

NINETEENTH

Congress  
of  
Qualitative  
Inquiry

[www.icqi.org](http://www.icqi.org)

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

[icqi.org/program/](http://icqi.org/program/)

## **Thursday**

Book Signing: Union Pine Lounge, 4:00-  
5:00pm

Keynotes: Union 200 Ballroom, 5:30-  
7:30pm

## **Friday**

Plenary Performance: Union 200 Ballroom,  
5:30-6:30pm

Face to Face: A Utopian Performative is an unabashed celebration of our bodies together again in the corporeal poetic presence of ICQI. It is also a libretto of reflection upon the collisions, confusions, and communions of pandemic experience. Fifteen glorious voices will lead us through the long strange wonderful trip of ICQI and beyond. This performance is for all of us, new and veteran sojourners of the International Congress of Qualitative inquiry.

Performers: Bryant Alexander, Durrell Callier, David Carless, Marcelo Diversi, Katrina Douglas, Elisa Foster, Dan Harris, Stacy Holman Jones, Patrick Lewis, Lesa Lockford, Claudio Moreira, Chris Poulos, Ron Pelias, Tami Spry

## **Saturday**

Awards Ceremony: Union 200 Ballroom,  
5:30-7:30pm

# Contents

Welcome from the Directors	4
Patrons	8
Collaborating Sites	9
2023 Congress Award Winners	14
Thursday Workshops	26
Keynote Addresses	27
Arts-Based Research SIG	28
Autoethnography SIG	30
Coalition for Critical Qualitative Inquiry	32
Indigenous Inquiries Circle	38
Wednesday Sessions	40
New Materialisms SIG	64
Social Work Day	66
Thursday Sessions	96
Friday Sessions	102
Saturday Sessions	142
Subject Index	174

# Welcome from the Directors

We shall not cease from exploration/ And the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time (T. S. Elliot, No 4 of Four Quartets, 1942).

Elder Joseph Naytowhow -- Welcome from the Indigenous Inquiries Circle

A moment of silence. We wish to acknowledge the land upon which we gather today. These lands were the traditional territory of a number of First Nations bands prior to European contact. The Miami, the Potawatomi, the Peoria and the Kickapoo were some of the last bands to be forcibly removed. These lands carry the memories and stories of resistance of these people, including their struggles for survival and identity in the face of overwhelming colonizing power.

## Welcome from the Directors

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research, and the Department of Media and Cinema Studies welcome you to the 19th International Congress of Qualitative Inquiry.

After nearly four years apart, it is with great pleasure that we are back together in person once again. Although the last two iterations of the Congress have been successful virtual endeavors, it is wonderful to see everyone live and in person once again.

The theme of 2023 Congress is Qualitative Inquiry in post(?) pandemic times.

We chose this as our theme, for although the 2023 Congress seeks to look beyond the last three years and imagine a better, more hopeful future, we should not lose sight of what the pandemic wrought and revealed. To take one example, the pandemic has most assuredly intensified “disorienting systems of power, complexity, precarity, and social fragmentation” (Means & Slater, 2021, p. 519), evidenced in public sways toward authoritarian politics, ever-changing public health policies, massive job losses and ‘market corrections’, and growing isolation caused by lockdowns and stay-at-home orders at the start of the pandemic. As qualitative researchers, questions of the performance, production, consumption, representation, and circulation of meaning are undeniably within our purview. Qualitative researchers are uniquely positioned to investigate the meaning-making practices and politics that inform the way we come to understand COVID-19 and its impact on virtually all aspects of everyday personal, professional, and public life over the last three-plus years.

But that’s not all.

We are also dealing with multiple crises we now face beyond the pandemic: the increasing prevalence and destructive force of natural disasters accelerated by global climate change; the aftermath of Donald Trump’s turbulent administration; the armed January 6, 2021 insurrection on the nation’s capital protesting the 2020 presidential election; continued assaults on higher education both from inside and outside; the terror of neoliberalism and encroaching tide of illiberal democracy and authoritarianism; deepening wage inequality; racial, gender, sexual, and class based forms of oppression; religious intolerance; nativist and anti-immigrant movements; and debates over the role of journalism, science and religion in a democratic society.

In these uncertain times, the 2023 Congress looks ahead with a renewed sense of hope, but remains grounded in the reality that much work lies ahead. Collectively and collaboratively, this moment calls for a critical, performative, social justice inquiry directed at the multiple crises of our historical present. We need a rethinking of where we have been, and, crucially, where we are going—and how we will get there. Our inquiry must meet the demands of our hopeful—but evolving—future. It is in the hands of the diverse and evolving ICQI community to intervene into the challenges and demands that we face—to be present to the history that we all shape. These challenges and demands may require us to rethink our ethical, political, and methodological moorings—especially in an evolving post-pandemic landscape. Although we do not know what the future may hold, we must ensure our voices will be heard as we continue to intervene into the spaces of the everyday—working toward a more diverse, inclusive, and transformative present.

Sessions in the 2023 Congress will take up these topics, as well as those related to and/or utilizing: feminist inquiry; Critical Race Theory; intersectionality; queer theory; critical disability research; phenomenology; Indigenous methodologies; postcolonial and decolonized knowing; poststructural engagements; diffraction and intra-action; digital methodologies; autoethnography; visual methodologies; thematic analysis; performance; art as research; critical participatory action research; multivocality; collaborative inquiry; and the politics of evidence. Sessions will also discuss threats to shared governance; attacks on freedom of speech; public policy discourse; and the changing nature of qualitative inquiry itself.

Scholars from around the world come to the Congress to resist, to celebrate community, to experiment with traditional and new methodologies, with new technologies of representation. Together we seek to develop guidelines and exemplars concerning advocacy, inquiry and social justice concerns. We share a commitment to change the world, to engage in ethical work that makes a positive difference. As critical scholars our task is to bring the past and the future into the present, allowing us to engage realistic utopian pedagogies of hope.

You have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The 19th International Congress offers us an opportunity to experiment, take risks, explore new presentational forms, share experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of continuing uncertainty.

Onward!

Norman K. Denzin, Emeritus Director

Michael D. Giardina, Director

## CONGRESS ORGANIZERS

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

## CONGRESS PROGRAM

This Congress program was compiled by the Congress organizing committee.

### LOCAL PROGRAM SPONSORS

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

### OUTSIDE CONGRESS SPONSORS

Carl Couch Center for Social and Internet Research (CCCSIR) \* Center for Educational Research and Evaluation Service (CERES) and Liverpool John Moores University \* University of Greenwich and Discourse, Power, Resistance (DPR) Series \* Emerald Group Publishing Limited \* Guilford Press \* International Association of Educators \* International Journal of Progressive Education \* International Social Work Research Interest Group \* Kansas State University \* Education and Social Research Institute (ESRI), Manchester Metropolitan University \* MAXQDA/VERBI \* QSR International \* QUERI \* Research Talk, Inc \* Routledge \* Sage Publications \* Turkish Journal of Educational Policy Analysis and Strategic Research \* University of Georgia \* Writing Across Borders- Durham University

## CONGRESS ORGANIZATION

Emeritus Congress Director

Norman K. Denzin

Institute of Communications Research, Department of Media and Cinema Studies

Congress Director

Michael D. Giardina, Florida State University

Associate Director

James Salvo, University of Illinois at Urbana-Champaign, Wayne State University

Assistant Directors

Durell Callier, Aitor Gómez González

Congress Ambassador-At-Large

Mitch Allen, Scholarly Roadside Service

### ADVISORY BOARD

University of Illinois at Urbana-Champaign

William E. Berry, Clifford Christians, Katherine Ryan

External Advisory Board

Mitch Allen, Scholarly Roadside Service

Bryant Keith Alexander, California State University

Gaile Cannella, Independent Scholar

Carolyn Ellis and Arthur Bochner, University of South Florida  
 Svend Brinkmann, University of Aarhus  
 Julianne Cheek, Østfold University College, Halden, Norway  
 Aitor Gómez, Universitat Rovira i Virgili  
 Serge Hein, Virginia Tech  
 Sharlene Hess-Biber, Boston College  
 Patti Lather, Ohio State University  
 Yvonna S. Lincoln, Texas A& M University  
 Janice Morse, University of Utah  
 Elizabeth Adams St.Pierre, University of Georgia  
 Ian Stronach, Liverpool John Moores University  
 Harry Torrance and Maggie Maclure, Manchester Metropolitan University  
 Rainer Winter and Elisabeth Niederer, Klagenfurt University, Austria  
 Uwe Flick, Freie Universität Berlin, Berlin  
 Jonathan Wyatt, University of Edinburgh  
 CONGRESS ADVISORY COMMITTEE  
 Tony Adams, Mitch Allen, Kakali Bhattacharya, Durrell Callier, Devika Chawla, Marcelo Diversi, Aitor Gómez González, Emily Ignacio, D. Soyini Madison, Claudio Moreira, Katherine Ryan, Pamela Zapata-Sepulveda  
 CONGRESS AWARDS COMMITTEE  
 Tony Adams, Kakali Bhattacharya, Bronwyn Davies, Marcelo Diversi, John Johnson, Stacy Holman Jones, Patrick Lewis, Pirkko Markula, and Jonathan Wyatt  
 SPECIAL INTEREST GROUPS ORGANIZERS  
 ADISP: Alejandro Noboa, Luis Felipe González-Gutiérrez, Aitor Gómez González, Pamela Zapata Sepúlveda, Magdalena Suárez  
 Arts-Based Research: Nancy Gerber and Amber Ward  
 Autoethnography: Stacy Holman-Jones  
 Coalition for Critical Qualitative Inquiry: Gaile Cannella, Mirka Koro, Aaron Kuntz, Penny Pasque, Donald Collins  
 Critical and Poststructural Psychology: Heather Adams, Katharina A. Azim, Angelo Benozzo, Marco Gemignani, Michael Kral, Paul Rhodes, Miguel Roselló Peñaloza. SIG consultants: Cynthia Langtiw, Cesar Cisneros Puebla, and Mirka Koro  
 Indigenous Inquiries Circle (IIC): Stephen Minton, Roe Bubar, Charlotte E. Davidson, Jamie Singson, Monty Montgomery, Rose Cameron, Kryssi Staikidis, Mere Skerrett, Damara Paris, Elizabeth Fast, Anjali Helferty, Craig Campbell, Margaret Kovach, Virginie Magnat, Shawn Wilson, Marcelo Diversi, Amy Prorock-Ernest, Jenny Ritchie, Warren Linds, Amy Funk, Ebru Cayir, Nuno da Costa Cardoso Dantas Ribeiro, M.J. Barrett, Jennifer Nutton, Ann Sutton, Ana Genkova, Patrick Lewis  
 Participatory Action Research: Alfredo Ortiz  
 Social Work: Jane Gilgun  
 IAQI OFFICERS  
 2005-2007  
 President: Norman K. Denzin  
 Vice-President: Judith Robinson  
 2007-2009  
 President: Maria del Consuelo Chapela Mendoza

Vice President: Gaile S. Cannella

2010-2012

President: Cesar A. Cisneros Puebla

Vice President: Julianne Cheek

2013-2015

President: Jane Gilgun

Vice-President: Svend Brinkmann

2016-2018

President: Stacy Holman Jones

Vice-President: Aitor Gómez González

SPECIAL THANKS

Helen Salmon, SAGE Publications

Hannah Shakespeare, Routledge

C. Deb Laughton, Guilford

Chris Myers, Myers Education Press

College of Media

CL Cole, Head, Department of Media and Cinema Studies

Jeanette Bradley Wright, Department of Advertising

Robin Price

EXTRAORDINARY SERVICE

Mitch Allen, Art Bochner, Evan Bullock, Gaile Cannella, Cesar A. Cisneros Puebla, Marcelo Diversi, Maria del Consuelo Chapela Mendoza, Kathleen de Marrais, Carolyn Ellis, Stacy Holman-Jones, John Johnson, Mirka Koro, Patrick Lewis, Alejandra Martinez, Aldo Merlino, Claudio Moreira, Ron Pelias, Jude Preissle, Robert Rinehart, Kathy Roulston, Pat Sikes

OUTSIDE SPONSORS

Dedoose, Guilford Press, Lumivero, MAXQDA, ResearchTalk, Myers Education Press, Routledge, SAGE Publications

## **2023 Patrons (as of 04.30.2023)**

Patrons help sponsor registration waivers provided for those who may need them.

Allen, Mitch  
Amann, Carol  
Chen, Guangzhou  
Dariotis, Jacinda  
Freeman, Melissa  
Imam, Dr. Seema  
Reavey, Catherine (Kate)  
Rhoads, Sarah



# Institute of Qualitative Inquiry Collaborating Sites

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

Florida International University  
 Georgia Southern University  
 Grupo De Investigación Aire Libre fundación Universitaria Del Área Andina  
 Grupo de investigación cualitativa, performatividad y psicología narrativa - Universidad Santo Tomás  
 Grupo de Investigación e Innovación en Educación - University of A Coruna  
 Grupo Interdisciplinario de Investigación Cuatativa - University de Antioquia, Universidad Pontificia Bolivariana and Universidad San Buenaventura  
 Hugh Downs School of Human Communication - Arizona State University  
 Institute of Applied Social Research - University of Bedfordshire, UK  
 Institute of Hygiene and Tropical Medicine - Universidade Nova De Lisboa  
 Institute of Media and Communications - Klagenfurt University, Austria  
 Instituto de Educación - Universidad Militar Nueva Granada  
 Institutum Studiorum Humanitatis Ljubljana Graduate School of the Humanities  
 International Association of Educators (INASED)  
 International Institute for Qualitative Methodology - University of Alberta  
 International Journal of Progressive Education (IJPE)  
 International Qualitative Research Collaboration - The University of Melbourne  
 Interpretive and Qualitative Research at Carlow (IQ@ Carlow) - Carlow University  
 Lenticular Futures - [www.lenticularfutures.com](http://www.lenticularfutures.com)  
 Literacies in Second Languages Project (LSLP) - Universidad Pontificia Bolivariana, Sede Central Medellín  
 Literacy Inquiry Networking Communities - Pepperdine University & Seaver College  
 Liverpool John Moores University, CERES (Center for Research in Education)  
 McGill Qualitative Health Research Group - McGill University Canada  
 Mediterranean Institute of Qualitative Inquiry - University of Malta  
 Miami University  
 MSU Family & Child Clinic - Michigan State University  
 Narrative, Discourse and Pedagogy - University of Western Sydney  
 Narrative Inquiry Center – University of Bristol  
 National Institute of Education - Singapore  
 Nor-Trøndelag University College - Nord-Trøndelag University College  
 Northwestern University  
 Participatory Action Research Collective at the City University of New York Graduate Center  
 Programa de Pós-Graduação em Enfermagem - Universidade Federal de Santa Catarina  
 Qualitative Health Research Network Red ICS (Red de Investigación Cualitativa en Salud)  
 Qualitative Inquiry Group Universidad Autónoma Metropolitana - Iztapalapa  
 Qualitative Research Centre (QRC) - University of Saskatchewan  
 Qualitative Research Association Malaysia  
 QualLab <https://u.osu.edu/quallab/>  
 Queri Qualitative Research and Training  
 QUIG (Qualitative Inquiry Group) - University of Toronto  
 Research Center for Leadership in Action - Robert F. Wagner School of Public Service  
 Research Department - Universidad Siglo 21  
 Research Institute Gino Germani - University of Buenos Aires, Argentina  
 Salud y Sociedad - Universidad Autonoma Metropolitana-Xochimilco  
 School for Social and Policy Research - Charles Darwin University

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

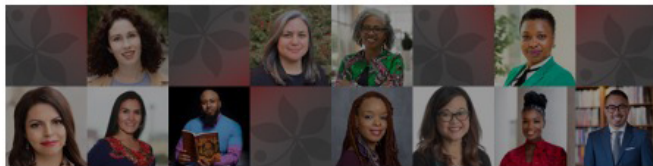


THE OHIO STATE UNIVERSITY

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

**QualLab**

Advancing Qualitative Inquiry toward  
Innovation, Equity, Diversity and Justice



2023 Advanced Methods Institute

# Advancing Qualitative Inquiry toward Innovation, Equity, Diversity and Justice

June 7- 9, 2023

A three-day virtual conference featuring *internationally recognized* and *award-winning* qualitative scholars who will share innovations in qualitative inquiry and strategies for application for attendees' own research projects aimed to advance equity, diversity, and justice. AMI will commence at 4:00 PM EST on Wednesday, June 7, 2023 and end on Friday, June 9, 2023 at 4:30 PM EST.



# 2023 Congress Award Winners

## 2023 Illinois Distinguished Qualitative Dissertation Award

Category A (Experimental):

Winner:

Asia S. Thomas Uzomba, *The Ancestral Legacy and Daughters of Anna Julia Cooper: An Historical Ethnography of Black Women Teachers in the South*

Honorable mentions:

Janie Copple, *Making Menstrual Knowledge Through Multi-Genre Methodologies: Exploring Mothers' Encounters with Children at Menarche*

Laura Hartnell, *Writing Affect and Trauma: Performative Writing as the Felt Sense of Women's Trauma*

Category B (Traditional):

Winner:

Laura S. Copeland, *The Experiences of Parents who Affirm Their Child's Diverse Gender Identity*

Honorable Mention:

Rachel Ranschaert, *Conceptualizing Justice with First-Year Teachers*

## 2023 Outstanding Qualitative Book Award

Winners:

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

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

Honorable Mention:

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

**2023 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice**

Adele E. Clarke

## 2023 Emerging and Outstanding Indigenous Scholar

Laurie Sherry-Kirk

Tania Mullane

## **Past Congresses**

5-7 May 2005

Qualitative Inquiry in a Time of Global Uncertainty

Keynotes: Janice Morse, Linda Tuhiwai Smith

4-6 May 2006

Ethics, Politics, and Human Subject Research

Keynotes: Marie Battiste, Michelle Fine

2-5 May 2007

Qualitative Inquiry and the Politics of Evidence

Keynotes: Julianne Cheek, D. Soyini Madison

14-17 May 2008

Ethics, Evidence, and Social Justice

Keynotes: Gloria Ladson-Billings, Ian Stronach

20-23 May 2009

Advancing Human Rights Through Qualitative Research

Keynotes: Antjie Krog, Frederick Erickson

26-29 May 2010

Qualitative Inquiry For a Global Community in Crisis

Keynotes: Cynthia B. Dillard, Isamu Ito

18-21 May 2011

Qualitative Inquiry and the Politics of Advocacy

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

16-19 May 2012

Qualitative Inquiry as a Global Endeavour

Keynotes: Sarah Delamont, Paul Atkinson

15-18 May 2013

Qualitative Inquiry Outside the Academy

Keynotes: Laurel Richardson, Russell Bishop

21-24 May 2014

Qualitative Inquiry and the Politics of Research

**General information**

Keynotes: Uwe Flick, Patti Lather

20-23 May 2015

Constructing a New Critical Qualitative Inquiry

Keynotes: Margaret Kovach, Kathy Charmaz

18-21 May 2016

Qualitative Inquiry in Neoliberal Times

Keynotes: Maggie MacLure, Johnny Saldaña

17-20 May 2017

Qualitative Inquiry in the Public Sphere

Keynotes: Susan Finley, Graham Hingangaroa Smith

16-19 May 2018

Qualitative Inquiry in Troubled Times

Keynotes: Bronwyn Davies, Karen M. Staller

15-18 May 2019

Qualitative Inquiry and the Politics of Resistance

Keynotes: Elizabeth St.Pierre, Aitor Gómez González

May 2021

Collaborative Futures in Qualitative Inquiry

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

May 2022

Transformative Visions and Utopias of Hope in Qualitative Inquiry

Keynotes: Kakali Bhattacharya & Patrick Lewis

### **Illinois Distinguished Qualitative Dissertation Award Winners**

2006

Traditional: Jessica Polzer, University of Toronto

Experimental: Dalene M. Swanson, University of British Columbia

2007

Traditional: Dixiane Hallaj, George Mason University

Experimental: Gurjit Sandhu, Queen's University, Kingston

2008



Traditional: Mariana Cavalcanti Rocha dos Santos, University of Chicago

Experimental: Nicole Defenbaugh, Southern Illinois University

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

2009

Traditional: Carrie Friese, University of California, San Francisco

Honorable Mention: Chad William Timm, Iowa State University

Experimental: Robin Boylorn, University of South Florida

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

Ken Gale and Jonathan Wyatt, University of Bristol

2010

Traditional: Lfeoma Ann Amah, UCLA

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

Experimental: Mansha Mirza, University of Illinois at Chicago

2011

Traditional: Sharalyn Jordan

Honorable Mention: Toni Shorter Smith, Ohio State University

Experimental: Kristia Bruce Amatucci, University of Georgia

Honorable Mention: Tony Adams, University of South Florida

2012

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

Honorable Mention: Mara Casey Tieken, Harvard University

Experimental: Hilary Hughes-Decatur, University of Georgia

Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013

Traditional: Ellen Block, University of Michigan

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

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

John's University

2014

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

Honorable Mentions: Brenda McPhail, University of Toronto

Experimental: Geo Takach, University of Calgary

Honorable Mention: Elizabeth Cone, Columbia University

2015

Traditional: Chaunetta Jones, Rutgers University

Experimental: Graham Lea, University of British Columbia

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

2016

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

Honorable Mention: Amanda Tachine, Arizona State University

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

2017

Traditional: Erin Parke, University of South Florida.

Shuning Liu, University of Wisconsin, Madison.

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

2018

Traditional: Jennifer James

Experimental: Nancy Emilce Carvajal Medina

2019

Traditional: Pengfei Zhao

Traditional, Honorable Mention: Brynn Adamson

Experimental: Tanja Burkhard

Experimental, Honorable mention: Julia C. Persky

2020

Traditional: Na Ri Shin

Experimental: Maureen Flint

2021

Traditional: Theresa Amalia Burruel Stone

Traditional, Honorable mention: Marcelina Piotrowski

Experimental: Katie Beavan

Experimental, Honorable mention: Jody Thomson

2022

Traditional: Penelope Sanz

Traditional, Honorable Mention: Doo Jae Park Experimental: Maya Lefkovich

Experimental, Honorable Mention: Matthew Adamson

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

2010

Harry F. Wolcott, University of Oregon

2011

Robert Stake, University of Illinois, Mitch Allen

2015

Patricia Leavy

Olivia Inés Sanhueza Alvarado

Landmark Achievement Award

2019

Howard S. Becker

2020

Stacy Holman Jones & Cesar Cisneros Puebla

2022

C. Darius Stonebanks

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

2009

Norman K. Denzin

2010

Yvonna S. Lincoln

2011

Janice M. Morse

2012

Carolyn Ellis

2013

Laurel Richardson

2014

Judith Preissle

2015

Patti Lather

2016

Arthur P. Bochner

2017

Ronald J. Pelias

2018

Kathy Charmaz

2019

Uwe Flick

2020

Kim Etherington

2021

John M. Johnson

2022

Tami Spry

### **Outstanding Qualitative Book Award**

2010

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

Honorable Mention:

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

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

2011

Co-Winners:

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

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

Honorable Mention:

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

2012

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

Honorable Mention:

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

2013

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

Honorable Mention:

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

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

2014

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

Honorable mention:

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

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

2015

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

Honorable Mention:

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

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

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

2016

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

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

2017

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

Honorable Mention:

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

2018

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

Honorable mention:

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

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

2019

Co-Winners:

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

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

Honorable mention:

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

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

2020

Winner:

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

Honorable mention:

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

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

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

2021

Winner:

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

Honorable mention:

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

2022

Winner:

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

Honorable Mentions:

Davies, B. (2020). *Entanglement in the World's Becoming and the Doing of New*

*Materialist Inquiry*. London & New York: Routledge.

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

### **Outstanding Book in Spanish or Portuguese**

2012

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

2014

Maria do Mar Pereira. 'FazendoGênero no Recreio. A negociação do gênero-espaco escolar (Making Gender at playtime. Negotiating gender in school space.) Lisboa: Imprensa de Ciências Sociais, 2012.

2016

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

2018

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

### **Emerging Indigenous Research/Scholar Award**

2018

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

2019

Robert Henry

2021

Early Career: Jillian Fish, Lana Ray, Jennifer Markides

### **Outstanding Indigenous Graduate Student Scholar Award**

2018

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

2019

Doctoral Graduate Student Award: Cherry Smiley



Masters Graduate Student Award: Brooke Deer

2021

Doctoral Graduate Student Award: Danielle Bird

2022

Dr. Sarag Wright Cardinal

Jamie Folsom

Melissa Shouting

Dr. Carmen Parter

# Thursday Workshops

## **Morning Workshops: 8:30-11:30am**

1. Analyzing Images in Visual Research, Kerry Freedman and Richard Siegemund. Union 314B
2. Teaching and Learning Qualitative Research Methods Principles Through Popular Film Clips, Johnny Saldaña. Union 314A
3. Writing Qualitative Inquiry: Embracing the Mystery, Christopher Poulos. Union 209
4. Writing Autoethnography and Narrative in Qualitative Research, Art Bochner and Carolyn Ellis. Union 210
5. An Introduction to Social Justice Inquiry using Kathy Charmaz's Constructivist Grounded Theory, Elaine Keane. Union 406
6. What do you do with a grounded theory? Testing Theory Qualitatively, Jane F. Gilgun. Union 215
7. Moving from page and stage, to digital possibilities, Kitrina Douglas & David Carless. Union 404
8. Getting Successfully Published, Deborah Laughton & Karen M. Staller. Union 405

## **Spanish Workshop: 10:00am-1:00pm**

Taller: Etnografía de Caminos. Union 407

## **Afternoon Workshops: 12:30-3:30pm**

1. Composing Bodies: Performative Autoethnography as Qualitative Research, Tami Spry. Union 210
2. Songwriting as an Arts-Based Research Methodology, J. Chris Haddox. Union 209
3. Centering Qualitatively-Driven Approaches to Mixed Methods Research Inquiry, Sharlene Hesse-Biber. Union 314A
4. Cultivating and nurturing a researcher self: The inside and outside of knowledge, Liora Bresler. **Meeting at the main entrance of Krannert Art Museum on Peabody and 6th street at 12:20 (easy walking distance from the Illini Union).**
5. Performative Writing Workshop, Ronald J. Pelias. Union 404
6. Reckoning with Race & Justice through Performance, Durell Callier & Dominique C. Hill. Union 314B
7. Centering Disability in Qualitative Research Design, Jessica Nina Lester, Emily Nusbaum, & Holly Pearson. Union 405

**The Task at Hand: Qualitative Inquiry in (Post?) Pandemic Times***Stacy Holman Jones, Monash University*

In an interview about his 2022 poetry collection *Time is a Mother*, Ocean Vuong observes,

And a lot of folks ask me, how can you be so vulnerable in your work? How can you look at difficult histories, personal and political and historical, and keep going? How do you take care of yourself? And I said, I signed up for this, you know? I don't think it's a burden to look at everything that is human, the joys and the difficulty...the task at hand is to not turn away from the light and the dark.

In this talk, I consider how qualitative inquiry can begin the reparative work of making sense—whilst at the same time vulnerably acknowledging the ongoingness—of a world in pandemic. How can qualitative inquiry reckon with the recuperative and unbreakable entanglements of the earth, humans and other species, sentiments and actions? How does qualitative inquiry recognise the necessity of telling a collective story of climate emergency, war and genocide, spiralling mental and physical crises, and the stranglehold of corporate and state interests on all forms of life? Rather than learning to 'live with' these things, qualitative inquiry asks us to live, love and work differently. It asks us to mutually embrace both the light and the dark. The task at hand then is for qualitative inquiry to cooperatively push against languishing grief, narrative fatigue and cultures of denial to make the life-altering nature of the pandemic not an ending, but instead the beginning of hope.

**The Story Will Not be Thematized: Futures in Qualitative Research***Devika Chawla, Ohio University*

My keynote address examines my troubled relationship with qualitative research. Even though I am academically trained in qualitative methods, published in journals that showcase such methods, and have even served as the editor-in-chief of a journal dedicated to such methods, I struggle with how best to teach these methods. In this address I identify and unpack the issues that make for my troubled relationship with these approaches. In many cases, these issues arise from a mismatch between my training in qualitative research in the West and the world in the global south where my experiences are also located. Simply put, this mismatch is a postcolonial struggle. I discuss why I am always questioning our push for more lengthy and thicker qualitative data that lends itself to more layered and nuanced analyses. I do so by sharing stories of transformative field moments, which led me to conclude that I can no longer teach qualitative research in the way that I was taught. I gently propose that analysis and representation are as much about loss as they are about gain. Ultimately, my goal is to invite us to envision less analytically ambitious futures for qualitative research.

# Arts-Based Research SIG

**Pre-conference Symposium: *Qualitative Inquiry in Post(?)-Pandemic Times***

**Wednesday, 17 May 2023**

**Location: Illini Union 104**

A full day interactive symposium led by ABR experts while engaging participants in addressing current issues in ABR inquiry, expression, and performance with implications for addressing the conference topic of research as political resistance. Although there is no fee to take part in the symposium, all participants must register for the ICQI conference.

## Agenda

### 9:00-9:15 Welcome and Introductions

### 9:15-10:15 Points of Provocation

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

- Group 1: Dafna Moriya *Exploring Art-Based Research by Candlelight*
- Group 2: Sarah Travis *Arts-Based Inquiry Through Relationality*
- Group 3: Sara Scott Shields *Stratified Thoughts: Keeping a Mixed Media Visual Research Journal*
- Group 4: Charles Vanover and Marianna Staroselsky *Identity Distress Experiences and Forum Theatre: An Arts-Based Research Workshop*
- Group 5: Nancy Gerber and Amber Ward: *Speaking the Unspeakable: Arts-based Material Explorations*

## Break

### 10:30-12:15 Provocation Workshops

The workshop portion will include small group breakout groups each with an assigned provocation and senior scholar facilitator. Each group will include dialogues and arts-based processes to address philosophical, theoretical, and practical aspects of ABR related to their topic and related issues. These dialogues are inclusive of the multi-disciplinary and socially engaged nature of ABR and

how different disciplines may create tensions as to how ABR might or might not be conceptualized, practiced, and defined. As the conversation emerges, these ABR discussions will debate what might constitute a coherent response to the provocation. Each group will synthesize the arts-based, textual and theoretical conclusions from their discussion for a presentation/performance to the entire group in the afternoon session. The afternoon presentational formats can also explore distinctly ABR modes of opportunities for audience engagement and feedback.

### **12:15-1:30 Lunch**

### **1:30-3:15 Afternoon Presentations**

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

### **Break**

### **3:30-4:00**

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

# Autoethnography SIG

**Autoethnography at the Intersections of Uncertainty and Hope**  
**Wednesday, 17 May 2023, 2:00-6:00pm**  
**Location: Illini Union 314B**

The theme of this year's ICQI conference, *Qualitative Inquiry in Post(?) - Pandemic Times*, calls us to critically reflect on how persistent uncertainties impact our ability to create, maintain and realise a collective sense of hope. Working at the intersection of uncertainty and hope, we will collectively explore how the personal and everyday realities help us work toward more sustainable, inclusive and transformative futures.

The SIG afternoon will include three sessions:

## ***Autoethnography in Times of Uncertainty (2:10-3:30)***

A panel of invited speakers will open the session by sharing work that explores what insights, understandings and gifts autoethnography offers individuals and communities in times of uncertainty. This series of short, personal and imaginative offerings aims to bear witness to the persistent and productive uncertainties of the everyday.

Chris Poulos  
Ron Pelias  
Art Bochner  
Carolyn Ellis  
Lisa Tillman  
Fiona Murray  
Bryant Keith Alexander

## ***Autoethnography as an Act of Hope (3:40-5:00)***

The speakers in this second movement will share work that marshals autoethnography as an act of hope in the present. This series of short, personal and imaginative offerings aims to leverage the hope we find in the now to create a vision of what might be possible.

Tony Adams  
Donna Henson  
Marcelo Diversi and Claudio Moreira  
Stacy Holman Jones and Dan Harris  
David Purnell  
Sohpie Tamas  
Esther Fitzpatrick

### *Collective Speculation Open Mic (5:10-6:00)*

The SIG day will culminate in a session that aims to collectively speculate on the power of autoethnography to create sustainable, inclusive and transformative futures. This session makes room for spoken word, singing, and the utopian raving that sometimes talks dreams closer to possibility and features some of our community's most inventive and fanciful thinkers and makers.

Norman Denzin

Tami Spry

James Salvo

Dominique Hill & Durell Callier

David Carless and Kitrina Douglas

# Coalition for Critical Qualitative Inquiry

**Wednesday, 17 May 2023**  
**Location: Illini Union 314 A**

**TOPIC: Exploring Critical Qualitative Inquiries that Increase Possibilities for Justice in Post(?) -Pandemic 'Neoliberal' Times**

**A Day of Becoming-With Critical Qualitative Inquiry**

## **EVERYONE IS INVITED!**

As post(?)-pandemic conditions, climate change, and environmental injustices continue to generate increased opportunities for neoliberal and disaster capitalism, justice-oriented critical researchers must transform research philosophies, problems, and actions in ways that facilitate historical critical inquiry to become-with innovative ways to conceptualize and address equity and justice in all its forms. Therefore, in 2023 and beyond, groups of critical scholars hope to form research alliances that increase possibilities for the justice, healing, and hope that all deserve. This CCQI Wednesday session for 2023 begins by making-kin with the past, present and future in ways that generate rethought, previously unthought, and innovative forms of justice and equity. The day will be filled with opinions and ideas expressed by a range of diverse scholars, but, more importantly, through discussions generated by audience participants.

### **Making-Kin with the Past and Present**

For some time, researchers engaging in critical qualitative scholarship - whether feminist, postcolonial, poststructural, queer theories, or recently in intersection with indigenous voices, critical race/disability/tribal/migration theories, and posthuman perspectives - have called for the construction of a critical qualitative science that challenges disciplinary boundaries and rethinks research as construct and practice for purposes of increasing justice and equity. This critical work always and already insists on more just transformations and actions, whether social, environmental, material, political, academic, or for the earth and worlds more broadly that have not been privileged with the dominant construction of the label 'human.' The broad expanse of qualitative research as a field has furthered these critical reconceptualizations. As critical scholars, we hope to directly impact the world as we become-with a larger number, and diversity of critical relatives and ancestors. Remnants of critical histories are our reminders:



## Historical Whispers

In the first edition of the *Handbook of Qualitative Research* (Denzin & Lincoln, 1994), and acknowledging kin and ancestors like - Michelle Foucault, Paulo Freire, Julia Kristeva, bell hooks, Stuart Hall, and Cornel West – Joe Kincheloe and Peter McLaren discuss critical research defining criticalists as those who conduct justice oriented scholarship always keeping in mind certain basic assumptions:

- Thought as fundamentally mediated by power relations that are social and historically constituted;
- Facts as never isolated from the domain of values that represent some form of ideological inscription;
- Relationships between concept and object and between signifier and signified as never stable or fixed and often mediated by the social relations of capitalist production and consumption;
- Oppression/inequity as having many faces and that focusing on one at the expense of others often elides the interconnections among them; and
- Mainstream research practices as generally, although often unwittingly, implicated in the reproduction of systems of class, race, and gender oppression.” (pp. 139-140).

Further, the authors call for a “critical humility” and close by proposing that engaging with critical research “is to take part in a process of critical world making, guided by the shadowed outline of a dream of a world less conditioned by misery, suffering, and the politics of deceit” (p. 154).

As further critical work has continued over the years, we can point to all kinds of research across various fields using a range of critically oriented perspectives. By 2008, in the *Handbook of Critical and Indigenous Methodologies*, Norman Denzin, Yvonna Lincoln, and Linda Smith remind critical scholars that revisioning critical work is necessary in ways that merge critical and indigenous perspective without silencing and/or co-opting indigenous ways of living/being. Following Julie Kaomea’s (2004) call for “allied others” (p. 32), the authors propose that we as fellow travelers “deconstruct from within the Western academy and its positivist epistemologies” (p. 6). Many of us, in a range of fields, have attempted to do just that for the past 30-40 years illustrated, as example, in work of various reconceptualist scholars in the field of childhood studies who combine anti-colonial/anti-racist/

anti-sexist research with critical posthuman and environmental justice studies with/for childhoods.

Most recently, a range of so-called posthuman perspectives could, in some cases, be located within, or considered expansions of, or becomings-with, critical qualitative inquiry. The work of Rosi Braidotti (2016) in *Posthuman Critical Theory* is a good illustration. The author proposes critical cartography, even as related to the multiple, yet often, oppositional ‘posthuman’ perspectives. She suggests that research should reject closed systems of thought; be concerned that there is a tendency to posit humanity as a unitary category imposed over the so-called nonhuman; acknowledge the condition(s) created within the contemporary violence of capitalist de-territorializations; and recognize that the contemporary global economy has territorialized life/zoe itself.

Even with this history, along with volumes of critical work, the contemporary imposition of neoliberal forms of knowledge and practice broadly is a continued and immediate threat. As Braidotti reminds us, “capitalist de-territorializations are never transformative in a qualitative ethical sense” (p. 20). From within this dangerous, immoral, and inequitable neoliberal condition that has been further facilitated through pandemics and disasters, critical work remains of utmost importance. Most recently, in *Becoming Human: Matter and Meaning in an Anti-Black World*, Zakiyyah Iman Jackson illustrates the embeddedness within racism, sexism, and other forms of disqualification through which dominant perspectives create particular groups of people, as well as other life forms, as subhuman. Finally, as critical perspectives have brought to the forefront the Euro-American white male anthropocentrism that dominates research, those concerned with social, life, and environmental conditions, along with equity and care, hope to challenge all forms of injustice.

### **Becoming-With the Future**

The main purpose of the Critical Qualitative Inquiry SIG within ICQI and beyond is to construct coalitions of individuals and alliances from a range of fields that systematically and supportively work together to:

1. Continually expand visibility for existing critical work and the complexities of that work across diverse lifeworlds and forms of being,
2. Maintain critical qualitative inquiry as an avenue for equity and justice,
3. Construct diverse forms of critical qualitative inquiry, related forms of activism, and innovative methods for sharing justice work; and

4. Systematically support critical qualitative scholars struggling under contemporary neoliberal conditions to facilitate just transformations.

---

## **Wednesday, May 17, 2023 PROGRAM**

### **TOPIC: “Exploring Critical Qualitative Inquiries that Increase Possibilities for Justice” in Post(?) -Pandemic Neoliberal Times**

Sessions will be led by discussion leaders, some who have been critical qualitative researchers for many years and others who are just beginning critical work. Each discussion leader will briefly share their own opinion regarding critical qualitative inquiry. The entire group will then be opened for a broad-based discussion between/with audience members along with discussion leaders. The discussion leaders and topical questions are listed below.

SESSION 1    9:00 a.m. - 10:30 a.m.

Topic: What can be meant by Critical Qualitative Inquiries that increase possibilities for justice?

Donald R. Collins, *Prairie View A&M University*, USA

Michael Giardina, *Florida State University*, USA

Director of the International Congress of Qualitative

Inquiry

Aitor Gomez, *Universitat Rovira I Virgili*, SPAIN

Jennifer Wolgemuth, *University of South Florida*, USA

BREAK                    10:30 a.m. - 10:45 a.m.

SESSION 2    10:45 a.m. - 12:15 p.m.

Topic: What are your conceptualizations of, reactions to critique of critiques, and possibilities for, critical qualitative inquiry?

Julianne Cheek, *Ostfold University College*, Halden, NORWAY

César Cisneros Puebla, *University of Tarapaca*, CHILE

Javania Michelle Webb, *University of California-Riverside*, USA

LUNCH            12:15 p.m. - 1:30 p.m.

SESSION 3            1:30 p.m. - 3:00 p.m.

Topic: How can critical qualitative research be reconceptualized in ways that are transformative toward increased justice while also continuing to challenge linearity and progressive universals?

Venus Evans-Winters, Ohio State University, USA

Amanda Tachine, Arizona State University, USA

Marek Tesar, University of Auckland, NEW ZEALAND

BEGINNING APROXIMATELY 3:00 p.m.

FINAL SESSION: Planning for Research and Justice Alliances

All discussion leaders and audience participants will be invited to plan, and contribute to, an extensive directly related special publication. Additionally, a framework for a five year plan related to justice and CQI activist research and writing will be generated.

CCQI Steering Committee:

Gaile S. Cannella, Independent Scholar, [gaile.cannella@gmail.com](mailto:gaile.cannella@gmail.com)

Donald R. Collins, Prairie View A&M University, [drcollins@pvamu.edu](mailto:drcollins@pvamu.edu)

Mirka Koro, Arizona State University, [mirka.koro@asu.edu](mailto:mirka.koro@asu.edu)

Aaron Kuntz, Florida International University, [aakuntz@fiu.edu](mailto:aakuntz@fiu.edu)

Penny Pasque, Ohio State University, [pasque.2@osu.edu](mailto:pasque.2@osu.edu)



# 12<sup>th</sup> Annual Indigenous Inquiries Circle (IIC) Pre-conference

**Wednesday, 17 May 2023**  
**Location: Illini Union, Illini Room C**

**The Indigenous Inquiries Circle (IIC) is a Special Interest Group of the International Congress of Qualitative Inquiry**

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

Registration is Free for the Indigenous Inquiries Circle (IIC) pre-conference  
All are welcome!

## **Sketch of the Day May 17<sup>th</sup>**

- |            |  |
|------------|--|
| 8:30 a.m.  | Pipe Ceremony on the Quad Green, south side Illini Union with Elder Joseph Naytowhow   |
| 10:00 a.m. | Opening Circle and Welcome Song with Elder Joseph Naytowhow  |
| 10:30 a.m. | A conversation with Dr. Robert Henry, Department of Indigenous Studies, University of Saskatchewan. Recipient of the 2019 IIC Emerging and Outstanding Indigenous Scholar Award.   |
| 11:45 a.m. | Lunch Break<br>(on your own, food court in Illini Union or restaurants in town)  |
| 1:00 p.m.  | Gathering to sit in Circle: Exploring (Post-pandemic) roots and structure of the Indigenous Inquiries Circle (IIC). Looking for themes and terms through Respect, Truth, Relationships as we articulate ideas, principles, and values that inform the Circle's structure and governance. |
| 2:00 p.m.  | Emerging Voices in Indigenous Research and Indigenous Communities:<br>Indigenous Inquiries Circle Awards Presentation  |
| 3:00 p.m.  | Closing Circle   |
| 6:30 p.m.  | Supper (Location TBA)  |



# Wednesday Sessions

---

## **Wed100 ADISP: Introducción, Magdalena Suárez-Ortega**

---

9:00-9:30

Union 404

---

## **Wed101 Action Research: Action Research in Education 1**

---

9:30-10:50

Union 210

*Chair: Jean-Marie Weber, University of Luxembourg - Faculty of language and literature humanities arts and education*

How to Construct an Ethical Posture? How to Be Fair in the Educational Act? A Case Study, *Jean-Marie Weber, University of Luxembourg - Faculty of language and literature humanities arts and education*

The Influence of Home Language on Grade 3 Learners' Language Development and Understanding of English in Mathematics Classes, *Neo Hendrick Hendrick Seseng, Central University of Technology*

Inquiry Based Pedagogy (IBP) in Teaching and Learning Mathematics, *Madan Rijal, Kathmandu University*

B Ed Foundation Phase Student Teachers' Practical Experiences in Preparing for Rural Full-Service Schools: A case study of one Rural University in South Africa, *Ntando Mpahla, Walter Sisulu UNIVERSITY, and Bulelwa Bulelwa Makena, Walter Sisulu University*

Needs and Strengths of Private School Principals of Nepal, *Parbati Dhungana Poudel, Kathmandu, and Bal Chandra Luitel, Kathmandu University School of Education, Nepal*

English as a missionary language: Using English for the Sinhala Buddhist Nationalist project, *Kasun Gajasinghe, Michigan State University, and Sachin Wanniarachchi, York University, Canada*



## **Arts-Based Research: Art Therapy and Arts-Based Wed102 Research**

9:30-10:50

Union 209

*Chair: Aravindhan - Natarajan, University of Toledo*

*Riding the Dragon: The Precarious Poetics of Abra, Deborah Kathleen Green, Whitecliffe School of Creative Arts Therapies*

*Uncovering and Recovering: Using Arts-Based Methods as a Tool for Trauma-Informed Qualitative Inquiry, Jenna LaChenaye, The University of Alabama at Birmingham, and Shannon McCarthy, The University of Alabama at Birmingham*

*The pedagogic journey of Friedl Dicker Brandeis, Linda Jean Helmick, University of Missouri*

*When Human Connection Becomes Dangerous: Creating an Embodied Nature Practice for the Age of Covid, Cynthia Edmonds-Cady, Illinois State University*

*Embracing the Arts in Social Work Education, Aravindhan - Natarajan, University of Toledo*

## **Global Qualitative Health Research: Roundtable: The Status Quo is Fierce: Qualitative Research in Skeptical Wed103 Environments**

9:30-10:50

Union 215

*Chair: Jonelle M Prideaux, Cincinnati Children's Hospital Medical Center/University of Cincinnati*

*The Status Quo is Fierce: Qualitative Research in Skeptical Environments, Jonelle M Prideaux, Cincinnati Children's Hospital Medical Center/University of Cincinnati, Lisa M Vaughn, Cincinnati Children's Hospital Medical Center/University of Cincinnati College of Medicine, Sinem Toraman, Cincinnati Children's Hospital Medical Center, Amanda Schondelmeyer, Cincinnati Children's Hospital Medical Center, Andrea Kachelmeyer, Cincinnati Children's Hospital Medical Center, Andrew Benson, Cincinnati Children's Hospital Medical Center/University of Cincinnati, Hailey Dustin, Cincinnati Children's Hospital Medical Center, Janelle Tobler, Cincinnati Children's Hospital Medical Center, and Heather Gerker, Cincinnati Children's Hospital Medical Center/University of Cincinnati*

## **Wed104 Digital Tools: Digital Tools 1**

9:30-10:50

Union 217

*Chair: Esma Nur Kahveci, University of Massachusetts, Dartmouth*

Game-Based Learning and Math Anxiety: An Evidence-Based Framework for Math Anxiety Reduction in Digital Learning Games and Its Application in Game Analysis and Design, *Esma Nur Kahveci, University of Massachusetts, Dartmouth, and Nazia Tasnim, University of Massachusetts, Dartmouth*

The MBAs of Latin America as channels of reproduction of the business elite. A multimodal analysis, *Cristobal Villalobos, Pontificia Universidad Católica de Chile, and Mitzi Duboy Luengo, University of Alberto Hurtado*

Modifying the Interview Diary Approach in Multiple Case Studies Fitaha Aini, University of Leicester, *Fitaha Aini, The School of Media, Communication and Sociology, University of Leicester*

## **Wed105 ADISP: Investigación cualitativa y educación**

9:30-10:50

Union 404

*Chair: Magdalena Suárez-Ortega, Universidad de Sevilla*

El discurso transformador y cómo encarnarlo en la enseñanza: Discordancia ideológica en futuras/os profesores de educación secundaria en Chile, *César Peña-Sandoval, Universidad Metropolitana de Ciencias de la Educación, Chile*

Investigación Basada en Diseño – un acuerdo entre investigación educativa experimental e Investigación Acción Participativa?, *Christine Schmalenbach, Hamburg University, and Simone Ploeger, Universität Hamburg*

Experiencias de los docentes de educación primaria sobre el regreso a la escuela durante la pandemia por covid-19, *Edith J. Cisneros-Cobernour, Universidad Autónoma de Yucatán, and Judith Antonia Ek-Chan, Universidad de Yucatán*

*Chair, Magdalena Suárez-Ortega, Universidad de Sevilla*

**Wed107 ADISP: Investigación cualitativa, genero y feminismo**

---

9:30-10:50

Union 405

*Chair: paulina bautista cupul, Universidad Latino*

Creencias y Significados de Autocuidado de Personas Trans Que Conviven Con Vih Neiva Huila Colombia, *Yeymi Acevedo Ninco, Universidad Antonio Nariño, Eliana Maria Quintero Trujillo, Universidad Antonio Nariño, Juan Camilo Calderon Farfan, Universidad Surcolombiana, and Olga Patricia Melo Barbosa, Universidad Antonio Nariño*

Poner(nos) en común: Producción de conocimientos y narrativas en/desde el trabajo social, *Mitzi Duboy Luengo, Universidad Alberto Hurtado, Cory Duarte Hidalgo, Universidad de Atacama, and Natalia Hernández Mary, Universidad Alberto Hurtado*

Proyecto InspiraMás: Conectando Mujeres Investigadoras en Yucatán, *paulina bautista cupul, Universidad Latino*

**Wed108 ADISP: Investigación cualitativa y arte**

---

9:30-10:50

Union 406

*Chair: Eva Marxen,*

El impacto de la duo-etnografía en la investigación cualitativa: Diálogos interdisciplinarios, *Luis Felipe González, Santo Tomás, Bogotá, and Eva Marxen*

El arte dramático desde la experiencia de la enseñanza-aprendizaje de un segundo idioma, *Roberto Vladimir Carbajal, Universidad Francisco Gavidia*

Comunicación Pública de la Ciencia, extensionismo y vinculación con el arte gráfico en Tabasco, *Rodolfo Jiménez-León, Universidad Juárez Autónoma de Tabasco, and Edith J. Cisneros-Cobernour, Universidad Autónoma de Yucatán*

*Chair, Eva Marxen*

## **Digital Tools for Qualitative Research: “It’s Not Just an App!”: Collecting Data Using the PhoneMe Digital App**

### **Wed109 with Community and Place-based Research**

---

9:30-10:50

Union 407

*Chair: Alexandra Minuk, Queen’s University*

Innovative Approaches to Qualitative Inquiry during a Time of Distancing: Reviewing the (Remote) Research, *Alexandra Minuk, Queen’s University, and Yuya Takeda, University of British Columbia*

Considering PhoneMe in Teacher Education, *Claire Ahn, Queen’s University, Kedrick James, University of British Columbia, Rachel Horst, UBC, and Yuya Takeda, University of British Columbia*

PhoneMe for Sustaining Vibrant Senior Communities, *Natalia Balyasnikova, York University, and Sonia Martin, York University*

PhoneMe at the Place of Confluence: Indigenous Land and Language, *Kedrick James, University of British Columbia, and William Rowluck, University of British Columbia*

### **Wed110 New Materialisms: New Materialisms and Affect**

---

9:30-10:50

Union Illini Room B

*Chair: Fiona Alana Murray, Centre for Creative-Relational Inquiry, University of Edinburgh*

Preformative and performative Writing: a slow moving to expression, *Fiona Alana Murray, Centre for Creative-Relational Inquiry, University of Edinburgh*

Relating Creatively between Academia and Cultural (Arts) Practice. Or a Speculative Inquiry towards Posthuman Dialogue, *Luise Fischer, Leipzig University, and Nina Kolleck, Leipzig University*

Entangled mapping: How a qualitative data analysis method emerged out of the pandemic, *Alexander Pratt, Pennsylvania State University, Altoona College*

## **Wed111 Action Research: Action Research 1**

11:00-12:20

Union 210

*Chair: Lauren A. Elrod, University of Illinois Chicago*

“We Didn’t Know Other People’s Stories”: Creating Hybrid YPAR Spaces that Nurture the Development of Students’ Critical Consciousness, *Lauren A. Elrod, University of Illinois Chicago, Aisha N Griffith, University of Illinois Chicago, Amy Leman, University of Illinois Urbana-Champaign, and Katrina Swinehart, Central State University*

Transforming Nutritional Behaviors of Basic Schoolchildren through School-based Participatory Nutrition Education: A Case of Participatory Action Research in Nepal, *Yadu Ram Upreti, Tribhuvan University, Nepal, and Bhimsen Devkota, Tribhuvan University, Nepal*

Lovechild, truce or epiphany – DBR as educational research between experiments and Participatory Action Research, *Christine Schmalenbach, Hamburg University, and Simone Ploeger, Universität Hamburg*

Interruptions in Context: Teachers Working with Refugee Children and Families, *Elif Karsli Calamak, Department of Early Childhood Ed, University of South Carolina & Middle East Technical University, and Cristina Valencia Mazzanti, Department of Education and Child Study, Smith College*

Understanding Effective Ways to Engage Immigrant Families in Heritage Language Maintenance and Their Children’s Schooling Through Action Research, *Sudhasbree Girmohanta, University of Toronto*

## **Arts-Based Research: Art Therapy, Grief, and Arts-Based Research**

11:00-12:20

Union 213

*Chair: Rosemary C. Reilly, Concordia University, Montréal*

The (Un)Expected Project: Narratives and artmaking in the face of grief due to infertility, peri-natal, and post-natal loss, *Rosemary C. Reilly, Concordia University, Montréal*

Visual Journaling as a Field Guide to the Self, *Shivani Bhalla, University of Illinois, Urbana Campaign*

Art Incorporated, *Abigail Carter, Ohio University*

Empowering women through creative therapeutic arts activity, *Linda Jean Helmick, University of Missouri*

---

### **Wed114 Digital Tools: Digital Tools 2**

---

11:00-12:20

Union 217

*Chair: Radim Hladik, Czech Academy of Sciences*

Constructions of CAQDAS Use by Software Providers, *Jessica Hagman, University of Illinois Urbana-Champaign*

reQual: A New Software Tool for Qualitative Research, *Radim Hladik, Czech Academy of Sciences, Nina Fárová, Charles University, Martin Hajek, Charles University in Prague, and Michael Škvrňák, Charles University*

Knowledge Management Practices in the Parliament Secretariat of National Assembly of Nepal, *Krishna Prasad Paudel, Kathmandu University*

---

### **Wed115 Relationality and Research**

---

11:00-12:20

Union 211

*Chair: Nigel Pizzini, Unitec (New Zealand Institute of Skills and Technology)*

An Autoethnography of my Illicit Affair, *Cody M. Clemens, Marietta College*

Male Teen Engagement with School-Based Counsellors, Nigel Pizzini, Social Practice, Unitec/Te Pūkenga, Auckland New Zealand, *Nigel Pizzini, Unitec (New Zealand Institute of Skills and Technology)*

---

### **Wed116 ADISP: Investigación cualitativa y salud**

---

11:00-12:20

Union 404

*Chair: Salvador R. Victor, Bethune-Cookman University*

A la deriva, entre la espera y la esperanza. Experiencias de personas con Enfermedad Renal Crónica durante la Pandemia COVID-19, *Luis Eduardo Hernández-Íbarra, Universidad Autónoma de San Luis Potosí, Mariana Sánchez, Universidad Autónoma de San Luis Potosí, and Yesica Yolanda Rangel-Flores, Universidad Autónoma de San Luis Potosí*

Prácticas de resistencia profesional en la atención hegemónica del nacimiento en Chile, *Mitzi Duboy Luengo, Universidad Alberto Hurtado, and Cristobal Villalobos, Pontifical Catholic University of Chile*

Reconfiguraciones de autonomía alimentaria en un pueblo indígena Nasa del Sur de Colombia en pandemia, *Juan Camilo Calderon Farfan, Universidad Surcolombiana, Diego Fernando Rosero Medina, Universidad de Antioquia, Leisy Cruz Rodriguez, Universidad de Antioquia, and Dolly Arias Torres, Universidad Surcolombiana*

Una Mirada Retrospectiva al COVID-19: Cómo la República Dominicana Utilizó Campañas Publicitarias para Promover un Programa Nacional de Vacunación e Instruir sobre la Prevención del Virus, *Salvador R. Victor, Bethune-Cookman University*

Elección de carreas en línea tras pandemia de Covid-19 como efecto de la educación a distancia durante el confinamiento, *Julia González Quiroz, Universidad Autónoma del Estado de Quintana Roo*

## **Wed117 ADISP: Investigación cualitativa, Etnicidad y Cultura**

11:00-12:20

Union 405

*Chair: Yennesit Palacios Valencia, Investigadora Posdoctoral - Universidad de Valladolid, España*

Resistencia frente a la desterritorialización: estudio asociado a colectivos étnicos en el contexto del conflicto armado, *Yennesit Palacios Valencia, Investigadora Posdoctoral - Universidad de Valladolid, España*

La empatía: una aproximación cualitativa a su definición sociocultural, *Laura Daniela López Peinado, Universidad de Puerto Rico, Recinto de Río Piedras, and Teófilo Espada-Brignoni, Universidad de Puerto Rico, Recinto de Río Piedras.*

Resignificación de la historia negra en América Latina y el Caribe: epistemologías alternativas descolonizadoras, *Maguemati Wabgou, Universidad Nacional de Colombia*

Ciudadanía y etnicismo. La problematicidad filosófico-política del concepto «pueblos originarios», *Jorge Polo Blanco, Escuela Superior Politécnica del Litoral (ESPOL), Ecuador.*

**ADISP: Investigación cualitativa y medios de  
Wed118 comunicación**

---

11:00-12:20

Union 406

*Chair: Alejandro Noboa, Universidad de la República*

Usos participativos de los recursos digitales de municipios y de las organizaciones feministas en Argentina, México y Uruguay., *Alejandro Noboa, Universidad de la República*

Educación a distancia y uso de Tics en tiempos de COVID-19 en escuelas rurales de enseñanza básica y media en el norte de Chile, *Pamela Zapata-Sepúlveda, Universidad de Taparacá, and Magdalena Suárez-Ortega, Universidad de Sevilla*

Formación de vocaciones en ciencia y arte a nuevos públicos con material audiovisual en equidad de género, *Rodolfo Jiménez-León, Universidad Juárez Autónoma de Tabasco*

**Creative Knowledge Gathering: Indigenous Scholars  
Wed119 Past, Present, and Future**

---

11:00-12:20

Union 407

*Chair: Tina Bly, University of Vermont*

Creativity-Writes of Indigenous Scholars Past, Present, and Future, *Tina Bly, University of Vermont, Shawn Wilson, University of British Columbia, Steve James Minton, University of Plymouth, UK / University of South-Eastern Norway, and Tania Ka'ai, Auckland University of Technology*

**New Materialisms: New Materialisms and Inquiries in  
Wed120 the Posts**

---

11:00-12:20

Union Illini Room B

*Chair: Katie Beavan, New York University*

Ways of Relating that Produce Selves: Putting Diffractive Reflexivity to Work in Practice-Based Inquiry, *Katie Beavan, New York University, and Line Revsbæk, Aalborg University*

Entanglements of Literacy: A Posthuman Lens in a Children's Summer Literacy Program in the Southeast, *Dr. Larissa C. Rector, Tennessee Tech University*



Messy Motherhoods – Becoming with the Human and Non-Human in Affective Encounters of Everyday Motherhood, *Eva Neely, Victoria University of Wellington, Anna Adcock, Victoria University of Wellington, and Michaela Pettie, Victoria University Wellington*

The Agency of Team, *Lindsey R Garner-Knapp, University of Edinburgh*

---

## **Wed121 Action Research: Action Research 2**

1:00-2:20

Union 210

*Chair: Marya R Sosulski, Michigan State University*

Fair Play: Grounds for Discussion about Race and Class in North Central Detroit's State Fairgrounds Neighborhoods, *Marya R Sosulski, Michigan State University, and Cassie Shugart, Michigan State University School of Social Work*

Iranian Women's Leadership and Uprising Feminist Movement Experiences Lead to Social Structure Shift, *Haniyeh Kheirkhah Abkenari, Miami University*

Promoting a Green School Approach to Enhance Twenty-first Century Skills, *Eswor Kumar Ghimire, Kathmandu University, School of Education*

Exploring Needs among Mental Health Agency Leaders: Participatory Research Project Insights and Lessons Learned, *Sarah Dodoo, University of Illinois at Urbana-Champaign, Ha Young Choi, University of Illinois at Urbana-Champaign, Chelsea Alexander, University of Illinois at Urbana-Champaign, Leon Bryson, Champaign County Mental Health Board (CCMHB) and Champaign County Developmental Disabilities Board, and Jacinda K. Dariotis, University of Illinois at Urbana-Champaign*

## **ADISP: La investigacion cualitativa critica latinoamericana, de España y Portugal en tiempos de**

---

## **Wed122 ¿Post?-Pandemia**

1:00-2:20

Union 209

*Chair: Pamela Zapata-Sepúlveda, Universidad de Tapuracá*

La investigacion cualitativa critica latinoamericana, de España y Portugal en tiempos de ¿Post?-Pandemia, *Pamela Zapata-Sepúlveda, Universidad de Tapuracá*

## **Wed123 Applying Qualitative Research**

1:00-2:20

Union 213

*Chair: Bridget Virginia Kearney, University of Louisville*

Preteens Confront Difficult History in Online Simulations, *Rebecca Shargel, Towson University*

Students of Color Confront the Legacy of Slavery in an Online Simulation, *Kathy Terera Evans, Towson University, and Rebecca Shargel, Towson University*

“Our house there is ugly but still we happy, I don’t know why.” How the storytelling practices of displaced women are used as a strategy to make sense of resettlement, negotiate identity, space and community, and provide counternarratives to life in a refugee camp, *Bridget Virginia Kearney, University of Louisville*

## **Global Qualitative Health Research: Global Qualitative Health Research 1**

1:00-2:20

Union 215

*Chair: Marzena Sasnal, Stanford University*

Rapid Analysis Using the Consolidated Framework for Implementation Research in Formative Evaluation Delivers Timely and Actionable Findings Informing a Trial for Frail Surgical Candidates, *Marzena Sasnal, Stanford University, Ashley H Langston, VA Palo Alto Healthcare System, Rana N Doruk, VA Palo Alto Healthcare System, Karleen F Giannitrapani, Stanford University & VA Palo Alto Healthcare System, Arden M Morris, Stanford University, Alex H Sox-Harris, Stanford University & VA Palo Alto Healthcare System, and Shipra Arya, Stanford University & VA Palo Alto Healthcare System*

Social Support and Networks Influence HIV Services Engagement Among Adolescent Girls Experiencing HIV Stigma and Discrimination in Uganda, *Annet Nambeela, Most At Risk Population Initiative-MARPI Clinic Uganda, Kasule Kibirige, Uganda Christian University, Edson chipalo, lewis University., Agnes Nzomene, University of South Carolina, and Babu Geofrey mukooli*

Social influences on Intersectional Stigma and Discrimination: Experiences of Young Girls who Engage in Sex Work During Post COVID-19 Pandemic in Uganda, *Bosco Mukubba, Alliance of Women Advocating for Change, Denis David Muheni, Annet Nambeela, Most At Risk Population Initiative-MARPI Clinic Uganda, Kasule Kibirige, Uganda Christian University, Amos Mosinghi, Makerere University, and Babu Geofrey mukooli*

End of Life Decision at times of a Pandemic: The Challenges of Researching and the Outcomes in Participating, *Ronit Dina Leichtentritt, Tel Aviv University*

---

### **Wed125 Art-Therapy and Trauma-Informed Care**

1:00-2:20

Union 217

Meetings in the Sand: Designing Narrative Inquiry through Sand Tray, *Lorien S. Jordan, University of Arkansas, Margie Pemu, University of Arkansas, Smruthi Vaishnav Chintakunta, University of Arkansas, and Kadesha Treco, University of Arkansas*

Footfalls: Narrating Childhood Trauma and Abuse, *Mike Alvarez, University of New Hampshire*

### **ADISP: Reflexiones generales sobre investigación**

#### **Wed127 cualitativa**

1:00-2:20

Union 404

*Chair: Aitor Gómez González, Universitat Rovira i Virgili*

Evaluación del impacto social desde enfoques cualitativos participativos, *Aitor Gómez González, Universitat Rovira i Virgili*

Reflexiones sobre las distintas maneras de concebir y realizar investigación cualitativa, *Carolina Martínez-Salgado, UAM-X*

Formación metodológica más allá de los espacios universitarios para aprender de lo contingente, *Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco, Alejandro Cerda, Universidad Autónoma Metropolitana - Xochimilco, Dulce Maria Garcia-Lizarraga, Universidad Autónoma Metropolitana - Xochimilco, and Javier de-la-Rosa, Universidad Autónoma Metropolitana - Xochimilco*

**Wed128 ADISP: Investigación cualitativa y empresa**

1:00-2:20

Union 405

*Chair: Francia Prieto, Universidad del Sinu*

Las micro pequeñas y medianas empresas del sector agrícola en el departamento de Córdoba frente al proceso de internacionalización, *Francia Prieto, Universidad del Sinu, Estrella Camacho, Universidad del Sinu, and Henry Rodriguez, Corporación Universitaria del Caribe*

El cambio organizacional como elemento de desarrollo en pequeñas empresas del departamento de Sucre, Colombia, *Shirley Chadid Benitorevollo, Universidad del Sinu, Francia Prieto, Universidad del Sinu, Diana Guerra Diaz, Universidad de Córdoba, and Rebeca Diaz, Instituto de Enseñanza y Capacitación de la Sabana*

**Wed129 ADISP: autoetnografías e historias de vida**

1:00-2:20

Union 406

*Chair: Pablo Espinoza-Concha, Universidad de Tarapacá*

Colectivo Aprendizajes Colaborativos: Una reflexión a partir de la Sistematización de Experiencias., *Angie Paola Román Cárdenas, Ligia Susana Gómez Villegas, and Luis Felipe González Gutiérrez*

Narrativa personal sobre exilio e infancia, *Eugenia Martin, UAM*

Historias de vida y periodismo en el rescate de la memoria: El ejemplo Carlos Porter y su Revista Chilena de Historia Natural (1897-1942), *Pablo Espinoza-Concha, Universidad de Tarapacá*

Convertirme en enfermero toda una resistencia: un acercamiento desde la autoetnografía, *Alexander Alexander Lovera, universidad del valle*

**Indigenous Methodologies, Autoethnographies, and  
Wed130 Arts-Based Research**

1:00-2:20

Union 407

*Chair: Robert Henry, University of Saskatchewan*

“But this is the story I want to tell”: Ethical conundrums with arts-based research and Indigenous communities, *Robert Henry, University of Saskatchewan, and Chelsea Gabel, McMaster University*

Death of a Settler, *Esther Fitzpatrick, University of Auckland*

Harming and Healing: Australia in the 21st Century Pacific, *Solstice Middleby, University of Adelaide*

Art-Based Inquiry: A Qualitative Approach of Unshackling from Crisis of Representation of Indigenous Worlds, *Indra Mani Rai, Tribhuvan University, Department of Education, Kirtipur, Nepal*

## **Humanities Initiative: Defying Research Expectations: Wed131 Methodology as a Lifestyle Choice**

2:30-3:50

Union 209

*Chair: Darshana Devarajan, Michigan State University*

Isolating within the Arts: A Creative Nonfiction Essay on Arts as Research, *Darshana Devarajan, Michigan State University, Kasun Gajasinghe, Michigan State University, Lee Melvin Madayag Peralta, Michigan State University, Reyila Hadeer, Michigan State University, and Joel Edward Berends, Michigan State University*

Exorcizing Caliban's ghosts: critical fabulation as decolonial practice in English Language Teaching, *Kasun Gajasinghe, Michigan State University*

Signal to noise: Sonic x diffractive methodologies in the teaching and learning of data storytelling, *Lee Melvin Madayag Peralta, Michigan State University*

Poetic Photographic Inquiry: When arts meets methods meets silence meets resistance, *Reyila Hadeer, Michigan State University*

Making the Personal, Poetic: An Ekphrastic Engagement with Dutch Coloniality, *Joel Edward Berends, Michigan State University*

## **Wed132 Action Research: Action Research 3**

2:30-3:50

Union 213

*Chair: IFEOLUWAPO AYODELE TOLORUNJU, University of Wisconsin-Milwaukee*

Breaking Down Barriers to Mental Health Supports for LGBTQIA+ Youth through Group Work, *Gio Iacono, University of Connecticut, Jamie Smith, University of Connecticut, Emily Loveland, University of Connecticut, and Shelley Craig, University of Toronto*

Retaking What Belongs to Them: Enhanced Media Participation with Unhoused Populations, *Vojtech Dvorak, Masaryk University*

Language Learning Needs Assessment of Displaced Ukrainian Persons: An Action Evaluation Project, *Rebecca Jane Allen, Mount St. Joseph University, Brook K. Batch, Mount St. Joseph University, Angel Snider, Mount St. Joseph University, Olena Holub, Mount St. Joseph University, Alex Nakonechnyi, Mount St. Joseph University, and Jackie Roberts, Mount St. Joseph University*

Interrogating the African Ubuntu Philosophy as a Standard for Refugee Integration and Resettlement in Wisconsin, United States, *IFEOLUWAPO AYODELE TOLORUNJU, University of Wisconsin-Milwaukee*

## **Global Qualitative Health Research: Global Qualitative Wed133 Health Research 2**

---

2:30-3:50

Union 215

*Chair: Victory Osezua, Gwynedd Mercy University*

Factors Impacting Implementation, Sustainability, and Adaptability of a Multi-Departmental Residency Coaching Program from the Perspective of Key Stakeholders: an Evaluation Study, *Marzena Sasnal, Stanford University, Rachel Jensen, Stanford University, Aussama K Nassar, Stanford University, James R Korndorffer, Stanford University, Rebecca K Miller-Kuhlmann, Stanford University, and Carl A. Gold, Stanford University*

“A Farmers’ disease,” “Karmic disease”...: Narratives of Chronic Kidney Disease of uncertain etiology (CKDu) in Sri Lanka , *Priyanka Jayakodi, Michigan State University*

Social Influences on HIV Services Engagement Among Adolescents Living with HIV Experiencing Stigma and Discrimination During Post COVID-19 Pandemic in Uganda, *Racheal Eyaku Abunyo, Makerere University, and Swabura Namatovu, Makerere University*

Title: Social Influences on HIV Services Engagement Among Adolescents Experiencing HIV Stigma and Discrimination in Uganda, *Jackline Nakitto, Ministry of Health, and Suzan Prislar Ageni, Makerere University*

Community health workers in time of crisis: A COVID-19 case study, *Marie G. Sandy, University of Wisconsin-Milwaukee, Corina Norrbom, Medical College of Wisconsin, Cecilia Garcia, All of Us Program, Medical College of Wisconsin, Mariana Savelle, Hmong and Hispanic Network, Yee Leng Xiong, Hmong American Center, Tou Fong Lee, Outkast Alterations; Diverse and Resilient, Otis Winstead, Dry Hootch of America, Margarita Northrop, Wisconsin Department of Health Services, and Michael Stevenson, Population Health Institute, University of Wisconsin-Madison*

Through the Eyes of African Refugee Youth: Navigating Social Wellbeing during the Covid-19 Pandemic, *Victory Osezua, Gwynedd Mercy University*

### **Wed134 Grief, Loss, and Connection**

2:30-3:50

Union 217

*Chair: Gray Matthews, University of Memphis, Dept. Of Communication & Film*

Blue Tarp Suite: An Autoethnography of Love and Rage, Family and Loss, *Karl Ayers Sandin, Art History and Visual Culture, Denison University*

Object Eulogies: Exploring Methods in Death & Grief Education, *Tessa M. Smith, The Ohio State University*

“Critical Hope Work and the Severance of Modernity: Radical Inquiry into Contemplative Relationality”, *Gray Matthews, University of Memphis, Dept. Of Communication & Film*

### **Critical Qualitative Inquiry: Archeology of resistance**

#### **Wed135 and embodied selves**

2:30-3:50

Union 211

*Chair: Supreet Bhasin, University of Delhi*

(Un)Gendering Suicide: A Phenomenological Exploration of Bodies living through suicide, *Supreet Bhasin, University of Delhi*

Exploring Bodies in Movement and Resistance Among Kashmiri Pandits, *Aritra Mukherjee, University of Delhi, Dinesh Chhabra, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

**ADISP: Panel: Retos de Investigación Cualitativa en  
Wed136 Salud Post-Pandemia en el Ámbito Español**

---

2:30-3:50

Union 404

*Chair: Juan Zarco-Colón, Universidad Autónoma de Madrid*

Estudio Cualitativo para Adecuar Infraestructuras de Centros de Atención a Personas Mayores, con Discapacidad y en Situación de Dependencia, *Juan Zarco-Colón, Universidad Autónoma de Madrid, Elisa Pozo-Menéndez, and Laura Cambra-Rufino*

Equidad y Cohesión Social en Comunidades Postpandemias, *Milagros Ramasco-Gutiérrez, and Azucena Pedraz-Marcos*

Biometría y Comportamiento para una Inteligencia Artificial Imparcial y Confiable con Aplicaciones. Aportaciones desde la Reflexión Cualitativa, *Juan Zarco-Colón, Universidad Autónoma de Madrid, Milagros Ramasco-Gutiérrez, and Azucena Pedraz-Marcos*

Impacto de la Covid-19 en la Atención Primaria de Población Mayor de 75 Años y sus Cuidadores, *Azucena Pedraz-Marcos, Ana María Palmar-Santos, University Autonomous of Madrid, Manuel Rich-Ruiz, University of Cordoba, Joana María Taltavull-Aparicio, Rosario Fernández-Peña, University of Cantabria, and Eva Abad-Corpa, University of Murcia*

Sobre la Autoinvestigación Cualitativa: Reflexiones en Memoria de Bernabé Sarabia y Ken Plummer, *Juan Zarco-Colón, Universidad Autónoma de Madrid*

**ADISP: Panel: Una Trayectoria Laboral, Inicio, Cambios,  
Vicisitudes y Logros de un Grupo de Académicas en  
Wed137 Diferentes Universidades**

---

2:30-3:50

Union 405

*Chair: Pamela Zapata- Sepúlveda, Universidad de Tarapacá, Chile*

Reflexiones autoetnográficas del sinuoso camino por la academia, *Eugenia Martin, UAM*

Una Trayectoria Laboral, Inicio, Cambios, Vicisitudes y Logros de una Académica en una Universidad en México, *Addis Abeba Salinas Urbina, Universidad Autónoma Metropolitana - Xochimilco - Mexico*



Una Trayectoria Laboral, Inicio, Cambios, Vicisitudes y Logros de un Grupo de Académicas en Diferentes Universidades. Una experiencia académica en España, *Magdalena Suárez-Ortega, Universidad de Sevilla*

Una Trayectoria Laboral, Inicio, Cambios, Vicisitudes y Logros de una Académica en una Universidad de Chile, *Pamela Zapata- Sepúlveda, Universidad de Tarapacá, Chile*

---

### **Wed138 Autoethnography: Autoethnography and Hope**

---

2:30-3:50

Union 406

*Chair: Erin M. Price, University of Missouri*

'I needed this' : Dancing Through Devastation & The Cultivation of Hope, *Erin M. Price, University of Missouri*

Musings On the Drive to Higher Education: An Autoethnography of a First-Generation Student, *Phuongloan P. Vo, Smith College*

Data Collection in Autoethnography: Reflections, Journals, Research Notes, Critical Inquiry into Three Examples that Problemize a Critical Past, *Dr. Seema A. Imam, National Louis University*

How Autoethnography Saved My Career and Soul, *Graceg Ann Giorgio, University of Illinois at Urbana-Champaign*

---

### **Wed140 New Materialisms: New Materialisms and Becoming**

---

2:30-3:50

Union Illini Room B

What a Body Can Do: Tea Ceremony Learning as an Affective Pedagogy, *Ran Xiang, UBC*

The Student Body Multiple: University Student Assemblages in the COVID-19 Pandemic, *Melody Viczko, Western University, and Shannon McKechnie, Western University*

Considering the margins of indeterminacy in a PhD research, *Gwénaëlle André, Simon Fraser University*

Writing into Waiting, *Giulia Carozzi, University of Edinburgh*

Chair, *Fiona Murray*

---

**Wed141 Action Research: Action Research in Education 2**

---

2:30-3:50

Union 210

*Chair: Sandip Dhungana Dhungana, Kathmandu University*

Enhancing Harmony through STEAM Pedagogy, *Sandip Dhungana Dhungana, Kathmandu University*

Transforming schools through pedagogical innovations through participatory action research, *Binod Prasad Pant, Kathmandu University School of Education, Nepal, and Bal Chandra Luitel, Kathmandu University School of Education, Nepal*

An Algebra for Tracing Categories of Social Processes: From a Surprising Fact to Middle-Range Theory using Categorical-Generative Analysis, *Bruno da Rocha Braga, Federal Institute of Education, Science and Technology of Brasília*

Inquiry-Based Approach for a Transformative Learning, *Junita N/A Karki, Kathmandu University*

**Action Research: Roundtable: Publishing the “how”:  
Disseminating tools, techniques, and strategies in the**

---

**Wed167 Journal of Participatory Research Methods**

---

4:00-5:20

Union 210

*Chair: Lisa M Vaughn, Cincinnati Children’s Hospital Medical Center/University of Cincinnati*

Publishing the “how”: Disseminating tools, techniques, and strategies in the Journal of Participatory Research Methods, *Lisa M Vaughn, Cincinnati Children’s Hospital Medical Center/University of Cincinnati, Colie Kumar, University of Cincinnati, Sara Neyer, University of Cincinnati, and Farrah Jacquez, University of Cincinnati*

**Humanities Initiative: Craft Research in the  
Wake of Ecological Urgencies: Locating Political  
Wed142 Imagination in the Americas**

---

4:00-5:20

Union 209

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

Culture and Migration in the Sur Andino: Crafting a context-based analytical strategies, *Manuel Andrés Perez, University of Illinois at Urbana-Champaign*

The Collage as Narrative: an Arts-Based Pilot Study on Kinship, Gender, and Sexuality in Puerto Rican Male Subjectivity, *Jean Carlos Valentin Velilla, University of Illinois at Urbana Champaign*

Craft Research in the Wake of Public Education Dismantling: Thinking Education Otherwise in Puerto Rico, *María Abreu Serrano-Abreu, University of Illinois at Urbana-Champaign*

Mobile Methods in Environmental Disaster Research in Latin America: A Decolonial Framework for Collective Thinking, *Daniela Morales, University of Illinois at Urbana-Champaign*

Fishing, Sovereignty, and Data: Community Monitoring in the Gulf of Tribugá, Colombia, *Jorge Rojas-Alvarez, University of Illinois at Urbana-Champaign, and Juan David Reina-Rozo, Universidad Nacional de Colombia*

**Wed143 Autoethnography: Autoethnography and Restorying**

---

4:00-5:20

Union 213

*Chair: Ryan Paul Bittinger, Independent academic and Psychotherapist*

hoodies, rainbows, guns, & goodbyes: An Autoethnographic Study Exploring the Experiences that Impacted One Educator's Decision to Leave K-12 Education, *Kenzie Andrews, Miami University*

Self-recovery (discovery) through art making, *Arna Elliott-Rattray, University of West Indies, Mona*

The felt absence of Queer Kin and (Re)Storying Forequeers, *Ryan Paul Bittinger, Independent academic and Psychotherapist*

## **Global Qualitative Health Research: Roundtable: Indigenous research in action: The use of the Tangata**

### **Wed144 Hourua Framework in qualitative research in Aotearoa**

---

4:00-5:20

Union 215

*Chair: Tania Mary Mullane, Whitireia Community Polytechnic*

Indigenous research in action: The use of the Tangata Hourua Framework in qualitative research in Aotearoa, *Tania Mary Mullane, Whitireia Community Polytechnic*

## **Digital Tools: Digital Tools 3**

### **Wed145**

---

4:00-5:20

Union 217

*Chair: Jori N. Hall, University of Georgia*

Scaling Up Communities of Practice Using African Palaver in Smallholder Farmers WhatsApp Group Network Based in Kenya and Malawi, *Anne Namatsi Lutomia, Purdue University, and Julia Bello-Bravo, Purdue University*

Analysis Virtual Class Focusing on Intersectionality: A Case Study of an International, Korean, Female Student, *Sara Lee, Miami University*

Using the Podcast Between the Data for Data Collection and Elicitation, *Stacy Penna, Lumivero*

Virtual Presence: Teaching Qualitative Inquiry in Virtual Environments, *Jori N. Hall, University of Georgia, and Lorien S Jordan, University of Arkansas*

School Governance in Practice: A Case of Community School of Nepal, *Surya Prasad Gautam, Tribhuvan University, and Krishna Prasad Paudel, Kathmandu University*

## **Wed146 Autoethnography: Autoethnography and Care**

4:00-5:20

Union 211

*Chair: Chloe Dawn Weir, Burman University Canada*

A Portrait of the Counselor as a Young Caregiver: An Autoethnographic Exploration of the Lived Experiences of Family Caregivers of Adults with Intellectual and Developmental Disabilities, *Kristin Houck, Michigan State University*

I am not your trolley bag, auto ethnography of cultural encounters between an individual with a disability and the non-disabled world, *Suman Rath, University of Memphis*

In the midst of the storm: Autoethnography in teacher education, *Chloe Dawn Weir, Burman University Canada*

Mothering in the Digital Milieu: An Autoethnographic Analysis of a Working Mother's Facebook Posts , *Christine Faith M. Murillo Avila, Ateneo de Davao University, and Jean Anda Saludadez, University of the Philippines Open University*

## **Exploring the Dramaturgical Management of Mental Health in Six Stages**

**Wed147**

4:00-5:20

Union 404

*Chair: Marianna Staroselsky, City University of New York*

"Sometimes I let the customers see that I'm tired." Stanislavsky, Misgendering Distress, and the Perfect Mocha Latte, *Marianna Staroselsky, City University of New York*

Inauthenticity Distress, *Marianna Staroselsky, City University of New York, and Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

Responding to Ethnotheatre, *Charles Vanover, University of South Florida, and David Dodd, Independent Scholar*

**Autoethnography: Autoethnography and Trauma–  
Wed148 Mitigation or/and/of Method?**

---

4:00-5:20

Union 406

*Chair: Gretchen N. Cook, University of Tennessee*

“Everything Would Be Okay:” Resisting and Remaking the Hidden Rules for Survival in a Charter School, *Gretchen N. Cook, University of Tennessee*

An Autoethnographic Account of My Own Experiences with Emotional Abuse in Sport: “I Have Never Felt as Worthless as I did as an Athlete Playing for a Coach Like You”, *Victoria Bradshaw, University of Tennessee*

Reconstructing a Broken Identity: An Autoethnography, *Jillian Paciello, University of Tennessee*

From Combat to Comps: An Autoethnography, *Nathan Vann, University of Tennessee*

Dancing with our Shadow Selves: Autoethnography, Trauma, and Pedagogy, *Leia K. Cain, University of Tennessee*

**ADISP: Sesión especial: La investigación cualitativa  
crítica latinoamericana, de España y Portugal en  
Wed149 tiempos de ¿Post?-Pandemia**

---

4:00-5:20

Union 407

La investigación cualitativa latinoamericana post pandemia: contenidos y metodologías, *Alejandro Noboa, Universidad de la República, Gabriela Rubilar Rubilar, Universidad de Chile, Pamela Zapata-Sepúlveda, Universidad de Tapará, and Addis Abeba Salinas, Universidad Autónoma Metropolitana - Xochimilco*

*Chair, Alejandro Noboa, Universidad de la República*

**Roundtable: Preparing Culturally Responsive Educators:  
Wed150 Examining Complexities in Practice**

---

4:00-5:20

Union Illini Room A

*Chair: Barbara Martin, Southern Illinois University Edwardsville*

Preparing Culturally Responsive Educators: Examining Complexities in Practice.  
, Barbara Martin, Southern Illinois University Edwardsville, and Susan Foster,  
Southern Illinois University Edwardsville

**ADISP: Presentación de libros y Asamblea**

**Wed152**

---

5:30-6:30

Union 407

*Chair: Magdalena Suarez-Ortega, Universidad de Sevilla, Spain, Participa y organiza  
NODO ADISP*

Presentación de libros y Asamblea

*Magdalena Suarez-Ortega, Universidad de Sevilla, Spain, Participa y organiza  
NODO ADISP*

# New Materialisms SIG

## Location: Illini Union 211

Concepts as bricks: building a New Materialist home

Thursday, 18th May 9-12.30

In physically returning to ICQI after the pandemic, we wonder what can enhance a sense of community among scholars living in different parts of the world? What if we were to build a home where we felt welcome, comfortable and secure in our uncertainties? Which concepts as bricks would a New Materialist home have? What would be hidden in its attic and what used everyday in the kitchen? The SIG will engage with those questions and provocations in the hope to put concepts at work!

### 9-10 Laying the foundations

We will hear from those that are a strong presence at the conference prior to the long gap of the pandemic but that this year won't be able to attend ICQI. They will help us create the foundations for our New Materialist home, by sharing a short video each, mounted into a film, where they will play with a series of provocations around the theme of rooms-concepts-bricks.

Video clips contributions by:

Jonathan Wyatt  
Bronwyn Davies  
Lisa Mazzei  
Gail Boldt  
Andrew Gillot  
Ken Gale  
(and others)

Break

### 10:20-12.00 Home building

After the video-input, we will work together to create a floor plan. Once we have established what kind of rooms our home might have, we will divide into small groups, actively using concepts to build the walls of our theoretical home.



Each group will work on a specific room; a series of provocations will guide the home building as well as its decoration.

12-12.30 Sitting together

We will finally get together (maybe around what would be our dining table?) to present and discuss the rooms created and share visions for the future.

# Social Work Day

19<sup>th</sup> International Congress  
of Qualitative Inquiry

*Theme:* Qualitative Inquiry in Post(?)-Pandemic  
Times

## Official Program

University of Illinois  
Urbana, Illinois, USA  
Thursday, 18 May 2023

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

Norman Denzin is the director emeritus of ICQI. Dr. Denzin is also emeritus Distinguished Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities, University of Illinois, Urbana-Champaign, USA.

Jane Gilgun is the organizer of Social Work Day. Dr. Gilgun is professor emerita, School of Social Work, University of Minnesota, Twin Cities, USA.

The papers are organized into panels based primarily on methods and methodologies. The program at a glance is available at the back of the program. Programs from previous years are available on ResearchGate & Amazon Kindle.

One of the themes of this year's Social Work Day is whether and how to work for a global coalition of social work researchers based on social work's values and perspectives. We use those values and perspectives to guide our research and to evaluate its quality. The values include justice, care, equality, dignity, worth, and self-determination. The perspectives include the significance of definitions of the situations, shared and divergent points of view, reciprocal influences between persons and environments, and the influences of wide spread cultural beliefs and practices that often conflict and are contested. Through our work, we seek to promote the social good. Sometimes our work is culturally insensitive and hegemonic. How do we apply social work values to cross-cultural research? Is it enough to say we make mistakes and attempt repair. How do we alert ourselves so that mistakes are less likely?

Links to videos of Social Work Day from 2011 to 2019 are listed in the final pages of this program. Here's the most recent one: Social Work Day 2019: <https://www.youtube.com/watch?v=4mxU4kK0F8A>

*Cover Photo by Jane Gilgun: Mullaghmore, County Sligo, Ireland*

# Social Work Day

Thursday, 18 May 2023

**Theme:** Qualitative Inquiry in Post(?) -Pandemic Times

*Jane F. Gilgun, University of Minnesota, Twin Cities, USA, Organizer*

8:00-8:30 CDT Illini Union, Illini Room A

## Welcome, Introductions, Announcements, & News

### Opening Plenary Roundtable

**A Global Network for Qualitative Social Work Research? Yes? No? It depends?**

*Jane F. Gilgun, University of Minnesota, Twin Cities, USA, Chair*

**Panel Members: TBA.**

Social work research globally shares values, assumptions, and perspectives that have a long-term intellectual tradition. These commonalities are the foundation not only of how social workers can do research that contributes to the common good, but they also are the basis on which social workers evaluate, criticize, and attempt anew to be faithful to the tradition.

In this roundtable, social work researchers will discuss the foundations of qualitative social work research and whether and how we ought to take action to build a global network. The shared values are social justice, care, human equality, dignity, worth, and autonomy. The shared perspectives are reciprocal interactions between persons and environments, understanding lived experiences, accounting for multiple perspectives but starting with the perspectives of research participants, social constructivism, collaborative relationships that require researcher reflexivity, and social reform.

Despite these shared values and perspectives, there are many barriers to creating a global network. How can we see these values and perspectives in the many cultural contexts in which social workers operate? Whose perspectives dominate? How do we ensure that equality, respect, dignity, and the other values truly operate in our cross-cultural interactions in the possible global network?

9:30-10:50 CDT

## Concurrent Sessions

## **Knowledge Construction**

### **Illini Union, Illini Room A**

*Agnes Nzomene Kahouo Foda, University of North Carolina, Chair*

#### **The Spirits in the Dance: Exploring the Significance and Use of Alcohol in Agbadza Dance and its Impact on the Overall Performance**

*Ebenezer Narteh Nartey, University of Illinois Urbana Champaign, and Teresa Ann Ostler, University of Illinois Urbana-Champaign*

The duoethnography approach was used to explore the significance and the use of spirits in Agbadza, [(an amalgamation of agbe (life) and dza (fresh or pure)], among the Anlo-Ewe of the Volta Region of Ghana. Virtual detective fieldwork, Youtubeservation, was used to substantiate or refute the evidence. Akpeteshie is the scared spirit that evokes the spirits in the dance. It is positioned at the leaders' feet and symbolizes authority and control over the participants.

Drinking is was not obligatory, restrictive, or haphazard at the dance arena. It is rife among men, and when the pure spirits charged on them, their chest will be beaten with a fist, and the only show of their masculine affirmation and resilience is with steady nods, and briskly head shakes. The spirits do not only ginger and stimulate excitement but recompense and refresh the participants. Spirit's obsession can be a nuisances to participants and the overall dance.

#### **Identifying Spiritual Discourses in an Interpretative Phenomenological Analysis (IPA) Study**

*Pious Bellian, Tayon Swafford, and Jessica Lee, Indiana University*

Extant literature has shown spirituality to be a dynamic process for those who use it in their personal and professional lives. The purpose of our study was to demonstrate the use of Interpretative Phenomenological Analysis (IPA) in qualitative research centering on spirituality. Using IPA, we conducted five in-depth, semi-structured interviews with social workers to examine how they use spiritual interventions in their discourses with their clients in diverse practice settings.

Our findings were clustered into four major themes: Spiritual turn in social work; Meaning of Spiritual Diversity (SD): Connectedness and belonging; SD as a strength-based mechanism, and Spirituality beyond belief and the walls of the academy. Our study demonstrated the effectiveness of spiritual diversity and its continued role in shaping a fruitful dialogue to redress imbalances between prac-

titioners and clients. The goal of our roundtable is for participants to learn how to use IPA in research promoting spirituality and SD.

### **“Oh, We’re Just Talking”: Understanding a Contemporary Relationship Phenomenon**

*Melissa Hardesty, Binghamton University, Leora Wasserman, Binghamton University, and Sayre Wilson, Northeastern University*

This inductive exploratory study asks what college students on one college campus mean when they use a relatively recent slang phrase, “We’re just talking,” to describe their romantic/sexual interactions. We first asked undergraduate students at a mid-sized university to answer open-ended survey questions about “just talking” (N = 230). Responses were coded inductively, but the construct remained ambiguous.

To better contextualize responses, we conducted same and mixed-gender, semi-structured focus groups via zoom in 2021 (N = 37; 22 women, 13 men, 2 gender diverse participants). Interviews were transcribed verbatim and coded inductively. Common themes include the following: more than a hookup, a label to avoid labeling things, Snapchat and FaceTime, pre-dating, and getting to know somebody. We propose that “just talking” is a veiled courtship behavior that denies the very intimacy it builds in an environment where identifying emotional connections and seeking stable romantic partnerships are stigmatized.

### **Unhitched, but Not Alone: The Experiences of Single Individuals in the Protestant Church**

*Amanda Renee McKinley, Indiana University*

The church may be a place where many people find comfort in community and spiritual experiences. However, it may not be a place where all feel welcomed. Many Millennials no longer attend church and those who do see it as a place to learn, but not socialize. A simultaneous decline in Millennials’ church attendance and an increase of adults who never marry may be related to how they view the church. Conversely, there is an increasing trend of loneliness in young adults further exacerbated by the COVID-19 pandemic. The loneliest individuals during COVID-19 were the ones who lived alone, likely due to stay at home orders.

A phenomenological qualitative study was conducted with five single adults actively attending Protestant churches. Themes of feeling excluded by a larger church body meant for families, Biblical teachings aimed at marriage, and ways participants experience God shaped their experiences within the church. Many participants found other places to socialize outside of the church, especially when

they did not feel welcomed. Social workers may benefit from exploring these themes with their clients and being aware of both the helpful and hurtful sides of Protestant congregations.

### **Fighting Human Made Pandemics as per Denzin's Critical Qualitative Inquiry Methodology**

*Sue Frantz Micetic, Arizona State University*

Long before the global Covid-19 pandemic, marginalized populations in society suffered from the human made pandemics of inequality, poverty, suffering, violence oppression, and injustice. Adolescents in state foster care living in group homes suffer these injustices as minors subject to a social system which was created to protect them. Norman Denzin (2017) calls for critical qualitative research that will change the lives of those experiencing injustices by studying their world from their perspective. In this paper, I apply Denzin's methodological recommendations to my research of adolescents in the foster system living in group homes. Because this population is highly protected, as they should be, I obtained my data from focus groups of direct caregivers who daily live and work with these youth in their group homes. These caregivers spend more time with these adolescents than any other employee in the system.

Youth in group homes often consider their caregiver as the most important person in their lives. Caregivers have a unique understanding of these youth which makes their insights a valuable resource in researching this population. The ultimate purpose of this research is to address and eradicate the injustices these youth experience in the foster care system to enable them to exit the system with more positive developmental outcomes.

### **Widowhood and Assets Inheritance Challenges in sub-Saharan Africa During and Post COVID-19: The Case of Western Cameroon (WC)**

*Agnes Nzomene Kahouo Foda, University of South Carolina*

Widowhood is alleged to expose women to high poverty, insecurity, and harrowing situations that are harmful for their overall welfare, and as such deemed a societal phenomenon (Ude & Njoku, 2017). During and post COVID-19, widowhood traditional practices ignited more conversations in WC as it became an experience of marked with grave prejudice, humiliation, oppression, deprivation and extortion of properties after husbands' death (Peterman, 2012).

These actions often perpetrated by men believed powerful, untouch-

able, and protected by the patriarchal system in which women live. There are no law prescribing these actions or giving perpetrators the right to do so. This is human and women's rights violation. This study examines how societal authorities influence ways of knowing, and how societal structures may foster men and women disparities in terms of partners assets inheriting (MacKinnon, 1994). A phenomenological approach is considered to learn about women lived experiences during and post COVID-19 in Western Cameroon.

## **Cross-Generational Qualitative Research** **Illini Union, Illini Room C**

*Freda V. Coleman-Reed, University of North Alabama, Chair*

### **Experiences and Lessons from a Scheduled C-Section: Experiencing Birth while Unable to Move or Hold my Baby**

*Gloria Lenor Arroyo Sugg, University of Illinois, Urbana Champaign*

Some women giving birth by scheduled C-sections encounter unanticipated medical experiences that they feel unprepared for. Rather than being allowed to touch and hold their babies after birth, they discover that their arms are strapped down during the operation. Based on a case study, this paper explores a range of experiences and challenges experienced by a woman giving birth to her second child by scheduled C-section.

The study describes the participants' feelings, experiences, and perceptions of support, power imbalances in doctor-patient relationships, and words or actions that may have made a difference in the first hour of birth and immediately afterward. Studies have shown the importance of skin-to-skin contact after any delivery and that it is feasible during c-sections. This case study and supportive literature help to show how a scheduled c-section can be more than just another medical procedure but an opportunity for a mother to still be able to connect with her brand-new infant.

### **Parents' Perceptions of their Children's Disability: A Multiple Case-Based Study**

*Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign, and Thanh Kim Kim Nguyen, Open University-Hochiminh City, Vietnam*

According to the Vietnam's National Survey on people with disabilities 2016-2017, over three percents of Vietnamese children aged 2-15 have a disability.



However, there is little literature on parents' perceptions of their children with disabilities (CWDs) in different cultures. This study aims to explore how Vietnamese parents perceive their children with a disability. This multiple case-based study drew on in-depth interviews with 15 parents of CWDs in Vietnam on their perception of knowing that their children were diagnosed with a disability. Thematic-style analyses were utilized to identify emerging themes.

The study found that Vietnamese parents employed the traditional model of disability that view disability is a family tragedy. Second, the study also showed a lack of disability specialists and information on resources for caregivers of CWDs. Finally, families, especially mothers, experience several pressures with taking care of CWDs.

Implications: The study contributes to explain neglect and lack of care for CWDs, and high abortion rate after figuring an abnormal pregnancy. Social workers need to pay attention to changing families and society's awareness of disability.

### **Cross-Generational Conversations: Oral History Interviews with Former AIDS Service Workers and their Implications for Young, Queer Researchers**

*Casey W. Adrian, Binghamton University, Sean G. Massey, Binghamton University, and Sarah Reta Young, Binghamton University*

In 2022, a team of researchers at Binghamton University conducted more than 60 oral history interviews with former staff and volunteers of Gay Men's Health Crisis (GMHC), the world's first AIDS service organization. Numerous undergraduate and graduate members of the research team were part of the Post-AIDS Generation (Hammack et al., 2019), born into a world in which HIV is a chronic, manageable condition. In the present paper, one emerging adult from this research team will discuss the personal and professional implications of conducting interviews with those engaged in the fight, while also caring for and supporting each other, during the height of the AIDS Crisis of the 1980s/1990s. This paper will examine 1) the unique positionality of young, queer researchers when engaging with harrowing stories of LGBTQ+ history, and 2) the sense of hope these cross-generational conversations brought to older participants.

### **Recruitment, Engagement and Interview Methods Employed in the Dolores and Soledad Study: Implications for Narrative Research with Older Latinx Adults**

*David Camacho, University of Maryland, Baltimore School of Social Work, Giselle Mora, New York University, Kelly Pacheco, Weill Cornell Medicine, Elaine R Wethington, Cornell University, and M. Cary Reid, Weill Cornell Medicine*

With a growing and increasingly diverse US older adult population, there is a critical need for research that elucidates the lived experiences of older adults with marginalized identities, as they encounter life transitions and care decisions. Literature documents barriers and facilitators to conducting research with older adults and Latinx groups. However, guidance is limited related to conducting qualitative research with older Latinx and less so in the context of palliative care.

In the Dolores and Soledad study, we conducted illness narratives with 35 predominately Spanish speaking older (60+ years) Latinx immigrants living with loneliness, depression and/or chronic pain. Our research was guided by principles of sensitivity to experiences of oppression and trauma. Bilingual and bicultural Latinx social workers recruited participants online and through community agencies. Based on our experiences, we provide recommendations to enhance engagement, reduce mistrust and address other salient challenges when conducting narrative research with older Latinx groups.

### **How Children Influence Weight-Related Behaviors of Women with Low Incomes: A Qualitative Study**

*Monica M. Adams, SUNY Binghamton University*

This study aimed to understand the influence of children in the home through exploring how mothers and non-mothers navigate structural barriers ( e.g., like food insecurity and limited access to physical activity opportunities) to engaging in healthy weight-related behaviors. This qualitative study used a narrative approach and individually interviewed 14 women with low incomes. Four common themes were identified- elasticity of food budget, motivation, access to information, and access to PA opportunities, each of which had subthemes unique to mothers. There was an additional theme exclusive only to mothers – time constraints.

Study results show that the experience of mothers with navigating structural barriers to healthy weight-related behaviors is related to children being in the home and that their presence both inhibits and promotes healthy weight-related behaviors. The influence of children in the home should be considered when designing interventions to address weight-related health behaviors of mothers with low incomes.

### **Grandparent and LGBTQ+ Adult Grandchild Relationships: Expanding the Framework**

*Sarah R. Young, Binghamton University, Freda V. Coleman-Reed, University of North Alabama, and Debra M. Nelson-Gardell, University of Alabama*

Family support and acceptance for LGBTQ+ people has focused primarily on the relationship between parents and children, largely ignoring siblings, grandparents, and extended families. With youth today living within a wide array of family composition, and with grandparents playing a variety of roles within the family system (parent, co-parent, family support) an understanding of the role that grandparents play in the psychosocial development of their LGBTQ+ grandchildren is key to promoting wellness.

Building upon the foundational study by Scherrer (2010) on the same topic, this phenomenological study expands conceptions about grandparent-LGBTQ grandchild relationships in important ways. Drawing from interviews of 15 LGBTQ adult grandchildren, the researchers used a semi-structured interview protocol and analyzed data using open and thematic coding. This paper will present how new data both supports and departs from Scherrer's framework by presenting a new model of these relationships in a way that examines their essence.

**11:00-12:20 CDT  
Concurrent Sessions**

## **On-Line Qualitative Research and Education** **Illini Union, Illini Room A**

*Sarah R. Young, Binghamton University*

### **Between Illusion of Intimacy and Illusion of Anonymity: The Meaning of Online Social Work Education for Students and Faculty During Covid-19**

*Chaya Koren, School of Social Work and the center for the study of society  
University of Haifa, Yaara Paz, University of Haifa, Liat Shklarski, Ramapo  
College, and Yael Latzer, University of Haifa*

The format of social work (SW) education has shifted from face-to-face encounters to online due to the COVID-19 pandemic at the beginning of 2020. Although online education has developed within the last decades, it has never been fully practiced in SW education before the Pandemic restrictions. Accordingly, our aim is to examine online education experiences and their meaning for faculty and SW students following the COVID-19 pandemic. Semi-structured qualitative interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. Participants included 15 SW students and 15 faculty members at schools of SW (n=30) from universities and colleges throughout Israel.

Findings address the illusion of intimacy and anonymity in the online space revealing its complexity. Illusion of anonymity online was experienced as reducing responsibility for behavior in the online space, under the assumption of invisibility. Experiencing the internet space as protective enhanced a sense of intimacy and feeling at ease to be exposed. These findings are discussed using the 'online disinhibition effect' and the 'stranger on a train' phenomenon. It is suggested that courses relying on interpersonal interaction and self-disclosure, should consider the interplay between intimacy and anonymity in the online space which was found unique and deceptive.

## **Lessons Learned from Conducting Qualitative Research with Undocumented Immigrants During COVID-19**

*Maryam Rafieifar, Montclair State University*

During the COVID-19 pandemic, many research activities that included in-person interactions were halted. Instead, many researchers adopted their methodology and harnessed digital technology to collect data. However, the reliance on digital technology overlooked the circumstances of undocumented immigrants. Technology and digital literacy barriers and language struggle created challenges for virtual data collection. In addition, the intersectional vulnerabilities associated with undocumented status have always presented challenges in recruiting and collecting data from undocumented immigrant populations.

This study discusses lessons learned from our experience conducting qualitative research with undocumented immigrants in Southern Florida in the context of COVID-19. The challenges included participants' lack of digital literacy, difficulties building trust, technological complications, institutional difficulties, translation barriers, frequent requests to reschedule interviews, and data triangulation. A partnership with a trusted community organization was sought to overcome these challenges. It is recommended that the research design reconsiders inclusive methodologies with a social justice lens tailored to undocumented immigrants' unique experiences to obtain valuable data.

## **Transcending History with New Technologies: An Innovative Methodology for Conducting Oral History Interviews through Zoom and Google Docs**

*Sarah R. Young, Casey W. Adrian, and Sean G. Massey, Binghamton University*

Video conferencing technologies have provided researchers with a breadth of opportunities to perform remote, qualitative inquiries with participants. The present paper will outline an innovative approach for oral history interviewing,

conducted by a team of researchers at Binghamton University. Using Zoom and the Google Docs' chat feature, the team has conducted over 60 interviews with former staff and volunteers of Gay Men's Health Crisis (GMHC). The present methods paper will outline how this oral history methodology has allowed researchers to 1) capture video footage of the interview, 2) conduct interviews with geographically dispersed participants, 3) discretely communicate with fellow team members during the inquiry, enhancing quality of data and 4) coach non-senior research team members as data is collected. We argue that this methodology could be translated into other lines of qualitative research, especially those which include a team of novice researchers and/or participants from across the globe.

## **Teaching and Learning Qualitative Research** Illini Union, Illini Room C

*Susan Lynn Glassburn, Indiana University, chair*

### **Undoing Hierarchy from the Inside: Tales from a Social Work Doctoral Student's Journey as Bread Crumbs on the Path for Future Liberation-Oriented Travelers**

*Lindsay Littrell, University of Kentucky*

Is it possible to practice the liberatory values of anti-hierarchical, solidary scholarship as a doctoral social work student who depends upon hierarchy for approval and sole authorship for matriculation? While it has taken substantively more work and has required teaching my gatekeepers along the way, I am grateful to have found that it is. In this paper, I share my journey, from conceptualization through proposal and IRB approval and into enactment of a relational, dialogic duoethnographic dissertation with named and credited social movement leaders as my co-researchers. In and through this sharing, I hope to leave bread crumbs, making this path more navigable, for those who, too, long to contribute to the work of collective liberation in the process and product of their research and scholarship while embedded in systems that embody that which we work to undo.

### **Conducting Qualitative Research in Doctoral Education: Experiences of Social Work Doctoral Students**

*Katrina Herweh and Yigermal Demissie Ayalew, Loyola University Chicago*

Research is the currency of academia with a hierarchical preference for positivist scholarship. However, postmodernism's research objective has changed research to value the unique experiences of individuals, groups, and communities, which is incommensurate with positivist traditions. This presentation details the nar-

rative of two doctorate social work students at a midwestern U.S. university as they engage in qualitative research to build their research skills and publication prospects.

Adopting a postmodernist lens, the students kept detailed notes and reflexive logs to track and process their research experience. A thematic analysis of the reflexive logs and notes will be conducted to showcase the students' experiences in the research practicum course. The goal is to understand better the challenges and opportunities PhD students experience when applying research methods to qualitative projects and the way the project shapes their post-graduation research objectives in academia.

## **Qualitative Research as an Avenue for Activism During COVID-19: Utilizing a Multi-Method Dissertation as Feminist Inquiry into Critical Issues**

*Amber Sutton, Auburn University at Montgomery,  
and Debra M. Nelson-Gardell, The University of Alabama*

Our paper reports on how a qualitative multi-method approach was used in a three-paper dissertation to strengthen an understanding of women experiencing violence during COVID-19 and as an alternative to the traditional monograph dissertation. We explore how a topical review, media analysis, and semi-structured interviews were threaded together and how data source triangulation helped to strengthen the overall findings providing insight into the intersection of intimate partner violence, intimate femicide, and COVID-19. The challenges of this model pertaining to the use of qualitative methods will be touched upon. This type of research can liberate both the researcher and the participants by opening new ways of thinking. A multi-method qualitative approach encourages and embraces various representations of data by enhancing our understanding of the broader issues and invites us to reimagine qualitative dissertations as avenues for advocacy as we continue to navigate social, cultural, and political contexts impacted by COVID-19.

## **Social Work Epistemology: How Social Workers Construct Knowledge in Aotearoa New Zealand**

*Hawa Matthews, Whitireia and WelTec, Massey University*

Social work as a profession consists of a body of knowledge. To date, little empirical evidence has been provided that elucidates the way to which knowledge is constructed. The main question guiding this paper is how do social workers construct knowledge?

This paper focuses on the author's study utilizing Grounded Theory Methodology. Ethics approval was granted by Massey University of New Zealand, Southern B, number 19/32. Thirty-seven participants were involved in one-on-one interviews. The findings indicated the participants construct knowledge through formal education, lived experience, technology/social media, webinars, workshops, professional bodies, and supervision.

The presented findings offer social workers, social work academics, and students an insight into how social work knowledge is constructed. Such knowledge could then be used as a resource to critically recognize and assess their own knowledge construction and determine their potential knowledge construction.

### **The Lived Experience of Burnout and Compassion Fatigue in Social Work**

*Susan Lynn Glassburn and Meredith Canada, Indiana University*

Compassion fatigue and burnout evoke a professional and often personal crisis. We interviewed 12 social workers who had a self-reported episode of either compassion fatigue or burnout to understand their lived experience. We used interpretative phenomenological analysis to explore how social workers made meaning of the experience, including the seeming inadequacy of self-care, navigating self-blame and shame, and the impact on their personal and professional identities. The role of moral distress will be discussed as it appears to be a big contributor to burnout/compassion fatigue.

**1:00 to 2:20 CDT**

### **Concurrent Sessions**

## **Challenges for the Implementation of Policies that Promote Sexual Safety**

**Illini Union, Illini Room A**

*Vanessa Jara-Labarthe, University of Tarapaca, Chile, Chair*

### **Exploring the Role of Social Media as Storying Campus Sexual Assault**

*Molly C. Driessen, University of Saint Joseph*

The purpose of this paper is to present the preliminary findings from a qualitative study that explored the role of social media, specifically Instagram, as a platform where undergraduate students share their stories of campus sexual assault (CSA). In May 2020, students turned to social media in response to the murder of George Floyd and police brutality, as well as frustration with their universities as they moved to virtual settings during COVID-19. Students called

upon university leadership to examine their policies and responses to violence, including CSA. Although limited, research has begun to explore the role of social media (e.g., #MeToo movement) in the context of CSA.

This exploratory study also is framed by several theoretical perspectives, including theories pertaining to self-disclosure, trauma and recovery, and digital social activism, including cyberfeminism. Researchers must listen to how victim-survivors share their stories and how these stories are being mobilized into action.

### **Marital Challenges and Sexual Exploitation of Women with Disabilities – Stories from an Interpretive Phenomenological Study in Ghana**

*Festus Yaw Moasun, University of Regina*

In many parts of Sub-Saharan Africa, disability related stigma has been a bane to the full inclusion of persons with disabilities as bona fide members of their societies. In Ghana, persons with disabilities, particularly women, struggle to meaningfully participate in marriage and dating relationships because of disability stigma. Particularly in rural Ghanaian contexts, a marriageable woman is one without bodily impairments, who can bear children and who is physically capable of helping her husband on the farm. Also in Ghanaian culture, womanhood is established through marriage and childbearing. Hence women with disabilities who are unable to find marriage partners experience different emotional and psychological effects. This has often led to desperation for many women with disabilities who engage in secret sexual relationships with men so that they can at least conceive and bear children. This situation often leaves many of them prey to sexual exploitation by the men. In this presentation, I share experiences of women with disabilities gathered from an interpretive phenomenological study in rural communities in Northern Ghana.

### **Exploring Perceived Barriers, and Sources of Support for Pre-Exposure Prophylaxis Uptake Among Women Who Engage in Sex Work During Post-COVID-19 in Uganda**

*Simon Mwima, University of Illinois School of Social Work, Rachel C. Garthe, University of Illinois Urbana-Champaign, Edson Chipalo, Lewis University, Jennifer Mann Evans, University of Illinois at Urbana-Champaign, Agnes N Nzomene Kahouo Foda, University of South Carolina, Moses Okumu, University of Illinois Urbana-Champaign, Joel Saldana, University of Illinois Urbana-Champaign, and Jackline Nakitto, Ministry of Health*

People who engage in sex work and inject drugs have an elevated risk for HIV infection. Pre-exposure prophylaxis (PrEP) is an effective HIV prevention strategy. We contribute to the limited knowledge about women who



engage in sex work and use drugs in Uganda by using socio-ecological analyses to explore their perceived barriers and facilitators of PrEP uptake during post-covid19 pandemic.

The study was conducted through qualitative grounded theory methods. We used semi-structured interviews and focus group discussions involving 28 women who engaged in sex work and used drugs. Selected participants were between ages 15 and 25, recruited through urban HIV clinics and counseling facilities in Kampala from April 2018 and May 2019. The interviews were recorded in English, transcribed verbatim, analyzed and coded thematically using deductive and inductive thematic analysis techniques.

A framework approach was used to generate themes and key concepts for analysis following the social-ecological model. Women expressed their willingness to use PrEP and identified potential barriers as well as facilitators of PrEP uptake. Barriers included factors at the individual (e.g., PrEP side effects, and adherence-related concerns such as pill burden, hard-to-remember daily pill/forgetting, fear of testing for HIV, and lack of basic HIV and PrEP knowledge and misinformation); interpersonal (e.g., shared use of injection drug, gender-based violence due to PrEP use, sexual and drug-using networks, fear of losing clients); community (e.g., cultural norms, inadequate community sensitization, stigma, and discrimination); institutional (e.g., prejudice and discriminatory attitudes from health workers, punitive laws related to drug use and sex work); and structural (e.g., accessibility concerns, unstable housing, long distance to health facilities, and transport costs) levels. Facilitators included factors at individual (e.g., experience managing co-morbidities such as HCV, high HIV risk perception and preventing HIV/desire to remain HIV negative, and High perceived risk of clients); interpersonal (e.g. peer influence, social support and care for PrEP uptake); institutional (e.g., provision of appropriate and sufficiently resourced services); and structural (e.g., availability of free PrEP services, availability of other health services) levels. Risk reduction programs such as needle exchange program utilization and social support systems from peers were identified as sources of support.

Our findings clearly demonstrated how intersectional stigma and social exclusion impact PrEP uptake. The findings indicated that PrEP is an acceptable yet not universally accessed HIV prevention method for women who use drugs. Additionally, findings implied that PrEP uptake is linked to personal and environmental factors that need to be considered for successful PrEP implementation. We are certain that integrating multi-level PrEP interventions with other healthcare services in a person-centered manner will increase PrEP uptake among drug-using women and they can find the necessary help within their own networks.

## **of Policies Against Sexual Harassment and Gender Violence in the University Space**

*Vanessa Jara-Labarthe, University of Tarapaca, Chile, Chair*

In Chile, after several cases of sexual harassment in universities, and the “feminist may” in 2018, it started a process of creation of protocols in many universities across the country. This process ended in september of 2021 with the establishment of the 21.369 law, created to eliminate sexual harassment, gender violence and gender discrimination in higher education.

Among of the obligations of the law is the establishment of preventive actions, as well as investigation and sanction processes appropriate to the seriousness of these acts.

However, the actions derived from this law have not been easily implemented, and in some cases, have provoked resistance in certain sectors within the universities. In this paper, I want to discuss the tensions, challenges, and lessons learned from the experience of designing and implementing actions to address, prevent, and eradicate sexual harassment, gender violence, and gender discrimination at a Chilean university.

### **Thematic Analysis**

**Illini Union, Illini Room C**

*Burcu Ozturk, Wichita State University, Chair*

## **“It’s a Revolving Door!”: A Qualitative Study of Family Members’ Perspectives on Opioid Use Disorder Treatment**

*Alex Lee, University of Illinois at Urbana-Champaign, Tuyen Thi Thanh Bui, University of Illinois Urbana-Champaign, Jennifer Mann Evans, University of Illinois at Urbana-Champaign, Brooke Wilson, University of Illinois at Urbana-Champaign, and Douglas Cary Smith, University of Illinois at Urbana-Champaign*

Families may play a significant role in the recovery process of persons affected by an Opioid Use Disorder (OUD), but their involvement is not yet widely recognized. This qualitative study explores the roles and needs families have experienced when accessing treatment and resources.

This qualitative study drew on in-depth, semi-structured interviews with 15 participants who have a family member with a past year OUD. Two trained researchers independently analyzed each transcript, identified themes via inductive approach, and came to consensus on selected themes.

Four themes of family experience were identified: case management roles during recovery, exclusion from treatment, insufficient resources, and family stigma.

The study illustrates the negative effects of excluding family members from the recovery process, including worse treatment outcomes, increased caregiver strain, and disempowerment. The findings highlight the importance of improving the capacity for family involvement during OUD treatment and addressing stigma.

### **“Weaving was More of a Friend, More of a Hope, More of a Sister” - A Situational Analysis of Artistic Handicraft Production in Uganda**

*Anna-Lisa Klages, Ludwig-Maximilians-University Munich*

Ever since the establishment of the Art School at Makerere College by Margaret Trowell in 1937, Ugandan artistic handicraft products – referred to by some as “indigenous artforms” and as “cultural” or “traditional” crafts by others – have been, among others, co-constituted by Western ideas of African aesthetics and neo-liberal, capitalist notions of commercializing cultural practices. Trowell who, on the one hand demanded for a situated conceptualization of African Art outside the rigid boundaries of Western definitions of “art,” on the other hand, promoted the idea of developing contemporary African aesthetics that would soothe the eye of potential European costumers. She argued that Europeans, too, fancy “things with an African flavour” (Trowell, 1937: 44).

While in another part of the world, philosophers Max Horkheimer and Theodor Adorno lamented the decline of the societal and political values of the arts, which became increasingly commercialized in what Horkheimer and Adorno referred to as “culture industry” (1944), Trowell perceived artistic practices in form of artistic handicraft production as a potential tool for economic and civic development in the then Protectorate of the United Kingdom.

Almost one century later, development and UNESCO agendas, private NGO’s and so-called development partners from countries of the Global North conceptualize artistic handicraft production in the tradition of Trowell and Horkheimer and Adorno. In a more optimistic conceptualization of the cultural industries, the “creative industries” nowadays are frequently considered as potential motor for economic development in countries of the Global South, and Africa in particular (De Beukelaer, 2017). Especially marginalized women with little formal education, orphans and people with handicaps are to be empowered by “equipping them with the skills needed to work themselves out of poverty”.

But, do they really? Or are, as De Beukelaer (2017) suggests, thriving creative industries a consequence, rather than a driver of economic development? And is the Western concept of ever-lasting economic growth and material prosperity that leads to environmental degradation and global injustice the

sole definition of progress? How do local actors on the peripheries of these meta-discourses conceptualize artistic handicraft products, which continue to be a “vital aspect of living” (Nannyonga-Tamusuza, 2014: 126) in everyday life as well as in ceremonies, rituals and (ancestral) worship?

Taking the questions above as a departure point, the presented paper draws on findings from my dissertational research, in which I studied the meanings associated with artistic handicraft products among civil society actors in Uganda. In the postcolonial Ugandan realities, civil society is frequently associated with democracy and development, and artistic handicrafts frequently instrumentalized to promote income-generating activities and gender equality. In taking a feminist-postcolonial approach, I move beyond these dominant positions, and analytically “[turn] up the volume on “minor” discourses” (Clarke et al., 2018: 225).

The findings of my research follow Sophia Labadi (2020) and other critical development researchers, who find development work by and large to continue to follow their individual agendas grounded in epistemologies of the Global North rather than creating space for home grown approaches (Okereke & Agupusi, 2015). Therefore, it emphasizes on the agency of artistic handicraft products for the artists and artisans who make them, and for whom they do, in part, create income. However, in addition they are a means to maintain a close relationship with ancestors. Rather than being merely objects that remind tourists of their time in Uganda and provide , they are “more of a companion, more of a friend, more of a hope, more of a sister”, as Jackie Katesi, a Ugandan artist, told me.

## **Highly Skilled African Immigrants’ Level of Resilience in the Quebec Labor Market**

*Charles Gyan, McGill University*

Despite Canadian government’s considerable efforts to attract and retain skilled immigrants to promote Canada’s economic well-being, skilled immigrants often face a variety of challenges when attempting to integrate into the Canadian labour market. Some of these challenges are often waived or, to an extent, negotiated or reduced providing that these skilled immigrants are in high-demand jobs, have well-established networks, and speak the dominant language(s) of the host society among others.

This study looks at the perception and experiences of labour market integration among highly skilled African immigrants (HSAI’s) in Quebec and examines the resilient strategies that enable them to enter this competitive and often unbalanced field. Results from in-depth semi-structured interviews with 15 participants revealed that while almost all our participants

were employed, most of them encountered challenges that prevented them from securing employment that fully leveraged their skills, education, and experience. As Canada will benefit if highly skilled immigrants can fully participate in the Canadian economy, there is a strong need to build new (or scale existing) evidence-based policy interventions to improve opportunities for immigrants to obtain commensurate employment.

### **Covid-19 and its impact on Migrant Workers of Bangladesh**

*Mohammad Saifuddin Saifuddin Durud, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh*

Bangladeshi migrant workers are spread across the world. Migrant workers play a significant role in the economy of Bangladesh, there are currently about 13 million Bangladeshis working abroad and bringing USD 15 billion to the economy of Bangladesh. However, it has become one of the main parts of the economy and by this way socio-economic development of Bangladesh is happening rapidly. Also, migrants are contributing 12% to Gross Domestic Product (GDP). Due to Covid-19 migrant workers from Bangladesh in other countries have already been faced different kinds of problems like unemployment, isolation, frustration, poor quality of living and mental pressure. A good number of migrant workers have been sent back to Bangladesh.

Due to the Covid-19, which continues far reaching effects on workforces and in the aspect of global arena. The study focuses especially on the aspects of economic and social impacts on migrant workers and found the challenges that are faced by the migrant workers of Bangladesh. To conduct the study, all data and information are collected from credible secondary sources.

These sources include journal articles, newspaper and relevant books of migration studies. Some Bangladeshi prominent migration researchers took special coverage. Moreover, data are also composed of Bangladesh government sources, international organizations, especially IOM, UN agencies and internet database. Also tried to apply the content analysis method for getting reliable findings and outcome.

### **Covid-19 and its impact on Migrant Workers of Bangladesh**

*Mohammad Saifuddin Saifuddin Durud, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh*

Bangladeshi migrant workers are spread across the world. Migrant workers play a significant role in the economy of Bangladesh, there are currently about 13 million Bangladeshis working abroad and bringing USD 15 billion to the economy of Bangladesh. However, it has become one of the main parts

of the economy and by this way socio-economic development of Bangladesh is happening rapidly. Also, migrants are contributing 12% to Gross Domestic Product (GDP).

Due to Covid-19 migrant workers from Bangladesh in other countries have already been faced different kinds of problems like unemployment, isolation, frustration, poor quality of living and mental pressure. A good number of migrant workers have been sent back to Bangladesh. Due to the Covid-19, which continues far reaching effects on workforces and in the aspect of global arena. The study focuses especially on the aspects of economic and social impacts on migrant workers and found the challenges that are faced by the migrant workers of Bangladesh.

To conduct the study, all data and information are collected from credible secondary sources. These sources include journal articles, newspaper and relevant books of migration studies. Some Bangladeshi prominent migration researchers took special coverage. Moreover, data are also composed of Bangladesh government sources, international organizations, especially IOM, UN agencies and internet database. Also tried to apply the content analysis method for getting reliable findings and outcome.

### **Experiences of Living in the United States Among Middle Eastern Intimate Partner Survivors: A Systematic Review**

*Burcu Ozturk, Wichita State University,  
and Debra M. Nelson-Gardell, The University of Alabama*

Intimate partner violence (IPV) infiltrates all societies and is a significant worldwide social and public health issue for all women who have experienced IPV in their lives (World Health Organization [WHO], 2013). IPV can cause severe mental, physical, social, and economic consequences for survivors, and impact their interpersonal relationships in their families, their communities and in broader society (Black, 2011; Black et al., 2011; Kanagaratnam et al., 2012). Although IPV influences individuals from all racial backgrounds, socio-economic statuses, and geographic locations, some communities are more vulnerable, such as immigrants in the U.S. (Choi et al., 2016; Hass et al., 2000). In the United States, more than 43 million people live as foreign-born, and approximately 1.2 million people migrated from the Middle East and North Africa as of 2016 (Cumoletti & Batalova, 2018).

This systematic review is to explore the lived experiences of Middle Eastern immigrant IPV survivors in the U.S to develop a better understanding of existing studies in the literature. We will review the studies on lived experiences of IPV survivor immigrant women that are published in peer-reviewed journals between the year 2012 and 2022. We seek to answer the question, “What are the lived

experiences of Middle Eastern immigrant women who are also IPV survivors in the United States?”

We will critically explore and summarize the eligible studies to advance our knowledge and obtain a greater understanding of lived experiences of Middle Eastern female immigrant survivors in the United States. This study will increase awareness of the existence and needs of this vulnerable population in the literature for scholars and describing the experiences of Middle Eastern immigrant female IPV survivors provides essential insights into implications for social workers and other professionals in practice.

**2:30-3:50**

## **Concurrent Sessions**

### **Workshop: Creating Affirmative Discourses to Push Back Against Discourses of Oppression Illini Union, Illini Room A**

*Jane F. Gilgun, University of Minnesota, Twin Cities, USA*

I have been doing research on violence for almost 40 years, and I have not yet produced a book that sums up my research and makes sense to me. I recently realized that one of the reasons it's taken me so long is because oppressors have created the currently available discourses. The discourses of the powerful silences the oppressed and is the only language the oppressed have to push back against oppression. Friere warned the oppressed from becoming the oppressors. Since the language we have is that of oppressors, this is difficult to do.

In this paper, I show how I have searched for discourses that push back against oppression but don't use the oppressors' discourse. I define discourse as sets of values, images, myths, stories, and expectations that guide women and men in the construction of privileges and rights social norms accord them, the rules they are to follow, and the consequences for not living up to the rules. I'm hoping that workshop participants can join me in creating alternatives to discourses of oppression.

To find specificity with which to flesh out vague discourses, I embarked on a kind of life history/autoethnography where I told stories of my own life beginning with an experience of sexual harassment when I was in my early twenties.

Sure enough, the dominant discourses of the fallen woman, daughter of Eve wanting forbidden fruit, Mary Magdalen as a prostitute, and women as sluts and whores were those that were available to me. It was like the ground opened, and I fell into a pit of boiling oil. Such discourses could have impelled me into a life of self-destructiveness and despair. They didn't.

Fortunately, something in me locked these discourses away in some hidden part of myself, and I was able to carry on with my life and achieve many of my dreams. The discourses that held me up were infused with the values of dignity, worth, equality, and self-determination. As I look for language that conveys my experience, I see possibilities in humanistic philosophies of science, psychology, social work, and spiritual traditions. Values, however, are at a high level of abstraction, while discourses specific words that are laden with meaning. This workshop, then, is a kind of think tank about life-enhancing discourses of equality, dignity, and self-determination.

## **Creating Connections Through a Social Justice Lens**

**Illini Union, Illini Room C**

*Kelly Munly, Penn State Altoona, Chair*

### **Counsellors Addressing Social Justice Issues: Incorporating a Lens of Cultural Humility and Hope**

*Priya Mani, University of Manitoba*

This paper presents results of a qualitative descriptive case study the ways in which professional counsellors shaped their social justice and multicultural orientation by using hope-based interventions to inform their practice. Noting systemic oppression (social, economic, and political structures) and cultivating a sense of self-empowerment with the client where they are also encouraged to tap into undiscovered potential in the contexts of their lives, requires a shift to practice cultural humility within a critical pedagogy.

The strategies that counsellors could potentially use to address challenges by developing a sense of cultural humility through a critical lens will be explored. The areas that will be discussed for this presentation will focus on what hinders the process, the importance of developing a curiosity competency, the nature of identifying failed attempts and learning through failure, increasing risk tolerance, exploring, and building resilient coping, and sustaining cultural humility over time through a lens of hope.

### **Failed Mothers, Risky Children: Carceral Protectionism and the Social Work Gaze**

*Sandra M Leotti, University of Wyoming*

Currently, 1.2 million women are under criminal-legal supervision in the United



States. A disproportionate number of are poor, disabled, and racialized women. Further, it is estimated that over two-thirds are mothers. Maternal criminal-legal involvement leads to long-lasting disruptions in families and communities, and often forcible child removal and termination of parental rights. The criminal-legal system's impact on families represents, "an unparalleled crisis" in the United States today. The current trends in child welfare and criminal-legal policy are part of long-standing colonial and heteropatriarchal ideals regarding motherhood and the family. This paper joins the current critiques of the carceral state and examines how knowledge production in social work serves as a significant site through which the profession draws on carceral logics to construct criminalized mothers as "unfit."

We conducted critical discourse analysis of articles published in social work high impact journals from 2000-2018 (n=49). We performed a keyword search and located articles with an explicit focus on incarcerated/criminalized mothers. Analysis occurred on two levels consisting of a structural analysis to identify initial coding schema; and a detailed analysis of select articles. Detailed analysis attended to: context of text; surface of text; rhetorical means; content and ideological statements. These two levels of analysis lead to an overall synoptic analysis, or final assessment of the overall discourse.

Findings indicate that social work discourse capitalizes on the affective nature of both motherhood and childhood to engage in a form of carceral protectionism. Results reveal four discursive themes: overreliance on theories of attachment; narratives of intergenerational crime; symbolic use of childhood; and a hierarchy of motherhood. This discourse constructs the children of criminalized mothers as a priori defective and at risk, therefore as vulnerable and in need of protection. However, the persistent deployment of childhood as spectacle throughout the data produces an ontological slippage between mother and child; the risky child is the inevitable product of the risky mother. Escalated attention to risk

### **Incarceration and Post-Incarceration Drug Use Recovery Among Women**

*Chiao-yu Yang, University at Albany, & Brent In, Chicago State University*

This study seeks to understand how previously incarcerated women navigate their drug use recovery with incarceration as a temporary but interrupting life event. The study aims to enhance our knowledge of how incarceration experiences impact drug recovery for those women who have been recovering in the community. In-depth interviews were conducted with twenty-two previously incarcerated women currently in drug use recovery in inner-city communities in metropolitan cities in the Northeast United States. A thematic analytical approach was used to identify the main themes utilizing a critical feminism and symbolic interactionist perspective; the life course theory guided the analysis. Findings reveal that incarceration experiences among women differed by their

socio-economic backgrounds, cultural contexts, and personal life history.

Specifically, women from marginalized communities, such as women of color, women living in poverty, and sex workers, experienced severe oppression and traumatizing treatment while incarcerated. The study further showed that social interactions in prison and jail shape the women's understanding of their identity as "addicts" and "inmates" and formulate the controlling nature of imprisonment, which usually compromises the effect of intervention programs and triggers drug

### **Psychosocial Intervention in Social Work: Reducing Intersectional Stigma among Sexual Minorities During Post Covid-19 Pandemic in Uganda**

*Simon Mwima, University of Illinois School of Social Work,  
and Jackline Nakitto, Ministry of Health*

Social workers must create, implement, and evaluate client-centered psychosocial interventions (CCPI) to reduce the impact of intersectional stigma on HIV service utilization among sexual minorities. We contribute to the scarcity of evidence about sexual minorities in Uganda by using social support theory to explore clients' perceptions that shape CCPI. Based on Focused Group Discussion (FGD) with 30 adolescents who identified as MSM, lesbians, bisexual, and sex workers recruited from Kampala's HIV clinics in 2022, our findings reveal the positive influence of instrumental, informational, esteem, emotional, and social network support as intersectional stigma reduction interventions. Men who have sex with men, lesbians, and bisexual women used such strategies to navigate a heavily criminalized and stigmatizing setting during the post-COVID-19 pandemic in Uganda.

This study provides evidence for the social work profession to develop and implement psychosocial interventions that reduce HIV stigma and discrimination among MSM, lesbians, and bisexual young people living with HIV in Uganda

### **Social Influences on HIV Services Engagement Among Sexual Minorities Experiencing Intersectional Stigma and Discrimination During Covid-19 Pandemic in Uganda**

*David Muhemba, Most At Risk Population Initiative Uganda, Kasule Kibirige,  
Uganda Christian University, Annet Nampeela, Most at Risk Population  
Initiative Uganda, Bosco Mukubwa, Alliance of Women Advocating for Change,  
and Amos Mosinghi, Makerere University*

In Uganda, sexual minorities experience exacerbated intersectional stigma and discrimination that exposes them to elevated HIV infections and impedes

access to HIV testing and PrEP with low treatment adherence. We contribute to the lack of information about sexual minorities living with HIV in Uganda by using modified social-ecological theory to explore social influences impacting HIV services engagement.

Findings from Focused Group Discussion (FGD) involving 31 sexual minorities, ages 18-25, recruited through urban HIV clinics in Kampala reveal the protective and promotive social influence within the individual and interpersonal relationships (sexual partners and peers). Further, inhibitive social influences were found within family, community, societal, and healthcare settings. During the COVID-19 pandemic, these adolescents strategically used promotive social influences to increase their engagement with HIV care services. Interviews were recorded in English, transcribed verbatim, and analyzed using Dedoose.

The findings revealed that young people (identified as sexual minorities) strategically used promotive social influences and supported each other to improve engagement with HIV care in the context of restrictive laws in Uganda during the COVID-19-Pandemic. Future HIV prevention, treatment, and care responses could draw on how peers support each other to navigate the heavily criminalized and stigmatized settings to access healthcare services.

### **Researching Diversity Across the Lifespan on Campus: Interviewing as a Social Justice Practice**

*Kelly Munly and Lauren Jacobson, Penn State Altoona*

In this paper, researchers based at a Mid-Atlantic university campus provide an understanding of how their interview study informing a critical gerontology adaptation of the Diversity Circles program at their university campus moved beyond data collection to become a social justice, awareness-raising practice. Project methods and analysis were informed by critical theoretical frameworks, including feminist gerontology, that illuminate the invisibility of age, even in the context of intersectional work.

Pilot feedback from five participants from a condensed program in an Adult Development and Aging course informed the interview approach. Post-program semi-structured interviews, with program participants, including students and older adults (n=7), and community stakeholders (n=18), provided feedback on diversity needs at the campus and in the surrounding community, as well as on program content and experience and opportunity for further curriculum integration of concepts of Age-Friendliness, ageism, and age-awareness.

Stakeholders interviewed included community practicum liaisons, univer-

sity advising and student affairs staff, faculty and staff previously engaging in diversity-related activities, university administrators, university personnel attending to enrollment matters, and staff and faculty interested in student-centered curriculum design. Semi-structured interviews were chosen for data collection because of their capacity to provide saturated data from a small, purposeful sample.

Open codes emergent from the interviews included both a) suggestions for curriculum adaptation and modification as well as the value of existing content and b) issues of Age-Friendliness and ageism more generally. The research team determined this research opened the door for considerations and discussion not previously happening, thus serving as not only data collection, but also social justice practice.

**4:00-5:20 CST**

### **Plenary Session**

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

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

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

How about joining with other social work qualitative researchers from other organizations? We could share research and other publications in an on-line repository. We could plan conferences and trainings that include researchers globally.

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

What would you like more of in Social Work Day? Less of? Thoughts for next year's Social Work Day?

Other issues include, how can we build community and support each other's work? Some people are thinking of holding global zoom meetings on topics of people's choices. We could possibly have special interest groups, such as on

indigenous, anti-colonial research, on arts-based research, and on mixed/multiple methods.

We can talk about what it means to be a public intellectual. The value base of social work creates commonalities while our local contexts show us marvelous variations.

# Program at a Glance

## Social Work Day

Thursday, 19 May 2022

**Theme:** *Transformative Visions & Utopias of Hope  
in Qualitative Inquiry*

*Jane F. Gilgun, University of Minnesota, Twin Cities, USA, Organizer*

**8:00-8:30 CDT**

**Welcome, Introductions, Announcements, & News**

**7:30-8:30 CDT**

**9:00-10:30 CDT**

**Concurrent Sessions**

**11:00-12:30 CDT**

**Concurrent Sessions**

**13:00 to 14:30 (1:00 to 2:30 CDT)**

**Concurrent Sessions**

**15:00-16:30 (3:00-4:30 CDT)**

**Concurrent Sessions**

**18:00-19:30 (6 -7:30 pm CDT)**

**Plenary Session**

**Town Hall Meeting**

**Reflections on Social Work Day and What's Next**

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

**A Final Word**

The first and second issues of *Qualitative Inquiry in Social Work* is now available

free on ResearchGate.

Link to first issue: <https://www.researchgate.net/publication/327117935>  
[Qualitative Inquiry in Social Work Global Perspectives 11](https://www.researchgate.net/publication/327117935)

Link to second issue:  
<https://www.researchgate.net/publication/332497436> [Qualitative Inquiry](https://www.researchgate.net/publication/332497436)  
[in Social Work 21 January 2019](https://www.researchgate.net/publication/332497436)

# Thursday Sessions

## Thu101 Poster Session 1

---

11:00-12:20

Union Illini Room B

Student Perspectives on Professional Athletic Trainer Education's Transition from Bachelor's to Master's Degree, *Bobbi Severt, Tennessee Tech University*

Infant and Toddler Development: Case Studies, *Nahide Gungordu, The University of Alabama, and Maria Hernandez-Reif, The University of Alabama*

An Analysis of the Application of Grounded Theory in Religious Scholarship, *Stephen Bales, Texas A&M University, Tina Budzise-Weaver, Texas A&M University Library, and Laura Sare, Texas A&M University*

The Impact of COVID-19 on Healthcare Access and Management for People with Multiple Sclerosis, *Jeanna M. Campbell, School of Social Work at University of Illinois, Urbana-Champaign, Madina Yerkın, University of Illinois Urbana-Champaign, Tonazzina Hossain Sauda, University of Illinois Urbana-Champaign, and Chung-Yi Chiu, University of Illinois Urbana-Champaign*

Storytelling as a Pedagogical Tool in Higher Education, *lauri L. hyers, West Chester University, Meagan Corrado, West Chester University, Julia Belmiro, WCU, Marissa Maffei, WCU, and Daanyaall Coleman, WCU*

## Thu102 Poster Session 2

---

11:00-12:20

Union Illini Room B

"Feeling so small": The Psychological Implications of Environmental Volunteerism on Hope, Hopelessness, and Climate Change Efficacy, *lauri L. hyers, West Chester University, Thomas Nagle, West Chester University of Pennsylvania, and Alyssa Saunders, West Chester University of Pennsylvania*

Thinking Outside the Box to Teach Qualitative Research at University: The Journal Club Experience, *Anne-Marie Tougas, Université de Sherbrooke, Rémi Paré-Beauchemin, Université de Sherbrooke, Mélissa Hogan, Université de Sherbrooke, and Deborah Ummel, Université de Sherbrooke*



Adapting Social Identity Mapping (SIM) during COVID-19: Reflections on post-pandemic qualitative research, *Raymond La, University of Illinois Urbana-Champaign, Amanda Paige Gold, University of Illinois Urbana Champaign, and Carla Desi-Ann Hunter, University of Illinois Urbana-Champaign*

“A Peer Mentor from My Home Country Is Great, But I Want To Meet Someone Here”: Reflection of an International Student Experience, *Qihao Zhan, University of Illinois Urbana-Champaign*

Developing a Qualitative Codebook on Identity During the Pandemic, *Amanda Paige Gold, University of Illinois Urbana Champaign, Raymond La, University of Illinois Urbana-Champaign, and Carla Desi-Ann Hunter, University of Illinois Urbana-Champaign*

---

### **Thu103 Poster Session 3**

1:00-2:20

Union Illini Room B

Overcoming School, Soccer, and Sickness: An African Autoethnography of the Lived Experiences of a Ghanaian Student-Athlete with Sickle-Cell Trait (SCT), *Emmanuel Anyetei Akogyeram, North Carolina State University*

An Autoethnography of a Honduran Woman Pursuing a Doctoral Degree in a Post-Pandemic American Society, *Marjorie Colindres*

Days of depression: An autoethnographic account of depression, critical scholarship, and graduate school, *Brandon Mock, Ohio University*

Mapping refugees' taboo memories through feminist ethnography and bricolage methodologies, *Emina Buzinkic, University of Minnesota*

Striving to Support the Next Generation of Critical Scholars who Seek to Transform the Systems They Hope to Enter, *Christopher Pierce Brown, University of Texas at Austin*

Jamming for Wellness: Breaking Down Social Barriers and Exploring Wellness Through Music Performance in a Hospice Setting, *Mike Bennett, University of Windsor, Thecla Damianakis, University of Windsor, Xiaohong Shi, University of Windsor, Carly Charron, University of Windsor, Joe Perry, Karen Feng, University of Windsor, and Emily Fraser, University of Windsor*

Mini-ethnography for Encouraging Research, Learning, and Reflection for Students Studying Abroad, *Karli Yarber, University of Arkansas*

## **Thu104 Poster Session 4**

1:00-2:20

Union Illini Room B

The transformative learning of completing a qualitative dissertation during the pandemic: A collage inquiry , *BEIXI LI, Western Michigan University*

Evolution of Critical Thinking in First Year College Students, *Kathryn Suzanne Dawidowicz, American Public University System, and Paula Marie Dawidowicz, Ivy Tech Community College*

Post Crossing as a Social Project, *Kathryn Suzanne Dawidowicz, American Public University System, and Paula Marie Dawidowicz, Ivy Tech Community College*

Portraiture Education: Utilization of Personal Artifacts in Teaching Leadership, *Christopher Anthony Dignam, Governors State University*

Reducing Prejudice Against Students with Disabilities in Inclusive Settings through Afrocentric Model of Inclusion, *Sonti Zelma Mokobane, University of Fort Hare, South Africa*

## **Thu105 Poster Session 5**

2:30-3:50

Union Illini Room B

Coping with homesickness: A qualitative study of international students , *Felisha Lynn Younkin, Cedarville University, Elisabeth Maher, Susannah Sowell, Annette Seefried, and Sarah Koffman*

A desire to protect: A qualitative study of students entering the field of law enforcement, *Felisha Lynn Younkin, Cedarville University, Ashley Price, Esther Ramireddy, Hannah Kinion, and Patrick Oliver*

Exploring the Digital Mediated Competency Learning Experience of Social work Graduate Students During the Covid-19 Pandemic, *Seungmi Lee, Sunkyunwan University, EunJeong Yang, Sunkyunwan University, and Jeongone Hannah Seo, Sunkyunwan University*

A Qualitative Content Analysis of Organizational Identities at Hispanic Serving Four Year Institutions, *Karina Beltrán-Arzate, University of Tennessee, Knoxville*

Depression in Black Adults: The effects of systematic oppression, racism, and access to quality care, *Heather Andrea Perkins, University of Illinois at Urbana-Champaign*

## Thu106 Poster Session 6

2:30-3:50

Union Illini Room B

A qualitative study of assessing Social Determinants of Health in Pharmacy curriculum, *Felisha Lynn Younkin, Cedarville University, Aleda Chen, Cedarville University, Juanita Draime, Cedarville University, Robert Bechtol, Cedarville University, Katelyn Case, Cedarville University, and Jacob Littleton, Cedarville University*

A qualitative study of undergraduate student's prayer lives, *Felisha Lynn Younkin, Cedarville University, Andrew Harris, Cedarville University, Marcus Hernandez, Cedarville University, and Owen Dougherty, Cedarville University*

Construction of Diverse Masculinities and leadership in the LGTBI movement in Colombia, *HERNAN SANCHEZ RIOS, Universidad del Valle - Colombia, and José Alejandro Niño Vazquez, Universidad del Valle*

Examining the Unjust Market Structure of the Fisheries Industry in India: A Phenomenological Inquiry, *Pious Malliar Bellian, Indiana University School of Social Work*

Promoting the self-management of the professional career in contexts of socio-labor change: dynamization, guidance and support networks in integrated virtual environments (BOOST CAREER), *Magdalena Suárez-Ortega, University of Seville, Spain, M.Fe Sánchez-García, UNED, Madrid, Ana Fernández-García, UNED, Madrid, Carolia Romero Garcia, Universidad de Sevilla, M.Inés García-Ripa, UCA, Argentina, and Pamela Zapata-Sepúlveda, Universidad de Tarapacá, Chile*

Enacting the NCLEX-RN® Exam in British Columbia, Canada: A Critical Policy Analysis, *Patricia R. Rampersaud, British Columbia (Alumni)*

Socioeconomic Class and Crisis Communications: Ensuring Effective Outreach about COVID-19 to Underprivileged Communities in the U.S. and la Republica Dominicana, *William Berry, Bethune-Cookman University*

## **Thu107 Poster Session 7**

4:00-5:20

Union Illini Room B

The Hidden Curriculum: Understanding Community Values and Customs through Ethnographic Inquiry, *Doug Feldmann, Northern Kentucky University*

Sailing Out of the Drift: The Land of Ph.D., *Lisa Dianna Wood, Indiana University, Bloomington*

The Role of Focus Child Care Networks in Providing Support to Home-based Child Care Providers, *Asia Ann Thogmartin, Oregon State University, Kimberley Banks, Oregon State University, Esmeralda Janeth Julyan, Oregon State University, Ines de Pierola, Oregon State University, and Bridget Hatfield, Oregon State University*

What can we learn from the emotions that emerged from the two years of the students' pandemic remote learning?, *Ethel Gina Diasanta Bailon, PAREF Woodrose School, Inc., Phillipines*

Centering Black University Students Holistic Wellness Needs, *Nina Conte Johnson, Indiana University School of Social Work*

Uncovering Themes of Mental Health Treatment Stigma When Offered an Animal-Assisted Intervention, *Nicole Paulina Cantoni, University of Illinois at Urbana-Champaign, and Anissa Sheena Chitwanga, University of Illinois at Urbana-Champaign*

Empowering Student Voice in Curriculum Decisions, *Rabih Murr, University of Cincinnati*

## **Thu108 Poster Session 8**

4:00-5:20

Union Illini Room B

Graduate Students' Perceptions on Instructor's Communicative Role in Student Mental Health, *Taylor Brooke Howle, Tennessee Technological University*

Exploring Reproductive Justice through Arts-Based Research, *Kiley Compton, University of Tennessee*

Gender-Expansive Individuals Experiences with Fertility Based Healthcare,  
*Ellison Luthy, The Ohio State University, and Autumn M. Bermea, The Ohio State University*

Como chegamos à Arts-based research no Instituto Oswaldo Cruz/Fiocruz - Brasil,  
*Marcio Luiz Mello, IOC-Fiocruz, Raquel Gomes, Fiocruz / UERJ, Adrielle Silva, Instituto Oswaldo Cruz - Fiocruz, and Nathalia Perrone, Instituto Oswaldo Cruz - Fiocruz / UNIRIO*

# Friday Sessions

## **Fri101 Panel 1: Feminist Decoloniality as Care Project**

---

8:00-9:20

Union 209

*Chair: Assata Zerai,*

Decolonial Research as Feminist Care in Times of Crises, *Relebohile Moletsane, University of KwaZulu-Natal, Saajidha Bibi Sader, University of KwaZulu-Natal, Ronelle Carolissen, Stellenbosch University, and Nonhlanhla Mthiyane, Durban University of Technology*

Participatory Research as Decolonial Feminist Praxis, *Saajidha Bibi Sader, University of KwaZulu-Natal, and Nonhlanhla Mthiyane, Durban University of Technology*

“Working Long Hours with Minimal Rest was Detrimental to My Physical and Mental Health”: Black South African Women Academics’ Letters about Their Experiences During Covid, *Nonhlanhla Mthiyane, Durban University of Technology, and Saajidha Bibi Sader, University of KwaZulu-Natal*

Black Women’s Refusal as Decolonial Praxis in Academic Spaces, *Ronelle Carolissen, Stellenbosch University, and Saajidha Bibi Sader, University of KwaZulu-Natal*

(Re)Defining Academic Care in the Covid and Post-Covid Era, *Reitu Obakeng Mabokela, University of Illinois Urbana Champaign*

Panel Chair/Organizer, *Assata Zerai*

Moderators, *Relebohile Molestane, and Reitumetse Mabokela*

## **Fri102 Autoethnography: Autoethnography in the COVID-19 Pandemic**

---

8:00-9:20

Union 210

*Chair: Ana Julia Moreira Oliveira, UMass Amherst*

Assum Preto/Black Bird in Sheep’s Clothes: and the Immanent Rhetoric of Passing in the Neo-Liberal AcademicPeda/Tological Ground Throughout Covid-19 Lockdowns, *Ana Julia Moreira Oliveira, UMass Amherst*

Colonizing the Pandemic| Challenging Western Intellectual Hegemony for Asia, *Madiba Mohsin Syeda, Miami University, Ohio*

Cooking in the Kitchen and Chasing the Dreams, Post Pandemic Learning of Women Scholars in Nepal: A Collaborative Autoethnography, *Pushpa Kumari Sunar, Kathmandu University School of Education, Priska Bastola, Kathmandu University School of Education, and Babita Maharjan, Kathmandu University School of Education*

Towards Pedagogies of Healing: A Collaborative Autoethnography among three Black Teacher Educators in a predominantly White Institution, *Nimo Mohamed Abdi, Ohio State University, Alexander G-J Pittman, Ohio State University, and Kaba Abdi, Ohio State University*

### **Fri103 Autoethnography: Autoethnography 1**

8:00-9:20

Union 104

*Chair: James Gerard Deegan, Mary Immaculate College, Limerick, Ireland*

Performative Evocations of Dread and Belonging in Children, Childhood and Schooling, *James Gerard Deegan, Mary Immaculate College, Limerick, Ireland*

Journey towards living pedagogy (CCRC): an autoethnographic inquiry, *Rajendra Dahal, Kathmandu University*

Welcoming Vulnerability: An Autoethnography of the Mentoring Relationship between Two Males, *Si Chen, College of William & Mary*

#Monklife: An autoethnography of despair, tenure, and hope in a post(?)-pandemic world, *Ricardo Montelongo, Sam Houston State University*

### **Fri104 Qualitative Health 1**

8:00-9:20

Union 213

*Chair: Bradley Gangnon, American College of Education*

COVID-19 Pandemics and Health Care Providers: How did they cope with mental health difficulties?, *Onur Ozmen, Old Dominion University, Aysegul Araci-Iyiaydin, TED University, and Hilal Altunay-Yilmaz, Middle East Technical University*

The effects of pre-exposure prophylaxis use on adolescents and young women's social lives in Uganda, *Caroline Angella Akiteng, KYAMBOGO UNIVERSITY, and PIUS ERONE, ISBAT UNIVERSITY*

Immigrant and Refugee women's Experiences of Prenatal Care and Education, *Manal M Alzghoul, Brock University, Helle Moeller, Lakehead University, Pauline Sameshima, Lakehead University, and Jennifer Chisholm, Lakehead University*

Knowledge, Attitudes and Preferences towards Modes of Child Delivery: A Study on the Informal Working Pregnant Women in Haripur, Thakurgaon, Bangladesh, *Md. Noman Noman Amin, Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Taslima Nasrin, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh, Mohammad Saifuddin Saifuddin Durud, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh, and Sabrina Mustafiz, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh*

The therapeutic role as preparation for change, *Bradley Gangnon, American College of Education*

## **Fri105    Directions in Qualitative Research**

---

8:00-9:20

Union 215

*Chair: Anna M. Cody, University of Georgia*

Using an Ecological Lens to Explore Child Trafficking Vulnerabilities in Sierra Leone: A Qualitative Thematic Analysis, *Anna M. Cody, University of Georgia, Tamora A. Callands, University of Georgia, and David Okech, University of Georgia*

The Price of Stories: Participant Compensation in Qualitative Research, *Kalyani Thurairajah, MacEwan University*

Doing ethnography in management accounting research: a brief guidelines, *Budi Waluyo, Polytechnic of State Finance STAN, Indonesia*

Exploratory Checklist for Visual Studies in Education/Research, *Randall Beaver, Florida International University*

Cultural Differences Examined, *Paula Marie Dawidowicz, Ivy Tech Community College, and Kathryn Suzanne Dawidowicz, American Public University System*



## **Fri106 Conversations in Qualitative Research 1**

8:00-9:20

Union 217

*Chair: Fangfang Mo, Purdue University*

Underachievement of Gifted Female Students from Financially Influenced Families due to the Covid-19 Pandemic, *Fangfang Mo, Purdue University*

The Camel Gambit: An Art-Based Study Exploring the Glow of the Shadows of Human Identity, *Ava Maken Ali*

Challenges experienced by pregnant and parenting learners in South African Schools, *Thinavhudzulo Norman Mafumo, University of Limpopo*

Efficacy of Augmented Reality for teaching writing to Grade 6 isiXhosa speaking learners, *Pretty Thandiswa Thandi Mpiti, Walter Sisulu University, Bulelwa Bulelwa Makena, Walter Sisulu University, and Motsi Qoyi, Walter Sisulu University*

## **Fri107 Collage as Method**

8:00-9:20

Union 314 A

*Chair: Susan Harper, Iowa State University*

Magick in the Marketplace: A Visual Exploration of the Capitalist Recuperation of Witchcraft in 21st Century America, *Susan Harper, Iowa State University*

Magazine as Collage, *Marlen Harrison, The AutoEthnographer Literary and Arts Magazine*

The Possibilities of Vispo as Poetic Inquiry and Collage in (Auto)ethnography, *Sandra L Faulkner, Bowling Green State University*

Horse, Therapy: Multispecies Collage-Making, *Jessica Gullion, Texas Woman's University*

**Action Research: (p)AR-SIG (un)Symposium:  
Fri108 Participatory Action Research SIG Development**

---

8:00-9:20

Union 314 B

*Chair: Allison Lester,*

*(p)AR-SIG (un)Symposium: Participatory Action Research SIG Development, Allison Lester, Alfredo Ortiz Aragon, Mindy Gold, Inci Yilmazli Trout, Ros Beadle, and Ernie Stringer*

**Fri110 Critical Qualitative Inquiry: Numbers and Narratives**

---

8:00-9:20

Union 404

*Chair: Md Abdur Rashid, University of Northern British Columbia*

*Do Numbers make sense: An investigation on how foundation phase learners engage with multiplicative thinking while learning mathematics., Neo Hendrick Hendrick Seseng, Central University of Technology*

*An exploration of misconceptions and associated errors in the learning of place value for Grade 4 learners: A document analysis study, Kgalushi Maria Themane, University of Limpopo*

*Language complexities in mathematics teaching of reception class students of South Africa, Nosisi Nellie Feza, University of Venda*

*“Can Number Speak all Languages”: Employing Testimonio to Give Voice to the Riverine Stone Quarrying People, Mahananda River, Bangladesh, Md Abdur Rashid, University of Northern British Columbia, Md. Saidur Rashid Sumon, University of Manitoba, and Tauhid Hossain Khan, University of Waterloo*

*The Importance of Interviewing in Studying Non-Technical Skills, Minna Maarit Ruolanto, National Defence University Finland*

**Fri111 Becoming in Qualitative Research: A Panel of Post-Intentional Phenomenological Studies**

---

8:00-9:20

Union 405

*Chair: Mark D Vagle, University of Minnesota*

*Entering the Middle of Becoming a Qualitative Researcher, Mark D Vagle, University of Minnesota*

Embodied Emotion as a Guide: Seeking Conocimiento as a First-Year Doctoral Student, *Laurie Hahn Ganzer, University of Minnesota - Twin Cities*

From K-12 to Doctoral School: The Unfinalizability Between Contexts, *Andrew J Fiegen, University of Minnesota - Twin Cities*

White Skin, White Mask: Becoming a Researcher amidst Identity Crisis, *Melissa Surrette, University of Minnesota*

Kindergarten Art Doctor: Finding Connection, Belonging, and Balance in Uncharted Territory, *Jessica Silk, University of Minnesota*

## **Arts-Based Research: Explorations in Arts-Based Fri112 Research**

---

8:00-9:20

Union 406

*Chair: Lauren E. Burrow, Stephen F Austin State University*

Beyond Propositionality: Knowledge in Arts-Based Research, *Kate Jane McCallum, Pacific Northwest College of Art at Willamette University*

Blurred Spaces Hinged on Synchronous Gravities in Nature: Conceptual Musings from Events of (Re-)configurations during COVID-19 Pandemic, *Haris C. Adhikari, Kathmandu University*

Art-Looking within MotherScholarhood: Art Elicitation for Self-Reflections and Sense-Making, *Lauren E. Burrow, Stephen F Austin State University, Heather Olson Beal, Stephen F Austin State University, and Chrissy J Cross, Stephen F Austin State University*

Fictioning worlds to come: Postqualitative research, imaginative data, and posthuman futurity in teacher education, *Rachel Horst, The University of British Columbia*

## **Fri113 Teaching Qualitative Methods In Different Settings**

---

8:00-9:20

Union 407

*Chair: Charles Vanover, University of South Florida*

Teaching Qualitative Methods Synchronous Online, *Charles Vanover, University of South Florida*

Strategic Complements to Coding: Teaching Qualitative Methods Across Disciplines, *Paul Mihas, University of North Carolina*

Teaching Constructivist Grounded Theory In-Person and Online with Early Career Researchers, *Elaine Keane, University of Galway, Charles Vanover, University of South Florida, and Paul Mihas, University of North Carolina*

Teaching Community-Based Action Research, *Jessica Smartt Guillion, Texas Woman's University*

---

## **Global Qualitative Health Research: Roundtable: Publishing qualitative health research: tips and lessons Fri114 learned**

---

8:00-9:20

Union Illini Room A

*Chair: Julianne Cheek, Østfold University College Norway*

Publishing qualitative health research: tips and lessons learned, *Julianne Cheek, Østfold University College Norway, César Cisneros-Puebla, Universidad de Tarapaca, Tricia Stephens, Silberman School of Social Work - Hunter College, and Johanna Creswell Baez, University of Colorado*

---

## **Panel 2: From Reform to Restorative Justice: Decolonial African Feminist Perspectives Addressing Higher Education, Faculty Mentoring and Reproductive Fri115 Sovereignty**

---

9:30-10:50

Union 209

*Chair: Assata Zerai,*

“Narratives of Resistance from the Academy”: Academic Woundedness, Violence, and Inhumanity in Higher Education, *Teresa Y. Neely, University of New Mexico*

“No Honor Amongst Thieves: Academe Answers Damascus”: The Seamless Production of Woundedness in Black Women, *Evangela Oates, University of Minnesota, Twin Cities*

Decolonizing Methodology in Higher Education: Black Feminist Interventions, *Assata Zerai, University of New Mexico*

Piloting Dynamic Health Justice Partnerships in Uganda: Integrating Culturally Safe Legal Care in HIV/AIDs Facilities, *Elisa Zawedde, University of Illinois at Urbana-Champaign*

Co-Chairs/Organizers, *Assata Zerai, and Mariann Skahan*

Moderator, *Mariann Skahan*

Discussant, *Brandi Stone, and Stephanie McIver*

---

## **Fri116 Critical Qualitative Inquiry: Storying Across Borders**

---

9:30-10:50

Union 210

*Chair: Victory Osezua, Gwynedd Mercy University*

Understanding holistic wellbeing among African refugee youth, *Victory Osezua, Gwynedd Mercy University*

Non-Formal Education for the Marginalized: The Case of Migrant Learning Centers in Thailand, *Gabyung Kim, Seoul National University*

Aspiration and political engagement; Stories of the young people of Nepal and their entry in politics in Nepal, *Laxmi No Dhungel, Kathmandu University, School of Arts*

Encouraging Stories Across Borders, *Jennifer N. Brooks, Illinois State University, and Jennifer L. Martin, University of Illinois Springfield*

Posthuman, ethnographies and migrants' (dis)integration: intuitions from Aosta Valley, *Marco Distinto, The Open University, and Angelo Benozzo, Università della Valle d'Aosta*

---

## **Fri117 Autoethnographies and Autobiographies**

---

9:30-10:50

Union 104

*Chair: Sonia Martin, York University*

Cruel Fiction: Bordered Memories of an Aramco Brat, *Sonia Martin, York University*

Exploring the adolescent-self through written and visual diaries, *ASLI ARSLANBEK, Drexel University*

Browner Sibling, *Jonathan Michael Coker, University of Central Florida, and Jennifer M Barreto, Eastern Michigan University*

Bodies in Flight: A Storytelling Collaborative Autoethnography of our Bodies in Academic Spaces, *Rebecca S. Borowski, Western Washington University, and Amber Simpson, Binghamton University*

Landscape: Us, City Lights and Skyscrapers: A Study in Atmosphere, *Desiree Rachel Yomtoob, UIUC*

A Teacher/Mother's Journey Towards Liberation: An Autoethnographic Account, *Melissa Raithby, Brock University*

## **Fri118 Autoethnography: Autoethnography 2**

9:30-10:50

Union 213

Baseball United Us: Our Story of Community Collaboration on the Field of Dreams, *Andrew Christjoy, Texas A&M University*

Abreactions, Echoes, and Incantations: translations from the ineluctable, sundering, fructifying patriarchal masculine grief body: a hermeneutic of reconjunction, *Ryan Santens, University of Illinois at Urbana-Champaign*

"How might we?" Reflecting on the (im)possibilities of silence, *David Franklin Purnell, Western Washington University, and Daniel Wade Clarke, University of Dundee*

## **Fri119 Lessons Learned in Interviewing Vulnerable Populations to Ensure their Voice is Heard**

9:30-10:50

Union 215

*Chair: Sarah Jane Rhoads, University of Tennessee Health Science Center*

Lessons Learn from Listening to Older Adults' Health Care Experiences During the Pandemic, *Sarah Jane Rhoads, University of Tennessee Health Science Center, Jean McSweeney, University of Arkansas for Medical Sciences, Patty J Reed, University of Arkansas for Medical Sciences, and Heather Marshall, University of Arkansas for Medical Sciences*

Amplifying the Voice of Black Mothers Diagnosed with Hypertension after Birth Regarding Patient-Provider Communication, *Melanie Fant, University of Tennessee Health Science Center, Loretia Carroll, University of Tennessee Health Science Center, and Sarah Jane Rhoads, University of Tennessee Health Science Center*

Graduate Student Experiences Interviewing and Conducting Focus Groups with Young Mothers, *Jennifer Russell, University of Tennessee Health Science Center, August Marshall, Le Bonheur Children's Hospital, Shandrian Guinn, LeBonheur Children's Hospital, Rebecca Carroll, Le Bonheur Children's Hospital, Sandra Madubuonwu, Methodist Le Bonheur Healthcare, and Sarah Jane Rhoads, University of Tennessee Health Science Center*

"Centering the Voice" in Qualitative Research: Lessons Learned from Transgender Individuals in the Midsouth, *Lacretia Carroll, University of Tennessee Health Science Center*

Lessons Learned from Virtual Interviews with Sexual Minority Women treated for Early-Stage Breast Cancer, *Janeane Nicole Anderson, University of Tennessee Health Science*

---

## **Fri120 Qualitative Health 2**

9:30-10:50

Union 217

*Chair: Nicole Danielle Schott, McMaster University*

Moving Beyond "Recovery": Exposing and Disrupting the Eating Dis/order Industrial Complex, *Nicole Danielle Schott, McMaster University, and Debra Langan, Wilfrid Laurier University*

Substance Use and Carceral Logics: Exploring the Intersection Through Photovoice, *Jordan Dyett, State University of New York*

Political self efficacy: Advocating for political and organizational changes in nursing, *Carol Ann Amann, Gannon University*

Birthing Persons Matter: An Autoethnography Reflecting on My Time at an Abortion Clinic, *Cody M. Clemens, Marietta College*

---

## **Retaining Hope While Navigating the Quest for Fri121 Legitimacy in the Neo-liberal Academy**

9:30-10:50

Union 314 A

*Chair: Julianne Cheek, Østfold University College Norway*

There is Good Reason to Hope: Successful Navigation of the Tenure Process as a Qualitative Researcher, *Tricia Stephens, Silberman School of Social Work - Hunter College*

Navigating the pre-tenure process as a hopeful qualitative researcher, *Johanna Creswell Baez, University of Colorado*

Taking Responsibility and a Call to Action to Provide Hope and Support to Each Other, *Julianne Cheek, Østfold University College Norway*

Discussion: What hopes can we take away from all this?, *Julianne Cheek, Østfold University College Norway*

## **Fri122 Narrative and Performance**

---

9:30-10:50

Union 314 B

*Chair: Marcelo Diversi, Washington State University*

You Think You're Going to Get Better: A Creative Relational Inquiry into Long Covid and Physical Activity, *David Carless, University of the West of Scotland, Kitrina Douglas, University of West London, Rachel Meach, University of the West of Scotland, and Nick Sculthorpe, University of the West of Scotland*

Stories of human kind-ness, *Marcelo Diversi, Washington State University*

Who are you calling old? Challenging cultural entrapment through a narrative performance, *Kitrina Douglas, University of West London*

Stories I (still) live by, *Patrick John Lewis, University of Regina*

## **Roundtable: A Discussion of Phenomenological Themes from COVID-19 Teaching Transitions of Counselor**

### **Fri123 Education Faculty**

---

9:30-10:50

Union 211

*Chair: Brandon R. Keene-Orton, Marymount University*

A Discussion of Phenomenological Themes from COVID-19 Teaching Transitions of Counselor Education Faculty, *Brandon R. Keene-Orton, Marymount University*



**Critical Qualitative Inquiry: Anti-Racist and Anti-  
Fri124 Oppressive Approaches to Critical Qualitative Inquiry**

---

9:30-10:50

Union 404

*Chair: Stephanie B. Posey, University of Illinois Urbana Champaign*

Documentary Pedagogy: A Transdisciplinary Analysis of Sam Jackson's "Enslaved",  
*Dolana Mogadime, Brock University, and Richard Charles Mitchell, Brock University*

Mapping Anti-Racist Pedagogy through Endarkened Storywork, *Jessica Schwind,*  
*University of Tennessee Knoxville, and Leia Cain, University of Tennessee, Knoxville*

Racism In School Exclusionary Suspensions (R.I.S.E.S.): Through The Lens of  
African American Middle & High School Students, Their Families, & Community  
Members, *Marquis B. Holley, University of South Florida*

Performing Blackness: A Composite Counterstory of Direct-to-Consumer Genetic  
Ancestry Testing, *Charnell Peters, Saint Louis University*

Further Toward Solidarity Research, *Stephanie B. Posey, University of Illinois*  
*Urbana Champaign*

**Critical Qualitative Inquiry: Spotlight on Critical  
Fri125 Qualitative Inquiry**

---

9:30-10:50

Union 405

*Chair: Barbara Dennis, Indiana University*

Burning Data, Sifting Ash & Care-full Refusal: A Poetical Analysis of "Climate  
Adaptation" Research for Small Island Developing States, *Danielle I. J.*  
*Charlemagne, University of Georgia*

McMethodology: Rationalization and Qualitative Inquiry, *Jason Surratt, Grand*  
*View University*

Title: Non-linear relationalities of urban childhood, *Mariia Vitrukh, Arizona State*  
*University, and Mirka Koro*

As-If: Narrative Power and Negation, *Barbara Dennis, Indiana University*

Methodological footprints: Conservation, recycling, and reusing in qualitative  
research, *Mirka Koro, Arizona State University, Jennifer R. Wolgemuth, University of*  
*South Florida, and Ethan Trinh, Georgia State University*

---

**Fri126 Autoethnography: Autoethnographic Accounts**

---

9:30-10:50

Union 406

*Chair: Dugyum Kim, The University of Minnesota at Twin Cities*

“Nothing is Monolithic”: an Autoethnography on the Hybrid Identity of a Korean Doctoral Student of Multicultural Education in the United States, *Dugyum Kim, The University of Minnesota at Twin Cities*

Am I going to die? An autoethnographic account of childhood cancer, *Brandon Mock, Ohio University*

Obscured: An Autoethnography Interrogating the Ill-Well Narrative Perspective, *Elizabeth Spradley, Stephen F. Austin State University*

Living Autoethnography Brings Together Lives and Research, *Niroj Dahal, Kathmandu University School of Education, Nepal, Bal Chandra Luitel, Kathmandu University School of Education, Nepal, and Binod Prasad Pant, Kathmandu University School of Education, Nepal*

---

**Fri127 Unpacking Playbuilding’s Philosophy, Processes, Participatory Pedagogy and Personal Pedagogy**

---

9:30-10:50

Union 407

*Chair: Joe Norris, Brock University*

Underpinning Philosophies of Mirror Theatre’s Approach to Playbuilding, *Joe Norris, Brock University, and Sheila O’Keefe-McCarthy*

Establishing a Playful Tone in Mirror Theatre’s Devising and Dissemination Processes, *Kevin Hobbs, Western University*

Personal Learnings in the Playbuilding Process, *Nadia Ganesh, Brock University*

My Journey into Playbuilding: An Arts-Based Currere, *Michael M Metz, Brock University*

**Doing Qualitative Research Publishing Today and  
Fri128 Tomorrow**

---

9:30-10:50

Union Illini Room A

*Chair: Charles Vanover, University of South Florida*

Doing Qualitative Research Publishing Today and Tomorrow, *Charles Vanover, University of South Florida, Mitch Allen, Scholarly Roadside Service, Deborah Laughton, Guilford Press, Chris Meyers, Myers Education Press, Helen Salmon, SAGE Publishing, Robert E. Stake, University of Illinois, and Paul Mihas, University of North Carolina*

**Indigenous Inquiry: Indigenous Women's Narratives as  
Fri129 "Felt Theory" and Indigenous Methodology for Healing**

---

9:30-10:50

Union Illini Room C

*Chair: Roe Bubar, Colorado State University*

Disrupting Structures of Settler Colonialism as Resistance in Social Work Education, *Roe Bubar, Colorado State University*

Making Visible Felt Theory for Indigenous Futures, *Caridad Souza, Colorado State University*

Felt Histories in the Digital World: Indigenous Womxn Artists Addressing Violence Through Art-Storytelling, *Jennifer Folsom, Colorado State University*

Witnessing Native Women and 2SQ People Stories as Resistance, *Tiffani Kelly, University of Oklahoma*

Understanding the Workplace Experiences of Indigenous Women Park Rangers, *Carly Quisenberry, Colorado State University*

**Fri130 Indigenous Inquiry: Indigenous Agency and Gender**

---

11:00-12:20

Union Illini Room C

*Chair: Kerri Cleaver, University of Canterbury*

Digital Tales from the [Post] Pandemic Floor: Alternative Perspectives & ICT Design from Latinas, Afro-Latinas & Black Women in Tech, *Renée D. Jordan, Morehouse College, and Janice B. Fournillier, Georgia State University*

Seeing Colonialism in Pornography, *Ahinata Kaitai-Mullane, Victoria University of Wellington*

Experiences of workplace ill-treatment amongst female Indigenous academics in Aotearoa: Design and initial findings, *Steve James Minton, University of Plymouth, UK / University of South-Eastern Norway, and Tania Ka'ai, Auckland University of Technology*

The Stories We Are: Pūrākau and Kāi Tahu research practice, *Kerri Cleaver, University of Canterbury, and Ahinata Kaitai-Mullane, Kāi Tahu, Kāti Māmoe, Waitaha*

---

**Autoethnography: A Love letter to Urbana: collaboration**  
**Fri131 and autoethnography**

---

11:00-12:20

Union 209

*Chair: Neveen Ali-Saleh Darawshy, Bar-Ilan University*

“Whose milk was it, really? ... It was a gift, a savior, a healer, and a connector”: A collaborative autoethnography of human milk donation after stillbirth, *Shachar Timor Shlevin, Bar-Ilan University, Ayelet Oreg, Bar-Ilan University, and Alison Stern Perez, Ben Gurion University of the Negev*

Sharing the unspoken dream: finding my place in this land, *Neeven Ali-Saleh Darawshy, Bar-Ilan University*

Together and Alone: Reflections, *Maya Lavie-Ajayi, Ben-Gurion University of the Negev, and Adi Barak, Bar-Ilan University*

From the Parliament to the Synagogue: Auto-Ethnography of Ultra-Orthodox Feminism, *Ester Rieder*

---

**Critical Qualitative Inquiry: Practicing post-migration**  
**Fri132 while living through ontological shifts and global unrest**

---

11:00-12:20

Union 210

*Chair: Mirka Koro,*

Practicing post-migration while living through ontological shifts and global unrest, *Mirka Koro*

The Nuances between Being an Immigrant, a Refugee, and a Repatriate: The Case of Syrian-Armenians in Armenia, *Setrag Housepian, Arizona State University*

e-imagining the historical consciousness of displacement: examples from Ukraine's higher education after the full-scale Russian invasion, *Mariia Vitrukh, Arizona State University, and Mirka Koro*

Limiting migrants experiences and identities in qualitative research, *Adnan Turan, Arizona State University*

Internal Displacement and the Incremental Risks of Polarization, Hostility and Radicalization (at schools), *Nasir Ahmad Khan, Arizona State Univeristy*

---

### **Fri133 Autoethnography: Autoethnography 3**

11:00-12:20

Union 104

*Chair: Grant Edward Johnson, University of Georgia*

From Brian to Bull: A Hero's Journey to Find Resilience Using the Movie Backdraft, *Andrew Christjoy, Texas A&M University*

The ignored ism of the Academy: Ageism in academic hiring practices, *David Franklin Purnell, Western Washington University*

From professor to practitioner to adjunct: An autoethnographic oddyssey in career change, *Bradley Gangnon, American College of Education*

Gravestoned: Repperforming a Failed Ritual, *Max Gonen, University of Massachusetts Amherst*

"Are you Chinese or American?": An Autoethnographic Exploration of My Researcher Positionality, *Jue Wang, University of Idaho*

Using Autoethnography to Address Researcher Positionality and its Moral and Ethical Obligations: The Dilemma of Released of Time Education, *Grant Edward Johnson, University of Georgia*

---

### **Fri134 Qualitative Health 3**

11:00-12:20

Union 213

*Chair: Rifat Alam, University of Illinois at Urbana-Champaign*

Geriatric Mental Health Practice with Dementia Patients in Bangladesh: Experiences, Challenges and Recommendations, *Rifat Alam, University of Illinois at Urbana-Champaign, and Teresa Ann Ostler, University of illinois Urbana-Champaign*

Evocative Tensions in Fibromyalgia Experiences: Sitting with Messy Health Discussions, *Tabetha Kristie Violet, The University of Missouri*

Examining the Complexities of Caregiving from a Distance through Autoethnography, *Giovanna Follo, Wright State University - Lake Campus*

Changing the Frame: Black Women's Experiences with Type-2 Diabetes to Inform Providers, *Noelle Catherine Dimitri, Simmons University*

Peer Relations Influences on HIV Services Engagement Among Adolescents Experiencing Stigma and Discrimination in Uganda, *Winnie Akello, Makerere University, Dorothy Adeke, Makerere University, Anthony Katende, Makerere University, and Jaliyah Baluubu, Makerere University*

Exploring Birth Worker's Knowledge Networks: Serving Trans Gestators, *Shain Wright, Washington State University*

"I Don't Want to Be Treated Differently:" Disability Stigma as a Factor in Workplace Disclosure, *Kelsi Carolan, University of Connecticut*

**Questioning Orthodoxy in Higher Education:  
Problematising Doctoral Education, Lobbying, Faculty  
Fri135 Knowledge, and Student and Academic Affairs**

---

11:00-12:20

Union 215

*Chair: Saralyn M. McKinnon-Crowley, Northwestern University*

Social Justice or Social Judgment? Doctoral Programs Oversimplifying Inequity and Change, *M. Yvonne Taylor, University of Texas at Austin, and Evelyn Ambriz, Cornell University*

"They've had life experiences, ya know, all these kinds of things": Engineering Faculty's Conceptualizations of Student Learning & Development Outside the College Classroom, *Kali Morgan, Georgia Institute of Technology, and Saralyn McKinnon-Crowley, Northwestern University*

The dead don't die: A zombified Foucauldian genealogy of the relationship between student affairs and academic affairs, *Aaron W. Voyles, The University of Texas at Austin*

*Chair, Saralyn M. McKinnon-Crowley, Northwestern University*

## **Fri136 Roundtable: Educational Research**

11:00-12:20

Union 217

*Chair: César Peña-Sandoval, Universidad Metropolitana de Ciencias de la Educación, Chile*

Reflections on qualitative fieldwork in the post social outbreak context and on formative use of preservice teachers' Curriculum Ideologies in Chile, *César Peña-Sandoval, Universidad Metropolitana de Ciencias de la Educación, Chile*

"Be valiente": A Collective Case Study Investigating Ethnic-Identity through Digital Storytelling with Latinx Youth, *Jennifer M Barreto, Eastern Michigan University*

The Illusory Average Student: Dispelling the Myth through Accommodating Newcomers, *Susan Foster, Southern Illinois University Edwardsville, and Kathryn Carpenter, Southern Illinois University Carbondale*

Future teachers perceptions of financial literacy, *Stacey Jonell Fisher, East Tennessee State University*

## **Fri137 Critical Qualitative Inquiry: Latinx Studies**

11:00-12:20

Union 314 A

*Chair: Romelia Rodriguez Reyes, The University of Texas at El Paso*

Youth, mobilization and social networks. Social change in post-pandemic times?, *Jeisson Tobias Tobias Rengifo Cuervo, Universidad Nacional Abierta y a Distancia, and Martha Judith Falla Cabrera, Surcolombiana*

Latinx Emergent Bilinguals on the U.S.-Mexico border: How do they learn in Middle School through Multimodality, Multiliteracies, and Translanguaging, *Romelia Rodriguez Reyes, The University of Texas at El Paso*

A culturally (and critical) relevant methodological qualitative approach for Latinx undergraduate students that are culturally relevant to qualitative research, *Mary Dueñas, University of Tennessee*

Place Matters: Centering the Voices of Rural Immigrant Paraeducators, *Stephanie Oudghiri, Purdue University*

Latina Voices and Moves: Community Cultural Wealth in Conversations about Asylum, *Margaret Buchanan, University of Minnesota*

**Fri138 Cancer**

11:00-12:20

Union 314 B

*Chair: Laura L. Ellingson, Santa Clara University*

Crystallizing survivorship: A further wondering of crystallization entangled with long-term cancer survivors, data engagement, and new materialisms, *Laura L. Ellingson, Santa Clara University*

Memory Elicitation and Visual Analysis as Complements to Traditional Narrative Research, *Shannon Kimberly Johnson, University of Colorado Colorado Springs*

Changing the Narrative: From Academic Writing to Memoir Writing, *John W Creswell, University of Michigan, Ann Arbor, Michigan*

**Fri139 Arts-Based Research: Narrative, Portraiture, and Arts-Based Research**

11:00-12:20

Union 404

*Chair: Aneesa Sataur, Drew University*

Collaboration and Intersubjectivity: Using Conceptual Artmaking Strategies in Research, *Libba Willcox, Indiana University Purdue University Indianapolis, and Samantha Goss, University of Northern Iowa*

Artistic Identity as a Foundation of Anti-Oppressive Praxis in Education, *Jessica Silk, University of Minnesota*

Exploring the Self-As-Memorial through Arts-Based Writing, *Polina Isurin, The Ohio State University*

Meaning-Making & Physician Burnout: A Narrative and Portraiture Analysis, *Aneesa Sataur, Drew University*

Our Worlds Are Held Together with Scotch Tape and Promises: Fictions We Live By, *Wade Tillett, University of Wisconsin - Whitewater, and Jenna Rebecca Cushing-Leubner, University of Wisconsin - Whitewater*



**Fri140 Sports**

11:00-12:20

Union 405

*Chair: Guangzhou Chen, Northwest Missouri State University*

Sense of Community Among Virtual Race Participants: The Case of the Illinois Marathon, *Guangzhou Chen, Northwest Missouri State University, Jon Welty Peachey, University of Illinois at Urbana-Champaign, and Monika Stodolska, University of Illinois at Urbana-Champaign*

Good Athlete, Bad Patient? Navigating Life with Chronic Illness in U.S. Collegiate Sport, *Caitlin Vitosky Clarke, University of Illinois Urbana-Champaign, Kaitlin Pericak, North Carolina Wesleyan University, Eva Rubin, University of Illinois Urbana-Champaign, and Brynn Adamson, University of Colorado, Colorado Springs*

Former Female Collegiate Athletes' Relationships With Food, Exercise, and Their Bodies Post Sport: From Competition to Retirement, *Allison Barlow Coutinho, Tennessee Technological University*

Resident's perceptions on social outcomes from hosting sport events in Brazil, *Jonathan Rocha de Oliveira, University of Illinois at Urbana-Champaign*

"There's Not a Whole Bunch of Females in This Sport": Using Qualitative Data in a Gender Audit of the National Sport Biathlon Canada, *Michele K. Donnelly, Brock University, Canada*

**Fri141 Autoethnography: Autoethnography and Methodology**

11:00-12:20

Union 406

*Chair: Marcus B. Weaver-Hightower, Virginia Tech*

Rhetoric, Bias, and Fake News, *Paula Marie Dawidowicz, Ivy Tech Community College*

Autoethnographic Arts-Based Exploration in Advanced Placement History, *Matt Stevenson, University of Tennessee - Knoxville*

The Limits of Autoethnography as It Is and Possible Futures: Three Provocations, *Marcus B. Weaver-Hightower, Virginia Tech*

## **Troubling Qualitative Research in Doctoral Education: Fri142 New Methodologies with Old Rules**

11:00-12:20

Union 407

*Chair: ELIZABETH Janice DIENER, Oklahoma City University*

*Walk This Way, ELIZABETH Janice DIENER, Oklahoma City University*

*Walking Alone while Walking With: Doctoral Study, Ashley D. McCallum, Oklahoma City University/Kramer School of Nursing*

*The Long Walk of Doctoral Education, Suratsawadee N/a Panomkaen, Oklahoma City University/Kramer School of Nursing*

*Walking instead of Running: Questioning Previous Assumptions as part of Embodied Doctoral Inquiry, Connie J. Hollen, Oklahoma City University/Kramer School of Nursing*

## **Fri143 Qualitative Research and Belonging**

1:00-2:20

Union 209

*Chair: Brianna L. Kennedy, Utrecht University*

*Conceptual And Methodological Considerations For Studying Enactments Of Belonging In Learning Contexts, Brianna L. Kennedy, Utrecht University, and Zehra Zehra Colak, Utrecht University*

*Hawkins College– A Place Where “I Can Kind of Be More Myself”: A Narrative Case Study of LGBTQ+ Students Attending College in the Bible Belt, Gretchen Nicolle Cook, University of Tennessee, Knoxville, and Leia Cain, University of Tennessee, Knoxville*

*Conducting Narrative Inquiry with Vulnerable Populations: Strategies and Implications for Qualitative Researchers, Mitsunori Misawa, University of Tennessee Knoxville, and Patricia Higgins, University of Tennessee Knoxville*

*“Let the trauma connect us, not separate us”: Meaning making in service of solidarity activism in the Jewish community, Elana Hubert, University of California Santa Barbara, Melissa L. Morgan, University of California Santa Barbara, and Heidi Zetzer, University of California Santa Barbara*

*Two Steps Forward, One Step Back: Investigating the Racialized Challenges of Implementing Anti-Racist Teacher Education Critical Professional Development, Carmen Leigh Gillies, University of Saskatchewan, and Chelsea Davis, University of Saskatchewan*

Epiphanic moments during fieldwork to approach the transnational daily life school experiences of children in northern Chile in pandemic times, *Pamela Zapata-Sepúlveda, Universidad de Tarapacá, and Juan Carlos Romero, Universidad de Tarapacá*

---

#### **Fri144 Critical Qualitative Inquiry: Critical Pedagogies**

---

1:00-2:20

Union 210

*Chair: Rebeca Consejo, University of Auckland*

I can 't tell you how, but critical learning in this way happens, *Rebeca Consejo, University of Auckland*

Reconceptualising epistemic access and success of historically disadvantaged students in the light of the Covid-19 pandemic in the South African Higher Education landscape, *Mahlapahlapana Mahalapahlapana Themane, University of Limpopo*

Star Wars: A New Hope for Critical Theory, *Matt Stevenson, University of Tennessee - Knoxville*

---

#### **Fri145 Arts Based Research: Roundtable: Folded Practices**

---

1:00-2:20

Union 104

*Chair: Tim Abel, University of Illinois at Urbana-Champaign*

folded practices, *Tim Abel, University of Illinois at Urbana-Champaign, samantha shoppell, University of Illinois at Urbana-Champaign, Ishita Dharap, University of Illinois at Urbana-Champaign, Natalia Espinel, University of Illinois at Urbana-Champaign, and Rachel Gu, University of Illinois at Urbana-Champaign*

---

#### **Fri146 Conversations in Qualitative Research 2**

---

1:00-2:20

Union 213

*Chair: Chrysalis Ha Hyon, California Institute of Integral Studies*

Mosaic Third Space Methodologies for and by Researchers of the Global Majority, *Chrysalis Ha Hyon, California Institute of Integral Studies*

Breath(e): Animism and Animacy Along Qualitative Inquiry, *Judith Enriquez, Liverpool John Moores University*

Storytelling: A Tool of Activism in Liminal Spaces, *Janelle Cronin, Purdue University*

The opposition to the ruling party from a hybrid ecology. Case study: indigenous movement in Ecuador, *Paola Lourdes Ulloa-López, Espol Polytechnic University*

---

**Storyworlding: An Introduction to A New Feminist  
Fri147 Methodology of Love Workshop**

---

1:00-2:20

Union 215

*Chair: Feminist Research Collective*

Storyworlding: An Introduction to A New Feminist Methodology of Love Workshop, *Feminist Research Collective, and*

---

**Fri148 Autoethnography: Autoethnography 4**

---

1:00-2:20

Union 217

*Chair: Mickayla Bennett, Penn State Altoona*

Autoethnography: Beating the Statistics, *Mickayla Bennett, Penn State Altoona*

The tarot as a force for reflection and resistance, *Rosemary C. Reilly, Concordia University, Montréal*

Even with the Best of Intentions, A Retreat to Whiteness: An Autoethnography Reflecting on White Teachers' Shifts (or Lack Thereof) in a Year-Long, Racial Equity-Focused Professional Development after George Floyd's Death & in the Midst of the Covid Pandemic, *Marika Belusa, University of Minnesota - Twin Cities*

Beyond the Margins: An Autoethnography on Moving from Ally to Comrade within the LGBTQ community, *Lacretia Carroll, University of Tennessee Health Science Center*

**Autoethnography: What now? Autoethnography in a Post(?) -Pandemic World?**

**Fri149**

1:00-2:20

Union 314 A

*Chair: Christopher N. Poulos, UNC Greensboro*

What now? Autoethnography in a Post(?) -Pandemic World?, *Christopher N. Poulos, UNC Greensboro, Ronald J. Pelias, SIU-Carbondale (Emerits), Lesa Lockford, Bowling Green State University, Elissa Foster, DePaul University, Bryant Keith Alexander, Loyola Marymount University, and Donna Henson, Bond University (Australia)*

**Fri150 Mathematics, Gaming, and STEM Education**

1:00-2:20

Union 314 B

*Chair: Youn Hong, Ball State University*

Ludic Reflections: Exploring human and posthuman strains of thought arising in a video games-based “STEMinar” course, *Joshua Michael Cruz, Texas Tech University, Gina Childers, Texas Tech University, Olivia Kuper, Texas Tech University, Johanna Keene, Texas Tech University, Elizabeth Goldberg, Texas Tech University, Jack Byers, Texas Tech University, Samantha Noble, Texas Tech University, and Christy Whitworth, Texas Tech University*

Exploring the Effects of Narratological and Ludological Design Choices on Engagement in Extramural Educational Games for Spanish as a Second Language, *Melissa Tako Kronenberger, Purdue University*

Being a Mathematics Teacher: A Self-Exploration Using Embodied Research Methods, *Marina Basu, Arizona State University*

Challenging the Deficit Discourse through Post-Qualitative Inquiry: “Elementary Teachers Don’t Understand Math”, *Youn Hong, Ball State University, and Kirsten Robbins, Ball State University*

Efficacy of Augmented Reality for teaching writing to Grade 6 isiXhosa speaking learners, *Pretty Thandiswa Thandi Mpiti, Walter Sisulu University, Bulehwa Bulehwa Makena, Walter Sisulu University, and Motsi Qoyi, Walter Sisulu University*

**Roundtable: Teaching Qualitative Research Methods in Post (?) Pandemic Times**  
**Fri151**

---

1:00-2:20

Union 211

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

Teaching Qualitative Research Methods in Post (?) Pandemic Times, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

**Making, Thinking, and Doing Research: A Collaborative Experiment**  
**Fri152**

---

1:00-2:20

Union 404

*Chair: Asilia Franklin-Phipps, SUNY New Paltz*

Experiment #1, *Asilia Franklin-Phipps, SUNY New Paltz, and Susan Nordstrom, The University of Memphis*

**Critical Qualitative Inquiry: Critical Qualitative Inquiry and Higher Education**  
**Fri153**

---

1:00-2:20

Union 405

*Chair: Amon Jermaine Neely, The University of Alabama*

Watch and Pray: A Qualitative Study of Black Women Graduate Students and Alumnae of Vocal Studies Programs at HWIs, *Amon Jermaine Neely, The University of Alabama*

Facilitators and barriers to the Music College Entrance Exam among Chinese ethnic minority students, *Ning Luo, Guangzhou University, and Tao Guan, Guangzhou University*

Using Qualitative Network Analysis to Examine International Student Associations' Role in the Development of Social Capital, *Kelber Tozini, The George Washington University*

College Student Perspectives on Mentoring Programs, *Vincent Okot, Tennessee Tech University*

Making Ends Meet: PhD Students as Gig Laborers in Academic Capitalism, *Yang Zhao, Universiteit Antwerpen, and Ying Huang, Hong Kong Baptist University*

**Conversations in Qualitative and Postqualitative  
Fri154 Research**

---

1:00-2:20

Union 406

*Chair: Shain Wright, Washington State University*

An Axiological Exploration of Queer Methodologies: Queering One's Orientation to Research, *Shain Wright, Washington State University*

I Am - Always and at Once - There All Together. Intersectionality Research and Interpretive Workshops - Difficulties and Opportunities, *Jacqueline Hackl, University of Vienna, Marlene Märker, Institute of Education, University of Vienna, and Michael Doblmaier, University of Vienna, Center for Teacher Education, Inclusive Education*

Uncovering the Hidden Assumptions of Positionality in Qualitative Research, *Sam Prough, University of Delaware*

Inside the Black Hole, *Liron Ben ezra, Tel-aviv university*

Interrogating the Role of the Insider in Post-Qualitative Research, *Ramona Marie Schwartz-Johnston, National Louis University*

Fear of Going Local in Qualitative Research: Opportunities for Prevention, *Kingsley U. Chigbu, University of St Thomas*

**Fri155 Higher Education and Teaching**

---

1:00-2:20

Union 407

*Chair: Kyle Lee Chong, Michigan State University*

Teaching undergraduate arts and humanities, critical reflexivity, and breaking the mirror of linear sociocultural discourses, *Kyle Lee Chong, Michigan State University, and Katrina Groeller, Michigan State University*

Course-Embedded Undergraduate Research: Understanding Culturally Responsive Pedagogy with/in Poetry, *Scott Baker, St. Cloud State University, Cody Mosby, St Cloud State University, Ethan Murphy, St Cloud State University, MaKenna Scott Olson, St Cloud State University, and Maureen Schimnich, St. Cloud State University*

Understanding Persistence: An Interpretative Narrative Analysis of the Experiences of Low-Income, First-Generation College Students, *Angie Clark, Tennessee Tech University*

“Having a Completed Education Is Going to Be My Selling Point”: Black and Hispanic Male Community College Students’ Success Strategies, *Jill Channing, East Tennessee State University*

The safety of Rainbow Students in New Zealand’s Biggest Tertiary Education Institution, *Lee A Smith, Whitireia & WelTec Community Polytechnic, Susan Beaumont, Whitireia and WelTec- business division of Te Pūkenga, Lauren Addington, Whitireia and WelTec- business division of Te Pūkenga, Helen Gremillion, Unitec- Business Division of Te Pūkenga, Rachael Burke, Toi Ohomai- Business Division of Te Pūkenga, Fleur Kelsey, Otago Polytechnic- Business Division of Te Pūkenga, Meg Nelis, ARA Business Division of Te Pūkenga, and Richard Smith, Independent academic*

---

## **Fri156 Indigenous Inquiry: Unsettling Colonial Education**

---

1:00-2:20

Union Illini Room C

*Chair: Warren Linds, Concordia University*

A Duo-Autoethnography of Racialized Newcomers’ Indigenization Experiences in Canada, *xia ji, University of Regina, and SILE HU, University of Regina*

Decolonial and Ubuntu Perspectives and the Weaving of a Curriculum , *Gonzaga Mukasa, Texas Tech University*

Agency and Counter-Agency in Curriculum Studies: Teacher Work Against the Grain of Settler Futurities, *Sage Hatch, University of Oregon*

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

*Chair, Warren Linds, Concordia University*

---

## **Arts-Based Research: An Art-Based interactive process as a space for exploration and inquiry**

---

2:30-3:50

Union 209

*Chair: Dafna Moriya, The Center for Art-Based Research & Change*

Creating art as a research method for studying the lived experience during the Covid-19 pandemic in a multidisciplinary group, *Dafna Moriya, The Center for Art-Based Research & Change*



Inner and outer knowing: The interplay of expertise and beginner's mind within an interpretive zone, *Liora Bresler, University of Illinois*

There are Many Ways to Listen, *Arleen Ella Levine, Private practice*

An Art-Based Interactive Process as a Space for Exploration and Inquiry, *Kate Anne Reavey, Peninsula College*

---

**Fri158 Critical Qualitative Inquiry: Multimodal Approaches to  
Critical Qualitative Inquiry**

---

2:30-3:50

Union 210

*Chair: David Lee Carlson, Arizona State University*

Towards Our North Star: A Letter Writing Methodology for Building Constellations of Co-Resistance, *Meghan Watts, North Carolina State University, and Gianni Solorzano, North Carolina State University*

The Commodification of Street Art, *David Franklin Purnell, Western Washington University, Asher Faamoe, Western Washington University, Jacob Simon, Western Washington University, and Eva Spokoyny, Western Washington University*

Sensuous Geographies, Scentscapes and Epistemologies of the South: Research Considerations for Post-qualitative Inquiry, *David Lee Carlson, Arizona State University*

---

**Fri159 Approaches to Qualitative Research**

---

2:30-3:50

Union 104

*Chair: Ceceilia Parnter, St. John's University*

A Culturally Responsive Approach to Trustworthiness, *Ceceilia Parnter, St. John's University, and Randall Clemens, Seton Hall University*

Introducing Perceptual Change Correction as a Methodological Link in Qualitative Inquiry, *Kingsley U. Chigbu, University of St Thomas*

Going with the Flow: Reflections from a Focus Group that Wasn't... until it Was, *Trisha Barefield, University of Georgia*

From Local to Global: Sustainable Change Through Action Research, *Ernest T. Stringer, Curtin University, Alfredo Aragon Ortiz Aragon, University of the Incarnate Word, and Rosalind Beadle, Flinders University*

**Voicing dialogue and difference: The potentials, politics  
Fri160 and plurality of voice in arts education.**

---

2:30-3:50

Union 213

*Chair: Rose Martin, Nord University*

A 'bodyless' singer and a 'voiceless' dancer: Dialogic kaleidoscopic stories of difference and sameness, *Rose Martin, Nord University, and Runa Hestad Jenssen, Nord University*

Here Comes the Sissy: Employing Embodied Writing in an Autoethnographic Account of the Effeminate Body in Classical Vocal Culture, *Daniel Xiong Yang Fong, University of Oslo, Department of Musicology*

Do I or should I?: Navigating my voice as a LGBTQ+ ally, *Bridget Sweet, University of Illinois at Urbana-Champaign*

Voicing dialogues: Exploring kaleidoscopic notions of voice through performative autoethnography, *Runa Hestad Jenssen, Nord University*

**Arts-Based Research: Identity Explorations in Arts  
Fri161 Based Research**

---

2:30-3:50

Union 215

*Chair: Amber Ward, Florida State University*

Identity Explorations in an Arts Based Research Course, *Amber Ward, Florida State University, Hsin Fang, Florida State University, Kara Fedje, Florida State University, and Minki Jeon, Florida State University*

What I Am Crossing? An art-based autoethnography from a multifaceted Taiwanese woman in America, *Hsin Fang, Florida State University, Amber Ward, Florida State University, Kara Fedje, Florida State University, and Minki Jeon, Florida State University*

Weaving: A Process of Change, *Kara Lynn Fedje, Florida State University, Amber Ward, Florida State University, Minki Jeon, Florida State University, and Hsin Fang, Florida State University*

Artistic Mapping Creation and Identity Exploration as Educational Researcher, *Minki Jeon, Florida State University, Amber Ward, Florida State University, Hsin Fang, Florida State University, and Kara Fedje, Florida State University*

A Comics Method of Viewing the Perspectives of Itinerant Art Educators, *Cat Usewicz, Florida State University, Emily Dellheim, Florida State University, Kellie Fallon, Florida State University, Elizabeth Graham, Florida State University, and Amber Ward, Florida State University*

## **Arts Based Research: Roundtable: Data Visualizations and Spatial Justice**

2:30-3:50

Union 217

*Chair: Michelle Sylvia Weintraub, The University of Tennessee at Martin*

Who Lives in New York City? Using Animated Data Visualization to Explore Housing (in)Security Data and NYC Identities, *Michelle Sylvia Weintraub, The University of Tennessee at Martin, Sarah Haig, The University of Tennessee at Martin, Lauren Stetz, The University of the Arts, Philadelphia, PA, Diana Torres, The Walt Disney Company (animator), Azi Gholizadeh, (art)n, and L. Ande Smith*

Radical Design and Community Agency, *Jules Rochielle Sievert, Northeastern University*

## **Fri163 Feminist Research 3.0**

2:30-3:50

Union 314 A

*Chair: Patti Lather, Ohio State University*

White Woman Comes to Terms with Anti-Blackness, *Patti Lather, Ohio State University*

Continuing Feminist Interrogations of “The Subject” in Qualitative Research, *Janet L. Miller, Teachers College, Columbia University*

Family Memory Work: (Re)orientations and Racial Justice, *Lu Bailey, Oklahoma State University*

## **Fri164 Critical QI ethics facing present problems in our worlds**

2:30-3:50

Union 314 B

*Chair: aitor Gomez gomez, Universitat Rovira i Virgili*

How communicative methodology responds to the ethical requirements of research, *aitor Gomez gomez, Universitat Rovira i Virgili*

Critical QI ethics facing present problems in our worlds, *Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

Which ethical principles could guide us in teaching Qualitative Inquiry in present time?, *Marilia Velardi, Universidad de Sao Paulo, Brasil*

Critical QI ethics facing present problems in our worlds: the case of Mexico, *Carolina Martinez-Salgado, UAM-X*

---

## **Fri165 Dialogic/Playful Encounters with Archival Materials**

2:30-3:50

Union 404

*Chair: Elliott Kuecker, School of Library and Information Science, University of North Carolina at Chapel Hill*

Dialogic/Playful Encounters with Archival Materials, *Elliott Kuecker, School of Library and Information Science, University of North Carolina at Chapel Hill, Melissa Freeman, College of Education, University of Georgia, and Jaye Thiel, Human Environmental Sciences, University of Alabama*

---

## **Arts-Based Research: Sustaining life on earth: arts based responses to the lived experience of Covid-19**

### **Fri166 (Gerber's panel)**

2:30-3:50

Union 405

*Chair: Nancy Gerber, Florida State University*

Sustaining Life on Earth: Arts-Based Responses to the Lived Experience of COVID19, *Nancy Gerber, Florida State University, Karin Hannes, KULeuven, Richard Siegesmund, Northern Illinois University, and Jacelyn Biondo, Thomas Jefferson University*

---

## **Fri167 Relationality and Belonging**

2:30-3:50

Union 406

*Chair: Mirka Koro,*

Relational methodologies for qualitative inquiry, *Mirka Koro*

Making-Sense of Belonging in College: A Qualitative Study of Interactions, Mattering & Relationships in U.S. Campus Quads, *Terrell Lamont Strayhorn, Virginia Union University*

Echoes and Vibrations: A Call and Response Between Supervisor and PhD Student, *Hilary Brown, Brock University, and Michelle Andrea Pereira, Brock University*

“Livingness: Vital Reasoning, Relationality, and this Precarious Living World”, *Gray Matthews, University of Memphis, Dept. Of Communication & Film*

Work/Think/Play: The Wonder Book of Liminal Monsters in Doctoral Education, *Anna V. Gonzalez, University of South Florida*

## **Arts-Based Research: Education and Arts-Based Fri168 Research**

---

2:30-3:50

Union 407

*Chair: Sara Shields, Florida State University*

How gender influences drama-based classes? –a case of a storytelling activity about learning vector, *fuyi feng, Ohio State University*

“Things that Involve Creating, Building, and Designing, are Done by Men... Or it’s Easier to Draw Short Hair:” Underserved Youth’s Depictions of Engineers, *Leia K. Cain, University of Tennessee, Mary Dueñas, University of Tennessee, Tonisha B Lane, Virginia Tech, Eugenia Vomvoridi-Ivanovic, University of South Florida, and Jonathan Gaines, Atlanta University Center Consortium, Inc.*

Developing a Curriculum Model for Civically Engaged Art Education: Engaging Youth through Artistic Research, *Sara Shields, Florida State University, and Rachel Fendler, Florida State*

Using Arts Education to foster creativity and Imagination , *Sarita Khadka, Kathmandu University School of Education*

Sociomaterial Ecologies in Art Education Research, *Emily Jean Hood, University of Arkansas at Little Rock*

## **Fri169 Critical Qualitative Inquiry**

2:30-3:50

Union Illini Room A

*Chair: Alexánder Ramírez Espinosa, Universidad del Valle*

Narratives of home-making on a Colombian intercultural campus, *Alexánder Ramírez Espinosa, Universidad del Valle*

Little Grains of Sand: Meaning, Culture and Empathy in Puerto Rico, *Teófilo Espada-Brignoni, Universidad de Puerto Rico, Recinto de Río Piedras.*

Visual Methodologies as Research Method: Challenges and Opportunities with Young People in Context of Social Vulnerability, *Mónica Fontana, Complutense University of Madrid, and Celia Camilli, Complutense University of Madrid*

Critical Reflexivity Practice as a Social Worker and Extension of the State: Reflections from a Clinician, *Jordan Dyett, State University of New York*

A Case Study on the Educational Costs of Chrono-Curriculum and Academic Chrono-Politics on the Schooling of a Disabled College Student in Kenya, *Theodoto Ressa, Wayne State University*

## **Fri170 Virtual Education**

2:30-3:50

Union Illini Room B

*Chair: Regina L. Garza Mitchell, Western Michigan University*

Exploring Plática Methodology in a Virtual Space, *Regina L. Garza Mitchell, Western Michigan University, Adriana Cardoso Reyes, Western Michigan University, and Lisa R Garcia*

Investigating Practitioners' Experiences with Remote Professional Development during COVID-19: Implications for Instructional Coaching, Teacher Learning, and Qualitative Inquiry in (Post?)-Pandemic Times, *Naomi Blaushild, The Learning Partnership, Raisa Blazquez, The Learning Partnership, Steven McGee, The Learning Partnership, and Randi McGee-Tekula, The Learning Partnership*

Babies and Bathwater: Post-Pandemic Effects on Faculty Members with Children with Special Needs, *James W. Jones, Ball State University, and Darolyn "Lyn" "Lyn" Jones, Ball State University*

Exploring Online Cooperative Learning Strategy in teaching Economics to first-year student teachers, *Motsi Qoyi, Walter Sisulu University, Pretty Thandiswa Thandi Mpiti, Walter Sisulu University, and Bulelwa Bulelwa Makena, Walter Sisulu University*

How is Automation Structuring Informed Consent On and Offline?, *Suzanne Smythe, Simon Fraser University, Nathalie Sinclair, Simon Fraser University, and Gwénaëlle André, Simon Fraser University*

---

## **Fri171 Indigenous Inquiry: Decolonising Social Work**

---

2:30-3:50

Union Illini Room C

Looping Effects, Settler Colonialism, and the Indigenous Child Removal System, *Dale Spencer, Carleton University, and Raven Sinclair, University of Regina*

Indigenous research storytelling Circles & Indigenous Dispute Resolution, *Laurie Sherry-Kirk, McMaster University*

### **New Materialisms: Monogamy, polyamory and betrayal: Fri171.1 on the processes of reading as relationships**

---

4:00-5:20

Union 209

*Chair: Daniel X. Harris, RMIT University*

Trans what now? On reading the room and non-binarism, *Daniel X. Harris, RMIT University*

Finding a leaving behind, *Giulia Carozzi, University of Edinburgh*

Reading (and writing) with my metamours, *Fiona Alana Murray, Centre for Creative-Relational Inquiry, University of Edinburgh*

---

## **Fri172 Qualitative Research and Inclusivity**

---

4:00-5:20

Union 210

*Chair: Mariela Gaete Reyes, Instituto de la Vivienda, Universidad de Chile*

Qualitative Revolution: Using Architectural Design and Ethnographic Methods in the Study of Disabled People's Access and Spatial Experiences in Social Housing in Chile, *Mariela Gaete Reyes, Instituto de la Vivienda, Universidad de Chile*

Beyond Verbal-Only, Single Tool Approaches: Studying Disabled Educators' Experiences , *Kathryn R. Westby, Michigan State University*

Special Education Teacher Job Satisfaction and Contributing Influences for Increase and Decrease in Job Satisfaction and Work Stress, *Samantha Nicole Farley, Tennessee Technological University*

Testimonio as Resistance?: Navigating Intersectional Identities and Latina Pan-ethnicity in Special Education Research and Academia, *Martha Lorena Hernández Flores, Florida International University, Arianna Barroso, Florida International University, Ana Paula Fabian Freire, Florida International University, Alejandra Amaris Fernández Morgado, Florida International University, Iggy Monsalve, Florida International University, Maria A. Silva, Florida International University, and Norma P. Urquiza*

Curating the Sightedness and Blindness with Artist Monica Valentine, *Min Gu, California State University, Long Beach*

---

### **Fri173 Curriculum Theorizing in Qualitative Research**

4:00-5:20

Union 215

Curriculum Matters: Critical Tools for Educational Theorizing and Qualitative Research, *Walter S Gershon, Rowan University, and Robert Helfenbein, Mercer University*

From the Depths of Me: Poetry of an (Un)conscious Education, *Jessica Summers, University of Tennessee, Knoxville*

---

### **Fri174 Multimodal Methods**

4:00-5:20

Union 217

*Chair: Susan Nordstrom, University of Memphis*

Bluey's Lines of Flight (For Real Life!): A Deleuzian-Guattarian Analysis of a Children's Cartoon, *Travis Henry, Georgia Gwinnett College, and Anna Melissa Mendoza, Georgia Gwinnett College*

Entangled Verbs: Feminist Transdisciplinary Multi-Modal Art-Making, *Susan Nordstrom, University of Memphis, and Chloe Fann, The University of Memphis*



---

**Fri175    Spotlight on Culturally Responsive Research**

---

**4:00-5:20****Union 314 A***Chair: gloria j. wilson, University of Arizona*

Carrying the Weight of the Narratives Together: Creating the Virtual Sista- Circle , *Kimberly Annette Hardy, Trevecca Nazarene University, Keishana L Barnes, University of Memphis, and Travette Webster, University of Texas at Austin*

Witnessing the Pedagogical Impact of Ethnic Studies Through an Intergenerational Collaborative Autoethnography, *Meghan L Gowin, Erikson Institute, and Priscilla Green*

Abolitionist Time: See You In The Free, *Thomas Albright, Georgia State University, Camea Davis, Georgia State University, and Nickolaus Ortiz, Georgia State University*

Black Composition: An Aesthetic Geo-Spatial Theory-Method, *gloria j. wilson, University of Arizona*

---

**Fri176    Roundtable: How Introductory Textbooks Shape the Qualitative Inquiry Field**

---

**4:00-5:20****Union 314 B***Chair: Mitch Allen, Scholarly Roadside Service*

How Introductory Textbooks Shape the Qualitative Inquiry Field , *Mitch Allen, Scholarly Roadside Service, Johnny Saldaña, Arizona State University, Maria Mayan, University of Alberta, and Kakali Bhattacharya, University of Florida, and John Creswell, University of Michigan*

---

**Fri177    Roundtable: When the Rubber Hits the Road: Teaching Advanced Qualitative Research Courses**

---

**4:00-5:20****Union 211***Chair: Jill Channing, East Tennessee State University*

When the Rubber Hits the Road: Teaching Advanced Qualitative Research Courses, *Jill Channing, East Tennessee State University*

**Fri178 Research with Youth**

4:00-5:20

Union 404

*Chair: Ramona Marie Schwartz-Johnston, National Louis University*

Becoming through Conversation-- I, You, Me, We, & Us: Conceptualizing Silence, Voice, Listening & Love , *Ramona Marie Schwartz-Johnston, National Louis University*

COVID-19 Thorns & Silver Linings for Youth Coping: Parents and Youth Perspectives, *Jacinda K. Dariotis, University of Illinois at Urbana-Champaign, Ye Rang Park, University of Illinois Urbana-Champaign, Dana A. Eldreth, University of Illinois - Urbana-Champaign, Liza Berdychevsky, University of Illinois - Urbana-Champaign, Leona Yi-Fan Su, University of Illinois - Urbana-Champaign, Brenda Davis Koester, University of Illinois - Urbana-Champaign, Brent A McBride, University of Illinois - Urbana-Champaign, and Rebecca Lee Smith, University of Illinois - Urbana-Champaign*

Low-Barrier Approaches for Youth Engagement in Qualitative Research, *Rachel M. Magee, University of Illinois Urbana-Champaign*

Digital Storytelling with Youth: a Critical Review, *Celia Camilli, Complutense University of Madrid, and Mónica Fontana, Complutense University of Madrid*

Elementary Children's Perspectives on Experiences During a Summer Literacy Program, *Amber Spears, Tennessee Tech University, and Janet Kesterson Isbell, Tennessee Tech University*

**Fri179 Critical Qualitative Inquiry: Critical Qualitative Inquiry in the Posts**

4:00-5:20

Union 405

*Chair: David Lee Carlson, Arizona State University*

Autoethnographically interrogating school-based anti-Asian racism in post(?)-pandemic times: An AsianCrit-informed composite inquiry, *Aaron Teo, The University of Queensland, Australia*

The Ethics of Refusal, Post-Abyssal Artists, and Post-Qualitative Futures, *David Lee Carlson, Arizona State University*

(Re)conceptualizing Literacy Coaching as Assemblage: Engaging in Posthuman Possibilities , *Leslee Bailey Tarbett, Western Kentucky University, and Gretchen S. Goode, University of Southern Mississippi*

## **Fri180 Acting, Theater, and Performance**

---

4:00-5:20

Union 406

*Chair: Kerry Earl Rinehart, Te Kura Toi Tangata - School of Education, University of Waikato*

*The Actor's Work, dado gyure, Purdue University Northwest*

*Learning to be Director in a Pandemic: Autoethnographic Reflections on my Directing Journey, Kasey Eileen Lynch, University of Missouri*

*Aesthetic Figures, Charles Vanover, University of South Florida, and David Dodd, Independent Scholar*

*Mapping the Missing: Analysis and Loss, Kerry Earl Rinehart, Te Kura Toi Tangata - School of Education, University of Waikato*

## **Fri181 Navigating Graduate Education**

---

4:00-5:20

Union 407

*Chair: Melissa L. Morgan, Adler University*

*Help Wanted!: Black Women Doctoral Mentorship Within PWIs, Felicia Ann Smith, The University of Alabama, Chalandra Gooden, The University of Alabama, and Venus Treva Watson, The University of Alabama*

*"What's a Theoretical Framework and Where do I get one?" My Experience as a Qualitative Research Consultant for Graduate Students, W. Boden Robertson, University of Alabama/Educational Research*

*"Well, shit, I bracket all the time!": Bracketing in, out, with/in, across identities as graduate students, Venus Treva Watson, The University of Alabama, April M Jones, The University of Alabama, and Carlson H Coogler, University of Alabama*

*Best Practices in the Graduate Diversity Classroom: A Synthesis from Faculty in the Field, Melissa L. Morgan, Adler University, and Patricia Marin, Michigan State University*

*Supervising Graduate Students Through a Feminist Standpoint, Hilary Brown, Brock University, Lindsay Shaw, Brock University, Michelle Andrea Pereira, Brock University, Stephanie Yi, Brock University, and Melissa Raithby, Brock University*

## **Fri182 Collaborative Research**

4:00-5:20

Union Illini Room B

Collaborative Qualitative Research , *Thalia Mulvihill, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

Impact of COVID-19 pandemic on international research collaboration: A pilot interview results, *Fatemeh Pariafsai, Department of Construction Science, Texas A&M University, Manish K. Dixit, Department of Construction Science, Texas A&M University, and Sherece A. Fields, Department of Psychological & Brain Sciences, Texas A&M University*

Collaboratively Analyzing Qualitative Data Remotely, *Adrienne E Sauder, King's University College at Western University, and Cindy M Gilson, University of North Carolina at Charlotte*

Barefoot Strangers: Digital epistemologies of academic mothers collaboration during a pandemic, *Hala A Guta, Qatar University, Stefani Boutelier, Aquinas College, Iwona Leonowicz-Bukala, University of Information Technology and Management in Rzeszow, Poland., Alpha Martinez-Suarez, University of Texas at San Antonio, and Agata Lambrechts, Università della Svizzera italiana*

## **Fri183 Indigenous Inquiry: Challenging Embedded Colonial Practices**

4:00-5:20

Union Illini Room C

*Chair: Virginie Magnat, University of British Columbia*

Are tribal IRBs colonized, taking on the tactics of our oppressors?, *Tina Bly, University of Vermont*

Decolonizing the Academy: What we learn from Indigenous people, *Ernest T. Stringer, Curtin University, and Rosalind Beadle, Flinders University*

Respons(A)bility: The curious case of misplaced academic opportunity, *Mariel J Belanger, Queens University*

“(K)new Materialisms: Honouring Indigenous Perspectives”, *Virginie Magnat, University of British Columbia*



# Saturday Sessions

## **Sat101 Interviewing Methodologies and Techniques**

---

8:00-9:20

Union 209

*Chair: Chelsea Elizabeth Gilbert, The Ohio State University*

In-depth Phenomenological Interview Method to examine the Deep Transformative Creative Experiences of Artist during Art-making, *Aneesha Sharma, Department of Design, Indian Institute of Technology Delhi (IIT Delhi)*

Are we really doing Motivational Interviewing in behavior change interventions?, *Janeane Nicole Anderson, University of Tennessee Health Science, and Derek T Dangerfield II, George Washington University*

“Getting in the room” with interviewees: Leveraging strategies for qualitative interviewing from non-academic settings, *Chelsea Elizabeth Gilbert, The Ohio State University, and Jonathan London*

The Traveling Interview: Transnational feminist praxis and research methodology, *Payal P Shah, University of South Carolina, and Aimee Herring, University of South Carolina*

## **Sat102 Arts-Based Research and Curriculum**

---

8:00-9:20

Union 210

*Chair: Shannon A.B. Perry, University of Georgia*

Antes de Ser: Theorizing Education across Art and Testimonio, *Cristina Valencia Mazzanti, Department of Education and Child Study, Smith College*

Inquiring into the Felt Sense: Some Artful Methodological Possibilities, *Shannon A.B. Perry, University of Georgia*

Critically and Creatively Being With my Art Curriculum, *Sarah T Travis, University of Illinois Urbana-Champaign*

## **Autoethnography: Autoethnography, Teaching, and Learning**

8:00-9:20

Union 104

*Chair: JIYEA PARK, University of Georgia*

Growing up as an Autoethnographer: Developing a Postcolonial Design Space , *Basanta Raj Lamichhane, School of Education Kathmandu University, Nepal, and Bal Chandra Luitel, Kathmandu University School of Education, Nepal*

"But, You Have So Much to Tell": My Journey from Being the Researcher, to the Researched, *Stephanie Yi, Brock University*

The Internationals: A Narrative Inquiry of Our Journey as Ph.D. Students Enrolled in a Texas University, *Karina Oliveira De-Paula, Texas Tech University, Gonzaga Mukasa, Texas Tech University, and Zohre Allawzi, Texas Tech University*

Re-Inventing the Tripartite Mission: Best Approaches to Promote Diversity, Equity, and Inclusion for Scholars in Higher Education. *Jiyea Park, University of Georgia, Millicent Oyugi, University of Georgia, Maria Helm, University of Georgia, JIYEA PARK, University of Georgia, Millicent Akinyi Oyugi, University of Georgia, and Maria Reynalyn Helm, University of Georgia*

Learning by doing: Experiences of advising autoethnographic projects, *Djenane Ramalho Oliveira, Universidade Federal de Minas Gerais - College of Pharmacy, Belo Horizonte, Brazil, and Simone Araujo Mendonça, Universidade Federal de Minas Gerais*

## **Climate Change, Community, and Environmental Research 1**

8:00-9:20

Union 213

*Chair: Amanda Meris Gunn, Denison University*

#ClimateChange: Analyzing How Climate Change is Discussed Online on Different Social Media Platforms, *Daniela M. Markazi, University of Illinois Urbana-Champaign, and Rachel M. Magee, University of Illinois Urbana-Champaign*

"Change to Climate!" Environmental Education in the Czech Republic in (post-Covid) Time of Climate Change, *Ivan Cuker, Sociology, and Martin Hajek, Charles University in Prague*

Environmental Advocacy Nonprofit Organizations Speaking Across Ideological Divides: A Critical Discourse Analysis, *Amanda Meris Gunn, Denison University*

## **Sat105 Poetic and Artistic Interventions**

8:00-9:20

Union 215

*Chair: Dyanis Conrad, Randolph-Macon College*

Liming As Inquiry: Naming and Claiming our Lived Experiences, *Dyanis Conrad, Randolph-Macon College*

Ignoring Bodily Needs is Ingrained into Teaching, *Elise Toedt, University of Minnesota*

Found Poetry: Methods of Reaching Out, Striving for Justice & Retaining Hope, *Gina Paese, University of Missouri, Kansas City*

A water body, me and film thinking: possibilities for qualitative Inquiry, *Desiree Rachel Yomtoob, UIUC, and Polina Golovatina-Mora, Norwegian University of Science and Technology*

## **Sat106 Critical Qualitative Inquiry: Multivocality, Public Policy, and Critical Qualitative Inquiry**

8:00-9:20

Union 217

*Chair: cesar cisneros, Universidad de Tarapaca, Chile*

Multivocal Critical Qualitative Inquiry as an Avenue for Public Policy, *cesar cisneros, Universidad de Tarapaca, Chile*

Film Narratives of Police Brutality, *Matt Stevenson, University of Tennessee - Knoxville*

“Who should plan, whom listen to?” A Qualitative Inquiry for Quest of the Inclusion of Beneficiaries’ Voices in Framing National Policy of Disaster Management (NPDm), Bangladesh, *Md. Saidur Rashid Sumon, University of Manitoba, Tajnin Nahar Tonni, Hajee Mohammad Danesh Science & Technology University, Bangladesh, Mebedi Hasan Jenis, Hajee Mohammad Danesh Science & Technology University, Bangladesh, Puza Rani Dev, Hajee Mohammad Danesh Science & Technology University, Bangladesh, Tanmaya Mazumder, Hajee Mohammad Danesh Science & Technology University, Bangladesh, and Emon Hasan Rony, Hajee Mohammad Danesh Science & Technology University, Bangladesh*



Governing Education in the Digital Age: Possibilities, risks, and strategies ,  
*Dianbing Chen, Zhejiang Normal University, Xinxiao Yang, Zhejiang Normal University, and Xincan Zhu, Zhejiang Normal University*

“Thinking of Sixth Fundamental Right”: Amplifying the Voices of the Sufferers regarding Period Poverty during Pandemic, *Most. Suraiya Akter, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Habiba Jahan Bithi, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Khadiza Tul Kubra, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Mst. Nice Monira, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Shuvo Kumar Gosh, Hajee Mohammad Danesh Science and Technology University, Bangladesh, and Md Abdur Rashid, University of Northern British Columbia*

---

### **Action Research: Participatory Methods for Community sat107 Voice and Power**

---

8:00-9:20

Union 314 B

*Chair: Alfredo Ortiz Aragon,*

Action Research Approaches to Engage Community Power Groups for Health Equity, *Art Hernandez, Amaha Sellassie, and Alfredo Ortiz Aragon*

Cocreating Opportunity Together: Organizing the Emergence of the Gem City Market, *Amaha Sellassie*

From Storytelling to Storydoing: Action Research for Community Health and Wellbeing, *Michelle Vasquez, Alfredo Ortiz Aragon, and Art Hernandez*

*Chair, Alfredo Ortiz Aragon*

---

### **sat108 P-12 Education and Teaching**

---

8:00-9:20

Union 211

*Chair: Kirsten Robbins, Ball State University*

What Should a Teacher Body Look Like? An Exploration of Messages Sent by a Teachers College, *Kirsten Robbins, Ball State University*

Existing Microaggressions in Course Selection at a Northeastern High School, *Hanna Kim, Education, Policy, Organization, and Leadership (EPOL), University of Illinois Urbana-Champaign, and Rachel Roegman, Education, Policy, Organization, and Leadership (EPOL), University of Illinois Urbana-Champaign*

Exploring the Complex Structure of Continual Recontextualization, *Burcu Alapala, University of Wisconsin-Madison, Rahul Panda, University of Wisconsin-Madison, and Hala Ghousseini, University of Wisconsin-Madison*

Self-directed Professional Development Practices in Private School of Kathmandu, *Subash shrestha, Kathmandu University, and Priti thapa shrestha, Kathmandu University*

---

## **Sat109 Professional Development in Education**

8:00-9:20

Union 404

*Chair: Kaitlin Glause, Millikin University*

Going Gradeless: Expanding Gradeless Classrooms across Disciplinary Contexts, *Kaitlin Glause, Millikin University, Julie Bates, Millikin University, Danielle Alesi, Millikin University, Pam Gower, MacDonald Middle School, and Benjamin Woodcock, Okemos High School*

Combating the neoliberalization of anti-racist PD in education: Reflections on developing grassroots professional development toward racial justice, *Marika Belusa, University of Minnesota - Twin Cities, and Dr. Justin Grinage, University of Minnesota- Twin Cities*

Mathematics Professors' Goals Related to Guided Reinvention and Creation: A Case Study, *Praveen Chhikara, University of Illinois at Urbana Champaign, and Rochelle Gutiérrez, University of Illinois at Urbana-Champaign*

The Imaginary Conversation among Three Korean Teachers from Different Generations: "A Teacher Should Be..." "Am I?", *KYUBIN LEE, Seoul National University, Hee Yeon Kim, Seoul National University, and Min Jung Lee, Seoul National University*

---

## **Sat110 Responses to and in COVID-19**

8:00-9:20

Union 405

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

The Communicative Constitution of a Jeep Brigade: Producing Organizational Practices and Identity Within Extreme Contexts, *R. Tyler Spradley, Stephen F. Austin State University*

Exploring Innovative Pedagogy at the Time of Post-Pandemic, *Roshani Rajbanshi, Kathmandu University School of Education*

Evaluation of the Escuela en Casa Program during the Covid 19, *Edith J. Cisneros-Cobernour, Universidad Autónoma de Yucatán, José Gabriel Domínguez-Castillo, Universidad Autónoma de Yucatán, and Julio Isaac Vega-Cauich, Universidad Autónoma de Yucatán*

Recreating the Sonic World After The Plague: from the Renaissance market to TikTok, *Valentina Paskar, University of Massachusetts Amherst*

---

## **Sat111 Research in Schools**

---

8:00-9:20

Union 406

*Chair: Nomxolisi Xolie Mtsi, Walter Sisulu University*

Using Rubrics in Assessment: A Narrative Inquiry, *Sagar Dahal, The Celebration Co-Ed School/College, Kathmandu, Nepal*

A Focus Group Study of Community College Students' Use of New Types of Social Media, *Anindya Sen, Northern Illinois University*

Maybe Don't Mention Harvard: A Micro-Level Process of Social Reproduction via the Translation of Foreign Standards and Values, *Minh Cao, RMIT University (Vietnam campus)*

College Students' Food Literacy Competencies and Food-Related Behaviors, *Lisa Ann Reid, Oklahoma State University*

Exploring Students and lecturers' experiences of online science activities in a historical disadvantage university of south Africa, *Nomxolisi Xolie Mtsi, Walter Sisulu University, SHAKESPEAR M. none CHIPHAMBO, Walter Sisulu University, and NOMAROMA none KUMANDA, Walter Sisulu University*

---

## **Sat112 Micromoments and Microgenetic Methods**

---

9:30-10:50

Union 209

*Chair: Anani M. Vasquez, Arizona State University*

From Daily Life Whole Experiences to Microgenetic Transitions: Method Innovations in Developmental Research, *Oscar A. Ordoñez-Morales, Universidad del Valle. Centro de Investigaciones en Psicología, Cognición y Cultura. Fac. Psicología, and Marlenny Guevara Guerrero, Universidad del Valle. Centro de Investigaciones en Psicología, Cognición y Cultura. Fac. Psicología*

Overflowing Content Analysis and Unraveling Micromoments with Movement, Multiplicity, and Possibility, *Anani M. Vasquez, Arizona State University*

Examining the value of perception: A methodological literature synthesis of individual perceptions within the community. Jiyea Park, University of Georgia, Abigail Borron, University of Georgia., *Jiyea Park, University of Georgia, and Abigail Borron, University of Georgia*

Inquiry on (the) Bias, *Carlson H Coogler, University of Alabama, and Maureen A Flint, The University of Georgia*

Scrapping what counts: How paper(-making) makes our research mundane-significant, *Janie Copple, Georgia State University, and Carlson H Coogler, University of Alabama*

Methodologies in the Midst: Tending to What Else is Possible in Uncertain Times, *Christie C. Byers, George Mason University, Anani M. Vasquez, Arizona State University, and Mirka Koro*

## **Sat113 Science, Technology, and Communications**

---

9:30-10:50

Union 210

*Chair: Aitor Gómez González, Universitat Rovira i Virgili*

Between expectations and demands: AI, men, and prostate cancer, *Emilie Hybertsen Lysø, NTNU*

Capturing Contextual Mediated Information: A Methodological Tool for Social Media Community Analysis, *Jocelyn McKinnon-Crowley, Syracuse University, and Elizabeth Chambers, Edward R. Murrow College of Communication, Washington State University*

Culturally Responsive Approaches to CS Education: Exploring Connections between High School Hispanic Students and CS Learning through Family Focus Groups, *Raisa Blazquez, The Learning Partnership*

Communicative methodology and ethics in research, *Aitor Gómez González, Universitat Rovira i Virgili*

---

**Sat114 Autoethnography: Autoethnography and COVID-19**

---

9:30-10:50

Union 104

*Chair: Michelle Andrea Pereira, Brock University*

Severed Connections and Timely Reflections: A Collaborative Autoethnography Navigating Uncertainty Amid COVID-19 in Higher Education, *James Hobbs, The University of Texas at Arlington, and Laurel Whitsett, The University of Texas at Arlington*

“What’s Wrong with Me?”: An Autoethnographic Exploration of Teacher Stressors and Burnout. Luke Anderson, Tennessee Technological University, *Luke Anderson, Tennessee Technological University*

Storying Portraits: A Glimpse into an Academic Upgrading College Classroom During a Pandemic, *Michelle Andrea Pereira, Brock University*

Self System as Hindrance to Healing, Justice, and Liberation, *xia ji, University of Regina*

This little pig became an ambassador: Our journey through AMPA Therapy Pet Certification, *Michelle Lynn Knaier, Purdue University*

---

**Critical Qualitative Inquiry: Critical Qualitative Inquiry  
Sat115 for Teachers and Teaching**

---

9:30-10:50

Union 213

*Chair: Ying Huang, University of York*

Becoming a Teacher: A Gendered Risk Aversion Strategy among Aspirational Middle-class Women in Contemporary China, *Ying Huang, University of York, and Kailing Xie, University of Birmingham*

Dismantling the Invisible Disability Experience in Post-Pandemic Times: Integration of Student Voices with Social Justice Leadership, *Umair Iqbal, University of Western Ontario*

Ethnographic Comparison of the use of film: Higher Education and Advanced Placement, *Matt Stevenson, University of Tennessee - Knoxville*

## **Sat116 Embodied Methodologies and Analyses**

9:30-10:50

Union 215

*Chair: Brett Lesley Cumberbatch, University of Manitoba*

Autoethnography as a Vehicle for Wellness and Placing the Black Man's Healing Journey Back into His Own Hands; 730 Days of Reflexive Journaling on Racial Trauma, Healing, and Navigating Yogic Spaces. , *Brett Lesley Cumberbatch, University of Manitoba*

Mapping Materiality: Body Mapping as Research Activity and Pedagogical Activation, *Amalie Strange, Arizona State University*

Capturing qualitative "essence": Embodied, emergent analytic techniques, *Chelsea Elizabeth Gilbert, The Ohio State University, and Jonathan London*

The Tentative City: An Autoethnography of Performance, *Desiree Rachel Yomtoob, UIUC*

## **Sat117 Rural Education and Research**

9:30-10:50

Union 217

*Chair: Ntando Mpahla, Walter Sisulu UNIVERSITY*

Dealing with poor-bashing in small city in northern Chile, *cesar cisneros, Universidad de Tarapaca, Chile, and Vanessa Jara-Labarthe, University of Tarapaca, Chile*

Cybersecurity in South African Rural Schools: A Case Study of Two Provinces in South Africa, *Layane Thomas Thomas Mabasa, University of Limpopo*

The Rural Entrepreneur as Bricoleur: The American Dream in 'Non-Place', *Justin A. Martin, University of Tennessee at Martin*

Adapting Teach For America to Taiwan: A Case Study of Social Entrepreneurship in a Rural Educational Setting, *Mike Yuchuan Shen, University of Illinois Urbana-Champaign*

Preparing B Ed Foundation Phase student teachers for Rural Full-service schools: A case study of one Rural University in South Africa, *Ntando Mpahla, Walter Sisulu UNIVERSITY, and Bulehwa Bulehwa Makena, Walter Sisulu University*

**Arts-Based Research: Out of the Shadows: Arts-Based  
sat118 Research in Academia**

---

9:30-10:50

Union 314 A

*Chair: Nancy Gerber, Florida State University*

*Out of the Shadows: Arts-Based Research in Academia, Nancy Gerber, Florida State University, Kimberley White, York University, Natilie R Richer, York University, Merel Visse, Drew University, Karen A. McGarry, Oakland University, and Tamryn McDermott, Ohio State University*

*Into the Spotlight of Familiarity by being Different, Karen A. McGarry, Oakland University*

*Realizing the shape of an arts-based dissertation, Tamryn McDermott, The Ohio State University*

*The Layers of Me: Collaging as Colonial Resistance, Natilie R Richer, York University*

*Meandering the Ambient in Arts-Based Sceneries, Merel Visse, Drew University*

**Young Theater Köln—Translating and Performing  
sat119 Verbatim Stories of Youth**

---

9:30-10:50

Union 211

*Chair: Charles Vanover, University of South Florida*

*Excerpts from “Voices”, Svetlana Fourer, Young Theater Köln, Karoline Berg, Young Theater Köln, Dara Wystavkina, Young Theater Köln, and Ksenia Lazorenko, Young Theater Köln*

*Truth or Possibles?: Towards Performances of Possibilities, Charles Vanover, University of South Florida, David Dodd, City University of New York, and Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

*Discussant, Marianna Staroselsky, CUNY/Guttman*

---

**Sat120 Science Fiction, Speculative Fiction, and Novels**

---

9:30-10:50

Union 404

*Chair: Asilia Franklin-Phipps, SUNY New Paltz*

Science Fiction, Ontological Politics, and the Human, *Asilia Franklin-Phipps, SUNY New Paltz, and Tristan Gleason, Moravian University*

The Uses of Literature in America: A History of Hidden Power in Literacy Education, *Staci L Tharp, Texas Tech University*

Only the Dreamer Wakes: Figuring New Imaginations of Qualitative Research, *Alycia Elfreich, Indiana University, and Samantha Silberstein, University of North Carolina Wilmington*

Speculative Futures and “Found” Artifacts: Using Fiction for Defamiliarization and Analysis, *Mark D. McCarthy, Springfield College, and Sarah K Stice, University of Georgia*

---

**Sat121 Collage, Portraiture, and Feminist Inquiry**

---

9:30-10:50

Union 405

*Chair: Mellinee Lesley, Texas Tech University*

Creating a Collage of Words and Images to Distill Complex Qualitative Data, *Mellinee Lesley, Texas Tech University, Elizabeth Stewart, Texas Tech University, and Johanna Keene, Texas Tech University*

Collaged knowledge: Interpretations and representations of critical methodologies of possibility, *Samantha Silberstein, University of North Carolina Wilmington, and Barbara Dennis, Indiana University*

Defying All Odds: Paving the Way to Higher Education as a Latina, Immigrant, Single Mother, *Olivia A. Valdes, Adler University, and Melissa L. Morgan, Adler University*

Interrogating Post-Pandemic Rhetoric through DocuPoetry, *Johanna Keene, Texas Tech University, and René Saldaña, Texas Tech University*



## **Preservice Teacher Education and School and Sat122 Classroom Research**

9:30-10:50

Union 406

*Chair: Briana Olivia Morales, University of Illinois, Urbana-Champaign*

Tomorrow's Teachers are Watching: How schools can inspire--or turn away--the next generation of teachers of color, *Briana Olivia Morales, University of Illinois, Urbana-Champaign*

A Phenomenological Inquiry of Intercultural Collaboration in U.S. Teacher Education : Through a South Korean Cultural Concept, *Youn Hong, Ball State University*

The shift from quiz to create: An examination of experiences and assessment for preservice teachers, *Davidson Blanchard, St. Cloud State University*

Students' reflections of cultural immersion experiences in overseas teaching placements, *Holly Anthony, Tennessee Tech University*

Teaching of science concepts in grade 3: A case of teachers confident from a large province in South Africa are!, *Bongani D. D BANTWINI, University of Venda*

Parent Research Engagement in Laboratory Schools: A Case Study on Utilizing Participatory Research Methods, *Daniela M. Markazi, University of Illinois Urbana-Champaign, Mary D. Chung, University of Illinois Urbana-Champaign, Ye Rang Park, University of Illinois Urbana-Champaign, Meghan C. Fisher, University of Illinois Urbana-Champaign, and Jacinda K. Dariotis, University of Illinois at Urbana-Champaign*

## **Sat123 COVID-19 and Community**

9:30-10:50

Union 407

*Chair: Salvador R. Victor, Bethune-Cookman University*

Mutual Aid Without Borders During the COVID-19 Pandemic: East Asian Immigrants' Online Community Organizing and Mobilizing to Mitigate Inequalities, *Pamela Chiang, Social Work Program, Plymouth State University, and Hsiu-Fen Lin, School of Social Work, Arizona State University*

My body's laboratory, *Alireza Gorgani Dorcheh, York University*

Increased Suffering of Marginalized Populations in Post(?)-Pandemic Times, *Melanie Lynne Weaver, and Sue Frantz Micetic, Arizona State University*

A look back at COVID-19: How the Dominican Republic used Advertising Campaigns to Promote a National Vaccination Program and Virus Prevention Instructions, *Salvador R. Victor, Bethune-Cookman University*

---

## **Indigenous Inquiry: Indigenous Lived Experiences of the Sat124 Global Pandemic**

---

9:30-10:50

Union Illini Room C

*Chair: Ranjan Datta, Mount Royal University*

“Living in the Planet of Extended Marginalization”: Interviewing the Old Age Indigenous People about their Experiences during Covid-19 Pandemic, *Alamgir Kabir, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Nure Afruz Jyoti, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Tanvir Hasan Shourov, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Most. Rokeya Akter, Hajee Mohammad Danesh Science and Technology University, Bangladesh, Ferdous Hasan, Hajee Mohammad Danesh Science and Technology University, Bangladesh, and Nadim Mahamud, Hajee Mohammad Danesh Science and Technology University, Bangladesh*

Indigenous Land-based Research Methodology: A Pathway to Promote Immigrants Health Resiliency during Natural Disasters , *Ranjan Datta, Mount Royal University, Jebunnessa Chapola, University of Regina, Prarthona Datta, and Prokriti Datta*

---

## **Sat125 Futurities**

---

11:00-12:20

Union 209

*Chair: Janine Armstrong, Southern Illinois University*

From Nevermind to Everywhen: A Rhetorical Analysis of Dirty Computer, *Janine Armstrong, Southern Illinois University, and Caleb McKinley-Portee, Southern Illinois University*

Reading Queer Futurity in Higher Education, *Paul William Eaton, Sam Houston State University, Amber Renee Clark, Sam Houston State University, Rebecca Saiz, Sam Houston State University, and Tiara Gatewood, Sam Houston State University*

Embracing the Freedom of Qualitative Inquiry: An Undocumented Autoethnography, *Wiktoria Kozłowska, Purdue University*

## **Sat126 Writing in Academia**

11:00-12:20

Union 210

*Chair: Mitch Allen, Scholarly Roadside Service*

The Material Culture of Field Notes, *Mitch Allen, Scholarly Roadside Service*

Everything You Write Must Have My Name as a Co-Author! Polemics in Graduate Studies' Authorship Practices, *Igor V. L. Valentim, Universidade Federal do Rio de Janeiro, CSG/SOCIUS, University of Lisbon*

Passive Voice (Consider Revising): An Autoethnography of Finding my Feminist Self in Doctoral Studies, *Lindsay Shaw, Brock University*

Writing and Representing Vulnerability: Tales of the Field, *Aparajita Santra, University of Illinois, Urbana-Champaign*

## **ICQI Spotlight Session on Making Global Critical**

### **Sat127 Qualitative Inquiry**

11:00-12:20

Union 104

*Chair: cesar cisneros, Universidad de Tarapaca, Chile*

Presentation, *cesar cisneros, Universidad de Tarapaca, Chile, Tony E Adams, Bradley University, Gaile Cannella, Independent Scholar, Anne Ryen, and Julianne Cheek, Østfold University College*

## **Sat128 Health and Care**

11:00-12:20

Union 213

*Chair: Ayobami Precious Adekola, University of South Africa*

Reflections of Learners on Educator-Centered Barriers to Sexuality Education in South African Rural Schools, *Ayobami Precious Adekola, University of South Africa*

Integrating Reflexive Thematic Analysis and Composite Narratives to Identify and Describe Service Models for Providing Sex Education to Individuals with Intellectual Disabilities, *Sarah Louise Curtiss, University of Delaware, and Melissa Stoffers, University of Delaware*

Epistemic and Hermeneutic Injustices as Impediments to Patient-Centered Care: A Dialogue Grounded in Personal Narrative, *Wendy Bostwick, University of Illinois Chicago, and Christina Papadimitriou, Oakland University*

Using Digital Technology to Disseminate the Voices and Stories of Vulnerable Population Struggling to Managing Complex Wounds: A Critical Pedagogy Perspective , *Idevania Geraldina Costa, Lakehead University, Darren Levine, Duhan College, Canada, Catherine Philipps, School of Social Worker, Lakehead University, Canada, Pilar Camargo-Plazas, School of Nursing, Queen's University, Canada, Michelle Spadoni, School of Nursing, Lakehead University, Canada, and Mariam Botros, Wounds Canada*

The use of meditation and mindfulness in clinical practice, *Jacqueline Deniese Marshall, Barry University*

## **sat129 Qualitative Research in Postsecondary Education 1**

11:00-12:20

Union 215

*Chair: Rosalind Beadle, Flinders University*

Making a Difference: Revitalizing University Research Through Community-Based Action Research, *Rosalind Beadle, Flinders University, and Ernest T. Stringer, Curtin University*

Self-Reflexivity in Teacher Preparation: Exploring Mental Health Issues through Poetry, *Scott Baker, St. Cloud State University, Leah Berscheid, St. Cloud State University, Madeline Christensen, St. Cloud State University, MaKenna Scott Olson, St Cloud State University, and Aaron Soderholm, St. Cloud State University*

Die Silently: A Qualitative Case Study on Mistreatment, Abuse, and Subsequently Gained Learned Helplessness in Academe, *Olga Gould, Ph.D., ENMU*

Anchoring Classroom Dialogue of Social Bias in a Research Based Analytic Framework: Literature Circles Designed for Criticality, *Kathleen Hulgín, University of Cincinnati, Clermont College*

Issues in Teaching Qualitative Research Methods to Graduate Students, *Anindya Sen, Northern Illinois University*

## **sat130 Autoethnography: Autoethnography and Education**

11:00-12:20

Union 217

*Chair: Ralita Cheeks, Kansas State University*

“¡Soy ingeniero, y que! / I’m an engineer, so what!”: An autoethnographic perspective on STEM education, *Andrew Kipp, Texas A&M University, and Gustavo Perez, Texas Tech University*

Call Me Li Nana - China through foreign eyes in an autoethnographic research, *Dr. Karolina Achirri, Wartburg College, and Chloe Zierke, Wartburg College*

Perceptions of Black Middle School Students at a Predominantly White School, *Ralita Cheeks, Kansas State University*

"The spirit is willing, but the content is weak?" Enacting the mother tongue policy in teaching ICT to infants in Zimbabwe, *Thuthukile Jita, University of the Free State, Morrin Phiri, University of the Free State, and Loyiso Currell Jita, University of the Free State*

Mathematics Teacher Educators Professional Development on Self-Based Methodologies, *Elizabeth Suazo-Flores, Purdue University, and Joy Oslund, Grand Valley State University*

---

### **Sat131 Spotlight on Key Issues in Qualitative Research**

---

11:00-12:20

Union 314 B

*Chair: Karen M. Staller, University of Michigan School of Social Work*

Surveilling Faculty: Neoliberal University Alignment with For-Profit Corporations, *Karen M. Staller, University of Michigan School of Social Work*

Does the use of social software predict our personality?, *Xuan Qian, and Yiran Lei*

---

### **Sat132 Education and COVID-19**

---

11:00-12:20

Union 404

*Chair: Gio Iacono, University of Connecticut*

Learning Loss of the Elderly due to COVID-19, *yuna Kim, Seoul National University (SNU)*

Pedagogical and Didactic Facilitators for School Attendance during the Covid-19 Pandemic?, *Wilma Walther-Hansen, Aalborg University, department of Communication and Psychology*

Effective Methods for Analyzing Teamwork in a Post-COVID Undergraduate Engineering Classroom, *Sakhi Aggrawal, Purdue University, and Alejandra J Magana, Purdue University*

Cultivating Peer Support in Higher Education: Enduring the COVID-19 Pandemic, *Gio Iacono, University of Connecticut, Jamie Smith, University of Connecticut, Kelsi Carolan, University of Connecticut, Regina Lester-Harriat, University of Connecticut, Emily Loveland, University of Connecticut, and Leah Holle, University of Connecticut*

---

**Sat133 COVID-19 and Educational Research**

---

11:00-12:20

Union 405

*Chair: Benedict Lazarus Adams, Missouri Western State University*

Embracing uncertainty: Building and maintaining a research and knowledge sharing infrastructure for qualitative inquiry, *Jessica Hagman, University of Illinois Urbana-Champaign, and Kaylee Lukacena, University of Illinois Urbana-Champaign*

Existential Anxiety in Times of Pandemic: The Different Psychic Ways of Dealing with the Pandemic, *Jean-Marie Weber, University of Luxembourg - Faculty of language and literature humanities arts and education*

Pandemic fail(s) or the pursuit of care, purpose, and perspective in education, research, and beyond, *Shanita Bigelow, University of Illinois at Urbana Champaign*

Learning to teach, teaching to learn proper pedagogical dispositions after COVID 19 in an Education Preparation Program, *Benedict Lazarus Adams, Missouri Western State University*

---

**Sat134 Careers in Medicine, Education, Health, and Well-being**

---

11:00-12:20

Union 406

*Chair: Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

They Ask the Wrong Questions: Long-Term Survivors' Perspectives on Ethical Research in the Anti-Trafficking Movement, *Melanie Lynne Weaver*

How is the Maternity Health Care of Women with Perinatal Mental Illness Impacted by Stigma?, *Patricia Mary Jarrett, Queen's University Belfast, Helen Noble, Queen's University Belfast, Maria Healy, Queen's University Belfast, and Anne Grant, Queen's University Belfast*

Young future doctors in pandemic: Difficult emotions, *Carolina Martinez-Salgado, UAM-X*

What Many Postgraduates Lack: Thinking Methodologically to Attain Critical Transformative Understandings about Painful Problems of Reality, *Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco, and Rebeca Consejo, University of Auckland*

Promoting the self-management of the professional career in contexts of socio-labor change: dynamization, guidance and support networks in integrated virtual environments (BOOST CAREER), *Magdalena Suárez-Ortega, University of Seville, Spain, M.Fe Sánchez-García, UNED, Madrid, Pamela Zapata-Sepúlveda, Universidad de Tarapacá, Chile, and Marília Velardi, Universidad de Sao Paulo, Brasil*

---

### **Sat135 Multilingualism, Translation, and Translanguaging**

---

11:00-12:20

Union 407

*Chair: Amber Warren, Vanderbilt University*

Joy, love, shadows, and voice: Creative participation and representation of bilingual, Latinx youth's experiences in an ethnic-studies collaborative, *Jyoti Kaneria, Georgia Institute of Technology*

Re-Storying Asian American Teachers' Experiences: The Listening Guide as Method, *Meghan Phadke, Miami University*

From Language to Translanguaging in Qualitative Research, *Amber Warren, Vanderbilt University, and Pengfei Zhao, University of Florida*

Imagining translanguaging pedagogies through the lens of queer theory, *Laurie Hahn Ganser, University of Minnesota - Twin Cities, Scott Michael Sundstrom, University of Minnesota - Twin Cities, and Andrew J Fiegen, University of Minnesota - Twin Cities*

### **Indigenous Inquiry: Land-Based Knowing: Pathways**

#### **Sat136 Home**

---

11:00-12:20

Union Illini Room C

*Chair: Kerri Cleaver, University of Canterbury*

Indigenizing the post-covid and upside-down decolonization: the quality of inquiry within Oceania, *David Taufui Mikato Fa'avae, University of Auckland*

Community involvement for learning: Ensuring new approach to Southeast Asian indigenous epistemology, *Jurana Aziz, University of Minnesota*

Walking in our tipuna wāhine steps: the resurgence of journeying our stories, *Kerri Cleaver, University of Canterbury*

## **Arts-Based Research: Storytelling in Arts-Based**

### **Sat137 Research**

1:00-2:20

Union 209

*Chair: Samuel H. Peck, University of Massachusetts Dartmouth*

“Wait, where was I?”: Minimizing the chaos through timeline drawing in phone call interviews, *Jiyea Park, Department of Agricultural Leadership, Education, and Communication, University of Georgia, JIYEA PARK, University of Georgia*

A collective, collaborative and cooperative approach to performative social justice inquiry, *Samuel H. Peck, University of Massachusetts Dartmouth, and David R Modler, Shepherd University*

Neither Here Nor There: Navigating the Haunted Spaces Between Art and Academia, *Kimberley White, York University*

### **Sat138 Roundtable: Educational Research and COVID-19**

1:00-2:20

Union 210

*Chair: Burcu Alapala, University of Wisconsin-Madison*

The Impact of Transformative Teaching Opportunities for Teacher Candidates, *Amber Wagnon, Stephen F. Austin State University, and Michael Martin, Stephen F. Austin State University*

Identity, Literacy, and Zoom: Negotiating Meaning Virtually with Black Boys Labeled Disabled, *William Anthony Proffitt, School of Education, Indiana University–Purdue University Indianapolis*

Supporting Teachers’ Emotional Health Post Pandemic, *Marilyn Elaine Bruckman, TN Tech University*

Covid and the Reading Wars Revival, *Susan Foster, Southern Illinois University Edwardsville*

Insights from Teacher Learning Processes, *Burcu Alapala, University of Wisconsin-Madison*



## **Critical Qualitative Inquiry: “Oppression” as Pandemic: The Role and Impact of Ontology in Understanding, Examining, and Addressing Oppression in Qualitative**

**Sat139 Research**

1:00-2:20

Union 104

*Chair: Douglas Avella Castro, University of Washington*

Ontology and the interpretation of “oppression” in qualitative research, *Douglas Avella Castro, University of Washington*

Relational Issues Shaped through an Individualistic Lens: Ontology in Constructing DACA, *Julio Cesar Martinez Pineda, University of Washington, Tacoma*

Memphis, Men, and Masculinity: Ontology and the Erasure of Masculinity in the Murder of Tyre Nichols, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

## **Arts-Based Research: Collaborative Approaches to Arts-**

**Sat140 Based Research**

1:00-2:20

Union 213

*Chair: Anne Namatsi Lutomia, Purdue University*

Drama(turgy?) as a Method for a Narrative Inquiry of Arts-Based Research in Education, *Giedre Straksiene Straksiene, Klaipeda University*

“The Way We Feel the Burden:” Techniques for Female Teacher Resiliency in the Charter School Setting, *Gretchen Nicolle Cook, University of Tennessee, Knoxville, and Leia K. Cain, University of Tennessee*

Zoom in/Zoom Out: Improvisational Embodied Storytelling as Inquiry into Systemic Connections across Socio-Ecological Levels, *Eve C Pinsker, University of Illinois at Chicago*

Artem research collective: Conceptualizing and articulating collaborative creative inquiry for a changing world, *Natalia Balyasnikova, York University, Meghan Bruce Kumar, London School of Hygiene and Tropical Medicine, UK, Yecid Ortega, Queen’s University Belfast, Northern Ireland, UK, and Melanie Wong, University of British Columbia, Vancouver, Canada*

Autoethnography: Understanding My Place in International Collaboration Projects and Research, *Anne Namatsi Lutomia, Purdue University*

## **Critical Qualitative Inquiry: Writing and Qualitative Inquiry: Imagining New Arrivals**

1:00-2:20

Union 215

*Chair: David Lee Carlson, Arizona State University*

A Workshop in the Styles of Qualitative Writing and Reporting, *Johnny Saldaña, Arizona State University*

Re-writing the Writer-Subject Qualitatively: A Philosophical Perspective, *Marek Tesar, University of Auckland*

Writing as Uprootedness: Onto-Epistemological Considerations for Qualitative Research, *David Lee Carlson, Arizona State University*

Measure for Measure: What Counts as Qualitative Inquiry, *James Salvo, Wayne State University*

## **Sat142 Preparing Professionals**

1:00-2:20

Union 217

*Chair: Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

Preservice Teachers and Guns: Perceptions on School Shootings while Learning to Teach, *Scott Baker, St. Cloud State University, Caitlin Hegle, St. Cloud State University, Adrian Jaimes-Martinez, St. Cloud State University, and Isabelle Miller, St. Cloud State University*

Preparedness of Final Year Student-Teachers in Teaching Geographic Information System (GIS): A Case Study of University of Limpopo in Limpopo Province, South Africa, *Tebogo Malablela, University of Limpopo, and Mologadi Clodean Mothapo, University of Limpopo*

From the passion of hate. How to deal with insults and abuse A clinical case study, *Jean-Marie Weber, University of Luxembourg - Faculty of language and literature humanities arts and education*

Learnings about Trying to Teach Critical Thinking and Methodologies in Nurses Training After COVID Closure, *Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco, and Fernanda Garcia, Universidad Autónoma Metropolitana-Xochimilco*

What Are Canadian Veterinary Professionals' View of Collaborating With Social Workers?, *Denise Kan, University of Alabama*

---

**Sat143 Literature as a Site of Inquiry**

1:00-2:20

Union 314 A

*Chair: Paul William Eaton, Sam Houston State University*

Race, Curriculum, and Educational Responsibility, *Paul William Eaton, Sam Houston State University*

Literacies at the End of the World: Black Speculative Fiction and Differently Knowing the Present, *Asilia Franklin-Phipps, SUNY New Paltz*

How We Read when We Talk about Changing the World, *Cori Ann McKenzie, SUNY Cortland*

**Roundtable: Evoking Reflexivity: Harnessing the Pedagogical Power of Aesthetic, Dialogical and**

**Sat144 Participatory Research Spaces**

1:00-2:20

Union 211

*Chair: Kevin Hobbs, Western University*

Evoking Reflexivity: Harnessing the Pedagogical Power of Aesthetic, Dialogical and Participatory Research Spaces, *Kevin Hobbs, Western University, Sheila McCarthy, Brock University, and Michael M Metz, Brock University*

**Arts-Based Research: Feminist Approaches to Arts-**

**Sat145 Based Research**

1:00-2:20

Union 404

*Chair: Katie Haus, Indiana University*

This Message Will Self-Construct: Using Arts-Based Approaches to Understand Contraceptive Commercials, *Katie Haus, Indiana University*

The "Monstrous Feminine": Re-scripting Menstruation Rites and Rituals through Performative Ethnographic Collaborations, *Julie Kathryn Snyder, The Pennsylvania State University*

**Sat146 STEM and Qualitative Research**

1:00-2:20

Union 405

*Chair: Rebecca Riggs, Cleveland State Community College*

“Am I an insider or outsider?”: Mexican Americans stories within STEM, *Andrew Kipp, Texas A&M University, and Gustavo Perez, Texas Tech University*

Credibility, Dependability, and Qualitative Inquiries of STEM Education: Lessons Learned from a Qualitative Synthesis, *Maressa L. Dixon, Miami University*

Perceptions of Tenured Science Faculty Regarding the Provision of Reasonable Accommodations for Students with Disabilities, *Rebecca Riggs, Cleveland State Community College, and Jill Channing, East Tennessee State University*

Teacher Noticing and Responding to Students’ Sense Making: Case Study on A Middle School Science Classroom, *Nazia Tasnim, University of Massachusetts, Dartmouth, and Esma Nur Kahveci, University of Massachusetts, Dartmouth*

Practice-Based Servingness: Mentoring Latinas in STEM in HSIs Using Strategies of Success , *Elsa Maria Gonzalez, National Science Foundation, Emma Claudia Perez, University of Houston, Judith Corral, University of Houston, and Hope Pacheco, University of Houston*

**Sat147 Experiences of COVID-19**

1:00-2:20

Union 407

*Chair: Kayley Dianne Perfetto, Queen’s University*

Safety From a Distance During COVID-19: A Qualitative Study Exploring Care Partners Experiences with Hospital Visitor Restrictions, *Kayley Dianne Perfetto, Queen’s University, Lenora Duhn, Queen’s University, Kim Sears, Queen’s University, and Jane O’Hara, Leed’s University*

Feminine Figures: How Women Perceive their Body-Image in a Post Pandemic World?, *Smridhi Marwah, University of Auckland*

Qualitative research in a (post) pandemic world: Exploring the evolving strategies of doctoral students, *Heidi Whitford, Barry University, and Angus S. Mungal, University of Mississippi*

---

**Sat148 Indigenous Inquiry: Reclaiming Indigenous Knowledge**

---

1:00-2:20

Union Illini Room C

*Chair: Warren Linds, Concordia University*

Proposing Ubuntu Research Design as a Decolonised Epistemic Freedom, *Bunmi Isaiah Omodan, Walter Sisulu University*

Bringing the Cupuc to Life: Reclaiming Nuu-chah-nulth teachings & ceremonial transformation in community-engaged research, *Sarah Wright Cardinal, University of Victoria, Micah McCarty, knowledge keeper, Sheila Jones, University of Victoria, and Trystan Dunn-Jones, apprentice, community partner*

The Beads Between the Two Rows: Haudenosaunee Approach to Research Analysis, *Bonnie Freeman, McMaster University, School of Social Work & Indigenous Studies Department, Teri-Lynn Morrow, and Sandra Juutilainen, Toronto Metropolitan University*

Indigenous Futurities and Qualitative Research, *Stephanie Masta, Purdue University*

*Chair, Warren Linds, Concordia University*

---

**Sat149 Critical Qualitative Inquiry: Critical Discourse Analysis, Sociolinguistics, and Power**

---

2:30-3:50

Union 209

*Chair: Ryan King White, Towson University*

"I would have taken you more as a Roots guy": Golf's Post-COVID Moment and Studying Up, *Ryan King White, Towson University, Matthew Hawzen, Fairleigh Dickinson University, and Brett Geaman, Towson University*

Using Critical Discourse Analysis to Examine A Non-Traditional International Student's Chosen and Unchosen Identities, *Kelber Tozini, The George Washington University*

A Counter-Disagreement: A CDA analysis of the Grievance Studies Affair, *Marika Belusa, University of Minnesota - Twin Cities, and Kirsten Hunt, University of Minnesota - Twin Cities*

Bianca Xunise of Six Chix Unmasks Racial Hegemony in Newspaper Funny Pages: A Multimodal Critical Discourse Analysis, *Lisa Dianne Lenoir, Indiana University Bloomington*

Listening to my multiple selves: (dis)privilege and (dis)powerment as interviewer/ interviewee, *Logan Knight, College of Social Work, Ohio State University*

Reclaiming the Narrative: Critical Discourse Analysis as Educational Research Resistance, *Angela Kraemer-Holland, Kansas State University*

---

## **Sat150 Creative Qualitative Inquiry**

2:30-3:50

Union 210

*Chair: Janie Copple, Georgia State University*

Using Reflexive Thematic Analysis to Study Latin American Zines, *IULIAN VAMANU, University of Iowa*

Using “Explorations” to Sharpen Qualitative Inquiry, *Paul William Eaton, Sam Houston State University, Karina Quilantan-Garza, Sam Houston State University, Arlene Ramirez, Sam Houston State University, James Wilson, Sam Houston State University, and Stephanie Galvan Russell, Sam Houston State University*

Students and Sustainability: Artistic Impressions and Reflections, *Ulrich Teucher, Jessica Jungwirth, Alanna Liu, Samira Yusef Mohamed, and John Zhao*

Accidental inquiry: Collaging as mothering pedagogy, *Janie Copple, Georgia State University*

## **Claiming Missed Opportunities in Collaborative Research, Health Communication, Financial Aid, and**

## **Sat151 Science Teaching**

---

2:30-3:50

Union 104

*Chair: Jocelyn McKinnon-Crowley, Syracuse University*

Engaging In Engineering Education Through Research and Actions, *Annie Patrick, Georgia Institute of Technology*

Issues Translating Communications Research to the Public: Limited Dissemination of COVID-19 Findings, *Jocelyn McKinnon-Crowley, Syracuse University*

The Technology of Financial Aid, *Saralyn McKinnon-Crowley, Northwestern University*

How and where posthumanism could exist in reimagining science teaching and learning practices, *Sophia Jeong, The Ohio State University, Saralyn McKinnon-Crowley, Northwestern University, and Elena Silverman, Indiana University Indianapolis*

---

**Critical Qualitative Inquiry: Archaeology of Resistance  
Sat152 and Embodied Selves**

---

2:30-3:50

Union 217

*Chair: Ishita Upadhyay Bharadwaj, University of Delhi*

Reflections on Psychic Pain Around the Discourse of (in)fertility, *Ishita Upadhyay Bharadwaj, University of Delhi*

Going Beyond the Symptom: Meaning Making of Depressive experiences of Women Clients, *Annie Baxi, University of Delhi*

De)Constructing Experiences of Postpartum depression Among women in Indian context, *Meharmeet Kaur, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

---

**Honoring the Scholarship and Performative Acumen of  
Sat153 Tami Spry**

---

2:30-3:50

Union 314 A

*Chair: Lesa Lockford, Bowling Green State University*

Honoring the Scholarship and Performative Acumen of Tami Spry, *Lesla Lockford, Bowling Green State University, Norman K. Denzin, University of Illinois, Claudio Moreira, University of Massachusetts, Amherst, Dominique C. Hill, Colgate University, Daniel X. Harris, RMIT University, Stacy Holman Jones, Monash University, Ken Gale, University of Plymouth, Jonathan Wyatt, University of Edinburgh, and Tami Spry, St. Cloud State University*

## **Creating Spaces for Responding to Divisive Concepts**

### **Sat154 Legislation**

---

2:30-3:50

Union 404

*Chair: Janet Kesterson Isbell, Tennessee Tech University*

A World Turned Inside Out: Divisive Concepts Legislation Disrupts Equity in Education, *Janet Kesterson Isbell, Tennessee Tech University, Luke Anderson, Tennessee Technological University, Dorota Silber-Furman, Tennessee Tech University, and Lisa Zagumny, Tennessee Technological University*

“Divisive Concepts” Legislation Reaches into Secondary Classrooms, *Luke Anderson, Tennessee Technological University*

Divisive Concepts Law and Experiences of One College Educator, *Dorota Silber-Furman, Tennessee Tech University*

Navigating Divisive Concepts in Higher Education, *Lisa Zagumny, Tennessee Technological University*

### **Sat155 Arts-Based Research: Poetry in Arts-Based Research**

---

2:30-3:50

Union 405

*Chair: Joshua Michael Cruz, Texas Tech University*

Call and Response Critical Poetic Inquiry Data Sharing: Search Among the Living, *Camea Davis, Georgia State University*

11 Ways of Looking at Curriculum: Theorizing Curriculum As a Conceit, *candace l. moore, Michigan State University*

Using Poetic Inquiry in Qualitative Feminist Research, *Elise Toedt, University of Minnesota*

A poetics of phenomenology: Practical suggestions for approaching poetic reporting in phenomenological analysis, *Joshua Michael Cruz, Texas Tech University, Zach Urquhart, Texas Tech University, and Johanna Keene, Texas Tech University*

Becoming: A Poetic Narrative Inquiry of Six Black Women Teachers in Rural North Carolina *Julia Lynch, University of North Carolina Wilmington, Julia Alishia Lynch, University of North Carolina Wilmington*



**Roundtable: Dear theory and other stories: Dis/**  
**Sat156 uncovering our relationship to theory**

---

2:30-3:50

Union 406

*Chair: Maureen A Flint, The University of Georgia*

Dear theory and other stories: Dis/uncovering our relationship to theory, *Maureen A Flint, The University of Georgia, Michele Johnson, University of Georgia, Tonja Simmons, University of Georgia, Nia Mitchell, University of Georgia, Deaetta Grinnage, University of Georgia, Jaminque Adams, University of Georgia, and Kasandra Dodd, University of Georgia*

**Sat157 Engagements with Theory and Method**

---

2:30-3:50

Union 407

*Chair: Jessica Heybach, Florida International University*

Posthumanist Echoes: (More Than) Human Animals During the Collapse they Made, *Walter S Gershon, Rowan University*

And Say the Dog Responded? Shifting Perspective for Ethical Engagement in Multispecies Research, *Julia Linares-Roake, University of Guelph, and Andrea Breen, Department of Family Relations & Applied Nutrition, University of Guelph*

Troubling the Self and Self-Knowledge: Auto-epistemology and Pragmatist Fallibility in Qualitative Inquiry, *Jessica Heybach, Florida International University*

**Indigenous Inquiry: Land, Belonging and Rootedness:**  
**Sat158 Home is in the Stories**

---

2:30-3:50

Union Illini Room C

*Chair: Patrick Lewis,*

kawimaw osakihewewin: A Mother's Love, *Joseph Naytowhow*

Settler Colonial Whiteness: Telling Stories, *Kathleen O'Reilly*

Anishnaabe Stories of the Land, *Anna-Leah King*

Why Are You Here?, *Patrick Lewis*

## **Arts-Based Research: Music and Soundscapes in Arts-Based Research**

4:00-5:20

Union 209

*Chair: Aravindhana - Natarajan, University of Toledo*

Music is a Double-Edged Sword: Rosa Martha Zarate's Decolonization of Singing for Community Organizing, *Marie G. Sandy, University of Wisconsin-Milwaukee*

Sounding Art Practice as Research (SAPAR), *Ilayda Altuntas Nott, Texas State University*

Beautiful Sister Warrior: Challenging Assumptions of Feminine Identity and Disability, *Helene Robinson, University of South Florida Sarasota Manatee*

Enacting Sound Methods in Two Pilot Studies, *Shannon A.B. Perry, University of Georgia, and Sung-Eun Yang, University of Georgia*

A Cross-Cultural Journey through Music and Art-Making at Concerts, *Aravindhana - Natarajan, University of Toledo*

## **Arts-Based Research: Drama, Dialogue, and Arts-Based Research**

4:00-5:20

Union 210

*Chair: Marina Basu, Arizona State University*

Co-exploring the issue of Climate Change through Speculative Drama, *Thilini Ranmali Wijesinghe, Southern Cross University - Gold Coast - Australia*

Scaffolding Revolution, *Kat Claire Thomas, University of Auckland*

Matt and Art on a Blind Date: A Dialogue between Disparate Disciplines, *Marina Basu, Arizona State University*

Arts-Based Research: Beyond the Realm of Qualitative and Quantitative Inquiry, *Karenanna Boyle Creps, Michigan State University*

**Climate Change, Community, and Environmental  
Sat161 Research 2**

---

4:00-5:20

Union 213

*Chair: Jorge Rojas-Alvarez, University of Illinois at Urbana-Champaign*

Cultural Policy of the Oppressed, *Antonio C. Cuyler, University of Michigan, Matt Carruthers, University of Michigan, and Jason Imbesi, University of Michigan*

Students and Community: Teaching, Learning, and Enacting Sustainability, *Ulrich Teucher, University of Saskatchewan, and Rammeet Jassal, University of Saskatchewan*

Critical Perspectives on Integrating Environmental Justice into Community Development Practices in Ghana, *Ata Senior Yeboah, McGill University*

Fishing, sovereignty, and data: Community monitoring in the Gulf of Tribugá, Colombia, *Jorge Rojas-Alvarez, University of Illinois at Urbana-Champaign, and Juan David Reina-Rozo, Universidad Nacional de Colombia*

**Sat162 Children and Childhood**

---

4:00-5:20

Union 217

*Chair: Inna Nickole Dolzhenko, Chicago State University*

Competency-Based Early Childhood Teacher Preparation: Effects of Modularization, *Inna Nickole Dolzhenko, Chicago State University, and Patricia Steinhaus, Chicago State University*

But What Did They Learn from That? How Stories Shape Children's Perceptions of Self and Others, *Bethany Parker, University of Tennessee, Knoxville*

**'I don't know why she swallowed the fly': On Dubious  
Cures and Drastic Measures in Post (?) Pandemic**

**Sat163 Times**

---

4:00-5:20

Union 314 A

*Chair: Bryant Keith Alexander, Bryant Keith Alexander, Tami Spry, Ronald Pelias, Christopher N. Poulos, Stacy Holman Jones, Daniel Harris, Saldaña, Lesa Lockford, Kitrina Douglas, Donna Henson, David Carless, Elissa Foster, Durell M. Callier, Dominique C. Hill*

*Chair, Bryant Keith Alexander*

'I don't know why she swallowed the fly': On Dubious Cures and Drastic Measures in Post (?) Pandemic Times, *Bryant Keith Alexander, Bryant Keith Alexander, Tami Spry, Ronald Pelias, Christopher N. Poulos, Stacy Holman Jones, Daniel Harris, Saldaña, Lesa Lockford, Kitrina Douglas, Donna Henson, David Carless, Elissa Foster, Durell M. Callier, Dominique C. Hill*

## **Roundtable: Grappling with the Notion and Praxis of Collectivity Within and Beyond Collective Memory**

### **Sat164 Writing: A Collaborative Inquiry**

4:00-5:20

Union 211

*Chair: Emina Buzinkic, University of Minnesota*

Grappling with the notion and praxis of collectivity within and beyond collective memory writing: a collaborative inquiry, *Emina Buzinkic, University of Minnesota, and Anna Schick, University of Minnesota*

### **Sat165 Gender, Sex, and Research**

4:00-5:20

Union 405

*Chair: Staci L Tharp, Texas Tech University*

A Deleuzian Approach to Becoming: Fracturing the Female Identity through Revelations in a Land Slide to Meaning, *Staci L Tharp, Texas Tech University*

Trans-forming Gender and Sex: Transgender Experience and Transgender Medicine, *Helen Gremillion, Unitec- Business Division of Te Pūkenga*

Caring Cocktails: Intoxications of Feminist Mentorship, *Jennifer R. Wolgemuth, University of South Florida, Kelly Guyotte, Rachel Killam, and Carlson Coogler*

### **Sat166 Justice and Qualitative Research**

4:00-5:20

Union 406

*Chair: Travis Henry, Georgia Gwinnett College*

Thinking about Others with Ghost: Using Hauntology as a Methodology, *Sung-Ryung Lyu, American University, and Kara Roop Miheretu, The Pennsylvania University*

Autoethnography of a BLM protest: How Does a ‘High Yellow’ Girl from an All-Black Town End up Standing with White Hippies on the Coast of Oregon?, *Karla D. Scott, Saint Louis University*

Reproduction of Racial Subordination and Social Death in Danville, Illinois Tourism Website Materials, *Etienne Fields, University of Illinois*

A Math Drop-in Learning Station: Creating An Antiracist Tutoring Space, *Travis Henry, Georgia Gwinnett College, Chey Wollner, Georgia Gwinnett College, and Anna Anthony, Georgia Gwinnett College*

Re-Thinking and Re-Feeling Schooling Disability Justice for “All” as “Wisdom of Practice”: Theorizing Currere’s Four Movements Towards A Hard-Reset, *David Isaac Hernandez-Saca, University of Northern Iowa, and Mercedes Adell Cannon, Syracuse University*

Bakhtinian Approaches to Focus Groups as Social Texts, *Rachel Ranschaert, University of North Texas*

# Subject Index

## Arts-Based Research

Wed101 Poudel; Wed102 Helmick; Wed102 Green; Wed102 LaChenaye; Wed110 Adams; Wed113 Helmick; Wed113 Reilly; Wed113 Carter; Wed113 Bhalla; Wed125 Price; Wed130 Rai; Wed138 Price; Wed139 Linds; Wed143 Elliott-Rattray; Thu104 LI; Thu107 Wood; Thu108 Compton; Thu108 Mello; Fri112 Reavey; Fri112 Burrow; Fri112 Adhikari; Fri134 Violet; Fri139 Silk; Fri148 Parker; Fri168 feng; Fri168 Cain; Fri168 Hood; Fri168 Eppel; Fri174 Henry; Fri180 gyure; Fri180 Vanover; Sat102 Travis; Sat102 Perry; Sat105 Paese; Sat112 Coogler; Sat112 Copple; Sat114 Pereira; Sat118 Visse; Sat121 Keene; Sat121 Lesley; Sat137 Zamora; Sat137 Peck; Sat140 Cook; Sat140 Straksiene; Sat144 Hobbs; Sat145 Snyder; Sat155 Toedt; Sat155 Davis; Sat159 Altuntas Nott; Sat159 Natarajan; Sat159 Robinson; Sat160 Wijesinghe; Sat160 Creps

## Autoethnography

Wed102 Natarajan; Wed115 Clemens; Wed116 González Quiroz; Wed125 Alvarez; Wed129 Martin; Wed130 Middleby; Wed134 Sandin; Wed138 Imam; Wed138 Montelongo; Wed138 Giorgio; Wed138 Vo; Wed146 Houck; Wed146 Avila; Wed146 Rath; Thu103 Akogyeram; Thu103 Mock; Fri102 Sunar; Fri102 Abdi; Fri103 Dahal; Fri103 Purnell; Fri103 Deegan; Fri103 Chen; Fri117 Borowski; Fri117 Martin; Fri117 Coker; Fri118 Purnell; Fri118 Christjoy; Fri118 Santens; Fri120 Clemens; Fri126 Dahal; Fri126 Spradley; Fri133 Purnell; Fri133 Christjoy; Fri133 Johnson; Fri133 Wang; Fri134 Follo; Fri141 Weaver-Hightower; Fri141 Lim; Fri141 Dawidowicz; Fri141 Stevenson; Fri148 Purnell; Fri148 Bennett; Fri149 Poulos; Fri153 Zhao; Fri156 ji; Fri180 Lynch; Sat103 Yi; Sat103 Lamichhane; Sat103 Oliveira; Sat114 Anderson; Sat114 Knaier; Sat116 Cumberbatch; Sat124 Datta; Sat125 Kozlowska; Sat126 Shaw; Sat130 Achirri; Sat130 Cheeks; Sat157 Heybach

## Black Feminist Thought

Fri153 Neely; Fri175 Gowin; Sat156 Flint; Sat166 Scott

## Coding

Sat106 Chen

## Critical Pedagogy

Thu104 Dawidowicz; Fri116 Brooks; Fri134 Dimitri; Fri144 Consejo; Fri144 Stevenson; Fri155 Chong; Fri179 Gonzalez; Sat106 Stevenson; Sat128 Costa; Sat129 Hulgin; Sat134 Chapela; Sat134 Suárez-Ortega; Sat142 Chapela

## Critical Race Theory

Wed117 Wabgou; Fri124 Holley; Fri124 Peters; Fri148 Belusa; Fri179 Teo

## Cross-Disciplinary Methodologies

Wed128 Prieto; Wed141 Dhungana; Fri124 Mogadime; Fri133 Gangnon; Fri140 Cort; Fri145 Abel; Fri162 Sievert; Fri162 Weintraub; Fri172 Gaete Reyes; Fri175 Jordan; Fri183 Belanger; Sat104 Gunn; Sat106 Zamora; Sat117 cisneros; Sat120 Franklin-Phipps; Sat135 Kaneria; Sat160 Basu; Sat161 Rojas-Alvarez; Sat166 Fields

## Digital Tools

Wed104 Kahveci; Wed114 Hagman; Wed114 Hladik; Thu104 Dignam

## Disability

Wed127 Chapela; Thu104 Mokobane; Fri134 Carolan; Fri170 Jones; Fri172 Westby; Fri172 Gu; Fri178 Schwartz-Johnston; Sat115 Iqbal; Sat128 Curtiss; Sat146 Riggs

## Disruptive Interventions

Fri158 Purnell; Fri175 Hardy

## Education & Teaching

Wed101 Rijal; Wed101 Seseng; Wed101 Gajasinghe; Wed102 Edmonds-Cady; Wed104 Villalobos; Wed105 Schmalenbach; Wed105 Cisneros-Cohernour; Wed108 Carbajal; Wed111 Karsli Calamak; Wed118 Zapata-Sepúlveda; Wed121 Ghimire; Wed122 Zapata-Sepúlveda; Wed123 Shargel; Wed132 Allen; Wed140 Viczko; Wed141 Pant; Wed141 Karki; Wed143 Andrews; Wed145 Hall; Wed145 Gautam; Wed145 Lutomia; Thu101 Severt; Thu101 Gungordu; Thu101 hyers; Thu102 Tougas; Thu103 Brown; Thu103 Yarber; Thu104 Wilson; Thu107 Feldmann; Thu107 Bailon; Fri109 McKoy; Fri110 Feza; Fri110 Seseng; Fri110 Themane; Fri116 Kim; Fri117 Raithby; Fri124 Schwind; Fri126 Kim; Fri136 Foster; Fri136 Fisher; Fri136 Girmohanta; Fri137 Oudghiri; Fri143 Kennedy; Fri144 Themane; Fri148 Reilly; Fri150 Cruz; Fri150 Basu; Fri151 Langtiw; Fri154 Prough; Fri155 Baker; Fri155 Smith; Fri156 Mukasa; Fri156 Minton; Fri168 Khadka; Fri168 Shields; Fri170 Blaushild; Fri172 Farley; Fri173 Gershon; Fri173 Summers; Fri178 Lightfoot; Fri178 Magee; Fri179 Tarbett; Fri181 Morgan; Fri181 Robertson; Fri182 Mulvihill; Sat108 Madrid Akpovo; Sat108 Alapala; Sat108 shrestha; Sat109 LEE; Sat109 Glause; Sat109 Chhikara; Sat109 Belusa; Sat110 Cisneros-Cohernour; Sat110 Rajbanshi; Sat111 Dahal; Sat112 Vasquez; Sat117 Shen; Sat122 Blanchard; Sat122 Morales; Sat122 Anthony; Sat122 BANTWINI; Sat128 Adekola; Sat129 Baker; Sat129 Sen; Sat130 Jita; Sat130 Suazo-Flores; Sat133 Adams; Sat133 Weber; Sat135 Phadke; Sat138 Foster; Sat138 Bruckman; Sat138 Proffitt; Sat138 Alapala; Sat138 Wagnon; Sat142 Baker; Sat142 Malahlela; Sat142 Weber; Sat146 Dixon; Sat146 Tasnim; Sat149 Kraemer-Holland; Sat150 Eaton; Sat162 Zapata-Sepúlveda; Sat162 Dolzhenko; Sat162 Parker; Sat166 Ranschaert

## Ethics

Wed101 Weber; Wed130 Henry; Wed140 André; Thu101 Jordan; Fri105 Thurairajah; Fri125 Koro; Fri143 Misawa; Fri159 Parnther; Fri183 Bly; Sat113 González; Sat133 O'Neal; Sat134 Weaver

## Ethnography

Wed104 fratila; Wed123 Kearney; Wed132 TOLORUNJU; Wed132 Dvorak; Fri105 Waluyo; Fri105 Dawidowicz; Fri116 Dhungel; Fri174 multani; Sat104 Cuker; Sat111 Cao; Sat115 Stevenson; Sat117 Martin; Sat149 King White; Sat157 Fitzpatrick

## Feminist Qualitative Research

Wed107 Duboy Luengo; Wed107 bautista cupul; Wed116 Duboy Luengo; Wed132 Caragata; Thu103 Buzinkic; Fri102 Ajayi-Lowo; Fri138 Johnson; Fri174 Nordstrom; Fri181 Brown; Fri182 Guta; Sat105 Toedt; Sat106 Akter; Sat115 Huang; Sat120 Elfreich; Sat121 Copple; Sat121 Silberstein; Sat126 Santra; Sat147 Marwah; Sat149 Knight; Sat159 Sandy; Sat162 Sorrells; Sat165 Wolgemuth

## Futures of Qualitative Inquiry

Wed127 Martinez-Salgado; Wed128 Chadid Benitorevollo; Wed141 da Rocha Braga; Wed145 Penna; Thu102 La; Fri146 Enriquez; Fri158 Carlson; Fri167 Brown; Fri179 Carlson; Sat131 Staller; Sat135 Warren; Sat140 Balyasnikova; Sat147 Whitford; Sat155 Lynch; Sat164 Buzinkic

## Grounded Theory

Wed123 Evans; Thu101 Bales; Thu102 Gold; Thu105 Younkin; Thu106 Younkin; Fri116 schwertel; Sat110 Spradley

## Higher Education

Wed101 Mpahla; Wed105 Peña-Sandoval; Wed133 Sasnal; Wed150 Martin; Thu102 Zhan; Thu105 Younkin; Thu105 Beltrán-Arzate; Thu106 Rampersaud; Fri120 Amann; Fri136 Peña-Sandoval; Fri146 Cronin; Fri153 Luo; Fri155 Clark; Fri155 Channing; Fri167 Strayhorn; Fri177 Channing; Fri181 Smith; Sat114 Hobbs; Sat125 Eaton; Sat126 Valentim; Sat129 Gould, Ph.D.; Sat132 Iacono; Sat132 Aggrawal; Sat133 Hagman; Sat149 Tozini

## Humanities

Wed117 López Peinado; Sat161 Cuyler

## Indigenous Epistemologies

Wed144 Mullane; Fri130 Jordan; Fri130 Cleaver; Fri130 Kaitai-Mullane; Fri171 Sherry-Kirk; Fri183 Stringer; Sat122 Hong; Sat124 Kabir; Sat136 Fa'avae; Sat136 Cleaver; Sat136 Aziz; Sat148 Omodan; Sat148 Wright Cardinal; Sat148 Masta; Sat148 Freeman

## Intersectionality

Wed117 Palacios Valencia; Wed145 Lee; Fri130 Minton; Fri154 Hackl; Sat121 Valdes; Sat123 Weaver; Sat125 Armstrong; Sat166 Hernandez-Saca

## Interview Research

Wed114 Paudel; Wed123 Cary; Wed124 Nambeela; Wed125 Hubert; Thu105 Ribeiro; Thu107 Thogmartin; Thu108 Howle; Fri104 Amin; Fri104 Alzghoul; Fri110 Ruolanto; Fri110 Rashid; Fri123 Keene-Orton; Fri140 Oliveira; Fri159 Barefield; Fri169 Ramírez Espinosa; Fri169 Espada-Brignoni; Fri182 Pariafsai; Sat101 Shah; Sat101 Gilbert; Sat101 Sharma; Sat108 Kim; Sat116 Gilbert; Sat132 Kim; Sat132 Walther-Hansen

## Latinx Studies

Thu103 Colindres; Fri125 Dennis; Fri136 Barreto; Fri137 Rengifo Cuervo; Fri137 Rodriguez Reyes; Fri137 Dueñas; Fri137 Buchanan; Fri170 Garza Mitchell; Fri172 Hernández Flores; Sat113 Blazquez; Sat130 Kipp; Sat146 Kipp; Sat146 Gonzalez; Sat150 VAMANU

## LGBTQ+ Research

Wed107 Acevedo Ningo; Wed132 Iacono; Wed143 Bittinger; Thu106 SANCHEZ RIOS; Thu108 Luthy; Fri118 Carroll; Fri134 Wright; Fri143 Cook; Fri154 Wright; Sat165 Gremillion

## Media Studies



Wed104 Aini; Wed116 Victor; Wed118 Jiménez-León; Thu104 Dawidowicz; Thu106 Berry; Fri146 Ulloa-López; Fri150 Kronenberger; Sat104 Markazi; Sat110 Paskar; Sat111 Sen; Sat131 Qian; Sat149 Belusa; Sat149 Lenoir

## Mixed-Method Designs

Fri178 Spears; Wed110 Pratt; Wed110 Richardson; Wed140 Carozzi; Fri138 Ellingson; Fri183 Magnat; Sat105 Yomtoob

## New Methods

Wed108 González; Wed125 Jordan; Fri139 Willcox; Fri153 Tozini; Fri170 Smythe; Sat105 Conrad; Sat106 Cisneros; Sat112 Byers; Sat113 McKinnon-Crowley; Sat116 Yarber; Sat120 McCarthy; Sat159 Perry

## Participatory Action Research

Wed111 Elrod; Wed111 Schmalenbach; Wed111 Upreti; Wed118 Noboa; Wed120 Beavan; Wed121 Sosulski; Wed121 Dodoo; Wed121 Kheirkhah Abkenari; Wed124 Schwertel; Wed133 Sandy; Thu106 Suárez-Ortega; Thu107 Murr; Fri120 Dyett; Fri124 Posey; Fri159 Stringer; Sat106 Sumon; Sat122 Markazi; Sat129 Beadle; Sat166 Henry; Sat167 Vaughn

## Performance Autoethnography

Fri102 Moreira Oliveira; Fri117 Yomtoob; Fri133 Gonen; Sat103 PARK; Sat116 Yomtoob; Sat123 Gorgani Dorcheh; Sat140 Pinsker; Sat153 Lockford

## Postcolonial Research

Wed117 Polo Blanco; Wed130 Fitzpatrick; Thu101 Rose; Fri102 Syeda; Fri116 Osezua; Fri125 Charlemagne; Fri171 Spencer

## Posthumanism

Wed110 Fischer; Wed120 Rector; Fri120 Schott; Fri156 Hatch; Sat157 Gershon; Sat157 Linares-Roake; Sat160 Thomas

## Postqualitative Research

Wed110 Murray; Wed120 Neely; Wed134 Matthews; Fri112 Horst; Fri125 Vitrukh; Fri150 Hong; Fri154 Schwartz-Johnston; Fri154 Ben Ezra; Fri167 Koro; Fri167 Matthews; Sat108 Robbins; Sat116 Strange; Sat166 Lyu

## Qualitative Health Research

Wed103 Prideaux; Wed116 Hernández-Ibarra; Wed116 Calderon Farfan; Wed124 Leichtenritt; Wed124 Sasnal; Wed124 Mukubba; Wed129 Román Cárdenas; Wed133 Jayakodi; Wed133 Osezua; Wed133 Nakitto; Thu101 Campbell; Thu102 Hyers; Thu103 Bennett; Thu106 Younkin; Fri104 Ozmen; Fri117 ARSLANBEK; Fri134 Alam; Fri134 Akello; Fri139 Sataur; Fri140 Coutinho; Fri140 Clarke; Fri178 Dariotis; Sat111 Reid; Sat113 Lysø; Sat128 Bostwick; Sat134 Jarrett; Sat145 Haus; Sat147 Perfetto

## Qualitative Social Work

Wed126 Pizzini; Wed133 Abunyo; Thu105 Lee; Thu105 Perkins; Thu106 Malliar Bellian; Thu107 Johnson; Thu107 Cantoni; Fri104 Akiteng; Fri105 Cody; Fri169 Dyett; Fri169 Fontana; Fri178 Camilli; Sat123 Chiang

## Revisiting Traditional Methods

Wed129 Espinoza-Concha; Thu102 Tougas; Fri125 Surratt; Fri181 Watson; Fri182 Sauder; Sat101 Anderson; Sat112 Ordoñez-Morales; Sat126 Allen; Sat155 Cruz

## Theory

Wed140 Xiang; Fri112 McCallum; Fri139 Tillett; Fri175 Albright; Sat115 Mackey; Sat120 Tharp; Sat135 Ganser; Sat165 Tharp

## Visual Studies

Wed108 Jiménez-León; Fri105 Beaver; Fri106 Maken Ali; Fri140 Chen; Sat137 PARK

## Writing As Method Of Inquiry

Wed115 Stewart; Wed120 Garner-Knapp; Wed134 Smith; Fri104 Gangnon; Fri118 Wright; Fri138 Creswell; Fri139 Isurin; Fri158 Watts; Fri176 Allen; Sat103 De-Paula; Sat105 Fitzpatrick; Sat112 PARK; Sat114 ji; Sat134 Martinez-Salgado; Sat141 Saldaña; Sat155 moore

