Decolonizing Methodologies and the tensions explored in a qualitative data analysis course, I used conversation as a site both for questioning the assumption of the academic as automatic authority, and as a charge that academicians work to mitigate and reverse the damage research has caused to indigenous and fourth world communities.

Lin, Ching-Chiu, *University of British Columbia*
Media Arts for Inquiry: An Ethnographic Case Study of a Community-based Youth Media Program

Media arts programming offers a response to the challenges of understanding, interpreting and participating in an increasingly technology-mediated world. This presentation describes an ethnographic case study of a youth media program in a rural community setting for a group of indigenous youth. Attending to the representation that allows meanings and actions to emerge from the ethnographic encounter, this presentation aims to provide evidence on how youth use film as an art form as a source for self-expression and a tool of empowerment in the context of seeing community as curriculum. Questions address how indigenous youths_ creative practices inform contemporary understandings of youth development and community engagement, and how their media arts practices are defined by the network of learning relationships embedded in the commu-

nity. Findings discuss how media arts programs in informal learning settings suggest new curricula, pedagogies, theories, and policies that will help cultivate intellectual and social beings.

lin, chunfeng, *Institute of Communications Research, UIUC*
Mapping Selves: A Performative Autoethnography

See Chen, Wei-Fen

LINA, JALLER, *se€ora*
Percepciones de la situacion ambiental en la Cienaga de Ayapel Colombia

See ISAZA CRUZ, CLAUDIA PATRICIA

Linares, Rebecca, *University of Illinois at Urbana-Champaign*
Giving Children the Tools to Participate: A Case for the Intercultural Bilingual Classroom in Peru

This paper explores intercultural bilingual (Quechua and Spanish) education in Laborpampa, Peru. It addresses the question of whether an intercultural and bilingual primary school environment prepares children to be active participants of their community by exploring material being taught, the language used, and the relevance it has to daily life in rural Peru. It provides a case study based on ethnographic research conducted in Laborpampa, Huaraz, and Lima, Peru. Using this primary data, as well as supplemental scholarly works and other analyses of intercultural bilingual education, this paper argues that elementary students in rural highlands Peru who learn in an effectively-organized, intercultural bilingual educational setting are taught in a language and cultural context that provides them with the necessary skills and knowledge to be active citizens in their communities while still providing them with the knowledge and language skills needed to participate as active citizens of a nation-state.

Lincoln, Yvonna S., *Texas A&M University*
Cloaked/Suppressed Data: To Read/Write from the Hollow Spaces

The central point of recognizing the intersections created by assemblages is that the linkages which connect them are frequently invisible, with interstices unavailable to the eyes of researchers, but which contribute to reinforcing the structures of power and patriarchy. We would refer to these data as _cloaked and suppressed data._ Most often, the interests of power structures are served by keeping such data away from those who would make transparent that power and their modes of operation and production. Thus, critical qualitative researchers are forced to draw data-thin inferences, and to write from the _hollow_ spaces. One way of considering data deliberately sequestered from public examination is to consider ways in which the hollowed-out pieces and remnants of our work open spaces for interjecting our own critical commentaries on power as we see it operating, where it impinges on and reshapes universities, schools, and everyday life.

Lincoln, Yvonna S., *Texas A&M University*
Reaching Outside of the Academy, Cultural Considerations on the Retention of Latina STEM Students

   See Gonzalez, Elsa

Lincoln, Yvonna S., *Texas A&M University*
From Kuhn to Constructivism and Beyond: Theory for Large Socialscapes

   Scholars accustomed to utilizing conventional, experimental inquiry to build theory often cannot fully understand how to move from linear theory (e.g., A + B _C) to theory construction which takes as its focus mutual interactivity and mutual influence (circular, spiral theory building). More importantly, as scholars and researchers work on larger canvases (at the national or geopolitical/regional level), neither linear, architectonic theory nor mutually interactive theory enables theory-building at such a macro level. A vastly different schema for theory-building is necessitated when the factors are infinite in number, when the actors and agencies exert influence and power on separate social sectors, when multiple tribal, linguistic or ethnic cultures pervade every activity and may act in contradiction to each other, and when the sheer volume of available information and interpretation may overwhelm policy bodies. This paper proposes a form of theory building flexible enough for more globalized inquiry, outside of the academy.

Lindgren, Simon, *Umea University*
Losing the Object and Entering the Flow: Network Analysis, Symbolic Interactionism, and Social Media

   See Markham, Annette

Lindsay, Megan, *Arizona State University*
Reactions to Intimate Partner Violence in Music Video: Findings from a Focus Group Study with Young Adults

   See Thaller, Jonel

Lindsay, Megan, *Arizona State University*
Say it to my face, not my Facebook: Exploring Experiences of Online Harassment among LGBTQ Young People

   Previous research has suggested that LGBTQ young people experience higher rates of online harassment, but little has been done to explore in depth the potential causes and consequences among this population. This study used qualitative interviews with LGBTQ young people ages 18 to 24 who self-identified as having experienced online harassment. The interviews explored in depth the circumstances surrounding the harassment, the responses to these experiences, and recommendations for supporting young people who experience online harassment. Findings suggest that online identities and patterns of use may shape experiences of and reactions to threats and insults online. Participants experienced harassment from both insiders and outsiders to the LGBTQ community. Findings around this duality will be explored through the lens of a research team that includes both an insider and outsider. Social work implications for engaging with and impacting online environments will be explored.

Linh, Pham Le Hoang, *Royal Melbourne Institute of Technology, Hanoi, Vietnam*
Working in Partnership with Interpreters: Studies on Individuals Affected by HIV/AIDS in Vietnam

See Maradik Harris, Lesley Beth

Linnell, sheridan, *University of Western Sydney*
Toward ethical 'arts of existence': through art therapy and narrative therapy (2010).

This paper is about Sheridan Linnel's ebook: Toward ethical 'arts of existence': through art therapy and narrative therapy (2010). She will talk about the book, and about the experience of ebook publishing.

Lippke, Lena, *Aalborg University*
Emotionally Speaking: Teaching Students Socially Constructed as At-Risk in the US and Denmark

In this presentation, we demonstrate how qualitative methods help us to explore barriers and facilitators to teacher emotional well-being in school settings serving students identified as being at-risk in the US and Denmark. Through a hermeneutical lens (Gadamer, 2004) and collective narrative (Richardson, 1987), we begin by identifying each country_s educational model, teacher preparation and teacher support for serving at-risk students. Next, we explore the experience of teachers working with students defined as being at-risk. Inspired by the concept of emotional labor (Hochschild, 1983) we explore how the teachers manage to balance investing hope and belief in the students parallel with moments of despair, disappointment, powerlessness. How is the experience of teaching the same and different across these two countries? In what ways do these teachers view themselves, their students, and their relationships with colleagues and students? Finally, what can the two groups of teachers learn from each others_ experiences?

Lipschitz, David, *University of Utah*
What We Did, What We Found and Then What We Did After That: How and Why Mixed Methods Enriched a Study of Mindfulness-Based Skills Training in School Children

See Cheek, Julianne

Lipschitz, David, *University of Utah*
What the Letters Told Us: School Children_s Understandings and Experiences of Mindfulness-Based Skills Training

See Abrams, Elizabeth

Lisanza, Esther Mukewa, *University of North Carolina, Chapel Hill*
The Influence of Classroom Context on Writing Practices: A Case Study of One Kenyan Classroom

This paper reports on official writing practices in a first grade classroom in Kenya. The classroom had 89 students with two teachers. The classroom was very crowded with a high shortage of literacy materials. The study employed

classroom participant observations, audio recording, interviewing, and collection of official documents and children writings as methods of data collection. This study was guided by sociocultural and dialogic frameworks which maintain that social interactions and cultural institutions (e.g. classrooms) have important roles to play in a child_s literacy and language development. The daily official writing practices in this classroom were instantiated by students copying off the board and textbook, filling in blanks, and writing down dictated words from the teacher. In this paper I argue that these children had no agency in their writing. Furthermore, the social and physical contexts in and outside the classroom shaped the writing practices in this classroom.

Llobera, Joana M| Janer, *Family and Community Medicine Teaching Unit. Regional Healthcare Service. Palma de Mallorca, Balearic Islands, Spain.*
Knowledges and practices in inter-professional relations in healthcare: Disciplinary strategies of power and the right to Health Care

See Bonet, Margalida Mir¢

Lluch, Sebasti... March, *Research Unit, Primary Care Research Unit. Palma de Mallorca, Balearic Islands, Spain.*
Knowledges and practices in inter-professional relations in healthcare: Disciplinary strategies of power and the right to Health Care

See Bonet, Margalida Mir¢

Lockhart, LIsa, *University of South Florida*
Voices From Lacuna: Women in Academia

See Curtis, Jessica

London, Leslie, *School of Public Health, University of Cape Town*
Reflections on a Collaborative Research Project to Strengthen Community Participation

See Haricharan, Hanne Jensen

Lopez-Gamboa, Galo E., *Universidad Autonoma de Yucatan*
Validating a Competency Based Model for Faculty Evaluation in Southern Mexico

See Cisneros-Cohernour, Edith J.

Lopez, Kimberly J, *University of Waterloo*
Reflexive Practice and PAR : Knowledge Transfer and Transformation in a Long-Term Care Context

Reflexivity is essential and propagative in participatory action research (PAR). Critical contemplation challenges dominant discourses and considers alternative and creative ways of understanding practice. A PAR initiative that began with a group of Long-term Care (LTC) homes in Southern Ontario, Canada involved residents, staff, care partners, and researchers to collaboratively understand meanings of wellness by residents in a LTC context. Guided by an Authentic Partnership approach (Dupuis, et al., 2012) and through critical reflection, our team described practices, understandings of practices, and conditions of practice

(Kemmis, 2009) in relation to wellness and our involvement in PAR. Presented as six vignettes, a critical interpretivist lens navigated an analysis of our reflexive process within PAR practice. This paper elucidates the integral nature of our reflexivity in: (1) valuing a multivocal approach; (2) developing understandings of resident wellness; and (3) acknowledging power and knowledge fluidity within the PAR team and between participants.

Lopez, Sandra Paola, *Student*
Sembrando Orquideas

In this panel presentation, two dancers will perform their embodied experiences of navigating the world and encountering stereotypes about their identity as dancers. In _Sembrando Orquideas_ the dancer will share a spiritual and movement based exploration that ended in her separation and later divorce. Through auto-ethnography both performances challenge social justice issues pertaining to their gender, race, and the acceptance of embodied knowledge in the academy. Following the performances there will be a discussion by panel members from different disciplines.

Lourinho, Lidia Andrade, *Ratio Faculdade*
MOTHER OWL PROGRAM: assessing the degree of satisfaction of pregnancy on the assistance of nursing

The mother owl program created in 2007 in Pernambuco region having as main purpose to reduce the incidence of major diseases prevalent childhood and decrease or even eradicate maternal and infant mortality. This work was treated for a study that has as objective to evaluate the degree of satisfaction of pregnant women and mothers enrolled in the program doting mother, about the care of the nursing staff. Our aim was to observe the degree of satisfaction of the population of pregnant women and mothers who participate in the program. This was an exploratory, descriptive qualitative approach. Given all that, it became clear that the nurse performs a crucial role with regard to assistance to pregnant women, new mothers and children as described earlier in this research, because from this work assistance and guidance has changed the lives of many mothers and children thereby improving the quality of life for ourselves.

Lourinho, Lidia Andrade, *Ratio Faculdade*
Analysis of the School Health Program in Fortaleza _ Brazil

See Paiva, Georgia Medeiros

Love, MSW, LCSW, PhD, Linda E, *United States Marine Corps*
The Multiple Perspectives on the Lived Experience of Civil Detainment in the Commonwealth of Virginia

Civil detainment is the restriction of an individual_s liberty by a government entity if the individual is deemed dangerous due to a mental illness. Subsequent to the shootings at Virginia Tech, the Commonwealth of Virginia altered the civil detainment policy in 2008. This qualitative inquiry utilized a constructivist methodology in an interpretative paradigm to explore the multiple understandings of the meaning of civil detainment from the perspectives of the stakeholders involved in the process, not only individuals with mental illness, but also family members, first responders, and mental health professionals. Social Contract

Theory and Constructivist Theory served as the theoretical frameworks. Civil detainment is described as a necessary evil_ however, mandated treatment is also described as a means to restore dignity. Implications are included for social work practice and policy. Recommendations for future research are identified.

Loveless, Douglas J., *James Madison University*
Complicating the Politics of Teaching and Learning through Autoethnography

   This presentation on autoethnography explores how practical experiences in life bleed into epistemological constructs, creating ever shifting narrative strands and sets of relative presuppositions. Using autoethnography to examine pivotal moments in our lives as educators/researchers, we illustrate how the narratives of an individual_s life impact how one thinks, and how memories and performances of those narratives shape an educator_s approach to knowledge and learning. In the dialogue presented here, we weave our individual personal narratives and perceptions of learning into a descriptive text that references historical, philosophical, and educational themes to complicate presuppositions and knowledge of the world. We seek to interact with the audience by prompting them to consider their own narratives and engage in critical conversations about how such self-examination can position us as active members of a learning community.

Loveless, Douglas J., *James Madison University*
Made for T.V. Movie: Conflicts in Performing Educational Research

   In this presentation, we will use ethno-drama to explore tensions arising from negotiating entry for qualitative research in a public school in the rural South. These epistemological tensions were situated in conflicting assumptions regarding the nature of educational research, and the perceived relationship between research and educational practices. We consider the proposed ethno-drama as a nexus, traversing various notions of performance including our performance as researchers, the school district administrators_ performance as gatekeepers, and the audiences_ performance as critics. We hope to emphasize this researcher/audience relationship and delve into how this relationship can be used to balance theory, method, and action regarding what it means to perform educational research and enact findings. This presentation will include a performance of the ethno-drama, a discussion of researcher/audience interpretations, and a description of the methodology.

Lovich, Justin M., *Florida State University*
Male Fraud: Masculinity, Gender Roles, and the Life of a Football Husband

   American football sits at the pinnacle of sports_ _exclusivist male culture_ (Rowe, 1998). As Nelson (1994) argued, _Football is male, masculinity, manliness_ (p. 11). Yet in recent years, increased female participation in American football has simultaneously reinforced and challenged productions and conceptions of the sport's longstanding gender politics. In this autoethnography, I seek to understand my own _masculinity_ through the experiences and meanings associated with my wife_s participation in full-contact women_s football. More specifically, through self-reflexive engagement with my own football encounters, I seek to understand the gendered implications associated with my role as a _football husband_, and how full ownership of my masculinity, including and

embracing its complexities and limitations, requires further reconciliation of my experiences as an adolescent soccer player and my isolation as a _soccer fag_ in a hyper-masculinized, football-fanatic culture.

Lovorn, Michael G, *University of Alabama*
Teachers_ Perceptions of Humor as a Classroom Teaching, Interaction, and Management Tool

Teachers_ perceptions of the use of humor as a teaching, interaction, and management tool likely shape educational experiences for all stakeholders. The purpose of this study was to explore perspectives and deeper strands of thought among K-12 teachers_ about the effectiveness of using humor in the classroom, particularly as it relates to classroom teaching, classroom management, and teacher/student and student/student interaction. Researchers used online discussions to explore perceptions among K-12 teachers of the use of humor as a teaching, interaction, and management strategy in the classroom. These discourses revealed participating teachers (n = 31) have some understanding of how humor impacts teaching and learning, students_ engagement and motivation, teachers_ confidence and interaction with students, and various challenges and resistances to the use of humor in the classroom. Findings indicated that while most participating teachers could demonstrate examples of their use of humor in the classroom, few appeared to perceive humor as a structured classroom strategy. Results of the study demonstrate that teachers are willing to use humor in the classroom, but also often view humor as a potentially dangerous or ambiguous tool. The results of this study also provide a basis for further study into the use of humor in the classroom, while also presenting suggestions for teacher practice. Teachers should be encouraged to pursue formal training on the use of humor in the classroom, and teacher education programs should incorporate humor training into their programs of study. Learning about how to use humor effectively exposes teachers to new methods of teaching and managing students. By broadening the definition of humor, additional resources and strategies were made available to teachers, so that students can more effectively learn content as well as social skills.

Lutomia, Anne Namatsi, *University of Illinois at Urbana Champaign*
Is Motherhood About Roles? Experiences of House-helps and Kenyan Young Adults

This research deconstructs motherhood by examining the perception of Kenyan young adults on the role of house help. The effects of globalization and urbanization such as immigration and inflation have reduced family living arrangements to be less extended and away from the community of origin. Families especially those with working mothers engage house-helps to assist with the daily household chores and care for the children. Yet, anecdotal data about house help-maids often depicts their sexual and economic exploitation but not their contribution to the family_s well-being. The objectives of this research are to: 1) establish the role of house-help in the lives of Kenyan young adults as children, 2) determine the young adults_ perception of house-help as mothers, and, 3) identify the shifts in the roles of house-helps. Case study method is used, a sample of university students who had house-helps in their household as young children.

Lykes, M. Brinton, *Boston College*
A Limb Was Torn from My Body When Father Left: Fathering in Transnational Mayan Families

See Hershberg, Rachel

Lynch, Jeremy, *Loyola University Chicago School of Social Work*
Masculnity, Vulnerability, and Education: An Ontological Exploration

I am interested in exploring how enculturation into normative notions of masculinity negatively affects young men's abilities to negotiate vulnerability. I would like to develop a qualitative research project that includes interviewing young men to explore their experiences and conceptions of masculinity and vulnerability in relation to their experiences with public schooling. I feel that masculinity constrains the ways in which young men feel they can be in the world and that this problem of constraint is further compounded by a public education model that seeks to conscript students into limited ways of being. I would like to examine this subject further, particularly through a Winnicottian lens exploring concepts of true-self, being, false-self, holding environment and play as a way toward opening up new ways for young men to be.

Lynham, Susan A., *Colorado State University*
From Kuhn to Constructivism and Beyond: Theory for Large Socialscapes

See Lincoln, Yvonna S.

Lysniak, Ulana, *Brooklyn College*
The Low-Skilled Student: Possibilities in Physical Education

Physical education can be an important part of introducing youth to physical activity (CDC, 2012). Some children do not have a positive experience in physical education (Carlson, 1995; Hopple & Graham, 1995). Low skilled students have different experiences in physical education from other students (Silverman, 2005). Students with poorly developed motor skills may not participate in physical activity either by choice or because they are excluded by their more adept classmates (Portman, 1995). Elementary physical education experiences are relevant for students as physical activity declines sharply after adolescence. These experiences are especially important in this process of supplying a positive experience for youth. Physical education practices that are developed early in life are more likely to persist into adulthood (Telema, Yang, Laakso, & Vilkari, 1997) and can allow students to become lifelong learners. This paper will explore research that can provide low skilled students with successful physical education experiences.

Monica, Ayala Mira, *Universidad de Guanajuato*
The Experiences of Michoac n_s Micro entrepreneur Women Leaders in Developing Leadership

The purpose of this study is to understand the articulation of the different dynamics of power, with the social order and culture that lead to generic expectations in the leadership development in microentrepreneur women from Michoac n, M‚xico. The analysis of leadership should be contextual linking various factors such as age, ethnicity, occupation, income, employment status, education, and family situational demands. That is, the articulation of personal and family context with community and social, political and economic constraints as promoters or psychosocial leadership in women. To understad this there were 5 life stories of entrepreneurs women in Michoacan, Mexico. The results indicate that in the development of leadership a story of community struggle in defense of women. Also, it was found as a central experience the economic needs, the gender violence and the changes in the life cycle as an accumulation of knowledge that promotes the development of leadership.

Monica, Ayala Mira, *Universidad de Guanajuato*
Los Significados del Liderazgo en Microempresarias de 3 Municipios de Michoac n, M‚xico

En M‚xico la tendencia actual es de mejores programas de microfinanciamiento con un enfoque basado en el g‚nero con el fin de abatir la pobreza y promover la equidad social. El objetivo de este estudio exploratorio fue comprender los Significados del Liderazgo en Mujeres Microempresarias de los Municipios de Morelia, Perib n y Ziracuaretiro. Fue un estudio cualitativo a trav‚s de una entrevista grupal en los n£cleos comunitarios pertenecientes al Programa Estatal de ConMujer. El liderazgo se entiende como inspiraci¢n y el impulso para hacer nuevas cosas, promoviendo el fortalecimiento personal en t‚rminos de confianza y seguridad. La mujer como l¡der, significa fuerza para tomar decisiones y actualizarse. Del mismo modo, el liderazgo en la mujer significa estabilidad emocional y crecimiento personal, promueve el rescate de su identidad y autosuficiencia. Los principales promotores del liderazgo se relacionan con los cambios por ciclo de vida y la acumulaci¢n de saberes.

Mabasa, Layane Thomas, *University of Limpopo*
Lessons from the Field: Barriers to the Implementation of Safe Schools Programme in South Africa

This paper is based on the study that was conducted in the Limpopo Province of South Africa on the evaluation of the Safe Schools Programme (SSP). A qualitative approach, using three methods of data collection was adopted for use in the study. Methods used are observation, interviewing and documents. The study found that there was no implementation of the programme due to some barriers. Amongst others, barriers that emerged included lack of support from the other stakeholders like the Department of Education and the surrounding communities in the implementation of the SSP. One of the lessons learnt was that the safety of learners in schools was not taken as a priority by authorities in the Department of Education.

Machado, Maria Helena, *Escola Nacional de Saude Publica*
Perfil da enfermagem sulmatogrossense

   See Scudellari, Amarilis Pereira Amaral

MacLure, Maggie, *Manchester Metropolitan University, UK*
Negerkind. Control, Salvation and Racialisation as Three Interconnected Modi of Early Childhood Micro and Macropolitics in Contemporary Europe: The Urgent Case for Radical, Critical Inquiry

   See Urban, Mathias

Madden, Elissa, *The University of Texas at Arlington*
Clinical Social Workers Becoming Researchers: Evolving Perspectives, Skills and Identities

   See Chanmugam, Amy

Mafumo, Thinavhudzulo Norman, *University of Limpopo*
How Social Cohesion can Assist South African Institutions of HigherEducation to Promote Social Justice

   The paper focuses on how social cohesion can be of assistance towards the promotion of social justice in South African Institutions of Higher Education. Furthermore, the paper is going to unpack ther terms social cohesion as well as social justice.The sole intention of Unpacking the two terms is to identify their building blocks. The paper will also look at at how the different building blocks of social cohesion can promote the building blocks of social justice in South African Institutions of Higher Education towards the promotion of social justice. The paper concludes by arguing that where social cohesion building blocks are implemented, social justice is also promoted.

Magnat, Virginie, *University of British Columbia*
Performance Ethnography: Decolonizing Research and Pedagogy

   Performance, which is vital to the embodied transmission of traditional knowledge, informs the decolonizing research methodologies developed by Indigenous scholars and activists. Moreover, pedagogy as an embodied way of knowing is key to Indigenous epistemologies. Manulani Aluli Meyer observes, that _the genesis of Hawaiian knowledge is based on experience, and experience is grounded in our sensory rapport_ (_Our Own Liberation_ 133), inferring that knowledge is shaped by the senses, so that awareness, intuition, and insight depend on sensual maturity, or what she describes as the art of paying attention, a _culturally specific _deep internalized knowledge_ _ achieved only through practice_ (134). Drawing from the work of Meyer, Linda Tuhiwai Smith, Shawn Wilson, and Kathleen E. Absolon, this paper argues that decolonizing performance ethnography necessarily entails scrutinizing Euro-American conceptions of research and pedagogy, and I suggest that Indigenous epistemologies and methodologies can foster new embodied engagements and experiential solidarities.

Maietta, Ray, *ResearchTalk, Inc.*
Visual Qualitative Analysis

The Sort-and-Sift approach, built from core elements of the major qualitative traditions, is a nonlinear approach to working with qualitative data. Fluid movement between the _diving in_ and _stepping back_ phases of the method drives subsequent steps of inquiry and presents opportunities for a deeper understanding of data to drive the analysis. Decisions for maintaining or changing direction in an analysis can yield substantive conclusions. Episode profiles, visual summaries of data collection episodes, are a core component of the Sort-and-Sift analysis method. They are a key vehicle to diagnosing and understanding the role of context in qualitative data collection. As a complement to coding, episode profiles allow researchers to consider the relationship between the whole of a data collection episode and the constituent parts. In later phases of analysis, episode profiles inform the use of categorization and memo writing and serve as bridges to understanding deeper thematic relationships.

Majors, Twanelle, *Tennessee Technological University*
"Tell Me More About That": Meaningful Cohort Relationships in Ph.D. Programs

See Howard, Martha

Mak, Carolyn, *Smith College*
Who's There? How Psychodynamic Clinicians Understand Mutual Transformation in Case Studies

Professional case studies are often used to illustrate the clinical application of particular theories or practices. In the psychodynamic literature, case studies have demonstrated how therapists use certain theoretical models to help inform assessments and direct their work. Frequently, the content of the cases report on some resolution of the patient's presenting issue(s). As intersubjective and relational clinical approaches continue to grow, however, greater attention must be paid not only to how the patient is changed through the interaction with the therapist, but also how the therapeutic work transforms the therapist. This paper surveys different psychodynamic case studies to examine how clinicians position themselves in this mutual transformation, illustrating how case studies can serve both as a way to disseminate research and a vehicle for self-reflection. The author will also discuss her own process of preparing a case study where her view of the work and herself were irrevocably changed.

Malekan, Mozhgan, *University of Cincinnati*
Poverty, Stress and Coping in Latino Immigrant Youth within a Non-Traditional Migration City

See DeJonckheere, Melissa

Malvini Redden, Shawna, *Arizona State University*
Markers, Metaphors and Meaning: A Playful and Visual Approach to Teaching Interpretation

See Tracy, Sarah J

Mannette, Joy A, *York University*
Fl*f*neur/euse Research: The Methodological Possibilities and Applications of
Fl*f*nerie in New Urban Spaces

Since the 1950s, Canada_s large urban areas have experienced a number of
structural and demographic shifts. Inspired by Beck and Sznaider (2010), Jenks
and Neves (2000), and Stehle (2008), we suggest that fl*f*nerie provides _data_
for analysis, which is uniquely fused in the _new urban_ encounter among the
researcher-self, scholarly conventions of research, and the public-private duality
of all research processes. Through a (re)conceptualization of the 19th century
fl*f*neur/euse, as researcher, we explicate the methodological possibilities and
applications of what we call fl*f*nerie, as peculiarly suited to excavating new
urban tropes and giving expression to new urban subjectivities. This is, as Cay-
gill (1998) puts it, _making the lived moment into a citable moment_ (68).

Mannette, Joy A, *York University*
Eco-Fl*f*nerie: The Urban Stroll into Ecology Science Education

See Pang, Jessica S

Manning, Jimmie, *Northern Illinois University*
Trapped in a (Values Filled) Closet: Unpacking Values and Attitudes in
Qualitative Analysis

This presentation explores current academic discourses about how personal
values play into qualitative data analysis before moving into the presentation of
a classroom activity that can aid students in understanding values and attitudes
they bring into their research. The activity uses the popular R. Kelly hip-hopera
as a site for ethnographic field note writing. Students take field notes based on
the action happening in one specific segment. After they return to the next class
with their final field notes in hand, they are then taught values coding (as articu-
lated by Salda€a, 2009). Students then code their own field notes to unpack
what values, attitudes, and beliefs are embedded within them. The activity not
only serves as a way to help them understand their own inclinations in writing
field notes, but also provides them practice with values coding and allows space
for discussion about just how objective qualitative studies can be.

Manning, Jimmie, *Northern Illinois University*
Health, Harassment, and Healing: Theorizing an Interpersonal Panopticon

This autoethnographic essay offers a layered account of sexual harassment
in the workplace. Moving between script and narrative prose, the manuscript
offers in-depth considerations of the physical and mental health costs of being
harassed and, especially, of reporting the harassment. Vignettes focus on the
skepticism of a male employee being harassed by a female supervisor; feelings of
paranoia invoked after reporting harassment; and how harassment played into
social interactions outside of workplace situations. In addition to offering a rich
sense of how health and personal relationships are affected by sexual harass-
ment, the vignettes set the stage for theorizing about social control and sexual
harassment. Ultimately, theoretical considerations are offered about what the
author calls an 'interpersonal panopticon,' or ways that communication consti-
tutes a sense of being watched through relationships.

Mar¡a Gabriela, Luna Lara, *Universidad de Guanajuato*
The Experiences of Michoac n_s Micro entrepreneur Women Leaders in Developing Leadership

See M¢nica, Ayala Mira

Mar¡a Gabriela, Luna Lara, *Universidad de Guanajuato*
Los Significados del Liderazgo en Microempresarias de 3 Municipios de Michoac n, M,xico

See M¢nica, Ayala Mira

Maradik Harris, Lesley Beth, *lesharris@ucla.edu*
Working in Partnership with Interpreters: Studies on Individuals Affected by HIV/AIDS in Vietnam

This article brings together two American qualitative researchers and two Vietnamese interpreters, who investigated the social impacts of HIV/AIDS in Vietnam from the standpoint of the local community. As cultural outsiders with limited Vietnamese language skills, the researchers relied on the insights and expertise of the interpreters to the extent that the interpreters developed into co-researchers. We explain the guidelines that we used to select an interpreter and work in partnership in the field. We describe how the relationship between researcher and interpreter developed into co-researching and how we relied on this relationship to respond to challenges in the research. Despite an increasing amount of international qualitative studies, little research has focused on the experience of a working partnership, and few projects include interpreters as co-researchers. This paper contributes an understanding of how the researcher-interpreter relationship impacts projects and outcomes, and ultimately the voice of the participant.

Markham, Annette, *Umea University*
Losing the Object and Entering the Flow: Network Analysis, Symbolic Interactionism, and Social Media

Researchers report a symbolic interactionist approach to social media research.

Markle, Larry, *Ball State University*
Co-Investigating, Co-Interviewing, and Co-Coding: An Insider and an Outsider Team up to Research Students Who Use Wheelchairs

See Jones, Darolyn "Lyn"

Markle, Larry, *Ball State University*
The Pre-Enrollment Considerations of Undergraduate Wheelchair Users and Their Post-Enrollment Transitions: A Qualitative Study

See Jones, Darolyn "Lyn"

Marsack, Christina Noel, *Wayne State University*
Nursing Home Policy Analysis: Highlighting the Need for Social Work Title
Protection in Long-Term Care Facilities

See Barragan, Cassandra

Mart¡n de Arriba, Jorge, *Universidad de Salamanca*
Experiencias de trabajo colaborativo con estudiantes y profesores mediante el
empleo de las TIC

See Cabezas Gonz lez, Marcos

Mart¡n Garc¡a, Antonio V¡ctor, *Universidad de Salamanca*
Descriptores del consumo de alcohol en una muestra de adolescentes chilenos y
bolivianos Proyecto AECID (A3/041712/11)

See S nchez G¢mez, Cruz

Mart¡nez-Guzm n, Antar, *Universidad de Colima*
Reconfiguring the psychosocial perspective on the gendered subject through a
research experience with transgender identities

Transgender identities pose significant challenges to dominant psychological
perspectives towards gender and, more widely, the conception of the human
nature and subjetivity. In this paper I discuss a set of reflections seeking to
reconfigure the way in which psychosocial perspectives understand gender iden-
tity as part of the human subject. These reflections are the result of a research
experience using discourse analysis, narrative productions and participatory
action-research in the field of trans identities and are informed by queer and
transgender studies. The discussion focuses on the problematisation of three
well-established dichotomies in psy sciences: male-female binary, sex-gender dis-
tinction and the frontiers between human and non-human. I conclude by outlin-
ing some possible implications of this reformulation in the psychosocial study of
trans identities and, more generally, in the discipline of psychology.

Mart¡nez-Guzm n, Antar, *Universidad de Colima*
Aproximaci¢n narrativa a las pr cticas de discriminaci¢n y resistencia en torno a
la comunidad LGBT

La cuesti¢n de la diversidad sexual y de la variaci¢n de g‚nero se perfila como
uno de los temas centrales en la agenda de las sociedades democr ticas con-
tempor neas. En esta comunicaci¢n se identifican los factores psicosociales que
juegan un papel relevante en las pr cticas de discriminaci¢n hacia la comunidad
LGBT en el contexto espec¡fico de Colima, un estado de la provincia mexicana.
Se discuten tambi‚n las estrategias utilizadas por miembros de esta comunidad
y organizaciones civiles para resistir y combatir dichas pr cticas. Se utiliza un
abordaje narrativo para analizar 14 entrevistas realizadas a informantes clave
en el mbito de la diversidad sexual. El an lisis revela las posiciones, los actores,
los procesos y las relaciones significativas con que los participantes construyen
el problema de la discriminaci¢n y proyectan soluciones en este particular con-
texto.

Marterella, Abbey, *Eastern Michigan University*
Cultivating Inquiring Practitioners via Pedagogy: A Goal for Qualitative
Research Teachers in the Health Professions

The pedagogical underpinnings of qualitative research are not yet clearly
articulated. Delineating qualitative health research (QHR) teaching practices
will benefit the qualitative research community and non-academic stakeholders.
Given that academic programs in the health professions largely aim to produce
competent practitioners, we argue that teaching research can shape professional
habits that directly benefit the community at-large. Accordingly, QHR pedagogy
can be conceived as helping to produce critically engaged practitioners who
are responsive to societal problems. We draw parallels between the habits of
qualitative researchers and the habits of occupational therapy practitioners to:
(1) explore the benefits of qualitative research pedagogy for developing health
professionals who _think, perform, and act with integrity_; and (2) analyze how
signature pedagogies in the health professions (such as problem-based learn-
ing) could be used to inform the development of QHR pedagogy.

Martin, Gabriel "Tony", *Lamar University*
Cross-Cultural Influences: A Phenomenological-Narrative Study of Leadership
Development in Native American Deaf Women

See Paris, Damara

Martin, Justin A, *Southern Illinois University*
(Re)Embodiment of the Digital Self and First Life Body in a New Social Media
Environment: Paid Sex Work in Second Life

Researcher reports the experience of paid sex workers in Second Life.

Martin, Montserrat, *University of Vic*
Dealing with Children Sexual Abuse in Sport in the Media: The Case of Torres-
Baena

Unfortunately in Spain the biggest case of paedophilia is related to the world
of karate. Torres-Baena, the president of the karate federation, a respected and
prodigious karate coach, was denounced by one of his athletes for having sexu-
ally abused her and some others for quite a long time. Investigations took place
and Torres-Baena has been in jail since February 2010. The trial started in May
2012 and finished in December 2012. More than 60 victims with ages ranging
between 9 to 35 have testified as to how Torres-Baena taught them and induced
them to have sex with him, other instructors and their mates in the gym. One of
the concepts to describe what Torres Baena had built in his karate gym located
in Las Palmas de Gran Canaria is a _sexual sect_. This paper explores the lan-
guage utilized by the main Spanish newspapers in dealing with the case.

Martin, Montserrat, *University of Vic*
The Female Sexual Difference Subject in Esther Tusquets_ Novels

This paper is mainly about paying tribute to Esther Tusquets, a great Spanish
writer born in Barcelona in 1936, just when the Spanish Civil war exploded, and
who died on 24th July 2012. The main theme of this paper is to show how, in
her first three novels, Tusquets crafts aesthetically with no rush nor guidelines

a female character who has been clearly ingrained on the Other of men and develops thresholds of female difference subjectivity. This slow and detailed process allows Tusquets to re-invent subtle literary spaces where female difference beyond gender dichotomies is possible. Tusquets does not take for granted the conquests of these spaces. On the contrary, through her main female character, Elia, one grasps the tension between the temptation to remain the female-Other and the fearful and fragile encouragement to dare to embody a sexual difference subject.

Martin, Rachel Shona, *University of Canterbury*
Indigenous Approaches to Narrative-Culturally Relevant Research Methods for Tribal Members in Aotearoa/ New Zealand

This presentation scopes the research approach used in my doctoral research termed indigenous narrative by Benham (2007) and collaborative storying by Bishop (1996). This method explores a culturally relevant way of researching among tribal members positioned in the global south (Gordon, 2012). This approach intertwines a narrative methodology with an indigenous counter-colonial methodological orientation. Both approaches centralise the importance of linguistic identities, tribal realities and life at the interface (Durie, 2003) between M_ori and the wider global context. While narrative inquiry is a flexible, open and fluid methodology, Kaupapa M_ori Methodology (KMM) works to draw ones analysis into a space which privileges indigenous concerns. While indigenous folk often grapple with multiple social and colonial identities, it is often the case that their indigeneity is effaced when seeking to understand their experience of the every day. Thus KMM has demonstrated how it successfully locates and interrogates ructions in natural and unnatural disasters.

Martinasek, Mary, *University of Tampa*
Parental Perceptions of Hookah Smoking

See Bingham, Megan

Martinez-Salgado, Carolina, *Departamento de Atencion a la Salud, Universidad Autonoma Metropolitana (Xochimilco)*
Narrative Inquiry in Medical Education. Stories from Young Future Doctors in Mexico.

Miscommunication in patient-physician encounters and its negative impact on therapeutic outcomes are a well identified problem in medical practice, and a difficult one to solve. As a medical educator in a public university in Mexico City, I work hard to help my students to improve their relational skills. Inviting them to write about their experiences during their last year in their undergraduate professional training is a path we are exploring to achieve it. In a context as medical education, governed by a science-oriented trend, this is an unusual invitation. But my hope is that this reflective excercise will help them to make sense of their own experience. Their stories provide me, indeed, valuable cues about the process through which they become doctors. But, above all, these narrations allow us to ask ourselves questions about patient_s behavior, and learn from their wisdom, instead of judge them, disqualify or condemn them.

Martinez-Salgado, Carolina, *Departamento de Atencion a la Salud, Universidad*

Autonoma Metropolitana (Xochimilco)
La Salud Mental y sus Trastornos: Diversidad de Concepciones en Conflicto

Entre las concepciones de la salud mental y sus trastornos postuladas por la medicina occidental moderna, y las que sostienen algunos de los afectados y sus familias, existe una brecha difícil de atravesar en ambos sentidos. Con la intención de abrir caminos hacia un diálogo más enriquecedor entre los profesionales de la salud y quienes experimentan estas modalidades de funcionamiento psíquico, este estudio se propone identificar algunas de las perspectivas sobre el sí mismo y su relación con el mundo que subyacen a distintos tipos de concepciones. Al hacerlo, no deja de resultar sorprendente observar que buena parte de los profesionales de la salud parece aferrarse a su propia perspectiva en forma quiz aún más intensa que como lo hacen con las suyas quienes experimentan este tipo de afecciones o quienes conviven con ellos. Para una mejor comprensión de estas últimas, parece necesario recurrir a otras aproximaciones como la etnopsicoanalítica.

Martinez, Alejandra, *CIECS-CONICET-UNC Argentina*
Representaciones sociales sobre el trabajo y las normas de g,nero en estructuras familiares diversas

En esta ponencia abordamos la relación entre representaciones de las normas de g,nero, trabajo (doméstico y rentado) y condiciones objetivas de existencia, centrando el análisis, específicamente, en los discursos de varones y mujeres que han conformado familias nucleares biparentales, monoparentales, ensambladas y nucleares sin hijos. Este trabajo es producto de una extensa investigación cualitativa que llevamos a cabo desde 2007 en la ciudad de Córdoba, Argentina. El objetivo central de dicho estudio es analizar las representaciones de las normas de g,nero en varones y mujeres que han conformado estructuras familiares diversas, relacionando las variaciones en sus representaciones con sus condiciones objetivas de existencia.

Martinez, Mary Helen, *Texas State University*
Yo Soy Mary Helen, Doctoral Student!

This autoethnography is on myself, Mary Helen Martinez, a doctoral student enrolled in the Developmental Education program at Texas State University-San Marcos. When interviewed as to why I enrolled in the developmental education doctoral program, three themes emerged from my responses: (1) limited options, (2) family and first generation student and (3) interest in developmental education.

Martinez, Silvia Patricia, *Universidad de Guadalajara*
Valores de Profesores de Trabajo Social presentes en su cotidianeidad Analisis de Resultados

Este trabajo presenta un interesante analisis de los resultados obtenidos respecto a los valores de los profesores de trabajo social y nos da a conocer en que actitudes y comportamientos los expresan. Es importante considerar que los valores hacen referencia a las cualidades de la accion humana, al rumbo de las operaciones fundamentales que totalizan la accion. Los valores son manifestaciones humanas que fueron adquiridos por eleccion o por imposicion, definitivamente marcan el actuar de las personas en general y de los docentes en

particular dado la influencia que estos tienen en el estudiante, lo que repercutira de forma positiva o negativa en este ultimo y tendra que ver con su actuar profesional. Es importante para los autores compartir estos resultados con sus pares.

Martinic Valencia, Sergio, *Investigador principal. Pontificia Universidad Cat¢lica de Chile.*
Validaci¢n de un instrumento para el an lisis de interacciones en aulas de clase de E. b sica

See Arg_elles Bendez£, PATRICIA

Martins, Diego Gibson Praxedes, *Universidade de Fortaleza*
Analysis of the School Health Program in Fortaleza _ Brazil

See Paiva, Georgia Medeiros

Mask, Abby Gail, *Texas State University*
Thunderstruck: Becoming and Being Myself

See Zavar, Elyse M.

Mason, Reagan, *Texas Tech University*
_I Found My Researcher_s Voice_: Researchers_ Exploring Self and Students through Autoethnographic Poetry

See Talley, Stephanie

Masters, Angela L, *University of Illinois at Urbana-Champaign*
Seeing Beyond the Scores: Perceptions of Teacher-Based High Stakes Accountability

This is a qualitative study that I am currently conducting to examine the Obama administration_s educational policy known as Race to the Top. This policy has encouraged school districts across the nation to move toward teacher-level high-stakes accountability programs at rapid speed. Advocates of teacher-level high-stakes accountability claim that it will raise student achievement and is a logical extension of the school-based accountability implemented through NCLB. Despite being voluntary, a large majority of states applied for the grant and pushed through reforms to become eligible. This is a case study in which I interviewed five local school teachers to find out about their perspectives about this new policy. This qualitative study will inform us with important suggestions about the implementation of this policy. It will also add to the existing literature by drawing on teachers_ experiences with school- and teacher-based, high-stakes accountability.

Mata, Francisca, *College of Medicine, University of Illinois*
Towards an Education-Centered Theory for Understanding the Experiences of Underrepresented Medical Students

See Cortez, Rufina

Matsue, Regina Yoshie, *Regina Yoshie Matsue _ Universidade de Fortaleza -*

UNIFOR
Access of Pregnant Women to Technology for Prevention of Congenital Syphilis in Northeast Brazil.

See Araujo, Maria Alix Leite

Mauer, Karen, *St. John's University*
Influential Collaborative Pedagogy

See Cozza, Barbara

Mayan, Maria, *University of Alberta*
Generating Evidence Qualitatively: The Potential of Community-Based Participatory Research

Many qualitative researchers balk at the discussion of evidence ever since the Cochrane Collaboration deemed qualitative research as the least useful form of inquiry on which to base health care decisions. But if we want our research to inform decision-makers (i.e., governments, health care institutions, social service agencies etc.), and ultimately make the changes we so vehemently argue for within the safety of the academy, we need to work in two ways. First, we need to conduct community-based participatory research and second, we need to be clear about how this approach creates qualitative evidence worthy of decision-makers_ attention. This paper will introduce how a community-based participatory research approach creates rich and worthy evidence that can improve the lives of people living in unjust health and social environments.

Mayoh, Joanne, *Bournemouth University*
Prevalence and Characteristics of Mixed Methods Phenomenological Research

The most innovative use of mixed methods research (MMR) has been the expansion of research designs that are rooted in one tradition (i.e., monomethod design) into a design that incorporates or interfaces with the other tradition. Phenomenological research methods provide one such example. Indeed, phenomenological research methods work extremely well as a component MMR approaches. However, to date, a MM version of phenomenological research has not been formally conceptualized. Thus, the purpose of this article is two-fold. First, we provide a philosophical justification for using what we call mixed methods phenomenological research (MMPR). Second, we provide examples of MMPR in practice in order to underline a number of potential models for MMPR that can practically be utilized in future research.

Mayoh, Joanne, *Bournemouth University*
Towards a New Framework for Mixing Phenomenological Research: Introducing Mixed Methods Phenomenological Research

The most innovative use of mixed methods research (MMR) has been the expansion of research designs that are rooted in one tradition (i.e., monomethod design) into a design that incorporates or interfaces with the other tradition. Phenomenological research methods provide one such example. Indeed, phenomenological research methods work extremely well as a component MMR approaches. However, to date, a MM version of phenomenological research has not been formally conceptualized. Thus, the purpose of this article is two-fold.

First, we provide a philosophical justification for using what we call mixed methods phenomenological research (MMPR). Second, we provide examples of MMPR in practice in order to underline a number of potential models for MMPR that can practically be utilized in future research.

Mazzei, Lisa A., *University of Oregon*
Beyond an Easy Sense: A Diffractive Analysis

Like the other contributors to this symposium, I share the concern that there is more to data analysis than a reduction of research narratives to a series of thematic groupings that do little to produce different thought. In this paper I use Karen Barad_s concept of diffraction as a methodological practice of reading _insights through one another_ to demonstrate an approach to analysis after coding in qualitative inquiry. A diffractive reading of data through multiple theoretical insights moves qualitative analysis away from habitual normative readings (e.g., coding) toward a diffractive reading that spreads thought and meaning in unpredictable and productive emergences. The paper focuses on an example from previously collected interview data and how a diffractive analysis produces questions and knowledge that are only possible in analysis after coding in qualitative inquiry.

Mazzei, Lisa A., *University of Oregon*
Data as Agentic: Material Feminist Productions of Voice

If, as Susan Hekman wrote, _agency is everywhere_ (2011), then what is to happen to our practices, our researcher selves, and our thinking data differently if we are to think data as agentic? To think data as agentic is not to treat data as something to be mined, nor is it to ascribe meaning by sticking to things and words, but it is to approach the production of voice as a material practice that happens in the intra-action (Barad, 2007) between researcher and data. How might we consider data as producing people in the same way that St.Pierre described _theory as producing people_ (2011)? In this paper I will discuss how qualitative data does not merely describe agency (both human and nonhuman), nor experience, but how such data both produces and materializes different constitutions of agency, subjectivity, and becoming in our knowledge making practices.

Mazzei, Lisa A., *University of Oregon*
Putting Consciousness in its Rightful Place

A humanist research perspective assumes researchers can _know_ their participants and that both are capable of conscious self-representation. What if we were to reconsider these interpretive attempts at representation as blighted by narcissism and aspirations of self-transparency (Braidotti, 2002, p. 136)? Drawing on Deleuze_s anti-humanist proclivities, Braidotti names a _Nomadic_ subjectivity that _aims at putting consciousness back into its rightful place, as one form_of expression of the subject_ (135-136). Putting consciousness back in its rightful place calls for a reexamination of the mediating nature of so-called representations, and the agential nature of research narratives. What do we produce in our attempts to tell stories and produce meaning? My assertion is that both our being and presence as researchers and that of our participants and their

worlds is constituted in the process of knowing, radically unsettling both the possibility and hazards of knowing in the production of research narratives.

McBride, Kristin Marie, *University of Michigan - Flint*
Urban Settings and Their Effect on Children_s Perspectives of Peace

This poster explores the concept of peace from the perspectives of children living in a violent and impoverished urban environment. The initial literature review suggested the exposure to mature life stressors causes adults to define peace as the absence of violence. Based on this review the initial hypothesis was formed: how do children exposed to mature themes develop adult-centric perspectives of peace? Three qualitative foundations were used to gather data in a group and individual setting: phenomenological study, grounded theory, and narrative analysis. Rather than being defined by the mature themes readily apparent in a child_s larger community, findings showed perspectives of peace were correlated to a child's immediate systems.

McCallum, Kendra, *University of Alberta*
What does it mean to be professional online? An exploration of pre-service teacher perspectives

See Poth, Cheryl

McCann, Kristin, *Loyola University, Chicago*
Photo Elicitation: Re-Viewing Privilege, Oppression, and Social Justice

Student affairs preparation programs are charged with preparing multicultur-ally competent (Pope & Reynolds, 1997) professionals. While many students leave graduate programs with increased awareness, too many lack knowl-edge and skills needed to respond to increasingly diverse student populations (Burkard, Cole, Ott, & Stoflet, 2005; Herdlein, 2004). Programs frequently respond to this challenge by requiring courses in diversity and social justice (Flowers, 2003; Gayles & Kelly, 2007). However, more focus is needed on students_ experiences with multicultural curriculum in student affairs (Flowers, 2003; Flowers & Howard-Hamilton, 2002; King & Howard-Hamilton, 2003; Talbot, 1996). To this end, this qualitative case study examines graduate student and faculty experiences in completing and teaching a _photo elicitation_ assign-ment in a required social justice course. Photo elicitation, rooted in qualitative research methods (Clarke-Iba€ez, 2004), can function as a tool to create space for students to express ideas that traditional, linear text might not capture (Harper, 2004).

McCloud, Jennifer, *Virginia Tech*
_I_m NOT Stupid!_ The Trouble with JanCarlos

In this autoethnographic paper, I trouble the school experiences of JanCarlos, an immigrant student studying in a rural high school in Virginia. Using dialogue and reflexive internal dialogue, I story three events that altered the trajectory of his school life_an emotional argument with the English as a Second Language Teacher, punishment for drawing graffiti on a bathroom wall, and arrival of police officers to serve him a court order. I present how each of these events represented _critical incidents_ (Tripp, 1998; Webster & John, 2010) in my research as they interrupted my objective stance and altered my interpretations

(Poulos, 2009). As I _connect the autobiographical and personal to the cultural, social, and political_ (Ellis, 2004, xix), I critically examine what gets deemed a disciplinary event. As I watched events unfold, I routinely asked the relational ethical question__What should I do now?_ (Ellis, 2007, p. 4).

McCoy, Tiana Z., *Texas A&M University- Corpus Christi*
Multiple Literacies in Middle School Spanish: A Celebration of Success Through Accessible Qualitative Inquiry

   Teachers are continuously negotiating how to keep the students_ best interest in mind while keeping in mind the mandates and pressures of high stakes testing. In this paper, I will discuss the experiences of an exemplary teacher who, despite scant resources and limited administrative support, was regarded as an exemplary teacher because of her use of multiple literacies in the classroom. Detailing how this teacher engaged student in her first-year as an alternative certification teacher and continue on with new ideas in her current role, I intend to celebrate such devotion, motivation, and success and create a space for writing this teacher_s experiences into existence within the academy. Specifically, I intend to demonstrate how multiple analytical techniques used in co-constructing meaning of this teacher_s experiences allowed for deep, complex, and nuanced understanding in a way that might be accessible to more than just an academic audience.

McHatton, Patricia, *Kennesaw State University*
"Learning is like a trap" : Using Photovoice to gather student perspectives on schooling and learning

   See DiCicco, Michael

McKenna, Erin Flynn, *Department of Recreation, Sport and Tourism, University of Illinois at Urbana-Champaign*
Researcher Exceptionalism in Critical Tourism Studies: Fieldwork Reflections of a Tourist-Researcher

   Tourism Studies is unique in that most people conducting tourism research have been tourists at some point and thus have a personal experience with at least some aspect of their object of study. Despite this, few tourism researchers address their positionality or identity as tourists in their published findings. Moreover, many critical tourism scholars practice _researcher exceptionalism_ in which, through discourse, research design and write-up, they position themselves as exceptional to the tourists they study. Given the ethical concerns raised about tourism activities, distancing oneself is understandable. However, doing that obscures the fact that researchers themselves contribute to some of the problems in tourism and ignores the power differentials that exist between researchers and all their subjects including wealthy tourists. This presentation aims to elaborate the concept of _researcher exceptionalism,_ through examples in tourism literature and personal international fieldwork experiences, before considering its application to other areas of study.

McKenzie, Kathryn Bell, *California State University Stanislaus*
Understanding How Paradigms and Personalities Mix in Mixed Methods Research

McKenzie, Liz, *University of Plymouth*
Becoming-professional? Engaging the post-human to inquire into notions of identity and practice.

McKeown, Janet, *University of Waterloo*
Exploring My Grandmother_s Story of Care: Layered Insights from Narrative and Autoethnography

This paper takes a layered methodological approach, using autoethnography and narrative to explore caring through chronic illness. I use narrative methodology to explore my grandmother_s story of caring for my grandfather through their experience with Parkinson_s disease. However, since my grandmother_s story of care is entangled within other stories, in particular my story as researcher and granddaughter, I also use autoethnography to highlight how my own story connects and intersects with my grandmother_s care experience. Looking introspectively, I reflect on how my own voice weaves into the research experience and how my understandings shifted and changed as I negotiated the restorying of my grandmother_s narrative of care. I discuss implications of using a layered methodological approach, including the possibilities of this approach for fueling more connected understandings of caring through chronic illness between family members. I also share insights of negotiating a layered methodological study.

McKinney, Theresa R.F., *University of Nebraska-Lincoln*
Mixed Methods, Empancipatory Frameworks, and Adolescent Literacy: A Methodological Review

The purpose of this methodological review is to explore how adolescent literacy researchers have used mixed methods, particularly in studies that were grounded in emancipatory and critical theoretical frameworks. The paper presents the findings from a synthesized review of 13 mixed method studies of adolescent literacy. To illustrate the emancipatory potential of mixed methods in adolescent literacy research, we draw examples from an exemplary mixed methods study that examines alternative literacies among adolescents. The paper highlights the use of mixed methods to challenge dominant ideologies that shape conceptualizations of adolescent literacy; generate findings that contextualize the multidimensional ways that adolescents are literate; and provide correctives to narrow definitions of evidence that are implicit in the "gold standards" of literacy research. The paper should be of interest to both experienced mixed methods researchers and literacy scholars who are considering the use of mixed methods in tandem with emancipatory frameworks.

McKinney, Theresa R.F., *University of Nebraska-Lincoln*
Allies and Antagonists: A Grounded Theory Study of How White
Undergraduates Make Meaning of Racial Oppression

See Nako, Bonodji

McLawhorn, Don, *University of Illinois Urbana Champaign*
The Case of Anorexia Nervosa (AN) among Taiwanese

Anorexia Nervosa is a nosological category that has developed in a western context and is now applied internationally via the American Psychiatric Association_s Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). Appendix I (Outline for Cultural Formation) of the DSM emphasizes the importance of assessing _the perceived causes or explanatory models that the individual and the reference group use to explain the illness._ The present paper uses Anorexia Nervosa (AN) as a specific example of the intimate relationship that can exist between explanatory models of illness and translated medical terminology in a non-Anglophone culture. While the English term derives from the Latin meaning _without appetite/desire_, the Chinese term___(yanshi zheng) generally translates to mean _sickness/disorder(zheng) of hating/being disgusted by (yan) food/eating (shi)_. How might explanatory models of Anorexia among native Chinese speakers be influenced by the way AN has been translated and adopted into everyday language? The present research will discuss how young Taiwanese etymologically unpack the Chinese term for AN and fill in etiological details with understandings they acquire from culture. AN is understood as a long process whereby the individual slowly reaches the end state of being _disgusted by food_ (__yanshi) to the point of nausea and sickness at the sight of food. This explanatory model appears to be unique to the way Chinese speakers conceptualize AN, and it is most readily explained by the translation of AN into Chinese. This research highlights the role of language and translation in the cross-cultural practice of medicine in general and psychiatry specifically.

McLeod, Christopher M, *Florida State University*
Ripped Scrotums, Broken Bone(r)s, and _Territorial Anuses_: A Self-Narrative of Pain, Injury, and Rugby

In this paper I present an alternative reading of pain and masculinity in rugby. Whilst acknowledging that pain, in the service of masculinity, has been extensively researched in rugby (Muir & Steitz, 2006; Light & Kirk, 2000; Pringle, 2009; Pringle & Markula, 2005; Schacht, 1996) and sport more generally (Gard & Meyenn, 2000; Messner, 1990; Pronger, 1994; Young, et al., 1994), these perspectives have tended to situate the dominant voice outside of the body-in-pain. Instead, I offer an account of my body as tackled and tackling: an account of putting my body at risk and, on occasion, seeking that risk out. Reflecting upon a season-long [auto-]ethnography, I attempt to collapse the analytical relationship between researched and researcher_within _my_ self, _my_ body, and _my_ masculine phallic duty_to further understand a sport in which breaking, bruising, and bleeding_and the fear/pleasure of giving and receiving pain_is accepted, even celebrated.

McMillan-Solomon, Sabrina, *The University of the West Indies, St. Augustine*
Using Multiple Qualitative Methods to Explore Pre-Adolescent Children_s Experience of a High-Stakes National Placement Examination

See De Lisle, Jerome

McNeill, Nathan, *Colorado Mesa University*
A post-doctoral researcher_s perspective of learning about qualitative research on the job

Research grants can provide opportunities for both intensive and broad training in qualitative research for future faculty members by providing funding for post-doctoral research assistants. Although a research grant may fund work in a very narrow area of research, the limited scope of work can provide an opportunity for intense hands-on training in a specific research method. Learning opportunities for a post-doctoral researcher do not have to be limited to the funded work. A post-doctoral researcher is in a unique position to take advantage of a broad range of formal and informal mentoring and learning experiences including: auditing courses, participating in research support groups, attending doctoral dissertation defenses, attending workshops and conferences, and working one-on-one with experienced researchers. A former post-doctoral researcher will share his recent experiences of learning-on-job while working on a federally funded research project in engineering education.

McNiff, Shaun, *Lesley University*
Opportunities and Challenges in Art-Based Research

An introduction to Opportunities and Challenges in Art-Based Research, which defines art-based research as the use of artistic expression by researchers as a primary mode of inquiry, and discusses the need for applied arts, health, and other disciplines to understand, support and perfect methods of artistic inquiry, thus applying their unique resources to realizing the opportunities proffered by the arts as ways of understanding and communicating human experience.

McPhatter, Marlon Rafael, *Florida State University*
Understanding the Need to Exist Here

An examination of the privileged space of academia from the perspective of a black male Ph.D. student. Exploration of possible reasons for the failure of black students (particularly black males) at predominantly white institutions include perceived notions of deviant behavior from black males, lack of support and opportunities for black males throughout the educational system, and differences in culture, class, and socioeconomic status which leads to an exclusion of black males in informal support systems. Those support systems distinctly benefit students with similar characteristics (e.g. same race and class) with faculty. Through specific personal experiences throughout the text, there is also a self-examination of the author's subconscious identification and personal perceptions of acceptance within this space.

McTier, Syreeta, *Georgia State University*
There is more than one way to analyze racism: A tale of two data analysis methods

   This paper will detail the process, tensions, and outcomes of applying two different qualitative methods to the same data set in order to understand how Internet bloggers respond to a news story about a financial settlement awarded to a Black boy as a result of racial discrimination.   As a student researcher, I applied Spradley_s (1980) Ethnographic Analysis as well as van Dijk_s (2002) Racist Discourse Critical Discourse Analysis to the data set. This paper explores the struggle of applying the varying methods, the conclusions drawn, and how the varying methods added to the richness of the findings. The tensions experienced include finding an entry point in analysis, a struggle for formulaic analysis, and final representation. Constructive supports include instructor feedback and questioning techniques, assignment rubrics, and class presentation activities.

Meade, Jennifer, *Rhode Island College School of Social Work*
Applying a Feminist Framework: Challenges Facing Domestic Violence Organizations

   Feminist theory emerged as a way to value the experiences of women, challenging the historical, male-dominated way of viewing the social world. Little research exists about how domestic violence (DV) organizations apply feminist prin-iciples in their practice. Qualitative data from face-to-face interviews (n=22) were analyzed to explore the organizational challeges of defining themselves as feminist organizations. Since most respondents stated that feminism has historically excluded women of color and creates the perception in the larger society that the work excludes men, identifying as a feminist organization could close doors to those communities that believe the organization excludes them.

Medeiros, Maria Cecilia Andrade, *Universidade Estadual do Cear*
MOTHER OWL PROGRAM: assessing the degree of satisfaction of pregnancy on the assistance of nursing

   See Lourinho, Lidia Andrade

Medellin, Kelly, *Midwestern State University*
Fairytales, Folktales, and Myths: A Postcolonial Content Analysis of Multicultural Children_s Picture Books, Kelly Medellin, Midwestern State Univeristy and Univeristy of North Texas

   The purpose of this project is to conduct a critical postcolonial content analysis examining concepts of power, othering, and representations of families in multicultural children_s literature. I will analyze, What are the family dynamics portrayed in multicultural fairytales, folktales, and myths in children_s picture books?, How do these depictions of family life construct/deconstruct the concept of othering traditionally marginalized cultures?, and In regard to family dynamics of various cultures, how is childhood as a construct represented in the literature? I will use the Amazon Fairytales, Folktales, and Myths Multicultural Bestsellers, and then analyze three picture books representing different cultural perspectives. For data analysis, I will use constant comparative analysis using analytic triple entry journals with key concepts, text sources, and an analysis

section. I also analyze the pictures in each book taking notes and reflecting upon discourse in the books through illustrations.

Medellin, Kelly, *Midwestern State University*
Foregrounding Marginalized Feminist Epistemologies When Conceptualizing Critical Qualitative Research in Early Childhood Studies, Kelly Medellin, Midwestern State University and University of North Texas, Kia Rideaux, University of North Texas

In the United States, patriarchal, Western, Eurocentric epistemologies dominate what counts as institutional knowledge in higher education. Even gendered areas of study such as early childhood education and care centralize white-European male perspectives which has created inequitable circumstances for young children and marginalized communities, especially in regards to the conceptualization of research. In this paper, we present ideas for disrupting dominate epistemological perspectives on research by foregrounding Black and Chicana feminisms. We first examine power structures present in traditional early childhood research and then propose ways in which marginalized feminist epistemologies can be used to rethink the conceptualization of critical qualitative inquiry.

Medved, Caryn, *Baruch College, City University of New York*
Primary Earning Mothers: Adopting, Adapting, and Resisting Breadwinner Ideologies

Since the U.S. industrial revolution, married women_s paid work has been considered secondary to husbands_ career interests. Yet for many of today_s female breadwinners, earning is not optional. Currently, 12% of married women earn more than 60% of household incomes while just under 3% of families report being entirely dependent on a wife_s earnings (U.S. Census Bureau, 2010). Three fourths of jobs lost at the height of the recent economic downturn were men_s jobs (Boushey, 2011). At the same time, women continue to outpace men in education and earnings growth (Fry & Cohn, 2010). Substantial changes in marriage and earning are well underway. What is less well known is how these couples_ experiences are significantly changing (or not) traditional _male breadwinner_ discourses and related practices. Through the use of gender construction theories, this study investigates how 45 _reverse traditional couples_ (RTC) are adopting, resisting and/or transforming the masculine breadwinner ideology.

Medved, Maria I., *University of Manitoba*
Recovering Health and Home: Narratives by Professionals on their Collaborations with Homeless Adults who use Volatile Solvents

See De Boer, Tracy

Meek, Geoffrey A, *Bowling Green State University*
The 40-year-old race: winners and losers.

In celebration of the 40th anniversary of Dave Wottle_s 800m victory at the 1972 Munich Olympic Games he was invited to speak at the BGSU Homecoming lecture series. In this paper we examine faculty members_ reflections on the race and how to honor his visit; we highlight memories from the athletes he raced against to win the gold medal; we include our reactions and memories of

that race from our very disparate backgrounds; and finally we add insights from Wottle_s lecture. Wottle_s 800m win and his 1500m races were to straddle one of the most gruesome events in Olympic Games history - the terrorist attack on Israeli athletes in the Olympic Village. We reflect how the Olympic spirit, already tested in a divided Germany, changed as sport and politics collided with terrorism and precipitated new world orders in politics, professionalism, commercialism and media coverage.

Meek, Geoffrey A, *Bowling Green State University*
Driven from the Game!

After my soccer team became hooligans at their own game I coached high school soccer for the last time. It was expected that I would be a volunteer soccer coach at the inner-city high school where I was a physical education teacher. My motivations for coaching the school teams were to offer opportunities for children to experience competitive soccer and gain the physical, cognitive and social benefits that can accrue from such experiences. As Paxman (1999) indicated _alongside the civility and the deeply held convictions about individual rights, the English have a natural taste for disorder_ (p.248 and this paper recounts the disorder during and after that game and my immediate reactions to it. Years later as I revisit those events I consider whether I ever had a chance to alter what happened, and whether it was possible to imbue civility and rights throughout my team.

Meier, Mary Elizabeth, *Mercyhurst University*
Constellations, Juxtapositions, and Assemblages: Bringing together the Resonant Voices of Multiple Participants in Arts-based Narrative Inquiry

In this presentation, I discuss the analysis of stories and images shared by 10 art and music teachers who were working together in a professional learning community. This two-year narrative inquiry focused on teachers_ shifts in thinking and practice with respect to their emerging pedagogical explorations with facilitating student-led inquiry. Multivocal poems are interim texts that retain the nuances of each participants_ individual and shared experiences in a narrative inquiry research text. I worked with a methodological and theoretical toolset for crafting multivocal narratives after studying and adapting the methods of several qualitative inquirers who have constructed intricate research texts as constellations, juxtapositions, and assemblagesof narratives that explore polyphonic perspectives (Conle, 1996; Craig, 2007; Glesne, 1997; Hasebe-Ludt, Leggo, & Chambers 2009; Heydon, 2010; Prendergast, 2006; Reilly, 2011). Writing in poetic modes of inquiry, I analyze, interpret, and re-present stories and reflections that belong to multiple participants.

MEJIA RAMIREZ, RICHARD WILLIAM, *UNIVERSIDAD DEL CAUCA*
Approaching Target Cultures by Exploring Online Discourse Communities

See ACOSTA ACOSTA, PABLO ENRIQUE

Melgar, Patricia, *University of Girona*
From Refusal to Getting Involved in Romani Research

See Carri¢n, Roc¡o Garc¡a

Mello, Marcio Luiz Braga Corrˆa de, *Funda‡Æo Oswaldo Cruz*
Sa£de, Cultura e Antropologia: um di logo a partir das pr ticas afro-brasileiras

Este trabalho busca compreender as rela‡äes da religiosidade com a sa£de no Brasil, a partir de uma pesquisa qualitativa e etnogr fica em templo religioso afro-brasileiro, enfocando as formas com que indiv¡duos concebem e interpretam a doen‡a, o sofrimento e a cura. O modelo biom,dico , incapaz de lidar isoladamente com a complexidade dos problemas de sa£de, necessitando de uma visÆo das ciˆncias sociais para integrar os conhecimentos biol¢gicos, psicol¢gicos, sociais e culturais. A pr tica religiosa tem complementado as pr ticas m,dicas oficiais, constituindo-se em lugares de re-significa‡Æo da vida, de acolhimento, cura e sa£de para as pessoas que a buscam.

Melo, Maria Raquelle de Oliveira, *University of Fortaleza*
Maternal Expectations: Considerations on Prematurity and Child Development

This study aimed at perceiving maternal expectations on the development of premature babies. A qualitative study was conducted at the Center for Integrated Medical Attention-NAMI, from February to December 2012. The study included 10 mothers of preterm babies. We adopted the technique of content analysis proposed by Bardin. We considered the following themes: mother's knowledge about normal development, perception of mothers about injuries during the development and maternal expectations regarding the evolution of their premature children. According to the mothersï discourses, difficulties were perceived in their knowledge related to normal development and possible injuries in that process. Maternal expectations regarding the evolution of the development process of their premature babies were considered satisfactory. We noticed that the surveyed mothers ruled out the possibility of their children, in the future, present impairment in the development process related to prematurity.

Mendez, Roberto Della Rosa, *Universidade Federal de Mato Grosso do Sul*
Programa de educa‡Æo pelo trabalho para a sa£de em Trˆs Lagoas, MS, Brasil

See Duarte, Sebastiao Junior Henrique

Mendivil, Clara Isabel, *Universidad Panamericana*
Los medios de comunicaci¢n y la auto-estima de las mujeres

See Moreno, Alejandra

Mendivil, Jose Alejandro, *Universidad Panamericana*
El impacto de la publicidad en el consumo de cerveza entre j¢venes mexicanos

See Sola, Jose Maria

Mendizabal, Nora, *Center of Labor Studies, National Council of Scientific and Technological Research, CONICET, Argentina*
Mixed-Methods: To Answer Complex Questions in Labor Studies in Social Sciences

Research styles are subordinated to complex questions, practical purposes, and the interdisciplinary nature of team members. In Labor Studies, in order to increase the understanding of issues, the polysemic term _mixed methods_ is

often discussed, along with the application of this approach respecting each paradigm. Particularly, in a past study about the relationship between working conditions and health status of telephone call center agents, subjective perception of this relationship was investigated through interviews, collages and participant observation. Objective aspects were collected by document reading, photos, and videos, plus measurements of the physical environment and anthropometric characteristics of workstations. The survey captured problem dimensions, as well as causal relationships. The analysis was assisted by specific software for quantitative and qualitative data (SPSS-ATLAS.ti). In sum, it_s another trace in the sand, as Denzin and colleagues encouraged to make in 2011, providing a theme, interdisciplinarity and an integration model, as two conic helices.

Mengo, Cecilia Wangeci, *University of Texas at Arlington*
Youth Offender Diversion Alternative (YODA): Solution Focused Therapy with Non Intimate Partner Violent Offender

The Youth Offender Diversion Alternative (YODA) is a voluntary diversion court-supported program for youth charged with assault against a non-intimate family member. Voluntary participants included youth age 17-24, enrolled in a 4-6 month intervention that includes individual and family solution- focused brief therapy, as well case management where indicated. Data was collected from intake interviews with YODA participants. Twenty-one qualitative interviews were recorded, transcribed, and analyzed. Data analysis began with open coding of the transcripts. Based on the initial codes, higher order themes were developed. Findings from this study generate greater understanding relative to the personal strengths of youth offenders assisting in strengthening and refining the YODA model.

Menon, Suvarna, *University of Illinois Urbana Champaign*
Religious Narratives on Suffering _ An Indian Perspective

The importance of community narratives and their potential as resources for individuals and communities at large has been acknowledged in psychological literature. Drawing on Rappaport_s (2000) work on community narratives, this paper explores the notion of suffering as is expressed in two Indian religious traditions _ Hinduism and Buddhism. The paper studies one of the most widely-read Hindu sacred texts, the Bhagavad Gita, and discusses its understanding of human suffering and the path it describes to transcend suffering. The Buddhist understanding of suffering and the means to overcome it is also discussed. Drawing on insights from these religious traditions, this paper argues that healing from suffering, as is understood in the Indian tradition, involves growth and transformation at multiple levels: physical, emotional, mental and spiritual. These narratives view healing in a holistic, transformational sense such that it results in a new perspective on life, increased well-being, inner peace and balance.

Mercado Thornton, Rebecca, *Oakland University*
A Feminist (Un)Methodical Approach: The Sweetness of Surrender

A method oftentimes implies an ordered process--steps took and steps taken. But any good qualitative researcher knows that there is disorientation in the process, and this paper is about the sweetness of surrendering to the process.

Specifically, the paper is about my very unmethodical approach to understanding women's lives in Appalachian Ohio. I detail the ways in which I suspend notions of objectivity and promote Stacey's (1991) feminist approach to research, with, _a disenchantment with the dualisms, abstractions, and detachment of positivism_ rejecting the separations between subject and object, thought and feeling, knower and known, and personal and political_ (p. 111). With some rhyme and some "reason," I surrender to life history interviewing, ethnography, autoethnography, performance and archive analysis to craft this small piece of sweetness.

Merlino, Aldo, *Universidad Siglo 21, Argentina*
Analisis de datos cualitativos: hacia un modelo psicosocial de analisis del discurso

En este trabajo se propone un modelo de analisis de datos cualitativos centrado en el estudio de los aspectos argumentativos del discurso. El modelo se divide en tres etapas. En la primera, se plantea la pregunta de investigacion; en la segunda se avanza hacia la identificacion de enunciados argumentativos, y la reconstruccion de premisas implicitas. En la tercera etapa se avanza hacia la relacion de los esquemas argumentales con sistemas de creencias y modelos de acci¢n y de situacion, con el fin de generar una tipologia de sujetos que de cuenta del sentido que la accion social tiene para estos.

Mertens, Donna M., *Gallaudet University*
Indigenous Pathways into Social Research: An Overview

Mertens will provide an overview of the process used to collect the stories from the 30 indigenous researchers. She will discuss the commonalities and differences that emerged in the various stories, such as challenges and support that the researchers faced and their descriptions of the meaning of being an indigenous researcher.

Mertens, Donna M., *Gallaudet University*
Ethical Issues of Interviewing Members of Marginalized Communities outside Academia Contexts

Interviewing is either one of the simplest ways of collecting data or one of the most complex. Interviewing conceived as conversational data collection seems to be quite simple. However, the wonderful issues of cultural diversity and power relations arise in unique ways when interviewing members of marginalized communities. In this presentation, I will address the ethical complexities that arise in such circumstances from a number of perspectives, including the identification of community members and the implications of inclusion/exclusion and the diversity within communities, appropriate invitational strategies and support in terms of communication and other logistical issues, strategies for addressing power inequities to insure accuracy and comprehensive representation, and responsiveness of cultural issues in terms of confidentiality and protection or revelation of identity. I will illustrate these issues with examples from the Deaf community and from work completed with African communities.

Mesaros-Winckles, Christy, *Siena Heights University*
Breaking the Tangled Web: A Daughter's Narratives of Domestic Abuse, Faith and Divorce

In a follow up study to _Is God Like My Father: Exploring Abusive Family Relationships Through Sibling Narratives,_ one daughter explores the relationship between abuse, divorce, and the effect of divorce on adult children. The study emphasizes how the intertwined narratives of abuse and divorce play out in evangelical communities. Though research about the effects of divorce on young children is extensive, little work exists on how divorce affects adult children or how women and adult children caught in abuse deal with divorce in Christian culture. There is no roadmap for adult children grappling with the _death_ of the family unit. There is no guide for a daughter helping her mother leave an abusive marriage. This study uses an advocacy approach to help adult child understand they aren_t alone as they_re pulled in multiple directions by both parents and critique evangelical culture_s (lack of) response to women fleeing domestic abuse.

Mesner, Kerri A, *University of British Columbia*
Theologically Informed Queer Performative Autoethnography

This solo presentation explores how a theologically informed queer performative autoethnographic research methodology might challenge, disrupt, and broaden existing scholarly discourses. Through a unique hybridization of performance studies, artographic inquiry,and queer Christian theological scholarship, the study places particular emphases on queer identities, queer embodiment, and queer spiritualities. The author brings her backgrounds as a researcher, performer, and theologian to this piece, integrating rigorous autobiographical, theological, and pedagogical research, with artistically crafted theatrical performance. This work aims to push towards the edges of pedagogical-artistic inquiries, and the possibilities that can be found through transgressing and queering boundaries, liminalities, and edges: both those of the researcher as performer, and those of the audience. In so doing, this research aims to contribute new narratives, theoretical perspectives, and praxes that can significantly impact broader educational and theological discourses.

Mesner, Kerri A, *University of British Columbia*
Spirituality, Sexuality, and the Academy: An Ethnodrama Experienced through _Wolf Tone Theory_

See Hendricks, Karin S

Messing, Jill Theresa, *Arizona State University*
Reactions to Intimate Partner Violence in Music Video: Findings from a Focus Group Study with Young Adults

See Thaller, Jonel

Mete, Meral, *Hacettepe University*
A Review Of Children_s Books Publicizing Musicians

In addition to ensuring that children spend their time in entertaining and useful ways, children_s books are also of importance for linguistic, cognitive, social

and personality development of children. Children_s books shall be educational, creativity-improving, in tune with the child_s level of development and universal laws of ethics. Some of the purposes of music education are to improve musical perception and knowledge, to support in developing personality and self-confidence, familiarization. Therefore, it is expected that the qualities of children_s books with music information shall comply with these purposes. This study aims to investigate the impacts of the biographies of musicians depicted in 15 children_s books on the sense of art and musical perception of children, harmony between illustrations and text; fulfilment of developmental needs; messages given; the types of these books. In this qualitative study, the document analysis was used to analyze the data.

Metoyer, Tyra, *Texas A&M University*
Navigating the Contemporary to Advocate for the Public Good

Through contemporary ethnography, I found a way to explore what I did not understand and could not defend (Westbrook, 2008) about a conservative attack on public higher education in Texas. Contemporary ethnography provided a method to examine culture, recent events, and multiple voices to help weave together a contextual, political, and institutional story that might serve as a counternarrative to help recapture the public good of public higher education. This paper utilizes scholarly personal narrative to divulge my journey through the six basic activities of the ethnography of a present situation: negotiation, evocation, attention, analysis, synthesis, and expression (Westbrook, 2008, p. 65). Together with presidents, legislators, regents, faculty, administrators, alumni, and even the conservative think tank (TPPF), I navigated the contemporary in hopes of advocating for the public good of one Texas flagship university.

Metoyer, Tyra, *Texas A&M University*
Researchers_ Dilemma: Labeling of Underrepresented Racial Minorities in STEM Fields

See Banda, Rosa Maria

Meyer, Dagmar, *Facultade de Enfermagen. Universidade Federal do rio Grande do Sul*
Conceptual Analysis: resistance from Foucault's work

See Moreno, Cristina

Meyers, Elise, *UIUC*
Unraveled Knots: A Study of Grief, Mourning and Memory Work Through Fictional Characters

In my method for exploring grief and memory work, I re-imagine _experience-near_ research to produce idiosyncratic 1st-person fictional accounts_a short story about Emma Johnson_s loved ones following her death. The fiction provides a realistic display of the incomprehensible grief, mourning and memory work. I will address two question sets. First: What do scholars learn about grief, mourning and memory work from fictional characters? More specifically, does the story reveal an understanding more than the simplistic assertion that religion aids one in enduring suffering by providing means of escape and offering hope? Second: How do the characters experience grief in relation to the creation of

meaning? What may one consider religious within the character_s grief, mourning and memory work? What was the experience of place in the character_s grieving process?

Meyers, Elise, *UIUC*
Fusing Interstices: Exploring the Relationship between Science and Religion in Religious Scientists and in Self

I argue for four relationships between science and religion. First_antagonistic divergence_that religion and science conflict in a mutually exclusive manner. Second_simplistic divergence_that religion and science occupy completely separate spheres without relationship. Third_simplistic convergence_that religion and science converge distantly. Fourth_complex convergence_that religion and science converge in a dialogical manner. My goal is to rearticulate the relationship between science and religion as a dialogue with mutually beneficial intersections and conflicts. The most unified relationship between science and religion occurs in the particular person. Therefore I explore the relationship between science and religion at the micro level of the religious scientist. I see in the particular writings by religious scientists the possibility of concretely articulating how these complex relationships between science and religion are actually lived. Finally, I turn myself inside out and approach my own identity as a religious scientist.

Meyers, Elise, *UIUC*
When An Angel Interrupts: An Autoethnography of Spirituality, Class and Gender in Ghana

As global interactions involve even the remotest parts of the world, personal questions regarding identity arise. Who am I in a globalized world? The author spent 2 weeks in Ghana, at the surface learning about Ghana Health Services but more profoundly questioning her identity as a white, middle-class, Catholic female from rural Midwest America. A Ghanaian angel, called Aba, interrupted her stroll along the surface, nudging her into the ocean of self. This auto-ethnography describes calm waves that let the author swim and violent waves where she feared drowning. The author is left without an explanation for this interruption, yet it provides vision where she once had blindness and stimulates her readers to seek their own visions from grace-filled interruptions.

Meza Pe€a, Cecilia, *Facultad de Psicolog¡a, Universidad Aut¢noma de Nuevo Le¢n*
La Comida como Amor. Relaciones entre Padres y Ni€os con Sobrepeso y Obesidad

Este trabajo explora las interacciones entre padres e hijos en torno al problema de sobrepeso/obesidad de los ni¤os y la forma de significar la comida, con el fin de comprender la complejidad de factores que intervienen en este problema de salud. Se encontr¢ una dificultad por parte de padres para establecer l¡mites en cuanto a la comida ya que sent¡an que imponer estos l¡mites era restarles amor a sus hijos. La imposici¢n de l¡mites inauguraba guerras campales en torno a la cocina, y la comida era una forma de compensar las carencias afectivas de los hijos ante situaciones de separaciones, divorcios, p,rdidas, e incluso por la falta de tiempo de parte de los padres para convivir con los hijos. Estos hallazgos invitan a reflexionar sobre la necesidad de crear otras formas de

interacci¢n social en donde la comida no sea el foco de reuni¢n o demostraci¢n de afecto.

Meza Pe€a, Cecilia, *Facultad de Psicolog¡a, Universidad Aut¢noma de Nuevo Le¢n*

Michelsohn, Regiane Bataglini, *PUC-Campinas*
Maternity in Movement: Body Consciousness and Dance for Pregnant Women and Mothers and Babies

See Carvalho, Larissa Carpintero

Mickleborough, Tim, *OISE/University of Toronto*
Antiracism, Postmodernism and the Science-Oriented Researcher

See Muzzin, Linda J.

Migdalek, Jack, *Trinity College, The University of Melbourne*
Dance and Scholarship: Discursive Positioning and Performative Repertoires

Analogies between dance and academic inquiry (Janesick 2000;2001) have paralleled creative processes of dancers/choreographers with those of qualitative researchers. This presentation puts the spotlight on ways in which we are inducted to occupy particular discursive positions (as dancers/scholars), and the impact these have on how we perceive and operate in worlds in which we operate and/or those to which we aspire. Through a danced autoethnographic performance piece, in which I work with and against my usual repertoires of embodied gender expression, I illustrate interconnections between my enculturation and induction into patriarchal, heteronormative, and gendernormative discursive positions, and ways in which I have come to operate as a dance practitioner and as a person in the everyday. The piece is presented to inspire self-reflexive interrogation of the impacts of our own routine assumptions, positions, values, interests, and biases, on our identities and practices, both generally and as academics.

Mihas, Paul, *UNC, Odum Institute*
Blending Categorization and Memo Writing in Qualitative Analysis

This presentation focuses on developing codes and integrating memo writing into a data-driven analytical process. Coding and memo writing are simultaneous tasks that occur during an active review of interviews, focus groups, and multi-media data. Deciding when and how to use deductive and inductive codes -- and allowing a codebook to evolve organically -- is critical to moving forward with analysis. Looking more closely at the importance of code names and definitions, and at the issue of code proliferation, will help researchers develop a strategy that works best for them. Memos can range from notes capturing out-loud thoughts to more cumulative reactions to data. Memos can also be deep reflections that resemble early writing for reports, articles, chapters, and other forms of presentation. The memo-writing discussion will include mining memos for codes, positionality memos, statement memos, thematic memos, and data reflection memos.

Mik-Meyer, Nanna, *Copenhagen Business School*
Negotiating the (Abnormal) Physical Body in Work Organizations. Nanna Mik-Meyer, Copenhagen Business School, Denmark.

This paper focuses on methodological issues in studying, how persons with abnormal physical bodies are perceived in working life by themselves, management and _normal_ employees. The methods deployed in study are participant observation and interviews in two work organizations that employ physically handicapped persons. The paper_s primary focus is how the (abnormal) physical body, _normality_ and the _good_ employer relate and are negotiated among management, employees, and the handicapped persons themselves. Methodologically, the study includes reflections on ethics (how to observe and document handicapped in a public sphere), the limits of observation data (what kind of data can this method produce in the light of the constructionist approach used by the researcher), the role of the body in the interview situation (how to talk about _ and objectify _ the abnormal, handicapped body in interviews with individuals, who themselves carry a handicapped body), and the relation between interview and observation material.

Milbourne, Constance C., *Rhode Island College*
The Last Conversation: Strangers Connecting in a Converged Retail Setting

Walk into any retail environment, and eventually you will be approached by a stranger. For many, shopping can be a solitary task typically focusing on a desired result (a purchase). However, individuals desiring interpersonal connection use this physical proximity of unacquainted shoppers as a way for them to engage and to feel less alone. These shoppers can provide a range of commentary about products and services, plus seek information from other shoppers. With the increase in penetration of smart mobile devices, consumers can easily connect with friends/family and/or instantly search the internet for information. In this uniquely-converged retail setting, consumers are also able to interact with in-store digital signage and kiosks, as well as access online retail websites _ all while shopping in-store. Using observation methodology, this study analyzes conversations between unacquainted shoppers specifically focusing on the changes in the types of _stranger encounters_ existing in a converged marketplace.

Milbourne, Constance C., *Rhode Island College*
Dating not Texting: Learning Through Conversation

See Gangnon, Bradley

Millard, Michelle, *Wayne State University*
Beyond Breathing Places

This is an autoethnographic account of the 13 years of work(ing) and wondering done in an attempt to retrieve and reconcile memories and moments of and within a grandmother and granddaughter relationship.

Miller, Emily, *Appalachian State University*
The Liquid Life _ ARTography in the Altermodern

We are equal parts victim of the junk economy and war monger, waging against labor _in a universe of global competition between disposable employees who are alternately consumers and consumed_ (Bourriaud, 2009, p. 81). I engage ARTographic inquiry as a form of meaning making out of the ruins, wading through the debris fields of modern economic life.ÿ I am concerned that artistic inquiry is a function which sacrifices aesthetic.ÿ Am I reducing art to the process of consumption as I use it as a tool of inquiry?ÿ I engage ARTography as a relational aesthetic which lends itself inherently to cultural appreciation; however, Bourriaudÿ(2009) suggests culture is threatened by the precariousness of contemporary aesthetic (p. 83).ÿ This paper seeks to address ARTographic disposability in light of Bauman_s (2005) industrial cult of the ephemeral, victim of stuff, an evaporation of time and space.

Miller, Fiona Alice, *University of Toronto*
"Mapping Maps: Situating Oncology Asset Maps in the Representational Process"

See French, Martin

Miller, Machado Mosquera, *Universidad del Valle*
Pobreza y exclusi¢n: Un reto para las pol¡ticas de inclusi¢n social en Colombia

See Bairon, Otalvaro Marin

Miller, Maggie christine, *University of Waterloo*
Reflexive Negotiations of Analysis, Interpretation, and Representation within Phenomenology

As reflexive researchers we are urged to demystify our research process, uncovering research-design decisions, consciously and deliberately including explicit accounts of our analysis and interpretation endeavors (Dupuis, 1999). Guided by Gadamer_s philosophies, I was often challenged when trying to develop deep understandings of emerging text within my hermeneutic phenomenological inquiry. With little to no insights on analysis and interpretation approaches underpinned by Gadamer, reflexive practices became essential to the navigation of my research. This paper explores the importance of my reflexive accounts, while I negotiated analysis, interpretation, and representation approaches to illuminate volunteer experiences on organic farms. Specifically, I discuss a multi-vocal strategy employed to expose pragmatic, intuitive, and messy steps taken during my research. Reflexivity does not only recognize my active role within my meaning-making process, but also proffered opportunity for methodological negotiations throughout this process.

Miller, Vachel, *Appalachian State University*
Boxing in research identities: Expressive proliferations

In an essay on paradigm proliferation, Dillard observed that there are as many paradigms, _as there are new and interesting people engaging in educational research._ Each fall, I meet new and interesting people beginning their educational research careers, in a methodological survey course. This year, one

of those students, an arts therapist, invited her colleagues to represent their paradigmatic positionings inside a box, inspired by Laura Rendon_s concept of cajitas (sacred boxes). Rendon uses cajitas to enable students to express the intersections of their personal journeys with their research questions and methodological leanings. Using collage and found objects, students decorated cigar boxes to express who they are as researchers and how they want to know the world. I will present images from those boxes, coupled with student reflections on the role of expressive art-making within the puzzling process of discerning one_s methodological alliances, confusions, and aspirations.

Mills, Geoffrey, *Southern Oregon University*
Mentor and Friend: Dinner and Drinks with Harry

Harry had a significant impact on my career as a close mentor and friend. We would get together a couple of times a year for dinner and/or drinks and Harry would always take the time to respond to my book manuscripts or suggestions for how to survive and thrive while teaching and doing research in Greenland.

Mills, Melanie, *Eastern Illinois University*
Automythography as Method and Pedagogical Practice

This paper provides a rationale and guidelines for studying/surfacing cultural myths using automythography as both method and pedagogical practice, answering the question "how do we know this stuff?" to explore embodied cultural myths. We can't name the place, date, person, or document from which we originally received information or knowledge, but we carry knowledge around in the form of accepted and embodied cultural myths, a storehouse of cultural knowledge that accumulates over time. These bits of cultural knowledge can be both surfaced and challenged through automythographic performances and writing. The data collection aspect of the method of authomythography includes reflexive consideration of what we already _know_ along with historical "homework" related to practices, artifacts, and places in public memory (interviews, archival research, public representations, etc.). As pedagogical practice, we ask students to connect to and embody cultural practices/roles as a way of understanding, critiquing, and remembering.

Milton, Philip, *University of Cincinnati*
Poverty, Stress and Coping in Latino Immigrant Youth within a Non-Traditional Migration City

See DeJonckheere, Melissa

Minarik, MSW, MPP, Joseph D., *University of Illinois Urbana-Champaign, School of Social Work*
Demystifying How Local Policy Sausage is made: The Role of Relationship and Policy Outsider Signals

Wanting to demystify for myself how local elected policymakers use information to make policy decisions, this qualitative exploration evolved into an exploratory study of how and why they respond to different sources and kinds of information. Unsurprisingly, existing relationships serve as conduits for certain kinds of information. And elected officials interviewed expressed unanimous interest in supporting those outside the usual relationship networks and

arrangements to participate. Trusting policy _outsiders,_ however, depends upon a number of factors, including the outsider avoiding various behaviors or signals that might raise information reliability or informant motivation _red flags,_ including the outsider treating these (part time, nominally compensated) officials like commodities. I use relevant literature to engage study findings dialogically, to enhance analysis, and describe how findings can be used for policy advocacy training design.

Minayo, Maria Cec¡lia de Souza, *FIOCRUZ*
Circumstances involving the suicide of older people in Northeastern Brazil

See Silva, Raimunda MagalhÆes da

Mir¢ Bonet, Margalida, *Faculty of Nursing and Physiotherapy. Universitat Illes Balears.*
Conceptual Analysis: resistance from Foucault's work

See Moreno, Cristina

Miranda, Sergio, *Universidad de Valladolid*
Analytical model for the study of the interaction of science and religion

See Valero-Matas, Jesus Alberto

Miskovic, Maja, *National Louis University*
Teaching Action Research: Threading the (Dis)Connections

In this paper I am voicing intellectual and emotional (dis)connections that I have been sharing with my students while teaching action research (AR) to pre-service and in-service teachers. The university classroom experiences are intertwined with what teachers and staff are faced with every day in their schools, and which is, in turn, a reflection of countless school reforms. Reforms that Bill Ayers (2012) calls the _rubble and ruin and wreckage._ It has become a common practice that, given a choice, students opt for (crude) forms of measurement in their AR projects, while intellectually espousing the criticism of the school system that equates educated children with various numerical expressions of their complex and nonlinear lives. While not a complete surrender to a co-opted model of AR as a technical tool, I see this is as a critical setback in the role of teacher education programs that offer such classes.

Mitchell, Reagan Patrick, *Lousiana State University*
52nd Street Blowing Sessions: Historical Gazes towards the Pedagogical Possible

My discussion hinges on taking a historical look back to 52nd street in New York City during the mid 1940_s up until the late 1950_s. Specifically I address a period in time when jazz was the epicenter of popular culture. This era was marked by intense musical innovation, which occurred though the _blowing session_, these sessions where essential to assuring the prolonged existence of jazz. After a brief history and analysis, I shift to looking at how the _blowing session_ in jazz popular culture of the mid 1940_s to late 1950_s on 52nd holds possibilities for realizing additional ways for producing transitory spaces in the present, rich in improvisatory ideals towards the pedagogical possible.

Mkhize, Dumisile Nozipho, *University of Illinois at Urbana-Champaign*
Home Literacy Practices as Linguistic and Cultural Resources: A Case Study of
Rural South African 4th Grade Students

   While several studies in other parts of the world have explored home literacy
practices of English as a Second Language (ESL) students as resources, few
studies have examined home literacy practices of ESL students in South Africa.
Drawing on sociocultural and agentive learning theories, in this qualitative
study, which was part of a larger study, I examined home literacy practices of six
rural South African 4th grade students. Data collection included semi structured
interviews with the students at the school and unstructured and semi structured
interviews with the students_ parents that were held during several home visits.
The main finding was that students_ home literacy practices were diverse and
included a variety of multimodal texts, which in some cases allowed for agentive
learning. Implications of the findings for enhancing quality school literacy learn-
ing and teaching practices are considered.

Mohammad, Dorothy, *Texas A&M University*
Counter Critical Narrative: The Intersection of Privilege, Race and Class

   See Collins, Donald R.

Mohammad, Dorothy, *Texas A&M University*
Counter Critical Narrative: The Intersection of Privilege, Race and Class

   See Collins, Donald R.

Molina, Dulce, *Independent researcher*
Tattoos as a Link to the Deceased During Grief

   Tattoos today have become a common form of expression through which
people mark their body in order to represent a significant event. One of these
events is the death of a loved one, where tattoos serve to memorialize the dead.
The following study examines how tattoos serve to create continuing bonds
with the deceased. Informed by a phenomenological constructivist perspective,
semi-structured interviews were used to collect information from people who
had memorialized a loved one through a tattoo. Results examined the decision
for getting a tattoo, the election of the design, decisions for where on the body
to get the tattoo, and how the tattoo helped individuals to cope with their loss.

Mont'alverne, Daniela Gardano Bucharles, *University of Fortaleza*
Humaniza‡Æo no tratamento de pacientes oncologicos: Percep‡Æo de uma
equipe interdisciplinar

   See Oleg rio, Nat lia Bitar da Cunha

Montgomery, H. Monty, *University of Regina*
Similarities Between Preparing to Head Afield to Gather Traditional Foods and
Heading Afield to Collect Data

   This presentation draws from my recently completed (2012) doctoral research
methodology employing metaphor aligned with an Indigenous hunting model
of storytelling wherein a wide range of possible meanings is plausible. (Basso,
1996. p. 60) To facilitate presenting my study of experiences of Indigenous

off-campus e-learning alumni, I enumerated several key preparation processes I experienced personally or witnessed being performed by Indigenous hunters/fishers (chasseurs) prior to undertaking trips afield to collect nature_s bounty. Recognizing the limitations of the English language, I categorized these processes into four discrete facets of Indigenous chasseur preparation: i.e., preparing ourselves; having a plan; checking our materiel; ensuring supports are there when needed. I believe there are sufficient parallels present to empower a functional framework for representing an effective Indigenous approach to presenting data collection and analysis. This presentation describes an Indigenous chasseur framework for preparing oneself for heading afield to respectfully gather items of value.

Montoya Marin, Juan Eliseo, *Universidad Pontificia Bolivariana*
Systematization of experience: Building empathy

See Velez-Zapata, Claudia

Montoya Marin, Juan Eliseo, *Universidad Pontificia Bolivariana*
Research as a Continuum in Tertiary Education: Characteristics, Boundaries, and Pedagogical Options

See Mora, Raul A

Mora, Raul A*, Universidad Pontificia Bolivariana*
The City as Literacy: A Study of English Practices in Medell¡n's Urban Spaces

This session will report our initial findings about English literacy practices in urban spaces in Medell¡n, Colombia. This study responds to the lack of research about how people are appropriating languages in places traditionally labeled as _monolingual_. Our analysis relies on a framework coined _city as literacy_, which merges the New Literacy Studies tradition with other concepts that show languages as resources that enhance meaning in urban spaces. We will show how these practices emerge in non-schooled spaces such as restaurants, the music scene, tattoo culture, or advertising, to name a few. We will also describe how English may have become a resource that enriches the complexity of discourses that urban spaces [re]create. This, we believe, may lead to a new view of languages, where framing a language as _foreign_ does a disservice to the diversity of uses that speakers find once we cross the orthodoxy of linguistic boundaries.

Mora, Raul A*, Universidad Pontificia Bolivariana*
Research as a Continuum in Tertiary Education: Characteristics, Boundaries, and Pedagogical Options

Social sciences have experienced a push for incorporating research preparation as a component of all tertiary education programs. However, most of the research literature usually focuses on doctoral-level research. This becomes problematic for those in charge of preparing novice researchers at the bachelor_s or master_s level, since the decisions about how far to extend the expectations for research become an intuitive rather than a systematic exercise. This presentation will describe the proposal from a group of research educators in Colombia to view research education as a continuum that covers all levels of tertiary education. Stemming from the design of a new MA program in second language

learning and teaching, the presenters will explain the different features of this research continuum, including how each stage provides clear guidelines about the expectations for each level. A discussion about the pedagogical implications of this proposal will bookend this session.

Mora, Raul A, *Universidad Pontificia Bolivariana*
Looking at Museums as a Pedagogical Option for Research Education

Learning to do research, especially for young researchers, requires encouraging the sensitivities to really understand the world around them. In this sense, a place like a museum has all the necessary tools to provide a quality aesthetic experience in the process to learn to observe and record ideas. This paper will report the experience of a research professor and his students in a preservice research methods class at a Colombian university in Medell¡n. Using the Antioquia museum as a site, the students and the instructor looked at the exhibits, took field notes, and wrote reflective journal entries with the intent to practice how to engage in fieldwork. I argue that in order to help future teachers to develop the right sensitivities to develop the necessary verstehen to improve their educational practices, they need to explore places that they may usually take for granted and revisit them with a pedagogical purpose.

Moreira, Claudio, *University of Massachusetts at Amherst*
Expanding inclusive ways of knowing and representing through collaborative writing

In this performance-theoretical text, we attempt to further advance the act of collaborative writing as decolonizing inquiry. Western inquiry has been dominated by the solitary writing of lone rangers of expertise. The lone expert is granted disproportionate narrative space to discourse about the Other, in particular the colonized, the excluded, the oppressed Other. The lone expert writes alone, from a lone theoretical knowledge of the Other, all the while privileging categories of identity and being in the world discovered alone in some individual moment of eureka. We think this isolationist and exclusionary way of knowing continues to keep historically marginalized peoples from occupying Western academia as knowledge makers. Borrowing from Denzin_s understanding that the _decolonizing project reverses this equation, making Western systems of knowledge the object of inquiry _(Denzin, 2005, p. 936), we try more explicitly to articulate the theoretical links between isolated ways of knowing and the persistent exclusion of the non-expert from representation and knowledge production. Building on our own collaborative writing experiences, Paulo Freire_s dialogical philosophy, and Della Pollock_s performative writing, we discuss how our collaborations with students and ethnographic partners have allowed us to break away from the expert isolationist writing standpoint and expand our own imaginations of and possibilities for inquiry that is more concerned with advancing collaborative ways of knowing and representation than with individual expertise and recognition, with advancing a more serious invitation for those with visceral experience of oppression to collaborate with the learned and cultured in the creation of knowledge that heals.

Morelock, Jeremiah C, *Department of Sociology, Boston College Graduate*

School of Arts and Sciences
Pedagogy of Mixed Methods Research: A Student Perspective. Melissa Harry, Jeremiah Morelock, Weeraphat Suksiri, Denise Testa, Boston College

See Harry, MSW, LCSW, Melissa

Moret, Lauren, *University of Georgia*
"The Word Theory is Kind of Scary for Me": Student Narratives of Coming Theoretically Home for Dissertation Research

See deMarrais, Kathleen P.

Moretti, Andrezza Campos, *University of Sao Paulo*
The Application of Laban's Movement Theories in Unified Health System/ Brazil: an Action Research focused on the Health Professionals_ Training

The training of health professionals to work with corporal practices in the Unified Health System in Brazil has been reported in two policies. However, these policies did not explain what knowledge and which methodologies should be developed in these interventions. By an action research focused on the correlation between Laban_s theories and the process to teach different modalities of corporal practices we checked how these theories could help the organization of knowledge and methodologies that could be taught in training courses. Ten health professionals who work with corporal practices participated. So, we discussed how the terminology used by Laban to describe the movement affected the communication process established by health professionals during intervention with corporal practices; how it facilitated the development of methodologies that improved the sensitivity and perception of the body; and why these are important aspects that could be presented and discussed in training of health professionals.

Morgan, Alberta J, *Ball State University*
Lost and Found: The Story of an Archival Research Study Using Grounded Theory

This presentation is a discussion of the role of grounded theory in archival research as well as a recounting of the researcher_s process in this particular study. Using grounded theory and a feminist standpoint theoretical framework this study of the educational and professional lives of the seventeen women who founded the American Collegiate Association developed during the search for data and must include the search journey itself. The archival research created research questions, sources, and even subjects as the researcher followed the trail of clues which led from one idea to another; from one bit of data to another. The study was created by the search and so the story of the archival research has become an important part of the data and framework of the study.

Morgan, David, *Portland State University*
Pragmatism as a Paradigm for Social Research

Although Mixed Methods Research frequently invokes pragmatism as its underlying paradigm, this argument often relies on pragmatism_s attention to practicality, rather than its wider implications as a paradigm for social research. In contrast to philosophical paradigms based on metaphysical concepts such as

ontology and epistemology, pragmatism emphasizes inquiry and experience. In particular, inquiry involves decision making that leads to action, while experience includes interpreting the outcomes of action. In addition, pragmatism requires the location of inquiry and experience within a specific social and historical context. This presentation discusses these broader paradigmatic points through the example of John Dewey_s five-stage model of inquiry, with specific applications to research design at both a practical and a methodological level. Overall, the presentation makes the case that pragmatism can provide a philosophical paradigm not just for Mixed Methods Research but also for social research as a whole.

Morgandale, Rachel, *Cedar Crest College*
Behind the Guy Fawkes Mask: Examining Anonymous and #OpIsrael

See Yamaguchi, Precious Vida

Morrissey, Gwynne Ellen, *Fort Worth Independent School District*
Building a Feedback Cycle : Helping School Leaders Use Survey Data for Collaborative Inquiry

In our large urban school district, a majority of the accountability measures used to report on Title I-funded transformation activities depends on annual teacher survey data. As internal program evaluators, we are interested in going beyond accountability uses of those data; we aim to build school and district capacity to use survey data more intentionally for program improvement. To that end, we have designed a series of activities that take an emic approach to investigating survey data. Together, these activities constitute a feedback cycle wherein teachers work together to define and suggest solutions to problems highlighted by negative survey results; administrators compare their own definitions and suggested solutions, create and present their action plan, and monitor improvements with the next survey. In this way, survey data begin a conversation between program stakeholders, reframing these data as a point in the evaluation cycle rather than an end result.

Mota, Larissa Larie, *Universidade Federal de Santa Catarina*
Information Prehospital Emergency Care and School Health Program

See Andrade, Selma Regina de

Mountz, Sarah, *University of Washington*
Hearing Embodied Narrative: Use of the Listening Guide with LGBTQ Young People Previously Incarcerated in Girls Detention Facilities

This paper explores the uniquely embodied nature of storytelling and story receiving in Life History Interviews conducted with LGBTQ Young Adults (age 18-24) who have previously been incarcerated in girls detention facilities in New York State. Narratives were interpreted using the Listening Guide, a relational method based upon Carol Gilligan_s early work on identity and moral development. The Listening Guide takes into consideration the multiplicity of voice when interpreting qualitative interview data, and consists of a series of sequential listenings intended to place the listener in relationship with a story and its narrator. Intimate listening revealed themes related to participants_ experiences of systemic and interpersonal violence, resilience, survival strategies, community

activism, and identity processes. A collective narrative also emerged that cast light upon the invasive, repressive, and inherently violent nature of girls detention facilities.

Moussa, Mahaman L, *College of Nursing, King Saud University, Kingdom of Saudi Arabia*
Strategies to Foster Critical Thinking Skills in Nursing Education in Saudi Arabia

See Goodwin, Sheilia R

Muchmore, Melissa L, *University of Cincinnati*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

See Ghee, Sarah C.

Mulder, Cray, *Grand Valley State University*
Sensitive subject matters: What determines vulnerability in Social Work research?

While research standards routinely discuss the protection of vulnerable populations, social work historically has emphasized _populations-at-risk_ in the training of social work students. These terms do not necessarily refer to the same populations or mutually exclude each other. How do social work instructors assist students in topic selection for research endeavors and negotiate appropriate human subjects protections? What work should/ should not be completed in the social work research classroom? This paper explores the recent work of a student investigator that created new dynamics for one department and yielded further introspection about our own processes and examination into how other schools handle student research at the Master_s level.

Mulvihill, Thalia, *Ball State University*
Creative Qualitative Inquiry: Nurturing the Digital Research Imagination

This panelist will present results from research on the multiple ways in which students make meaning of creativity as well as students_ experiences of the possibilities and limitations of online platforms for qualitative research. The implications for innovative pedagogies as well as suggestions for releasing the creative research imagination of students in online platforms will be discussed.

Mulvihill, Thalia, *Ball State University*
Perceptions of the LGBT College Student Community of LGBT Superheroes as Represented in Comic Books

See Blanch, Christina

Mulvihill, Thalia, *Ball State University*
Innovative Qualitative Collaborations to Further Data Analysis

Qualitative Research analysis is often presented as a lonely and messy task with researchers surrounded by piles of papers or innumerable folders on their computers as they work to discern patterns in their data. This panelist will present ideas, issues and challenges with teaching qualitative research data analysis

through group projects and group work that introduces students to collaborative analysis.

Mumba, Mumba, *Illinois College*
Exploring the Meaning of Heterosexual Anal Sex among College Students

The study relied on a transcendental phenomenological qualitative method. Thirty college students were interviewed using semi structured in depth interviews to explore the meaning of heterosexual anal sex. Two meta theories of heterosexual relationships on gender and power underpinned the study; the male sexual drive discourse and the pleasing woman discourse. The findings overwhelmingly showed that heterosexual anal sex represented dominance and subjugation of the female participants. The participants reported that engaging in heterosexual anal sex esteemed male sexual pleasure and objectified female bodies. A few female participants countered the male sexual drive and pleasing woman discourses because they initiated anal sex with their partners and encouraged open communication to enhance their anal sexual experience. The results call attention to the importance of acknowledging power imbalances in heterosexual relationships as they relate to anal sex.

Munly, Kelly, *Virginia Tech*
Autoethnography: Care Settings and Medicalized Models of Caregivers and Care Receivers

In this presentation, I will present segments of descriptive narrative and dialogue, interspersed with medicalized models of both caregivers and care receivers. The purpose of this presentation will be to provide my understanding, as a prior familial and professional caregiver, of care settings serving both frail older adults and adults with disabilities. Along with this understanding, I will convey my reflections on both the strengths and shortcomings of these settings and related contexts. A critical piece of the presentation that illuminates both strengths and shortcomings of care settings is the incorporation of medicalized models of both care receivers and caregivers. With an aging international population and importance of providing optimal care to individuals with disabilities, this presentation can serve to evoke new understanding of the need for greater humanity and thoughtful care in our care settings.

Munly, Kelly, *Virginia Tech*
Understanding Adult Foster Care Provider Experience

In this poster, I will review my initial efforts to understand Adult Foster Care as a viable option for community-based long-term care. This option varies greatly in structure and accessibility among states. As part of this initial effort, I will include an overview of my efforts to interview Adult Foster Care providers, with a synthesis of preliminary open-ended interview data. As a context for data analysis, I will include the positioning of myself as a prior Adult Foster Care back-up worker. Reflexivity stemming from the experience of maintaining an Adult Foster Care blog will also be included. Adult Foster Care may be an increasingly relevant option for long-term care across states, as economics of the times motivate deinstitutionalization. Understanding Adult Foster Care provider experience will help to support the sustainability and humanity of this care option.

Munson, April, *Kennesaw State University*
Secrets shared between the Tenure Creature and her Creator

During my relatively short walk on this tenure path, I have actively sought out the perfect combination of materials, ingredients, and magic that create this enchanted Tenure Creature. Obliged by the primitive human need for boundaries and order, I have anxiously hunted the recipe those before me followed. While grumbling against ancient systems and rules, and mocking the need for a predetermined criteria for the constitution of _good_, I complained when the ingredient list was vague, the directions ambiguous, and the material composition ill-defined. And, as I continue bound to wrestle the tension between system and origin, the Tenure Creature spoke_and her voice was mine.

Murphy Augustine, Sharon, *Mercer University*
A Composing Assemblage: An Important Analytic Practice

In this paper, we discuss how writing partnerships can become important analytic practices. We name our partnership a composing assemblage after Deleuze and Guattari_s (1980/1987) concept assemblage that resists the binary, static nature of something belonging to or originating from either author. Bogue (2003) described assemblage as _collections of heterogeneous actions and entities that somehow function together_ (p. 98). At any moment or place_over email, text, phone, and voicemail; at drive-thru windows; and in transit_our composing assemblage can spring to life. Our thinking and working together is not double-checking our work but doing our work. Usually these relationships are relegated to the acknowledgement and notes sections of research studies; therefore, our intent is to describe this important analytic practice.

Murphy Augustine, Sharon, *Mercer University*
Living in a Post-Coding World: Analysis as Assemblage

How Deleuze and Guattari_s (1980/1987) concept assemblage provided an alternative way of conceptualizing data analysis without traditional coding is the methodological issue for this article. In an interview study with ten academics from Australia, Canada, and the United States, the researcher investigated the reading practices that participants used across a variety of reading experiences. Instead of coding each interview transcript using codes connected to a predetermined literature review, the researcher used writing and reading as methods of inquiry and analysis to explain complex relations of texts, theories, concepts, people, places, and memories. For example, creating a glossary of Deleuzian concepts became part of a theory writing pivot which connected data and theory. Using these types of analytic practices changed the focus of the study and offered new ways of describing qualitative data analysis through analytic practices not codes.

Murphy, Alexandra, *DePaul University*
Daddy Boot Camp: Articulating Discourses of Militarism, Managerialism, and Consumerism

See Zingsheim, Jason

Murphy, Kristin Marie, *University of Florida*
Emotionally Speaking: Teaching Students Socially Constructed as At-Risk in the US and Denmark

See Lippke, Lena

Murray, Jennifer, *Ball State University*
Third Space: Can the Reader Really Be the Researcher in Duoethnography?

Duoethnographers claim the reader can act as researcher as she interacts with the third space created by the stories of the author-researchers. While reviewing an edited text on duoethnography, we interacted with the stories as the reader-researchers. As we explored this role, we wondered about positionality, power, equity, and parity as it relates to the author-researchers. If our thoughts or words are not recorded and go no further than our own minds or mouths, can we really say we are researchers? What about those who do not espouse a researcher identity as they delve into the third space? In this session, we will discuss our experience as the reader-researchers and explore how this role might be further theorized and made actionable in duoethnography_both within the academic world and beyond.

Murray, Lee, *University of Saskatchewan*
Autoethnography and Vulnerability.

See Flowers, Michelle

Murray, Lee, *University of Saskatchewan*
Mothering and Academia: A recipe for disaster??

It appears that, in order to cope with the demands of both academic life and family life, women make the choice to either reduce their work hours or limit their careers. I tried to mother during those first five years on a tenure track and I felt pressured, exhausted, and a failure at both endeavors. Trying to do it all was a recipe for failure, or at the very least, some form of disaster or crazy making. Mothering encompasses a million things, and so does academia. As mothers in academia, we don_t often silence academia, but we often _hide the baby_ (Walden, 2002) and with that comes a feeling of failure and guilt. The presentation will use autoethnography to explore the question, _Can I be a good mom and a good academic?

Murray, Lee, *University of Saskatchewan*
Ethical Approval Granted: Now what?

I used autoethnography as methodology to explore and disturb the normative discourse of mothering. My research was an inquiry into secrets of mothering and an exploration and analysis of my life situations, practices, beliefs, values, and feelings. It was an inquiry into secrets and difficult knowledge and how reluctant we are to talk about difficult topics. The ethics approval was difficult and the fact that my youngest son Jordan is Down_s syndrome complicated the process. After many hours of negotiations I finally received approval. This paper will address ethical challenges of using autoethnography as methodology and ask the question: Are REB_s changing and is there now a better understanding

of confidentiality, anonymity, vulnerability and power related to this work or Not?

Murray, Lee, *University of Saskatchewan*
Hearing stories of young, successful and professional moms: What_s the problem??

I use autoethnography as methodology to explore the stories I hear from my students and also my daughter_s friends, who are young moms, and compare the stories to my own stories of mothering. I am often struck by the similarities but also the differences in terms of _the working mom_ and how that relates to today_s mothers. Perhaps feminism is now more of a given in the workplace than in the home. Perhaps they do not feel as secure and confident as a mother compared to their confidence as a professional. Perhaps their rights and privileges are not as clear at home as in the workplace. We, as women, have moved forward regarding professional recognition, but we are still spinning our wheels when it comes to mothering.

Mutua, Eddah, *St. Cloud State University*
Politics of transnational hair: critical students activism at the University of Nairobi, Kenya in the 1970-80s.

In the 1970s-80s, the interconnectedness of the world via communication technologies was not as it is today. Nonetheless, one fact that connected people of African descent in the world was the quest for justice and freedom from hegemonic neo/colonial powers. This presentation will utilize and put into conversation with each other post-colonial lens and autoethnography lens to discuss students_ activism and politics of hair at the University of Nairobi.

Muzzin, Linda J., *OISE/University of Toronto*
Antiracism, Postmodernism and the Science-Oriented Researcher

The science-oriented researcher often has some background in non-science through interest in existential questions and/or engagement in community work. This provides a starting point for learning to conduct antiracist research, for example, on the integration of internationally trained health professionals into small communities. After briefly reviewing key features of a postmodern sensibility, we illustrate how postmodernist methods used in a study undertaken by the second author contrast with more reductionist research approaches. The second author_s study locates the integration problem within the communities where the immigrant professionals reside while a key study in the literature locates it inside the immigrant health professionals as a deficit. This is a good teaching exercise to demonstrate how mainstream ways of constructing research can inadvertently reproduce racist practices which postmodern approaches can avoid.

Nafukho, Fredrick M., *Texas A&M University*
From Kuhn to Constructivism and Beyond: Theory for Large Socialscapes

See Lincoln, Yvonna S.

Nakamura, Yoshio, *University of Utah*
What We Did, What We Found and Then What We Did After That: How and Why Mixed Methods Enriched a Study of Mindfulness-Based Skills Training in School Children

  See Cheek, Julianne

Nakamura, Yoshio, *University of Utah*
What the Letters Told Us: School Children_s Understandings and Experiences of Mindfulness-Based Skills Training

  See Abrams, Elizabeth

Nako, Bonodji, *University of Nebraska-Lincoln*
Allies and Antagonists: A Grounded Theory Study of How White Undergraduates Make Meaning of Racial Oppression

  While the broad objective of many undergraduate multicultural education courses is to cultivate mindsets and skillsets that students need for full participation in a diverse society, the processes by which this outcome is generated (or not) remain underexplored. This paper presents the findings of a grounded theory study conducted among White undergraduates who participated in a semester-long multicultural education course. Based on constant comparative analysis, we generated a model that describes the context, intervening factors, and processes by which White undergraduates make meaning of the historical and contemporary consequences of racial oppression in the US. The paper also includes methodological reflections on the challenges of using grounded theory to examine issues related to race, ethnicity, and diversity. The model and discussion presented in the paper should be of interest to both experienced and novice grounded theory researchers whose work aims to advance theory and discourse around race, ethnicity, and diversity.

Nako, Bonodji, *University of Nebraska-Lincoln*
Mixed Methods, Empancipatory Frameworks, and Adolescent Literacy: A Methodological Review

  See McKinney, Theresa R.F.

Nancy, Staggers, *University of Maryland*
Informatics Research and Qualitative Methods: An Uneasy Marriage?

  This presentation provides an overview of an unusual pairing for scholarly areas: informatics research and qualitative methods. This association at first seems at odds. Informatics and information technology research might seem grounded in experimental design and quantitative methods given its high-tech focus. In fact, early researchers of electronic health record impacts, for example computerized provider order entry CPOE, completed just this kind of evaluation as initial research. However, there were pitfalls to rushing into quantitative designs and methods. Researchers would have benefited from using qualitative methods instead to understand informatics phenomena. I make the case for researchers studying topics such as informatics and emerging technologies need to expand their use of qualitative methods. Using CPOE, I will illustrate the difficulties encountered with CPOE research and subsequent attempts at syn-

thesizing findings in systematic reviews. I conclude that qualitative methods and informatics research are, in fact, a most excellent marriage.

Nanda, Satyajeet, *Researcher*
Identity Dynamics, Virtuality and Stigmatization

The dominant belief by theories, research and programs across the globe that stigmatization is governed by community (factors) has almost always led to limited understanding. Interactions between individuals and community/ society where it is born and live in are quite complex with respect to their role in the process of stigmatization. 36 in-depth interviews and 6 FGDs on HIV from India attempts to disentangle the complex web of relationship between identity, virtuality and stigmatization surrounding HIV AIDS particularly, how individuals and community exercise in development and management of stigma at 3 levels: explicit, implicit and insignificant/ null. While previous theories strongly advocate that it is only the societal framework of stigma which individuals merely reconstruct in their behaviour, current study take a departure from the dominant paradigm that it is not completely true with a possibility of _co-construction_ of stigma by individuals with or without contextual interaction with community (norms).

Nascimento, Juliana Luporini, *DSC/FCM/Unicamp*
The Residual Colonization in the Health Field Professional Relationship

See Barros, Nelson Filice

Naughton, Kathryn, *Fort Worth Independent School District*
Building a Feedback Cycle : Helping School Leaders Use Survey Data for Collaborative Inquiry

See Morrissey, Gwynne Ellen

Ndimande, Bekisizwe S, *Curriculum and Instruction*
Community Perceptions of Children_s Rights in South Africa

See Beth Blue, Swadener

Nees, Heidi L., *Bowling Green State University*
Parading Indian Imagery: A Mystory

In this presentation, I use a mystory format in order to explore my relationship with my research on representations of Native American cultures. I draw from my upbringing in Piqua, Ohio, where Shawnee history is celebrated as a shared community history, as well as the challenges and questions I faced during my dissertation resaerch fieldwork. Is my current research on depictions of Native American cultures in outdoor historical dramas merely an extension of my childhood games of "playing Indian," as Phillip Deloria might put it? Through this performative presentation, I will explore the implications of my upbringing's influnece on my scholarly pursuits.

Neimeyer, Robert, *University of Memphis*
Teen Identities (Re)Born: Examining Identity Transformation and Bereavement Amongst Adolescents Who've Experienced Perinatal Loss

See Torres, Carlos

Neubauer, Leah, *DePaul University*
Primary School Teacher Resilience: The Transforming Impact of HIV/AIDS Prevention Intervention Delivery Among Kenyan Teachers

This paper will explore the transforming effect that delivering home-grown and culturally-appropriate HIV/AIDS prevention education has on the personal and professional lives of primary school teachers in Kenya. Teachers are a natural choice for school-based prevention work given their experience in educating youth and entrenchment within school fabric. Teachers demonstrate intense resilience while facing difficult working environments (overcrowded classrooms, lack of materials), scarce access to training, and HIV/AIDS stigma/discrimination. Amidst these challenges, teachers continue to be deeply affected and changed by issues surrounding HIV/AIDS. Aligned with O_Sullivan_s (2003) view of transformative learning and education, teachers report that their _lives have changed_ and that they see themselves as _agents of social change_ in their communities and country. Feedback were collected from teachers (N=65) at a semi-annual ongoing national training. Key findings and implications for ongoing data collection, multiple-method-oriented professional development and global transformative education will be discussed.

Neubauer, Leah, *DePaul University*
Combining Cultures: Collaborative Cross-Cultural Program Development in Kenya

The presentation will detail how Christian and African values were incorporated into a theory-informed school-based HIV prevention intervention for Kenyan youth ages 11-14 in a manner complimentary to HIV prevention goals and multiple cultural values. The program (Making Life_s Responsible Choices-MLRC), is currently being delivered in 1,679 schools and has reached 452,242 children throughout Kenya since 2006. MLRC was based on 17 key characteristics of effective curriculum-based sex and STD/HIV education programmes found to be essential in successful evidence-based HIV prevention youth programmes by Kirby_s (2007) review. HIV prevention is incorporated through traditional stories, proverbs, Bible verses, skits, and other interactive activities will be highlighted. HIV prevention principles and African values alignment include promoting the importance of family connectedness and the community. Curriculum components and lessons learned will be shared. Next steps highlighting program evaluation and program scale-up will be discussed.

Newman, Joshua, *Florida State University*
At Home He Feels Like a Tourist: In Search of My [Dis]Embodied _Hillbilly_ Self

This presentation provides a series of critical reflections on the active role the body plays in giving meaning, indeed import, to spaces of consumption within the Appalachian tourist destination of Sevier County, Tennessee. It offers a performative representation of my own lived experiences as created through

recent homecomings to my mountain home-place--with specific attention to: 1) the market transformations that have come to shape the Appalachian tourist economy (and the bodies working within it); 2) the pressures these market forces impose on performing Appalachian bodies as they come to embody and produce touristic space; 3) the ways in which active and symbolic forms of hillbilly embodiment produce not only local identities, but the very _tourist gaze_ upon which those identities are often made marketable; and 4) a self-reflexive account of how my own _hillbilly_ body is at once articulated within, and dislocated from, these recent spatio-cultural encounters.

Newman, Joshua, *Florida State University*
Life in Three Deaths: Thanatopolitical Biopoiesis and Militaristic Nationalism

See Shields, Rachel

Newsom, Victoria Ann, *Olympic College*
Mutable Selves and Digital Reflexivities: Social Media for Social Change in the Middle East and North America

Researchers report the use of social media in social protests in the Middle East as well as North America.

Ngunjiri, Faith W, *Eastern University*
Collaborative Autoethnography: Democratizing and Decolonizing Qualitative Inquiry

See Hernandez, Kathy-Ann C.

Nicholson, Margaret, *Clark University*
I am (not) woman, hear me roar: Tension-filled femininities in women's discussions of risk

See Frazier, Kathryn

Niegocki, Kathleen, *Ball State University*
College Women's Experience of Sexual Coercion: A Dissertation Study

Many female college students have experienced sexual coercion. Sexual coercion is often measured in narrow ways that may not capture the full range of sexually coercive experiences; additionally, due to the cross-sectional nature of existing research, little is known about how the process of sexual coercion and its aftermath unfolds in women_s lives (Crown & Roberts, 2007; Hyde, Drennan, Howlett, & Brady, 2008). My dissertation is an exploration of college women_s experiences of sexual coercion using semi-structured interviews and constructivist grounded theory. Data collection and analysis will begin in Spring 2013. The Data Playground would be the ideal place to seek consultation, brainstorm ideas, and hear perspectives beyond those of my research team. One issue I anticipate facing, and potentially bringing to the Data Playground, is the potential that the data may reflect dominant cultural messages and scripts, and how this cultural layer interacts with participants_ own voices and perceptions.

Niesz, Tricia, *Kent State University*
How is Critical Qualitative Research Portrayed in Introductory Qualitative Research Textbooks?

Doctoral courses in qualitative research methodology are often the first introduction to the history and philosophy of science for many emerging researchers. Introductory qualitative textbooks in these courses usually include a brief discussion of positivism, interpretivism, and critical approaches to research. Yet a closer look at how critical qualitative research is portrayed in these textbooks reveals descriptions eliding fundamental elements of critical epistemology. Some, for example, underplay critical theory_s specific and explicit critique of positivism. Resulting misunderstandings leave some students thinking that critical research is simply research for change and others thinking that it is simply biased research. This presentation details a project in which doctoral students in a class on critical social research analyzed several introductory qualitative textbooks for what they included and excluded about critical qualitative research. We share our analysis of the texts and discuss the implications of our findings from a critical theoretical point of view.

Nieto, Claudia, *Ohio University*
Applying the Positive Deviance approach to ethnography: Inquiry to inform a Chagas disease control program in Southern Ecuador

Chagas disease is one of the seventeen pathologies classified by the World Health Organization as neglected diseases (WHO, 2005). Even though these diseases are essentially different in their biological characteristics, they share common histories of social, scientific and economic neglectfulness that have resulted in discriminatory and isolating practices towards people affected by them. This paper explores research processes designed to investigate the living conditions of citizens located in a high-Chagas disease prevalence area of Ecuador. Using ethnographic methods under the theoretical perspective of _Positive Deviance_, this research explores knowledge, attitudes and practices hold by families who, sharing similar life conditions and resources, have been able to maintain their houses protected from triatomines presence. This experience provides elements to reflect about the crucial role played by communication processes_ in translating complex analysis about structural conditions determinant for diseases causation, performance and treatment into human centered interventions resistant to victim-blaming dynamics.

Nigram, Anita, *Texas Tech University*
Autoethnographic Websites & Personal Portfolios: New Sites for Special Education Advocacy & Literacy Instruction

See Sheffield, Rebecca

Nikander, Pirjo H., *University of Tampere, FINLAND*
Lost in Translation? Working with Transcripts and Translated Data

This paper discusses the theoretical and practical aspects of transcription and producing _good quality transcripts._ Perhaps more importantly, it also discusses the often-neglected question of translating data from another language for (typically) an English speaking academic audience and looks at the range of choices scholars make when presenting their work in print. Opening the ques-

tion of transcription to detailed discussion is crucial because transcripts are a central means of securing the validity and guaranteeing the publicly verifiable, transparent and cumulative nature of claims and findings in qualitative inquiry. Data translation is crucial for research that is increasingly conducted in international environments. Scholars and data travel across national boundaries and new language areas join in. This means that guidelines on how data are translated in an accessible yet precise fashion, how data should ideally be presented to the reading audience, and how analytic transparency is secured are in increasing demand.

Nino, Juan M., *Dallas Independent School District*
On Being Harry's Last Student: Continuing the Legacy

Wolcott's work had a great impact on the way I do and teach qualitative research. Through his guidance, I learned that qualitative research is not a locked down process that is linear, systemic or predictable. Thanks to his knowledge and support, my dissertation study strengthened my skills as a novice ethnographer and early career scholar. I learned so much from Wolcott's work and hope to continue to be part of the great works he left for us.

Nino, Juan Manuel, *Texas State University*
Getting to Know a Superintendent: A Qualitative Study

This qualitative study seeks to create a better understanding of the work of school superintendents. Attempting a bricolage approach, this study was conducted using an anthropological perspective and ethnographic techniques as a way to describe the practice of a Hispanic superintendent in a borderland community in south Texas. Guiding questions for this study were: What goes on in the workday life of a superintendent?; how does the superintendent enact his role as superintendent?, and what does the superintendent have to know and do in order to be perceived as a bonafide superintendent? Field study for this qualitative inquiry occurred over a period of seven months. Data for this study were collected primarily through participant observations, semi-structured ethnographic interviews, from artifacts, journal notes and transgressive data. The primary purpose of this study was to document what occurs in the practice of one Hispanic superintendent in a borderland community in Texas.

Nino, Juan Manuel, *Texas State University*
Way(s) of Knowing: An Ethnographic Study of a Latino Superintendent

The purpose of this ethnographic study was to explore the particular world of a Latino superintendent in a borderland community between Texas and Mexico. Using mestizaje to guide this work, a mixed-blood epistemology highlights the personal and professional journey of the school superintendent. Data for this study were collected through observations, ethnographic interviews and artifacts. Results from this study suggest that the participant learned to live in between cultures where he learned to recognize the norms of the dominant culture and negotiate identity. Findings from this study suggests how one_s service and values guide transformational actions and challenge bureaucratic practices. This study also suggests that today_s superintendents can lead for social justice. Additionally, this study provides insights into the social forces and cultural tensions, which shape personal and professional experience within school settings

that may help school leaders negotiate and understand school systems as living organizations.

Noboa, Alejandro, *Universidad de la Rep£blica*
Groupes. La investigaci¢n social cualitativa

La presente propuesta consiste en presentar en el Congreso un material audiovisual original titulado: Groupes. La investigaci¢n social cualitativa, cuya autor¡a corresponde a Alejandro Noboa y Natalie Robaina (Universidad de la Rep£blica - Uruguay). En el mismo se describen de una manera did ctica los conceptos centrales de los dise¤os de investigaci¢n cualitativos en comparaci¢n con los dise¤os m s cl sicos de corte cuantitativo. Se analizan adem s en profundidad, a trav,s de entrevistas realizadas a investigadores de renombre tanto de Uruguay como de Espa¤a, los elementos m s importantes de la t,cnica Grupo de Discusi¢n: usos, dise¤o, funcionamiento, din mica y fundamentos te¢ricos. La palabra hablada se acompa¤a con una serie im genes consistentes en animaciones y diagramas que permiten una comprensi¢n m s adecuada de la t,cnica. Su duraci¢n total es de cincuenta minutos, a¤o de publicaci¢n es 2012, lugar Salto, Uruguay.

Nolan, Jaime, *South Dakota State University*
The Dangerous Work of Vulnerability: Creating Change While Learning to be Human in Academia

Because our work as educators is grounded in ideals of social justice, we have found that our genuine impact lies in our willingness to step outside the known borders of the ivory tower, undertake the deeper work of self-reflection, find comfort in not knowing, and seek meaning in the communities in which we serve. Self-reflection asks us to be vulnerable, for it is vulnerability that leads to authenticity. Being authentic is an act of bravery, of allowing ourselves to be seen. Our work autobiographically represents our story still unfolding, of voicing the unspeakable, and of uttering truths no one wants to hear and all have been trained to ignore. Ours is a story of learning to be human in the often dehumanizing world of academia, a world of shame and perfection. It is a story of negotiating vulnerability, shame, unknowability, and resilience in continuing work of such personal meaning.

Nolte, Samantha, *The Pennsylvania State University*
Autoethnography and Mapping: Journaling the Self as a Means for Examining Teacher Practices

In this panel presentation I present a pilot study of an autocartographic mapping journal. Using Mikhail Bakhtin_s notion of chronotope, I consider how a series of maps drawn over a period of time can reveal the map maker_s sense of themselves in their own story and how various pathways and movement patterns build a layered interaction with place. Stories become the threshold from which we can cross over into new understanding and imaginings, synthesizing our past and present experiences. A mapping journal potentially provides beginning teachers a means of reflecting on, visualizing, and being wide-awake (Greene, 1995) to their practices of everyday life (de Certeau, 1984), the small moments of their days where learning and cultural production occur.

Nordmarken, Sonny, *University of Massachusetts, Amherst*
Critical Pedagogy of Clowning

   Whether they know it or not, good instructors are clowns. Similar to the theatricality of pantomime, the performance art of clown is physically and facially expressive and extremely relational. In this clownish performance of teaching I argue for and demonstrate clowning as critical pedagogy. I deliver an interactive lesson as a clown-teacher, explaining the philosophy and practice of performative clowning, and leading the audience in clowning exercises. Clowning involves expressiveness, physicality, interaction, relationality/relatability, rapport-building, humor, comedic logic, vulnerability, timing, attunement and response to audience, play, creativity, improvisation, self-awareness, and stage presence. I combine techniques of somatic psychology, authentic movement, and meditation practice to lead the audience in finding their own inner clowns and creating a community through the experience.

Nordmarken, Sonny, *University of Massachusetts, Amherst*
Performing Transgender Feelings

   In this performance that is part ethnotheater and part autoethnography, I perform my experience interviewing transgender people on their emotional experiences navigating everyday life. I oscillate between narrating their stories, narrating my story as a trans researcher who shares similar life experiences, narrating the interview process itself, and tracing the complex relationships I have with my participant-friends. I discuss the complex power dynamics that exist in our relationships, and the ways we challenge these in creating radical intimacies in the interview experience.

Nordstrom, Susan Naomi, *Wayne State College*
The Ensemble of Life: Creating Concepts in Post Qualitative Research

   In What is Philosophy?, Deleuze and Guattari (1991/1994) wrote "empiricism is a great creator of concepts" (p. 48). In my post qualitative dissertation about 11 Midwestern family history genealogists and the objects they use to construct their ancestors, I created a concept_the ensemble of life. The ensemble of life is a provisional grouping of objects that are associated with an ancestor_s life. I developed the concept using data from my study and Deleuzian theories. While the ensemble of life may be construed as grounded theory, the concept is a dense and vibrating web of interconnecting data and theories. Both data and theory work together to enhance, illuminate, and problematize each other in the ensemble of life.   In this paper, I will explain the concept, how I continue to create the concept using data and theory, and how the concept development differs from grounded theory.

Nordstrom, Susan Naomi, *Wayne State College*
Meditations on Deleuze_s A Life

   In this paper, I describe three rereadings of Deleuze_s (1995/1996) final essay _Immanence: A Life._ I was drawn to reread that essay and ponder his concept of a life_a force of possibility that reverberates from all subjects and objects_ because of three disorienting states of mourning. I reread the essay when my mother told me about her breast cancer diagnosis in January 2009, while I mourned for the ancestors of my participants during my 2010 study about the

objects 11 Midwestern family genealogists use to construct their ancestors, and, most recently, in November 2012, when my mother_s best friend succumbed to a decade-long battle with cancer. I describe how rereading Deleuze_s essay gave me a language with which think about these states of mourning and how that language helped me to become someone else, someone different.

Normann, Hans Ketil, *University of Tromso, Norway*
Change and Continuity in Life Stories about Advanced Dementia Disease

   See Kuosa, Kirsti Inkeri

Normann, Hans Ketil, *University of Tromso, Norway*
Indigenous life stories as narratives of resistance

   See Blix, Bodil Hansen

Norris, Edward, *Tennessee Tech University*
Viet Nam: A Deconstruction of Ekphrastic Indifference via a Jimi Hendrix Video

   This video collage blends deconstructionism with ekphrasis to analyze and problematize the 1969 Woodstock performance of Jimi Hendrix playing the Star Spangled Banner using a rhizomatic interpretation of the insanity and horror of the Viet Nam War.

Norris, Joe, *Brock University*
Still Becoming Mutualist Teacher Educators after all These Years: A Long Standing Conversation on the Teaching of Teaching

   This duoethnography makes explicit how educational theories, teaching experiences and conversations about teaching of two duoethnographers influenced and changed their beliefs and practices in the teaching of pre-service teacher education students. As such, this duoethnography serves as a form of collaborative reflective practice as the duoethnographers both formerly and presently assist each other in examining their practices. Building upon Maruyama_s (1974) three paradigms of planners (hierarchists, individualists and mutualists) these duoethnographers have sought, in different and similar ways, to promote democratic classrooms (Henderson, 2002) in which student voice (Freire, 1986) is fostered. DuoethnographerA has utilized learning styles and multiple intelligences theories to guide his teacher education courses. DuoethnographerB underpins her practice with an emphasis on pedagogical content knowledge While each have different histories and theoretical influences, collectively both take a constructivist orientation in which knowledge is co-constructed by student, teacher, subject and milieu (Schwab, 1981).

Norris, Joe, *Brock University*
A Vignette Approach to Performing Personal and Public Stories

   In this particular style of playbuilding, Actor/Research/Teachers (A/R/Tors) devise a variety of theatrical scenes about a particular phenomenon (Binge Drinking, Academic Integrity, Assessment, Violence in the Workplace, Demands on a Teacher, the Stigma of Mental Health and others). While each scene is self-contained, collectively they form a bricolage of lived-experiences. This paper will first elucidate how the scenes are generated from personal story, improvisation

and external research, how they are formatted using a variety of theatrical conventions (with video examples) and then how they are structured into a thematic whole. Issues of representation, theatrical styles, reality/fantasy and audience participation as a dialogic form of transtemporal bricolage will be discussed.

Norris, Joe, *Brock University*
Beyond the Didactic: Employing Arts Based Research to Develop Interactive Pedagogical Intervention Videos

During the spring of 2012 a number of undergraduate graduate students employed an arts-based playbuilding technique to devise two intervention videos at the request of a university_s Student Health Services. Building upon the data provided and incorporating their own personal experiences, they created composite data-driven fictional stories of two individuals who end up in hospital due to alcohol poisoning. The videos don_t explain but express (Reason and Hawkins, 1988) moving away from the traditional informational videos that tend to preach. Accompanying the video are a series of open-ended questions that encourage those who attend to examine the complex societal and psychological issues that can lead to alcohol abuse. These research-based videos are in keeping with Denzin_s (2003) belief that research must recognize it pedagogical and political natures as the form of delivery empowers the audience by inviting them to voice their opinions, placing them as co-participants in their own learning.

Novella Centellas, Carolina, *UC Davis*
Performance as Inquiry: Decoding Meanings of Illness through Body-Based Research

Since September 2012, a movement-based workshop with women diagnosed with breast cancer in Barcelona has been exploring the meanings and outcomes of the transit through the illness and its treatments. Over this action-research process, issues of femininity, representation and relationship with the health and oncology industry are being explored and questioned through dialogic and participatory engagement. Drawing on Dwight Conquergood_s (2002) prompt to ïturn and returnï to the crossroads of abstraction and practice, this paper presents insights on the process of conducting inquiry through performance and explores the challenges and potential for performance as a mode of inquiry in communication for social change.

Noy, Chaim, *University of South Florida*
The Jerusalem-Tampa Line: Snippets, Anecdotes, and the Performance of a Family Travel-Narrative

I wish to share sprouting autoethnographical reflections on a recent move (summer, 2012), which I made with my family from Jerusalem, where we lived, and from the Sapir Public College, where I worked, to Tampa, Florida, where we now live, and to the University of South Florida, where I now work. I want to untangle complex intersections embodied in this journey, including reflections on different academic cultures, on being Jewish and an expatriate Israeli in the US, and on the emotional and experiential landscape of my family members (my spouse and my two daughters), and the family as a whole. Autoethnographical reflections on these intertwined life-spheres _ a travel-memoir in the making _

are informed by an interdisciplinary nexus of knowledge(s), comprising of the study of mobilities (specifically familial mobilities), emotions, relationships and recollections, and a critical evaluation of contemporary academic life.

Nxumalo, Fikile, *University of Victoria, British Columbia, Canada*
Document Analysis of Canadian Neoliberal and Neocolonial Assemblages

See Pacini-Ketchabaw, Veronica

Nybell, Lynn Marian, *Eastern Michigan University*
Teaching in Context: Inquiring into Past, Present and Future Detroits

Keynoter Laurel Richardson asks us, _For whom do we write?_ And her question inspires another, _For (and with) whom do we teach?_ As we prepare students to become leaders, how do we envision the future into which they will lead us? Working in the iconic postindustrial regions like Detroit, these questions emerge mainly when we inquire beyond the borders of our academic institution and the restricted concerns of our individual disciplines. Beyond these boundaries, people are struggling, reimagining, reinventing and insisting, _Another world is possible, another Detroit is happening._ Mostly outside of academia, _on the ground,_ questions of possibility are central. This paper describes an interdisciplinary faculty seminar of collective inquiry aimed at enriching our work as teacher/scholars in the Detroit region at this transformative moment. The faculty seminar engages history, visual images, film, poetry and physical exploration of the city, and sponsors dialogue with activists and students.

O_UZ, AY_EGšL, *Recep Tayyip Erdo_an University*
The Views Held by Prospective Classroom Teachers regarding Creative Drama Method in Art Lessons in Primary Education

The aim of this research is to determine the views of prospective classroom teachers regarding creative drama method in art lessons in primary education. For this research, the study group is comprised of 10 prospective teachers studying in Recep Tayyip Erdo_an University Faculty of Education. This research was carried out with an interview which contains open-ended questions. The questions was revised by the specialists. Research data was analyzed by content analysis. The data was analyzed by using frequency (f) distributions. The data was interpreted under themes in the tables. According to the results, prospective teachers emphasised that creative drama could be an effective method in using art lessons in primary education, because they added that art and creative drama is related to each other. They stated that they will plan to use creative drama method in art lessons.

O'Brien, Patricia, *University of IL at Chicago*
Formerly Incarcerated Women Finding the Way Home

Interviews that began with 55 women over five points in time (from a larger survey sample of 166) revealed important interpersonal and environmental features that contributed to how they managed the process of re-entry after release from one state prison. We conducted the interviews both in prison to describe women_s life histories prior to prison and preparation for release as well as three points following release (two weeks, three months, six months) examining different challenges. The women described a complex blend of adverse child-

hood experiences, extensive substance use, and multiple losses as contributing to a pathway for justice system involvement. The presentation investigates the interview process itself as a stabilizing connection and the potential for destigmatized identity-shaping. The twenty women who completed all five interviews discussed the importance of the _new environment_ as the turning point for successful re-entry.

O'Connor, Mary Katherine, *Virginia Commonwealth University*
A History Forgotten: The Contributions of African-American Women to the Profession of Social Work

See Coles, D. Crystal

O'Connor, Susan, *Augsburg College*
Disability Studies and Critical Pedagogy: Paths for Unleashing a Stronghold of Neoliberal Influences

See Hulgin, Kathleen M.

Oc¢n, Carmen, *University of Illinois*
On the Tropical Edge of Latina/o Diasporas: Neoliberal Winds, Identities in Revolt, and Mis(placed) Ethnographies

The identities of Latino communities transforming the current political and cultural landscape of the United States continues to be underplayed in public arenas. Through discourses of criminal trespassing, Nativist ideologies, and Neoliberal erasures, the unpaved paths of migration and transnational journeys to the United States are silenced rather than braided in the social tapestry of a nation that continues to deny its multiplicity and fluid temporality. Moreover, the back-and-forth movements of Latin American and Caribbean communities to and from the United States simultaneously shift definitions of space and place, replaces preconceived notions of identity and belonging, and conceives unexpected encounters and losses of cultural signifiers among these citizens in transit. Through a critical autoethnography, political performances embodied by two documented immigrants are exposed through the negotiation of identities revolting against hegemonic discourses of nation, citizenship, and culture as they grapple with the neocolonial and neoliberal shadow of the United States.

Oc¢n, Carmen, *University of Illinois*
En la orilla tropical de la di spora: Vientos neocoloniales, identidades bajo (re) construcci¢n neoliberal, y desencuentros etnogr ficos

Las identidades de comunidades Latinas que transforman el entorno pol¡tico y cultural en los Estados Unidos contin£an siendo negadas en la arena publica. Atrav‚s de aparatos discursivos que alimentan nociones de criminalidad, xenofobia, y exclusi¢n, los caminos desempedrados de la inmigraci¢n y las jornadas transnacionales hacia los Estados Unidos son borrados en lugar de ser parte de un tejido social en una naci¢n que reh£sa aceptar su multiplicidad y fluidez temporal. Por otra parte, el ir y venir de comunidades Caribe¤as y Latino Americanas hacia y desde los Estados Unidos cambia simult neamente definiciones de espacio y lugar, reemplaza nociones de identidad y pertenencia, y concibe desencuentros de significantes culturales entre estos ciudadanos en tr nsito. Atrav‚s de una autoetnografia critica, las acciones pol¡ticas encarnadas entre dos

inmigrantes documentados de Puerto Rico y M,xico, exponen las negociaciones de identidades en contra de si mismos ante la sombra neocolonial-liberal de los Estados Unidos.

Ogden, Lydia P., *Lehman College, City University of New York*
I Have a Key and Live Like a Real Person: Retrospective Accounts Homelessness and Housing Challenges Among Older Adults with Schizophrenia.

This study used thematic narrative analysis to develop an understanding of how older adults with ongoing symptoms of schizophrenia understand and express their life course and present time experiences. The presentation offers findings around the shared core theme of homelessness and housing challenges, one of four themes developed from 31 individual interviews (32.9 hours total) with six older adults with schizophrenia, and from systematic field observations of their homes, treatment environments and neighborhoods. Within partici-pants_ narratives housing was a shared source of adversity and an organizing principle. Presentation of participants_ narratives of housing challenges and homelessness will illuminate how participants experienced shared adversities in unique ways. Discussion will focus upon participants_ narrative transformation of their experiences of homelessness and housing challenges into metaphors that restored their narrative identities and illuminated the value of their current living situations.

Oguchi, Masanori, *Kansai University of Welfare Sciences*
Empowering resilience of nursery care staff through peer supervision group

See tokutsu, shinko

Okpalaoka, Chinwe L., *The Ohio State University*
Wisdom Lost And Regained: My Life as a Generational Bridge Across Three Migrations

The purpose of this paper is to address the dearth of research about the Black African immigrant experience across time and space and to consider what might have been lost or gained in the movements of African ascendant peoples, and the layered identities they have assumed in the diaspora. Drawing on continental and worldwide African feminist/womanist scholarship (Nwapa, 1966; Ogala, 1994; Oyewumi, 1997), this paper will show how generational feminist knowl-edge and wisdom carried within the migrations of African people are always mediated by cultural memory to help us (re)member who we are/were/can be.

Okwako, Betty, *Michigan State University*
Using A Phenomenological Approach To Explore Identity Construction Among A Group Of African Immigrant Girls

Findings for this paper are based on a larger study that investigated identity construction of one of the least researched groups, African immigrant students attending two disparate public high schools. Participants for the study included four girls from four different African nations. This paper is premised on the notion that identity construction is a major developmental process that has educational implications for adolescent girls. In addition to the challenges that girls experience universally as a consequence of their gender, these challenges are compounded in the case of African immigrant girls because of their multiple

identities. The methodological approach I took was premised on phenomeno-logical inquiry, as my goal was to understand the meaning of events and interac-tions from participants_ perspectives. To capture participants_ lived realities, in-depth phenomenological based interviewing was conducted. Life history interviewing and in depth focused interviewing were used to investigate why students identify they way they do.

Oleg rio, Nat lia Bitar da Cunha, *University of Fortaleza*
Sexuality and sex education in adolescence: perception of teachers of brasilian public schools

See Catrib, Ana Maria Fontenelle

Oleg rio, Nat lia Bitar da Cunha, *University of Fortaleza*
Perception of students about sexuality and sexual education: the reality of public schools of Cear - Brazil

See Catrib, Ana Maria Fontenelle

Oleg rio, Nat lia Bitar da Cunha, *University of Fortaleza*
Humaniza‡Æo no tratamento de pacientes oncologicos: Percep‡Æo de uma equipe interdisciplinar

Profissionais de sa£de que trabalham com pacientes oncol¢gicos sÆo fre-quentemente induzidos a pensar sobre sua pr¢pria vida, conflitos e frustra‡äes. Esta pesquisa teve como objetivo analisar a percep‡Æo de uma equipe inter-disciplinar quanto ao processo de humaniza‡Æo no tratamento de pacientes oncologicos. Foi realizado um estudo descritivo, de abordagem qualitativa no Instituto do C𝑓ncer em Fortaleza, Cear , Brasil. Foi realizada uma ent-revista semi-estruturada com 09 profissionais da rea da sa£de. A partir do material emp¡rico foram constru¡das 5 categorias tem ticas. Conclui-se que a humaniza‡Æo ainda passa por uma prova de valida‡Æo na pr tica de sa£de. Ela existe nos ditames dos departamentos humanos das institui‡äes hospitalares, mas que esbarram na burocracia, tecnologia e disponibilidade de tempo, para que o profissional da sa£de possa, nÆo somente compreender a doen‡a, em detrimento do paciente.

OLIVEIRA, JOSIANI JULIÇO ALVES, *UNESP*
The importance of teacher training in the Social Work.

The objective of this research was to understand through optical social per-ceptions and feelings about their training and the importance of their teachers in this process. In order to answer the questions proposed for this study were established two categories of analysis directly related to each other, namely: 1) Importance of the teacher to the person's social worker. 2) teacher's contribu-tion to the training of social workers. The analysis process we follow, according to the proposal of Bardin (1977), allowed understanding the meanings behind the words. It was possible to verify that the subjects perceive the contribution of teachers in their education both as a person and as for vocational training. You must also consider that the object of the social sciences is essentially qualitative, since social reality presents a wealth of meanings.

OLIVEIRA, JOSIANI JULIÇO ALVES, *UNESP*
Active Aging and Public Policy: a scientific challenge

The issue addressed in this research concerns the impact of the increasing elderly population in Brazil. Active aging depends on a variety of factors involving individuals, families and countries. Among the broad health factors include: culture and gender related to health systems and services, behavioral, personal aspects, related to the physical environment, the social and economic environment. It is based on the recognition of human rights of older people and the principles of independence, participation, dignity, care and self-realization established by the United Nations. Thus, we have to analyze the experience of active aging in the history of life of older people by investigating the experience of active aging in the following aspects: the identity of the elderly, identity and sociality, identity in the world of work and the impact of Public Policies in the process.

OLIVEIRA, JOSIANI JULIÇO ALVES, *UNESP*
Research: principles of social and autonomy of thinking

See Engler, Helen Barbosa Raiz

Oliveira, Roberta JulianeTono de, *Federal University of Santa Catarina*
Gerenciando o cuidado de enfermagem em unidades de pronto-atendimento de Florian¢polis, SC, Brasil

See Santos, Jos, Lu¡s Guedes dos

Oliveira, Simone, *Funda‡Æo Oswaldo Cruz*
Sa£de, Cultura e Antropologia: um di logo a partir das pr ticas afro-brasileiras

See Mello, Marcio Luiz Braga Corrˆa de

Oliveira, Susana Kramer de Mesquita, *Universidade Federal do Ceara*
Method of study with groups in process of changing

From three multicultural studies, using clinical-qualitative orientation, in Brazil and India - Family migration, Family dynamics with chemical dependent, and Family conflicts between parents-children -, the researcher proposes the use of the Moreno_s sociodramatic Model, to the organization conceptual, of the ways to collate and analyze the data, referent to studies with groups in process of changing. The object of this paper is to show the interaction among three categories of methodological organization of research with families: relational dynamics, changing processes, and affectivity (considered in its relational-meditational dimension), which allows the expression and perception of the affective aspects in moving, and evidences the family from its constituent characteristics as social group. The paper will focus in the stages of building of the qualitative research in this model, and in the produced tools to collate and analyses of the data that were repeated in the three studies.

Oltmann, Shannon Melody, *School of Library & Information Science, Univer-*

sity of Kentucky
Purposeful Selection of Interview Modes: Comparing Face-to-Face and Telephone Interviews

This paper argues that interview mode selection should be thoughtful and purposeful, rather than rationalized after the fact. In particular, this paper focuses on the relative strengths and weaknesses of interviewing face-to-face or via telephone. Although face-to-face interviews are frequently portrayed as the _ gold standard_ in the methodological literature, conducting telephone interviews is a viable alternative. In certain circumstances, in fact, telephone interviewing has unique advantages that make this mode superior. For example, telephone interviews can be more effective when studying a particularly sensitive or controversial issue, when dealing with a stigmatized or suspicious population, or when conducting geographically dispersed interviews. By reviewing and synthesizing the literature that discusses interview modes, this paper provides an explanation and rationale for selecting face-to-face or telephone interview modes, far beyond what may be found in typical textbooks or reviews. The choice of interview mode should be a deliberate strategy to improve data collection.

Oltmann, Shannon Melody, *School of Library & Information Science, University of Kentucky*
Bureaucrats and Scientists: Explaining Restriction Access to Scientific Research

Scientific information, used by the U.S. government to formulate public policy, is frequently altered, blocked from publication, or restricted in some way. This paper uses a comparative case study to examine how and why government officials restrict access to scientific research. Four cases, based on semi-structured interviews with scientists, bureaucrats, and other key actors, were analyzed. The interviews were recorded, transcribed, and analyzed with QSR NVIVO-8. Comparative analysis yielded three themes: the nature of the information in question, the role of that information, and the intended audiences. Multiple respondents emphasized the supposed rigor and objectivity of science, yet noted that uncertainty is inherent in research. Respondents disagreed about the role of research in forming public policy. Finally, many respondents viewed the general public as an audience for science research, even though the public is often uneducated or uninterested in the intricacies of science.

Olzman, Miranda, *San Francisco State University*
Fat (Em)bodied Burlesque: A Site for Performance Activism

This project utilizes fat-bodied burlesque to argue that the inclusion of body size is essential to critical intersectional inquiry. Fat is currently at the center of our society in an un-questioned state. In 2010, Michelle Obama stated, _The physical and emotional health of an entire generation and the economic health and security of our nation is at stake._ To disrupt this normalized way of conversing about fat bodies, this paper makes the argument that fat-bodied burlesque holds a unique potential to be a site of performance activism. The complexities of using sexuality based-performance as empowering mark why fat-bodied burlesque is a focus for social justice. While I work from an intersectional perspective emphasizing that a fat body is always raced, gendered, sexed, and given a social class, most work on intersectionality does not emphasize the

body. This paper demonstrates why body size should be added to thick intersectional work.

Olzman, Miranda, *San Francisco State University*
Modern Tensions: Parenting and the (Re)Production of Masculinities in ABC_s Modern Family

   This project identifies television consumption as a de facto parenting influence in the average American_s life. I explore how masculinities are embodied by the characters on ABC_s Modern Family, and how non-normative masculine identities are disciplined. I analyze ABC_s Modern Family because it claims unique entertainment ground by being hailed as a progressive show yet a critical eye would disagree with this. Through using the lens of intersectionality, I explore how Modern Family (re)produces performances of masculinity, specifically hegemonic masculinity as something to strive towards. Heteronormative themes and hegemonic masculinity are what this show demonstrates to be of value. This project seeks out the spaces where competing forms of masculinity such as gay-male masculinity, female masculinity, non-white masculinity emerge in the show and then are often show to be disciplined by a normative character. To conclude I urge people to think critically about how television shows as a de-facto parent.

Ondjaa, Bertin, *University of Cincinnati*
Campus Sustainability: An Action Research Study

   The existing literature on environmental sustainability in regards to university campuses assumes that students have knowledge of what constitutes environmental issues. In doing so, environmental issues are perceived differently according to individual experience, culture, and socio-political contexts. This largely has been ignored in environmental literature. This paper aims to explore and understand how students perceive environmental issues on university campuses. Using Photovoice methodology, participants document, reflect on their perceptions and experiences about environmental issues. This approach to inquiry adheres to a participant-directed research process (Wang, 1999) that analyzes social phenomena in a particular context (Hatch, 2002). Photographs are used to promote critical group dialogue that addresses the participants_ self-identified needs._ Collective narratives that emerge from this dialogue are then used as a catalyst for social change.

Ondjaa, Bertin, *University of Cincinnati*
Food Mapping as Methodology: Transforming Our View of the Food System

   See Wight, R. Alan

Onofre, Dora Julia, *Doctora*
Infecciones de Transmision Sexual en Amas de Casa desde una perspectiva de genero

   La investigacion fue realizada con amas de casa en Monterrey Nuevo Leon. Se empleo metodologia cualitativa, especificamente grupos de reflexion, con el objetivo de elaborar un programa de intervenci¢n para promover la toma de conciencia acerca de la situaci¢n de vulnerabilidad a que estan expuestas y la necesidad de un accionar activo para el cuidado de su salud. El empleo de tecnicas participativas y de reflexi¢n conllevo la identificacion de las significaciones

relativas al hecho de ser mujeres, asi como de los conocimientos acerca de las conductas que, como mujeres, deben asumir en la prevenci¢n de la infeccion por VIH/sida

Onwuegbuzie, Anthony J, *Sam Houston State University*
Critical Dialectical Pluralism: Toward a New Mixed Research Philosophy for Social Justice

We introduce a new mixed research paradigm: critical dialectical pluralism. We describe critical dialectical pluralism with respect to three axiomatic components (i.e., ontological, epistemological, and methodological foundations) and seven issues (i.e., nature of knowledge, knowledge accumulation, goodness or quality criteria, values, ethics, inquirer posture, and training). Critical dialectical pluralists are committed to research that promotes and sustains an egalitarian society; aims to promote both universalistic theoretical knowledge and local practical knowledge; and promotes culturally progressive research. Several exemplars of critical dialectical pluralist research will be presented demonstrating that critical dialectical pluralism promotes social justice more than does any other paradigm.

Onwuegbuzie, Anthony J, *Sam Houston State University*
Prevalence and Characteristics of Mixed Methods Phenomenological Research

See Mayoh, Joanne

Onwuegbuzie, Anthony J, *Sam Houston State University*
Towards a New Framework for Mixing Phenomenological Research: Introducing Mixed Methods Phenomenological Research

See Mayoh, Joanne

Onwuegbuzie, Anthony J, *Sam Houston State University*
Prevalence and Characteristics of the Collection and Analysis of Nonverbal Cues in Qualitative Research

See Denham, Magdalena

Onwuegbuzie, Anthony J, *Sam Houston State University*
Conducting a Review of the Literature Using Discourse Analysis

Onwuegbuzie, Leech, and Collins (2012) recently identified 17 qualitative data analysis techniques that are optimal for analyzing sources that inform a literature review. These authors also outlined the role that the following five qualitative data analysis techniques can play in the literature review process: constant comparison analysis, domain analysis, taxonomic analysis, componential analysis, and theme analysis. Thus, the purpose of this article is to provide a framework for using another qualitative data analysis technique to analyze and to interpret literature review sources_a process that we call a Discourse Analysis-Based Research Synthesis (DARS). Using a real review of the literature and with the aid of screenshots, we illustrate how to conduct a DARS using a qualitative data analysis software program.

Onyenekwu, Ifeyinwa Uchechi, *University of Illinois at Urbana Champaign*
It's Complicated: Thinking about Black Immigrants in Higher Education

Over 1.3 million black immigrant children reside in the United States with the majority of the parents coming from African and Caribbean countries. Evans et al. (2010) assert that _the ethnic identity of college students continue to be an area of study ripe with research possibility as college and university campuses student demographic shift_ (p. 286). To this end, African immigrants are one of the fastest growing immigrants in the United States; yet, despite decades of black immigrants enrolling in higher education little research acknowledges contemporary African Diaspora literature or African studies as a contributing force in education research. Furthermore, black immigrants have the highest degree attained amongst all races and ethnic groups. Therefore, I offer a critique of two studies (Bennett & Lutz, 2007; Massey et al., 2007) that discuss black immigrants _overrepresentation_ in elite colleges and complicate their quantitative finding by utilizing interdisciplinary qualitative research.

Orrego Rold n, Daniel, *Future Paper SAS*
Tablets y Eduentretenimiento en la Ense€anza de Historia en los Colegios y Escuelas de Medell¡n

See Orrego Rold n, Santiago

Orrego Rold n, Santiago, *Future Paper SAS*
Tablets y Eduentretenimiento en la Ense€anza de Historia en los Colegios y Escuelas de Medell¡n

En Colombia el modelo educativo ha marginado la ense¤anza de la historia produciendo una amnesia colectiva por mas de tres d,cadas. Las nuevas generaciones ignoran su pasado y desconocen su presente. Sobre esta situaci¢n, y a partir de la creaci¢n de contenidos interactivos y multimediales para tablets, analizaremos la inclusi¢n del eduentretenimiento y las tecnolog¡as de la informaci¢n y la comunicaci¢n en la ense¤anza de historia en colegios p£blicos y privados de la ciudad de Medell¡n. Mediante el m,todo etnogr fico de observaci¢n participante arrojaremos resultados para determinar si este modelo de educaci¢n puede ser replicable en otras reas del conocimiento y en otros niveles de cobertura.

Osgood, Jayne, *London Metropolitan University*
Negerkind. Control, Salvation and Racialisation as Three Interconnected Modi of Early Childhood Micro and Macropolitics in Contemporary Europe: The Urgent Case for Radical, Critical Inquiry

See Urban, Mathias

Otterstad, Ann Merete, *Oslo University College*
Doing post- interpretations; horizontal readings of inter-actions in early childhood

The dominant thinking in early childhood pedagogy in Norway is based on dialectical relational thinking (Hegel) in combination with psychologist theories making dialects as the assumed theoretical position about child/child - child/adult interactions. To undo this specific certainty of dialectical relations, I use a

photo of me, a shadowing body entangled with a toddler Jonas to wonder about how diffractions can make uncertainties of children becoming(s). I suddenly see that Jonas is making movements with his body over and over again in intRAactions with spacetimematterings. What is becoming? Uncertainties bring me as researcher into other dimensions of _child development_ through post-interpretative thinkfeel positions.

Otterstad, Ann Merete, *Oslo University College*
Assemblage of Cultural Diversity in Norway: Challenging Simplistic Research Approaches

Paceley, Megan S, *University of Illinois at Urbana-Champaign School of Social Work*
Intersections of Religious and LGBTQ Identities in the Context of Involvement in Nonmetropolitan LGBTQ Organizations

Paceley, Megan S, *University of Illinois at Urbana-Champaign School of Social Work*
Growing Up as a Latina Sexual Minority Adolescent Girl: Parent-Child Attachment and Related Developmental Concerns

Pacheco, Edith, *El Colegio de Mexico*
Metodologia Mixta: Analisis de Uniones Conyugales en Tres Generaciones de Mujeres Mexicanas

Desde hace anios las coautoras (Edith Pacheco y Mercedes Blanco) de esta propuesta hemos venido trabajando en el enfoque conocido como metodologia mixta, basicamente combinando la utilizacion de fuentes de informacion tradicionalmente consideradas como antagonicas como son las encuestas estadisticamente representativas y las entrevistas a profundidad. Queremos seguir experimentando en esta vertiente para lo cual utilizaremos nuevamente tanto una encuesta (Encuesta Demografica Retrospectiva [EDER], aplicada a nivel nacional en M,xico) como entrevistas a profundidad. En esta oportunidad, ademas, incorporaremos tanto un nuevo enfoque cualitativo denominado investigacion narrativa (narrative inquiry), asi como la utilizaci¢n de una tecnica estadistica conocida como event history analysis para dar cuenta de las vivencias del fenomeno estudiado: las uniones conyugales en tres generaciones de mujeres mexicanas (1936-1938, 1951-1953 y 1966-1968).

Pacheco, Jr., George, *Angelo State University*
Performing a Critical Community Service

Universities are charged with developing productive citizens who make their communities better. This study examines a service learning project that led students to an alternative education facility. College students were paired with At-Risk public school students in semester long mentorship roles. What resulted was a powerful performance of lived relationships and stories that serve as a

contextual challenge where both participants and administrators were forced to evaluate the perceptions of their worlds. By challenging the traditional format of classroom-based learning with actively engaged critical learning, these types projects empower students to grow and make positive contributions to the greater community.

Pacini-Ketchabaw, Veronica, *University of Victoria, British Columbia, Canada*
Document Analysis of Canadian Neoliberal and Neocolonial Assemblages

The presentation will outline a methodological approach to analyzing neoliberal policy documents and nongovernmental organization guides that describe approaches to inclusion_. Using the concept of actants to understand _texts,_ the presentation will highlight how documents become configured in and reconfigure neoliberal assemblages; how they function as decision-makers; how they shape subjectivities; and how they participate in making, mediating, and performing knowledges and relations while limiting others.

Padilla-Carmona, M. Teresa, *Universidad de Sevilla, Spain*
Conditioning factors to develop _good practices_ with adult people in guidance services

See Suarez-Ortega, Magdalena

Paiva, Georgia Medeiros, *Universidade de Fortaleza*
Analysis of the School Health Program in Fortaleza _ Brazil

The School Health Program is an intersectoral policy between the Ministries of Health and Education which aims to contribute to the education of students through promotion, prevention and health care. The goal was to understand the perceptions of municipal technicians and technical regional sectors of Education and Health on the implementation of the School Health Program in the municipality. This is an exploratory, descriptive qualitative approach, using the techniques of semi-structured interviews and focus groups. We analyze the results the light of Content Analysis, categorizing the speech in central themes constituting the interpretative network. The study points to the need to rethink and dynamics of these processes to strengthen intersectoral actions in a more coordinated and sustainable, enabling the creation of regular meetings with agendas and systematic; foster socialization spaces of the proposed PSE for the other sectors.

Paiva, Georgia Medeiros, *Universidade de Fortaleza*
MOTHER OWL PROGRAM: assessing the degree of satisfaction of pregnancy on the assistance of nursing

See Lourinho, Lidia Andrade

Palacios Vicario, Beatriz, *Universidad Pontificia de Salamanca*
Descriptores del consumo de alcohol en una muestra de adolescentes chilenos y bolivianos Proyecto AECID (A3/041712/11)

See S nchez G¢mez, Cruz

Palacios Vicario, Beatriz, *Universidad Pontificia de Salamanca*
El uso de las herramientas asincr¢nicas, foro y wiki, para la ense€anza-apre

Palulis, Patricia Adele, *University of Ottawa*
An Auto/ethno/graphic Journey through Northern Topographies: ItineRANT
Fieldnotes and Footnotes

Currently on academic leave, journeying through northern topographies
becomes an invocation for chasing after elves in the lava of Iceland, mythical
characters in the legends of Greenland, and trolls in the fogbound habitats of
the Faeroe Islands. My itinerary declared not feasible, I have collected counter
evidence in the form of storybooks, passport stamps, baggage tags, boarding
passes, and photo ops. Fragments from on-sites, in-cites and ex-citations pro-
voke an (un)homely hospitality for academic in-dwelling outside the Academy.
Stories are not research, I have been told. Outside the Land of Academia, a
runaway takes refuge in storytelling seeking exquisite passages through lands
of text,image, ice and fire. The lived experiences of circling over glacial terrain,
descending into the chamber of a dormant volcano, harbour dwelling with
activists, inspirit my research practices. Subversive itineRANTs work at becom-
ing experimental auto/ethno/graphy where the "I" risks becoming undone in the
faultlines of the slopes [/].

Panayotova, Yulia, *Health Psychology Research Center*
Healthcare Professionals_ Discourses Regarding the HPV Vaccine and Parental
Responsibility: Perspectives from Eastern Europe

Pang, Jessica S, *York University*
Eco-Flƒnerie: The Urban Stroll into Ecology Science Education

Drawing from Gruenewald's (2003) "critical pedagogy of place" (10) and
Stehle's (2008) "psychogography as a teaching tool" (1), this paper explores the
potential of utilizing flƒnerie as contextualized place-based ecology science peda-
gogy for new urban students. Using inquiry and curiosity into familiar objects
and experiences as an entry-point into ecology science concepts, Eco-flƒnerie
allows urban students an opportunity to develop a relationship with their local
natural history. This model of ecology science education reflects the Freirean
problem-posing approach by centering learning in student experiences and situ-
ating pedagogy in student communities. Through a not-so-simple outdoor walk,
Eco-flƒnerie aims to address issues in both environmental education (as identi-
fied by Louv (2008), the disconnect between humans and nature), and science
education (as identified by Costa (1995), the disconnect between school science
and students_ day-to-day lives).

Pape, Kyle, *Colorado State University*
Queer Engagement of Colonial Discourse

This qualitative study explores the virtual presentation of the Radical Faerie
culture in Thailand. Data was collected through cyber-ethnographic methods
that identified the sample areas of specific websites, internet blogs, and one

picture archive. Data was engaged and interpreted through Visual Grounded Theory (VGT) over a period of six months. Previous research and the findings of this project show the Radical Fairies to be Queer White Men of privilege who are engaging Indigenous identities in their liberatory efforts. Through VGT this study identifies and interrogates the engagement of colonial discourses by the Radical Faeries. The goal of this study is to develop a decolonizing critical consciousness within the Gay Lesbian Bisexual Transgender (GLBT) movement, and to potentially explore a bridging of the GLBT movement with other social justice movements.

Paris, Damara, *Lamar University*
Cross-Cultural Influences: A Phenomenological-Narrative Study of Leadership Development in Native American Deaf Women

This presentation will explore the factors that influence the identity and leadership development of Native American Deaf women. Based on the findings of a phenomenological-narrative study of five Native American women who are Deaf and from diverse tribal affiliations, information will be shared regarding the cross-cultural influences of the Deaf Community, Native American communities and the Deaf Native American communities. The opportunities and barriers towards leadership and career development for Native American Deaf women will also be discussed. In addition, a component of the study included visual representations of leadership influences that were developed by the five deaf women in the study. These visual representations had strong spiritual connotations. Pictures of the artwork, and the narratives explaining the representations will be shared with the audience. Recommendations to increase partnerships among all three communities and service professionals will be made in order to enhance the development of future leaders.

Park, Soyeon, *San Francisco State University*
Changes in Family Ties and Educational Goals: Korean Parents and Young Children in Transnational Contexts

The purpose of the present study is to investigate contextual factors affecting Korean parents_ goals for their children_s education and parenting practices. In an attempt to understand how Korean parents shape and negotiate their parental goals for their young children in a diverse and globalized context, parents who are in three different circumstances were recruited: residing in Korea, currently residing in Korea but planning to move to the United States, and recently having moved to the United States. Results reveal that parents in all three groups experience conflicts between their own parental beliefs and parenting practices. Two substantially different frames of reference were interwoven in describing own parental goals and beliefs: 1) traditional values mainly based on Confucianism and 2) qualifications required by competitive modern society. Acquiring linguistic capital by mastering English was perceived by most Korean parents as a critical tool for success in a globalized world.

Park, Soyeon, *San Francisco State University*
Early Childhood Teachers' Experience with Coaching: Implications for Child Care Quality Improvement

The present study investigates early childhood teachers_ experience with coaching and how it is linked to child care quality improvement. Participants include 15 teachers who received coaching through a city-wide program in San Francisco. Using a social constructive approach, the focus of this study is to understand how coaching may influence early childhood teachers and which components of coaching teachers view as critical support for quality improvement in early care and education. Results reveal that teachers experience coaching in the context of human relationships, in which the relationship each coach and teacher establishes is a key to a successful coaching outcome. Teachers illustrate a coach as an emotional supporter who reaffirms their own current teaching practice. Findings from this study adds valuable information to the emerging literature on coaching within early childhood education reform efforts and provides critical insights that can inform important changes and modifications of coaching activities.

Parra Osorio, Liliana, *Universidad Libre, Colombia*
El Acoso Psicol¢gico Laboral desde la mirada de un Perpetrador: Un Estudio de Caso

See Acosta Fern ndez, Mart¡n

Parra Osorio, Liliana, *Universidad Libre, Colombia*
Globalizaci¢n, Trabajo precario y Enfermedad desde el Modelo de las Determinantes Sociales de la Salud

See Acosta Fern ndez, Mart¡n

Partridge, Adrienne, *Alliant International University*
Coming to Identify as a Qualitative Researcher

How does a graduate student learn to conduct qualitative research in just one semester? While students cannot become experts this quickly, they can learn the basic skills from which to build higher-level proficiencies. I conducted interviews with two neonatal intensive care night shift nurses and learned valuable lifelong lessons. I came to identify myself as a qualitative researcher by learning just how rich data garnered from narratives of lived experience can be, and how my reflexivity as a researcher contributes to the richness of findings. I ditched my notion that as the researcher, I had to be detached to gather valid data. This course gave me the tools and resources to know where to look to continue my journey of gaining proficiency as a qualitative research, especially as I write my dissertation proposal. To be talented qualitative researchers and contribute to the literature, we must commit to a lifetime of learning and tweaking our craft.

Pasque, Penny A., *University of Oklahoma*
Challenging the Neoliberal Climate in Academia from Mentoring Perspectives: Critical Reflections from Our Future Selves

We find an absence of many methods of support for critical qualitative scholars in the changing academic climate, especially under contemporary neoliberal

conditions that include the privileging of academic capitalism. Currently, we find that we have plenty of advice for our former early career selves, which led us to imagine what it might be like if our future selves could talk to our present selves and provide needed mentoring. We anticipate that our future selves would give us comfort, strategic advice, and challenge our ideas about our place and role in the academy. In this critical dialogic narrative, we reflect upon what the _future_ full professor Penny might tell the _current_ associate professor Penny and what the _future_ tenured Michelle would tell the _current_ untenured Michelle in order to increase motivation, risk-taking, and further challenge the neoliberal practices within the academy.

Pasque, Penny A., *University of Oklahoma*
Interrogating Gender Inequities in Higher Education: A Critical Personal Narrative toward Organizational Change

See Bloch, Marianne

Pate, Joseph, *Young Harris College*
Phenomenological Illuminations: Representation as Manifestation

See Hughes, Hilary

Patti, Chris, *University of South Florida*
Mindful Ethnography: Coming to Terms with Method in the Face of Unknowable Experience

This presentation explores the method which emerges through seven years of ongoing ethnographic projects working with individuals and _sensitive stories._ My dissertation on compassionate ethnographic interviewing with Holocaust survivors and previous work with cancer survivors provide the intimate case studies for my exploration of how mindfulness practice has infused my orientation as a researcher. In struggling to _coming to terms_ with unknowable experiences, I have come to see mindfulness as a vital practice capable of helping scholars cultivate compassion through our research and a sensitive, ever-widening, and open awareness of our limits and possibilities as storytelling animals interested in sharing the stories of others.

Paxton, Blake, *University of South Florida*
Dancing Along the Qualitative/Quantitative Divide: Can Horizons of Difference Be Breached?

This work is what Geertz_s called a _thick description_ of the graduate student experience. It is also tells the story of a friendship between two graduate students working within very different research paradigms. One student is pursuing his PhD in a mainly qualitative communication department, and the other student is pursuing her PhD in the positivist school of public health. Through the use of autoethnography, friendship as method, and interactive interviewing, the author shows, rather than tells how this type of friendship can be representative of the potential for collaboration among researchers dancing between two different research communities. The author invites the audience into a discussion of what is possible if we get beyond the qualitative/quantitative divide that plagues social science research and embrace Richard Rorty_s pragmatist approach.

Paxton, Blake, *University of South Florida*
Continuing Bonds at the Ground Zero Memorial: How Autoethnography Starts and Sustains the Conversation(s)

In the following work, the author simultaneously interrogates the experience of his mother_s death and the events of 9/11. Both experiences of loss are unrelated in material circumstances. However, through authoethngraphy the author shows how Silverman, Nickman, and Klass_s concept of continuing bonds with the deceased can be beneficial for coping with loss on individual and collective levels. According to these scholars, having a conversation with the deceased is one way to continue a bond. The author provides the audience with this type of conversation. In doing so, he also proposes ethnographic research questions about how those who lost someone in the 9/11 attacks continue bonds with the deceased via the ground zero memorial.

Pe€aranda, Fernando, *Facultad Nacional de Salud P£blica - Universidad de Antioquia*
La reflexividad en la investigacion cualitativa desde una perspectiva de la ‚tica

Siguiendo a Lyotard quien concibe al investigador como un sujeto practico en el sentido Aristotelico, asumir la investigacion como una accion moral y politica implica aceptar que _los cientificos son seres humanos practicos y por encima de la verdad esta la justicia (_)_. Por lo tanto, se hace fundamental la reflexion etica, como analisis critico de las condiciones de moralidad de la accion del investigador. Pero la condicion de moralidad del investigador apunta a una posicion autonoma de libertad para adoptar una normatividad autoimpuesta, que remite a la moralidad como capacidad moral. Segun Bauman, seria un terreno que va mas alla de una posicion derivada de los codigos de la bioetica. Asi, podria decirse entonces, que el papel autonomo del investigador como sujeto moral precisa un proceso de autoconstruccion, para lo cual es central la autorreflexion, el autoanalisis y la autoevaluacion.

Pe€aranda, Fernando, *Facultad Nacional de Salud P£blica - Universidad de Antioquia*
The Meaning of Education on Child Rearing in a National Program of Early Childhood

Objectives: To understand the meaning of education on child rearing, motherhood, and breast feeding for _significant_ adults and educative agents on a national wide program on early childhood care in Medell¡n, as a way to improve the program and promote theory development about child rearing and education on it. Method: An ethnography from a hermeneutic perspective was done, from June 2011 to December 2012. Interviews to user mothers, community educators and institutional agents were done. Also observations to educative sessions done by community educators were made. Findings: findings about pedagogic discourses and practices, as well as the way meaning on child rearing, motherhood and breast feeding is involved in the education done by the community educator will be presented.

Peacock, David, *Veterans Programming, Family & Community Services*
Creating in the Moment: Veterans Gain a New Sense of Self through Drama Therapy. An Experiential Presentation

  See Peacock, Lisa

Pekbay, Canay, *Bulent Ecevit University*
Invisibility of Disabled People in Elementary School Textbooks

  See Can, Derya

Pena, Silvana Barbosa, *Universidade Federal de Mato Grosso do Sul*
Programa de educa‡Æo pelo trabalho para a sa£de em Trˆs Lagoas, MS, Brasil

  See Duarte, Sebastiao Junior Henrique

Pendley, Joy, *University of Oklahoma*
Using Photovoice to Generate Social Change in One American Indian Tribe

  See Deacon, Zermarie

Pensoneau-Conway, Sandy, *Southern Illinois University, Carbondale*
Self, Relationship, Positionality, and Politics: A Community Autoethnographic Inquiry into Collaborative Writing

  In 2009, Toyosaki, Pensoneau-Conway, Wendt, and Leathers developed a collaborative writing method they called community autoethnography. They identified this method as one in which participants dialogically collaborate through writing in order to _resituate identified social/cultural and sensitive issues_ with the explicit goals of community-building and _cultural and social intervention_ (p. 59). In the essay we propose for this special issue, we intend to use community autoethnography to interrogate and critically theorize the politics and process of collaborative writing. In and through past experiences of collaborative writing, like Sullivan (1994), we recognize that the notion of _independent scholarship is essentially a contradiction in terms_ (p. 23). Through collaborative writing we embrace the relational, situated nature of scholarship. With community autoethnography we endeavor to write into (Pelias, 2011) collaborative writing, _provoking critical reflection on difference in power and privilege_ (Spry, 2011, p. 503). As individuals entering this collaborative engagement, we occupy various positions in relation to each other_stranger, best friend, student-turned-colleague/friend, student-friend, sibling, and so on. Each of these positions is subsequently complicated by social positions and relational politics that necessarily inform the process of collaborative writing. To write together is to _go beyond an array of previous relationships_ (Gergen & Gergen, 2002, p. 12). As we write together, we inquire together (Richardson, 2000). We write to explore and interrogate the politics, ethics, and boundaries of our collaborations and relationships. We write vulnerabilities across boundaries and between relationships, and in the process, with careful purpose, we write the becoming of new relationships, the becoming of community.

Peralta, Andres, *Cleveland State University*
Museums and Civic Engagement

  See Kundu, Rina

Percy, McClain, *Graduate School of Education, University of Bristol*
Mother as Researcher in Disability Studies: Spaces of Intimacy, Excess and Entanglement in Qualitative Research

Positioning a continuum of private knowledges/public exposures/ethical considerations/authenticity is always complex, especially when investigating alongside learning disabled subjects whose history, particularly within the academic realm, has traditionally been mediated through the words of others. So what happens when the researcher is also the mother of a research subject? How does one navigate spaces of the privileged and private knowledges of family life alongside the rigors and public exposures of academia? This paper examines the sometimes conflicting, sometime complementary roles as parent and researcher, scrutinizing the liminal spaces and tensions between the two. Issues related to proximity, legitimacy, personal-to-critical thought and the unique ethical issues that arise are highlighted.

Perez, Lisa O, *Texas A&M University-Corpus Christi*
Blurring the Boundaries of Academia: Writing Myself as a Latina into Existence

Latinas are not usually represented in the academy and traditionally speaking what has been done with minorities focuses on the negative reasons for lack of success. In this paper, I will reflect on my experiences as both a Latina administrator in higher education and a student in a doctoral program. I will use critical race theory as a theoretical and methodological framework to present an arts-based approach to situate myself as a Latina administrator in higher education. In doing this work I intend to write myself into existence blurring the insider/outsider boundaries of academia and legitimize my stories through ScholARTistry. It is through ScholARTistry that I will present information in words, in between words, in multiple nuanced dimensions, highlighting the emotional truths of my existence.

Perez, Michelle, *University of North Texas*
Challenging the Neoliberal Climate in Academia from Mentoring Perspectives: Critical Reflections from Our Future Selves

See Pasque, Penny A.

Perez, Michelle Salazar, *Department of Teacher Education and Administration, University of North Texas*
Critical Qualitative Inquiry and Forms of De(Re)terrritorialization: Year 3 Early Childhood Policy Studies Research in the U.S.A.

See Cannella, Gaile S.

Perez, Michelle Salazar, *Department of Teacher Education and Administration, University of North Texas*
"Situational Analysis as an Avenue for Critical Qualitative Research"

In this presentation, we share several maps conceptualized for our research focusing on neoliberal public education circumstances in post-Katrina New Orleans and the examination of U.S. childhood public policy assemblages. For both of these projects, critical situational analysis was helpful in exploring the often fleeting/shifting discourses and conditions existing within each specific

context. Particularly useful has been our application of critical situational analysis to conceptualize research, maintain our focus on emergent design, and employ multiple critical, feminist, theoretical lenses and methodological tools throughout the research process. Further, situational analysis has allowed for a fluid _reading_ of the situations as it has permitted us to resist static representations of _data_.

Perkins, Nathan Hugh, *School of Social Work, Virginia Commonwealth University*
Interviewing Individuals Living with Chronic Physical Illness: Lessons Learned by Social Work Researchers

Conducting research with people experiencing chronic physical illness can present ethical and methodological challenges. This paper addressed some lessons learned when conducting a qualitative study that explored strategies used by adults living with End Stage Renal Disease as they faced the Medicare Part D coverage gap, leaving them without prescription drug coverage for life sustaining medications. Rapport building, empathy, and active listening helped participants feel more at ease with their involvement in the research process and helped the researcher assess and manage possible burdens of the research process. Drawing upon the work of Padgett (1998), we discuss the how extensive prior ethnography and our social work experience guided this study. Additionally, we note some caveats when conducting research with persons living with a fragile health condition.

Persohn, Lindsay, *University of South Florida, Tampa*
Thinking About the Past While Looking to the Future

Through movie clips, art history, and theories of visual interpretation, this session will explore ties between the period of great change around the turn of the twentieth century and today_s era of online media and participatory culture. Jenkins, Clinton, Purushotma, Robison, and Weigel (2006) suggest that literacy today involves negotiation between written text, images, music, and cinema, in an arguably similar fashion to the conceptual changes in thinking of the late 1800s and early 1900s. Beyond the current shift to thinking through multi-modal formats, human conception of time and space is once again undergoing great change. As creation, storage, dissemination, and retrieval of information becomes increasingly instantaneous, widespread, and digital, diverse voices influence the development of ideas. In this session, I examine the past to inform the present by posing questions about history and art to gain perspective on the magnitude of the current shifts in thinking about literacy.

Pestana, Aline Lima, *Universidade Federal de Santa Catarina*
Network of Care to People with Physical Disabilities: Possibilities and Limits

See Andrade, Selma Regina de

Pestana, Aline Lima, *Universidade Federal de Santa Catarina*
Desvelando a complexidade do cuidado ao paciente em morte encef lica

Estudo com objetivo de compreender os significados do cuidado ao paciente em morte encef lica para enfermeiros, a partir da constru‡Æo de um modelo te¢rico. Pesquisa qualitativa apoiada na Grounded Theory. Os dados foram

coletados por meio de entrevista aberta, com doze enfermeiros de um hospital universit rio do nordeste do Brasil, distribu¡dos em trˆs grupos amostrais. Da codifica‡Æo e an lise simultƒnea dos dados resultaram cinco categorias e doze subcategorias que relacionadas entre si permitiu a identifica‡Æo do fen"meno Desvelando rela‡äes e intera‡äes m£ltiplas do enfermeiro na complexidade do cuidado ao paciente em morte encef lica. O enfermeiro compreende que cuidar deste paciente , estabelecer m£ltiplas rela‡äes e intera‡äes que promovam o cuidado eficaz de modo a manter a sua estabilidade hemodinƒmica. A complexidade deste cuidado consiste em enxergar este paciente nÆo como um ser morto, mas como um ser gerador de vida por meio da doa‡Æo de ¢rgÆos.

Peter, Dr. Lehmann, *University of Texas at Arlington*
Youth Offender Diversion Alternative (YODA): Solution Focused Therapy with Non Intimate Partner Violent Offender

See Mengo, Cecilia Wangeci

Pettigrew, Alice, *Institute of Education, University of London*
Difficult Knowledge, Difficult Research? Young people thinking and talking about the Holocaust.

The authors of this paper have recently embarked upon an ambitious, mixed-methodological, national study of English secondary school students_ knowledge and understanding of the Holocaust. The paper considers Deborah Britzman_s contention that an encounter with the Holocaust is an encounter with _difficult knowledge_ and, using data drawn from the authors_ early field experiences, critically reflects upon the methodological implication of this. If, as Britzman has argued, the Holocaust represents a potentially traumatic disruption of previously held, comforting, assurances and is regularly met with resistance, disavowal and other attempts to contain, deflect or deny such difficulty, then the methodological challenges are profound: What data collection strategies might best enable young people to openly articulate uncertain, uncomfortable or partial _knowledge_? What modes of analysis are able to critically explore what is not said and avoided as much as what is ostensibly 'known'? What ethical considerations must this sort of research necessarily entail?

Petty, Gerard, *Georgia State University*
The hidden message: A critical analysis of educational policy discourse

Reform in education has a storied history and often times resulted in dynamic changes in schools across the United States. Reforms_in the form of legislation, policy, or other initiatives_aimed to ensure equal access and to improve the educational attainment and success of marginalized populations (Anyon, 2005; Apple, 2006). For this project, I posed a few questions that address the concerns of prior research. Why is it that the last fifty years of reforms in education have been so ineffective or disappointing (Anyon, 2005)? Who has benefited from the discourses of educational policy? What educational policy discourses in education and society? Federal policies, legislation, and presidential speeches that focus on education were used to determine if the educational policy discourses therein addressed the societal and educational issues that they were designed to engage with or if the educational policy discourses were used to perpetuate a system of stratification, inequality, and injustice. Critical Discourse Analysis was

selected as my methodology because of its potential in identifying how cultural experiences influences discourses, how language is used to mediate the relationships of power and privilege, and in analyzing the structural practices that are characteristic of dominance, discrimination, power, and control as manifested in language through educational policy discourses (Blommaert & Bulcaen, 2000; Rogers et al., 2005; Vavrus & Seghers, 2010). As a result of my critical analysis of discourses, the perspectives and conclusions presented are certainly worthy of consideration in evaluating future policy, questioning current practices, and understanding the mistakes of reforms, initiatives, legislation, and policies related to educational reform.

Phalen, Steve, *Ohio University*
Music As Method

Music is a means of relating that does not depend upon a fixed signifier and is sensitive to the temporal and emotional contours of human communication. As a method, music allows qualitative researchers a means to access aspects of human experience not easily conveyed through linguistic means of communication. This paper explores the author_s experience of the use of music as a method for exploring human experience through his experiences making music with members of a non-profit drop-in center for people living with mental illness. Specifically, the author shares how music allowed for a deeper insight into the experience of the emotional aspects of living with mental illness and asks how music may be utilized within qualitative inquiry in order to both gain insight into and perform lived experience.

Phelps-Ward, Robin, *Ball State University*
Using PVMs and Multimodal Texts to Tell an Oral History of Diversity Initiatives

This panelist will present the experimental and creative methodological processes used to collect and analyze the data for an oral history case study of diversity initiatives at a 4-year university in the Midwest. Through the use of a visual timeline of events representing one professor_s account of diversity initiatives spanning 40 years, a PVM (participatory visual method) enhanced the richness of the collected data and led to the creation of a Vuvox slideshow combining multimodal texts in order to analyze the data.

Phillips, Glenn Allen, *Texas A&M University*
The Statues Speak: A Visual Analysis of Two Universities_ Campus Symbols

See Metoyer, Tyra

Phillips, Glenn Allen, *Texas A&M University*
Don_t Touch That, That_s Mine: Learning to Share and Organize Qualitative Data for Multiple Researchers

As the primary qualitative researcher for a grant that collects both qualitative and quantitative data, I have been forced/encouraged/instructed to be better at sharing. The quantitative data is quickly collected and quickly posted for team members to use. The qualitative data is gathered through multiple interviews, transcribed over time, and stored in raw form until research questions have been defined. As one of the few interpretivists on the grant, it has been a challenge

to collect, store, and present the qualitative data in a way that encourages other researchers to use the interview data that encourages responsible use (contextualizing post-positivist work or engaging in interpretivist or critical work) but discourages irresponsible use (making truth claims through limited interview data or using the data to _validate_ a pattern or anomaly found in the quantitative data). This presentation explores some of my lessons learned in sharing.

Phillips, Glenn Allen, *Texas A&M University*
Understanding How Paradigms and Personalities Mix in Mixed Methods Research

As interpretivist researchers on a National Science Foundation Grant, we are the minority. The efforts of positivist team members to _paste_ qualitative data into their mixed methods research, make generalizations based on qualitative data, and quantify interview data has strained our roles within the team. Additionally, power structures based on gender, age, race, research paradigm, and research field have complicated team dynamics. This presentation provides a glimpse into our experience. While we do not propose panaceas and cure-alls, we do offer our particular journey as a starting point for more conversation about how mixed methods can be a viable research approach that respects both the researchers and the paradigms involved.

Phillips, Glenn Allen, *Texas A&M University*
He Never Said Anything: A Critical Poetic Response to Suicide among LGBT Youth

As homosexuality morphs from pathology to demographic, community and campus outreach programs seek to offer LGBT youth a _safe_ place. However, there are still a staggering number of suicides in this oft-victimized population. My poetic responses to current literature and the media stories of more publicized deaths form a critical look at what we are losing, who we are losing, and how we are losing them. The dizzying numbers have not been enough for peers, parents, teachers, administrators, and policy makers to make change. Perhaps poetry can help people understand why this is an issue that needs attention. My presentation will provide research context, responsive poems, and thoughts about how critical poetics can speak for other silenced or self-silencing populations.

Pierce, Joy, *University of Utah*
Writing for Equity Inside and Out: Doing ethnography with a marginalized population

The Neoliberal method for examining scholarship in higher education has the potential to neglect, marginalize, reduce, or misinterpret the meaning and tradition inherent in critical qualitative inquiry. This is particularly true of research conducted by emerging and new scholars of color working with historically marginalized groups such as racial and ethnic minorities and non-native English speakers. How does one remain true to co-participants in an ethnographic study and produce tenure-worthy articles? In this discussion I hope to begin a conversation about the ways in which junior scholars may remain true to a sustained critical ethnographic research agenda without the threat of being denied tenure.

Pindi Nziba, Gloria, *Southern Illinois University Carbondale*
Performing Feminism across Cultures: An Autoethnographic Journey of Identity Negotiation between Congo and U.S.

In this essay, I explore my everyday performances of feminism as a diasporic Congolese woman, moving between two cultures _ Congolese and American. I use autoethnography to describe how I strive to promote social justice through feminist work within and beyond the academy. My cross-cultural journey reveals a series of challenging and triumphant episodes from my childhood back home to my academic experience in the U.S. It is through my body that I physically and emotionally experience potential metamorphoses I am constantly going through as postcolonial female diasporic subject. As method of inquiry/ representation, autoethnography becomes for me a hopeful and transformative way of getting a better understanding of how I navigate the multiple _selves_ of my feminist identity in everyday life.

Pindi Nziba, Gloria, *Southern Illinois University Carbondale*
Hybridity and Identity Performance: Sub-Saharan Women Negotiating the Self across Cultures in Diasporic Context

In the context of globalization, the idea that individuals can live isolated from other cultures and ideologies is challenged as people everywhere, are strongly influenced by multiple contact experiences that shape their identities. This ethnographic study uses hybridity as a theoretical framework to explore the process of identity negotiation of Sub-Saharan women living in Carbondale. The findings reveal that these women, as diasporic subjects, constantly communicate their identity at the borderland of two cultural worldviews: American and African. While, the move from Africa to the U.S. appears as a detachment from cultural norms, values, and canons of their home country, by immigrating in the U.S., they are expected to integrate the cultural and social values of their host country. Meanwhile, they cannot ignore the customs, traditions, and beliefs that constitute their African cultural legacy since they shape their identities in this negotiation process.

Pindi Nziba, Gloria, *Southern Illinois University Carbondale*
Performing Gendered Institutional Roles: Congolese women Negotiating Norms of Beauty in Diasporic Context

Although physical attractiveness is valued for both women and men, women are more exposed under the social pressures of their physical appearance than men. For example, women are constantly dealing with various images of the female body presented as cultural norms of beauty. And, those who fail to meet these hegemonic standards become subjects to discrimination in many ways. Based on the Black feminist theoretical assumption that gender, race, class, and cultural identity must be examined in relationship to each other, this ethnographic study examines how a group of Congolese women living in San Diego negotiate gendered norms of beauty within institutions by localizing the borderland of the _self_ between their host culture (U.S.) and their home country. The findings reveal that participants communicate various facets of their gendered identity within family, school, and workplace. These three institutions become spaces where they experience challenging roles in their everyday life.

INDIVIDUAL ABSTRACTS

Pinheiro, Cleoneide Paulo Oliveira, *UNIFOR*
Perception of Posture Before and after Breast Implant Surgery

See Silva, Raimunda MagalhÆes da

Pinto Llorente, Ana Mar¡a, *Universidad Pontificia de Salamanca*
El uso de las herramientas asincr¢nicas, foro y wiki, para la ense€anza-apre

La comunicaci¢n presenta los resultados de un estudio cualitativo realizado en la Universidad Pontificia de Salamanca cuyo objetivo es examinar la eficacia de dos herramientas asincr¢nicas, foro y wiki, para la ense¤anza-aprendizaje del ingl,s en modalidad semipresencial en educaci¢n superior. Para ello se ha aplicado la entrevista abierta con el consiguiente an lisis de contenido e interpretaci¢n de los datos, siguiendo el esquema propuesto por Miles y Huberman (1994). Este trabajo es fruto de un proyecto interdisciplinar en la que se abordan dos campos de estudio relevantes como son la ense¤anza del ingl,s como segunda lengua y el desempe¤o de nuestra labor docente en modalidad semipresencial. Existen diversas investigaciones realizadas por profesores de idiomas y ling istas en las que se utiliza la plataforma Moodle y sus herramientas para mejorar las destrezas en ese idioma. En todos estos trabajos se solicitan m s estudios y ello nos ha motivado a realizar nuestra investigaci¢n.

Piper, Heather, *ESRI, MMU*
Interrupting the Immoral Panic around Child Abuse and Professional Touch: Thinking about Impact

See Duggan, James

Plante-Wright, Wendy-Anne, *Trinidad and Tobago Ministry of Education*
Using Multiple Qualitative Methods to Explore Pre-Adolescent Children_s Experience of a High-Stakes National Placement Examination

See De Lisle, Jerome

Polukhina, Liza, *Higher School of Economics, Moscow*
Reciprocal online communities as a case of an informal economy: the erosion of social borders from private to public fields

The study explores the phenomenon of online reciprocal communities as a case of an informal (non-governmental) economy. The dynamic nature of the Internet increases the level of social mobilization, and makes social networks more flexible, resourceful, and numerous. Over the past few years (after the crisis of 2008, when money was lacking), reciprocal communities have expanded. The research team systematically observed four of the most popular reciprocal communities in Russia. The nethnography (observation online) was elaborated as a method of data collection. Online observations were conducted every two days for two weeks in July 2012. Preliminary data consists of eight protocols, with two of them describing one community by different researchers. Based on preliminary analysis, online reciprocal communities are a case of a constructed public good. The rise of internet mobilization and the general spiral growth of social gift exchange convincingly demonstrate an emerging level of social trust on the Internet.

Polush, Elena, *Ball State University*
What Motivates College Undergraduate Students to Persevere: Stories of
Students_ Experiences

See Sutter, Nate

Polush, Elena, *Ball State University*
Perceptions of the LGBT College Student Community of LGBT Superheroes as
Represented in Comic Books

See Blanch, Christina

Pompa Guajardo, Edith Gerardina, *Facultad de Psicolog¡a, Universidad
Aut¢noma de Nuevo Le¢n*
La Comida como Amor. Relaciones entre Padres y Ni€os con Sobrepeso y
Obesidad

See Meza Pe€a, Cecilia

Pongthavornkamol K, Kanaungnit, *Mahidol University*
A cross-cultural comparison of ethics committee requirements: the case of
cancer fatigue project.

See Graffigna, Guendalina

Popov, Lubomir Savov, *Bowling Green State University*
Critical Participatory Action Research: Examples from Facilities Programming

The purpose of this paper is to showcase the application of critical participatory action research (CPAR) to the field of facilities programming. CPAR has a well-established tradition in the fields of education, social work, community development, and several other social professions. However, the approach is still a novelty for programming professionals. Our objectives are to highlight the potential of this methodology for unveiling the politics of space and facility resources and to initiate a research program for adopting CPAR to the peculiarities of facility programming actions. We construe CPAR from both a critical theory perspective and qualitative epistemology view point. Examples from hospital programming, office remodeling, and college design inform the audience about the intricate politicking in the processes of facility development. These case studies provide background material for discussing the procedural requirements of programming activities and offer insights for methodological adaptations of CPAR principles and practices.

Popov, Lubomir Savov, *Bowling Green State University*
Evidence-Based Design and Qualitative Research Methodology

The movement for evidence-based design has acquired momentum in a number of professional disciplines. On the one hand, following disciplinary traditions, there is a strong pressure to exclude non-positivist modes of knowledge production. On the other hand, many proponents of evidence-based design start accepting any kind of information without questioning its trustworthiness. The authors of this paper have worked for a long time on the adaptation and inclusion of untraditional knowledge products. We perceive epistemological anarchism in this situation and appeal for developing criteria for producing high

quality information that will serve design decision making. Our proposal is to construct a new methodological platform based on principles from qualitative paradigms. Such a platform will provide strong foundations for accessing various kinds of knowledge production systems and their outcomes. This approach will allow using the rich instrumentarium of qualitative paradigms and will provide justification of non-positivist knowledge products.

Popov, Lubomir Savov, *Bowling Green State University*
Knowing through Designing: Moving from Professional Ideology to Epistemology

Multiple models of knowledge production exist and their number continues to slowly increase. However, not all models are equally accepted by scholars. Presently, there is a growing tendency to include artistic work and design as legitimate modes of knowledge production. This paper argues that this drive to institutionalize research though design will benefit from building stronger epistemological and methodological foundations. The methodological approach we propose begins with the assumption that knowledge production occurs in different realms, and that science is but one of them. This paper documents that the scholarly production of knowledge requires persistent reflection and elaborates how the rich apparatus of qualitative paradigms may be used to develop a more scholarly foundation for the process of knowledge production in design.

Popov, Lubomir Savov, *Bowling Green State University*
Collaborative Ethnography and Participatory Design

Collaborative ethnography is a productive approach used to study the social world. However, this approach is rarely used in the participatory design field. The goal of this paper is to discuss various possibilities and strategies for adopting some of collaborative ethnography_s research strategies and epistemological criteria into participatory design. More specifically, given the stronger methodological tradition of collaborative ethnography, we propose the transfer and adaptation of its inquiry strategies, epistemological criteria, and fieldwork patterns to the participatory design area. We argue that participatory design can strongly benefit from the inclusion of collaborative ethnography_s methodological tradition as it improves the trustworthiness of project information.

Popova, Dyanis, *Department of Teaching and Learning, Virginia Tech*
"Watch What Yuh Sayin' ": The Power of Language

As an emerging academic immersed in dissertation research on assimilation experiences, I have embarked on a discovery of self and community. Positioning oneself as a researcher is an important aspect of qualitative inquiry and my efforts to do so have led me down the path to (re)membering my experiences as an international student at the advent of my academic career. For many students, both international and not, language and/ or accent present a significant challenge in the way in which both they and their work are perceived by others; an often continual and sometimes unconscious negotiation for which there is no perfect resolution. There is power in language, both the one used and the way in which it is used. In this presentation I will combine American English, British English and Trinbagonian Creole in an exploration of the power of language related to experiences of assimilation or acculturation.

Porta, Amparo, *Associate Professor and Researcher of the Department of Education at the Faculty of Humanities and Social Sciences of the University Jaume I in Castell¢n (Spain)*
Music Education and scientific dissemination. One way to approach

Music provides a space for expression and communication in compulsory education. Yet, the specificity of its language can give rise to situations of isolation within the academic framework. This work aims to find some common ground in musical education which allows for proposals on how to research and disseminate it based on its cultural and scientific identity. Thus, the software applications Atlas.ti and Elan were used to study the contents of the research seminar editors_ conference held at Universitat Jaume I, Spain, in 2012, and the editorial lines of the journals that were represented there. Findings show that the Didactics of Music occupy a relative position in the journals on art and social sciences that participated. The conclusions explore the rigour and visibility of the artistic subjects (especially music) in higher education.

Poth, Cheryl, *University of Alberta*
What does it mean to be professional online? An exploration of pre-service teacher perspectives

Online behaviour has become a pressing issue for professionals in regards to balancing personal life and professional obligations (Garner & Sullivan, 2010). In particular, the public holds teachers in high regard; however, little research on professionalism and online behaviour has emerged within the profession. The present mixed methods study examined 113 Albertan pre-service teachers_ perceptions of online professionalism and attitudes using survey and focus groups. The preliminary analysis revealed that the majority of participants perceive online professionalism as important as a teacher, yet differ about the types of activities they perceive as being appropriate. Implications related to how to introduce pre-service teachers to such guiding policies and practices for online professionalism are discussed.

Potter, Joshua, *Southern Illinois University, Carbondale*
Hey, I Just Met You And This Is Crazy: An Autoethnography of Mental Illness

In the wake of the Sandy Hook Elementary School shooting, several public statements have been made calling for a national database for mentally ill individuals. This response to tragedy is often rooted in misconceptions surrounding mental illness along with long-standing cultural sigma towards disabled individuals. Within this autoethnography, I explore my experiences coping with chronic depression in juxtaposition to societal discourse surrounding mental illness through a crip-queer theoretical lens. Rather than providing a story of overcoming disability, this autoethnography seeks to provide a counter narrative, a messy account of my illness.

Pourchier, Nicole, *Georgia State University*
Collage as Analysis: Remixing in the Crisis of Doubt

See Holbrook, Teri

Powell, Kimberly, *The Pennsylvania State University*
Sounding Art and Unframing Discipline

In our cultural construction of curricular subject matter, certain senses are privileged and attended to as a normative function of a particular discipline. In art and art education, the visual has been, or is thought to be, the dominant and organizing sense. However, contemporary art practice and theory challenge and _unframe_ (Rogoff, 2002) conventional wisdom regarding vision and the visual within art-related disciplines, arguing for the visual asinherently multi-sensory. I will present the work of sound artists as a means of unframing conventional wisdom regarding visual art as visual experience. At the same time, the displacement of the visual by sound as an artistic medium interrogates the meaning of sound and its association with music. Working with Deleuze_s and Guattari_s _plane of composition__the collective condition of art making, I address art as it exists within spatio-temporal organization, a network that marks art as immanent and emergent, opening to new forms.

Powell, Kimberly, *The Pennsylvania State University*
Working the Map: Forms and Methods for a Cartography of Emplacement

Building on research with students across multiple contexts, I discuss different uses and types of cartographic approaches_namely, cognitive mapping, collage mapping, and street mapping_and the ways in which mapping configures emplaced identities; that is, the ways in which mapping informs and elicits the entanglement of self, knowledge, memory, and environment. I will review and present my use of mapping techniques in an urban development study of a community in Panama City, Panama as well as my use of mapping in a graduate level ethnography course, discussing the ways in which participatory mapmaking evokes sensory experiences related to memory, objects, place, and selfhood that underscores an ontology of self in/as assemblage. Additionally, I discuss arts- and design-based forms of cartography as a means of formally representing qualitative data pertaining to place, space and identity.

Powell, Kimberly, *The Pennsylvania State University*
Wayfinding the City: Walking as a Method for Place-based Research

Based on a research study of urban public space development and renewal in Panama City, Panama, I address the concept of walking as wayfinding. Conceptualizing the city as kinetic and multisensory, I discuss the ways in which the builtscape is never static but always _moving_ in relation to people and activity. Building upon the theories and methods of de Certeau, Sarah Pink and Tim Ingold, I explore walking as a method for rendering multisensory and proprioceptive details important to the understanding of place and identity. Concepts such as wayfinding (Ingold, 2011), an orientation toward journeying as process rather than end-state, and emplacement (Pink, 2008), the integration of body and environment, will be discussed in terms of both an ontological and epistemological stance that privileges movement as a form of being and knowing the world that holds critical implications for the conduct of research.

Pozos Radillo, Blanca Elizabeth, *Universidad de Guadalajara, M,xico*
Dimensiones culturales de la noci¢n de tutor¡a acad,mica en docentes y alumnos
de doctorado

See Aguilera Velasco, Mar¡a de los µngeles

Pozos Radillo, Blanca Elizabeth, *Universidad de Guadalajara, M,xico*
Significados culturales del concepto de jubilaci¢n en adultos mayores de
Guadalajara, M,xico

See Aguilera Velasco, Mar¡a de los µngeles

Pozos Radillo, Blanca Elizabeth, *Universidad de Guadalajara, M,xico*
Dimensiones culturales del concepto de salud en trabajadores jubilados de
Guadalajara, M,xico

See Aguilera Velasco, Mar¡a de los µngeles

Pozos Radillo, Blanca Elizabeth, *Universidad de Guadalajara, M,xico*
El Acoso Psicol¢gico Laboral desde la mirada de un Perpetrador: Un Estudio de
Caso

See Acosta Fern ndez, Mart¡n

Preissle, Judith, *University of Georgia*
Tracking Harry: Reading him, listening to him, arguing with him, and learning
from him

So how has Harry Wolcott affected my work? Well, part of my work has been
the nearly 45 years I've spent tracking Harry: Reading him, listening to him,
arguing with him, and learning from him. He wrote about things that interested
me, principally education as a sociocultural enterprise. However, I wasn't aware
that African beer gardens and toilet variations around the world were interesting
until Harry made them interesting. Harry helped me keep my brain fresh.

Preissle, Judith, *University of Georgia*
Seasons of a Program_s Life: Using Metaphor to Understand Program Growth
and Development

See Glover-Kudon, Rebecca Marie

Preissle, Judith, *University of Georgia*
Ethics in Multisite Case Study Evaluation

Ethical challenges and implications are examined from conducting a lon-
gitudinal, multi-site case study evaluation using three frameworks: the U.S.
Common Rule, professional standards such as those endorsed by the American
Evaluation Association, and selected moral theories. Over a four-year evaluation
of a colorectal cancer screening program funded and assessed by the Centers for
Disease Control and Prevention, the case study researchers recognized and grap-
pled with issues of scientific ethics occurring both at the five different program
sites and for the comparative case analysis. A range of values are embedded in
different approaches to cancer screening services for low-income populations.
What the case study team learned from various facets of the screening programs

illustrates different priorities in health care delivery in the United States and a variety of views toward ethical research practice, priorities that reflect unique moral positions for which scholars ought to be prepared.

Price, Margaret "Peggie", *Texas Tech University*
Weathering Storms of Educational Reform: New Possibilities with Arts-Based Research

See McMillan, Sally

Prochnow, Adelina Giacomelli, *Federal University of Santa Maria*
Managerial communication in hospital nursing: obstacles and how to overcome them

See Santos, Jos, Lu¡s Guedes dos

Prochnow, Adelina Giacomelli, *Federal University of Santa Maria*
Pleasure and suffering in nursing management in the hospital context

See Santos, Jos, Lu¡s Guedes dos

PRYTOLUK, LIANE BELARDINELLI, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Metodologias de planejamento e governan! a r

See BELLINI, MARIA ISABEL BARROS

PRYTOLUK, LIANE BELARDINELLI, *SECRETARIA ESTADUAL DA SAUDE/ASSTEPLAN*
Sistema énico de Sa£de no Brasil e a descentraliza‡Æo das a‡äes e servi‡os de sa£de

See BELLINI, MARIA ISABEL BARROS

Pulgar¡n, Carla, *Universidad Pontificia Bolivariana*
The City as Literacy: A Study of English Practices in Medell¡n's Urban Spaces

See Mora, Raul A

Purnell, David, *University of South Florida*
Commonality

This is a performance of an event in which I was a participant, but not the main character. This is a representation of parallel events of two very different groups of young men living in very different worlds which portrays the aftermath of these two worlds colliding full force.

Purnell, David, *University of South Florida*
There's No Home Like Place

Events in my life have led me to this autoethnographic narrative about place_ the loss of place, seeking place, finding place. A sense of place is about the experience associated with it. It is this experience that prevents the disappearance of place from our lives. I associate loss of place with the fragmented disembodied disconnect that comes from a sense of placelessness_a lack of connection. Place

matters; it is how we make meanings from associations with place. The connections to personal experiences begin conversations regarding the importance of place, and they help prevent the disappearance of place from our lives. By taking the reader through my journey of places and placelessness, the importance of place is revealed as the reader is invited to travel along a path of discovery of community and belonging, and perhaps help guide readers who are also searching for a sense of place.

Purnell, David, *University of South Florida*
Happily Ever After

A happy or hopeful frame for the most part dominates narrative writings. This frame is gradually broadening to include different kinds of endings, but with a strong expectation that the reader be left with a sense of hope. Do we need an optimistic, hopeful ending? Do we need to know as Reid and Stringer (1997) point out that we are not alone in our wishes for a happier ending? As with every other element in a narrative, imagined or fabricated from remembering past events, endings are often designed to point to a potential future. Culturally, we have been conditioned to write this future bright and hopeful. An ending can be optimistic and have catharsis, but not end with a _happily ever after_ (Purnell,2013).

Putney, Dana, *Department of Communication, University of South Florida*
A Mind of Her Own: Personal Narratives of Atypical Brain Function

Narrative is a form of meaning-making and the foundation of communicating self to other. Pathographies, or narratives written about illness, are an artform growing in popularity in the context of a Western medical discourse which has long largely ignored the essential voice of the patient. This paper is a narrative study of autobiographical pathographies by women with atypical brain function whose diagnoses range from autism spectrum disorder to bipolar disorder and hemorrhagic stroke. It examines how the authors construct interpretation and meaning of particularly singular internal experience, as well as their approaches to making these narratives relatable to their diverse audiences.

Qui€ones, Michele, *Texas State University*
Freedom to Explore

As a third year PhD student I have the freedom to explore interests outside of my major. In doing so, I have gravitated towards anthropology and education.

These fields offer something that my own does not: extensive courses in qualitative research. As part of my assignment for a beginning qualitative course, a partner interviewed me about my experiences as a PhD student. What emerged from that interview however, was less about my experiences as a PhD student and more about my journey of self-discovery. Three prominent themes emerged: how I feel about teaching, how my family feels about me getting a PhD, and what it is like to be a guinea pig in a new PhD program.

Quinder,, Paulo Henrique Dias, *Universidade Estadual do Cear*
Ritual de Consumo do Crack: investigacao qualitativa dos aspectos s¢cio-antropologicos

See Jorge, Maria-Salete Bessa

R. Michael Fisher,, R Michael, *the Center for Spiritual Inquiry and Integral Education*
Intersecting Philosophies on a Relational Path of Revelations

See Bickel, Barbara

Rademaker, Scot, *University of South Florida*
On Becoming a Professor: The Use of Paintings as a Method for Self-Study

Art is an expression of the self and its creation assists in the process of reflectively analyzing one_s own practice. Through this arts-based self-study project of myself as an instructor of the course Narrative Perspectives on Exceptionalities: Cultural and Ethical Issues, I created a series of paintings that supported the understanding of my own pedagogical practice. The importance of this study has to do with the empathic understanding of teaching teachers and the critical examination of myself beginning my career as an independent instructor in higher education. In order to delineate the nature of this self-study project, Arts-Based Educational Research (Barone, 2001) will first be delineated along with the current practices in arts-based self-study projects. The discussion will conclude with an examination of the paintings as they relate to my own practice and the suppositions that I have drawn from this process.

Radhakrishnan, Ritu, *University of Illinois at Urbana-Champaign*
Voice and Agency in Learning: The Impact of No Child Left Behind Policy on a 5th Grade Classroom

Since the implementation of No Child Left Behind in 2001, curricula have been narrowed in hopes of meeting standards imposed by neoliberal policies (Hirsch, 2008). This paper examines the ways in which 5th grade students_ engagement in an art-infused curriculum offers opportunities to explore voice and agency in learning. This qualitative-interpretive study draws from curriculum analysis and artifacts, student artwork/ artifacts, and interviews with students and teachers regarding the ways in which the curriculum was implemented and the ways in which the curriculum was perceived by the students. Preliminary findings reveal mixed notions of the ways in which students interpret opportunities to explore agency and voice. Students_ engagement revealed a tension in students_ learning between the explicit and implicit curricula. Applying critical theory, I argue that the influence of neoliberal policies such as

the NCLB in education has impeded students_ abilities to demonstrate agency in their learning.

Rakha, Shameem, *University of Illinois at Urbana-Champaign*
Reducing the Possibility of Ambiguity When Using Member Ckecking in Qualitative Research

There exist techniques such as member checking for promoting credibility when conducting qualitative inquiry. Member checking, however, requires unambiguous communication between the researcher and participants and guidance is limited on what to do when member checks appear to be problematic. When it seems clear to the researcher that member checking does not support assertions, it may be that ambiguous, problematic communication has distorted evidence. This paper investigated myriad sources of ambiguity in communication and provides simulated transactions and dialogue between the investigator and those observed and interviewed that can result in inaccurate assertions in a case study. Recommendations are offered for increasing sensitivity to ambiguity thereby reducing its many forms. For example, increasing members in a setting or context is no guarantee for reduction of ambiguity; it might Increase it. However, further checking of the same members illuminates new particularities and issues, which will need new checking and different assertions.

Ralph, Nicholas F, *Central Queensland University*
Using documents as data in grounded theory research

Using documents as data opens a rich vein of potential sources for grounded theorists to explore. Traditionally, interviews have been the dominant source of data among grounded theorists. As grounded theory methodology has been reinterpreted over time, researchers - particularly those from a constructivist perspective - emphasise interviews as mechanisms for data generation rather than collection. Documents, while somewhat of a static source in which the researcher's influence on the data is limited, are nonetheless replete with narrative, expository, descriptive or persuasive data _ all of which can be used to arrive at a grounded theory. However, resolving an approach to using documents as a data source is an undertaking that remains largely uncovered in grounded theory literature. We raise insights into the potential of documents as a data source and discuss the salient features of working with textual data in a grounded theory study congruent with its essential methods.

Ralph, Nicholas F, *Central Queensland University*
Philosophy and the application of essential methods in grounded theory research

This presentation explores how the methodological position of the grounded theorist influences the application of methods in the conduct of research. A research methodology is the systematic application of methods congruently applied within the context of a broad philosophical framework. In grounded theory, the philosophical perspectives that each researcher brings to a study will determine how they view and value grounded theory's essential methods. The philosophical lens that each researcher applies also guides how these methods are then used in the generation and analysis of data. Opportunity will be given in the presentation for debate to occur about the extent to which grounded theory lends itself to the use of methods in a manner congruent with the meth-

odological perspectives of the grounded theorist. The resultant impact on the researcher_s theoretical sensitivity and the grounded theory produced will also be examined in light of this debate.

Ralph, Nicholas F, *Central Queensland University*
The methodological dynamism of grounded theory

The confusion surrounding grounded theory methodology is an abiding theme in that there are divergences of opinion, genres, approaches, methodologies, methods and yet little consensus on what grounded theory is and how it comes to be. From the postpositivism of Glaser and Strauss, to the symbolic interactionist roots of Strauss and Corbin, through to the constructivism of Charmaz; the field of grounded theory is distinctive in the sense that grounded theorists offer new ontological, epistemological and methodological perspectives at specific moments in time. As such, we ask _can grounded theory be a methodology if its philosophical underpinnings are characterised by a state of flux_? Our view is that through a serendipitous process of symbolic interactionism in which generations of researchers interact with contemporaneous social milieu, moments are formed and philosophical perspectives are translated in a way that is congruent with the essential methods of grounded theory. We call this methodological dynamism.

RAMIREZ MACHADO, ELMER JOSE, *Docente UPB*
La investigacion accion pedagogica y la transformaci¢n del pensamiento y de las pr cticas docentes

See GOMEZ LOPEZ, JULIAN FERNANDO

Ramirez Vazquez, Vanessa Aidee, *Universidad de Colima*
Profesores universitario y pr cticas comunicativas a trav‚s de Facebook

Este trabajo es la propuesta de investigaci¢n acerca de la migraci¢n a Facebook de profesores universitario y las transformaciones de sus pr cticas comunicativas. El marco interpretativo se basa principalmente en teor¡a de la convergencia medi tica de Klaus B. Jensen. Desde esta perspectiva se establece una relaci¢n estrecha entre comunicaci¢n y acci¢n humana, en la cual los medios de comunicaci¢n son uno de los principales pilares en dicha relaci¢n. El inter‚s se centra la comunicaci¢n interpersonal en un espacio virtual que se articula a las din micas de las relaciones cotidianas dentro de un espacio universitario. La propuesta metodol¢gica se basa en un dise¤o que integra la etnograf¡a virtual y la entrevista.

Ramirez Vazquez, Vanessa Aidee, *Universidad de Colima*
Pr cticas de violencia de g‚nero a trav‚s de Facebook

Este estudio tiene como objetivo analizar la migraci¢n a Facebook de pr cticas de violencia de g‚nero y el proceso de configuraci¢n de nuevos espacios de control en el noviazgo. La poblaci¢n estudiada se compone de j¢venes de la Universidad de Colima. La metodolog¡a es cualitativa, se incluye la entrevista enfocada presencial y la observaci¢n en l¡nea. El marco interpretativo se basa en la teor¡a fundamentada, el enfoque de g‚nero y la Teor¡a de la convergencia medi tica. Los hallazgos muestran que Facebook se convierte en un espacio m s de control de los hombres hacia las mujeres en la relaci¢n de noviazgo, ya que

las pr cticas de violencia a trav‚s de este sitio sustituyen formas tradicionales (como el contacto f¡sico) por formas indirectas relacionadas con la violencia psicol¢gica como es el monitoreo excesivo de los hombres en las publicaciones de las j¢venes.

Ramos, Mar¡a Elena, *Universidad Autonoma de Nuevo Leon*
Conciliando la vida en pareja y el desarrollo profesional: el caso de las cient¡ficas universitarias

See Cerros, Elisa

Ramya, M. Antar, *Osho Academy*
La tercera anima: Journeys into nothingness as inner revolt and strength

When the issues of attachment to a persona no longer accessible and those of embracing another that is undefined and routinely unfamiliar or surprising overwhelm, practices that allow an experience of detachment bring help. A paradoxical identification with nothing stabilizes. This piece critiques the destabilizing notions in a post-structuralist or postmodern perspective that would mimic this in the minds of some.

Rasmusson, Sarah L, *University of Illinois*
Critical Women's Whiteness: A New Approach to Sex and Race in Us Culture

This performance takes the case of _The Blonde Slayer._ On November 12th 1935, Vera Stretz shot and killed her Nazi lover in New York, confessed with a .32-caliber pistol in her purse and was astonishingly acquitted of all charges. Her famous attorney successfully strategized her defense around the sexual violation of a white woman by a racialized other ~ here, a white supremacist. This 3-way conversation includes the trial transcript of this landmark case about race, an autoethnographic account of a young white woman 50 years later, and a 10-point definition of critical women_s whiteness (Muscio, 2005; Bettie, 2002; Walker, 2001; Breines, 1992; Levine, 1997). Demonstrating _method is argument_ (Jackson, 1989), it proposes a new approach to sex and race in US culture. The Blonde Slayer_s case is closed, yet closure is never truly possible since endings remain open for future truths to be told.

Ratnabalasuriar, Sheruni D, *Saginaw Valley State University*
Not Another Damn Survey! Exploring Resistance of Women_s Participation In Research on Computing Gender Gaps

This paper explores resistance encountered during the participant recruitment phase of a qualitative research study on the experiences of women of color pursuing post-secondary computing education. Identification of the gender gap in computing disciplines led to an increase in scholarship exploring this problem. Under this increased scrutiny, post-secondary computing programs began to track enrollment, retention, and success rates for women using primarily quantitative, survey-based research methods. However, despite several decades of research, the gender gap in computing still persists and, in some cases, has worsened. This suggests that this research approach misses important contextual and social aspects of women_s experiences. As a result, _study fatigue_ poses a problem for researchers seeking participants. This paper addresses how qualita-

tive approaches can foster more collaborative research strategies that honor and foreground women_s experiences.

Rau, Cheryl, *Te Tari Puna Ora _ New Zealand Childcare Association*
Whaia te iti kahurangi. Indigenous Early Childhood Teacher Education Achievement

Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association is an Aotearoa New Zealand early childhood initial teacher education provider with a field-based model of training which in 2013 celebrates its fiftieth year of existence. The organisation has had an ongoing commitment to Te Tiriti of Waitangi (the 1840 agreement for British settlement and protection of Maori). This paper provides a critical overview of a recent research project: _Te Heru _ A framework for Maori success within an initial teacher education programme_ (Meade, Kirikiri, Paratene, & Allan, 2011) focussing on offering a critial analysis of the components of successful study for Maori teacher education students. Drawing from this project, and from critical Indigenous scholarship (Denzin, Lincoln, & Smith, 2008), I offer a counter-critique to higher education, specifically focusing on the significance of Indigenous philosophy and theorising within higher education programmes, Maori pedagogies, generation of spaces for Maori staffing, and the enactment of te reo (Maori language) and tikanga (protocols) from all teaching staff as fundamental to Indigenous student success. Neoliberal incursion into Aotearoa has generated an arena of competitiveness in the provision of teacher education, de-territorialisation allowing for M_ori spaces coming under pressure from government policies which position funding of tertiary education providers to be contingent on student achievement. Maori students accessing teacher education provided by Te Tari Puna Ora o Aotearoa engage in interconnected interfaces reflecting ancient and contemporary Indigenous ways of knowing, doing and being.

Rau, Cheryl, *Te Tari Puna Ora _ New Zealand Childcare Association*
Kei Tua i te Awe M_para: The Impacts of Neoliberalism within Early Childhood Education

See Ritchie, Jenny

Rawiszer, Hannah, *Tennessee Technological University*
Wait, So You Did This Together?: Two Graduate Students' Experiences with Co-Teaching and Co-Grading. Rufaro Chitiyo, Tennessee Technological University, and Hannah Rawiszer, Tennessee Technological University

See Chitiyo, Rufaro

Rawlins, William K, *Ohio University*
Reading Bakhtin_s _Discourse in the Novel_ as a Writing Primer for Contemporary Ethnography

This paper distills Bakhtin_s concerns about and guidelines for artistically representing another_s speech, worldview, and consciousness as living language. By Bakhtin_s lights, if ethnography wants to be the novel of our times, it must resist a unified goal in its composition. Rather, it must orchestrate a loosely coupled creative system for the interaction of diverse languages, speech types, and voices of individual participants/characters. Bakhtin productively interrogates:

any language_s _resistance to appropriation_ and describes practices for representing the language of others; quoting spoken words as related to otherness and authorial distance; framing discourse and _character zones_ in constructing an image of others and their language; incorporating multiple genres; and including the activity of coming to know another_s word. Taken with his ideas about parody, the subject positions of implied narrators, _internal_ and _external dialogue,_ _double-voicedness_ versus _double-languagedness,_ _authoritative_ and _internally persuasive_ discourse _ Bakhtin_s monograph offers stunning ideas for writing contemporary ethnography.

Reaves, Janet, *Eastern Michigan University*
Developing Global Identities in a Fishing Village: Social Work in Jamaica

See Wedenoja, Marilyn

Recam n Payo, Adriana, *Universidad de Salamanca*
L¡mites y posibilidades del aprendizaje colaborativo con TIC: visi¢n del equipo directivo.

See Gonz lez Ruiz, Carlos

Recam n Payo, Adriana, *Universidad de Salamanca*
La percepci¢n docente del aprendizaje colaborativo con TIC en centros de Educaci¢n Primaria y Secundaria

See Basilotta, Ver¢nica

Reed, Susan, *Appalachian State University*
Setting Our Roots in Motion Towards an Alter-eco-modernism in a Time of Mass Extinction

Altermodernity is _a kind of dream-catcher trying to capture the characteristics [of a] modernity_specific for the 21st century _; it asks, _Where are we going?_ (Bourriaud). As one response to this question, I will work to extend Bourriaud_s proposal for moving beyond the postmodern _suburbs of history_ (p. 183) in context of manifold ecological crises confronting all biospheric wanderers. Via an arts-informed approach, I will engage Bourriaud_s metaphor of the radicant_intuitively plotted, zigzagging tendrils reaching towards an embodied, embedded sustainable ethics (Braidotti, 2006)_as a locator and creator of _patterns that connect_ (Bateson, 1979). What patterns emerge from entanglements with others_ shoots; how might these patterns become eco-cultural _archipelago[s] of local insurrections against the official representations of the world_ (p. 186); how might they produce and be produced by alchemical shifts towards positive passions and an affirmative, nonprofit ethos, necessary for endurance and resilience in times that increasingly test us all?

Reese, Miriam, *University of Saskatchewan*
Hermeneutics, Crisis, and the Self: The Limits of Understanding Narratives of Cancer

See Teucher, Ulrich

renee, rachel, *University of Illinois at Chicago*

Rennels, Tasha, *University of South Florida*
Making Place in an Institutional Space: Everyday Practices in a Homeless Shelter for Women

   Since the early 1990s, scholars have compared homeless shelters to total institutions because of the regimented rules and regulations residents are expected to follow. My project adds to this scholarly conversation paying attention to the ways in which residents of a transitional homeless shelter for women adapt to its institutional qualities. Recognizing the deep-seated need all humans have for home, I employ ethnographic observation to determine if it is possible for residents to make a home-like place within the institutional space of the shelter. My findings confirm this possibility illustrating how home is made through compliance with control, feelings of safety, and interaction with other residents. Shedding light on this homemaking process not only reinforces how much people desire home, but also motivates us to think about the ways in which the homeless shelter industry might cater more to this desire.

Research Consortium, The Student Success, *Six Nations of the Grand River Territory*
The Student Success Research Consortium: Combining Indigenous and Qualitative Research

   See Zinga, Dawn

Research Consortium, The Student Success, *Six Nations of the Grand River Territory*
Consensus Coding: Balancing Perspectives in Community-first Research with an Aboriginal Community

   See Zinga, Dawn

RIANO PEREZ, FELIPE ALFREDO, *Docente-investigador*
Competencias Profesionales del docente eficaz de postgrado en calidad en la Universidad Aut¢noma de Guadalajara

   El problema central de esta investigaci¢n basa su estudio en torno a que en Iberoam,rica se presenta una tendencia a que todo programa de postgrado aspire en pertenecer a programas que fomentan o garanticen altos est ndares de calidad, del mismo modo, la b£squeda por ese reconocimiento exige para su cumplimiento demostrar la capacidad de formar tanto para la investigaci¢n, como en la pr ctica profesional y para la proyecci¢n social. Lo anterior, insta por el cumplimiento de altos lineamientos de calidad que garanticen la formaci¢n de recursos humanos de alto nivel y se indaguen los factores que inciden en las competencias profesionales del docente de postgrado para responder a los retos de formaci¢n de alto nivel de formaci¢n a trav,s del an lisis de contenido.

Ribeiro, Nuno, *Indigenous People's Health Research Centre*
"Science" Ekwa Inniw-Nisitootumowin: Using a Two-Eyed Seeing
Methodological Approach to Aboriginal Youthïs Risky Health Behaviors

This paper deals with the difficulties encountered by researchers when
attempting to use conventional scientific methodologies to gauge the effective-
ness of arts-based approaches to Aboriginal youthïs risky health behaviors. I
address how techniques such as survey research, participant observation, in-
depth interviews, and focus groups were insufficient to document and assess the
impact of a long term (2004-present) arts-based project with youth (N~400)
from twelve distinct First-Nations communities in Saskatchewan, Canada. This
project aimed at developing positive health decision-making among Aboriginal
youth via the provision of culturally safe spaces wherein the youth could explore
meanings of health, wellness and wellbeing in regard to themselves, their peers,
and their communities. While results derived from the use of conventional
research techniques were valuable, much detail of the youthïs experience during
the drama workshops was missing or poorly understood. The solution to this
conundrum hinged on what Mi'kmaw Elder Albert Marshall deemed _two-
eyed seeing_ or integrative science-approach to knowledge acquisition and
interpretation, which blends indigenous epistemologies with mainstream science
approaches and techniques (Iwama, Marshall, Marshall and Bartlett 2009). I
discuss how the use of indigenous practices and beliefs, such as talking circles,
storytelling, communal feasts, and Elder involvement were interwoven into the
research process along with data collection and analysis procedures drawn from
cognitive anthropology, such as free listing, pile sorting, and cultural consensus
analysis (Bernard 2011). In this paper I also illustrate the vicissitudes and suc-
cessful outcomes of this process with some of the findings obtained thus far,
and reflect on the decolonizing potential of using a two-eyed seeing approach
to arts-based health research. Lastly, I discuss the implications of using comple-
mentary epistemologies and methods when conducting Aboriginal youth health
research for both participants and scholars, and outline potential avenues for
future research in this area.

Ribera, Deborah, *Bowling Green State University*
Beyond the Block: Ethical Issues in the Use of Documentary as Method and
Product

This paper will interrogate the author's experience producing documentary
videos in the Dominican Republic and Haiti for K-12 public education settings.
In a field that is rife with debate regarding issues of representation and objectiv-
ity, the importance of incorporating counter-narratives into the dominant K-12
curriculum remains. The application of qualitative research methods to docu-
mentary video production can provide a standard of ethics that guides filmmak-
ers as well as educators who use documentary media. Positioning documentary
as a place where case study, critical and auto-ethnography, phenomenology,
and narrative converge, the author will explore the challenges inherent to doing
work that is embedded in postcolonial contexts and neocolonial realities. The
author will describe how using qualitative methods helped her to negotiate her
ethical responsibilities as a filmmaker and will detail her continuing struggle to
understand her ethical role in the affective impact documentary video has on the
researcher, subjects, and audience.

Rice, Mary, *Brigham Young University*
Conceptualizing Teachers_ Advocacy as Comedic Trickster Behavior:
Implications for Teacher Education

This paper discusses two teachers_ attempts to advocate for students and teacher candidates in a junior high setting. The authors propose that the conception of a comedic hero as a trickster functions as a useful metaphor for evaluating the attempts teachers make as advocates in schools. The specific aspects of the metaphor that the authors find useful are (a) comedy as a space where the absurd mingles with the tragic (b) resurrection or bringing forward from the dead as major plot device and (c) the goal of societal integration. These aspects of the comedic trickster metaphor are used to interpret three narratives. The first these narratives is about an argument over whether to expel a multicultural student; the second is about a student teacher who learns to position herself as a knower in a special education classroom; and the third narrative deals with a confrontation between a teacher and a student while participating in an afterschool sports program targeted for multicultural student participation. By analyzing these narratives of advocacy in the frame of the comedic trickster with a focus on the three outlined aspects, the authors argue that current teacher education practices described in research literature provide little guidance for how teacher candidates moving into school systems can develop and proactively maintain a stance of advocacy in their interactions with students and colleagues. Teacher candidates are not being prepared to handle the absurd, the tragic, the resurrection, or the integration of students. Further, the authors assert practicing teachers who engage in advocacy in the frame of a comedic trickster are often forced into an ironic plotline where they are unable to do what they want to and know they should. This ironic plotline may explain some of the inequitable practices of schools concerning multicultural students. Acknowledging the presence of the comedic trickster plotlines might open up spaces for practicing teachers to write new stories of themselves as advocates and avoid the entrapment of irony.

Richardson, Jennifer Elizabeth, *The University of Western Ontario*
The Use of Triangulation to Explore Social and Personal Development in a
Community Drama Program for Adults with Disabilities

This presentation will discuss the use of data and methodological triangulation (King & Horrocks, 2010) in a series of case studies which explored whether a community based drama group for adults with disabilities enhanced social and personal development. Multiple case studies were used to explore potential changes within and across drama group participants, while simultaneously measuring overall program effectiveness. Data triangulation involved gathering and analyzing data from drama group participants, family members, and instructors of the program. Methodological triangulation included the cross-referencing of questionnaires, interviews, and researcher observations. Participants will have the opportunity to discuss the methodology and to hypothesize about its other potential applications.

Richardson, Laurel, *Ohio State University*
Decades of Writing

What I write, how I write, and why I write have changed over my life-time of writing. Please join me as I revisit my writing journey and share what writing means to me today. Perhaps, later, you can share your journey.

Richardson, Laurel, *Ohio State University*
Grace

How my emergency airplane landing cured my fear of flying and put me into a subjective state for which I had no name.

Richmond, Laurel, *California State University, Long Beach*
Queer Reads: When Children_s Literature does Gender _Differently_

In order to explore how leisure contributes to the metanarrative of _the universal_ man and woman or how it might serve to open space for _doing gender differently,_ we use queer theory and content analysis to deconstruct the seemingly ordinary and innocent activity of reading. We selected the popular children_s book, The Daring Book for Girls (Buchanan & Peskowitz, 2007) and analyzed the text for dominant discourses around class, gender, race, and sexuality in order to show how the interplay of dominant expectations can be re/produced and/or challenged through children_s leisure activities. Refreshingly, the analysis showed that typical expectations for both masculinity and feminin-ity were presented as viable gender performances for young women. We use this content analysis as an example of how leisure providers should consider the books they include in children_s libraries and advocate for the inclusion of literature that makes room for _doing gender differently._

Rideaux, Kia, *Univesity of North Texas*
Foregrounding Marginalized Feminist Epistemologies When Conceptualizing Critical Qualitative Research in Early Childhood Studies, Kelly Medellin, Midwestern State University and University of North Texas, Kia Rideaux, University of North Texas

See Medellin, Kelly

Riedler, Martina, *Canakkale University*
Implications of digital technologies in visitors_ interpretation processes at museum and heritage sites

This study examines the educational role of the museum that initiates the interpretation of objects for the visitors and further focuses on ways in which digital technologies support active visitor meaning making and sharing for purposes of interpretation, learning, and curating. As a result, giving visitors control of the technology helped to develop understanding through play, cre-ative writing, critique, and collaboration. Shifting from content delivery to social construction, engaged visitors became co-authors in the intricate relationship between objects/ sites and learning and eventually created their own narratives of a place.

Rigali, Catherine, *Hampshire County Jail*
Pathways to Change: Jail Labyrinth Project

See Zucker, Donna M

Riggs, Nicholas A, *University of South Florida*
Family Stories: Constructing Shared Perspectives

See Whalen, Jennifer

Riggs, Nicholas A, *University of South Florida*
Following Bud: Blogging at the end of life

I show what it_s like to read Bud Goodall_s blog as he writes at the end of life. My experience leads me to question what it means to be healthy, to acknowledge death, and how blogging is a particular way of narrating mortality in dialogue with others. I probe the depths of a discourse familiar to those who read blogs that grapple with issues of illness, loss, and death. In light of a growing body of illness blog research, I discuss the ways that engaging with digital texts can interpolate readers into each other_s private worlds. I suggest that blogging at the end of life_a discretionary, digital, and dialogic way of doing narrative_can open an important space for talking about mortality reflexively in public, anchoring thoughts and feelings about the Self in the embodied experience of Others.

Riggs, Nicholas A, *University of South Florida*
Performing Reflexivity: A paper about writing a paper about writing a paper...

Every paper has a story that goes untold. It_s the story of how the paper was written_the text behind the text. Writing, as a form of inquiry, is as much an invocative process as it is evocative in its production. This paper is a thought experiment that shows the process behind the process of producing a paper for a seminar class. Taking a good deal of creative license, I show what graduate students might go through as they generate new ideas and grapple with the conventions of writing, managing personal relationships, procrastination, negotiating professional expectations, and lacking sleep as they try to do good work. By performing reflexivity autoethnographically, I speak through the silences of the graduate student experience, illustrating the writing process in passages that show academic socialization, a place where work and play collide in the pressure cooker of disciplined creativity.

Riopelle, Cameron, *University of Illinois Urbana Champaign*
Claims Making and Forms of Legitimacy at the Aboriginal Tent Embassy in Canberra from 1972 until the Present

This article is an examination of claims made by activists at the Aboriginal Tent Embassy in Canberra from 1972 until the present and the forms of legitimacy by which the Embassy has counter-institutionalized in order to assert its central place as an indigenous urban social movement. Through a hybrid approach combining Schudson_ s (1989) method for examining the efficacy of cultural objects and grounded theory analysis, I draw five themes for claims made by the activists: land rights, indigeneity, anti-colonialism, cooperation, and anti-state. In addition, I discuss ways in which the Embassy legitimizes its claims:

spatial, temporal, and cultural forms of legitimacy. I end with a discussion of the implications of counter-institutionalization as a form of local activism.

Rios, Sylvia, *Region 20 TX Service Center*
A Case Study of Five Principal Leadership Styles Serving Mexican American Students in South Texas

See Larke, Patricia J

Ritchie, Jenny, *Te Whare Wananga o Wairaka - Unitec Institute of Technology*
Neoliberalism and Discourses of _Quality_ in Early Childhood Care and Education in Aotearoa New Zealand

Neoliberal discourses have disempowered children positioning them as passive dependents, private responsibilities, and their parents as consumers of a packaged commodity, reducing early childhood care and education to a set of _quality outcomes_. The neoliberal reification of _the market_ as incontrovertible, positions children and their families as _consumers_ of an educational product, with the unwritten caveat of _buyer beware_ in their exercise of _free choice_. This situates the child (and their families) in service of the needs of capitalism, education services now producing flexible workers to supply the economy. Since capitalism works with an internal logic of continual expansion towards increased profit, early childhood education has been a fruitful new source of profiteering. It is ironic that in Aotearoa New Zealand, as a result of changes by a previous Labour Government to introduce a subsidy for 20 hours of _free_ early childhood education to three and four year-old children in participating services, private providers of early childhood education now continue to receive generous subsidies from the state, a duplicitous form of neoliberal governmentality. Yet despite discourses of _quality management_ recent very comprehensive research has demonstrated that ongoing reliance by the government on private early childhood education provision, positions many children in private centres as vulnerable to low-quality standards. This paper provides an overview of tensions within the policy and curriculum implementation arenas in early childhood care and education in Aotearoa New Zealand in relation to neoliberal capture of discourses of _quality_.

Ritchie, Jenny, *Te Whare Wananga o Wairaka - Unitec Institute of Technology*
Kei Tua i te Awe M_para: The Impacts of Neoliberalism within Early Childhood Education

In Aotearoa, the machinations of neoliberalism driven by a logic of expansion towards ever increasing profit, has seized on early childhood education (ECE) as a new site of profiteering. Recent government policy changes mean that a burgeoning private sector receives generous subsidies from the state, a duplicitous form of neoliberal governmentality. Paradoxically, reliance on private ECE positions many children in private centres as vulnerable to low-quality standards, demonstrating neoliberal capture of discourses of _quality_. The right of indigenous children in Aotearoa to an ECE through their language and culture has been supported through a range of visionary curriculum and policy documents. Despite this, the neoliberal context has had a dismantling effect on the implementation of those documents and the outcomes for M_ori children in

Aotearoa. In this paper we apply a critical lens regarding the impact of the neo-liberal era on ECE including M_ori immersion in Aotearoa New Zealand.

Ritenburg, Heather, *University of Regina*
Knowing Through the Body: An Embodied Approach to Arts-Based Research

See Linds, Warren

Rivera-Santatna, Carlos, *University of Queensland*
Subjectivity of Critical Psychologists: Multiple Identities

See V,lez-Agosto, Nicole M

Roberts, Earllene Katherine, *University of British Columbia*
Working Outside the Box: Research with Adults Who Have Limited Communication Abilities and/or Intellectual Disabilities

Interviewing adults with intellectual or developmental disabilities (IDD) can pose challenges to researchers beyond the ability to communicate clearly with a participant. This presentation will explore the challenges related to consent, validity, and confidentiality when interviewing individuals with IDD who might typically be dismissed as participants because of lower cognitive functioning, limited communication abilities or a combination of these two issues. The _voices_ of this demographic are seldom heard, (literally or figuratively) both inside and outside of academia; this population is marginalized and under-represented in research. Strategies for data gathering with adults who may be perceived as _low functioning_, implications for data analysis and reporting of findings will be discussed during the presentation. These concepts are explored using examples from the experiences of researchers working on the project entitled Home Sharing: Exploring the Experiences of Self-Advocates, Providers and Family Members in British Columbia, Canada.

Roberts, Earllene Katherine, *University of British Columbia*
Challenging Institutional Ableism in Higher Education. Earllene K. Roberts, University of British Columbia

As social subjects situated within the cultural context of a university, disabled students affect and are affected by the discursive formations of the university. This qualitative inquiry uses critical discourse analysis (CDA) to expose the unacknowledged and unquestioned discrimination experienced by disabled students through the investigation of discursive practices of a university. Critical discourse analysis is a method of analysis that exposes the connections between power, social relations and discourse. It unmasks how dominance is established, produced and reproduced through discursive practices. As a highly ableist environment, the Academy is not a welcoming place for disabled scholars. To date, little attention has been given to university discourse and its implications for disabled students. This presentation will explore the strengths and limitations of CDA to uncover, disrupt, and challenge ableist university discourses as expressed and enacted through texts.

Robinson, Jude, *University of Liverpool*
Silences and Gaps: Respecting the Boundaries of Enquiry for Ethical Advocacy

This paper reflects on methodological and representational issues arising from my research, commissioned to understand the (indoor) smoking behaviors of parents of young children in Liverpool, UK. By adopting Biographical Narrative Interpretative Method I intended to elicit rich and meaningful accounts of smoking and caring to effectively counter the damaging, _othering_ health discourses that positioned smoking parents as perpetrators of deliberate harm towards their children and/or as irrational actors who ignored health advice and support. However, in addition to eliciting depth narratives, BNIM recommends _pushing_ parents and carers to recount Particular Incident Narratives (PINs), which created gaps and silences with people who were sometimes word-poor as well as resource-poor, that were likely to compromise their and others_ engagement with the research. Here I consider the need to continue to critically and reflexively adapt methodologies to ensure the desire to obtain material for effective advocacy does not compromise situated field ethics.

Rocas, Dario, *Universidad Panamericana*
La imagen del narcotr fico en el cine mexicano

See V zquez, Paula

Rodr¡guez, R¡a, *Rutgers University*
La segunda anima: Unwelcome guest in the form of the damaged brain

When a traumatic brain injury occurs, it is as if a new person is created, but it is an individual who must immediately perform within the context of an already existing life. This piece explores the sense of one's self intruding on one's own life through the presence of an unwelcome guest who will not leave; furthermore, this person, who arrives with no recognizable presence, is a dominating force.

Rodriguez, Nancy Molina, *Universidad de Colima*
Pr cticas de violencia de g,nero a trav,s de Facebook

See Ramirez Vazquez, Vanessa Aidee

Rodriguez, Nancy Molina, *Universidad de Colima*
La construcci¢n de la identidad de g,nero en las estudiantes de profesiones no feminizadas

Este estudio tiene como objetivo analizar el proceso de construcci¢n de la identidad de g,nero en las estudiantes de profesiones no feminizadas, en relaci¢n a la violencia simb¢lica y discriminaci¢n de g,nero. Dicho estudio se realiza en la Universidad de Colima Se utiliza la metodolog¡a cualitativa para indagar la experiencia subjetiva y los significados que las estudiantes universitarias tienen acerca de su identidad de g,nero. El marco interpretativo se estructura con la Teor¡a Fundamentada de Glaser & Strauss. Se utiliza la entrevista en profundidad mediante una gu¡a de preguntas abiertas repartidas en los ejes tem ticos: la identidad de g,nero, la violencia simb¢lica, la discriminaci¢n y rol profesional.

Rogers, Juhanna N, *Indiana University*
Sistah to Sistah: A Reflection on the Racialized Experiences of Black Women in British Higher Education_

The author examines how her understanding of transnational race issues informs her construction of the Black experience in higher education. The paper chronicles how an African American female engages and develops an understanding of gender and race politics in the England during a summer early inquiry research project. Using Black Feminist Thought (Collins, 2009), the author analyzes her travel journal and research notes. The author constructs artistic narratives based on the conversations and experiences with Blacks female faculty and students living in England. The paper sheds lights on the complexities and possibilities of engaging in comparative education using from a racial paradigms and methodologies.

Rohan, Elizabeth A, *Centers for Disease Control and Prevention*
Ethics in Multisite Case Study Evaluation

See Preissle, Judith

Rohan, Elizabeth A, *Centers for Disease Control and Prevention*
Seasons of a Program_s Life: Using Metaphor to Understand Program Growth and Development

See Glover-Kudon, Rebecca Marie

Rojas Rojas, Sandra Patricia, *Asistente de investigaci¢n. Pontificia Universidad Cat¢lica de Chile*
Validaci¢n de un instrumento para el an lisis de interacciones en aulas de clase de E. b sica

See Arg_elles Bendez£, PATRICIA

Romay, Juan, *Universidad de Valadlid*
Analytical model for the study of the interaction of science and religion

See Valero-Matas, Jesus Alberto

Rombo, Dorothy Owino, *University of Wisconsin at Stout*
Is Motherhood About Roles? Experiences of House-helps and Kenyan Young Adults

See Lutomia, Anne Namatsi

Romeiro, Andr,a de Sousa, *University of Fortaleza*
Humaniza‡Æo no tratamento de pacientes oncologicos: Percep‡Æo de uma equipe interdisciplinar

See Oleg rio, Nat lia Bitar da Cunha

Rosiek, Jerry, *University of Oregon*
An Ontology of Possibility and the Need for a Methodological Practice of Mourning

The reflexive turn in methodology offered new ways to respond to hegemonic systems of thought. Instead of countering foundational claims with alternative claims, anti-foundational performative interventions were forwarded that sought to produce ironic self-consciousness about the mediated nature of all forms of representing _reality._ The promise was that fostering a general condition of aporia would make possible the emergence of new less totalizing ways of knowing and being. These ironic interventions, however, have provided little beyond gestures towards that greater possibility. This paper will make the case that reflexive methodological practice must move beyond an ontology of aporia and towards an ontology of possibility. This will involve not just celebrating the multiplicity of possible ways of being, but acknowledging how the enactment of some ways of being always involves the sacrifice of other enactments. Acknowledging this sacrifice would in turn require a practice of ontological mourning.

Rosiek, Jerry, *University of Oregon*
Temporality, Ontology, and Action in Qualitative Research: In Search of a Hermeneutics of Inquiry Effects

Contemporary qualitative research conversations seem to be stalled in an impasse between those who want to valorize first person experience as a source of leverage against hegemonic knowledge systems and those who want to problematize all processes of representations so thoroughly that it undermines the very possibility of hegemony. This paper will offer that this impasse is the result of a research debates exclusively focused on the epistemological problematics of description. A promising alternative, I will propose, is to frame inquiry in an ontology of consequences (Dewey, 1931). This would amount to identifying the object- and subject-constituting effects of social inquiry, not as excesses that destabilize the goal of description, but as a defining purpose of research in a post-reflexive era. Such an inquiry practice holds the promise of combining reflexive antifoundationalism with strong normative commitments and a focus on the practical implications of research._

Ross, Karen, *University of Calgary*
Medicalizing Tensions in Counseling and Counselor Education?

See Strong, Tom

Rossholt, Nina, *H›yskolen i Oslo og Akershus, Postboks 4 St. Olavs plass 0130 Oslo , Norway*
The material world in preschool; an onto-epistemological methodological approach

My research is inspired by material feminist philosophers and childhood rearchers (Barad, 2008; Colebrook, 2001; Deleuze, 2005; Foucault, Grosz, 2005; Lenz Taguchi, 2010; Prout, 2005). Grosz (1994) is critical of the tendency in much postmodern writing to analyze the representation of the body without attention to its materiality. I set about trying to research and discuss this problem by challenging the biology/culture split using the concept of material-discursive events as processes of becoming, treating biology and culture not as

separate categories, but as parts of a doing body (Grosz, 1994, 2005a). In this paper I argue that the physical and material are created simultaneously as verbal and physical movements analyzing events, or series of events from Norwegian preschools (Rossholt, 2008, 2009, 2012, 2013). Here I analyze different events as moments, an onto-epistemological methodological approach, making movements in bodies and materiality visible as an ongoing process, as life itself.

Rossi, Lilian Cristina de Castro, *Faculdade de Medicina Botucatu/Brasil*
The interaction of adolescents with alcohol, tobacco and drugs

Introduction: Drug use by teenagers generates social and health problems worldwide. Objectives: To understand the interaction of drugs with students and develop a theoretical model. Methods: Symbolic Interactionism and Grounded Theory focus group. Results and Discussion: Process identified: Moving between experimentation and addiction, consisting of three subprocesses: Starting interaction: They start with beer and vodka mixed with energy at parties with open bar and Narghile smoking. Keeping control: Incorporation of marijuana, followed by cocaine used as a strategy to stop the effects of alcohol abuse. Losing control: from experimentation consumption evolves into recreational or occasional use at parties or dependence and abuse. Conclusions: The dependency is seen as a loss of control by the individual's personal decision that has the "weak head." Educational activities should include prevention and health promotion in the context of the Health Promoting School

Rottenberg-Rosler, Biri, *The Hall Center for the Humanities, The University of Kansas*
The Paradoxes in the Research of Mothers' Blogs _ The Need for a Playful Methodology

Motherhood contains an inner tension between the will of a woman to both serve the needs of her children and her own creative, individual needs. The blogs' genre inherently contains a different tension between writing a private-intimate text and publishing it on the public sphere. Therefore the research of mother's Blogs creates a methodological challenge of containing multiple paradoxes. This challenge opens up the opportunity to enrich the understating of the experience of mothers' blog writing through using a playful methodology. The current paper will explore the concept of playful methodology, based on a psychoanalytic perspective, as a creative and flexible way of knowing. Examples for applying this methodology will be drawn from a research on Israeli mother's Blogs.

Roulstons, Kathy, *University of Georgia*
Analyzing How Interviews Get Done: For Whom? Why?

Although researchers have analyzed _how_ data are generated and _what_ is discussed by research subjects (Holstein & Gubrium, 1995), little writing discusses how findings from these analyses are represented to participants and non-academic audiences. Using an example taken from Wertz et al. (2011), this paper discusses the challenges of presenting analyses of how interview conversations are accomplished. I argue that analyses of how interview accounts are generated breach the everyday expectancy of trust (Garfinkel, 1967) that interviewees rely on when discussing research topics. While descriptions of how interviews are

accomplished aid understanding of how knowledge is constructed, by subjecting their own talk to this form of analysis, researchers are better placed to initiate changes in the world, one utterance at a time. This work is modest, but no less important, since it encourages humility in the ways researchers understand themselves and others.

Rowan, Mary Caroline, *University of New Brunswick*
Document Analysis of Canadian Neoliberal and Neocolonial Assemblages

   See Pacini-Ketchabaw, Veronica

Rowlands, Tim, *Saginaw Valley State University*
Constructing Others in Virtual Worlds

   Video games present digital spaces in which the unlimited possibilities of the virtual can be explored. However, the majority of video game worlds present spaces in which domination, oppression, violence, war, and an objectifying gaze are not only fundamental but are also constructed as natural. This study examines sandbox video games produced by Rockstar Games, such as Grand Theft Auto, Red Dead Redemption, and L.A. Noire, through a semiotic lens. It explores how computer controlled characters (_mobile objects_) are created in ways which suggest their function is nothing less than to be killed by the player. In noting the often anthropocentric, ethnocentric, misogynist, racist, heterosexist, and classist representations of the Other in virtual worlds, this paper problematizes our relationship to video games as entertainment and calls into question the complicity of such media products in the expansion of global corporate capitalism.

Royal, Genyne L., *Texas A&M University*
Young, Gifted and Black?: A Scholar_s Autoethnoghraphy

   Research on underprepared students has provided characteristics of those more likely ill-equipped for postsecondary academic process rigors, while academic resilience literature has sought to provide an understanding of protective factors supporting those academically resilient (Benard, 1997; Morales, 2008; Thomsen, 2002). Walker et al. (2006) and Morales (2008) theorized the concept of _adaptability and endurance_ positing that students who develop academic resilience must first optimistically adjust to positive change, and develop a skill, or skill set that results from _risks_ they have experienced. However, despite success Caselman, Self and Self (2006) find that some young scholars experience Imposter Phenomenon (IP), where _success and achievement_ are attributed to _external sources_ rather than to internal qualities of intelligence and ability_ (p. 396). This paper focuses on _social and cultural aspects_ (Ellis, 2000, p.739) of a scholar_s experience as an academically underprepared, resilient and emerging Black scholar in academia.

Rudick, Kyle, *Southern Illinois University*
Self, Relationship, Positionality, and Politics: A Community Autoethnographic Inquiry into Collaborative Writing

   See Pensoneau-Conway, Sandy

ruether, erika, *University of Illinois @ Chicago*

Ruiz Velasco, Victor Manuel, *Universidad Aut¢noma Metropolitana-Xochimilco*
Compromiso emocional durante el proceso de investigacion

Esta presentacion tiene el proposito de compartir las experiencias que hemos tenido mis colegas y yo durante el dise€o y desarrollo de diversos proyectos cualitativos en el area de la salud. La tematica es variada, y va desde sexo y genero hasta el analisis de los fenomenos que aparecen en la familia cuando un miembro anciano es internado en un asilo. Los resultados muestran la importancia que para nosotros tiene nuestra participacion emocional para obtener mejores resultados en los trabajos cualitativos descritos.

Rusted, Brian, *University of Calgary*
Stampedagogy: What (the art of) the Calgary Stampede Teaches

Reflecting on the value of art that represents the North American west, Martha Sandweiss suggested that rather than dismiss it as realism tainted by nostalgia, greater value might be found by considering the social contexts of its use. The paper responds to her challenge by considering western art in the service of the Calgary Stampede. Since its inception a century ago, artists have enacted and represented the Calgary Stampede's western heritage. Grounded in curatorial research for a exhibition charting that relationship, this paper explores the visual practices of this cultural performance and the social shaping of discursive performances of taste. Rather than offer a close or closed reading of the Calgary Stampede as a visual text, the paper troubles the intersection of visual culture and performance as a way to begin a conversation about what the Stampede teaches and the possibilities for a sensory, embodied pedagogy.

Ryen, Anne, *University of Agder, Norway*
The Active Interpreter: A Dilemma, Really? A Discussion of _The Interpreter Effect_ on Data.

The paper discusses to what extent an active interpreter is a problem or not. I contrast the naturalist perspective with the constructionist approach which allocates interview members (including the active interpreter) prominent roles in the collaborative accomplishment of social reality. In this way, the discussion is not solely one of interpreter effects on the quality of data, but rather of situating the naturalist interpreter discussion within contrasting paradigms or approaches in qualitative research. The interview extracts from a study in Indonesia seem to portray the _technical dilemmas_ that arise when we use interpreters in cross-cultural projects, but a closer look at the interview context gives a better background to the discussion of what happened in these extracts. This leads to my conclusion that interpreter effects can be analysed as data collaboratively accomplished in the local interview context. This argument is contexted in a constructionist account of _the active interview_

S nchez G¢mez, Cruz, *Universidad de Salamanca*
El uso de las herramientas asincr¢nicas, foro y wiki, para la ense€anza-apre

See Pinto Llorente, Ana Mar¡a

S nchez G¢mez, Cruz, *Universidad de Salamanca*
Estudio Cualitativo de Metodologias Docentes en Educacion Primaria mediante
el Aprendizaje Colaborativo.

S nchez G¢mez, Cruz, *Universidad de Salamanca*
Descriptores del consumo de alcohol en una muestra de adolescentes chilenos y
bolivianos Proyecto AECID (A3/041712/11)

En nuestro planteamiento inicial busc bamos indicios que pudiesen llevarnos
a considerar que el consumo del alcohol pudiese estar amparado en pr cticas
culturales andinas (grupos aymara y quechua). Analizados los discursos toma-
dos de los grupos de discusi¢n con adolescentes, los resultados muestran la
dificultad para que los adolescentes asumieran p£blicamente su pertenencia a
un grupo tnico determinado, y la escasa fluidez en los discursos sobre el tema
propuesto como leitmotiv del estudio. Sin embargo, el an lisis de los datos nos
llevan a concluir que los adolescentes organizan su discurso acerca del consumo
del alcohol en t

S nchez G¢mez, Cruz, *Universidad de Salamanca*
Resultados de experiencias de trabajo colaborativo a trav,s de las TIC en el
contexto de la Escuela 2.0

En el marco de la investigaci¢n I+D+I, denominada _Aprendizaje colabo-
rativo a trav,s de las Tecnolog¡as de Informaci¢n y Comunicaci¢n (TIC) en
el contexto de la Escuela 2.0_, subvencionada por el Ministerio de Ciencia e
Innovaci¢n de Espa¤a (EDU 2011-28071), la presente comunicaci¢n ofrece las
opiniones del profesorado de Primaria sobre los resultados de la metodolog¡a
del aprendizaje colaborativo, el papel de las TIC en el mismo, as¡ como las expe-
riencias de trabajo colaborativo desarrolladas en centros acreditados con alto
nivel TIC. Las opiniones se recabaron a trav,s de entrevistas individuales a los
directores de los centros educativos y a grupos de profesores. Fueron grabadas,
transcritas y analizadas mediante la aplicaci¢n de la teor¡a fundamentada.

S nchez-Garc¡a, M. F., *UNED, Madrid (Spain)*
Conditioning factors to develop _good practices_ with adult people in guidance
services

S›rensen, Mariann B., *Department of Communication & Psychology, Aalborg
University, Denmark*
Troubling empathy

This presentation aims to trouble the concept of empathy in qualitative
inquiry from two perspectives having a phenomenological approach. As a super-
visor I see students regard interviews as untouchable and be reluctant to bring
in theory in their analysis because of empathy towards the interviewees. As a
researcher I experience problems interviewing nurses having focus on their _use
of empathy_ in the context of their institutional identity together with examin-
ing three other concepts: professional, personal and private. Concepts current
in professions which focus on human relationships as _ among others - nursing,

teaching as well as the profession of psychologists. Thus, I want to problematize this dual perspective: empathy embedded in the method and as a theme or topic in interviews with professionals and the assumption that empathy might expand as well as limit the results of inquiry within different theoretical framework.

Saavedra, Cinthya, *Utah State University*
Critical Qualitative Inquiry and Forms of De(Re)terrritorialization: Year 3 Early Childhood Policy Studies Research in the U.S.A.

See Cannella, Gaile S.

Sabharwal, Priti, *York University*
The Urban Swagger: How the Urban Identity is (In)formed through Environmental Racialization

See Jessica, Rizk

Sachs, Natalie Aaren, *Ball State University*
To Tell or Not to Tell? That Is the Question for Women Living with Chronic Illnesses

Individuals with a chronic illness frequently keep their illness a secret as part of their efforts to present themselves as competent and avoid stereotyping by others (Olney & Brockelman, 2003). Unfortunately, disabled individuals who live a contradictory identity have displayed lowered psycho-emotional well-being (Reeve, 2002), leaving individuals to negotiate a health_related catch 22. This study examines the dynamics of the self-disclosure experiences of women living with chronic illnesses to develop a more complex understanding of their decision-making process as they negotiate disclosure dilemma. Themes (Braun & Clarke, 2006) developed from in-depth interviews with women self-identified as living with a chronic illness will be connected back to the relevant literature to produce a more detailed understanding of this neglected aspect of women_s chronic illness experiences.

Sadik, Razia, *Teachers College, Columbia University*
Virtually bridging practices of inquiry _ The pedagogical complexities of introducing research practice in an art school in Pakistan

This paper ethnodramatically relates the challenges, rewards and improvisations encountered by the author as an instructor and mentor of the educational research projects of art teachers enrolled in a graduate teacher education program in an art school in Pakistan. Art teacher professional training has only recently been introduced in Pakistan and currently lacks both intellectual and logistical infrastructure. This presented the author with a conceptual and logistical blank slate whereby she had complete freedom to determine the course content, yet complete responsibility of finding learning platforms and tools for teaching basic qualitative research through distance learning. The author narrates her journey towards evolving a curriculum for teaching research in what she discovered to be an inquiry resistant educational culture and contests the dilemmas and opportunities experienced en route, to reflect on, review, revise, re-engage and re-enact her pedagogical philosophies, assumptions and methods for the unique needs of the students.

Sadik, Razia, *Teachers College, Columbia University*
Mayo School of Art: A Re-Visioned History

South Asian art education history is invisible for many and while an offspring of South Kensington (UK), it has developed its own aesthetic and scholarly identities through India and Pakistan_s colonial histories. Viewing these histories in a post colonial time, offers the reader a third angle to understand the relationships between the colonizer and colonized, the colonial and the post-colonial as these have evolved and manifested themselves in informal practices of research and inquiry in an art school not strictly considered a part of the research academy. This paper explores the history of the Mayo School of Arts (Lahore) in India, now in present day Pakistan and offers a contemporary view of the institution. It also invites others to re-frame this narrative within the context of culture, politics, postcolonial theory and the global significance that contemporary art practices emerging from the Mayo School have come to occupy today.

Sadik, Razia, *Teachers College, Columbia University*
Art practice as research outside the academy: the case of contemporary art curation as critical method

Art curation has in recent years taken an educational turn whereby its outcomes have often conceptually resonated of the transformative critical pedagogical premises of other art education practices, particularly museum education programs and formal university programs in art training which are invested in rigorous arts and studio-based inquiry yet still lie outside the traditional realm of the research academy. Through exhibition conceptualization and the process of curating itself critical curators have undertaken independent and collaborative acts of research, often with artists, that can have a powerful pedagogical impact on the viewer_s experience of knowledge making. This paper examines critical curation of contemporary art as a potential research method that has existed for some time outside the academy, yet has inherent pedagogical and transformational potentialities. This presentation will be an open exploration of the similarities, differences, intersections and convergent potentials of curating and other arts based methods as qualitative inquiry.

Sadomytschenko, Georganne, *UIUC*
The Earth People

The Earth People is interpretive, performance text in which the author, embodied as a tourist, social scientist, and dependant, describes her journey through the contested Mapuche lands within the Chilean south. Through this solo performance using autoethnographical accounts and multiple character voices, _The Earth People,_ explores economic, political, cultural and moral tensions between modernization and the Mapuche Struggle. While traveling to Menet£e Thermal Parque, discourses of power, truth, identity and social justice are exposed.

Sahin, Abdullah, *Canakkale Onsekiz Mart University*
Three Novice Turkish Teachers_ Self-efficacy Experiences: A Phenomenological Research

This phenomenological study examined the very nature of the self-efficacy phenomenon as it is perceived by three novice teachers teaching Turkish as a Foreign Language (TFL) in a private educational institution in Turkey. In this study using a homogenous sampling method, a transcendental phenomenological inquiry design was adopted to answer the question _What kind of meaning is attributed by TFL teachers to self-efficacy phenomenon?_ To that end, data were collected through semi-structured in-depth interviews. The data were then analyzed in accordance with the guidelines of Moustakas so as to generate themes from the data. Seven common themes emerged from the lived experiences of teachers regarding their perceptions of the self-efficacy phenomenon whilst teaching TFL such as having pedagogical context knowledge, having analytical thinking skills, being virtuous, preparing students for the real life context, being friends with students, regarding individual differences of students, and love and commitment to teaching profession.

Sahin, Ali E., *Hacettepe University*
An Action Research on Reading and Comprehension Difficulties in Fourth Grade

See Kardas, Nergiz

Sahin, Ali E., *Hacettepe University*
Observed Misbehavior Distribution Based on Age Among First Grade Students and Teacher Reactions to Misbehavior

See Avsar Tuncay, Aysegul

Sahin, Ali E., *Hacettepe University*
A Qualitative Analysis of Students' Age Differences in Their Adaptations to a New Program

At the beginning of 2012-2013 teaching period of Turkish National Educational System, several radical changes were made. The most important changes were; the restructure of educational levels in K-12, and the take back of elementary school enrollment age from 72 months to 60 months. This study aimed to put forth the effect of the differences in student_s age, in their level of adapting to school, learning and interactions with each other. The study is

adopted a qualitative research approach. Being homogeneous or heterogeneous classes according to age groups is evaluated as "maximum variation sampling", whereas schools with low and high levels of environmental characteristics of the socio-economic structures "deviant case sampling_. The data collection involves participant observation, unstructured interview and document analysis. Findings reveal that there is no change in curriculum and physical conditions of classes. Furthermore, whole teaching method continues to be implemented during students_ learning process.

Sakellariadis, Artemi Ioanna, *Centre for Studies on Inclusive Education*
Chameleons or Leopards Without Spots? A Dialogic Inquiry into Working with an Academic and Non-academic Identity

See De Munck, Katrien

Sakulkoo, Saratid Tong, *saratid@buu.ac.th*
My Voluntary Simple Life: New Ethnography Approach

Based on consumerism and industrialization there is much evidence for material development such as the progress in science and technology and many innovations that are followed by the advancement of communities. However, there are signs of unsustainability. I have found myself depending on so many things, on good drinks and friends, on different kind of amusement, on new technological innovations. This article presents the past one year of direct experience that lead me into the deeper level of through the concept of voluntary simplicity at a small village nearby border of Thailand and Laos. My one year without microwave and kitchen room, No! Air condition, No! Television (TV), No! Mobile phone and No! Auto car. I have learned a simple life practice combine with contemplative education. These are necessary for my own inner changes and self-withdrawal.

Salas, Flora, *Universidad Autonoma Metropolitana Xochimilco*
Chiaroscuro in teaching QI in nursing and medicine pregraduate at the UAM-X

See Covarrubias, Esmeralda

Salas, Flora, *Universidad Autonoma Metropolitana Xochimilco*
Claroscuros en la ense€anza de la IC en pregrado de enfermer¡a y medicina de la UAM-X

See Covarrubias, Esmeralda

Salas, Flora, *Universidad Autonoma Metropolitana Xochimilco*
QI pedagogy with novice pre-graduate students

See Chapela, Consuelo

Salas, Flora, *Universidad Autonoma Metropolitana Xochimilco*
Aprendizaje de IC en Salud Fuera de las Aulas

La complejidad y profundidad de los procesos de salud, enfermedad y atencion demandan una aproximacion a su entendimiento a partir del entramado de experiencias humanas, que se originan en contextos historicos y sociales epecifi-

cos. El proposito de este trabajo es dar cuenta de nuestro acercamiento a la IC, a partir del analisis de la narrativa

Saldana, Johnny, *Arizona State University*
Teaching and Learning Ethnotheatre

The presenter offers his recommendations for designing and facilitating a university level course in ethnotheatre for undergraduate and graduate students from various fields and disciplines. The presentation includes syllabus design, suggested readings, class activities, student assignments and projects, plus cautionary advice for approaching the subject and content with students new to ethnographic fieldwork and or theatre production. Access to course materials will be provided to session participants.

Saldana, Johnny, *Arizona State University*
Ethnotheatrical Eclecticism

The _conceptual framework_ of a qualitative research study design and the _directorial concept_ of theatrical play production, share similar processes and goals. For example, both involve preparatory reflection on the _unity_ of the design: the conceptual framework, for purposes of how particular data collection methods will help answer the specific research questions; and the directorial concept, for how a selected metaphor might stimulate comparable design elements for stage movement, scenery, costuming, etc. This presentation examines those similarities to suggest that qualitative researchers, by taking their conventional study preparation _one step further,_ might envision their written work as an ethnodramatic script, and its realization as an ethnotheatrical presentation. The similarities between the roles of the qualitative researcher and the theatrical playwright-director will also be examined to affirm that both pursue a comparable objective: to create an insightful, meaningful, and aesthetically-rendered presentation about the human condition.

Saldana, Johnny, *Arizona State University*
Honesty, Vulnerability, and Understanding: Coming to Know Harry through the Brad Trilogy

Harry F. Wolcott opened his heart to Johnny Salda€a about his relationship with "Brad," the "sneaky kid" of Wolcott's classic case study. The opportunity to collaborate together for the ethnodrama, "Finding My Place: The Brad Trilogy," was a journey of honesty, vulnerability, and--as Wolcott so strongly wanted--understanding. Salda€a shares his memories about the project and Harry F. Wolcott's deep influence on his scholarship and artistry.

Saldanha, Kennedy, *Eastern Michigan University*
When Technology Doesn_t Receive an Open Reception in the Classroom: A Lecture-Capture Experience

Technology has impacted social work practice, teaching and research offering myriad possibilities but raising ethical and practical questions and challenges. This case study highlights a teaching experience where greater use of technology was envisaged in the classroom as a means to engage social work students in issues such as racism, sexual orientation and diversity. Equipment was obtained to capture lectures and student discussion for secondary viewing. Units and

assignments integrating lecture capture methods were prepared. However, 20% of students did not consent to participate. Although in other health professions at this University lecture capture methods to build on skills and competencies are met with enthusiasm and support, social work students were reluctant and resistant to participate in a project whose outcome was to enhance their learning. Insights gathered over the rest of the semester through observation and feedback will be presented as a way to share lessons from the experience.

Salles, Ruth Pietra, *Eastern Michigan University*
Ebonics in the Classroom: Teaching Standard English to Non-Standard English Speakers

   The purpose of this study is to illuminate the differences which exist between Standard English and Ebonics, particularly within educational settings, and that many students of color are not provided with an equitable means for acquiring Standard English mastery because the ay use written and verbal form of language, which is not recognized or treated by educational institutions as such. The importance of this study is to acknowledge this unfortunate trend, and to identify that equitable methods for instructing these students do exist. Methods such as code-switching and contrastive analysis, which are used in the English instruction for English Language Learners, are proven to work exceptionally well and should be adopted by the current public school system and used with greater frequency. If these methods were adopted, this country's staggering achievement gap would begin to close, and our students of color would start to flourish in all subject areas.

Salman, Rania Camille, *University of North Texas*
The (Mis)Representation of the Middle East and Its People in Elementary School Social Studies Textbooks

   Critical examinations of cultural groups and the ways in which they are presented in schools are missing from current elementary school curricula. Issues of this nature often fall under the umbrella of _multicultural education_ or _cultural pedagogy,_ but this rhetoric is dismissive in nature. Constructing the non-Western child as _culturally deprived,_ _culturally disadvantaged,_ or _at-risk_ perpetuates an us/colonizer versus them/colonized mentality. The purpose of this paper is to critically examine how the Middle East and its people are represented in U.S. social studies textbooks. Through the use of qualitative content analysis, 32 elementary and middle school social studies books from California, Florida, Texas, and Virginia will be analyzed. Drawing largely from the postcolonial Orientalist work of Edward Said (1978/2003), this paper seeks to unveil the ways in which American public schools _other_ children, specifically children of Middle Eastern and Arab descent.

Salmona, Michelle, *Australian National University*
Cultural Skills Acquisition through Acculturation: Student Teachers_ Perceptions of a Multicultural International Study Abroad Program

   See Partlo, Margaret A.

Salvo, James, *UIUC*
Test test test test #5

See Henson, Bryce

Sanabria, Luis, *Universidad Pedag¢gica Nacional de Colombia*
Verbal protocols as a strategy to study self-regulation in Computer-Based
Learning Environments

Our goal is to show the protocol analysis as a useful technique to identify self-regulatory processes in the conversations of the students as they solve problems in a learning environment supported by the computer to identify the self-regulatory behaviors. These behaviors could be used in modeling strategies adaptable to the student differences. Several studies have examined how students self-regulate their learning when they interact in Computer-Based Learning Environments (Winne, 2001; Azevedo, Guthrie, and Seibert, 2004). The contributions of this work show theoretical and methodological elements that could be adopted to adjust regulated learning models based on examining learning achievements.

Sanders, Khalia, *University of Cincinnati*
Poverty of Diversity in the Ivory Tower-- The Paucity of Black Doctoral Students

See Burbanks, Samuel

Sanford, Amy, *Clayton State University*
A Composing Assemblage: An Important Analytic Practice

See Murphy Augustine, Sharon

Santamaria, Diana, *Delegado*
The use of Atlas.ti in the analysis of a sixteenth century document.

See Bejarano, Lourdes

Santamaria, Diana, *Delegado*
El juego de las identidades en la Cultura Digital de los estudiantes universitarios de Morelos, M,xico.

Se presenta un estudio mixto sobre el juego y formaci¢n de identidad personal, profesional y ciudadana mediante el uso de las TIC en la vida estudiantil de una universidad p£blica en el estado de Morelos. En la primer fase se aplic¢ un cuestionario elaborado para realizar un estudio comparativo entre universidades de distintos pa¡ses (Canad , Suecia, Francia y M,xico) se obtuvo un estudio descriptivo para obtener un panorama general de los usos de las TIC por parte de estudiantes universitarios y el juego de identidades. En la segunda fase se aplic¢ una entrevista abierta los datos obtenidos se analizaron con la herramienta Atlas ti, empleamos el m,todo de teor¡a fundamentada, construimos algunos elementos de teor¡a de rango intermedio para explicar una clase abstracta de comportamientos en las identidades y su interrelaci¢n con las TIC.

Santana-Cisneros, Astrid Daniela, *Universidad Aut¢noma de Yucat n*
Developing Student Reseach Skills Through a Summer Apprentice Program in Mexico

See Cisneros-Cohernour, Edith J.

Santana, Josefina C., *Universidad Panamericana*
The Impact of Drug Violence on the Social Lives of Young Mexicans

As drug-trafficking related violence escalates in Mexico, life is being disrupted in many ways. This qualitative study used a focus group and content analysis to research how young people are coping with violence, especially as it affects their social lives. 27 university students between the ages of 20 and 25 were interviewed. The participants come from different states of the Mexican republic, but they all study in Guadalajara. Though most of the participants knew of someone who had been involved in violent acts, they believe that violence is not an important part of their lives. They express that they cannot live in fear, and that the media exaggerate what is happening. In conclusion, for young people in Mexico, life goes on as usual.

Santos Asensi, M| Carmen, *Universidad de SAlamanca*
Descriptores del consumo de alcohol en una muestra de adolescentes chilenos y bolivianos Proyecto AECID (A3/041712/11)

See S nchez G¢mez, Cruz

Santos, Jos, Lu¡s Guedes dos, *Federal University of Santa Catarina*
Pleasure and suffering in nursing management in the hospital context

This study aimed to analyze the factors of pleasure and suffering at work in nursing management in the hospital context. This is an exploratory-descriptive study with qualitative approach, which used as a technique for collecting semi-structured interview. It was conducted in a university hospital and the data were analyzed using thematic analysis. The 19 nurses who participated in the study revealed that management is a source of pleasure when there is personal and professional growth, recognition and job satisfaction, and a source of suffering because of the difficulties of relationship with the team and work overload. It emphasizes the need for nurse managers to understand the duality suffering and seeking pleasure in a more constructive and fulfilling, through greater coordination of management activity, with the experience of life, beyond the institutional backing and support from coworkers.

Santos, Jos, Lu¡s Guedes dos, *Federal University of Santa Catarina*
Desvelando a complexidade do cuidado ao paciente em morte encef lica

See Pestana, Aline Lima

Santos, Jos, Lu¡s Guedes dos, *Federal University of Santa Catarina*
GestÆo do cuidado … mulher em situa‡Æo de violˆncia conjugal

See Gomes, Nadirlene Pereira

Santos, Jos, Lu¡s Guedes dos, *Federal University of Santa Catarina*
Gerenciando o cuidado de enfermagem em unidades de pronto-atendimento de Florian¢polis, SC, Brasil

Este estudo objetivou compreender o significado da gerˆncia do cuidado de enfermagem em unidades de pronto-atendimento. Pesquisa qualitativa orientada pela metodologia Grounded Theory realizada nas Unidades de Pronto-Atendimento (UPA) de Florian¢polis, SC, Brasil, por meio de entrevistas com trˆs grupos amostrais compostos por profissionais de sa£de e usu rios, perfazendo uma amostragem te¢rica de 20 participantes. A partir da an lise dos dados mediante codifica‡äes aberta, axial e seletiva, emergiu o fen"meno: Gerenciando o cuidado de enfermagem para uma assistˆncia especializada e diferenciada em unidades de pronto-atendimento, que , sustentado por cinco categorias: Organiza‡Æo e estrutura‡Æo da UPA para o atendimento …s urgˆncias (contexto); O enfermeiro percebendo-se e sendo considerado pela equipe de sa£de como o profissional respons vel pela gerˆncia do cuidado (condi‡Æo causal); Revelando aspectos obstaculizadores da gerˆncia do cuidado (condi‡äes intervenientes); (Re)organizando o fluxo de atendimento e o processo de cuidado (estrat,gias); e, Prestando um atendimento diferenciado (consequˆncia).

Santos, Jos, Lu¡s Guedes dos, *Federal University of Santa Catarina*
Managerial communication in hospital nursing: obstacles and how to overcome them

Aim: understanding communication difficulties facing nurses in their general duties in a hospital context and the strategies used to overcome these difficulties. Method: a descriptive study using a qualitative approach which included 19 nurses from a university hospital, using a vignette and semi-structured interviews for collecting data, and thematic analysis as the technique for data analysis. Results: the participants considered that the main difficulties were: fragmentation of work processes; work shifts; resistance to change and work team involvement. In the light of these problems, a number of workshops and training programs were held covering topics such as communication, formalization of actions/conduct, and optimization of written/verbal communication. Conclusion: the study shows the nurses_ need to improve their managerial communication skills by understanding the importance of interpersonal relationship and skills in dealing with people.

Santos, Z,lia Maria de Sousa Araujo, *Universidade de Fortaleza*
Access of Pregnant Women to Technology for Prevention of Congenital Syphilis in Northeast Brazil.

See Araujo, Maria Alix Leite

Sar_o_lu B_ke, Akile, *Pamukkale University, School of Medicine*
The effect of distance-based learning on the fifth stage medical students_ perception in Peripherical Vascular Diseases Course

See Sacar, Mustafa

Sareen, Jitender, *University of Manitoba*
Recovering Health and Home: Narratives by Professionals on their
Collaborations with Homeless Adults who use Volatile Solvents

See De Boer, Tracy

Sasser, Hannah, *Purdue University*
Where Should I Lie Down: The Sexualization of School Counselors in the Media

A good deal of attention has been paid to the media representations of teach-
ers, but very little has been said about how the media portrays school coun-
selors. Based on the analysis of seventeen television shows, this presentation
examines the representations of school counselors in mainstream U.S. television
programs to identify major themes and trends in the manners by which these
shows depict the counseling profession. Within this analysis, the following ques-
tions were posed: what role do school counselors have within the school? What
is the nature and context of their communication? To what extent are school
counselors represented as possessing basic counseling skills? Through examina-
tion of these inquiries, we discovered the unexpected phenomenon in which the
school counselor character is routinely sexualized with rigid gender binaries. We
focus on this aspect of representation and ask whether it is possible for to imag-
ine an intimate psychological connection without necessarily sexualizing it.

Sauder, Adrienne E, *Western University*
Voices in Poetry: Using the Listening Guide Method to Examine Gifted Adults'
Perceptions of Giftedness

Little is known about how gifted adults_ perceive their giftedness and its
influence on identity during the lifespan. As part of a larger phenomenological
study, Gilligan et al._s Listening Guide Method (LGM) was adapted in order
to provide a uniquely personal perspective of participants_ perceptions of and
beliefs about the phenomena. LGM is distinct from traditional coding methods
in that the researcher _listens to,_ rather than categorizes or quantifies, interview
text. LGM reveals genuine and often unexamined perceptions/perspectives by
using transcribed first-person _voices_ to create personalized I poems: investiga-
tive tools that provide a systematic way of attending to the many voices embed-
ded in a person_s expressed experience. This paper session will explore the pro-
cess of creating I poems from interview transcripts, _listening_ for contrapuntal
voices, and examining these voices within an interpretive phenomenological
framework.

Savinskaya, Olga, *Higher School of Economics*
When the New Social Agent Appears: Evaluation of the _Opportunity Policy_
for New Preschool Education

The education system in Russia is undergoing changes. After the domination
of governmental and municipal forms of ownership the private sector is appear-
ing. Private preschool education becoming as a new social agent creates a new
values, interests and new practices. Nevertheless there are no public programs
that affirm new practices and patterns in educational process. The paper is a
reflection on qualitative research of heads of private preschool centers how new
agents throw the new discourses represent a new customer oriented ethics in
educational and advocate new practices. Methodically, it takes active interview-

ing to push an interviewee to _escape her/his fears and realize her/his interests and elaborate the evidence and argumentation for public policy improving.

Sawyer, Jason, *Virginia Commonwealth University, School of Social Work*
Prescription or Improvisation? Gauging Practitioners_ Awareness and Use of the Creative Process in Community Organizing

See Schoeneman, Andrew Charles

Sawyer, Richard D., *Washington State University*
Duoethnography As Teaching Practice: Teacher Reflexivity As a Form of Dialogic Inquiry and Curriculum Generation

This particular session will present ways that duoethnography has been used within higher education to promote teacher reflection on practice. These topics will include 1) the use of art and practice (for nursing education), 2) an examination of student labeling (written by one student who was labeled special and the other gifted--both at age five), 3) an examination of the construct of counter-identification in school, and 4) an examination of colonial framings of curriculum. Further, this presentation will critique the above teaching duoethnographies in terms of level of reflection, impact on practice, and form of praxis involving inquiry and curriculum development. An endemic issue in teacher preparation is the development of teacher critical reflection and reflectivity.

Sawyer, Richard D., *Washington State University*
Homonormativity in the Television Show American Horror Story: A Critical Reading

In this presentation, I present and deconstruct aspects of homonormativity found within a new, popular American (the United States) television series, American Horror Story. This television show presents a particular rhetorical construction and critique of American social issues. The mixed-genre story combines gothic horror with a heavily stylized and seemingly formulaic comedy. The tension within this approach and between these genres provides the viewer critical yet subversive distance from identifying with the unfolding archetypal themes within the show. These themes involve murder, parenting, medicine, physical architecture, psychic architecture, and sexuality. The story revolves around a family_the Harmons_--who moves from Boston to Los Angeles to rebuild their lives following a series of domestic crises. In Los Angeles they buy a fabulous brick Victorian mansion (a _haunted house_). Unknown to the Harmons, however, is that the house is evil and manipulates its series of inhabitants from the 1920 to the present to engage in ghastly acts. As the series unfold, these inhabitants interact in complex ways. Two of these dead inhabitants are Chad and Patrick, who owned and lived (as actual living inhabitants) in the house in the early 2000s. Although Chad and Patrick have a tempestuous relationship with _much drama,_ they do have fabulous taste and they also represent different views of gay men. One, Chad, is the homemaker who longs for domesticity and especially a family. Patrick, on the other hand, is more of a stereotypical gay man from an earlier era, who, when alive, cruised public areas in search of gratification, and when dead, the house. They television show thus explores their characters in ways that parallel changing societal views of gay men: from a gay as pathologically promiscuous view (prominent in from the 1970s to the 1990s)

to a currently emerging, gay as family man, representing two hallmarks for homonormitivity: domestivity and consumerism. Presenting and deconstructing actual clips from the show, in this presentation I will examine the nature of the homonormative representation on the television show, its subversiveness within its mixed-genre format, and its narrative of male gay life.

Sayok, Alexander Kiew ak, *UNIMAS University of Malaysia Sarawak*
Crops for the Future, Understanding the Past: Hermeneutic Ethnobotany with Malaysia_s Indigenous Peoples

  See Teucher, Ulrich

Scharf, Thomas, *National University of Ireland Galway*
Emergent Reconstruction in Constructivist Grounded Theory

  See Conlon, Catherine

Schichtel, Kathleen, *Appalachian State University*
Setting the Stage: What Does it Mean to Be Altermodern?

  See McNeal, Lisa

Schimek, Gwen, *Cornell College*
You have mail from the president: Gendered messages in formal university communications

  See Wolgemuth, Jennifer R

Schlemmer, Ross, *Edinboro University of Pennsylvania*
The Subject as a Materialization of Discourse: A Dispositive Portrait of the Artist/Teacher

   Discourse is socially constitutive and socially conditioned, both in the sense that it maintains the status quo and has the potential for transformation. A central aspect of the analysis of discourse is the study of language in use. Adding a critical component reveals the structural relationships of dominance and discrimination that are legitimized through language as well as social practice. This reveals how knowledge is created and transmitted as a means by which to organize social institutions and to exercise power. Discourse links the events and objects created by people using this knowledge. A dispositive analysis extends beyond texts to explore the non-discursive practices and materializations associated with a particular discourse. The contention of this presentation is that subjects are also a materialization of discourse, thus the purpose of my research is to analyze the subject of the artist/teacher as a materialization of discourse, thereby rendering the power relations visible.

Schmeichel, Mardi, *University of Georgia*
When Your Binders are Full of Women: Poststructural Feminist Inquiry for Everyday Living

   Mitt Romney_s comment about the process of finding some _qualified_ women for his gubernatorial cabinet provides a starting point from which argue the continued usefulness of poststructural feminisms in educational research. In this paper I examine the instant social media infamousness of Romney_s com-

ment, as evidenced, for example, by the creation of a _Binders Full of Women_ Facebook page with over 340,000 likes, in order to illustrate that social media is a discursive frontier in need of the considerations of discourse, subjectivity, and power offered through the deconstructive methodologies of poststructural feminism (e.g., Lather, 2007; St. Pierre, 2000). I_ll present an analysis of the social media that erupted after Romney_s comment to highlight the slippery and contradictory circulation of gendered discourses in those spaces as well as to demonstrate the importance of recognizing the potential of social media as an educative and political space for feminist disruptions, interruptions, and transgressions.

Schmid, Hillel, *School of Social Work and Social Welfare, The Hebrew University of Jerusalem*
The Performative Magic of Advocacy: Symbolic Capital and Social Change

See Feldman, Guy

Schmidt, Aimee, *University of Saskatchewan*
Talking Bear: Understanding Polar Bear-Human Interactions Through Narrative

My research will examine the role of stories about polar bear-human interactions as a form of knowledge communication by community members in Churchill, Manitoba. I will draw on Indigenous methodologies to highlight the interrelationship between story and knowledge. Through multi-vocal authoethnography I will incorporate my own reflexive commentary on the bear stories told by participants to add additional layers of meaning and context to the narratives. Data collection will include retrospective field notes, conversational interviews, and research talking circles. Research talking circles will take place in _on the land_ settings and will allow participants to relate their stories about polar bears in a holistic fashion not fragmented by the power dynamics of more structured data collection methods. Using narrative as both the form and content of my study, I will craft an evocative description of how Churchill community members use bear stories to convey important knowledge about polar bear-human interactions.

Schmidt, Michelle, *University of Illinois Urbana Champaign*
Post-Colonial Pathologies: Millenium Development and the Type II Pandemic in San Jose, Belize

The Maya of Belize share long-standing histories of interaction with various paradigms of international humanitarian intervention. The continued practice of subsistence agriculture amongst many Maya communities as well as perceived _isolation,_ intimacy with the environment, indigenous status and concerns over cultural preservation, make Maya peoples ideal subjects of Millenium Development Goals (MDG) in a _globalized_ world. Following ideological channels dug by its developmental predecessors, MDG_s such as _environmental sustainability,_ _universal education_ and _poverty reduction_ form a universal foundation for present day neo-colonial intervention. The MDG_s focus on improvements in health, environment and human development, seeking to address global inequalities largely through market integration and income generation. Concomitant with modernization programs in diet, health, agriculture and education, the transnational emergence of Type II diabetes illustrates the reciprocal

embeddedness of international Millenium Goals, highlighting contradictions interwoven throughout the MDG initiative . I present declining health in Maya communities as an embodiment of particular forms of environmental relationships materially and conceptually shaped by developmental discourse. Drawing on social epidemiology, I critique medicalized designations of Type II as a noncommunicable disease, arguing rather that it is transmitted within particular forms of social structures and institutions. Presenting indigenous perspectives of _sweet-blood_ that situate illness within changing patterns of food production, I pose a more integrated model of MDG analysis that extends beyond the reductionist correlations presently used to guide development policy.

Schoeneman, Andrew Charles, *School of Social Work, Virginia Commonwealth University*
Prescription or Improvisation? Gauging Practitioners_ Awareness and Use of the Creative Process in Community Organizing

Community organizing is a dynamic process that seeks to engage and mobilize members of a community in order to address commonly held concerns (Hardina, 2002; Pyles, 2009). Due in part to its dynamic quality, many of the activities involved in community organizing are creative in nature, e.g. relationship development, strategic planning, and meeting facilitation. In certain cases the creative process is indeed fundamental to community organizing projects and social movements. Yet, it is often neglected as a component of training and leadership development within the community organizing context. Using a conceptual framework developed from Lubart_s (2001) four phases of the creative process and Pyles_ (2009) spectrum of utilitarian and transformative community organizing, the authors analyze data from a qualitative online instrument to assess whether, how, and to what extent community organizers incorporate elements of the creative process into their work. Findings and implications for practice and education are discussed.

Schoepfer, Isabelle, *University of Fribourg - Switzerland*
Method Assemblage: Challenging Research on Neighbourhood Images through Assemblage Thinking

In this paper I will show how assemblage thinking enacted my research on neighbourhood images and urban development. I will present the main results and knowledge gained from my research through my theoretical approach of thinking urban space in a framework of assemblage thinking. Drawing on a theoretical perspective from the DeLandian approach of deleuzian assemblage, the notion of neighbourhood image refers to a process of constant becoming in which a multiplicity of elements are (re)assembled and interact. The methodology is also inspired by assemblage thinking (method assemblage: Law 2004). In a mixed-methods perspective, I use a diversity of qualitative and quantitative methods _ subjective modelling, photo-elicitations, map drawing on a GIS interface, and surveys. The diversity of methods performs the multiplicity of neighbourhood images and allows looking at these processes of constant becoming, by means of the experiences and everyday life of inhabitants of two Swiss cities.

Schulte, Christopher M., *University of Georgia*
Intergalactic Encounters: The Political Immediacy of Chidlren's Drawing

In the essay Towards a theory of children_s drawing as social practice, Phillip Pearson (2001) challenges the insistency by which existing research privileges while also ardently reinforcing the premise that _a theory of children_s drawing must be extrapolated from a theory of drawings made by children_ (p. 348). Pearson_s point_at least from a historical-theoretical standpoint_is that research about drawing in the lives of children must begin with children_s drawing practices rather than at the results of these practices. Considering the specificities of a particular drawing encounter that materialized between a young boy and girl at a university run Saturday Art School, this paper presentation explores the political immediacy of children_s drawing. Implications are made for research, theory, and practice.

Scott, Chad, *Texas A&M University*
Space, Place, and Community Identity: Toward a Performative Conceptualization of Space and Place.

An interest in the concept of space and place are increasing within sociology. Addressing the need for further theoretical development, I contribute to this conversation by introducing a performative conceptualization of space and place that attempts to circumvent the limitations of spatial and socially deterministic approaches. Within a performative framework, my argument recognizes boundaries and meanings of space and place are always contestable, and subject to redefinition. What is considered space or place in the present does not mean they will retain the same meaning over time. I illustrate this approach through an exploration of two arts-based community projects: The Heidelberg Project in Detroit, and Project Row Houses in Houston.

Scudellari, Amarilis Pereira Amaral, *Conselho Regional de Enfermagem de Mato Grosso do Sul*
Perfil da enfermagem sulmatogrossense

No Brasil o Conselho Federal de Enfermagem est financiando a maior pesquisa que envolve profissionais da categoria de enfermagem. Objetivamos relatar a experiˆncia da pesquisa denominada Perfil da Enfermagem no Brasil, detendo aos dados preliminares no Estado de Mato Grosso do Sul. A coordena‡Æo geral do estudo est sob responsabilidade da Escola Nacional de Sa£de P£blica. Foram selecionados 1236 profissionais, entre Enfermeiros, T‚cnicos e Auxiliares de enfermagem. Um question rio contendo vari veis de caracteriza‡Æo, informa‡äes a respeito da profissÆo, entre outros, foi remetido pelo correio, para cada sujeito. O desfecho revela a devolu‡Æo de cerca de 20% dos question rios. Pelo contato por telefone alguns profissionais mencionaram mudan‡a de profissÆo e outros alegaram a recusa em participar, esses constitu¡ram parte dos motivos da baixa resposta a pesquisa. Outras estrat‚gias estÆo sendo adotadas para melhorar o n£mero de participantes, como a aplica‡Æo de question rios em eventos.

Se Pe€a, Luceli Pati€o, *docente*
La investigaci¢n en la formaci¢n docente

La investigaci¢n se ha considerado como elemento esencial en la estructuraci¢n del curr¡culo de formaci¢n docente para ello se ha asumido la investigaci¢n como una forma de desarrollar y mantener una actitud de indagaci¢n que permita la reflexi¢n sobre la acci¢n educativa, la escritura prop¢sitiva y la producci¢n del conocimiento pedag¢gico y did ctico.

Sealy, Kristen, *Athens State University*
Get out of My Face: Resisting Stereotyping in Pre-Service Teacher_s Field Experience

Stereotypes that become perceived realities in field experience can be very unsettling to those considering education as a career. Pre-service teachers with the best of intentions may end up feeling defeated. This paper explores how one pre-service teacher reflected on her own field experiences through introspection and examination of her own positionality as a middle-class white woman in a predominately African-American inner-city middle school.

Secolsky, Charles, *Charles Secolsky, Inc.*
Reducing the Possibility of Ambiguity When Using Member Ckecking in Qualitative Research

See Rakha, Shameem

Seixas, Azizi, *Hostos Community College, City University of New York*
Working with Multicultural Student Populations: A Grounded Theory Analysis of Pedagogy and Curricula

The purpose of this paper is to make the strong case of including a more multicultural framework in classroom pedagogy at the college level. Through the use of grounded theory analysis, I will discuss a new multicultural pedagogy that enriches the overall college and learning experience of students. I will argue that the role of faculty, especially diverse faculty, ought to reflect a pedagogy that covers three domains: cognitive, affective and existential. I will discuss: a) how I incorporate all three domains in my classes; b) _the mirrored identification_ phenomena_the transference and countertransference dialectic interplay between diverse students and faculty-- and highlight the positives and negatives of this phenomena; and c) implications of this unique pedagogy on student personal metacognitions, engagement and achievement.

Selck, Mike, *Southern Illinois University, Carbondale*
Rhetorical Tactics at the Intersections of Disablism and Transphobia in the Diagnostic and Statistical Manual of Mental Disorders

This essay is concerned with the American Psychiatric Association and the rhetorical implications of the Diagnostic and Statistical Manual of Mental Disorders. In particular I examine the APA_s decision to replace its longstanding term _Gender Identity Disorder_ with _Gender Dysphoria._ Using a rhetorical framework concerned with exposing vestiges of disablism and transphobia, I explore the motive, intent, and, implications of the shift. By mapping the process and significance of stigma, I complicate the disease model and provide an

alternate method of political engagement with the APA. Primarily this endeavor is to confront the disablist rhetoric of the DSM and the perpetual stigma of the transgendered body.

Selimos, Erwin, *University of Windsor*
Community-Based Research in the Era of Neoliberal Multiculturalism

See George, Glynis

Senna, Monique Henscke, *Universidade Federal de Santa Catarina*
Network of Care to People with Physical Disabilities: Possibilities and Limits

See Andrade, Selma Regina de

Sensoy Bahar, Ozge, *University of Illinois at Urbana Champaign School of Social Work*
I Miss My Participants: A Researcher_s Emotional Journey After the Field Work

In the literature on ethnographic research, _leaving the field_ is of primary concern, mainly in terms of ethical accountabilities to the participants. Researchers are instructed to carefully manage their departure to _do no harm_ to the participants and their field relationships. For the researcher, the literature describes the departure from the field as exhilarating because of the researcher_s return to family and friends, and/or overwhelming because of the worries associated with sorting through and making sense of the data. The researcher_s feelings associated with leaving behind a community she has been immersed in for a significant period of time is seldom discussed. Personally, while I was paralyzed by the daunting tasks of sorting through and analyzing my data, I also caught myself telling many people how much I missed my participants. While life went on for my participants, it was harder for me to go back to my _PhD student life in the United States_ that I have known for a long time. In this presentation, I reflect about the emotional journey I went through upon coming back to the United States after three months of fieldwork in a low-income Kurdish migrant community in an inner-city neighborhood of Istanbul.

Shahjahan, Riyad, *Michigan State University*
International Organizations (IOs) and "empires of the mind" in global higher education policy

Drawing on the higher education (HE) literature to date on four key international organizations (IOs), namely the World Bank, OECD, UNESCO, and the EU, this paper critically examines the extent to which these IOs can be understood as engaging "empires of the mind" in global higher education. To this end, it answers the following questions: To what extent can these IOs be considered imperial agents in global HE policy? To what extent do their HE policy activities represent cultural imperialism and invasion? What are IOs_ rhetorics of legitimation for such imperial domination in HE, and their patterns and regimes of governance? Drawing on anticolonial perspectives, I argue that IOs to some extent do engage in many activities that reproduce empires of the mind namely through their discursive influences (such as policy reports, global spaces of equivalence, and technical assistance), economic muscles (funding initiatives and loans), and co-ordinative/networking functions.

Shannon-Baker, Peggy, *University of Cincinnati, Ohio, USA*
Palimpsestual Inquiry: Finding Meanings in the Layers of Narratives

   The idea of palimpsests, or erasing and scratching away old narration to make way for new narratives from different voices, presents an intriguing metaphor in this analysis. Here, the author explores layered meanings between the observation field notes done on a study abroad trip in Tanzanian primary and secondary schools. The field notes were written from two perspectives, 1) pre-service teachers (or undergraduate students in teacher education programs) about their experience in the schools and being mentored by Tanzanian teachers, and 2) the study abroad instructor observing the mentoring relationship in progress. Representation, placement of the narratives, differing approaches to creating palimpsests and how to take into account the culturally and socially situated knowledges inherent to each individual_s perspective are explored. Implications for using palimpsests and layering texts as approaches to analyzing narratives are also discussed.

Shannon-Baker, Peggy, *University of Cincinnati, Ohio, USA*
The Rhizomal Nature of the Space Between: Mentoring as a Student and Teacher

   Research pertaining to faculty-student mentoring usually focuses on post-graduation career opportunities or advisor-advisee relationships. However, our paper delves into an area largely unexplored by researchers: what does it mean to be both a mentor and a student, and what is our experience of the space in between the two? Employing Richardson_s (2005) writing as _a way of knowing_ and layered textual analysis, we investigated our pedagogical upbringing as graduate students in education. As data, we used our individual reflective journals on our mentoring experiences, which were then layered together to discover intriguing overlays of meanings and experiences despite our differing experiences with mentoring. In our layering, we explored the rhizomal nature (Deleuze & Guattari, 1987) of "mentoring" and "being mentored" in our multiple positionalities, context, and relational dimensions. Join us for a performative and discovery-based presentation of these interwoven findings.

Sharma, Lapanika, *University of St. Thomas*
Studying Indian Women in American Offshore Call Centers: Critical versus Managerialist Approaches

   See Hart, Rama Kaye

Sharma, Manisha, *University of Arizona*
Forefronting Community Voices and Self-Determination with Artist Educators in India and Native Artists in Peru

   See Alexander, Amanda

Sharp-Grier, Martina L, *Stark State College*
"Ain't No Pity Party Here!: Narratives of African American Women's Socialization into the SBW"

   Within the mainstream American milieu, African American women have oftentimes been perceived as distant, aggressive, and strong. It is a perception

that has permeated the individual realities of these women, and which has affected their ability to move within the social structure _ at times, to their detriment. The following qualitative study investigates the SBW (Strong Black Woman) phenomenon, and seeks to understand it from both individual and cultural perspectives. A mixed methodological approach is utilized, and includes interviews, participant observations, and a Narrative of Self.

Sheffield, Rebecca, *Texas Tech University*
Autoethnographic Websites & Personal Portfolios: New Sites for Special Education Advocacy & Literacy Instruction

In the special education field, traditional research is emphasized and professional publications rarely include arts-based research. However, exploring special education stake-holders_ experiences through non-traditional research uncovers important insights, and makes narratives accessible to broader audiences. The first part of this project emerged from experiences recorded when teaching students with significant disabilities, including reflections on reported abuse and neglect. In an era of increasing web-based connectivity, situating autoethnographies within multi-media, online formats, allows for new perspectives of self as advocate and promotes communication among educators, families and disabled children. At the same time, personal writing portfolios_electronic or conventional_allow for autoethnographies to generate new perspectives of both writing processes and the writer herself; thus generating potentially liberating insights for writers and writing instruction.

Sherbine, Kortney, *The Pennsylvania State University*
Uncertainty and the Beliebers: A Consideration of Nomadicism in Qualitative Research

This paper considers the immanence of qualitative research and the potentials that emerge when the researcher embraces nomadic ethnographic methods. The author becomes entangled with data from two Justin Bieber concerts to articulate the ways in which her own uncertainty about participant observation influenced and was influenced by her encounters with materials and participants in the fluctuating assemblages of Bieber concert culture. The author describes the ways in which her tentativeness helps to reconceptualize what it means to participate and to become with bodies, materials, sounds, and emotions within the research event. Drawing from the philosophies of Gilles Deleuze and Felix Guattari, the author examines the complexities of espousing a positive ontology amidst encounters that lead to uncomfortable moments in research.

Sheridan, Vera, *Dublin City University*
Reflecting on Gaining access to a Closed Shop: the Chink in the Closet

See Duffy, Mel

Shields, Rachel, *Florida State University*
Life in Three Deaths: Thanatopolitical Biopoiesis and Militaristic Nationalism

Taking up the critical theorization of death as an important cultural heuristic, this paper examines death in the popular framings of a U.S. militaristic biocitizenship (Mbembe, Giroux, Butler, Murray, Arendt). Whereas death within late modern society has become increasingly anomalous (through the attribution of

most deaths to theoretically preventable faults within cells, tissues or organs), death that is relegated to zones of war and achieved in the service of nationalist ideals is theorized here as particularly non-ambivalent. We interrogate three military deaths: the soldier who dies in battle, the living-death of the veteran, and the death of the soldier who commits suicide. We argue that such deaths are both necessary and productive features of the protracting military State; bringing with them the trauma of dismemberment and the re-memberment of their deathly encounters, living soldiers carry the potential to undermine, and perhaps reproduce, the hegemony of a militaristic biocitizenship.

Shields, Rachel, *Florida State University*
Medical Transcription, Bodily Inscription: Constructing Embodied Relationships through Text

Autoethnographic research in health care has become increasingly utilized as a method by which the politics and experiences of caring may be insightfully illuminated (Anderson, 2006; Ellis, 1999; Richards, 2008). Following the work of Ellis (2004), Chang (2008) and Sparkes (2002) on autoethnographic writing as inquiry, this paper looks at a dimension of the health care system that has, to my knowledge, been unexamined. Drawing on work experience as a medical transcriptionist in a urologist_s office, I construct a story about my unilateral relationship to patients whom I never met, but whose lives and health problems became intimately known to me through the process of documenting their trajectories through the medical system. I meditate on what it means to come to know people who would never know me, as well as my own body, through medical texts and the responses I had to the life and health stories contained therein.

Shin, Jacob Dongil, *Chung-Ang University*
Expanding critical language testing: from post-structuralism perspective

Critical pedagogies conceptualizes test-takers as political subjects in a political context. Shohamy (2001), for example, rethought language testing policies and practices from Foucaultian lens as a way to empower test-takers. The theories of critical language testing work with questionable group characteristics of testers and test-takers. The reductive dichotomy may neglect the multifaceted life of testing-related individuals that modern theories failed to adequately address. The purpose of this study is to explore the relationship of English test-taking students to their social world from poststructuralist perspectives. The researcher focused on five Korean students preparing for English tests, in order to investigate how their positioning in the social world facilitate or constrain their growing as good learners by using multiple sources of qualitative data. Building on poststructuralist perspectives enables a philosophy of critical language testing to develop more inclusive positions and to connect to democratization in the direction of social justice.

Shin, Yun-Sun, *University of Illinois at Urbana-Champaign*
Steering for success: Out-of-school literacy development of a Korean emergent bilingual student

Current estimates indicate that about 22% of school-age children in the United States live in homes in which a language other than English is spoken. As

English language acquisition progresses and students begin to become a part of the social fabric of the class, they can attain high self-esteem. The purpose of my study is to investigate the out-of-school literacy practices of one Korean emergent bilingual child. By adapting qualitative case study method, I explored the following: 1) the child`s literacy environments, 2) language choices and literacy practices, and 3) various strategies that the child use during literacy activities. I found out that the Korean emergent bilingual child did not speak monologically, and despite the limited level of her L2 acquisition, she always engaged in some kinds of settings and actively performed and created her agency through the negotiation (Goffman, 1944; Bakthtin, 1981) from her L1 (Korean) and L2 (English).

Shoshana, Avihu, *Bar-Ilan University, Israel*
Surfing to an Alternative Self: Internet Technology and Sexuality among _Married Straight Homosexual Men_

Researcher reports how married straight homosexual men utilized the Internet to fulfill an alternative self.

Sierra, Zayda, *Universidad de Antioquia-Colombia*
Interweaving Communities and Universities: Epistemological Dilemmas and Methodological Challenges

The focus of this presentation is to problematize and engage the audience in a discussion about the current dominant trend of universities in reproducing the status quo in terms of making invisible alternative perspectives and insights that could reshape and empower research on notions of community development and sustainability with new imaginings that question fundamentally the cultural-political-economic-space defined by Euro-centered notion of modernity. We will share the specific conceptual and methodological challenges we are facing while developing an international research project between Colombian and Canadian universities, NGOs, and rural community-based organizations addressing issues of sustainability and education within Colombian Afrodescendent, Campesino and Indigenous contexts from a decolonial perspective.

Sierra, Zayda, *Universidad de Antioquia-Colombia*
Interculturalidad y Transformaci¢n Social: Construyendo Caminos hacia la Presencia de _Otras Voces_ en la Universidad

Colombia, uno de los pa¡ses con mayor diversidad biol¢gica y cultural, contin£a privilegiando contenidos euroc,ntricos en el sistema educativo oficial, a pesar del reconocimiento al car cter pluricultural de la naci¢n en la Reforma Constitucional de 1991. ¨C¢mo contribuir para que voces no hegem¢nicas (ind¡genas, feministas, afrodescendientes, campesinas, ecol¢gicas) puedan avanzar creativamente sus saberes y sue¤os, para, en conjunto con otros grupos sociales, enfrentar la opresi¢n y construir una sociedad justa? ste es el desaf¡o que el Grupo de Investigaci¢n Diverser de la Universidad de Antioquia asumiera hace una d,cada, con logros significativos en procesos comunitarios, propuestas curriculares y pol¡ticas p£blicas.

Silva, Dalva Cezar da, *Federal University of Santa Maria*
Managerial communication in hospital nursing: obstacles and how to overcome them

See Santos, Jos, Lu¡s Guedes dos

Silva, Dalva Cezar da, *Federal University of Santa Maria*
Pleasure and suffering in nursing management in the hospital context

See Santos, Jos, Lu¡s Guedes dos

Silva, Elza Lima da, *Universidade Federal do MaranhÆo*
Desvelando a complexidade do cuidado ao paciente em morte encef lica

See Pestana, Aline Lima

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Performance of Doula during labor and the use of Complementary and Integrative Practices (CIP)

This study aimed to analyze the CIP used by doulas with pregnant women during labor and childbirth, in the cities of Fortaleza-CE and Campinas-SP, in Brazil. A qualitative study done with nine doulas. The results are related to the performance space of the doula through the CIP and the use of those practices favoring autonomy on the woman's body. The contributions of the use of CIP were to decrease the length of labor, fitting baby, women empowerment, natural induction of the birth process, pain control, helps in making decision, promotes breastfeeding, safety and reliability the woman, contribute to the process of expansion and relaxation and improves the quality of life of pregnant women. It is understood the role of the doula and the use of CIP, converge to the uniqueness, respect and autonomy of women and focused on the importance of the natural process of childbirth.

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Circumstances involving the suicide of older people in Northeastern Brazil

The text analyses the experiences and family relationships which preceded the suicide of the elderly. Consists of a qualitative research, with method of psychosocial autopsy with evaluation of psychosocial context that preceded the suicide of theses elderlies. Contemplates cases of 16 elderlies who committed suicide between 2006 to 2009 in three towns of the Brazilian Northeast. Two categories were elucidated: experiences that preceded the suicide of the elderlies and enunciation of the suicide by the elderly to their family. Although several factors are associated with suicide, are highlighted mood swings and expressions of depressive states, family conflicts permeated by financial difficulties and abusive alcohol use and suicidal ideation by annunciation of the desire to anticipate their ending. Becomes necessary the comprehensive look and the reflexive listening about the elderly from the social actors, specifically the health sector and professionals who provoke significant changes in the dynamic of the service.

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Perception of Posture Before and after Breast Implant Surgery

The mammaplasty for breast swelling is one of the most commom surgery known as its results is recovering women with their self esteem. Considering the types and shapes of implants and techniques first, as planning the surgery, is important thus seeking harmony and aesthetic body preventing future complications. The objective is to determine the degree of satisfaction, as women realize their posture before and after surgery. It is a descriptive, qualitative observational study with ten women who received breast implants. Data were collected using semi-structured interviews, categorized by content analysis. The results showed unsatisfaction of women with their body before the surgery. Even though these women reported that before surgery had good posture, after mammaplasty, they revealed a more assertive posture. The level of satisfaction and self-esteem since then showed a sense of emotional and postural different from the time before the surgery.

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Maternal Expectations: Considerations on Prematurity and Child Development

See Melo, Maria Raquelle de Oliveira

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Narratives of Pregnancy as a Tool of Light Construction of a Technology

See Collares, Patr¡cia Moreira

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Perception of Teachers on Computer Resource Usage for the Prevention of Reading and Writing Disorders

See Brasil, Christina C,sar Pra‡a

Silva, Raimunda MagalhÆes da, *University of Fortaleza*
Use of Complementary and Integrative Practices (CIP) in Pregnancy and Childbirth: A Meta-Synthesis

A study in order to develop a qualitative meta-synthesis with the evidence on the use of complementary and integrative practices (CIP) in pregnancy and childbirth evoke a research in Scielo; Lilacs; Bireme; Medline, Ebsco, CINAHL databases using the keywords work, complementary therapies and pregnancy from June to August 2012 wich located 92 articles. Great contributions are related to the use of massage therapy, reflexology, acupuncture, acunpression, aromatherapy, music therapy, hydrotherapy and moxibustion, and providing relaxation, pain reduction and induction of analgesia. Even though the CIP has being implemented there are still institutional barriers to its complete observation. To facilitate the realization of CIP in pregnancy and childbirth, it requires a holistic approach from the prenatal period demanding paucity of qualitative studies as well, and ensuring that the use of them during these practices on this period allows the resumption of humanization in the scene of labor and birth.

Silva, Rosƒngela Marion da, *Federal University of Santa Maria*
Pleasure and suffering in nursing management in the hospital context

See Santos, Jos, Lu¡s Guedes dos

Simon, Gail, *University of Bedfordshire*
Relational Ethnography: Writing and Reading in and about Research
Relationships

This presentation introduces relational ethnography as a form of inquiry
which emphasizes reflexive dialogical aspects of research relationships. I find
autoethnography inspiring for speaking from within my practice as a therapist
and teacher however it limits focus on relationality in research relationships.
In developing relational ethnography, I show how all areas of ethnographic
research involve relationality. I offer illustrations of reflexive, dialogical relation-
ships between the voices of inner dialogue, the voices of outer dialogue_and
between the two. I describe the relationships between researcher and texts
reframing reading as dialogical activity. I explore the relationship between writ-
ers and readers as they enter into an anticipatory-responsive dialogue and show
how reflexivity is always relational and informs a relational ethics. I offer some
ideas for an ethics of care and for an aesthetics of care as guiding principles for
relational ethnography.

Skerrett, Mary Eileen, *University of Canterbury, College of Education,
Christchurch, New Zealand*
Re-Territorializing Aotearoa/New Zealand

This article weaves in and out of discourse analysis around eurocentrism in
Aotearoa/New Zealand as part of the great imperialistic project. It tracks dis-
courses historically, how they are perpetuated in the media, and internalised in
our youth. Discourse analysis enables us to critique the why_s and the how_s
of colonization and unequal power relations in order to reclaim physical space
and psychological place for M_ori world views (and people) to flourish and
push back against the tides of racism. As Cannella puts it __recognition that it
is almost impossible for individuals to function beyond the discourses within
which they find themselves is important_ (2011, p. 365). It reasons the impor-
tance of indigenous language/s as resource (Garcia, 2011) in a global context of
rapid language loss and how M_ori language re-vernacularization is an impera-
tive to counter the legacy of colonial pedagogies which characterize education in
Aotearoa.

Skerrett, Mary Eileen, *University of Canterbury, College of Education,
Christchurch, New Zealand*
Dilemmas in Achieving _Quality_ in M_ori Immersion/Bilingual Early
Childhood Education

Achieving quality in immersion/bilingual early childhood education means
striving for goals that exceed those for achieving quality in a general sense, and
bearing in mind that what counts as quality is an amorphous entity and often
something that is in the eyes of the beholder. However, we can say that quality
immersion/bilingual early childhood programs rely upon educators having par-
ticular expertise with languages, the ability to teach in a target language/s, and
a capacity to draw upon resources from within the language contexts (including

communities) in which they work (as well as human resources). Teachers need to put understandings of bilingual pedagogical processes to use as they strive to respond to family/wh_nau aspirations for their children through the promotion of literacies and language learning in young children. Quality immersion early childhood education involves: language policy planning; curriculum research; development and resourcing; fully remunerated qualified teachers; committed families/wh_nau and communities; and additive approaches to program development and implementation. This paper applies a critical lens in considering the impact of the neo-liberal era on M_ori immersion early childhood education in Aotearoa/New Zealand.

Slivka, Kevin, *The Pennsylvania State University*
Expanding Situational Data in Field Research: The _Go-along_ as an Immersion Model

I utilized several overlapping methodological considerations from multi-sited ethnography, oral history, and arts inquiry to investigate artistic processes, personal histories, and community relations of Ojibwe participants. Specifically, oral history _positions the researcher and participant[s] in a collaborative relationship [_] in which both parties are integral to the data generation process_ (Leavy, 2011, p. 8). Since, the oral history method is limited to the unstructured-open-ended interview, I conducted participant observations as the _go-along_ model (Kusenbach, 2003, p. 463). This approach to research exposed situational meaning generated between the Minnesota Ojibwe participants and my varied roles as an arts researcher, apprenticing artist, laborer, friend, and house caretaker in order to articulate relational understandings of arts-mediated experiences. The _go-along_ experiences generated important content and continuously directed the flow of the study (Kusenbach, 2003, p. 463). This shift in my inquiry process and content became dominant sites for my research ethics.

Sloan, Sam, *Southern Illinois University, Carbondale*
Sight Unseen: On the Invisibility of Visual Disability

This autoethnographic piece explores the author_s perpetual visual disability (benign double vision) as it plays on out a daily basis with an otherwise able or _hyper-able_ body.

Smalls, Nathalie, *Georgia State University*
Using _other_ data: The challenges of a novice researcher

This paper will focus on the process I went through in finding data to analysis and understanding how to approach the analysis of the work of someone else. I will also discuss the pros and cons of using analytic induction as a method of analysis for a novice researcher. Finally I will discuss the impact that this course and the exposure of various methods of analysis had on me as I continue on my journey of becoming a researcher.

Smart-Smith, Pamela, *Virginia Tech*
The Twisted and Crowded Nest: Reflections on Familial Communication

The authors, a PhD student and her British husband, rely on support from the wife_s parents in raising their young son. Focusing on episodes from home life we use performance and autoethnography to analyze perceptions of self and

family. This presentation will explore the barriers and tensions that exist within inter-generational relationships and cross cultural perspectives as illuminated via remembered dialogues. The implications speak to the difficulty of meaningful communication where underlying patterns of manipulation, intolerance and misconceptions exist. The desire for direct and honest communication can be thwarted by the imbedded discourse for the family as a whole. However, a greater understanding through reflection of the lived experience can facilitate more candid discussions.

Smit, Brigitte, *University of South Africa*
An educational narrative: all things to all people

Female leadership depends on what is needed in the moment. My school principal (Naledi) of a primary school, teaches reading classes, gathers foods for the hungry in her school, has established a Non-Profit Organisation, secures funding, educates parents, disciplines learners, chairs committees, manages the school finances, and initiates school building projects. Her school is located in a disadvantaged community in South Africa, which means many learners live in squatter camps, many are refugees from Mozambique and Zimbabwe, and many are orphaned. Framed by relational leadership, this narrative speaks to how Naledi finds grounding in the complex demands in the day to day school activities, while not neglecting the importance of enacting curriculum leadership.

Smith, Anne-Marie, *School of Education, University of Bangor*
Journeying to the Other Side: An Autoethnography of Crossing Boundaries

This autoethnographic tale explores what happens when we take a risk and step out of the confines of our _discipline_, and discover the possibility of fusing the personal with the academic. Poetry, memoir and vignettes are used to tell the tale of a first-timer at the ICQI, and the consequent opening of Pandora_s Box revealing the passions, relationships and pursuits which define this person, yet which remain firmly b

Smith, Phil, *Eastern Michigan University*
Pissed-Off Research: Advocacy and Research, Co-mingling

Years ago, at one of my first professional presentations, a mentor and senior colleague commented that I had just created a new genre of research: Pissed-Off Research. My work has always been founded in the need to create change, by and with people with disabilities. As a disabled person, my passion has been to move beyond liberal, or even radical, perspectives, to engage with work that might be described as revolutionary, to undertake change at a cultural level, and to get it done (as I tell my students) by breakfast time tomorrow. While real change often takes decades to accomplish, my colleagues and friends living in institutions and other segregated settings don_t have that kind of time: they need it done now. This presentation will explore one researcher_s development from passive ally to pissed-off researcher-activist.

Smith, Ruth, *The Ohio State University*
Dumarka Soomaaliyeed Voices Unveiled: A participatory exhibit, a participatory action research project

Dumarka Soomaaliyeed Voices Unveiled is a participatory photography project with five young Somali women exploring the way that they perceive and experience community. As the facilitating artist and researcher, I play a unique role in developing relationships and building community with these young women on the premise of creating art. Exploring the following questions - Why do I as an outsider choose to work with the Somali community? How are relationships developed, how do they inform and are informed by the type of community developed, and how does the framework of a participatory arts project help facilitate relationship and community building? - I seek to examine participatory practices in community arts through a pragmatic and ethical lens, drawing on the work of Third Wave Pragmatist Colin Koopman and Emmanuel Levinas.

Smith, Sheldon, *Virginia Tech*
The Twisted and Crowded Nest: Reflections on Familial Communication

See Smart-Smith, Pamela

Smith, Tawnya D, *University of Illinois*
Music Making for Self and Group Understanding: An Intermodal Expressive Arts Approach to Music Learning

This presentation highlights a study where musical improvisation is explored in an intermodal expressive arts context. Intermodal expressive arts practices and techniques are used to support musicians who are less comfortable with music making for self-expression and with group communication via musical dialogue. Designed to help classically trained musicians of all skill levels who have developed a concentrated focus upon reading music notation and conforming to scripted musical expressions, this expressive arts approach opens music makers to self expression in visual art, poetry, drama, and movement as a transition to authentic musical self-expression. Art-based research is used both as a means for participants to reflect upon their own learning process and as a means for the facilitator/researcher to reflect upon and analyze the effectiveness of group learning. The participants are encouraged to become art-based researchers themselves, reflecting upon their inner experiences during music making to develop greater self-referential awareness.

Smith, Tawnya D, *University of Illinois*
Spirituality, Sexuality, and the Academy: An Ethnodrama Experienced through _Wolf Tone Theory_

See Hendricks, Karin S

Soares, Nanci, *unesp*
Active Aging and Public Policy: a scientific challenge

See OLIVEIRA, JOSIANI JULIÇO ALVES

Sola, Jose Maria, *Universidad Panamericana*
El impacto de la publicidad en el consumo de cerveza entre j¢venes mexicanos

Este estudio pretende analizar c¢mo el uso de los recursos creativos en la publicidad de la cerveza de Grupo Modelo influye en las ventas en M,xico. Para ello se hizo un an lisis de contenido de los informes econ¢micos publicados en la Bolsa Mexicana de Valores, adem s de una encuesta para conocer la relaci¢n entre la publicidad y el consumo de cerveza. Los hallazgos muestran que s¡ hay una relaci¢n entre lo invertido y las ventas nacionales. Sin embargo, el estudio indica que los hombres entre 18 y 25 a¤os se dejan llevar m s por la publicidad que las mujeres que ya tienen sus marcas preferidas y no suelen cambiar.

Sonenberg, Jenn, *University of Georgia*
The (Cue) Spaces Between: Teaching Shakespeare and Collaborative Writing

The early modern theatrical practice of cue-script acting provided an actor with his character_s part_a long strip of paper wound in a roll on a baton_that consisted only of his character_s lines plus a one to three word cue before each speech. In solitude, each actor would read and learn his lines and cues in sequence having never seen the entire script or knowing what occurred in between his actor_s lines until performed in front of the audience opening night (Tucker, 2002; Palfrey and Stern, 2007). When using cue-script acting as a performance-based method of teaching Shakespeare, students delve into a character_s part while engaging with others_, collaboratively making improvised, interpretive decisions; some fluid, some contradictory. This article explores cue-script acting and collaborative writing as a collective method of engaging with Shakespeare. It aims to look at the similarities and differences between these two practices. It concludes by addressing collaborative pedagogies more generally, exploring the relative potentialities and weaknesses of undertaking collaborative writing with participants both as a pedagogic method and as a research methodology.

Sortevik Haaland, Hanne, *Agder University, Norway*
The use of interpreter in interaction between mzungos, gringos and local informants

An interpreter is filter of communication between the researchers and her informants. Based on this understanding it is often argued that learning the local language is the only way to achieve reliable information when doing research in a country not one_s own, as one may lose access to important information. Based on own fieldwork conducted in Eastern Africa and Bolivia I discuss some of the challenges in this type of filtered communication. I argue that cultural and contextual knowledge is equally important to that of local language skills, in terms of analysing and actually understanding what is communicated and played out in our fields of research. Using an interpreter does not necessarily imply _being lost in translation_, but can contribute to reducing some of the misinterpretation made in cultures not our own. Thus, a translator as a filter may lead to a more contextualised understanding of information and situations in which we interact with our informants, and is thus an important partner in the co-construction of knowledge.

Sousa, Francisca Georgina Macedo de, *Universidade Federal do MaranhÆo*
Desvelando a complexidade do cuidado ao paciente em morte encef lica

   See Pestana, Aline Lima

Sousa, Girliani Silva de, *UNIFOR*
Circumstances involving the suicide of older people in Northeastern Brazil

   See Silva, Raimunda MagalhÆes da

Southerland, Wallace, *University of Illinois at Urbana-Champaign*
A Conceptual Model for Designing Qualitative Evaluations of Education
Outreach Programs

   In spite of existing for nearly 50 years, the lack of empirical evidence that
demonstrates the merit and worth of many federally-funded TRiO education
outreach programs is an ongoing problem. Conducting and disseminating ongo-
ing, systematic, and rigorous qualitative program evaluations is one strategy
for demonstrating program success for funders, policymakers, campus leaders,
and participating families. Providing professionals with a conceptual model for
designing and implementing qualitative program evaluations may enable and
empower them to engage in ongoing evaluations. We discuss a federally-funded
TRiO program as a case study and offer a conceptual model for evaluating the
program. The goal is to illustrate a step-by-step process by which the program _
and programs like it _ can gather and utilize qualitative evaluation data. These
in-depth perspectives of multiple stakeholders are valuable in demonstrating
the effectiveness and ensuring the sustainability of TRiO and other educational
outreach programs.

Souza, Ashley, *University of Tampa*
College students and hookah smoking

   See Martinasek, Mary

Souza, J,ssica Costa, *Universidade Federal de Mato Grosso do Sul*
Estudo bibliogr fico a respeito do Diabetes mellitus e HipertensÆo Arterial em
gestantes: contribui‡äes … Sistematiza‡Æo da Assistˆncia de Enfermagem

   See Duarte, Sebastiao Junior Henrique

Spalink, Angenette, *Bowling Green State University*
Performing Nature: Reflections on Interdisciplinary Fieldwork

   In this paper, I reflect on a trip I took to Shenandoah National Park in 2012,
as part of my husband_s botanical fieldwork for his doctoral program. I explore
the ways in which the national parks, specifically Shenandoah, reify and rein-
force the myth of nature and culture as two separate entities as well as examin-
ing my own personal relationship with nature. I use performance as a lens to
examine the representation of wilderness in the park and to investigate how I
participated as an audience member in this performance. I also reflect on the
intersections and divergences between my husband_s fieldwork on the plant
scripus and my own research on the performance of wilderness, examining the
ways in which our two different fields, botany and theatre, collide and connect.

Spanke, Jeff, *Purdue University*
Where Should I Lie Down: The Sexualization of School Counselors in the Media

See Sasser, Hannah

Speedy, Jane, *University of Bristol*
Ghosts, Traces, Sediments and Accomplices in Psychotherapeutic Dialogue

Listening to the voices of the ghosts and accomplices that are evoked as we attend to our clients in psychotherapeutic settings is quite often discouraged in psychotherapeutic training. These accompanying voices are often considered to be some form of contaminating influence , since they evolve from within the therapists_ psyche (the therapists_ _own stuff_) rather than the concerns of their clients. Most therapists are encouraged to take their own stories to supervision, to tell them and leave them there with their supervisors and not burden their clients with them. Narrative therapists, however, are encouraged to listen to, and share the stories from their own lives and the lives of others, that have been evoked by client_s stories, believing that the powerful evocations that one person_s stories can evoke in another are often sufficiently therapeutic events , of themselves, to lead to healing outcomes. In my own work as a narrative therapist I often find myself accompanied by the voices and stories of accomplices who are dead, or imagined or literary figures, as well as members of my own family and stories from my own life and the lives of previous clients. I find myself accompanied in my therapy room, by the accumulated traces of stories told in that room before and left behind inbetween the rafters and walls.

Spencer, Nancy E, *Bowling Green State University*
The 40-year-old race: winners and losers.

See Meek, Geoffrey A

Spencer, Nancy E, *Bowling Green State University*
Billie Jean King, the _Battle of the Sexes,_ and _Social Change_

On September 20, 1973, the 29-year old Billie Jean King defeated 55-year old Bobby Riggs 6-4, 6-3, 6-3, in the _Battle of the Sexes._ In a tennis match that seemed inconsequential at the time, Billie Jean says that she always knew it was about _social change._ Throughout her life, King has been an agent of change: in 1974, she started the Women_s Sports Foundation and formed World Team Tennis; in 1975, her advocacy for women_s tennis was realized when the U.S. Open awarded equal prize money to men and women. As a result of these and other efforts, King became the first woman athlete to receive the Presidential Medal of Freedom in 2009. In this paper, I contemplate how we as scholars can become advocates for social change through our scholarship about sport.

Spry, Tami, *St. Cloud State University*
Revisiting _Goldilocks to Dreadlocks_

This performance critically reflects back upon an earlier performative autoethnographic performance to engage tangles of privilege.

Sriskandarajah, Anuppriya, *University of Wwindsor*
Community-Based Research in the Era of Neoliberal Multiculturalism

See George, Glynis

St. Pierre, Elizabeth, *University of Georgia*
Ontology of Voice and Presence

It should not be surprising that researchers who employ poststructural theories find problematic a research methodology that privileges voice as the truest, most authentic data and/or evidence; after all, voice is part of the humanist discursive and material formation poststructuralism works against. Voice is especially troublesome for those who are wary of the supposed conscious, stable, unified, rational, coherent, knowing, autonomous, and ahistoric humanist individual who speaks from some essential, core, inner self. Plato, among others, taught us to believe that what is truest is what someone speaks in our presence. But one can only speak what discursive formations allow. Have we burdened the voices of our participants with too much evidentiary weight? In this paper, I explore the ontological structure in which voice has become privileged and suggest we put voice in its place as one data source among many from which we produce evidence to warrant our claims.

St. Pierre, Elizabeth, *University of Georgia*
Refusing the _I_ of Collaboration

In this paper, I describe writing that is not collaborative in the conventional sense, with two or more colleagues writing the same text together in some fashion, but collaborative in the rhizomatic sense of plugging one text (the one I_m writing) into others (that others have already written) to think something I couldn_t think/live before. Most often, I_m struggling, in the Foucauldian sense, to enable a new relation with myself so that I, in the Deleuzo-Guattarian sense, no longer need to say _I._ Enlisting Butler_s practice of subversive citation to refuse to repeat myself and Derrida_s practice of deconstruction to defer the meaning of myself, I write to think out of the _I_ of authorship as I write with authors whose words I adore. I take seriously my own question, _what else might writing do but mean?_ as I write to think about the work of language and writing in the work of subjectivity. All this helps me understand why I don_t want to write with someone else, a co-author, who might feel obliged to rescue me from the pleasure of that terrifying pause in which I lose myself and am suspended insensible, moving with words, lost in words, wordless, imperceptible. I don_t want to be rescued by a collaborator then, to be I again, to be inserted into the old ontology_ two authors writing a text together.

St.Pierre, Elizabeth, *University of Georgia*
Post Qualitative Research: The Critique and The Coming After

For some years, the presenter, and others, have used poststructural analyses to deconstruct major concepts that structure what she calls _conventional humanist qualitative inquiry,_ including the concepts data, validity, the field, human being, and so on. The structure of qualitative inquiry was much looser during those deconstructive years than it is now. However, the first decade of the 21st century found qualitative inquiry under attack from a resurgent positivism that Steinmetz claims is the _epistemological unconscious_ of the social sciences. In

response, the presenter believes much mainstream qualitative research accommodated positivism too much and became centered and normalized into, for example, _research designs_ and focused on technique, procedure, and process at the expense of interpretive theories. In this paper, she sketches the possibilities for post qualitative research as scholars in many disciplines take up, especially, Deleuze & Guattari_s normative ontology, that enables a post-humanist reality in which all is entangled and becoming.

Stainton, Timothy, *University of British Columbia*
Working Outside the Box: Research with Adults Who Have Limited
Communication Abilities and/or Intellectual Disabilities

   See Roberts, Earllene Katherine

Stake, Robert, *University of Illinois*
How responsive evaluation fosters human practices, particularly in health care.
Merel Visse, Tineke Abma, Robert Stake.

   See Visse, Merel

Staller, Karen M., *University of Michigan School of Social Work*
Two Weeks in July, 1899: The New York City Newsboys Strike against Joseph
Pulitzer and William Randolph Hearst and the Price of Battle

   The newsboy strike of 1899, against media moguls Joseph Pulitzer and William Randolph Hearst, has been popularized by Disney, in film and theater, as a David and Goliath story. But are the Disney versions true? Who was behind the strike? What was at stake? What happened to those who waged the war? Using nine daily NYC newspapers, magistrate and police court records, business records and private correspondence between Pulitzer and his staff, and social science research of the day, this study examines these questions. It finds that-- much to the surprise of the media titans--the strike caused considerable damage. It was initially fueled by competing newspapers and supported by sympathetic adults and a benevolent police force. That changed when Pulitzer and Hearst management coordinated counter attacks. Children were arrested, fined and confined. Social workers, educators, and reformers pushed for child labor laws regulating street trade.

Stanley, Erik, *University of Virginia*
An Epidemic of Witchcraft among the Maya of Southern Belize

   My presentation explores an outbreak of witchcraft in the Maya communities of southern Belize which occurred during my fieldwork in 2010-2011. During this time, witchcraft (obia) was attributed to a variety of misfortunes including the spirit possession of school children, sorcery_s between rival bush doctors (_ obia wars_) and was also used to explain the disappearance of two Maya school children. In my analysis of these disparate events, I argue that the increase in witchcraft speaks to a growing social tension in Maya society between those who hold to traditional social beliefs (Kustumbre) and a growing number of Maya who believe that that the _old ways_ are pagan and unmodern. I hypothesize that narratives and accusations of sorcery are cultural metaphors which the Maya employ as an emic perspective into this growing social divide.

Staszel, J.P., *Bowling Green State University*
Costume Chest or Ho Box: Concealed Identity and Masculine Constructions in the Male Strip Show(s)

This performance investigates socially constructed masculine representations in the male strip industry. I present a day in the life of a male stripper by unpacking the costume chest or _Ho Box_ (plastic tubs male strippers use to conceal and store their erotic persona_s) on a busy work day. The performance examines what Sandra Bartky calls _badges of acceptability_ and the body technologies men use in creating their erotic performance identities.

Stearns, Cathy, *University of North Texas*
Mentoring Relationship: A Case Study of Cooperating Teachers' Influence on Student Teachers

The student teacher experience serves as the sole teaching experience for approximately one million new teachers. Because teachers are arguably the most important variable in students_ academic success, focusing on the training of teachers is paramount. Literature is mixed in regards to the mentor teacher/student teacher relationship creating a contention in the field; therefore, a clearer understanding of the relationship is warranted. This collective case study utilizes descriptive and explanatory research questions that will formulate conclusions from the data collected from interviews, observations, and student teachers_ personal journals. Findings determine that there is a relationship between the two, and the mentor teacher does influence the student teacher. Conclusions noted in this study show an unique relationship with student teachers and their mentor teachers in areas of mentor teacher teaching style, personality, and classroom management.

Stegall, John, *University of Cincinnati*
Community Perspectives on Poverty

Living in poverty is complex and multi-faceted. For many, there is a vicious cycle of feelings of extreme hopelessness and despair that can accompany poverty. However, missing from these definitions are glimpses of resilience, perseverance, and strength embodied by people who live in poverty. Using a community-based participatory research (CBPR) approach, the purpose of this project is to explore the range of experience of people living in poverty in our community including their perceptions of the structural forces underlying poverty. Specifically, we will identify needs, strengths, barriers and the context of external and material conditions related to living in poverty as perceived by community members in Greater Cincinnati. We will collect stories from individuals living in poverty (identified by the agencies) in order to hear the voices whose stories _beg to be told_ (LeCompte, 1993, p. 10). We will also use other participatory methodologies throughout the project in order to engage community members with varying education levels, ages, and levels of power and to maximize the individual strengths of all participating. The emphasis will be on various community stakeholders becoming engaged research partners rather than being told what the _important_ issues are by well-intentioned experts. Emphasizing the community_s perceived needs rather than those dictated by existing literature or an agency_s goals is more likely to foster community buy-in and genuine engagement. We will triangulate all results to create a comprehensive and

community-generated view of living in poverty in Greater Cincinnati. This project seeks to challenge traditional blaming views of people living in poverty and instead emphasizes necessary structural changes in the larger social-ecological system. Through the use of the CBPR approach and working directly with identified community members, the project also has the added benefit of enriching the services offered by the community agencies with whom we are collaborating.

Steinweg, David, *University of South Florida*
Performative Improvisation

This paper describes improvisational performances as creative performative processes. Through the performance of improvisation, individuals enact local and societal power relationships. These power relationships constitute not only the performance, but also the identities of the performers. The paper illustrates a theory of performative improvisation by way of a case study examining a Grateful Dead cover band. Questions concerning performer identity, expectations, ethnography, and tradition guide the analysis of the Grateful Dead cover band.

Stellato, Michelle, *West Virginia University*
Becoming Teachers: How Autobiographies, Teacher Education Programs, and Real World Contexts Influence Pre-Service Teachers_ Identities.

See Hayes, Sharon B

Stelter, Patricia, *Texas State University AND Alamo Colleges; Northeast Lakeview College*
Thunderstruck: Becoming and Being Myself

See Zavar, Elyse M.

Sterling, Jennifer, *University of Maryland*
Lab Ethnographies: Researching Researchers in Kinesiology

Undertaking the interdisciplinary study of human movement, Kinesiology locates active bodies at the center of its research in biomechanics, cognitive motor behavior, physiology, psychology, pedagogy, philosophy, history, and sociology. However, the (inter)discipline has become increasingly funding-driven, healthist-led, and lab-based. Thus, qualitative researchers in Kinesiology are negotiating empirical, theoretical, and methodological terrain already, and also, inhabited and explored by Qualitative Health (QHR), and Science and Technology Studies (STS) researchers. This paper will discuss qualitative approaches and barriers to accessing and researching lab spaces. In particular, I will outline the contributions of QHR and STS to qualitatively researching researchers (and those being researched), and highlight the need to better understand the productive practices at work in constructing (in)active and (un)healthy bodies in Kinesiology labs.

Stevens, Doug, *University of Cincinnati*
Analyzing Student Writing: A Grounded Theory Approach Process Creating Data to Drive Instruction

Rooted in a partnership between an urban STEM high school and a local university, faculty and students from both institutions collaborated to develop an assessment process which creates meaningful data about student writing to improve curriculum decision-making and empower students develop goals to improve writing. State-mandated writing assessments require extensive effort and preparation by stakeholders, but provide no feedback to improve writing or instruction. Using a modified grounded theory approach (Corbin & Strauss, 2008), graduate and undergraduate students treated student writing samples in much the same way that interview transcripts are handled. A dataset comprised of student writing responses to a common exam prompt was analyzed through open coding, axial coding, and selective coding. Using Microsoft Office components (Access and Word), evaluation data from the writing sample was transformed into reports for teachers to adjust and modify instruction and for students to set goals for individual growth and improvement.

Stewart, Karen Ann, *Arizona State University*
Gonzo Art and Balls of Steel: Remembering Paul Addis and the Premature Burn

Paul Addis, infamous gonzo performance artist best known for single-handedly _ruining_ the 2007 Burning Man Festival by burning the event_s giant effigy _ The Man _ prematurely, took his own life last year. Most people shrugged at the news of his death _ indicating an expected ending for a brilliantly troubled artist. I cried when I heard the news. Even though I_d never met Paul, he became an oddly important influence on my creative work, and was a surprising source of data for my research into the culture of Burning Man. This visual narrative pays tribute to Paul_s impact on my scholarship and art, while critically exploring the indirect ways people from the field can impact the look and feel and direction of qualitative inquiry.

Stewart, Karen Ann, *Arizona State University*
Touch II

Building on last year_s reading, this autoethnography continues to explore Arthur W. Frank_s concept of a chronic illness _quest narrative_ by sharing the author_s attempts to find physical comfort and peace of mind while confronting, head-on, her disease_s most debilitating and isolating anxiety symptom _ the fear of being touched. Told through a series of layered vignettes, this narrative represents a collection of personal attempts _ some successful, some not _ to break through the chaos stage of chronic illness and reintegrate into a world of physical affection and connection.

Stitt, Nichole, *Ball State University*
Parental Involvement: Understanding Single, Working Mothers' Constructions of Their Roles in K-5 Education

This instrumental case study focuses on gaining an understanding to how single working mothers become involved in their children_s education, the value placed upon the interactions, and how they construct the meaning of becoming engaged in their children_s education. Specifically, the research focuses on

a.) How are single working mothers involved in their elementary school aged child_s education and why? and b.) How do single working mothers construct their meanings of parental involvement in their child_s education and why? Through in-depth interviewing with five single working mothers whose children are in elementary school, the study reveals that these women focus on engaging in activities that occur outside of the home to develop their children morally, socially, and physically. Consideration of such forms of involvement could possibly serve a significant role in the development of parental policies and programs as a means to involve all parents in their children_s education.

Strier, Roni, *School of Social Work, University of Haifa*
The Performative Magic of Advocacy: Symbolic Capital and Social Change

See Feldman, Guy

Strong, Tom, *University of Calgary*
Medicalizing Tensions in Counseling and Counselor Education?

Counseling, for the American Counseling Association, _is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals_. However, for many reasons, a _diagnose and treat_ (using DSM diagnoses and evidence-based interventions) discourse in counseling and counselor education increasingly dominates. Despite the ACA_s definition above and counseling_s longstanding pluralistic tradition, many of its approaches (e.g., family, narrative, and existential) are incompatible with a medicalized approach to helping. Our mixed qualitative method presentation focuses on tensions that counselors, counselor educators, and students of counseling face and address given the growing prominence of medicalization. We surveyed and interviewed Canadian counselors, then critically reviewed counselor education curricula and textbooks, documented changes pertaining to counseling as a regulated profession, and changes to the counseling-related, self-help literature. We discuss the implications of our findings for how they might relate to the future of counseling and counselor education.

Styres, Sandra, *York University*
Condoling: The Ways Research Can Be Ceremony

The Condolence Ceremony is grounded in human experiences of loss and heartache seeking to restore balance in the human condition. Condoling engages the fundamental human capacity for rational thought in an effort to bring shared ideas into reality for the benefit of community. Engaging with ceremony as a way to frame, organize, and think through research is innovative, emergent and responsive. Condoling is grounded in ancient Hodenosaunee knowledges and epistemologies that bring researchers and communities together with a single shared purpose. Condoling is a holistic framework/method designed to be implemented by Indigenous researchers/community scholars in research relationships involving Indigenous and non-Indigenous populations by engaging in research that reflects cultural epistemologies. This qualitative research framework/method is reflective, engaging, and embeds ceremony in every aspect of the research. Participants are invited to journey beyond the boundaries of individual

experiences to create a collective vision of understanding to address a particular social phenomenon.

Su rez-Cabrera, Lorena, *University of Chile*
La ni€ez andina en las migraciones internacionales del Chile actual

La ni¤ez de la migraci¢n andina, procedente de pa¡ses tales como Per£, Ecuador, Bolivia y Colombia ha sido focalizada como sujeto-objeto de estudio en el actual contexto chileno de las £ltimas d,cadas. Los discursos hegem¢nicos y la formaci¢n de _ciudadanos ideales para la sociedad moderna_ han ido configurando ni¤os, ni¤as y j¢venes problem ticos individual y socialmente, concebidos desde el d,ficit, la carencia y la estigmatizaci¢n. Deseo presentar en esta ponencia elementos iniciales para la comprensi¢n de esta compleja realidad desde un an lisis de la raza-etnia como nuevo eje de dominaci¢n en los fen¢menos migratorios en el contexto chileno y desde los discursos de los sujetos obtenidos a trav,s de un trabajo etnogr fico y de la utilizaci¢n de herramientas de la geograf¡a humana tales como los mapas parlantes.

Sughrua, William Michael, *Universidad Aut¢noma "Benito Ju rez" de Oaxaca*
Alternative Academic Writing in the Field of Teaching English to Speakers of Other Languages (TESOL)

This presentation reports on a qualitative investigation into _alternative_ academic writing as seen in the published research article, book chapter, and monograph in TESOL. According to the data, this _alternative_ writing can be considered as creative-type of writing such as autobiography or fiction that extends itself throughout the _space_ of a _conventionally written_ paper in such a way that _conventionality_ is challenged. Two research questions inquire as to perceptions of and publishing experiences with such _alternative_ academic writing, on the part of thirty-two internationally known TESOL writers, journal editors, and journal referees, with whom I sustained interviews and repeated email correspondence. The emergent issues include (non)genericism in academic writing, teacher versus researcher identity, and change in the disciplinary paradigm. The conclusions point to the need for activism on the part of TESOL writers and journal editors, so that such _alternative_ academic writing would get a foothold in the TESOL literature.

Suksiri, Weeraphat, *Lynch School of Education, Boston College*
Pedagogy of Mixed Methods Research: A Student Perspective. Melissa Harry, Jeremiah Morelock, Weeraphat Suksiri, Denise Testa, Boston College

See Harry, MSW, LCSW, Melissa

summers, emily j., *Texas State University*
The Need for Reflective and Transformative Methodologies: Autoethnography as a Social Justice Tool in Developing Novice Researchers

This panel discusses our experiences with autoethnography as a social justice tool in developing novice researchers. The panel has both faculty and doctoral student presenters talking about the dialogic induction process for qualitative researchers into reflective and transformative methodologies, starting with autoethnographies. We advocate that researchers should turn the powerful qualitative analytic lens inward for self-examination before ever subjecting other par-

ticipants to the qualitative methodology practice. Autoethnography represents a very sparse part of the qualitative literature, especially as it deals with preparing novice researchers to grapple with contexts of race, ethnicity, language, and culture within the potentially colonizing influences of qualitative research methodology. Each paper communicates an autoethnographic research study alongside the process of utilizing this methodological journey as a way to learn about the ethics, power, and underpinnings of qualitative research. In addition to giving an overview of the panel, my paper discuss the role of teaching qualitative research, especially concerning autoethnographies. I also touch on my own experiences with publishing autoethnographic research about mothering, heteronormativity, feminism, popular culture, and the academy.

Summers, Morgan, *Ball State University*
Healthy/\ Ill, Visible/\Invisible, and Supporter/\Supported: Co-Constructing the Both And of Mentoring

  See Denker, Katherine

Summers, Morgan, *Ball State University*
Traversing Identity: Negotiating Stigmatized Self-Disclosure

  Beginning graduate study is a time of fear, excitement, and learning to traverse new roles, responsibilities, and identities. While formalized orientations exist to help incoming students navigate the often-dual roles of student and instructor, there are aspects of identity that must be navigated without direct instruction. We learn professionalization and how to perform, yet there is no training on how to deal with the emotions, mood, and anxiety while in graduate school. This autoethnography explores my story as a beginning graduate student negotiating the stigma of mental illness, while simultaneously learning how to be a graduate student and instructor. I explore issues of self-disclosure while searching for balance and discover and striving to be a successful student and exciting teacher.

Sun, Kang, *National University of Singapore*
Chinese Migrant Workers and Social Space

  This poster presentation is heavily based on documentary photographs that are taken in China. With China's opening up to the outside world at the end of 1970s, China's internal migrant workers have rushed to the cities to find jobs. This poster explores, visually, the complex relationship between migrant workers and China's social spaces. The presentation highlights contradictions of spaces during the everyday moments of China's internal migrant workers, whose population is larger than international migration combined.

Sun, Kang, *National University of Singapore*
Bread Talks: Understanding North China's Socio-Economic Relations through Material Rhetoric

  See Zhao, Ruijie

Sun, Kang, *National University of Singapore*
When Institutional Ethnography (IE) Meets Space: Understanding Network Theory through Translocality of IE

In the era of globalized economic production and transnational corporations, multiple-sited production for any single product is increasingly common. From the establishment of Institutional Ethnography (IE) as a critical qualitative method, it has highlighted the actual material and textual connections towards meaning making. This presentation expands IE to a spatialized IE, building on IE but emphasizing its potential explanatory power in understanding trans-local economic and social productions. By juxtaposing IE, geography theories, and network theories together, I argue that a spatialized IE has an edge in cutting through the transnational and trans-local connections that happen in contemporary globalized production.

Sun, Kang, *National University of Singapore*
Accessing Dialogues:The Culture-centered Approach for Health

Bio-medical models of healthcare are still the dominant frameworks in approaching and interpreting the health research subjects. Such models represent a top-down structure of dominance that overlooks the rights for the patients to define and make sense of their own experiences of health. The culture-centered approach highlights accessing the grassroots dialogues so that culture as a web of meanings does not exclude the important meaning-making activities and the meanings made by grassroots community members. This paper is theoretically located in the culture-centered approach as it is ethnographically located in a Northern village in China. By accessing their life stories of care within the global context of labor, this presentation connects local meaning-making of health with a globalized context of economic production to showcase accessing dialogues of local communities on healthcare provides insights in understanding much larger scale social activities such as global economic production.

Sutter, Nate, *Ball State University*
What Motivates College Undergraduate Students to Persevere: Stories of Students_ Experiences

With approximately half of incoming college freshmen graduating within four years, this study employs constructivism case methodology to examine why traditional and non-traditional undergraduate college students persist towards graduation. Further this work utilizes the Theory of Planned Behavior (TPB) to structure the data analysis and interpretation by focusing on attitudes, subjective norms, and perceived behavioral control. This theoretical framework was well suited to this study because of the specific interest of our inquiry was in how participants construct meaning about their academic experiences. Six participants were interviewed three times. Findings were consistent with and further explicated the TPB underlying assumptions. Students possessed attitudes towards their intent to graduate, had at least one social influence to support their attainment of goal to graduate, and shared factors that facilitated and hindered their ability to obtain a post-secondary degree. Description of students_ stories increases insights about persistence and contributes to improving graduation rates.

Svistova, Juliana, *SUNY at Albany*
The Effect of Parental Stresses on Childhood Obesity in Head Start Children: A Photovoice Inquiry

Childhood obesity is the result of genetic, behavioral, and environmental factors. Family theory and childhood obesity research demonstrate that there are ecological factors that influence families_ abilities to prevent childhood obesity. As a part of a community-based participatory research study, the Photovoice inquiry sought to expand this knowledge base by exploring the daily lives of the low-income parents whose children are at increased risk for obesity. Parents were recruited through Head Start centers in a medically underserved county. Fifteen participants _ predominantly single mothers - were trained in taking pictures and Photovoice ethics. After taking pictures of typical days in their family, they were invited to think critically about how stresses affect health, well-being of families and ability to take care of children. We discuss the benefits of Photovoice as the participatory and critical consciousness raising method for assessing factors that influence childhood obesity of Head Start children.

Swaminathan, Raji, *University of Wisconsin Milwaukee*
Creating Visual Ethnography: Questioning and Interpreting Festivals Through Images

This panelist will present visual images of festivals and examine the following questions: Why is it important to consider visual images? Why is it important to be critical about those images? Why is it important to reflect on our critique? How do photographs of festivals and events contribute to staging cultures in particular ways? And how can visual ethnography be used to teach data analysis?

Swaminathan, Raji, *University of Wisconsin Milwaukee*
Nuanced Understandings of Data Analysis

Since qualitative research has moved from the traditional modes of data gathering through observations and interviews to collecting data through multiple modes; it has presented us with opportunities and challenges that are new and unique. This panelist will discuss how to teach students when it is appropriate to collect multimodal data; and how to analyze visual and audio data in order to gain a nuanced understanding of the participants and related research questions.

Swartout, Kevin, *Georgia State University, Department of Psychology*
Integrating Software into a Qualitative Analysis Approach

This presentation discusses researchers_ integration of software throughout the life of a qualitative analysis project. The best practices for using software at the beginning of a qualitative analysis project involve data inventory (creating and naming quotations), codebook evolution (codes and coding), and memo writing strategies (notes at the level of quotes and documents). After data inventory, the next steps are to use memos, comments, and diagrams strategically as bridges to a more holistic analysis. Making sure to use -- and not misuse -- software tools, such as output and question-and-answer tools, is critical to this process. Diagram functions and co-occurrence tools in software can open up your research process to engaging vantage points into the dimensionality and often

hidden meaning of your data. Links from qualitative software to quantitative programs can also be critical in making fluid shifts in mixed methods studies.

Swayze, Susan, *The George Washington University*
The Promise of Case Study Research Methodology for Dissertation Research

There are numerous reasons that case study research methodology is a strong methodology for dissertation research. However, in my role as a research methodologist I find that students eschew case study research methodology for single data source qualitative studies or mixed methodology. In this presentation, I will discuss my perceptions regarding the confluence of factors that contribute to the decision for doctoral students to select a methodology other than case student research methodology. Additionally, examples of successful dissertations utilizing case study research methodology will be discussed.

Swayze, Susan, *The George Washington University*
Leading an Online Research Methodology Course: Infusing Inquiry and Reflection in an Asynchronous Environment

One challenge that I face as a faculty member is how to emulate the best of face-to-face classroom techniques in an asynchronous teaching environment. How can I build trust and model inquiry in an asynchronous (online) course that does not utilize video or other medium-crossing techniques? The answer can be found in use of interviewing techniques _ specifically, 1) building rapport, 2) holding a conversation, and 3) guiding reflection. This process will be discussed in the context of a 14-week asynchronous (online) case study methodology course.

Swayze, Susan, *The George Washington University*
Being an African American Professional Woman in Northern Virginia During Two Volatile Political Time Periods

My story is a study of living and working near the heart of national politics while being an African American professional woman. Countless people have asked me _Do you know who you remind me of?_ The answer was consistently either Michelle Obama or Condoleezza Rice depending on their political affiliation. Not only do the two women look different, I don_t think that I look like either one. This autoethnographic inquiry follows my journey from _Who do you think I am?_ to _Why do I remind you of someone other than myself?_ to _Who would I remind you of there weren_t a Condoleezza Rice and a Michelle Obama?_ to _What does it mean to be an African American professional woman in 2012?_ And importantly how can others perceptions_ of me shape their experience of me as their professor?

Sweeney, Miriam, *University of Illinois - Urbana Champaign*
Small Data as Slow Food

The slow food movement was founded in 1986 in response to fast-food culture. Slow food asks us to take time and care when growing food, emphasizing local food culture practices and traditions. The movement is politically organized against the globalization and corporatization of agriculture. Slow food advocates for ethical food practice, fair wages for farmers, lobbies against engineering and patenting of genetic information, educates the public about factory

farming, and teaches gardening skills to the public. Small data might draw parallels from the slow food movement and position itself as a response to big data culture and the corporate interests that drive it. Small data as slow food might ask researchers to slow down and consider the role and value of local contexts for data, problematize the neutrality of algorithmic analytics, teach digital curation and literacy skills, advocate for ethical standards in big data, and critique the corporatization of big data research.

Szulevicz, Thomas, *Aalbog University*
Observational Methods in Educational Psychology

The educational psychology_s field of practice is undergoing a paradigmatic shift from an individualized focus on children with problems to a focus on how a systemic, consultative approach extends the possibilities for understanding problems experienced within schools. This shift requires that educational psychologists use new methodologies that are able to grasp the complexity and socially distributed character of students_ everyday life. In this context, qualitative classroom observations provide a promising method. But while observational methods are relatively well established as qualitative research methods, their status as a valid means of gathering information about student life in educational psychology_s field of practice is more dubious. Among other things, it is often objected that classroom observations are too time-consuming. This paper will address observations in educational psychology_s field of practice, and discuss how observations can contribute meaningfully to a consultative approach in educational psychology.

Tachibana, Naoki, *Kansai University of Welfare Sciences*
Empowering resilience of nursery care staff through peer supervision group

See tokutsu, shinko

Tachinni, Eugene, *University of Utah*
Unstitching Time: Creative Social Inquiry and Pedagogies of Undoing

See Thompson, Audrey

Taliaferro, Jocelyn D., *North Carolina State University*
Working with African American Clients Using Narrative Therapy: An Operational Citizenship/Critical Race Theory Framework

See Casstevens, Willa J.

Talley, Stephanie, *Texas Tech University*
_I Found My Researcher_s Voice_: Researchers_ Exploring Self and Students through Autoethnographic Poetry

Reflecting the experiences of two autoethnographic researchers_ journeys with arts-based research, Poindexter (2009) posits, _Poems, surrounded by space and weighted by silence, break through the noise to present an essence_ (p. 63). While both had attempted to write about their research, it lacked the emotional depth_even accuracy_that they and their participants had experienced. Discouraged, they wondered if academic writing could incorporate their ways of seeing and knowing. Through the use of poetry and narrative, voices were realized;

data brought to life. One researcher used poetry to examine how _gifted hyper-sensitivity_ had informed painful adolescent choices. While another researcher, used poetic forms to examine data and memory work regarding the cultural misperceptions and struggles of the affluent female pre-service teachers with whom she worked.

Tamas, Sophie, *Carleton University*
Subjection

Who makes it onto the page when I set out to write personal narrative in academic spaces? This piece examines what happens to the self when it becomes the object of autoethnographic scrutiny, subjected to analytic scrutiny and expected to speak. What do the (mis)uses of exposure and _authenticity_ reveal? What is witnessed by our supervisors, colleagues, students, and busy writing selves as we sit at the intersection of reflexive self-scrutiny, published research, an ethic of care, feminist pedagogy, privilege, trauma, pity and admiration? How has the state of the academic job market shaped our selves and self-representations? As a precariously employed post-PhD professor-wannabe, I offer some reflections on the emergence of an academic self.

Tamas, Sophie, *Carleton University*
Ghost Stories

This piece examines the collection of ghosts that inhabit the department where I earned my MA and PhD, and currently work as a contract instructor. What are they whispering? How do they reveal themselves, and why are they here? Is there, somewhere, a palpable frontier of subjectivity, or is the skin of this speaking assemblage a permeable membrane immersed in a largely unfamiliar ocean of unconscious, biological, intersubjective, atomic, historic, affective, and spiritual flows? Whitewater rafters have names for each eddy, whirlpool and hole on their rivers; they learn their characteristics, where to enter, when to leave, where the rocks under the surface will crack your skull like a soft boiled egg. These places have distinct personalities even though they are never the same space twice. If subjectivity is like that - if I am an eddy in all these currents - and the ghosts are moving with me, through me, constantly murmuring versions of me into being, what will I hear if I turn to them, and listen? Does mapping the traumatized subject require a spectral autoethnography?

Tamas, Sophie, *Carleton University*
My imaginary friend: An errant rant on writing

I have a problem with collaborative writing; the words themselves put me on edge. This piece follows the line of that affect down and through writing, identity, trust, sociability, power, time, space, and the creative process. It leaves a trail of words like breadcrumbs. From outer space, perhaps they trace the shape of the other, my lover, my imaginary friend, a cipher saying something about someone I might be.

Tanggaard, Lene, *Aalborg University*
Two times the fun: Integrating supervision and text production

This is a story about the creation of a co-written research article. We will open our mailboxes and reveal real time reflections, questions and advice that

accompanied each new version of the manuscript. Evidenced in our e-mail correspondence, this process of producing a shared article is found to be an exemplary story of apprenticeship. Becoming a researcher requires dense involvement in real research, and it is very difficult to teach somebody how to do it. It entails practice and along with this: joy, suffering, excitement, failures, experiments, discussion, collaboration, feelings of insecurity and it is first and foremost a daily affair. As such, apprenticeship working well is a matter of giving access to the real practice of doing research, inviting in, opening up the field and thereby providing direction. However, it is also basically a theoretical perspective concerned with adding materiality, objects and given tasks to the relational space between supervisor and the novice researcher.

Tanggaard, Lene, *Aalborg University*
Troubling methods

   The aim of the present paper is to trouble the idea of methods as the ground of qualitative inquiry. We generally teach students what methods to use, how to collect data, code them and how to do analysis. However, each of these concepts can be troubled, and I intend to do so with the concept of methods, defined as: _a way of doing anything, esp. according to a defined and regular plan; a mode of procedure in any activity, business, etc._ (Oxford English Dictionary). My trouble is that I have never myself conducted research according to a defined and regular plan. Any description of methods in my writing is at best retrospective and a kind of rationalization. The presentation aims at exploring possible alternative concepts such as wayfaring, travelling, exploration and re-working, which I think are productive metaphors for qualitative inquiry in a post-methodological arena.

Tanimukai, Mitsue, *Kansai University of Welfare Sciences*
Empowering resilience of nursery care staff through peer supervision group

   See tokutsu, shinko

Taverner, Ellen, *Alliant International University*
The Parallels Between Design Thinking and Qualitative Research Competencies

   How to develop the self-as-instrument? As a component of learning qualitative research skills, I was coached to adopt ethnographic interviewing techniques and protocols. My research focused on how the Design Thinking (D.T.) process is being used in business settings. By taking a structured approach to ethnography, I provided myself with a routine, which in turn evolved into habits. I was persuaded to self-reflect about my new habits by journaling about my research experience. This writing activity also grew into a routine. The process of introspection was a catalyst for me to inculcate the information and experiences that grew out of my research. One amusing learning was that D.T. techniques appeared to have a lot in common with qualitative research techniques (e.g., inductive reasoning, active listening, thick observation, and sitting with ambiguity.) Sharpening my knowledge of D.T. proficiencies is helping me have a clearer and more in-depth understanding of applied qualitative research skills.

Teague, Shawn E., *Department of Sociology, Ball State University*
The Effects of Bridging Social Capital in an Anti-Poverty Program

Research on social capital has shown that persons of low socioeconomic status will have access to few social resources. Less attention is paid to people in poverty who are actively increasing their social capital. Such capital and social resources may be significant factors in achieving economic self-sufficiency. Using interviews with twenty low-income participants in an anti-poverty program, all of whom are connected to middle-class _allies,_ this study examines how participants benefit from the intentional social capital obtained in the program. Preliminary results show that the social capital produced is beneficial to participants in a variety of ways. A paradigmatic shift in mindset regarding how to get out of poverty is another benefit of the program. However, full economic self-sufficiency eludes most participants, as the benefits of social capital are limited. Implications for the study of social capital among marginalized groups are discussed.

Tecle, Sam, *York University*
Fl*f*nerie as Pedagogy: Space, Place and Community

Locally situated pedagogy is taken to mean grounding _but not bounding _ pedagogy in the stories, legacies, and materials that are immediate, relatable, and relevant to both students and teachers. Through fl*f*nerie, how might teachers make sense of space, place, community, and the psycho-geographies that structure, confuse, and complicate classroom experiences? (Stehle 2008). How might fl*f*nerie as methodology and as pedagogy, articulate differently the debates on how to teach and transgress difference? (hooks 1994). This paper interrogates how educators employ the methodology of fl*f*nerie in making the strange not only familiar, but also useful; how teachers might make sense of (or better engage in) diverse communities (both as social space and geographic place) and their own teaching practices, to relate more to the educational, social, and cultural demands of teaching in new urban centers, and to engage in pedagogy that makes central community as curricular resource (Dlamini, Davey, Hudson, and Tecle 2011).

Telesiene, Audrone, *Kaunas University of Technology, Department of Sociology*
'European Leadership' Story-Line in Climate Change Discourses: Intelligent Reading in-between Lines

The aim of the presentation is to discuss the concept of _story-lines_ as used in discourse analysis. The author is trying to make an algorithm of analytical steps needed when trying to identify a story-line hypothetically penetrating a discourse. Usually a story-line is identified through interpretive deconstruction of underlying narratives in various texts (reading in-between lines). There is a need for a more thorough analytical endeavor in order to enhance the trustworthiness of research findings. Author proposes to use CAQDAS (Computer Assisted Qualitative Data Analysis Software) and illustrates the discussion with empirical data from a research on climate change discourses in Lithuania. The presentation thus is based upon the empirical data as generated while conducting analysis of climate change discourses in Lithuanian media. Data corpus was analyzed using ATLAS.ti software. Research identified several story-lines penetrating the discourse and the _European leadership_ story-line was the most salient.

Terlip, Laura, *University of Northern Iowa*
When McLuhan Met Simmel: Form is the Content, Medium is the Message

See Chen, Shing-Ling Sarina

Testa, CRNA, MSN, Denise, *William F. Connell School of Nursing, Boston College*
Pedagogy of Mixed Methods Research: A Student Perspective. Melissa Harry, Jeremiah Morelock, Weeraphat Suksiri, Denise Testa, Boston College

See Harry, MSW, LCSW, Melissa

Testa, Denise B., *Boston College*
Handovers of Care in the Operating Theatre: The Role of Communications between Nurse Anesthetists

Communication failures between providers are a leading cause of medication errors, delays in treatment, and adverse events in patient care. The purpose of this study is to understand the communication processes involved in nurse anesthetist to nurse anesthetist handovers of patient care. The study consists of focus groups of nurse anesthetists who were asked to relate their perceptions of the handover process, the factors leading to effective communication and to errors in communication, and the consequences of failed handovers in terms of the nurse anesthetist_s sense of professional efficacy. Using a range of analytic techniques such as discourse analysis and grounded theory, several themes emerged, including: the importance of the preoperative assessment form, individual provider characteristics, timing of handovers within the surgical procedure, and severity of patient condition during handovers. A variety of guidelines are suggested to strengthen the safety protocol regarding nurse anesthetists_ handovers of care during surgery.

Teucher, Ulrich, *University of Saskatchewan*
(Un)therapeutic emplotment in young adult cancer narratives

See Hammond, Chad

Teucher, Ulrich, *University of Saskatchewan*
Hermeneutics, Crisis, and the Self: The Limits of Understanding Narratives of Cancer

Hermeneutics have been used to understand interviews and observations. However, understanding is not always possible in the experiences of crises, disorder, and the unknown. Yet, a _Culture of Redemption_ holds sway over our publishing industry, audience reading predilections, and assumed narrative therapeutics, almost ruling out the possibility that cancer patients may negotiate their embodied struggles of (re)defining or relinquishing subject positions; deciding on or giving up on actions, or just somehow muddling through; moralizing, not moralizing, or leaving morals undecided; and then publishing the experiential disorder of lives with cancer without conjuring up redemptive lessons learned and endings accomplished. Our presentation explores various cancer autobiographies and patient interviews that exemplify these struggles. Introducing crisis more centrally into hermeneutics would go a long way towards under-

standing some of the confused lives of cancer patients, all in order to provide more differentiated personal care in our health care system.

Teucher, Ulrich, *University of Saskatchewan*
Crops for the Future, Understanding the Past: Hermeneutic Ethnobotany with Malaysia_s Indigenous Peoples

Food Security is facing a global crisis: our world population continues to grow at an exponential rate; we are losing biodiversity almost as fast; and the sources of our nutrition come from an ever decreasing number of species. Arguably, one of the most important sources of plant knowledge is in the minds, memories, and backyards of indigenous peoples. This knowledge includes cultural plant knowledges, social practices, and sacred rituals. However, in newly industrializing countries such as Malaysia there is the imminent danger that indigenous peoples are losing the entirety of this knowledge, due to the economic pressures, agricultural globalization, and dislocation from their traditional lands. The work presented here attempts a knowledge translation between different cultural knowledge systems, as well as the documentation of ethnobotanical and dietary knowledge, through the use of decolonizing, hermeneutical interviews.

Thaller, Jonel, *Arizona State University*
Reactions to Intimate Partner Violence in Music Video: Findings from a Focus Group Study with Young Adults

This focus group study explored young adults_ reactions to the depiction of intimate partner violence (IPV) in Eminem and Rihanna_s music video for _Love the Way You Lie._ Images from the video support common IPV myths, primarily that women instigate abuse and sometimes enjoy it. Affects of this medium on young people have been of concern to researchers, as individuals within this age group are considered developmentally susceptible to gendered scripts. Study participants disagreed about whether the video was harmful to youth or served an educational purpose. However, they consistently applied a double standard when evaluating Eminem and Rihanna. Findings from this research demonstrate that young adults actively filtered media messages according to their experience and education. However, gendered blame for IPV persisted. In this presentation, we will discuss implications for campus-wide education and specialized coursework. The presenters will also share tips for recruiting young adults for focus group studies.

Thang, Nguyen Duy, *Cooperazione e Sviluppo (CESVI), Hai Phong, Vietnam*
Working in Partnership with Interpreters: Studies on Individuals Affected by HIV/AIDS in Vietnam

See Maradik Harris, Lesley Beth

Themane, +mahlapahlapana Johannes, *University of Limpopo*
Teachers' reflections in curriculum improvement and an on-going professional development: the case of Advanced Certificate in Education, Limpopo Province, South Africa

This paper reports on teachers' reflections as a source for curriculum improvement and an on-going professional development. The study used the

implementation of a Child Friendly Schools programme in the Advanced Certificate in Education as an organizing tool for the teachers' reflection. The study adopted a qualitative research approach, where a case study design was followed. Ten teachers were selected through a purposive strategy as participants for the study. Data were collected through three methods: interviews, document analysis and observations. The findings show that teachers' reflections was a useful tool as a participative intervention strategy for curriculum improvement and an on-going professional development.

Therriault, David, *University of Florida*
Crossing of disciplines: Where the whole is greater than the sum of its parts

   See Lee, Christine

Thiel, Jaye, *The University of Georgia*
Joyful Digression in Post-Intentional Phenomenology

   See Hofsess, Brooke

Thomas, Quincy, *Bowling Green State University*
The Kids Aren_t Alright: A Child_s Conceptualization Of Authority As Shaped By Comic Book Narratives

   In this paper I will be exploring the ways in which the narratives within comic books can often be major contributing factors in the shaping of children_s understanding of right and wrong, gender roles, and authority figures. To do this I will examine how, as a child, I looked to comic book stories and characters to help me construct my belief system in regards to the divorcing of my parents, religion, and race. As my research focuses on the power and representation of the twentieth-century superheroine, an examination of my childhood, and the fictive foundations upon which I came to understand the world, power, responsibility, and female representation, is vital.

Thompson, Audrey, *University of Utah*
Unstitching Time: Creative Social Inquiry and Pedagogies of Undoing

   However affirming and student centered antioppressive pedagogies may aspire to be, they traffic in projects of educational undoing. Students are asked to revisit previously unexamined heterosexist assumptions, problematize cherished white or middle class values, and undo familiar gender habits. Although social justice educators encourage students to divest from practices of dominance and privilege, the impulse of even the most engaged students may be to mend the consequences of pedagogical undoing: to attempt to recover whatever integrity can be discerned in their remaining beliefs and competencies. In calling for change, antioppressive teachers dream of whole cloth transformation; however, students (and indeed teachers themselves) may seek to restore a nostalgic, imagined wholeness through invisible piecemeal mending. This paper examines the surprising forms of change made possible when pedagogies of undoing are released from nostalgic ideals. Harnessed instead to aesthetic adventure, pedagogies of undoing allow students to invent and explore new competencies.

Thompson, Emily, *Tennessee Technological University*
Pleasure Packs a Punch: Adolescents Speak about Reading for Fun at School

See Baker, Julie C

Tilley-Lubbs, Gresilda A., *Virginia Tech*
The Inquisiton/Torture of the Tenure Track

This autoethnographic narrative addresses the mental anguish and chaos that were the author_s constant companions during the year of waiting for the results of her tenure decision at a Research I university. Having chosen a non-traditional path to tenure, she found that autoethnography and critical peda-gogy could be acceptable forms of scholarship despite their creating numerous questions and consternations on the part of all involved in the process. She uses performance autoethnography and reflexivity to make sense of the process of moving through self-questioning and doubt into a place of renewed and revital-ized strength and belief in her Self and her writing. She concludes with further questions about the tenure and promotion process and the devastating effect it can produce on faculty who covet the assurance of a permanent position in a university.

Tillmann, Lisa, *Rollins College*
Remembering a Cool September: A Documentary Film about LGBT Civil Rights on and since 9/11/2001

Evangelist Jerry Falwell infamously blamed the terrorist attacks on, among others, feminists and gay people. For LGBT persons in particular and on human rights in general, how far has the U.S. come in the years since? To where do we still need to go? What should we remember about September 11th? What les-sons about inclusion and marginalization does 9/11 teach?

Timonen, Virpi, *Trinity College Dubiln*
Emergent Reconstruction in Constructivist Grounded Theory

See Conlon, Catherine

Todorova, Irina L.G., *Northeastern University, Boston, US*
Healthcare Professionals_ Discourses Regarding the HPV Vaccine and Parental Responsibility: Perspectives from Eastern Europe

New preventive technologies offer insight into psychological, social and cul-tural landscapes. We conducted interviews with 16 health care professionals in Bulgaria about their attitudes and practices related to HPV vaccination, and rec-ommendations for policies. The verbatim transcribed interviews were analysed through thematic and discourse analysis. We illustrate providers_ contradictory constructions of the vaccine as they engage in _taming the uncertainty_ regard-ing its introduction. These include a normalization of risk of medical innova-tions, acclaim of potential for eliminating disease while ignoring the sexual dimension of transmission, and uncertainty about its gendered dimensions. We identify judgmental discourses regarding parents_ decisions, health profession-als_ responsibilities and vaccine commercialization. Providers attribute existing fear to parents_ lack of information, and historical mistrust of the health system. In its travel to Eastern Europe, The HPV vaccine illuminates relevant historical

legacies around power, mistrust, blame and, professional identity, as well as the specifics of current health system changes.

Toledano-Toledano, Filiberto, *Hospital Infantil de M,xico Federico G¢mez, Instituto Nacional de Salud. Psicolog¡a y Trabajo Social, UNAM. Instituto Nacional para el Desarrollo Humano y Social, INDEHUS.*
Meanings of family functioning in a group of women with migrant husband

The Migration is a dynamic process between the human capital, and social-culture of the people, it is interdependent with the social networks of the State, the market, society and the family originates from social spaces multidetermined and involves an individual decision, family, socio-cultural and community (Tole-dano-Toledano,2012) OBJECTIVE: To understand the meanings and attitudes of family functioning in a group of women with husband migrant. METHOD: An exploratory study, 27 women were interviewed and included in three focus groups with four sessions, from the criterion of saturation of the information. The instruments used were a guide to individual interview - group, indent for the development of the focus group, field journal and observation records. RESULTS AND DISCUSSION: The content analysis revealed four areas of family functioning from which they live, mean and act in everyday life: Cohesion, positive family environment, hostility and problems in the expression of feelings.

Toledano-Toledano, Filiberto, *Hospital Infantil de M,xico Federico G¢mez, Instituto Nacional de Salud. Psicolog¡a y Trabajo Social, UNAM. Instituto Nacional para el Desarrollo Humano y Social, INDEHUS.*
Meanings and sociocultural practices of family resilience in primary caregivers of Pediatric chronic patients

INTRODUCTION: The chronic pediatric disease transcends the individual life, family and culture (Toledano-Toledano, 2012). Resilience is a dynamic process that involves mobility of family resources and strategies to resist, con-front, overcome (Walsh, 2003) and adapt positively to adversity (Luthar, 2006). OBJECTIVE: To explore the meanings and sociocultural practices of family resilience before the pediatric chronic disease. METHOD AND MATERIAL: In an exploratory study, there were a total of 24 primary caregivers, through technical individual interview and focus group to collect descriptive informa-tion. The instruments used were individual interview guide - group, indent for the development of the focus group, field journal and observation records. RESULTS: The content analysis allowed us to identify 10 dimensions associated with the family resilience: individual strength, attitude to the challenge, belief system, welfare, attribution of adversity, coping strategies, cognitive strength, optimism, socio-cultural and social support.

Toledano-Toledano, Filiberto, *Hospital Infantil de M,xico Federico G¢mez, Instituto Nacional de Salud. Psicolog¡a y Trabajo Social, UNAM. Instituto Nacional para el Desarrollo Humano y Social, INDEHUS.*
The Social representations of HIV-AIDS: relationship with human rights and discrimination

BACKGROUND: The social representation of HIV-AIDS has surpassed the biological dimension, organic, psychological, medical and scientific of what is really the disease itself, with impacts on the daily lives of the people (Toledano-

Toledano , 2005). OBJECTIVE: To know the social representations of HIV/AIDS and its relationship with human rights. MATERIAL AND METHOD: An exploratory study, 52 participants were interviewed individually and in groups on the basis of the criterion of saturation of the information were conducted three focus groups in four sessions. The instruments used were individual interview guide - group, indent for the development of the focus group, field journal and observation records. RESULTS AND DISCUSSION: The content analysis reveals that the social representations of the HIV-AIDS is justified emotions such as fear and are structured by ignorance, fear of infection by exclusion, unconsciousness, homosexuality, intolerance, rejection, risk practices, indifference, discrimination, infection" Human Rights, disease and death.

Toledano-Toledano, Filiberto, *Hospital Infantil de M¸xico Federico G¢mez, Instituto Nacional de Salud. Psicolog¡a y Trabajo Social, UNAM. Instituto Nacional para el Desarrollo Humano y Social, INDEHUS.*
Qualitative research in health sciences: theory, research and practice

BACKGROUND: The importance ontological, epistemological and methodological of paradigm comprehensive interpretive, makes it possible to integrate the theory, research, and practice of qualitative research in health science (Toledano-Toledano, 2011). OBJECTIVE: Is characterize of qualitative research in health as a systematic process, flexible, objective-subjective, valid and reliable, with scientific rigour from the object, subject and method. METHOD AND MATERIAL: Is made up of a search in the EBSCO database, PUBMED, OVID, PROQUEST using key words qualitative research, then the information is arranged hierarchically considering aspects of theory, research, and practice of qualitative research in health. RESULTS AND DISCUSSION: The findings suggest empirical models of qualitative research in health to investigate the intentions, constructions, phenomena, structural processes, historical changes in the cultural meanings and practices related to health and disease. Qualitative Research on problems of health care systems; interpersonal relationship, primary caregivers, psychosocial aspects and quality of life.

Tomen, Bihter, *Southern Illinois University*
Framing Rights-Claims: Paradoxes in Turkish Group Demands

The secular model of Turkish democracy is paradoxical. While it upholds the ideals of Western modernity, it diminishes plurality in the public sphere. Many scholars argue modern Turkey represses particular expressions of difference to construct and universalize a distinct Turkish identity. My preliminary research exposes a paradox about how social groups negotiate their rights claims. While some groups demand group rights, they frame these demands in terms of individual rights-claims. Others appeal to group rights to gain recognition in public sphere. What determines this decision? My project will contrast two case studies which will highlight this puzzle: Kurdish Institute of Istanbul and Mazlumder. The former group demands group rights for Kurds while the latter appeals to individual human rights for Islamists. The contribution of this study is to understand what strategies social groups use in order to be part of the public sphere in societies where public sphere excludes difference.

Tonetto, Veridiana, *PUCRS*
The Brazilians Social Workers Ethical Political Project and its materialization in Mental Health Policy

See BELLINI, MARIA ISABEL BARROS

Tordecilla, Rosa, *Universidad de Antioquia, Facultad Nacional de Salud Publica*
Bienestar y Enfermedad en Ind¡genas Tikuna y Cocama del Amazonas: Una Experiencia Fotovoz

See Cristancho, Sergio

Torres L¢pez, Teresa Margarita, *Universidad de Guadalajara, M‚xico*
El Acoso Psicol¢gico Laboral desde la mirada de un Perpetrador: Un Estudio de Caso

See Acosta Fern ndez, Mart¡n

Torres L¢pez, Teresa Margarita, *Universidad de Guadalajara, M‚xico*
Globalizaci¢n, Trabajo precario y Enfermedad desde el Modelo de las Determinantes Sociales de la Salud

See Acosta Fern ndez, Mart¡n

Torres, Carlos, *University of Memphis*
Teen Identities (Re)Born: Examining Identity Transformation and Bereavement Amongst Adolescents Who've Experienced Perinatal Loss

Within the decades-spanning bereavement literature on perinatal loss, little research has explored and assessed the impact of a miscarriage or stillbirth on adolescent girls. The studies that explored perinatal loss among teens did not examine changes in self and identity after loss. The current study recruited 6 African-American and Caucasian females ages 14-18 and examined their notions of self before, during, and after pregnancy. Adolescents_ notions of self were examined using a qualitative methodology informed by Dialogical Self Theory. Narrative inquiry provided the methodological rationale for the study. Developmentally appropriate arts-based methods were used to collect stories of self, which had participants explore and express notions of pre-pregnancy, pregnancy, and post-loss identities. Analysis examined how notions of self changed between time periods, how teens made meaning of their pregnancy and loss, and how they experienced and expressed bereavement from differing identity positions.

Torres, Julio Nicolas, *Facultad de Medicina - Universidad de Antioquia*
The Meaning of Education on Child Rearing in a National Program of Early Childhood

See Pe€aranda, Fernando

Toyosaki, Satoshi, *Southern Illinois University, Carbondale*
Self, Relationship, Positionality, and Politics: A Community Autoethnographic Inquiry into Collaborative Writing

See Pensoneau-Conway, Sandy

Toyosaki, Satoshi, *Southern Illinois University, Carbondale*

Tracy, Sarah J, *Arizona State University - Tempe*
Markers, Metaphors and Meaning: A Playful and Visual Approach to Teaching Interpretation

In this paper, we discuss a pedagogical activity for teaching metaphor analysis. Metaphors_words that compare one thing (e.g., a classroom) to another (e.g., to a party, competition, or prison)_provide vivid pictures of how people experience and frame their world. Abundant in most types of textual data like interviews, documents, and fieldnotes, metaphors are often difficult to identify and analyze. The activity we discuss helps students to literally _see_ metaphors as they pick up markers, and draw what a common issue (e.g., school) _feels_ like. Then students write descriptors of their drawing, before sharing with the class. The activity proceeds via a class-wide analysis, examining the implications and groupings of metaphors, and how complex interpretations might emerge (e.g., how might student creativity differ depending on metaphorical framing of the classroom?). As a result of the activity, students are better able to see and analyze metaphors in their own data.

Trella, Deanna L., *Northern Michigan University*
Experiences of Homelessness among Singles and Families in a Rural Area: Comparing Coping, Felt Experiences and Unmet Needs

Relying on data from 116 audio recordings of in-depth interviews in Michigan_s Upper Peninsula, , this research applies a sociorational choice framework in exploring coping behaviors and felt experiences of homeless adults with children. Findings suggest services for homeless families are available but many avoided agencies because they feared being reported to child protection services. Assistance offered by extended family was often limited to a portion of the family and in many cases there were strings attached_e.g., leaving a partner, giving family members custody of a child, financially contributing to the household, sharing food stamps. Help from friends was limited for many homeless families due to space and financial constraints. Parenting while homeless created anxiety for many participants as they struggled to meet their children_s needs while avoiding detection from anyone who may threaten to break up their families. Implications for policy, services and theory are presented.

Trethewey, Angela, *Arizona State University*
Daddy Boot Camp: Articulating Discourses of Militarism, Managerialism, and Consumerism

See Zingsheim, Jason

Trier-Bieniek, Adrienne, *Valencia College*
Reflexive Blogging: Bringing Strong Objectivity to the Internet.

While I was working on my dissertation I kept a reflective blog via Google_s _blogger_ software so that I could both record my thoughts and receive feedback on my experiences while I was interviewing and observing participants. My research, which focused on how women have used music to heal themselves, had already used message boards and Facebook pages as recruitment methods, garnering me a small group of people who were interested in my work. This

interest became a practice in Sandra Harding_s concept of strong objectivity. As I blogged reactions to concerts I attended and/or themes which emerged from the interviews I would receive insight from people all over the world. This exchange with strangers, while I was processing my data, helped to understand the impact my research could have on people outside of academia and cemented my thoughts on feminist research as an exercise in reflexivity.

Troche, Ursula Waltraud, *The Change Collective*
'Shamanic Research Methodology': a new opportunity from the academic outside

Academia, despite its frequent innovations and transformations, can be a restrictive place, especially for those of us pursuing decolonial and/or conceptual work. Our research methodology often follows idiosyncratic rhythms developed by our analysis of experience, histories, biography cosmology. This presents opportunities for the expansion and/or recognition of (other) knowledges and consciousness. It is a methodological journey towards freedom and truths in a way that pushes us outside academic conventions. In this paper I discuss how I have come to develop this into shamanic research methodology. I will discuss my own journey towards shamanic research whilst engaging in postcolonial research on 'race'. I specifically discuss the significance of liminality, self and cosmology and how they inform the research. I then link this to the Archeology of Knowledge (Foucault, 1984), the notion of congruence (Rogers 1961), the Seventh Moment (Denzin and Lincoln (2000) and further, Gramsci, Gadamer, Bhaba (1994) and Tedlock (1991).

Trujillo, Johanna, *Instituto Colombiano de Bienestar Familiar*
The Meaning of Education on Child Rearing in a National Program of Early Childhood

See Pe€aranda, Fernando

Tryc, Lindsay, *Grand Valley State University*
Sensitive subject matters: What determines vulnerability in Social Work research?

See Mulder, Cray

Tseng, Chao-Ling, *University of Wisconsin-Madison*
Unpacking Neoliberal Imaginary in Asia: Envisioning Better Early Childhood Education?

See Lee, I-Fang

Tsuyama, Keiko, *Kansai University of Welfare Sciences*
Empowering resilience of nursery care staff through peer supervision group

See tokutsu, shinko

Tucker, Jennifer, *University of Michigan School of Social Work*
Case Notes to the Crazy House: Social Work Documentation of Older Adults: Transitions to Eloise Poor House and Asylum in Detroit, 1929-1949

Social work historians have increasingly used case notes as primary source data in qualitative research despite challenges related to distortion, documentation errors, and missing data.ÿ Examining archival case records from Depression-Era Detroit through ethnographic and narrative content analysis, this paper discusses the transitions of twenty-one older adults from home-based assistance through the Luella Hannan Memorial Home to residential care at the _Crazy House__a massive 902-acre complex that constituted the Eloise Poor House, Asylum, and Hospital of Wayne County.ÿ The primary theme to emerge from this research involves the significance of the hospital in the conflict, confusion, and lack of consensus during an older adult_s transition process.ÿ Current implications for social work research, policy, and practice include continuing efforts to change the historically disenfranchised role of both older adults and social workers in medical care teams.

Tuel, Alexander David, *West Virginia University*
Community College: A Photographic Approach to the Educational Experience

Community colleges, regardless of educational background or financial means provide the opportunity for all people to advance their education and careers. Yet, degree completion and educational attainment remains low within these institutions. The purpose of this study is to better understand how nontraditional students experience their education at a community college and how the institution can shape policy to enhance its services to this student population. Using a phenomenological framework data was collected from a single student who took photographs and was interviewed in an attempt to gain the essence of the student educational experience. Academic and external themes provided interesting insight to educational experiences on and off campus. I intend to demonstrate that a college_s ability to retain students depends in part on the degree to which it can measure student expectations and perceptions of the college and to determine what the college can do to meet those expectations.

Turner, Becky, *University of Plymouth*
Becoming-professional? Engaging the post-human to inquire into notions of identity and practice.

See Gale, Ken

Tyler, Susan P, *tylersn@uc.edu*
Urban Food Deserts and Poverty: Identifying the Problem, Creating the Solutions

Urban food deserts occur in predominantly low income neighborhoods that are often centrally located within cities but lack physical or economic access to healthy foods. Lack of access to nutritious food can lead to health consequences, such as adult and childhood obesity, heart disease, and diabetes. Using a community-based participatory research approach, the purpose of this ongoing project is to support community members in identifying their current local access to healthy food, considering additional options to improve food access, and inviting area food providers to join the community in an effort to supply

healthier choices. This project will employ a series of town meetings, discussions with food store owners/operators, consideration and implementation of access to alternative food sources and local capacity building. Building partnerships between community members and local food store operators can improve access to healthy food choices.

Uhlig, Susan, *Penn State University*
Wish You Were Here: Arts-Based Auto-Ethnography through Post Cards

   This autoethnographic, arts-based research project utilized mobile technology and software applications to facilitate an exploration of my interactions with and navigations through a new environment, new colleagues, and new situations as a first year doctoral student in art education. Through the use of camera and postcard applications on the iPhone, I investigated and exposed relationships of disparate elements I experienced each day for a month. Messages written on or about the postcards conveyed ironies, juxtapositions, oppositions, or commonalities, and often subverted my own assumptions about graduate student life. This project also involved both the reciprocal participation of friends in sending and receiving postcards and documentation of my reflections on a blog opening the conversation to a global audience for each day_s postcard. I view the postcards as social conversations bridging digital and physical communications through visual culture. I will share and discuss the series of postcards resulting from the project examining ephemeral qualities of sending, receiving, and collecting mailed postcards and what those qualities suggest for future autoethnographic study.

Urban, Mathias, *University of East London, Cass Schoolof Education and Communities*
Negerkind. Control, Salvation and Racialisation as Three Interconnected Modi of Early Childhood Micro and Macropolitics in Contemporary Europe: The Urgent Case for Radical, Critical Inquiry

   Across Europe, _early childhood_ has become a powerful desiring-machine (Deleuze & Guattari, 2004) and is increasingly assigned a pivotal role in societal attempts to resolve a tangle of multi-faceted crises, _problematiques_ (Morin, 1999) and cracks in the dominant neo-liberal imaginary (Ball, 2012) of dysfunctional, unequal and unjust societies (Urban, 2012). We identify three key interconnected working modi: control, salvation, and racialisation. To distort the imaginary, we draw on the figure of the savage, instinct-driven Neger (negro) and the Negerrasse (negro-race) that features so prominently in the white supremacist teaching of early 20th century German philosopher Rudolf Steiner (1923) _ whose pedagogy, a century on, is seen and practiced by many as an alternative to overly formal, subject driven curricula of state/public early childhood education, especially in English speaking countries (irony of history?). Children from marginalised communities are conceptualised as the untamed Other, resulting in the perpetuation of racist policies and practices.

Uzun, Metehan, *Canakkale Onsekiz Mart University*
A Discourse Analysis of Medical Education and its Philosophy in the Ottoman Empire

In the early years of medical education in the Ottoman Empire the master-apprentice relationship is maintained. Medicine and surgery was functioning as separate occupational groups in the early years of the Empire. The need for physicians in the country was covered by the physicians educated in the country as well as physicians coming from Europe and Middle East. The education was generally performed in a hospital or a master's clinics. For this reason, surgical training has gained particular importance. _n these schools, French, Turkish and Arabic languages were the language of instruction. Many physicians from Europe were part of the work on the establishment of first medical schools. Medical education has evolved in the civilian and military school divisions. The Ottoman Medical Education can be divided into the first period dominated by the concept of Islamic Medicine and the second period dominated by the concept of the European Medicine.

V zquez, Paula, *Universidad Panamericana*
La imagen del narcotr fico en el cine mexicano

Actualmente la Rep£blica Mexicana se ha visto envuelta en una escala de violencia provocada por una llamada guerra por parte del gobierno mexicano en contra del narcotr fico. En esta guerra se ha hecho, principalmente en los noticieros y el cine, una imagen, en vestimenta y forma de ser sobre los llamados narcos. Esta investigaci¢n realizada mediante un an lisis de contenido cualitativo ha analizado tres pel¡culas mexicanas recientes: "Salvando a Soldado P,rez" (G¢mez, 2011), "El infierno" (Estrada, 2010) y "Miss Bala" (Naranjo, 2011). A ra¡z estas cintas de gran ,xito, se ve que la imagen del narco es tratado como la de un anti-h,roe, un personaje sin compasi¢n, que viste con un estilo "ranchero" y pretencioso que no oculta su labor. Esta imagen es intencional, buscando sembrar el temor entre la poblaci¢n.

V,lez-Agosto, Nicole M, *University of Puerto Rico, Aguadilla Campus*
Teaching Critical Qualitative Inquiry in Psychology

Undergraduate methodology courses in Psychology emphasize traditional research within a post-positivism paradigm. Few undergraduate methodology courses teach qualitative inquiry and those that do, teach usually within a post-positivism paradigm also. We propose, from a critical pedagogy framework, some teaching strategies for qualitative inquiry from alternative paradigms and alternative epistemologies. Among them, a concept mapping of research paradigms, history of qualitative inquiry and qualitative methods in Psychology; critical discussions on rigor criteria; the practice of methods using the students as researchers and subjects and including later a critical reflection of the process; online reflexive diaries and the preparation in stages of a qualitative inquiry proposal directed towards a community necessity and using a critical qualitative methodology. These strategies are presented in order to construct the teaching/learning process of qualitative inquiry in Pscychology from a critical standpoint.

V,lez-Agosto, Nicole M, *University of Puerto Rico, Aguadilla Campus*
A Grounded Theory about Suicide Narratives on Internet Newsgroups: Construction and Media Contagion of Suicide

This paper presents the findings of a dissertation about the construction of a grounded theory from suicide narratives in two Internet newsgroups: alt.suicide.holiday (ASH) and alt.suicide.methods (ASM). ASH and ASM have been a focus of research mainly from post-positivist and quantitative perspectives. Constructive grounded theory methods and Potter and Wetherell discourse analysis strategies were used. The emerging theory, as a result of this research was the Suicide Media Construction of a Virtual Community. Under this framework, discussion groups ASH and ASM are a virtual community in which suicide is constructed as a virtual and shared experience among the participants of the community and allows varied views about suicide that can_t be done through other venues because of prejudice. Among those views is that suicide is as an existential choice and an action oriented towards a future to deal with perceived pain and anguish.

V,lez-Agosto, Nicole M, *University of Puerto Rico, Aguadilla Campus*
Subjectivity of Critical Psychologists: Multiple Identities

How do we assume in our every day lives the identity of critical psychologist? As Critical Psychologists we acknowledge how our own values and experiences affects us and we try make them visible in our inquiries. However, when one assumes postmodern subjectivity and complexity, we also assume conflicting values, multiple identities and conflicting roles that are subjected to a historical and social context. This leads to struggles, for example, acknowledging privilege or questioning morality, that critical psychologists have in the academia, in their work and in their personal lives. Even though, some critical psychologists have talk about their struggles, it does not remain clear how the transition between psychologist and critical psychologist emerges and how an ethical position can be taken in spite of the struggles and complexity they entail. Our aims are: to reflect on the struggles to become a critical psychologist and to examine possible ethical positions.

Vagle, Mark D., *The University of Minnesota*
Trying Not to Tame Post-Intentional Lines of Flight

See Breslin, David

Valdivielso Navarro, Joaqu¡n, *Faculty of Philosophy. Universitat Illes Balears.*
Conceptual Analysis: resistance from Foucault's work

See Moreno, Cristina

Valentine, Keri, *The University of Georgia*
Post-Bridling: Tracing One_s Dialogue with a Phenomenon

Rather than _setting aside_, a form that often takes shape with Dalhberg et al._s (2008) bridling, we advocate a post-bridling (Vagle) of _interrogation_ in order to be open, present, and transparent in the work we do as researchers. Post-bridling does not claim a position of _holding back_ our influence, but seeks to trace the dialogue we enter with the phenomenon, the participants, our-

selves, the world, and the shifts and changes inherent in and through the passing of time. The authors will contrast bridling and post-bridling using examples in our own work relating to spatiality, embodiment, and multi-modality. Our intent is to show how the central practice of post-bridling in post-intentional phenomenological research seeks to capture tentative manifestations as they unfold over time, in dynamic relations, and add a _living_ dimension for those who in turn seek to engage in the phenomenon_s unfolding.

Valero-Oteo, Irene, *Universidad de Salamanca*
Analytical model for the study of the interaction of science and religion

See Valero-Matas, Jesus Alberto

Valles, Jesus I, *Akins High School*
Transit Tales of Moving Labor: An Ethnography of Latina Domestic Workers and Mobilities

Attempting to make sense of movement as an interpretive metaphor and an economic and embodied act for Latina domestic workers, this ethnographic work is guided by the research question, _What relationship, if any, lies between the bodies of Latina domestic workers and the structures of urban mobility in Los Angeles?_ Through a half-year engagement with Latina domestic workers in L.A., this work attempts to complicate and deepen our understandings of the lives of Latina domestic workers. Cultural discussions about domestic work are still fairly limited and as long as we continue to scandalize or laugh at the Latina domestic worker, the task of insuring this laborer the dignity she deserves is far from complete. Theoretically, I invite qualitative communication scholars to explore mobilities as a theoretical lens that can deepen our understandings of communication in the age of globalization

van Amsterdam, Noortje, *Utrecht University, School of Governance*
The Leaky Body Un/covered. An Autoethnographic Account of Pumping Breast Milk at Work.

This presentation is a storied account of my experiences with pumping breast milk at the university where I work. I will use poetry and personal narrative to illustrate some of the tensions that were evoked by my leaky body in a place where thoughts, ideas and theories are privileged over embodied experiences. While translating my experiences into written text I analyze how several tensions _ e.g. body versus machine, purity versus pollution, work life versus private life, and inside versus outside _ materialized in conjunction with popular discourses about nursing and motherhood. I use the metaphor of uncovering and covering up the body to unpack _ from a feminist poststructuralist perspective _ some of the power structures that shaped my experiences with pumping breast milk in this specific organizational context.

Van Cleave, Jessica, *Mars Hill College*
What About What I Can_t Say? Considering Ethics in Elite Interviewing

See Bullock, Erika C

Van Cleave, Jessica, *Mars Hill College*
Authoring Unintended Texts

Foucault (1983) said, _[w]e know what we do. We know why we do what we do. What we don_t know is what what we do does_ (as cited in Dreyfus & Rabinow, p. 187). This paper draws on the impossibility of knowing where our work goes and what it does in order to explore how authorial intention functions in academic texts. We analyze both a manuscript in which we attempted to do authorship differently and the reviewer comments for that manuscript to consider how that paper simultaneously reinforced the idea of the unitary author, disrupted that idea, and did something completely unexpected. That analysis led us to recognize that for us, the author is not merely a problem to be solved. Rather, the author becomes the persistent perplexing question we must address every time we write even when doing authorship differently is not the purpose of our work.

Van de Putte, Inge, *University of Ghent*
Video Action Research: Developing a Support Concept for Teachers in Working with Diverse Students

The special needs coordinator (SENCO) support teachers in adapting their approach so all the children can participate. SENCOs have the feeling their support is not always effective. They experience a lot of resistance from teachers to change their way of working. This was the starting point of the action research. Five SENCOs investigate their own practice and developed together a support concept. The action research was captured on film as conversations between SENCO and teacher and actions in the classroom. Strong moments were picked out of the video material and were used in intervision between the SENCOs. Research and action were closely linked. Each of the participant had the opportunity to adapt the support concept to the context of their own school. The action research had a big influence on their own agency and feeling of leadership. The support concept is now being implemented in several Flemish schools.

VanKuiken, Debra M, *Xavier University*
The Experience of Knitting: Emotional Affect, Mindfulness, Cocooning and Community

See Vaughn, Lisa M.

VanKuiken, Debra M, *Xavier University*
Community Needs, Assets and Solutions in Managing Poverty

Poverty has been linked to poor outcomes in education, health, mental and social well-being. In this study, nine discussion groups were held with 91 diverse community members who receive government services (e.g., food stamps, Head Start) and report living in poverty. Eight salient themes about needs, assets, and solutions emerged from the group discussions: practical realism; hope/resiliency; individual responsibility; vulnerability of others; broken systems; community assets; barriers to getting out of poverty; and the need for support/community connection. Participants recognized that they live within complex systems of personal, community and governmental supports and a variety of untapped resources. Despite uncertainty in their ability to improve their situation and neighborhoods, all groups indicated that they are hopeful and resilient and want

to change things for the better. The tension experienced of these community members in managing poverty is described using Lewin_s force field analysis of positive forces and obstacles to change.

VanKuiken, Debra M, *Xavier University*
Community Needs, Assets and Solutions in Managing Poverty

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Vannatta, Seth, *Morgan State University*
Feeling Data: Inquiry, Reality, and Purpose in Scientific and Narrative Medicine

In this paper I use the systematic philosophy of Charles Sanders Peirce to defend the use of narrative medicine in the training of physicians. After explaining the project of narrative medicine in general, I illustrate how Peirce_s philosophy shows the way narrative functions by situating narrative in a theory of meaning, inquiry, and a systematic metaphysics. Peirce_s category of Thirdness, (law-like relations which govern the future), not only includes the quantifiable, the domain with which the medical establishment is most familiar, but also the qualitative law-like relations which govern the future as norms and regulative principles. Qualitative data show that narrative competence results in the improvement of empathic doctor-patient relations, diagnostic accuracy, and the alleviation of patient suffering. Therefore, a Peircean mode of inquiry, scientific, but not tied to a quantitative gold standard, results in need to attend to narrative medicine in medical education.

Vanover, Charles, *University of South Florida Saint Petersburg*
Inquiry Theatre

This symposium is organized around an approach to ethnodramatic performance I describe as Inquiry Theater. Verbatim transcriptions from narrative interviews are performed in an interactive setting that uses collaborative structures intended to improve professional practice (See Cochran-Smith & Lytle, 2001; MacDonald, Mohr, Dichter, & MacDonald, 2007). The goal of the performance is to help audience members understand the social forces that shape their lives and to build community and connection (Denzin 2003). Inquiry Theater pieces have the same basic structure. A facilitator frames the data and the social issues to be addressed; audience members sit in groups and examine some of data that will be performed later in the show; actors take their places; and the

ethnodrama begins. No judgments are rendered; no claims are made; audience members are asked to use the performance to deepen their understanding, and experience the data as a work of art (Saldana, 2011).

Vanover, Charles, *University of South Florida Saint Petersburg*
Creating Stories, Leading Analysis, Guiding Performance

One summer, I asked 7 experienced, NBPTS certified teachers from the Chicago Teacher_s Union Quest Center and a comparison group of 5 beginning teachers to speak about the students_ they cared for and lessons they were proud in a series of face-to-face, narrative interviews. I wished to learn about the joys and hardships that shape teachers_ labor and to inquire into the skill and commitment that shapes life at school. In the years since those sessions, I have worked with researchers, graduate students, directors, and performers to deepen my knowledge of the worlds evoked by the interviews. As, quite literally, the legal guardian of the narratives, during the talkback I will discuss how _They are Only Going to Steal Your Cars_ evokes (Bagley, 2008; Eisner, 2001) the hundreds of stories shared in the interviews and communicates the heart, craft, and suffering that_as Ladsen-Billings and Steedman, emphasize_are woven deep into the fabric of schoolwork.

Vasconcelos, Mardˆnia Gomes Ferreira, *Universidade Estadual do Cear*
Praticas e Processos nas Dimensoes Constituintes da Atencao Psicossocial

See Jorge, Maria-Salete Bessa

Vasquez, Anete, *Kennesaw State University*
The Comprehensive University: The Quicksand of Academe?

The comprehensive university has been referred to as the _ugly duckling of higher education_ because it does not fit neatly into the conventional classification system of academe being neither a research university nor a liberal arts college. Despite claims of promoting a more dynamic understanding of scholarship through the Boyer Model, the rigid categories of research, teaching and service still reign supreme. This autoethnography details one tenure-track faculty member_s attempt to navigate the tenure process in an ill-defined landscape that shifts underfoot in the midst of the journey where she discovers that the more she struggles, the faster she sinks as well as the importance of travel companions who can extract her from the mire when it gets too deep.

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Urban Food Deserts: Identifying the Problem, Creating the Solutions

Urban food deserts occur in predominantly low income neighborhoods that are often centrally located within cities but lack physical or economic access to healthy foods. Lack of access to nutritious food can lead to health consequences, such as obesity, especially in children, heart disease, and diabetes. Using a community-based participatory research approach, the purpose of this ongoing project is to support community members in identifying their current local access to healthy food, considering additional options, and inviting area food providers to partner with them to provide more and healthier choices through a series of town meetings, discussions with food store owners/operators, consideration and

implementation of alternative/alternative food sources, and community engagement. Building partnerships between community members and local food store operators can improve access to healthy food choices.

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
The Experience of Knitting: Emotional Affect, Mindfulness, Cocooning and Community

The art and craft of knitting has resurfaced and grown in popularity with celebrities, trendsetters, and _ordinaries_. Knitting has moved from _old ladies in rocking chairs_ and acquired an urban _postmodern ambience_ (Parkins, 2004). Knitting has many individual benefits and if done in a group can serve as a connector to others and as a supportive and/or therapeutic community. Knitting has been touted as the _new yoga_ because of its ability to create a relaxation response similar to meditation (Marer, 2002). Using group discussions, observation and journaling, this qualitative study is currently being conducted with 60 diverse adult and child knitters to explore their experience of knitting and its relationship to emotional affect, thought process in terms of mindfulness, slow-living/cocooning values and community.

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Community Needs, Assets and Solutions in Managing Poverty

See VanKuiken, Debra M

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Community Needs, Assets and Solutions in Managing Poverty

See VanKuiken, Debra M

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Urban Food Deserts and Poverty: Identifying the Problem, Creating the Solutions

See Tyler, Susan P

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Community Perspectives on Poverty

See Stegall, John

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Poverty, Stress and Coping in Latino Immigrant Youth within a Non-Traditional Migration City

See DeJonckheere, Melissa

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of*

Cincinnati College of Medicine
Poverty of Diversity in the Ivory Tower-- The Paucity of Black Doctoral Students

See Burbanks, Samuel

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Poverty, Stress and Coping in Latino Immigrant Youth within a Non-Traditional Migration City

Over six million Latino children live in poverty. Latino geographic patterns of growth have spread in the last two decades from traditional gateway cities to central portions of the U.S. Immigrants in nontraditional destination cities face a fundamentally different experience than immigrants to more established destination areas because new destination cities and towns most often lack the institutional arrangements and infrastructure designed to serve Latino populations. Using participatory action research, the purpose of this project is to collaborate with Latino immigrant youth to understand their perceptions of poverty and its relationship to stress and coping within the context of a nontraditional migration city. Working with an advisory board of Latino students to conduct narrative interviews, we will answer three research questions: How do Latino immigrant youth experience poverty? What strategies do these youth use to cope? How are the stress and poverty experiences mediated by protective or support factors?

Vaughn, Lisa M., *Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine*
Youth Perspectives on the Intersection of Race, Poverty, Health and Education through VideoVoice and Photovoice

Navigating adolescence is a challenge in its own right, but it is uniquely difficult for urban minority and immigrant youth who are more likely to experience or witness violence, live in poverty, have less connection to natural mentors and social capital, attend low-resource and substandard schools, and face acculturative stress. This project collaborates with four action groups of urban minority and immigrant youth to define and develop a participatory and visual discourse through VideoVoice and Photovoice. The purpose of the project is to examine youth perceptions of the intersection of race, poverty, health and education from the context of their own lives and their communities. Youth will identify three main themes they can change within their school or community and produce a positive action-oriented activity on at least one or all three issues. Youth will display their visual products at a community forum.

Vazquez, Rosalba, *Universidad de Guanajuato*
Diferencias por G,nero: la Mirada del Personal de una Universidad P£blica en M,xico

See Salinas, Addis Abeba

Velez-Zapata, Claudia, *Universidad Pontificia Bolivariana*
Systematization of experience: Building empathy

Research and writing are seen by the student as an obligation that generates fear and sometimes tedious. This context is the result of the condition of myth that has been given to research and written production. Our teaching strategy combines with Workshop whose theoretical basis in the theory of L. S. Vygotsky's Zone of Proximal Development (ZPD) is understood as a stage or learning environment where they are placed in dialogue and accompanying slogans of an "expert" on a topic, the raw material for the execution of a task, work team and individual achievements. Guidelines for writing the argumentative essay meet the criteria of S. Toulmin. As a seminar directors, we intend to perform a systematization process of the experience / critical thinking - practical discussion between the authors own experience - with the aim of contributing to the production of knowledge and also be made available to other audiences.

Verdecia-Valle, Ver¢nica, *University of Puerto Rico, R¡o Piedras Campus*
Teaching Critical Qualitative Inquiry in Psychology

See V,lez-Agosto, Nicole M

Verstichele, Meggie, *Ghent University*
Students through the Lens of _Disability Identity_, at the University and Beyond, Meggie Verstichele, Ghent University

Disability, _Identity_ and _Disability Identity_ are complex concepts. The researcher looked at those concepts with students at Ghent University, Belgium. In a first phase of the research, three students participated in three in-depth interviews. Next to that phase, a fourth graduate student, who is also a colleague of the researcher, participated. With her,the researcher also discussed themes, topics, concepts and literature. Because of her influence and position, she could be seen as a co-researcher. The first thematic analysis brought an initial insight in important topics students addressed, but was not enough. A more critical, theoretical analysis was needed. The researcher looked at all the data again using the concept of _difference_ and _differenciation_. She shows in the presentation her process of doing this critical qualitative research.

Victor, Ray, *Bethune-Cookman University*
Latinas/Latinos Digitales: How Americans and other nationals of _Hispanic_ descent are establishing social networks via the Internet

See Berry, William

Vieira da Silva, Denise Maria Guerreiro, *Helio guerreiro*
A tuberculose provocando mudan‡as na vida

See DE SOUZA, SABRINA DA SILVA

Vieira, Luiza Jane Eyre de Souza, *UNIFOR*
Circumstances involving the suicide of older people in Northeastern Brazil

See Silva, Raimunda MagalhÆes da

Viga de Alba, Dolores, *Center for Research and Advanced Studies of National*

Polytechnic Institute,
Principles of Empowerment Evaluation: Core Elements for Primary Teachers
Evaluating an Environmental Education (EE) Program in M,xico

See Atoche-Rodriguez, Karla E.

VILLA HOLGUIN, EDISON, *Pedagogo*
HACIENDO PRAXIS DESDE LA ESCUELA: ¨Cual es el papel de la
investigacion accion participante en los escenarios de formacion de maestros con
enfasis en humanidades?

Se reconstruyen acercamientos reflexivos como proceso de investigacion en el
campo de la formacion, nombrando como praxis en la escuela, a la interpreta-
cion de las intenciones, incertidumbres, cuestionamientos, hallazgos y retos que
han emergido en el trayecto de acompa€amiento y reconocimiento de las expe-
riencias del docente en formacion, en el tramite de las relaciones de dominacion
que desbordan los escenarios de la pedagogia y la interaccion discursiva. Cam-
pos de construccion de saber en la transformacion de la subjetividad docente a
traves de la investigacion accion participante.

Villa-Ochoa, Jhony Alexander, *Universidad de Antioquia*
Sense of reality as a "dynamical aspect" in Mathematical modeling

In the last decades, the mathematical modeling has been considered as a learn-
ing enviroment that may be attend some social and critical requirements in the
mathematics classroom. In this paper some results a qualitative case study are
presented. Through a semistructured interview, some aspects that involved in the
changes of the sense of reality in the mathematical modeling were recognised.
The study suggests that the reflections and discussion with colleagues, as well
as interactions with the socio-cultural contexts and their analysis with research
literature, are important to promote some changes in the view's teacher on the
contexts in mathematical classroom.

Villa-Ochoa, Jhony Alexander, *Universidad de Antioquia*
Tecnolog¡as digitales en la comprensi¢n matem tica. El caso de la derivada

En los £ltimos a¤os ha habido un creciente inter,s en la investigaci¢n por
los roles que cumple las tecnolog¡as de la informaci¢n y la comunicaci¢n en
la comprensi¢n matem tica. En la tradici¢n de la investigaci¢n en Educaci¢n
Matem tica, muchas veces el papel de la tecnolog¡a en la comprensi¢n
matem tica ha estado relegado a un veh¡culo facilitador de la comprensi¢n.
En este art¡culo me propongo discutir c¢mo a trav,s de un estudio de casos
de car cter cualitativo se pudo observar la tecnolog¡a como un aspecto que
constituye la comprensi¢n matem tica. En el estudio intervinieron cuatro estu-
diantes de ingenier¡a, algunas de las cuales estaban cursando paralelamente la
asignatura de c lculo diferencial. Los resultados muestran c¢mo la comprensi¢n
matem tica, mas que un proceso que desconoce el papel de los medios, es un
proceso din mico y recursivo producido por colectivos de humanos-con-medios.

Villafranca, Darlene, *Region 20 TX Service Center*
Stories of the Unheard: A Study of Five Mexican American Dropouts Labeled as Demonstrating Learning Disabilities

See Larke, Patricia J

Villagr -Sobrino, Sara L., *University of Valladolid*
Mirroring _Misiones Pedag¢gicas_: Clues for teachers professional development in the 21st century

See Jorr¡n-Abell n, Iv n M.

Villavicencio, Mar¡a-Elena Flores, *Universidad de Guadalajara*
La construcci¢n de la identidad de g,nero en las estudiantes de profesiones no feminizadas

See Rodriguez, Nancy Molina

Viruru, Radhika, *Texas A&M University*
The Impact of Student-Teaching Placements on Professional Learning

Teacher education programs prepare undergraduate education majors for teaching in the real-world, aiming to stress the value of cultural and socio-economic diversity in education. Due to the relatively homogenous socio-economic and socio-cultural climate of traditional placements, one program implemented a policy that placed student-teachers in schools with greater socio-economic and racial diversity. The purpose of this study was to capture the experience of student-teaching in more diverse settings with the objective of exploring how student-teachers characterize feelings and attitudes towards preparedness for authentic challenges teachers face in modern and diverse classrooms. A qualitative survey was sent to 48 student-teachers whose placements were made under the new policy, out of whom 26 responded. Results indicate varying levels of comfort in working with children from diverse backgrounds.

Visse, Merel, *VU medical center, Dept Medical Humanities*
Gender inclusiveness in integrated services: a responsive evaluation

The traditional organizational boundaries between healthcare, social work, police and other non-profit organizations are fading and being replaced by diverse new work forms. Integrated service networks should be more able to support client groups with multiple problems. Diversity in teams enhances creativity and effectiveness. Professionals of these networks work from their own disciplinary history and personal roles, values and relationships. They need to embark upon a complex learning process when starting to work together for the client_s benefit. Responsive evaluation can support this learning process. It is full of ambivalence and conflicting interests. Differences between professionals backgrounds could lead to the marginalization of professionals who do not meet the dominant approaches of working and work from a different personal stance. This case example shows gender as a factor of influence within such a team. How could professionals become conscious of this influence, keep diversity as a startingpoint and at the same time strive towards _inclusive_ cooperation?

Visse, Merel, *VU medical center, Dept Medical Humanities*
"Pink" elderly care

See Leyerzapf, Hannah

Vivoni, Enrique, *University of Puerto Rico*
Cosmopolitan Puerto Rico: The Influences of Corsicans in Puerto Rican Identity
and of Puerto Rican Women in Search of the American Dream

The Royal Decree of Graces of 1815 allowed for the mass migration of for-
eigners to Puerto Rico. In less than a generation, German, British, Irish, Russian,
Polish, Italian, French and Corsican immigrants transformed Puerto Rico into
a multilingual and cosmopolitan island. In this presentation I seek to expand
the spectrum of Puerto Rican identity through a focus on the role of nineteenth
century immigration in the creation of an unprecedented cosmopolitan and
multilingual Puerto Rico. Furthermore, I document some of the Corsican-
Puerto Rican families and the role of Puerto Rican women in the achievement
of the American Dream. This presentation explores the innovative relationship
between cultural history, immigration, and architecture.

Vivoni, Enrique, *University of Puerto Rico*
Puerto Rico cosmopolita: La influencia del corso en la identidad puertorrique€a
y la de la mujer puertorrique€a en su b£squeda del sue€o americano

La Real C,dula de Gracias de 1815 abri¢, desde el asiento del poder metro-
politano, las fronteras de Puerto Rico   †

M ⁉

Vivoni, Francisco, *University of Illinois*
Beyond Urban Decay: Informal Infrastructure and Everyday Urbanism in San Juan, Puerto Rico

The current cycle of capitalist crises is forging contradictory urban landscapes in cities across the world. High-rise luxury dwellings and fortified peripheral settlements sharply contrast with slum encroachment and homeless rough sleeping. In San Juan, Puerto Rico these capitalist contradictions take on new dimensions due to an ongoing and historically persistent flow of people, ideas, and capital. This presentation chronicles urban decay along a short stretch of Loiza Street in San Juan, Puerto Rico. Through snapshots, I tell a story of the afterlife of bank-repossessed derelict buildings and permanently unfinished construction projects. Informal infrastructures such as street vendor carts, lottery ticket stands, and an outdoor theater dot a stretch of Loiza Street. This form of everyday urbanism revitalizes cities in the midst of capitalist crisis. Furthermore, it challenges the exclusionary zeal of urban renewal for affluent city dwellers. This presentation exposes local and global forces that shape contemporary urban life.

Vivoni, Francisco, *University of Illinois*
M s all de la putrefacci¢n urbana: Infraestructura informal y urbanismo cotidiano en San Juan, Puerto Rico

El ciclo actual de crisis capitalista tiene entre sus m£ltiples resultados la producci¢n de entornos urbanos en deterioro. Esta presentaci¢n explora la putrefacci¢n urbana a lo largo de un tramo de la calle Loiza en San Juan, Puerto Rico. Las infraestructuras informales son posibles remedios a la devastaci¢n que resulta de la actual crisis capitalista. Por ejemplo, estantes de frutas y vegetales, mesas para la venta de boletos de loter¡a y hasta un teatro al aire libre revitalizan la calle Loiza. Mediante un enfoque en la transformaci¢n y redefinici¢n de espacios urbanos en desuso, esta presentaci¢n aborda el urbanismo cotidiano en San Juan, Puerto Rico como un ejemplo de los intercambios entre lo global y lo local que dictan el urbanismo contempor neo.

von Unger, Hella, *Social Science Research Center Berlin*
A video on Participatory Research with Immigrant Communities in Germany

Participatory health research is a valuable tool for collaboratively identifying health problems, developing solutions and taking action in community settings. A participatory health research project was conducted with immigrant communities in Germany in the field of health promotion and HIV prevention (PaKoMi). The study design applies the principles of Community-Based Participatory Research (CBPR): community partners (i.e. members of African, Bulgarian, Russian and Turkish immigrant communities), service providers (i.e. staff from AIDS Service Organisations) and researchers were involved equitably (with shared decision making power) in all phases of the research processes. Co-Researchers (peer researchers) were trained to use various methods in pursuit of

their research questions including qualitative interviews, participant observation, photovoice, community mapping and surveys. A video was created to communicate the study findings weaving together the different voices of community members/peer researchers, practitioners and academic researchers. The video will be presented.

Voronka, Jijian, *University of Toronto*
Madness as Methodological Imperative: Analyzing Accounts of Service Systems by Those Who Use Them

Wagaman, Alex, *Arizona State University*
Exploring Intersections of Identity among LGBTQ Young Adults

Research conducted on LGBTQ youth has largely included homogenous samples, resulting in the invisibilization of multiple identities that shape the experiences of this population. Similarly, research on LGBTQ youth tends to come from a risk-focused framework with very limited discussion about the ways that queer-identified young people interact with and employ agency in their environments. This study included fifteen in-depth interviews with a diverse group of LGBTQ-identified young adults ages 18 to 24. The interviews explored aspects of identity, their meaning to the participants, and the processes through which they came to hold such meaning. Findings suggest that LGBTQ identity productions and constructions are dynamic and complex at the intersections of race, class, ability and gender. Through a critical theory lens, the findings reflect ways that LGBTQ youth renegotiate the social constraints placed upon their identities, and suggest ways that social workers can support these forms of resilient resistance.

Wagaman, Mary Alex, *Arizona State University*
Say it to my face, not my Facebook: Exploring Experiences of Online Harassment among LGBTQ Young People

Wagoner, Brady, *Aalborg University*
Studying Qualitative Transformations: Introducing the Microgenetic Method

Psychologists widely recognize that social and psychological processes unfold in time, yet rarely have methodologies been created to study them as such. The microgenetic method is one important exception, being specifically developed to trigger, access and analyze qualitative transformations through time. This paper introduces the method through demonstrations of a number of classic studies in perception, speech comprehension and cultural transmission_which will be performed with the participation of the audience. It then explores how the method can be used to reconstruct contemporary research techniques, such as rating scales, and concludes by outlining some general principles through which to apply the method.

Wakeham, Clare, *University of Oxford*
Risky Business: Using High-Stakes Data Collection Methods in an Exploratory Inquiry

This presentation draws on an exploratory inquiry into the influence of a management development programme, provided by Oxford University for its first-line managers. I used questionnaires and interviews iteratively and reflexively, which enabled me to establish the trustworthiness of my account, and to manage tensions between _patterning_ and _open-mindedness_; however, I faced several challenges and took some risks. Firstly, this was highly _situated_ (contingent, negotiated) insider research, with multiple purposes and demands. The considerations of power involved in working with this institutionally marginalised group were exacerbated by my use of discursive unstructured interviews and agonistic techniques. I used standard _professional development_ methods in data collection (for example to prompt reflective recollection) which arguably opened the process to potential distortion of the data. Finally, the deliberate polysemy of terms in the questionnaire led to some fruitful ambiguities. I conclude that, in general, these risks paid off and led to revelatory findings.

walsh, patricia curtis, *University of Illinois*

Walster, Dian, *Wayne State University*
Feedback and Me: Noise or Communication

This autoethnography examines the social, cultural and educational purposes of feedback in online graduate professional courses. Perspectives from the point of view of the instructor are presented. Integrated with instructor commentary is the student outlook as interpreted through the instructor_s understanding of what students want from feedback. Mythic understandings related to the value of feedback as they apply to student learning and achievement are explored. A discussion of reciprocity, dimensionality and functionality affecting feedback communications as an educational process and as educational outcomes conclude the paper.

Ward, Daryl, *Student*
A Teaching Carol: A Narrative Response to Teacher Assessment Policies. Daryl Ward, The University of South Florida

Politicians and other ideologues have crafted teacher assessment policies that subjugate the teacher-student relationship to the whims of market-based principles. Through a series of interviews and a reflective-response text, I sought to allow a teacher to describe how the new trend in teacher evaluation impacts her lived experiences as an educator. Analyzing her answers and examining her narratives brought forth certain themes that illustrate the dehumanizing nature of these policies on the act of teaching itself. These themes were elucidated in a fictionalized text based on Charles Dickens_ classic, A Christmas Carol. In A Teaching Carol, an education profiteer is visited respectively by the ghost of teaching past, present, and future in attempt to get him see the impact of current educational policies on the practitioners themselves.

Waters, Corey, *Temple University*
Deconstructing Privilege: Veganism, Whiteness, and Narrative Co-Construction

To establish meaningful and sustainable social change, cultural movements such as veganism must account for and strive to deconstruct concealed privilege within their movements. Recognition and deconstruction of privilege, including whiteness, requires that privileged subjects actively and constantly engage in unpredictable social interactions capable of exposing their privilege. I argue that academic researchers, while acting from both privileged and marginalized subject positions, can attempt to activate such interactions via narrative co-construction, an exercise through which both researchers and research subjects can actively narrate and monitor their lived experiences and subject positions in relation to those of the other in the research encounter. Through narrative co-construction, I have exposed and begun to deconstruct my privileged white vegan self, a process that is informing and enhancing my research on veganism and my vegan advocacy.

Webb-Hasan, Gwendolyn, *Texas A&M University*
Educate Me, Too, for STEM: Voices of Elementary Latino and African American Girls School Experiences

See Larke, Patricia J

Weber, Christina D, *North Dakota State University*
Doing Institutional Ethnography in the University: A Case Study on Institutional Change

In this presentation, I discuss the process of doing an institutional ethnography as a method to examine the way in which faculty engage with and use policy to make change on a university campus. I initiated this project as a result of my participation in an NSF Advance Grant designed to improve the climate for women on my campus. In this presentation, I will focus on the benefits and challenges of doing an institutional ethnography at my campus. Data I draw on include interviews with faculty, administration and staff, as well as policy and committee documents. I will present findings from this research, as well as the ethical and political challenges involved in presenting the data and my findings to the university community.

Wee, Su-Jeong, *Purdue University Calumet*
Identifying Areas of Confidence and Concern for Early Childhood Practicum Students_ Professional Growth and Development

This research examines areas of confidence and concern for 40 undergraduate early childhood practicum students, as well as how these areas evolve over the course of their practicum. Special attention is paid to whether prior experience leads students to display different levels of confidence over the practicum period. Areas of confidence and concern were determined using mixed methods through questionnaires, reflections, and interviews at three points during the semester. Findings show that students_ confidence levels were high from the beginning and increased over the semester. Students expressed concerns about leading circle time and discipline issues with varying degrees according to the time period. Experienced students showed higher confidence levels in the beginning. However, inexperienced students showed a larger increase, which resulted in similar

confidence levels for all the students by the end of the semester. Implications for early childhood teacher preparation are discussed.

Weems, Mary, *John Carroll University*
The Fire This Time

The Fire This Time, a Black writers_ collaboration which uses multiple genres of writing as our method (Richardson, 1986) is grounded in what Don Cornelius used to call Love, Peace, and Soul. Love, because our love for writing and the complexities and challenges of the Black experience, coupled with a passion for connecting with other Black scholars in ways that have the potential for making a difference in the world, is at the heart of this work. Peace, because through collaborative engagement with our experiences, we are reaching a deeper spiritual understanding of ourselves leading to a greater sense of inner peace, as well as how sharing our critical reflections, poems, and stories will help others make meaning out of the importance of peace in their own lives. Soul, because our souls bear witness to what it means to Black, and alive in a racist, sexist, homophobic society, from lenses informed by our race as well as our different genders, ages, and sexual orientations. This paper will share the origin of The Fire This Time, our method for writing together as well as excerpts we will construct from the larger body of work to give the reader a sense of what happens when eight Black scholars write to and with each other on a monthly basis.

Wegener, Charlotte, *Aalborg University*
Two times the fun: Integrating supervision and text production

See Tanggaard, Lene

Wehunt, Mary, *University of Wyoming*
Exiled for Speaking Out: Exploring Native American Youth Discourse thru Masculine Theory

The social media revolution has reached the Reservation and challenged Native American youth to walk in two vastly different worlds. Multimedia discourses contest the borders of indigenous culture, traditions, public-private discourse, and gender roles. This paper explores masculinity as an identity performance or social construction and power through discourse by examining the argumentative discourse of a male Native American college student. The student, challenged to adapt to different worldviews, conflicting discourses posed in the Western centric classroom, and uncomfortable narratives and counter narratives within the tribal community, began writing letters to the editor of a local newspaper and found him exiled from his tribe and his higher education aspirations. As educators and social justice seekers, what are our responsibilities and options for guiding Native American youth to constructively shape a hybrid identity and a public discourse that promotes constructive change rather than isolation and estrangement?

Weller, Adriene, *Athens State University*
Community Perception: Social Reconstructionism Plays a Role

A struggling middle school in north Alabama has suffered a poor reputation backed by unsatisfactory test scores resulting in many parents removing their children from the school. Issues such absenteeism, violence, teacher burn out,

and a negative school culture have exacerbated the perception of this school in the local and university community. The purpose of this paper is to explore a community, student-centered philosophy from the perspective of a pre-service teacher_s experiences. The social reconstructionist philosophy is used to provide a possible solution to alleviating the negative perceptions of the school by the local and university community.

Wessel-Powell, Christy, *clwessel@indiana.edu*
Audience Response to Education Documentaries

There has been a proliferation of popular documentary films on US education reform in recent years addressing economic and social disparities (Waiting for _Superman_, Race to Nowhere, Bully, The Experiment, The Cartel, American Teacher, The Lottery), packaged with accompanying websites and social action campaigns aimed at affecting long term systemic change. These films continue to make rounds via grassroots screening efforts and social media outreach today. How effective are they at teaching, inspiring, and recruiting audiences and generating change? Using a mixed methods approach to audience reception through survey and focus group data, this study gauges initial and long-term responses to popular education documentaries across different viewer demographics, relates those responses to _hot topic_ issues in education and policy, and assesses what role such films might play in viewers_ informal learning about or stance on such issues.

Wessel-Powell, Christy, *clwessel@indiana.edu*
Social Justice and ESL: From Lack of Resources at a Public School to the Rich Experience of an Exclusive Boarding School in England

Social justice in schools is essential to critical qualitative research. We live in societies where the differences between social and cultural capitals are amplified through sociocultural and linguistic barriers and lack of access to resources. The purpose of this study is to explore issues of social justice with respect to ESL students in two socioeconomically and culturally variant schools in England. Two researchers analyze autoethnographies of their experiences within these schools, one as an ESL student, the other as an ESL teacher, and draw preliminary conclusions on the experiences of ESL students based on social and cultural capital of the schools, community, and individual students. We employ narrative inquiry for our analysis. From a methodological standpoint,we contend the use of researchers_ narratives in this study help pave the way for future research that explore more systemic issues of social justice that may exist for ESL students in similar settings. ÿ

Wessel-Powell, Christy, *clwessel@indiana.edu*
Contrasting Narratives Addressing Social Justice in the School System: an ESL Student at a Public School and an ESL Teacher at a Private School in England

See Zakeri, Bita

Wessel-Powell, Christy, *clwessel@indiana.edu*
Who Checks the Charters? Whiteness and International For-Profit EMOs

SABIS is an international for-profit Education Management Organization (EMO) that has franchised schools in multiple countries, including charter

schools in US school districts, and most recently in the fiscally struggling Detroit Public Schools. Like many EMO-run charters, SABIS schools are proliferating most rapidly in US school districts with high populations of marginalized groups. Through a whiteness lens, this paper examines SABIS_s corporate climate, business practices and past legal allegations, and recommends accountability checks for EMOs like SABIS entering US school districts or seeking charter renewals in the future.

Wessel, Roger, *Ball State University*
Co-Investigating, Co-Interviewing, and Co-Coding: An Insider and an Outsider Team up to Research Students Who Use Wheelchairs

See Jones, Darolyn "Lyn"

Wessel, Roger, *Ball State University*
The Pre-Enrollment Considerations of Undergraduate Wheelchair Users and Their Post-Enrollment Transitions: A Qualitative Study

See Jones, Darolyn "Lyn"

Westrup, Rebecca, *University of East Anglia*
Whose voice is it?: An Autoethnography of Promoting Undergraduate students_ access to, and author/isation of voice

This paper emerges from a lecturer_s experiences of essay marking processes. Located within a Social Sciences Faculty, where Undergraduate students_ success is often entwined with learning demonstrated in academic writing, the paper problematises aspects of the marking process. In particular, autoethnographic vignettes illustrate tensions between enabling students to access and control their voice(s) whilst also working within the marking criteria boundaries which speak of criticality, structure and rigor within written feedback. Her stories show how she thinks and responds to ensure an authentic conversation between lecturer and student. Trials, tribulations and elations are explored by utlising concepts such as _control_, _negotiation_, _agency_ and _author/isation_. In particular reflective discussion will highlight issues of _authenticity_ and _author/ising voice_ within assessment processes. Important questions are raised about how we as lecturers, researchers and learners ourselves can encourage and promote students_ access to voice and foster their author/isation of work through assessment and feedback.

Whalen, Jennifer, *University of South Florida*
Family Stories: Constructing Shared Perspectives

After reading Bellah et al._s (1985) Habits of the Heart, we recorded a conversation we had regarding the notion of family. We separately listened to and reflected on it, both proceeding to record a 30 minute video-monologue addressing the question: _What does family mean to you?_ Next, we wrote a small story about the other person_s family and shared it. Finally, we reconvened for a conversation about how our perspectives of family have shifted and changed. In talking and writing, both of us make sense of the ways we develop an understanding of family as dialogic partners. We illustrate and explore how_as researchers, colleagues, and friends_we come together in conversation, collaborate through inquiry, and transform what we know about ourselves and

each other. In this study, the contour of our relationship guides us as collaborators, contributing to a dialogic methodology anchored in our own "habits of the heart".

White, Julie, *La Trobe University*
Performing Scholarly Identity: Sociality, Performativity and Opera

This presentation reports on how a group of academics employed sociality to reconnect with scholarly values in the face of new managerialism in the modernized university. In Deborah Britzman_s (2003) study about learning to teach, the idea is developed that the struggle for identity and voice is also a struggle for narrative, using the metaphor of an ethnographic opera _where voices argued, disrupted, and pleaded with one another_. With the support of the Australian Association of Qualitative Research, who provided a small seeding grant, this project took the opera metaphor literally to explore power, restrictive knowledge production processes and subjectivity. This presentation reports on a project undertaken during a six-month period where a group of academics from three Australian universities, without arts backgrounds, developed and performed an opera about scholarly identity.

White, Robert Earle, *St. Francis Xavier University*
The Digital Scholar Network: An Innovative Tool for Presenting and Disseminating Video Research

See Cooper, Karyn

Whitehill, Bolton, *University of Texas at Arlington*
Youth Offender Diversion Alternative (YODA): Solution Focused Therapy with Non Intimate Partner Violent Offender

See Mengo, Cecilia Wangeci

Whitford, Heidi, *Barry University*
Exploring the Transformative Learning Potential of Student Activism: A Multi-Case Study

Using qualitative case study methods, this study drew from student activists_ experiences participating in social movements. Through an exploration of individual and group cases, this study sought further understanding of how student activists make meaning of their participation in activism within the milieu of higher education, and explored their perceptions of how such activities impacted their learning and educational experience. Student activism is illustrated in a variety of ways at the case study site, with organized groups and coalitions participating in community organizing, campus sit-ins, building occupations, demonstrations, campaigns, petitions, and boycotts, and the student activists were motivated by a wide variety of social justice issues and causes.

Wiant Cummins, Molly, *Southern Illinois University, Carbondale*
Allaying Alliance: Academic Experiences as Foundations for Community Change

In this paper, we autoethnographically consider academic experiences that have helped us understand how to build alliances across/through difference. We

theorize these foundational experiences to of alliance-building work to bridge the academy and community relationships. Drawing upon the work of Moraga and Anzaldua (1983) and Carrillo Rowe (2010), we discuss what it means to be a bridge and ally of marginalized groups as privileged bodies, as well as what it means for our privileged bodies to live in the in-between. Using autoethnography to narrate a dialogue of experiences, we tie the personal with the socio-cultural to bridge theory with personal experience in an effort to remove theory from the domain of the ivory tower. We hope that a narrative, autoethnographic approach will help us theorize embodied knowledge of alliance-building in our communities.

Widdershoven, Guy, *VU medical center, Dept Medical Humanities*
Gender inclusiveness in integrated services: a responsive evaluation

See Visse, Merel

Wiest, Amber Lynn, *University of Maryland*
_Attending in what way? I_m here!_: Chasing authentic representation for the (in)visible? other beyond our ethnographic encounters

Even though constructing the _other_ is inevitable in and through any methodological endeavor to capture and understand lived experience, rigorous and reflexive methodological tools can offer opportunities for _blurring distinctions of personal and social, self and other_ (Spry, 2001, p. 711). However, reflecting critically on my interaction with a homeless person during an ethnographic research project at the 2011 Baltimore Grand Prix has compelled me to question how we can authentically and justly represent others in our work to help enact meaningful change for those experiencing subsistence. Ergo, the purpose for this paper is to explore how we can speak with and for these people in ways that are consistent with how they want to be viewed and heard. I further propose we interrogate ourselves in this process: How can we can translate our work beyond academia and _make knowledge meaningful in order to make it critical and transformative_ (Giroux, 2010)?

Wight, R. Alan, *University of Cincinnati*
Food Mapping as Methodology: Transforming Our View of the Food System

This workshop is designed to help people understand the personal health, economic, and larger ecological impacts of their food choices on the Earth. Loosely based on the Situationist International _derive,_ this method employs a _food lens_ and produces user generated data for analysis. _Food mapping_ is an experiential method and real-time exercise that uses critical ethnography and psychogeography. In small groups we will investigate food availability on Green Street and other nearby conference locations. Prior to mapping, facilitators will provide guidelines and data collection sheets. The following data will be collected: address, type of food source (restaurant, fast food, garden, gas station, etc), prices, nutritional information, hours of operation, description notes, and hand drawn maps of the participants_ route. After data collection, we will hold a short focus group to about participant_s experiences. This exercise is designed as training for future facilitators to conduct their own mapping in other locations.

Wikaire, Renee Kate Lani, *Florida State University*
Haerenga o kaupapa M_ori: An autoethnography exploring the translational use of kaupapa M_ori theory

   This paper offers an investigation of the translational possibilities of Kaupapa M_ori theory in other indigenous contexts. Kaupapa M_ori research is an Indigenous response to the dominance of the Western worldview within research. Utilizing the operationalization of tino rangatiratanga, and thus challenging traditional research, which has historically benefited the researcher and their agenda (Bishop, 1999). This presentation is based on a previous study that adopted a Kaupapa M_ori framework to explicate waka ama as an important space for understanding the politics of M_ori identity with and against confluent flows of neocolonialism and neoliberalism. I will offer autoethnographic reflections on the research endeavor as journey. I will then pay specific attention to my own performances as a researcher in more recent research projects located within predominantly Native American contexts. I will describe the identity politics that I had as an Indigenous _outsider_ during my research into Native American sporting organizations.

Williams-Johnson, Meca, *Georgia Southern University*
The Challenges and Rewards of Teaching Qualitative Research Online

   As professors of educational research who specialize in qualitative methods, we aim to present strategies, issues, and resources associated with teaching graduate-level qualitative research courses online. Because online education is perceived critical to the long-term strategic planning of many higher education institutions, and enrollment in online courses continues to grow, it has become necessary to develop web-based versions of courses that perhaps, at first glance, might not be viewed as ones transferred easily to the online learning environment. It is our hope that those new to teaching qualitative research online, as well as those who have been teaching online for a while, might benefit from a dialogue regarding our experiences navigating the challenges and appreciating the rewards of teaching qualitative research online.

Willis, Alette, *The University of Edinburgh*
Special Beings and Absent Presences: Performing the Experiences of Religious Others in Academic, Counselling and Religious Spaces

   The Talking Therapy Knowledge Exchange Project uses Readers Theatre to share oral history material from research into the impact of religion and spirituality on the historical development of counselling and psychotherapy in Scotland. Given the focus of this research, it is not surprising that some people interviewed gave prominent roles to special beings and absent presences (ghosts of the living and dead) in their life stories. I present some of their stories in script form and discuss my experiences of bringing them into a range of contexts including academic conferences, secular counselling services, religious counselling services and pastoral care settings. Questions for discussion include: the impact of excavating such hidden narratives on the "story to live by" of a researcher working in an ostensibly secular academic context and the tensions of amplifying counter-narratives that diverge greatly from my own lived experiences.

Wilson, Kerry, *University of Illinois at Urbana Champaign*
Double-Sided: Looking for love and Finding Something Else

This paper examines the pain, and the triumph associated with a young African American girl dealing with the onset of a mental illness in an environment that does not acknowledge it as a possibility. The speaker inserts herself back into high school in order to reimagine an outcome where all identities are accepted both in the world and inside the speaker. Using memory and poetry, I seek to tell a story that dignifies the experiences of a person with a mental disability in a manner that engages with the politics of possibility.

Wilson, Kerry, *University of Illinois at Urbana Champaign*
Mapping Selves: A Performative Autoethnography

See Chen, Wei-Fen

Winkelstein, Julie Ann, *None*
LGBTQ Homeless Youth: Their Stories, My Story

This paper tells the story of an activist public librarian who entered a doctoral program and in the process of completing her research and dissertation, emerged with a destabilized identity that freed her to re-examine her role as a cis-gendered woman, librarian, researcher, writer and occupier of geographical spaces. The dissertation topic, which examined the lives of homeless lesbian, gay, bisexual and queer/questioning (LGBTQ) youth and how these youth interacted with service providers, their peers and those - such as librarians - in authority, served as a crow bar that was gradually forced into a slim crack in the lifelong assumptions held by this straight middle-aged and middle class white woman. This qualitative case study used long interviews, observations and grounded theory to analyze and understand the intricate nature of margins and social exclusion, as well as the power of names.

Wolfensberger, Balz, *University of Zurich, Switzerland; Institute of Education*
Discussing the Nature of Science. A Video Based Research Study of Students_ Small Group Discussions

See Canella, Claudia

Wolff, Kenya, *University of North Texas*
Critical Qualitative Inquiry and Forms of De(Re)terrritorialization: Year 3 Early Childhood Policy Studies Research in the U.S.A.

See Cannella, Gaile S.

Wolgemuth, Jennifer R, *University of South Florida*
Men_s Experiences in Transformative Interviews: Reflection, Challenge, and (Little) Change

This narrative inquiry examined the construction of masculinity in higher education in 35 interviews with 5 male graduate students. Using a _transformative_ (Roulston, 2010) interview approach called an inquiry of discomfort (Wolgemuth & Donohue, 2006), the interview was conceived as a transformational space to explore new gendered subjective possibilities in unstructured conversations about what it means to be a heterosexual man in graduate school.

The men_s feedback was collected in a final interview in which they were asked about their interview experiences. Thematic analysis revealed the men reported gaining a better understanding of how they navigate their gender and broader gender inequities in society. They appreciated being listened to and the opportunity to discuss their current struggles. The ethics-validity of this transformative interviewing is evidenced in participants_ reports of feeling _comfortably challenged_ during the interviews. However, few participants evidenced the kind of _subjective_ transformation sought in an inquiry of discomfort.

Wolgemuth, Jennifer R, *University of South Florida*
You have mail from the president: Gendered messages in formal university communications

   This document analysis examines four years of campus-wide e-mails sent by a university president for how they reified or resisted patriarchy in the university. Our work follows feminist researchers who note gender is constructed on college campuses through formal and informal communications that often promote institutional patriarchy (Foss, 1996; Wolgemuth & Harbour, 2008). The aim of our analysis was to make explicit the gender messages campus leaders send that often undermine their institutions_ aims to foster inclusive environments. Following Lakoff and Johnson_s (1980) contention that human experience is metaphorical, we identified gendered metaphors used in 82 presidential e-mail communications for how they constructed or failed to construct the campus as gender friendly. Results suggest the e-mail communications overtly attempted to transgress the traditional campus hierarchy (patriarchy), but these attempts were undermined by reliance on masculine metaphors that potentially alienate women faculty and students from the seeking support from university leadership.

Wolgemuth, Jennifer R, *University of South Florida*
There are no Known Benefits:_ Participants_ Experiences of the Qualitative Interview

   A growing body of research evidences positive impacts of participating in qualitative interviews. Much of this evidence comes from individual studies. Lacking is an account of participant experiences across varying interview orientations and methods. This paper compares and contrasts participants_ experiences in four interview studies, classified as _romantic,_ _neo-positive,_ and _transformative_ using Roulston_s (2010) framework. Commonly reported was an appreciation of having been listened to and the opportunity to reflect on personal struggles, which led to valued insights and understandings. Participants in neo-positive and romantic interviews described feeling understood and appreciated by interviewers with shared experiences and expertise. Participants in transformative interviews appreciated being _challenged_ by an outsider to better articulate taken-for-granted identities. For IRBs to remain current and utilitarian in their oversight of qualitative research, deliberations should move beyond a narrow definition of _benefits_ as economic or material, and take seriously the potential for therapeutic benefits.

Wozolek, Boni, *Kent State University*
School of Teaching, Learning & Curriculum Studies, Kent State University

The qualitative study of schooling utilizes discursive layers of meaning to map students_ perceptions and relationships to a particular theoretical space and material place. Additionally, while some discourse has provided inroads to this end (e.g. Sobel, 1998; Nespor, 1997; Tatum, 2003). For this paper, I utilize mapping to examine how students of color in a large, predominantly Anglo, Midwestern high school have used their available wiggle room and respective positionalities to create a place for themselves. This place has also created the theoretical space for an enacted curriculum that counters hidden and null curricular values within the space they call school. This narrative underscores the friction (Tsing, 2005) between the sociocultural norms of schooling and students_ ways of being that interrupt those constructions in productively positive ways.

Wozolek, Boni, *Kent State University*
Performing Multisensual Ethnography: Interrupting Commonsense Notions of Representation and Education

See Gershon, Walter

Wyatt, Jonathan, *University of Oxford*
Moving Voices: performing our losses into being

See Allegranti, Beatrice

Wyatt, Jonathan, *University of Oxford*
On Not Being a Counsellor

I was a counsellor for fifteen years. When I left my one-day-a-week counselling job I intended to establish a small private practice. But I didn_t. Haven_t. I am not seeing clients. Am I on sabbatical? Am I done with it? Bored? Without sufficient resources - and/or integrity? I find myself wondering: What do I make of those hours with people? What of the time when I fell asleep with a client? Where was/is my body in all this then and now? What of the longings, the hopes, the distaste, the dreaming, and more, experienced with, or in response to being with, clients over that time? Is it possible to write about those now as a way of inquiring into why I have, apparently, decided no longer to carry my body across the doorway of my consulting room at the back of our house in pursuit of a new identity as a therapist in private practice? There is also this, a second narrative: my clinical work, alongside two supervisees, now focuses on co-running occasional workshops that combine the use of dance/movement and writing to explore the experience of loss. I am a non-dancing therapist-writer learning to use my body in a new way. In the workshops we talk of writing as dance/movement, dance/movement as text and dance/movement/writing as therapy. We work in the Deleuzian _assemblage_ of the presence and absence of both each other and of those lost. This paper examines these various transitions and inconsistencies, enquires into these presences and absences, and inhabits their hauntings.

Y. Espinoza, Sandra, *Salem State University*
HIV/AIDS: Examining Latino Women's Narratives

In 2010, Latinos made up only 16% of the U.S. population while accounting for 20% of the AIDS cases. Specifically, Latinas were 4.4 times more likely to be diagnosed with HIV infection, have an AIDS case rate four times greater, and were 3.8 times more likely to die from AIDS as compared to Caucasian women. Nevertheless, there continues to be little evidence in the literature, relative to Latino women, of the extent to which sociological, economic, cultural, and gender issues are experienced as a constellation of factors, rather than singularly, and, as such, influence HIV/AIDS transmission, prevention, and care; the emic perspective on Latinas_ HIV/AIDS experiences remains largely unknown. Thus, this exploratory study used a narrative inquiry approach to gather and analyze a sample of Latinas' HIV/AIDS narratives. A discussion examines the results' implications relative to Latinas_ health, and for issues of disparities in healthcare, socioeconomic status, and social justice.

Yamaguchi, Precious Vida, *Cedar Crest College*
Behind the Guy Fawkes Mask: Examining Anonymous and #OpIsrael

This paper examines the use of social media in organizing hacktivist (hacker activist) events in response to the Gaza-Israel fighting in November 2012. This collaborative cyber-ethnography project involves social media, particularly Twitter, and its hashtags #OpIsrael, to study the organization, actions, and outcomes of online activism.

Yamaguchi, Precious Vida, *Cedar Crest College*
From Beats to Bro-Downs: Culture, Sexuality, and Technology in Electronic Dance Music and DubStep

The genre of electronic dance music (EDM) encapsulates a developing international movement of permeable boundaries involving culture, sexuality, and technology. Online and offline spaces provide landscapes for the narratives of EDM, a type of music composed mostly of beats and for dance club social settings, to grow where DJs and active EDM audiences participate, communicate, and contribute to the ongoing development of its culture and economy. This study looks at the cultural, technological, social, and the international phenomenon created through EDM and Dubstep, through the theoretical framework of Field Theory and ethnography. The reshaping of electronic dance music (EDM) from the 1990s rave generation to the 2012 EDM generation reflects a cultural change influenced by sexuality, technology, location, and space in an international realm.

Yang, Min, *Beijing Institute of Technology*
Forced Maturing in Identity: Chinese Master students' Exploration of Agency in the US

This study inverstigates the Chinese master students' identiy construction in their one or two years' study in the US. Three interviews are analyzed as the talk data for how they positioned themselves discursively vis-a-vis others, particularly their American fellows and the foreign social environment. Futhermore, the discourse was examined with regard to their identity dilemmas according to their life stories.

Yartey, Franklin Nii Amankwah, *University of Dubuque*
The Subaltern Speaks? Performing Poverty through Online Microfinance/A Critical Analysis of kiva.org

Using a race in cyberspace theoretical framework, I critically examine visuals and text on kiva.org. According to Lisa Nakamura (2008) the imbalances of the past still exist in digital forms on the internet; the West has the power, voice, and the privileges of media production. Though organizations like kiva seek to promote social change in developing countries, the web 2.0 technologies that are used by these organizations are not equally accessible to everyone (Gajjala & Birzescu, 2010), questioning the development and social change characteristic of such web 2.0 technologies. The results of this study suggest that though subalterns appear to speak on social networks such as kiva.org, ironically their voices are filtered through the same web 2.0 technologies that are being used to empower them.

Yasar, Sefik, *Anadolu University*
Elementary Teachers' Perceptions on the Effectiveness of Social Studies Courses in Terms of Global Education

See BOZKURT, Mahmut

Yolcu, Enver, *Canakkale Onsekiz Mart University*
The role and importance of teaching of art in adult education in Turkey

The purpose of this descriptive study is to explore the role and importance of art education in life long learning and adult education in Turkey. In addition, the historical developments of adult education in Turkish Education System will be analyzed and the suggestions for further research will be provided. Finaly, the study will evaluate how the John Dewey's reports had an impact on life long learning and adult education in Turkey.

Yomtoob, Desiree, *University of Illinois-Urbana*
Bodies in Context

We build the world in conversation. Often, as bodies in context we find ourselves as meanings that we never intended, representing others desires and politics. How do we live in the stories we build? How do we as bodies know Ideas, make decisions, according to what we feel is right, what we know to be true, inside and around the ways we are contextualized? How are layers of stories made between the way we speak and act? And what about when we act towards what we think is right? Inside acting and thinking and deciding and knowing and stories and contexts, what ruptures happen when we decide in a way we think is right, in care, in sharing, in loving? How is it that we are known as a body in context? This performance autoethnography addresses these issues through story and form.

Yomtoob, Desiree, *University of Illinois-Urbana*
The Singer as the News

The Singer through nuance reflects qualities of embodied culture of people she connects with. How does the singer communicate possibilities of emotion? In this performance, I will look at the ways that the micromovement and felt

qualities of the singer, as she produces sound, communicates with her listeners. I will highlight the intimacy that singing, making sounds with breath, creates, as a singer vibrates air by activating elements inside her own body to produce sounds we sense, as vibrations reach our skin. As a singer, I know that often my sounds are produced as reflex, and can feel much like laughter or tears. The voice moves us because it speaks an embodied sense lexicon of the sonic culture that envelopes us in the moment we are living together. These ways of being can be evoked from decades or miles away bringing news from other spaces to our presents.

Yonmon, Tchinsala, *Southern Illinois University*
Where Peace is Elusive: International Students Reflecting on Homeland Conflicts

The study seeks to explore the experiences of international students from high political instability and/or violent conflict countries. Through a phenomenological qualitative design, the authors use both focus group and in-depth interviews with international students from Syria, Afghanistan, DR Congo and Egypt currently studying in the USA to explore and understand how instability and conflicts in their homelands affect their scholarly identity. In particular, this study explores issues such as: What sense these students make of homeland conflicts while studying abroad; whether being abroad changes their perception of homeland conflicts; what is their involvement, if any, with the conflicts at home; and how these conflicts affect their emotional attachment to their homeland. Insights from this study serve two purposes: First, to make recommendations for academic professionals committed to enhancing the learning experience of students from affected countries: Second, to inform decision making for peace building initiatives in conflict-prone regions.

Yonmon, Tchinsala, *Southern Illinois University*
Revisiting Diversity and Difference for Inclusive College Classroom Environment

See Kalonde, Gilbert

Young, Bryanne, *University of North Carolina*
Risk Performance and the Ethics of Failure: Ethnographies of Falling and the Performance of Speed Politics through the Figure of the Falling Female Body

This paper engages performance ethnography and practices of performative writing to delve into the power and potential of risk, falling, and the generative possibilities of failure in the context of high alpine climbing in the Canadian Rocky Mountains. It is the thesis of this paper that the figure of the female climber, a body voluntarily at risk, carries the capacity to interrupt the smooth surface of prevailing body politics and to brace open the binaries of now/then, time/space, active/passive, fast/slow, masculine/feminine. From the space of these disrupted binaries, I take up cultural theorist Paul Virilio_s philosophy of dromology, the science/logic of speed, making this the new platform for a feminist argument centered on the positive and perhaps necessary collision between performativity, risk, and the falling female body.

Yuen, Felice, *Concordia University*
_You Might as well Call it Planet of the Sioux _: Indigenous Youth, Imagination, and Decolonization

Imaginary spaces are an important aspect in the process of decolonization, which includes the reclamation of new ways of relating and involves the co-creation of new possibilities and the transformation of political and personal histories. In this presentation, we describe a workshop with First Nations youth, focusing on an arts-based activity used as a research method to evoke imaginative spaces that ultimately enabled First Nations youth to explore, critique, and re-imagine their histories, current realities, and futures in a safe and comfortable environment. In this activity, youths_ imaginative ideas emerged through their own drawings. This process of imagery and imagining facilitated awareness of things that were not easily expressible in words. Through this activity, youth expressed their view of healthy communities. In addition to meaningful data, the drawings provided meaningful blueprints that youth can use, alter, and be inspired by as they move towards creating healthy communities of their own.

Yuren, Teresa, *UAEM*
El juego de las identidades en la Cultura Digital de los estudiantes universitarios de Morelos, M,xico.

See Santamaria, Diana

Zaforteza, Concha, *Department of Nursing and Physiotherapy, University of Balearic Islands, Spain*
Conceptual Analysis: resistance from Foucault's work

See Moreno, Cristina

Zagumny, Lisa, *Tennessee Technological University*
Beyond (Yet Related to) Schooling: Interrogating Deficit Constructions of Government-Funded Healthcare Recipients

See Isbell, Janet K.

Zakeri, Bita, *Indiana University*
Contrasting Narratives Addressing Social Justice in the School System: an ESL Student at a Public School and an ESL Teacher at a Private School in England

Social justice in schools is essential to critical qualitative research. We live in societies where the differences between social and cultural capitals are amplified through sociocultural and linguistic barriers and lack of access to resources. The purpose of this study is to explore issues of social justice with respect to ESL students in two socioeconomically and culturally variant schools in England. Two researchers analyze autoethnographies of their experiences within these schools, one as an ESL student, the other as an ESL teacher, and draw preliminary conclusions on the experiences of ESL students based on social and cultural capital of the schools, community, and individual students. We employ narrative inquiry for our analysis. From a methodological standpoint, we contend the use of researchers_ narratives in this study help pave the way for future research that explore more systemic issues of social justice that may exist for ESL students in similar settings.

Zakeri, Bita, *Indiana University*
Social Justice and ESL: From Lack of Resources at a Public School to the Rich Experience of an Exclusive Boarding School in England

See Wessel-Powell, Christy

Zakeri, Bita, *Indiana University*
ESL Students and Issues of Language and Cultural Barriers in the Classroom

Based personal experience as an ESL student exposed to and influenced by several cultures, I find the classroom a crucial space that affects and encourages/discourages students_ language and academic learning. Even if the students have a strong family support encouraging their academic progress, what takes place in school can solidify the learning process or disintegrate it and cause students to become introverts and avoid recognition of their skills and potentials. This paper emphasizes the importance of three elements that can potentially improve ESL students_ language learning process and ultimately, success in school: i) utilizing the narrative as a cultural and personal exposure to understand student_s backgrounds and learning foundation, as well as triggering student_s investigation and communication of his/her cultural capital (Bourdieu, 1983) and further exploration of his/her relating interests; ii) teacher-student relationship, understanding, and trust, iii) teacher training in cultural studies and diverse teaching methodologies that target multicultural classrooms.

Zakeri, Bita, *Indiana University*
Facing Self-Demons: Reflection on Understanding Position of Self with respect to Whiteness

As one considered white in some circles and not in others, I have been confused and confronted by the concept of Whiteness and whether I am subject to it or prescribe to it. This paper is an autoethnography of my growth as a multiculcultural/multi-positioned woman caught amid the conflicting ideals of self and social positions with respect to the concept of Whiteness and othering. In order to explore my positionality, I track the progress of my struggles and understandings of the notion of Whiteness by examining my reflections of read-

ings and issues discussed throughout a Whiteness course. Using Watt_s (2007) Privilege Identity Exploration (PIE) model, I analyze my responses to readings and class discussions in order to explore my understanding of, and reactions to, the concept of Whiteness. The data for this analysis include five reflections, plus related autoethnographic narrative of my life as an Iranian woman in Western countries.

zapata, adriana, *universidad de caldas*
Practicas y relaciones familiares en el contexto transnacional: familias colombianas que migran a chile

Desde esta propuesta se busca estudiar y comprender las relaciones y pr cti-cas transnacionales _que se mantienen, reconfiguran o cambian- de las familias colombianas que migran a chile, haciendo una articulaci¢n entre la esfera productiva y reproductiva (partiendo desde la perspectiva de g,nero), pues a£n existen vac¡os te¢ricos, conceptuales y metodol¢gicos; por lo cual es necesario profundizar y discutir sobre la manera c¢mo estas familias construyen nuevas din micas en el escenario transnacional. Si bien en el caso de Chile la representa-tividad de inmigrantes no es muy significativa respecto a la inmigraci¢n en otros pa¡ses -como el caso de Espa¤a y Estados Unidos-, el n£mero de inmigrantes ha crecido progresivamente a partir del a¤o 2002 (Censo, 2002), donde la hetero-geneidad es una de las principales caracter¡stica de la poblaci¢n migratoria en Chile. Se trata de una migraci¢n fundamentalmente sudamericana, y en especial de pa¡ses lim¡trofes (Estefoni y Nu¤ez, 2004.)

zapata, pamela, *University of Tarapac*
Acerca de memorias y silencio en mujeres colombianas residentes en el extremo norte de Chile.

Parec¡a interesante estudiar trauma y p,rdida en mujeres colombianas que residen en el norte de Chile por motivos de refugio pol¡tico. Se buscaba hacerles recordar las experiencias de persecuci¢n y violencia pol¡tica que les llevaron a emigrar de su pa¡s de origen, para determinar los efectos traum ticos de tales experiencias, pero ellas no quer¡an hacerlo... Este trabajo busca en base a un an lisis autobiogr fico, reflexionar acerca de aspectos ,ticos en investigaci¢n de trauma en un contexto pol¡tico y social determinado, y el rol de la investigadora en el proceso investigativo.

Zavar, Elyse M., *Texas State University*
Thunderstruck: Becoming and Being Myself

This paper combines the autoethnographies of three female students who found identity within the process of becoming more themselves during their doctoral programs. Each study takes a historical autoethnographic approach toward understanding their current selves. While they have commonalities in being high-achieving females, they have subtle differences that led one to mathematics, one toward developmental education, and the other into hazards geography. Two of the students continue to thrive in male-dominated and quan-titatively-orientated disciplines, so the autoethnographic process was as chal-lenging as it was feeing and revealing for each of them. For the third, becoming a doctoral student, getting tenure, and planning to have a baby may sound like a life_s journey; however, for her, it all happened all at once in the exact semester

when she took my first qualitative research class. This paper details how each individual used autoethnography as a tool to (re)establish social justice within their own life and the multiple, conflated, and conflicted roles they still hold.

Zeleny, Mary G., *University of Nebraska - Lincoln*
The Impact of a Journal Writing Intervention on Undergraduate Students: A Mixed Methods Study

This mixed methods study investigated the impact of a journal-writing intervention on pre-service education undergraduate students in a college mathematics course. Math self-efficacy, math anxiety, class membership, and writing self-efficacy were measured before and after a writing intervention that was administered over a 14-week period. Students responded to cognitive and affective writing prompts in the experimental group, mathematics equations in the alternative group and the control group received no writing intervention. The qualitative portion of this study consisted of interviewing students who were purposefully selected in order to gain a richer understanding of the impact of their writing intervention experience. In addition, students_ journal writing responses were explored as themes emerged.

Zeleny, Mary G., *University of Nebraska - Lincoln*
The Power of Personal Stories of the Dissertation Study: Impacting the Researcher

This auto-ethnography explores the impact of a dissertation study on a doctoral student. This student_s dissertation study was directed at exploring the impact of a writing intervention in a college mathematics course. While implementing her study, this student used personal reflective journal writing focusing on her feelings and actions of the process of her dissertation study. She was inspired to write this narrative as she realized that when implementing a doctoral study, it is typically a linear process which has been approved by a review board and carefully scripted. However, other stories emerge which are more personal in nature and take shape simultaneously during the dissertation process but are rarely shared. These personal side-notes of the dissertation process are catalysts to her transformative learning experiences that help motivate and sustain her during the implementation of her study. In addition, this researcher_s own journal-writing becomes important to for her voice.

Zhang, Bin, *Southern Illinois University Carbondale*
A Comparative Analysis of Social Networking Sites Facebook and Renren: Understanding the Intersection of the Global and the Local

This study explores the intersection of the global and the local by investigating cultural identities and locations of social networking sites Facebook and Renren. It explores Facebook as a global culture and Renren as a (Chinese) localization of Facebook based Tomlinson_s intercultural theory (1999). This study demonstrates that the intersection of the global and the local should be examined in specific cultural contexts, and equal accessibility to open internet and education should be underscored in the globalized on line-communication.

INDIVIDUAL ABSTRACTS

Zhang, Bin, *Southern Illinois University Carbondale*
Understanding US American Mainstream Media_s Devaluation of _the Other_ in the Postcolonial Communications

This paper uses postcolonial theoretical positions, neo-Orientalism and the _third space_ theory in particular, to examine US American mainstream media_s tendency to devaluate human life of _the Other._ Findings from the analysis demonstrates that the bias against the value of human life in _the Other_ is evident in news framing process of US American mainstream media, and the nation-state boundaries still strongly shape public opinions in the contemporary globalized communications.

Zhang, Wenyi, *University of Illinois at Urbana-Champaign*
Breaking the Curse of Commitment: Consciousness, Disembodiment, and Narrative among Kachin Shamans in Southwest China

In Southwest China, the decline of the Kachin shamanic healing tradition makes ordinary villagers stop following taboos; accordingly, spirits get annoyed and curse people, especially the shamans. Some shamans do not want to be blamed by the spirits for the errors of others; they abandon animal sacrifice and convert to Christianity. Their conversion is difficult. They have embodied animist knowledge and cultivated an enhanced state of consciousness in their ritual service. Conversion requires them to dis-embody their previously embodied animist knowledge and to cultivate the Christian way of embodiment and consciousness. Based on my 29 months of fieldwork, I analyze how a Kachin shaman achieves such dis-embodiment through narrative. These narratives enable him to make his animist knowledge an object, rather than part of himself. This study is intended to contribute to our understanding of the correlations among narrative, embodiment, disembodiment, and consciousness.

Zhang, Xiao Rui, *Meisei University*
A Panorama Picture of Educational Practice through Mixed-Methods

The current study employs Mixed-Methods to explore the educational practice in the Chinese Socio-Cultural context. Discourse analysis (Gee, 2010) of documents and material culture, netnography (Kozinets, 2009), focus groups (Liampotton, 2011), narrative analysis (Mertova, 2007), and autoethnography (Chang & Boyd, 2011) are integrated to document a multiple lens panorama picture of the educational practice in China. Diverse perspectives from the students, teachers, administrators, and parents are presented to reveal the various attitudes, beliefs, expectations, fears, and ways of evaluation concerning their educational practices. I attempt to answer the questions of education in China, what is it for? for whom, by whom, and in what ways? what discourses account for and are constructed in the educational social practice? What power relations (Foucault, 1982), struggles and conflicts, resistance and agency (Weedon, 1997) are involved? Empirical data are collected through Mixed-Methods to address the above issues in both theoretical and practical aspects.

Zhang, Xiao Rui, *Meisei University*
Learning Defined through the Narratives of the Learners

Some major voices concerning Japan_s educational crisis are: students_ lack of learning motivation, limited ability in doing academic work, and poor com-

munication skills. I used to feel the same way. However, my continuing interactions with my students lead me to begin questioning my former perspective. Through various SNS, my students seem to be connected 24 hours with their friends and communicating in diverse ways about all kinds of things. Other than the traditional ways of doing and thinking, the younger generation seems to approach the world in alternative ways. In the current study narrative ethnography (Goodall, 2008) is conducted to collect data of different types and from diverse sources to capture the learning practices of university students in Japan. I attempt to answer the questions of: how learning is defined by my students, in what ways they communicate with the world, and what motivate them to learn and about what.

Zhao, Ruijie, *Parkland College*
Chinese Migrant Workers and Social Space

See Sun, Kang

Zhao, Ruijie, *Parkland College*
Bread Talks: Understanding North China's Socio-Economic Relations through Material Rhetoric

Material rhetoric is apt in showing the social discourses where the dominant forms of meanings are other than words or any other verbal forms of presentation. This presentation uses material rhetoric to analyze the rich social meanings of bread in North China where local women use homemade bread as gifts for local festivals and life events such as births, marriages, and deaths. By showing the nuances of meanings that the shapes of bread conveys, we showcase a undercurrent of meanings that are closely connected with North China's local social-economic relations. The presentation is a combination of ethnographic narratives and the local women's edible artifacts in different shapes and fillings, each represents/enacts a set of meanings that form actual social practices.

Zieff, Susan, *San Francisco State University*
Hot Fuzz: The Bear Community as a Site of Resistance and Reclamation

See Edmonds, Shaun

Zinga, Dawn, *Brock University*
The Student Success Research Consortium: Combining Indigenous and Qualitative Research

Drawing upon research experiences within the Student Success Research Consortium, this paper outlines the tensions and challenges navigated while conducting two research projects as a Consortium. It specifically considers methodological concerns and the evolving nature of the research as well as issues associated with power and privilege. As the Consortium draws members from the Six Nations of the Grand River Territory community and Brock University, an exploration of the negotiation of the varied realities within the community and the university in terms of research protocols and approaches is also included. Descriptions of specific incidents and an overview of the Consortium_s approach to research provide concrete and contextualized examples of how Indigenous and qualitative research can be combined.

Zinga, Dawn, *Brock University*
Consensus Coding: Balancing Perspectives in Community-first Research with an Aboriginal Community

Consensus Coding is designed to build capacity within the community and to balance community and academic perspectives. It was developed as part of a scoping exercise conducted by the Student Success Research Consortium (SSRC) to explore Aboriginal students_ educational experiences. A coding team that included both Aboriginal and non-Aboriginal Consortium members identified sixteen core themes during joint coding sessions for focus group transcripts. Transcripts were then independently coded based on the core themes by a first, second, and third coder each of whom made any changes necessary before either passing the coding on or finalizing it. During this process, the transcripts were read by at least one community member and one university researcher. Once all the transcripts had been coded, a core group (Aboriginal and non-Aboriginal) from the coding team met to analyze the findings by theme and prepare the findings for the final report.

Zingsheim, Jason, *Governors State University*
Daddy Boot Camp: Articulating Discourses of Militarism, Managerialism, and Consumerism

Boot Camp for New Dads (BCND) is a workshop for soon-to-be-fathers that teaches men to negotiate and integrate childrearing duties into a militarized/corporatized model of parenting based on public, paid, and instrumental employment. Through participant observation and textual analysis we argue BCND discursively constructs fatherhood by explicitly framing the practices and skills of fathers in ways that reproduce and reinscribe militarism, managerialism, and consumerism. Paternal identity is articulated as dependent upon the successful integration and enactment of protector, manager, and consumer, despite transformative potential.

Zubik, Thomas, *Army Reserve*
Participatory Action Research with the Army National Guard: The Who, How, and Why of Civilian-Military Research Collaboration

The wars in Afghanistan and Iraq have brought issues affecting veterans and active duty military to the forefront of public attention. However, civilian researchers interested in these populations may find it hard to gain access to military personnel due to the sometimes complex and foreign nature of military culture and hierarchy. In this presentation officers from the Army National Guard and Army Reserve will share insights about how to successfully approach civilian-military research collaboration from a participatory action research framework. Discussion points will focus on building rapport with the chain of command, assessing interests and needs of military units, approaching sensitive research topics without alienating stakeholders, and understanding the challenges of working with military families. In addition, researchers from the University of Illinois will offer insights from an academic lens about the benefits and challenges of conducting research with military partners.

Zubik, Thomas, *Army Reserve*
Using Survey Data to Explore Changes in Post-9/11 Operational Tempo with the Army National Guard: A Mixed Method Inquiry

See Hack-Ritzo, Samantha

Zubik, Thomas, *Army Reserve*
O3 and E8: Coding the Ranks and Voicing Perspectives

See Cleeland, Leah

Zucker, Donna M, *University of Massachusetts Amherst*
Pathways to Change: Jail Labyrinth Project

Nearly two million Americans report dependence on or abuse of heroin and prescribed pain killers. A large proportion of them interface with the law resulting in incarceration. Correctional rehabilitation requires innovative and life changing strategies for the successful reentry of these residents back into the community. The purpose of this screening of a 22 minute documentary is to illustrate the design and building of an 80 foot labyrinth on the grounds of a correctional facility in Western Massachusetts. In addition the documentary outlines the labyrinth walking curriculum that has been developed for treatment - eligible inmates who have been incarcerated for substance abuse offenses. The goals of developing this documentary are to disseminate the processes and outcomes of this project as a potential model of change in corrections. This is a novel approach to substance abuse rehabilitation that has promise for successful rehabilitation.

ZULUAGA SANCHEZ, GLORIA PATRICIA, *Docente*
La tenencia de la tierra de las mujeres rurales en Antioquia

See BETANCUR GARCES, ANGELICA MARIA