QI2022 Will be a Virtual Only event. All times are CT (GMT -5:00).

Zoom Host Links for Presenters
Non-Presenter Attendee Hub

Presentation Instructions for the 18th International Congress of Qualitative Inquiry (QI2022)

- Be sure you are registered for QI2022. If you are not, registration can be accomplished here: https://icqi.org/registration/.
- All times in the program are US Central Time (CT).
- Make sure the latest version of Zoom is installed on your computer. Updates can be made from the software. If you do not have Zoom installed and you're in the US, please download Zoom here: https://zoom.us/download. If you're outside of the US, search "zoom download" in Google, and your country specific page should be in the results.
- Find your Panel ID Number for your session in the program: https://icqi.org/program/ . The Panel ID Numbers are typically the presentation date, followed by a serial number. For example, the first Wednesday panel is "5.18.001". Some Panel ID Numbers for specific SIGS use a different naming convention.
- 15 to 10 minutes before your presentation, go to the page: https://icqi.org/host-links/and click on the Zoom host link next to your Panel ID Number. If you're having trouble logging in, try logging out of your institutional Zoom account, then click the link again. Disconnecting from a VPN may also resolve the issue.
- Once you and the other presenters are in the Zoom session, decide upon who will act as the primary host. The primary host will be responsible for recording the session and must stay for the duration of the session to ensure the session remains active. There should be at least one co-host in the case that the host gets disconnected. Once there's a designated host and co-host, if desired, other presenters may wish to relinquish their host capabilities by clicking on the [. . .] button next to their name.
- **Hosts should record the session by clicking the Record button at the bottom of their screen and MUST enable the [CC] Live**

Transcript Button to make the sessions accessible. If any presenters wish to opt out of the recording, the host should pause the recording (instead of fully stopping the recording to ensure that there will be only one video file generated). Videos will be available approximately 90 minutes after the session has ended.

- Hosts have waiting room, muting, breakout room creation, and all the other host privileges as one would have in a typical Zoom session, except for polling. (Click here for more information: https://support.zoom.us/hc/en-us/articles/201362603-Host-and-co-host-controls-in-a-meeting)
- Hosts will end the session once the presentation is over. The session will not automatically end if presentations go over time.
- The Chat function is disabled so as not to distract the presenters. Please raise your hand for questions at the end of presentations.

Non-Presenting Attendee Instructions for the 18th International Congress of Qualitative Inquiry (QI2022)

Please note that if you are presenting at a session, you will need to use a Zoom Host Link for Presenters.

Please use the link below to attend sessions at the 18th International Congress of Qualitative Inquiry (QI2022). If you have paid to attend a Thursday Workshop or Workshops, you can use the link below to attend those also.

If you are attending a paid workshop, be sure to use the workshop specific link. The link begins with "Paid Wksp" followed by a number. The two generic morning or afternoon workshop links WILL NOT take you to a specific workshop.

The link below is ONLY for non-presenting, registered attendees or workshop attendees. If you are presenting, please use the host link page. You can find the host link URL in the front of the Congress program. Once you login, you will receive a verification code via email, text message, or both. The code will be active for 24 hours only.

Non-Presenting, Registered Attendees

If you click on the Join Session button and nothing appears, your browser may be using a pop-up blocker.

If nothing happens when you click the Join Session button, look to where the URL in your browser normally appears. If your browser tells you that a pop-up has been blocked, you can click on this message, and the link will typically open.

Paid Workshop Attendee Instructions for the 18th International Congress of Qualitative Inquiry (QI2022)

Please use the link below if you have paid to attend the optional Thursday Workshops (5/19/2022) at the 18th International Congress of Qualitative Inquiry (QI2022).

If you are attending a paid workshop, be sure to use the workshop specific link. The link begins with "Paid Wksp" followed by a number. The two generic morning or afternoon workshop links WILL NOT take you to a specific workshop.

The button below is ONLY for paying registered workshop attendees. Once you login, you will receive a verification code via email, text message, or both. The code will be active for 24 hours only.

Paid Registered Workshop Attendees

If you click on the Join Session button and nothing appears, your browser may be using a pop-up blocker.

If nothing happens when you click the Join Session button, look to where the URL in your browser normally appears. If your browser tells you that a pop-up has been blocked, you can click on this message, and the link will typically open.

Cvent Attendee Hub® Attendee Guide

Accessing the Virtual Event

When you are ready to access the event, go to:
https://cvent.me/D2LNwR
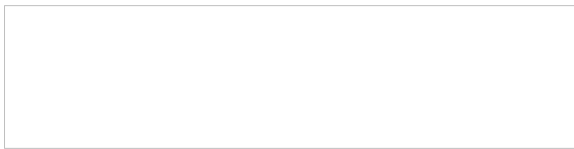
Logging In

After clicking the link to go to the virtual event, you will be prompted to log in. After entering your first name, last name, and email address, a verification code will be sent to your email and cell phone, if there's a phone number on file. Enter in the code to access the event.

Retrieving Your Verification Code

If you did not receive your verification code, please consider the following:

- Ensure you are entering the same email you registered with for the event.
- Check spam and junk folders for the email with the verification code.
- The email or text with the verification code should be triggered in less than a minute.
- If you still do not receive the verification code, contact the Event Planner.

Once you're logged in, you will stay logged into the event for 24 hours if you accept website cookies.

Navigating the Virtual Event

My Event Page

This is the homepage of the virtual event. You will be able to view live and upcoming sessions, featured sponsors or exhibitors, and basic event details.
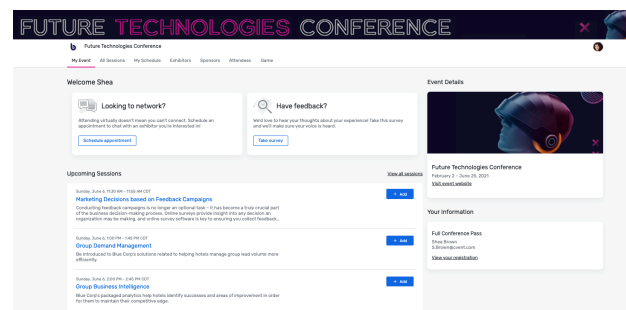
You can click into an individual session or exhibitor straight from this page. Additionally, you can access the event website by clicking the 'Visit event website' link.

You also can reference the Home Page Attendee Guide for more specific navigation.

All Sessions Page

This tab lists all the sessions you can attend in chronological order. The page will appear in the time zone of the event by default, but you can adjust the times to the time zone you are viewing in for ease of use.

Click on the session name to access the content of the session. You also can add or remove sessions from your personalized schedule on this page.

My Sessions Page

Here, you'll see your personalized schedule based on the sessions you are registered for. Join the sessions from this page by clicking the session name or the 'Join session' button. You can remove sessions from your schedule on this page if you no longer wish to attend.

Exhibitors Page

On this page, you can view all the exhibitors for the event. Click an exhibitor's name to access information about them and their virtual booth. Exhibitors are tagged based on whether they have a virtual meeting available for you to join or are an event sponsor.

All exhibitors are listed in alphabetical order but are searchable and can be filtered based on the type of exhibitor you'd like to view more information about.

Sponsors Page

This page lists all event sponsors at their specific tiers. You can also see if the individual sponsors have virtual meeting rooms. Click a sponsor's name to be taken to their page and access information about them.

Accessing a Session

When it is time for you to join a session, click the name of the session or the 'Join session' button to get to the session page.
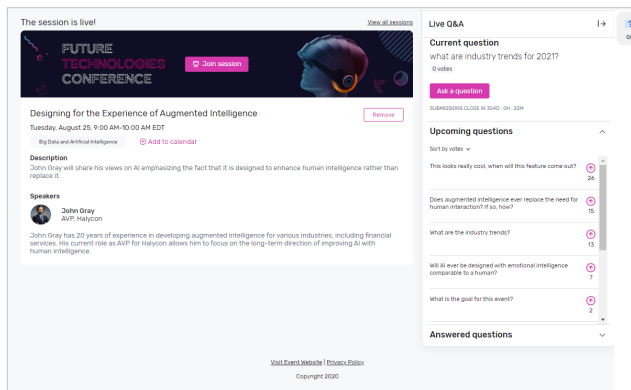
On the session page, you can view a description of the session, speaker details, and any session documents that were shared. If you are viewing the sessions before it begins, you can add that session to your personal calendar.

If the session is live, you can see all the questions being asked during that session.

When you are ready to join, select the 'Join Session' button, which will open the video player for you.

Asking a Question

If you are in a session that is accepting Q&A, select the 'Ask a question' button to open a text box. You can ask the question anonymously or include your name.
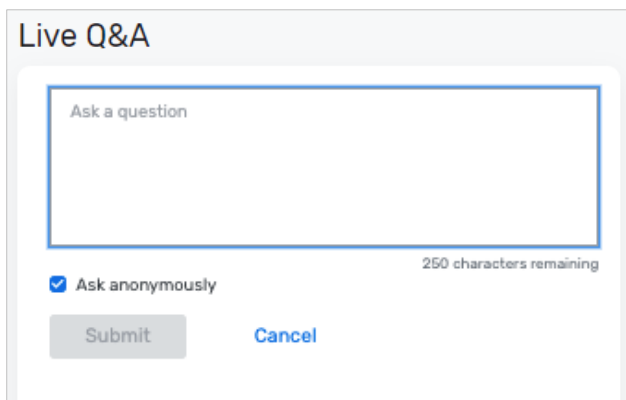
You also have the option to upvote other attendees' questions.
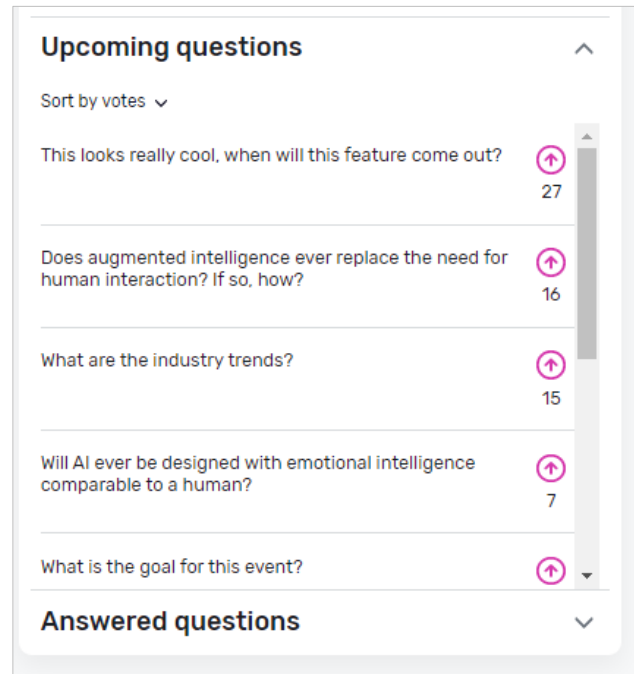
Joining a Session

Select the 'Join Now' button when you are ready to access the content. If the session is a livestream session, then a video will pop open and you will be able to view the content.
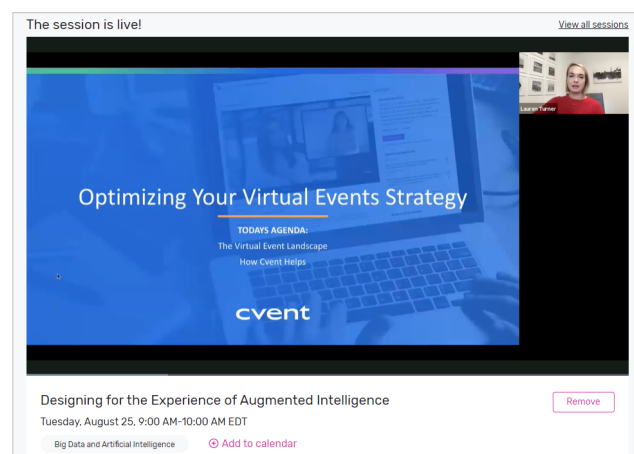
If you are viewing the session during the time it is aired, you can pause the content, but it will not hold your place. If you are watching a recording, you can pause and play the video like usual.

If the session is collaborative, the 'Join Now' button will prompt a Zoom window to open.
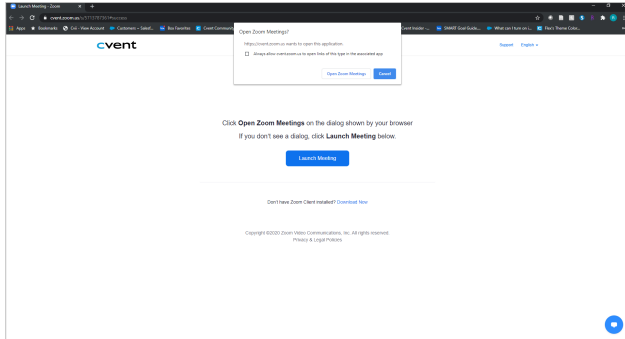
Select 'Open Zoom Meeting' or join via your browser. Reference the password field on the session page if prompted. This will open a Zoom meeting, where the host of the meeting will determine if you can unmute or turn your camera on.

EIGHTEENTH

Congress of Qualitative Inquiry

www.icqi.org

ESSENTIAL BOOKS FOR QUALITATIVE RESEARCHERS

Collaborative Qualitative Research

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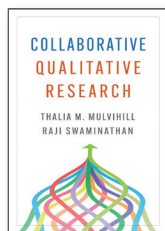
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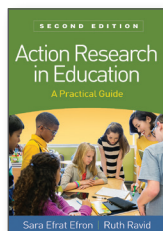
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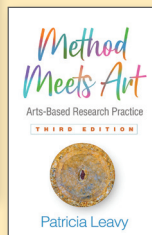
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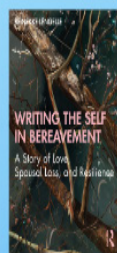
General information   3
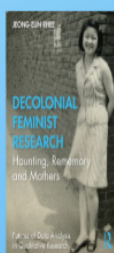
Welcome from the Directors

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).

The International Congress of Qualitative Inquiry condemns the Russian invasion of Ukraine and the tactics that Russia is using that are worsening the humanitarian crisis that has resulted from it.

We are committed to supporting the people of Ukraine, and in particular those in the education and research community whom we serve.

We also support those in Russia who have bravely denounced their government's actions, including many in the academic community.

1. Elder Joseph Naytowh 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.

2. 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 Eighteenth International Congress of Qualitative Inquiry. It is with deep regret and heavy hearts that we for the second year we will be moving from an in-person event to a virtual-only format. There are over 1200 presentations involving 1100 people this year.

The theme of 2022 Congress is Transformative Visions and Utopias of Hope in Qualitative Inquiry

As we prepare for the 2022 Congress, it is becoming ever more common to hear that 'the world' has turned multiple corners in the last year: COVID-19 vaccines are becoming increasingly available to the broader population; global economies are rebounding; a newfound sense of hope is slowly making its way into the popular vernacular.

And yet while the above may ring true in some quarters of the world, we cannot lose sight of the broader context in which the 2022 Congress will take place: not only will the social, cultural, political, and economic fallout from COVID-19 continue to impact all quarters of daily life (including the politicization of vaccines, mask wearing, and so forth), but so, too, will the following: the social justice struggles of BlackLivesMatter and #MeToo movements; growing violence against Asian American and Pacific Islander communities; rising authoritarianism and nationalist sentiment; settler colonialism; environmental crises; economic shocks to higher education; continuing public health crises; political assaults on science; the fracturing of communities.

In these uncertain times, the 2022 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 COVID 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.

The 2022 congress is committed to a politics of active and passive resistance, to non-violence, to bearing witness to injustice, to refusing to take no as an answer, refusing to be silenced, refusing to accept assaults on critical, interpretive inquiry, refusing to abandon the goal of social justice for all. It is committed to confronting structures of repression which keep people in marginalized states by repressing critical consciousness. The truth cannot be repressed. Justice will prevail. We call for a politics of hope, acts of activism, discourses of resistance which imagine the impossible.

We are global citizens trapped in a world we did not create, nor want any part of. The Covid-19 pandemic is still a reality that must be confronted. Our public institutions are under assault. Academics and pacifists critical of the public order are branded as traitors. The 2022 Congress offers scholars the opportunity to foreground, interrogate, imagine and engage new ways of a politics of resistance and critical qualitative inquiry in these troubling times.

Scholars 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.

Scholars from around the world have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to a global community in crisis. The Eighteenth 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 global uncertainty.

Yours Sincerely,
Norman K. Denzin, Emeritus Director
Michael D. Giardina, Director

General information   **5**

CONGRESS ORGANIZERS

The Eighteenth 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.

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Autoethnography: Stacy Holman-Jones
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, Mirka Koro,
Indigenous Inquiries Circle (IIC): Monty Montgomery, Rose Cameron, Kryssi Staikidis, Mere Skerrett, Roe Bubar, Damara Paris, Elizabeth Fast, Anjali Helferty, Craig Campbell, Jamie Singson, 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
Social Work: Jane Gilgun
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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

General information 7

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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

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Center for Interpretive and Qualitative Research - Duquesne University

Centre for Nursing and Midwifery Research - James Cook University, Australia

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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)

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Centro de Investigación e Intervención Psicosocial (CEINPSI) - Universidad de Tarapacá

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Department of Curriculum & Instruction - Adelphi University

Department of Media and Communication – Alpen Adria Universitaet Klagenfurt

Department of Social Work Education - California State University Fresno

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Department of Speech Communication - Southern Illinois University

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Education and Social Research Institute - Manchester Metropolitan University

Educational Research and Evaluation Program – Virginia Polytechnic Institute and State University

Faculty of Education - University of Auckland

Faculty of Education - University of Plymouth

Florida International University

Georgia Southern University

Grupo De Investigación Aire Libre fundación Universitaria Del Área Andina

Grupo de investigación cualitativa, performatividad y psicología narrativa - Universidad Santo Tomás

Grupo de Investigación e Innovación en Educación - University of A Coruna

Grupo Interdisciplinario de Investigación Cuatativa - University de Antioquia, Universidad Pontificia Bolivariana and Universidad San Buenaventura

Hugh Downs School of Human Communication - Arizona State University

Institute of Applied Social Research - University of Bedfordshire, UK

Institute of Hygiene and Tropical Medicine - Universidade Nova De Lisboa

Institute of Media and Communications - Klagenfurt University, Austria

Instituto de Educación - Universidad Militar Nueva Granada

Institutum Studiorum Humanitatis Ljubljana Graduate School of the Humanities

International Association of Educators (INASED)

International Institute for Qualitative Methodology - University of Alberta

International Journal of Progressive Education (IJPE)

International Qualitative Research Collaboration - The University of Melbourne

Interpretive and Qualitative Research at Carlow (IQ@ Carlow) - Carlow University

Lenticular Futures - www.lenticularfutures.com

Literacies in Second Languages Project (LSLP) - Universidad Pontificia Bolivariana, Sede Central Medellín

Literacy Inquiry Networking Communities - Pepperdine University &Seaver College

Liverpool John Moores University, CERES (Center for Research in Education)

McGill Qualitative Health Research Group - McGill University Canada

Mediterranean Institute of Qualitative Inquiry - University of Malta

Merlien Institute - Singapore

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

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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

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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

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

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2022 Congress Award Winners
2022 Illinois Distinguished Qualitative Dissertation Award

Eperimental:

Winner: Maya Lefkowich, *Disruptive Stories and Cautionary Tales: An Anti-Oppressive Autoethnography on Digital Storytelling*

Honorable Mention: Matthew Adamson, *Bodies at play: On the ludic dimensions of human embodiment*

Traditional:

Winner: Penelope Sanz, *Mining in Other People's Land: The Unintended Consequences of Mineral Liberalization in Subanon Land in Mindanao, Philippines*

Honorable Mention: Doo Jae Park, *Worlding Through Popular Culture: Sport as a Race/Ethno Making Project in Korean America*

2022 Outstanding Qualitative Book Award

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.

2022 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

Tami Spry

2022 Special Career Award

C. Darius Stonebanks

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

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

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 Badiee, University of
Nebraska

Honorable Mention: Mara Casey Tieken, Harvard University

Experimental: Hilary Hughes-Decatur, University of Georgia

Honorable Mention: Susan Naomi Nordstrom, University of Georgia

2013

Traditional: Ellen Block, University of Michigan

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

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

2014

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

Honorable Mentions: Brenda McPhail, University of Toronto

Experimental: Geo Takach, University of Calgary

Honorable Mention: Elizabeth Cone, Columbia University

2015

Traditional: Chaunetta Jones, Rutgers University

Experimental: Graham Lea, University of British Columbia

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

Western Sydney

2016

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

Honorable Mention: Amanda Tachine, Arizona State University

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

2017

Traditional: Erin Parke, University of South Florida.

Shuning Liu, University of Wisconsin, Madison.

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

2018

Traditional: Jennifer James

Experimental: Nancy Emilce Carvajal Medina

2019

Traditional: Pengfei Zhao

Traditional, Honorable Mention: Brynn Adamson

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

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 Alvardo

Landmark Achievement Award

2019

Howard S. Becker

2020

Stacy Holman Jones & Cesar Cisneros Puebla

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

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 Americ*a. 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) P*laying 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 Sojurn*. 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.

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Honorable Mention:

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

2018

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

Honorable mention:

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

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

2019

Co-Winners:

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

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

Honorable mention:

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

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

2020

Winner:

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

Honarable 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.

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. 'FazendoGénero no Recreio. A negociaçao do género-emespaço escolar (Making Gender at playtime. Negotiating gender in school space.) Lisboa: Imprensa de CiênciasSociais, 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

Eighteenth International Congress of Qualitative Inquiry

18–22 May 2022

Transformative Visions and Utopias of Hope in Qualitative Inquiry

The theme of the 2022 Congress (May 18-22) is Transformative Visions and Utopias of Hope in Qualitative Inquiry.

As we write this in April 2021, it is becoming ever more common to hear that we have turned multiple corners: the Trump presidency is over; COVID-19 vaccines are becoming increasingly available to the broader population; global economies are rebounding; a new-found sense of hope is slowly making its way into the popular vernacular.

And yet while the above may ring true, we cannot lose sight of the broader context in which the 2022 Congress will take place: not only will the social, cultural, political, and economic fallout from COVID-19 continue to impact all quarters of daily life, but consider the following: the social justice struggles of BlackLivesMatter and #MeToo movements; growing violence against Asian American and Pacific Islander communities; rising authoritarianism and nationalist sentiment; settler colonialism; environmental crises; economic shocks to higher education; continuing public health crises; political assaults on science; the fracturing of communities.

In these uncertain times, the 2022 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.

Our keynote speakers in 2022 will be Kakali Bhattacharya and Patrick Lewis. We anticipate circulating a Call for Papers in September 2021. More information will be available on the Congress website http://icqi.org

Norman K. Denzin, Emeritus Director
Michael D. Giardina, Director

Kakali Bhattacharya, University of Florida

Absurd hopescapes: Flipping the script through* justice oriented qualitative research

Being engaged in justice oriented qualitative research, I have learned that oppressive forces enact draining and killing of spirits and hopes. Such draining compromises resistance to local, national, and global oppressive forces and creates battle-fatigue amongst those who are regularly at the receiving end of multiple forms of oppression. Using critical historicity, in this talk, I trace how absurdity has functioned as a resistant apparatus to dismantle normalization of multiple forms of oppression. Specifically, I share how I use absurdity as inquiry, interrogative and analytic device, and a form of representation to create hopescapes within the terrain of justice-oriented qualitative research. I posit that absurdity can work as a dismantling tool as well as a generative device for hope. Absurdity, as an introspective tool, helps recognize what is being lost when all of our energies are invested in the oppressor/oppressed binary relationship, creature erasure of other nurturing and spirit-fulfilling relationships and practices. Thus, employing flipping the script is one method of engaging in absurdity, while expanding the terrain of possibilities for qualitative research that were previously unimaginable or unknown.

KB.20.001 *Keynote Reflections: A dialogue with Kakali Bhattacharya*

Patrick J. Lewis, University of Regina, Canada

Pandora's Box: Revisiting notions of hope through story

Story is so intrinsically entwined with our day-to-day lives, and so abundant that we often pay little attention to its significance with being human. Story is so often shot through with the possibilities and potentialities of the human condition. Narrative imagination plays an integral role in creating reality, in creating the world. It is safe to say that story is one of the principal modes of human meaning making; it is through story that we learn the world and it is through the world that we learn stories. Hope tends to be rather conspicuous in many stories, in fact it is often one of the drivers of the plot of stories. Interestingly, hope tends to figure prominently in a great deal of Qualitative Inquiry work despite the ongoing narrative of living in "these uncertain times", these "challenging times" or "these demanding times". But how or what do stories of hope do in these times, in this time, or any time? Through story itself this presentation explores if stories can upend Nietzsche's rejection of hope and nurture transformative change. While we often see stories as containing lessons or teachings through fostering social cooperation, teaching social norms, and empathy, stories are so much more, they just don't embody knowledge, they are knowledge. Perhaps there are some stories for these times.

Wednesday

ADISP: Inauguración, bienvenida y primer panel: PANEL ADISP El Otro/estado de excepción La ICC ante el estado de excepción y la resitencia en 2020-2021.
5.18.001 Reflexiones desde Latinoamérica y ESPAÑA.

7:00-8:30

Chair: Consuelo Chapela
Carolina Martínez, Magdalena Suárez, Aitor Gómez, Consuelo Chapela, and Pamela Zapata-Sepúlveda, Universidad de Tarapacá

5.18.002 Poster Session: Interview Research

9:00-10:30

Chair:

Community-Based Instruction Interview Protocol , *Elizabeth Beggs, Illinois State University, and Sarah Ballard, Illinois State University*

The Role of Attachment Style in Diabetes Management among College Students with Type One Diabetes, *Jeanna M. Campbell, School of Social Work at University of Illinois, Urbana-Champaign, and Teresa Ostler, University of Illinois at Urbana-Champaign*

How Healthcare is Failing Immigrants, *Monica Yost, Slippery Rock University*

How We Believe, So We guide: How Leadership of Administrators Impacts Teachers, *Kyoung Jin Kim, University of North Texas, Minkyung Han, Daegu University, and Ji-Hyang Sohn, Daegu University*

Exploring Experiences of Roller Derby Players Focusing on Sense of Community, *Mina Woo, University of Illinois Urbana-Champaign, Incheol Jang, University of Illinois at Urbana-Champaign, Guangzhou Chen, University of Illinois at Urbana-Champaign, Toni Liechty, University of Illinois at Urbana-Champaign, and Andrew Kerins, Eastern Illinois University*

Women's Metaphors and Uncertainty Management Regarding BRCA Genetic Testing, *Summer Carnett Martin, California State University, Fullerton, Allison M. Scott, University of Kentucky, and Anne M. Stone, Rollins College*

9:00-10:30

Chair: KASSANDRA Maria de Araújo MORAIS Universidade de Fortaleza

Estudo sobre os sintomas relacionados à "COVID Longa" em trabalhadores de um estado brasileiro, *KASSANDRA Maria de Araújo MORAIS, Universidade de Fortaleza, Aline Veras Morais Brilhante, Ana Patrícia de Aragão, and Karla Rolim*

Experiencias de personas con ERC, en torno a la atención a su padecimiento durante la pandemia del COVID-19 , *Eduardo Hernandez-Ibarra, Universidad Autónoma de San Luis Potosí, Mariana Sánchez-Montoya, Universidad Autónoma de San Luis Potosí, and Yesica Yolanda Rangel, Universidad Autónoma de San Luis Potosí*

La investigación cualitativa en el campo de la Salud Sexual y Reproductiva: algunas reflexiones , *Addis Abeba Salinas-Urbina, Universidad Autónoma Metropolitana Xochimilco, México*

Analyzing Women´s Critical Experiences with Pap Test for the improvement of 'Citobot': A Systematic Review and Qualitative Meta-Synthesis, *Marcela Arrivillaga, Pontificia Universidad Javeriana Cali, Colombia, Paula C. Bermúdez, Pontificia Universidad Javeriana Cali, Colombia, Merida Rodríguez, Pontificia Universidad Javeriana Cali, Colombia, Juan Pablo García-Cifuentes, Pontificia Universidad Javeriana Cali, Colombia, Hernán Dario Vargas-Cardona, Pontificia Universidad Javeriana Cali, Colombia, and Andres Jaramillo-Botero, Pontificia Universidad Javeriana Cali, Colombia*

Vivencias desde las Artes Plásticas y el Arteterapia en Procesos Formativos de Personas con Discapacidad., *Juan Manuel Benavides Riveros, Universidad de Baja California*

REPRESENTACIONES SOCIALES DE LA COVID-19 DE JÓVENES MENORES DE 20 AÑOS EN LA PRIMERA FASE DE LA PANDEMIA, *Teresa Margarita Torres, Universidad de Guadalajara, Juana Imelda Herrera-Pérez, Universidad de Guadalajara, and Antonio De Jesus De la Cruz-Villarreal, Universidad de Guadalajara*

5.18.004 ADISP: Estudios narrativos y de género

9:00-10:30

Chair: Mitzi Duboy Núcleo de Investigación Sobre las Profesiones - Pontificia Universidad Católica de Valparaíso

IMAGINARIOS SOCIALES DE MIGRANTES: TRAYECTORIAS Y PERCEPCIONES DEL LUGAR DE TRANSITO-DESTINO EN LA NARRATIVA DE LOS SUJETOS, *OSCAR GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS, ALBERTO JORGE FONG, UNIVERSIDAD AUTONOMA DE BAJA CALIFORNIA, and VANINA HERRERA, UNIVERSIDAD AUTONOMA DE CHIAPAS*

El Cuidado en la Pareja como Clave para Combatir la Violencia de Género , *M. Marielle Figueroa Chavarria, Universidad de Guanajuato, and María Gabriela Luna Lara, Universidad de Guanajuato*

Corpos, Textos-Fragmentos... Narrativas em Composições , *Laura Iumi Nobre Ota, University of São Paulo, Nataly de Oliveira Sousa, University of São Paulo, and Yara Maria de Carvalho, University of São Paulo*

Retos subjetivos que emergen en la implementación de un enfoque de diversidades de géneros en modelos inclusivos desarrollados en instituciones educativas formales e informales, *Olga Lucia Olga Lucia Obando Obando Salazar, Universidad del Valle*

Re-configuración del trabajo de intervención social en violencia de género en la Región de Valparaíso, *Mitzi Duboy, Núcleo de Investigación Sobre las Profesiones - Pontificia Universidad Católica de Valparaíso, and Christian Arriagada, Núcleo de Investigación Sobre las Profesiones - Pontificia Universidad Católica de Valparaíso*

5.18.006 Poster Session: Education and Technology

11:00-12:30

Chair:

The Ways of Increasing User Interaction in Online Learning, *Ahreum Ju, City University of Seattle*

Understanding the Experiences of Writing with Background Music: An Interpretative Phenomenological Analysis, *Junrong Lu, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Learning through Design: The Use of Digital Tools to Investigate Teachers' Use of TikTok , *Stefanie L. McKoy, University of Arkansas*

Developing a Participatory Grounded Theory Design Through Photovoice, *Lorien S. Jordan, University of Arkansas*

Cyber harassment and turnover intention in the workplace, *Boreum Ju, Slippery Rock University of Pennsylvania*

The Direction of Cyber Security Education , *Ahreum Ju, City University of Seattle*

5.18.007 ADISP: Educación

11:00-12:30

Chair: Kevin Donley University of Oregon

ICC and culture related issues in Language Teacher Education: Literature Review of the Last Decade in Colombia, *Alexánder Ramírez Espinosa, Universidad del Valle*

El translenguaje como pedagogía crítica en la educación primaria bilingüe , *Kevin Donley, University of Oregon*

Intersectional View of Socially Disadvantaged Science, Technology, Engineering, Arts and Math Students , *Rodolfo Jimenez, Universidad Juárez Autónoma de Tabasco, Deneb Elí Elí Magaña-Medina, Universidad Juárez Autónoma de Tabasco, and Edith J. Cisneros-Cohernour, Universidad Autónoma de Yucatán*

"Nos ayudabamos y fue excelente el trabajo que hicimos" – La Evaluación con Métodos Mixtos del Programa LIFE en El Salvador , *Christine Schmalenbach, Hamburg, Harold Alejandro Monterrosa, Nehemiah International, and Ana Regina Cabrera, Nehemiah International University*

Epistemologías latinoamericanas: el ser comunitario en el espacio geográfico. Aportes a las metodologías críticas., *Rebeca Consejo, The University of Auckland*

5.18.008 ADISP: Miscelaneo

11:00-12:30

Chair: Gabriela Rubilar Universidad de Chile

Nos ayudabamos y fue excelente el trabajo que hicimos" – La Evaluación con Métodos Mixtos del Programa LIFE en El Salvador , *Harold Alejandro Monterrosa, Nehemiah International, Christine Schmalenbach, Hamburg University, and Ana Regina Cabrera, Nehemiah International University*

Tránsitos, liminalidad y conexiones íntimas: Quehacer etnográfico de las acciones colectivas de trabajadoras sexuales, *jacqueline espinoza ibacache, Universidad de Chile, and Lupicinio Íñiguez, Universidad Autónoma de Barcelona*

Biografía e Ilustracion_ analisis de trayectorias biograficas e interpretacion grafica, *Gabriela Rubilar, Universidad de Chile*

El trabajo de campo con familiares de desaparecidos en México, *Thomas Aureliani, University of Milan*

Applications of the BEI critical incident interview in the organizational environment, *Jeisson Tobias Tobias Rengifo, Universidad Nacional Abierta y a Distancia*

5.18.010 Poster Session: Directions in Research

13:00-14:30

Chair:

Metamorphosis of the Play Keepers: Engaging in Arts-Based Research With Two First Year Preschool Teachers, *Lisa Dianna Wood, Indiana University, Bloomington*

[E]motion: An Allowance of Artistic Advancement, *Michelle Lynn Knaier, Purdue University*

The Only Constant is Change and the Only Community is on a Computer: A Multi-Cohort Diary Study of University Seniors' Experiences of Dramatic Lifestyle Changes and Social Distancing Practices During by the Covid-19 Pandemic , *Lauri L. Hyers, WCU, Meg Hoffer-Collins, WCU, Jaycie Clerico, WCU, and Amanda Evans, WCU*

Windswept: The best kind of overwhelmed, *Steph Dean, George Mason University*

Enhancing Knowledge through Engagement: Participation in an Unpaid Survey-Based Health Research, *Eleanor J. Junkins, University of Illinois at Urbana-Champaign, Katharine M. N. Lee, Washington University in St. Louis, and Kathryn B. H. Clancy, University of Illinois at Urbana-Champaign*

Reenchant: Taking the Territory of Theobroma Cocoa , *Rodolfo Jimenez, Universidad Juárez Autónoma de Tabasco*

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 Súarez Ortega, Universidad de Sevilla, María Fe Sánchez-García, UNED, Madrid, Ana Fernández-García, UNED, Madrid, and María Inés García-Ripa, Universidad Católica Argentina*

5.18.011 Poster Session: Support, Loss, and Hope

13:00-14:30

Chair:

Autoethnography: Exiting the Spiral, *Robert Goril, Penn State Altoona*

Autoethnography: The Rollercoaster of Resilience in the Face of Emotional Fallout, Migration, & Uncertainty , *Aubrie Luna, Penn State*

Losing our professor: Student's experience of sudden, unexpected loss, *Felisha Lynn Younkin, Cedarville University, Betsy Linnell, Cedarville University, Charis Chen, Cedarville University, Margaret Judge, Cedarville University, Megan Maccariella, Cedarville University, Haven Sidell, Cedarville University, and Katelyn Case, Cedarville University*

"Is that enough?" Reflections on conducting Qualitative Interviewing with Social Workers and other Front-line workers within a Hospital Covid-19 Pandemic Outbreak, *Claire McMenemy, Carleton University/St. Vincent Hospital*

Análise de resultados de políticas de prevenção ao suicídio em uma metrópole brasileira, *KASSANDRA Maria de Araújo MORAIS, Universidade de Fortaleza, Lucas Oliveira, Livia Fontenele, Lilia Oliveira, Livia Gurgel, and Aline Veras Morais Brilhante*

Conceptualizing Hope: The Expanded Hope Theory Model, *Chasity D Tompkins, University of Georgia*

5.18.012 ADISP: Procesos políticos

13:00-14:30

Chair: aitor.gomez@urv.cat gomez Universitat Rovira i Virgili

"Reinventar el poder: un caso de liderazgo participativo en Salto Uruguay.", *Alejandro no hay Noboa, Universidad de la República, Uruguay*

Imposiciones, disputas y resignificaciones en torno a la comunidad en las políticas de desarrollo social. Un análisis a partir del caso del Centro Integrador Comunitario de la ciudad de Concordia, Entre Ríos, *Leonel Del Prado, UDELAR*

Analysis of the Hypermediations that Transit in the Diffusion and Construction of the Political Message of the Indigenous Movement of Ecuador, *Paola Lourdes Ulloa, Espol Polytechnic University*

NET4IMPACT: Red de investigación en Impacto Social de la ciencia, *aitor. gomez@urv.cat gomez, Universitat Rovira i Virgili*

Investigación-acción participativa, comunidades educadoras y esperanza en un mundo acechado por distopías, *Juan Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

INVESTIGACIÓN CUALITATIVA CRÍTICA Y PAULO FREIRE 5.18.013 (A 100 AÑOS DE SU NACIMIENTO). Part I

13:00-14:30

Chair: Marilia Velardi Universidad de Sao Paulo Brasil

Presentan: Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco; Carolina Martínez-Salgado, Universidad Autónoma Metropolitana-Xochimilco, México; Fernando Peñaranda,Universidad de Antioquia,Colombia; Pamela Zapata-Sepúlveda, Universidad de Tarapacá; Marilia Velardi, Universidad de Sao Paulo, Brasil,

5.18.015 Poster Session: Research in Education

15:00-16:30

Chair:

Qualitative Evaluation of a Faculty and Staff Training Program on Student Mental Health, *Kathryn Lorette Rhoades, University of Illinois at Urbana-Champaign*

Appreciative Frameworks for Student Success in Accounting, *Dan W Royer, Ball State University, Katharine Herbert, and Ann Reichle*

Mobilizing Hope in Schools with the Strength, Hope and Resourcefulness Program for Student Mental Health (SHARP-SMH): A Case of Integrated Knowledge Mobilization in Qualitative Research , *Rebecca Hudson Breen, University of Alberta, Denise Larsen, University of Alberta, Chelsea Hobbs, University of Alberta, Kenneth Murdoch, University of Alberta, Cass Thorpe, University of Alberta, Jiwon Lee, University of Alberta, Amy Badger, Natalie Kuhn, Averi Iwaniuk, and Kate Holmlund*

Teaming Up to Tackle Mental Health Stigma: Engaging College Students in Creative Qualitative Methodologies and Partnerships , *Rooshey Hasnain, University of Illinois Chicago, Tuyen Thi Thanh Bui, University of Illinois School of Social Work, and Meera Kumar, University of Illinois Chicago*

A Phenomenological Approach: Understanding Black University Students Holistic Wellness Experiences and Needs, *Nina Johnson, Indiana University School of Social Work*

The African American experience of having a sibling with Autism , *Shakira Cohen, North Carolina A&T State University*

5.18.016 ADISP: Educación y culturas

15:00-16:30

Chair: Roger Jesús J. González González Universidad Autónoma de Yucatán

LA ENSEÑANZA DE LA CULTURA E IMAGINARIOS SOCIALES DE PROFESORES DE LENGUAS EXTRANJERAS: VINCULOS CON SU PRACTICA DOCENTE, *OSCAR GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS, ANA MARÍA DOMINGUEZ, UNIVERSIDAD AUTONOMA DE CHIAPAS, and MONICA MIRANDA, UNIVERSIDAD AUTONOMA DE CHIAPAS*

Experiencias y retos de jóvenes indígenas en la educación superior: el caso de un Instituto Tecnológico en la zona maya de México, *Roger Jesús J. González González, Universidad Autónoma de Yucatán, and Edith J. Cisneros-Cohernour, Universidad Autónoma de Yucatán*

25 Años de Investigación Cualitativa desde la Diversidad , *Belén Ballesteros Velázquez, UNED, Guiomar Merodio, UNED, Beatriz Malik Liévano, UNED, Teresa M. Aguado Odina, UNED, Margarita del Olmo Pintado, CSIC, and Claudia M. Alonso Suárez*

LA EDUCACIÓN INTERCULTURAL: REPRESENTACIONES DE PROFESORES EN FORMACIÓN Y SUS VÍNCULOS CON SU PRÁCTICA DOCENTE., *OSCAR GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS, and JUAN JOSÉ LEIVA, UNIVERSIDAD DE MÁLAGA*

Evaluación Cualitativa de la educación ambiental usando un enfoque de empoderamiento: estudio de caso en el sureste de México, *Edith J. Cisneros-Cohernour, Universidad Autónoma de Yucatán, and Karla Egle Atoche-Rodríguez, Universidad de País Vasco*

ADISP: La investigación cualitativa crítica como metodología para abordar problemáticas de género desde la academia

5.18.017

15:00-16:30

Chair: Addis Abeba Salinas-Urbina
Gabriela Larraguivel Sousa, Magdalena Súarez Ortega, Pamela Zapata-Sepúlveda, Elizabeth Aguirre Armendáriz, and Fabiola García

5.18.019 Poster Session: Educational Studies

18:00-19:30

Chair:

A Qualitative Study on Iranian Educational System During COVID-19 Pandemic, *Marzieh Ebrahimi Ebrahimi, Kansas University*

Exploring Pre-Service Teachers Emerging Professional Identity Using I-Poems, *Maaly Younis, School of Psychological Sciences, University of Northern Colorado, Cassendra Bergstrom, School of Psychological Sciences,University of Northern Colorado, and Kevin Pugh, School of Psychological Sciences,University of Northern Colorado*

Preparing Pre-service Teachers in Qualitative Interviewing to Design Culturally Responsive and Socially Valid Interventions, *Sarah Ballard, Illinois State University, and Kim Patton, Illinois State University*

Supporting STEM Teachers for Success, *Holly Anthony, Tennessee Technological University, and Stephen Robinson, Tennessee Tech University*

Suggestions for Promising Practices Black Autistic Children and their Families Post-Pandemic , *Kanwardeep Singh, and Elizabeth Morgan*

Special Education Teachers' Experiences of Dealing with Sexual Behavior Problems among Female Students with Intellectual Disabilities: A Phenomenological Study, *Huda Alzahrani, King Khalid University*

I Start with Autoethnography: Conversations with my Gifted Child , *Keishana Barnes, University of Memphis*

5.18.020 Poster Session: Lived Experiences

18:00-19:30

Chair:

The Ongoing Experience: An Autoethnography on Coming Out, *Jenna Cumming, Penn State Altoona*

Between Here and There: Exploring International Education in the Era of Covid-19 through Short-term Study Abroad, *Juhee Judy Kim, Yonsei University*

Professional Appearance(s): Uniformity in Employer Dress-Codes and the Not-So Uniform Workforce, *Lauri L. Hyers, WCU, Justin Schwoerer, WCU, Zaire Cuspud, WCU, Andrew Stanislawczyk, WCU, Bailey McManus, WCU, and Brenna Kiley, WCU*

Challenges of conducting qualitative research in the Context of COVID-19 in Chile, *Patricia Galvez, Universidad de Chile, Carla Cuevas, Ignacia Navarrete, and Valentina Vergara*

An Exploratory Study on the Role of Spiritual Diversity in Social Work, *PIOUS MALLIAR BELLIAN, Indiana University School of Social Work*

Be Mindful with Breathing! An Autoethnography on the Self-Mothering Experience during the Covid-19 Pandemic, *Jeongone Hannah Seo, Sungkyunkwan University*

The Impact of Democracy on Health Outcomes in COVID-19: A Qualitative Systematic Review , *LAN YAO, University of Tennessee Health Science Center, and J Carolyn Graff, University of Tennessee Health Science Center*

5.18.021 ADISP: Autoetnografía

18:00-19:30

Chair: silvia M. benard Universidad Autonoma de Aguascalientes

La experiencia de apoyar familias de recién nacidos con Síndrome de Down: un acercamiento desde la autoetnografía , *LUIS Alexander LOVERA, universidad del valle*

Autoetnografía en español: estrategias para su proceso de construcción , *silvia M. benard, Universidad Autonoma de Aguascalientes, and Elda Monetti, Universidad Nacional del Sur*

Autoetnografía y arte: alternativas frente a la deificación de la investigación basada en evidencias, *Juan Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

Reflexiones sobre la creacion de una autoetnografia, una rememoranza para tiempos dificiles, *Romelia Rodriguez, The University of Texas at El Paso*

Estudiar género y academia en tiempos de pandemia, *Pamela Zapata Sepúlveda, Universidad de Tarapacá, Mirliana Ramírez-Pereira, Universidad de Chile, and Magdalena Súarez Ortega, Universidad de Sevilla*

¿Ciencia=ideologia÷opresion-liberacion?: ¿narrativas únicas=/≠libertad?... quiero pensarsentir-sentirpensar, hablar, aunque no sea verdad; testimonio autoetnografiado , *Elizabeth Aguirre-Armendáriz, Universidad Autonoma de Ciudad Juarez*

ADISP: Taller: Explorando caminos a la investigación
5.18.022 cualitativa crítica: Arte, poesía y narrativas
18:00-19:30

Chair: Luis Felipe González and Eva Marxen

5.18.023 ADISP: Asamblea
19:30-20:30

Arts-Based Research (ABR) Special Interest Group (SIG)

Wednesday, May 18 – Saturday, May 21, 2022

As part of the International Congress of Qualitative Inquiry (ICQI), Arts-Based Research (ABR) events will take place as a Special Interest Group (SIG) throughout the conference.

The ABR SIG events include and welcome you to: (a) attend the entire Wednesday ABR SIG Pre-Conference Symposium, (b) register for Thursday Workshops that relate to Arts-Based Research, and (c) and/or attend ICQI Friday/Saturday plenary, panel and individual paper sessions sponsored by the SIG.

Introduction and Background

Arts-based research is based upon the premise of utilizing various forms of artistic practice as a primary means of investigating and understanding human experience, extending to more materially sensitive, discursive, and intuitive ways of knowing. Grounded in a worldview of pluralistic ontologies and dialectic aesthetic epistemologies, ABR seeks to disrupt usual binaries such as thought and sense, mind and matter, the human and the inhuman, space and time resulting in new intersubjective and social constructions. Through provocation and contested interactions that result in startling crystallizations, permutations, and mutations, ABR invites exploration of multi-dimensional human sensory, emotional, and embodied phenomena otherwise inexpressible and out of reach through formal, academic, explanatory analysis. ABR also transcends disciplinary boundaries and is intended to therefore have applications across multiple domains and impact global socio-cultural and socio-political arenas. While the potential contributions of ABR are vast, the pragmatic issues of methodology, translation, evaluation, credibility, ethics, and, in some cases dissemination, require ongoing productive and creative discourse.

To cultivate this trans-disciplinary discourse during the 2022 ICQI confer-

ence, the ABR SIG envisions a series of activities:

- **Pre-Conference Symposium:** On Wednesday, May 18, 2022 we will once again convene a full day symposium led by experts and engaging participants in addressing current issues in ABR using interactive forms of inquiry, expression, and performance. All are welcome!
- **Workshops**: On Thursday, May 19, 2022 there will be a series of workshops with scholars whose practice relates to or influences ABR. You will need to register for the workshops.
- **Conference Panels and Individual Paper Presentations:** On Friday May 20 and Saturday, May 21, 2022 more traditional panel and paper presentation sessions about diverse topics in ABR will be presented as part of the general program. Formats for sessions will include roundtables, conversation/performative pieces, and panel presentations that address troubling topics or provocations central to the development and articulation of arts-based philosophies, theories, and methods.

Provocations that will guide the ABR SIG program include:

- **Re-visiting definitions of Arts-Based Research**–How would you characterize arts-based research? What is arts-based research and what is it not?
- **Constructing and characterizing worldviews** implicit in arts-based research. How do we conceptualize and articulate the onto-epistemology of ABR? How do these perspectives guide the identification of ABR problems, questions, and strategies? How do socio-political contexts contribute to how we construct these worldviews, form our questions, and formulate our investigative and disseminative strategies to effect socio-political resistance and change?
- **The problem and the question.** What are the unaddressed research problems and social issues that might require arts-based research approaches?
- **Methodological dilemma.** How do we maintain the onto-epistemological integrity of the arts-based worldviews while developing systematic inquiry?
  - How do new ABR methodologies facilitate the addressing of new research questions?
  - What arts-based investigative practices have you applied to your own research?
  - What is the level of arts-based skill required to conduct arts-based research?

- What are some unnamed methodologies for conducting social research that can be extrapolated from your explorations as an arts-based researcher?
- **Advancement of knowledge**. What implications might arts-based research have for yours and related fields in advancing knowledge? How might arts-based research practices from other fields influence your work?
- **Social justice, dissemination, and global impact**. What are examples of critical-activist arts-based research outcomes serving as models of social justice and public engagement—whether rethinking global and intellectual contexts, critiquing contemporary events, problematizing norms, or contesting ideologies?
- **Evaluation and credibility**. What are current methods for evaluating the authenticity, credibility, and aesthetic power of arts based research projects?
- **Ethical issues and responsibilities**. As an arts-based researcher what are some of the challenges for authenticity and credibility that we face? What is our moral and ethical responsibility?

We welcome additional topics that interested participants may want to suggest.

ABR SIG ICQI CONFERENCE PROGRAM

PRE-CONFERENCE ABR SIG SYMPOSIUM

Wednesday May 18, 2022

9:00am-4:00pm

Preconference Symposium: Conversations and Constructions the Politics of Resistance
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

ABR.18.001: 9:00-9:15   Welcome and Introductions: Nancy Gerber and Amber Ward

ABR.18.002: 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.

Breakout groups:

- ABR.18.003: Group 1: Jacelyn Biondo: *From Conceptualization to Data Analysis: Artistic Inquiry as a Multidimensional Process*
- ABR.18.004: Group 2: Michael Viega: *Ambient Listening: Creating Sonic Images in Arts-Based Research*
- ABR.18.005: Group 3: Charles Vanover & Trace Taylor: *Blow the Emergency Hatch: A Safe Story of COVID-19 Pandemic*
- ABR.18.006: Group 4: Dafna Moriya: *Creating a Circle as a Laboratory for the Exploration of Practical, Ethical and Theoretical Issues in Arts-Based Research*
- ABR.18.007: Group 5: Sarah Travis: *Personal Objects as Provocations for Arts-Based Inquiry*

Select groups prior to break.

Break

ABR.18.008 through ABR.18.018: **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.

ABR.18.019: 12:15-1:14 Lunch

ABR.18.020: 1:30-3:15 Afternoon Presentations

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

Break

ABR.18.021: 3:30-4:00 Wrap-up

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

11th Annual Indigenous Inquiries Circle Pre-conference

Stories from the Land

May 18th 2022

*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.*
The Indigenous Inquiries Pre-conference is Virtual via Zoom this year

**Registration is Free for the IIC pre-conference
To register for the pre-conference please go to:
https://uregina-ca.zoom.us/meeting/register/tJUrd-yrpz8tHdQyvAoX-
MhUQsaUdhC-i0Xpe**

**Sketch of the afternoons/evenings/nights/mornings
May 18th**
**12:00 pm Hawaii, 2:00 p.m. PT, 3:00 p.m. MT, 4:00 p.m. CT, 5:00 p.m.
ET,
10:00 p.m. UK, 12:00 a.m. FIN, 9:00 a.m. NZ, 7:00 a.m. Sydney AU**

Opening Circle with Knowledge Keeper Joseph Naytowhow

akinoomaagan
ᐅᑳᐃᐧᒫᐊᐧᑭᕀ okâwimâwaskiy
(Land based teaching and learning)
with
**Dr. Anna-Leah King and Knowledge Keeper
Joseph Naytowhow**

Emerging Voices in Indigenous Research and Indigenous Communities:

Indigenous Inquiries Circle Awards Presentation

Sharing of Songs, Poetry, Stories from the Four Directions
Closing Circle

The Indigenous Inquiries Circle is a Special Interest Group of the International Congress of Qualitative Inquiry

Please consider submitting to present your work during Congress May 19th –21st through the *Indigenous Inquiries* route on the Congress webpage

Autoethnography 2022 Special Interest Group (SIG)

Autoethnographic Visions of Transformation, Utopia and Hope
Wednesday May 18, 2:00-6:00 pm (US Central Time).

The theme of this year's ICQI conference, Transformative Visions and Utopias of Hope in Qualitative Inquiry calls us to critically reflect on how the personal and everyday helps create and connect with collective visions of social, political and cultural transformation, utopia and hope.

In this SIG day, we aim to:

Connect personal and everyday experience with frameworks (philosophical, theoretical, activist, literary, ritual, and/or mythological) of transformation, utopia and hope.

Share ideas, resources, and strategies that inspire and improve our current practice, and

Ask how autoethnography can help us not only cope individually but also act collectively to create better and more sustainable futures for all

AE.18.001: 2:00-2:10 Welcome/Format of the Session

AE.18.001: 210-3:20 The Personal is Utopian (80 minutes)
A panel of invited speakers will open the session by sharing work that connects personal experience with a philosophical, theoretical, activist, literary, ritual, and/or mythological vision of transformation, utopia and hope. This series of short, personal and imaginative offerings aims to connect an expansive vision of the possible with the realities of now.

Ron Pelias
Keith Berry
Robin Boylorn
Chris Poulos
Lesa Lockford
Lisa Tillmann

3:20-3:30 Break

AE.18.002: 3:30-4:30 The Collective is Utopian (60 minutes)

Drawing on the connections of the personal to the utopian, the speakers in this second movement will share work that connects their collaborations with a

philosophical, theoretical, activist, literary, ritual, and/or mythological vision of transformation, utopia and hope. This series of short, personal and imaginative offerings aims to connect the power of the collective with a vision of what might be.

Bryant Keith Alexander and Mary Weems
Kitrina Douglas and David Carless
Tony Adams
Stacy Holman Jones and Dan Harris
Abby Arnold and Chris Patti

4:30-4:40 Break

AE.18.003: 4:40-5:40 Collective Speculation Open Mic (60 minutes)

The SIG day will culminate in a session that aims to collectively speculate on autoethnographic futures aimed at transformation, utopia and hope. 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, along with those in attendance who feel moved to share their own vision.

Tami Spry and Norman Denzin
Sandra Faulkner
Devika Chawla
Loretta LeMaster and Danny Shultz
Claudio Moreira
Aisha Durham

AE.18.004: 5:40-6:00 Close and Conversation

Social Work Day

18th International Congress
of Qualitative Inquiry

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

Official Program

Virtual Conference
University of Illinois
Urbana, Illinois, USA
Thursday, 19 May 2022

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.

This year one of the themes 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, dignity, worth, and autonomy. 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. Some do great harm, and some are benevolent.

Qualitative social work does not have a level playing field as other types of research are in favor, receive much more funding, have much more status, and much more widely taught that qualitative perspectives. We qualitative researchers need to market the importance of what we do, how the social good is important, and how we contribute to the social good.

Links to the 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, 19 May 2022

Theme: *Transformative Visions & Utopias of Hope in Qualitative Inquiry*
Jane F. Gilgun, University of Minnesota, Twin Cities, USA, Organizer

7:00-7:30 CDT
SWD.19.001: Welcome, Introductions, Announcements, & News

7:30-8:30 CDT

SWD.19.002: Opening Plenary Roundtable:
A Global Qualitative Social Work Research Network:
Why, Why Not, & How
Debra Nelson-Gardell, University of Alabama, Tuscaloosa, USA, Chair

Panel Members: *Berçem Barut, Ankara University, Turkey; Joey Domdom, Whitireia Community Polytechnic, Porirua, New Zealand; Agnes N Nzomene Kahouo Foda, University of South Carolina, Columbia, USA; Logan (Kai) Knight, Ohio State University, Columbus, USA), & Margaret Gower Janse van Rensburg, Carleton University, Ottowa, Canada*

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 their traditions and values.

In this roundtable, panel members will present their thoughts on the foundations of qualitative social work research and whether, why, and how we ought to take action to build a global network. They then will invite participants to share their thoughts. Hopefully, at the conclusion of the roundtable, participants will have new ideas about whether, why, and how to seek to form a global coalition of social work researchers.

Some of the shared values, assumptions, and perspectives are values such as social justice, care, dignity, and self-determination; 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 challenging and dismantling unjust social conditions and policies.

Roundtable participants will share their views and experiences with values that social workers embrace, whether we have shared values, and, if we do,

whether our shared values can be the basis for a global network of qualitative social work. Is this the right time, or do we have more work to do to identify and dialogue about our shared values and failures and successes in living up to them?

9:00-10:30 CDT
Concurrent Sessions

SWD.19.003: Workshop on Teaching Qualitative Research

A Model Series of Four Social Work PhD Courses on Qualitative Research *Jim Drisko (jdrisk@smith.edu), Smith College, Northampton, MA, USA*

Smith College offers a series of courses to teach the variety within qualitative methods. Qualitative research is a family of related approaches with varied purposes, epistemologies, and methods. Qualitative research and inquiry may seek to be scientific or not, and may draw on Indigenous or western perspectives of knowledge. The first course introduces and critically examines what is knowledge and how it is located and linked to culture. Six methods are then introduced: 1) content analysis, 2) thematic analyses, 3) grounded theory, 4) participatory action research, 5) Indigenous and decolonizing methods and 6) autoethnography and immersion approaches.

The second course addresses content analysis and thematic analysis in depth and research ethics. The third course explores grounded theory and participatory action research with links to Indigenous methods. The fourth course addresses qualitative inquiry, including photovoice and autoethnography. Hands on assignments are used throughout. Full syllabi will be made available.

SWD.19.004: Feminist Methodologies and Standpointism
Vanessa Jara, Universidad de Tarapaca, Arica, Chile, chair

Enough! Exploring Narratives of "Black Enough," "Well Enough," and Belonging *Nic Nastashia Ransom, Marya R. Sosulski, & Chey Davis, Michigan State University*

Labeling, or "naming" phenomena is a technique used in therapeutic spaces to facilitate healing through positive identity development. This practice of locating socio-political factors within the contexts that influence people's daily lives can be empowering because it produces a counternarrative to deficit-based messages from the dominant culture, or the idea that people who are struggling are "broken." Identity development may be aided by identifying one's own salient identities and how they impact their lived experience. Conversely, being "named" or labeled by others carries power, often through

stigma and discrimination, which may be a source of additional suffering. This qualitative study explores the concepts of Blackness, deficit, and belonging from the perspective of Black women living with mental illnesses. Black feminist and standpoint theories are used as sensitizing frameworks for the exploration of how each woman navigates and names the concepts towards hope and healing contextualized by their own intersectionality.

"Sometimes I'm Bold, Sometimes I'm a Boulder" Reclaiming Black Women's Fragility and Mental Health During the Covid-19 Pandemic

Shani K Saxon, Wayne & Marya R. Sosulski, Michigan State University, Ann Arbor, USA

Stress caused by systemic oppression and social injustice dramatically impacts Black women's mental health and sense of belonging. Amid the Covid-19 pandemic, Black women's emotional fragility has amplified disconnections in help-seeking and trust of practitioners, severely disrupting emotional and mental health and undermining overall wellbeing. Despite personal resiliency, few Black women in crisis seek help, considerably intensifying isolation and loss of supports, compounding and magnifying stress. Previous research does not fully address obstacles Black women face or how they cope with everyday racism, stress, and oppression.

This study explores Black women's coping strategies before and during the Covid-19 pandemic given limited access to culturally centered treatment and support. Standpoint theory and intersectional analysis highlight the importance of addressing issues around "invisible fragility" from Black women's perspectives, to introduce new and more nuanced models that accurately and authentically reflect their everyday reality—their struggles, victories, and support they need to thrive.

Reflections on the Process of Designing a Survey to Measure Sexual Harassment in a Chilean University *Vanessa Jara, Universidad de Tarapaca, Arica, Chile*

Feminist protests in Chile are recent phenomena, which in 2018 sparked a wave of protests in universities that brought activity in higher education to a near standstill. The feeling of impunity among students, staff and academics, added to the almost null signals provided by the universities, were the trigger for a movement on a national scale that came to shake the traditional structure of power and relations in university spaces. In this context, it became necessary to analyze the relationships and interactions that took place in university spaces, as well as to design useful and valid instruments that could diagnose the occurrence of sexual harassment.

This work shows the reflective, theoretical and methodological process that meant the design of a survey aimed at measuring sexual harassment in university spaces, from my own experience as a woman and social worker, but even more importantly, from the collective narratives about episodes of sexual harassment in a chilean university.

SWD.19.005: Research on Conflicting Culture-Based Perspectives
Kingsley Chigbu, University of St. Thomas, *Chair*

Spirits Without Power: Reflecting on Stories of Evil-Spirit Accusations from Persons with Disabilities in a Rural Ghanaian Context *Festus Yaw Moasun, University of Regina, & Cynthia Akorfa Sottie, (cynthia.sottie@boothuc.ca) Booth University College, MB, Canada*

Persons with disabilities (PWDs) in most parts of the global south are confronted with different challenges in their quest to survive and live meaningfully in society. Besides experiences of abuse, neglect, and gross marginalization, many of them are subjects of spirit-child/spirit-person accusations. That is, there is a certain belief in many African societies that children and sometimes adults with different bodily features possess spirits that are inimical to society. Such individuals are deemed to belong to the spirit world who incarnate in human beings for various reasons. Consequently, various measures are taken to "return" them to where they belong, including brute-force killings.

Through an interpretive phenomenological study, we explored the experiences of PWDs in selected communities in rural Northern Ghana and the meanings they attached to these experiences. This presentation re-presents these experiences and discusses the struggles of a population that is supposedly spiritually powerful yet physically extremely vulnerable.

Rethinking Resilience: The Experiences of Refugees and Immigrant Youth in Montreal
Charles Gyan, (charles.gyan@mcgill.ca), McGill University, Montreal, Canada & Noelle Oputa (noelle.oputa@mcgill.ca), McGill University, Montreal, Canada

Canada and many other countries offer permanent resettlement to a limited number of refugees each year. In 2017, Canada received 44,000 refugees who were resettled as permanent residents. Due to rising conflict in many parts of the world, a notable increase in the number of refugees to Canada is expected. Although permanent resettlement allows for immigrants and refugees to live in a safer place, they must still cope with any premigration traumatic experiences, as well as the hardships of establishing a new life in a different social and cultural environment.

For young people, these challenges are often intensified as they work to overcome major school adjustments, social challenges, and acculturative stress. In Canada, most MH agencies heavily focus their services for refugee and immigrant youth on enhancing resilience in response to trauma.

Despite the agencies' focus on resilience, there has not been efforts to upstream measures and policy that enhance refugee and immigrant youth's resilience. Resilience of refugee and immigrant youth is often associated with their assimilation into the Western culture such as learning the dominant language and integrating into the dominant culture. This conceptualization of resilience is insensitive to cultural, religious, and social factors that contextualize their definition of resilience.

This presentation focuses on the preliminary findings of a qualitative study that explored how resilience is conceptualized and assessed for refugee and immigrant youth and their experiences with mental health services and interventions which are geared towards fostering resilience in Montreal.

A Qualitative Interview Research Analysis Approach for Complex Units in Social Work Settings *Chaya Koren (salsterk@gmail.com), University of Haifa, Haifa,Israel*

Qualitative interview research methods aim to present multi facets of reality. Within the last decades such methods are developing and advancing from individual to dyadic levels of analysis and more. Some units in settings for social work practice such as in organizations of social services, health, or education, and within extended families, are complex. Complex units are composed of two or more groups with each group including several members. Each member of the unit has a perspective on the phenomenon of study. Some perspectives could overlap yet others might contrast.

The aim of this methodological presentation is to introduce an approach for analyzing qualitative interviews conducted separately with members of complex units within settings for social work practice to derive at a complex unit perspective. A naturalistic inquiry paradigm framework is used. The approach builds on dyadic interviews analysis and uses constant comparative methods. A qualitative research study on the meaning of late life repartnering from an intergenerational family and multicultural perspective is used as a case example to illustrate the approach.

The study included 19 stepfamily units constructed late in life, with a total of 107 participants. These stepfamily units are complex because they are composed of two multigenerational families, each with three generations: the partner, an adult child and young adult/adolescent grandchild. by combining between individual perspectives, the approach has the potential to assist with

presenting multi facets of a phenomenon's reality within complex units in social work settings such as in organizations and multigenerational stepfamilies to derive at a complex unit perspective.

Exploring Strategies for Suicide Prevention in Nigeria

Kingsley Chigbu (kchigbu@stthomas.edu), University of St Thomas, Florene Ugochi Chigbu (florenceuchigbu@gmail.com), SDA Hospital, Aba, and Oluchi Nancy Nwaobia, (nancynwaobia4u@gmail.com) Federal Medical Center, Umuahia

Suicide is becoming an increasing negative phenomenon in Nigeria. In many cases the cause of suicide is referenced in media outlets following its occurrence. A review of the incidents and reported causes or events related to them point to a gap in preventive measures within the country. In this study, we explored ways to prevent suicide in Nigeria, based on cases of suicide that have been reported in the media. Our analyzed involved review of cases of suicide in Nigeria, a coding of the cases based on identified criteria, and coding of the data. Findings showed important gaps, and potential strategies for preventing suicide in Nigeria. We end with implications for healthcare research, policy, education, and action research.

11:00-12:30 CDT
Concurrent Sessions

SWD.19.006: Roundtable on Arts-Based Research as Liberatory Praxis
Candace Christensen, University of Texas San Antonio, Chair

Daren Cosgrove, Miami University, cosgrod@miamioh.edu; Bridget Colacchio, Loyola University Chicago, bcolacchio@luc.edu; Dana Levin, University of Windsor,danalev@ uwindsor.ca; & Paula Gerstenblatt, University of Southern Maine, paulagerstenblatt@ gmail.com; Candace Christensen, University of Texas San Antonio, USA candace.christensen@utsa.edu

Arts-based research (ABR) is a transdisciplinary approach to generating knowledge that incorporates art-making methodologies with scientific research (Leavy, 2017). Social work has a tentative history with ABR, with social work-ABR scholars reporting that they feel marginalized within their discipline for pursuing an ABR agenda (Kramer et al., 2020), resulting from neoliberal pressure to produce "fundable" science. Yet, the tenets and practices of ABR align with social work values (Capous-Desyllas & Morgaine, 2018; Nissen, 2017). The purpose of this roundtable is to examine how ABR practice promotes liberation for social work scholars, research participants, and the broader community.

The roundtable objectives are to

1) Share exemplars of ABR as liberatory;
2) Examine barriers and facilitators to using ABR; and
3) Identify and experience strategies for incorporating ABR into practice or research.

In our work as ABR scholars, we find that ABR is accessible, critiques power, values critical truth-telling and consciousness raising, and is transformative.

SWD.19.007: Semi-Structured Interviewing in Conservative Contexts
Simon Mwima, University of Illinois, Chair

"You Have to Know What to Ask" A Thematic Analysis of Sexual and Gender Minority People's Experience Seeking Therapy in the South *Judith Leitch, University of North Carolina, Greensboro*

Sexual and gender minority (SGM) people experience mental health disparities, such as anxiety, depression, and suicide attempts and completions. These disparities are more marked in the southern U.S., likely related to the more pronounced social stigma of the SGM identity in the south. Although psychotherapy can be a useful tool to reduce mental health disparities for SGM people, not all therapeutic experiences are beneficial. This may be more often the case in southern states due to the regionally-specific stigma. This study describes perspectives of SGM people seeking mental health services in the south.

The process of selecting a therapist, building trust in the therapeutic alliance, and harmful and helpful experiences based on SGM and intersecting identities are described. The purpose is to capture the perspectives of SGM to inform our understanding of effective therapeutic practices with SGM people.

This project uses a thematic, qualitative methodology and analysis aimed at creating rich and detailed data reflecting participant's experiences. Participants (N=15) were interviewed for a one hour recorded session using a semi-structured interview guide. Questions focused on how participants chose a therapist, expectations for the therapist, positive and negative therapeutic relationship experiences, and recommendations for future therapist education. Data were analyzed into themes using three rounds of coding, moving from open coding, to clustering, then to theme-building. The lenses of both Phenomenology and Symbolic Interactionism were used as sensitizing theories.

Data demonstrate a wide variety of perceptions of therapy, including positive and negative experiences. Themes center on perceptions of the SGM identity within the greater SGM community, revising expectations of the

therapeutic process, the symbolic meaning of religion, questions about the value of the SGM identity to self, marginalized experiences within the SGM community due to intersecting identities (particularly those of intersex and first generation immigrants), and hopefulness about the future of mental health services. Participants reported expecting that they would provide some level of SGM-specific education about their identity and fearing experiencing hatred from the therapist. Many participants described staying in negative therapeutic relationships due to lack of affordable services, internalized homophobia, or the belief that better services did not exist.

Findings show that many therapists engage in behaviors that are harmful to SGM people in a clinical context, such as unprofessional behavior, exoticization, misgendering, and making assumptions based on gender presentation. Clients perceived therapists who were endorsed by individual members of the SGM community as "safe", even though these therapists often did not self-identify as SGM-affirming or members of the SGM community. Cost and availability of practitioners led many participants to repeatedly engage with therapists who were somewhat harmful. Negative practices led to mistrust of therapists and failure to seek mental health care. Increased awareness of SGM experiences and a willingness to listen to and trust clients were fundamental to positive therapeutic relationships. This study acts as a call to improve services for SGM people, particularly those with salient intersecting identities.

Exploring LGBTQ+ Adult Relationships and Supports from their Grandparents *Sarah Reta Young, Binghamton University (syoung@binghamton.edu), Freda V Coleman Reed, University of North Alabama (fvcolemanreed@una.edu), & Debra M Nelson-Gardell, University of Alabama (dnelsong@sw.ua.edu)*

Although the notion that family support and acceptance are key components that facilitate wellness and connection for LGBTQ+ people within families, research has overwhelmingly and understandably focused on the relationship between children and parents. With youth today living within a wide array of family composition, and with grandparents playing a variety of roles within the family system (including extended support and, often, even a parenting role) an understanding of the role that grandparents play in the psychosocial development of their LGBTQ+ grandchildren is key to promoting wellness and support. This study explores the relationships between lesbian, gay, bisexual, transgender, and queer (LGBTQ) adult grandchildren and their grandparents through the lenses of family systems, the coming out process for the LGBTQ+ grandchild, and a strengths-based approach.

Drawing from interviews of 15 LGBTQ adult grandchildren, the researchers used a semi-structured interview protocol and analyzed data using open and thematic coding. These emerging themes were compared to the themes

of a foundational analysis of LGBTQ+ grandchild and grandparent relationships by Scherrer (2010) to assess for congruence and illumination of new themes.

Based on this initial analysis, we argue that grandparents seem to be significant in the coming out process despite literature overwhelmingly focusing on parents. Using the lens of family systems theory, we used open and thematic coding and found that: 1) Other family members frequently erect barriers (e.g., warnings grandparents are unable to understand) to prevent the grandchild from coming out to the grandparent(s). This often conflicted with the grandchild's expected response from grandparents, and 2) When some participants "tested the waters," or tried to gauge a full reaction of disclosure of an LGBTQ+ identity, grandparent responses were identified as important to coming out.

Research demonstrates varied and significant roles grandparents play in family functioning, health, and well-being. There is a significant and warranted focus in the extant literature on the LGBTQ+ child - parent relationship. However, the importance of the complex intergenerational relationships between grandparents and their LGBTQ+ grandchildren is not fully understood. Sciplino and Kinshott (2019) found positive grandchild and grandparent relationships carry over into adulthood. These relationships are considered important by both grandchildren and grandparents. Frequently, the relationship is maintained in terms of support, contact, attitude, and emotion.

Discovering the strengths and possibilities in these relationships could offer a means of promoting health and wellness for LGBTQ+ grandchildren within family systems. Future research centered on positive and strengthening grandparent supports in the coming-out process holds potential for understanding how grandparent relationships can mediate pejorative family relationships among parents and other family members as well as positively support LGBTQ+ children's coming out process. An alternate approach in future research could be to repeat the study interviewing grandparents of LGBTQ+ identified adults regarding their perception of supports provided to their LGBTQ+ identified grandchildren in the coming out process.

Christian Social Service Workers Employed in Secular Organizations: Negotiating Values and Preserving Identities *Rachel Alexa Margaret Tallon (Rachel.Tallon@weltec.ac.nz), Wellington Institute of Technology, Petone, Wellington, New Zealand & Joey Domdom (Joey.Domdom@weltec.ac.nz), Whitireia Community Polytechnic, Porirua, New Zealand.*

In a 2021 Aotearoa New Zealand study, Christian social service workers reported mixed feelings towards the secular organizations in which they were

employed. The methodology involved semi-structured interviews with 16 participants drawn from a range of Christian denominations and workplaces. Participants included counsellors, youth workers, social workers and nurses. In this presentation the overall findings from the thematic data analysis will be discussed. How faith-based practitioners navigated their role and faith in values-laden professions will be discussed.

Findings include that the participants employed a subtle balance of faith priorities and freedoms in their workplaces. Most expressed a gratitude for being accepted and encouraged in their faith at work. Tensions were sometimes experienced with colleagues. A sense of vocational calling and loyalty to their profession was seen as complementary to their faith. The researchers draw implications for the education and training of social service practitioners in Aotearoa New Zealand and more widely.

A Qualitative Study Bringing Christian Church Leaders' Anti-Trafficking Viewpoints
to Trafficking Discourse *Logan Knight (knight.623@osu.edu) & Njeri Kagotho, (kagotho.1@osu.edu) Ohio State University, Columbus, Ohio, USA*

Evangelical Christians are overrepresented in counter-trafficking activism but have little representation in academic discourses, suggesting that the two parties rarely dialog. This limits the ability of academia to address problems in evangelical counter-trafficking through an emic understanding of evangelical paradigms, which is troubling considering the political influence of evangelicals in counter-trafficking. As a start to engaging evangelical Christians based on the feminist principles of reflexivity, emotional engagement and democratic discussion, we interviewed 16 pastors involved in counter-trafficking regarding their perspectives of sex trafficking.

They foregrounded the importance of survivors' dignity and agency, the importance of accommodating complexity in their perspectives and practices of counter-trafficking, and reflexivity regarding flaws in evangelical social justice efforts. Nonetheless, they did not acknowledge survivors' expertise regarding trafficking. These findings underscore the need inclusive knowledge-producing forums that enables the pragmatic exchange of ideas as well as dialogic reflexivity regarding biases and knowledge-producing paradigms.

Experiences of HIV, COVID-19 and Sexual Health Stigma Among Adolescents Living with HIV in Uganda *Simon Mwima, University of Illinois, Tuyen Thi Thanh Bui, University of Illinois, Small Eusebius, University of Texas at Arlington, & Muheni Denis, Most at Risk Populations Initiative*

HIV/AIDS-related stigma is invoked as a persistent and pernicious prob-

lem standing in the way of implementation science. Although remarkable scientific gains have been made in the last 20 years in HIV treatment with effective tools, including antiretroviral therapy, pre-exposure prophylaxis, and post-exposure prophylaxis (PEP), more than half the people living with HIV (PLWHIV) worldwide do not access care. Demographics such as the youth and women still bear the brunt of HIV. It is a geofenced epidemic and highly concentrated in SSA (70%), with approximately 1.4 million HIV-positive people in Uganda. In 2018, 33% of children living with HIV in Uganda were not in care.

The purpose of the study was to identify the structural and community barriers that prevent young people living with HIV (YPLHIV) from seeking HIV care services in Uganda. The study sought to answer the following research questions: 1) How does stigma intersect to impact care-seeking services among YPLHIV in Uganda?

The study was conducted through qualitative grounded theory methods and used semi-structured interviews and focus group discussions involving 31 YPLHIV, ages 18 and 25, recruited through urban HIV clinics and counseling facilities in Kampala between December 2020 and May 2021. The interviews were recorded in English, transcribed verbatim, and analyzed using Nvivo.

The findings highlight the following themes under each barrier. Theme 1: Structural barriers to HIV services, including governmental policies, social isolation, and normalization of stigma. Theme 2: Stigma practices to include discrimination and prejudice, intersectional stigma, including internalized, perceived, and interpersonal. The findings inform HIV implementation that scientific gains could be curtailed if community stigma remains unaddressed. Significantly, it is critical to address the social determinants of health, including HIV stigma and related intersecting individual factors.

Intentionally engaging communities to involve a synergy of government, private, and community-level initiatives will address societal stigma. Policy advocacy in sharing information is a recommended HIV management strategy.

SWD.19.008: Qualitative Approaches to Social Work Education
Tuyen Thi Thanh Bui, University of Illinois, Chair

Real-Play Versus Role-Play in the Classroom: Vulnerability and Risk-Taking in Learning Counseling Skills *Susan Lynn Glassburn (susglass@iu.edu), & Rand Warden (mywarden@iu.edu) from Indiana University, Indianapolis, Indiana, USA*

Students in social work and other fields often have to engage in either role-play or real-play in the classroom in order to learn counseling skills. While role-play can often feel artificial for both participants, real-play demands increased vulnerability and attention to boundaries. Both role-play and real-play are high stakes for students who may be afraid of looking unskilled, exposing their own struggles, or feeling like they are letting their class-mates down. This qualitative study used written feedback from students in a social work counseling skills class about their choices in using either real or role-play, and their experiences with both in the classroom. Thematic analysis identified students felt role-play was more difficult, but felt more safe. Students engaging in real play felt it could be beneficial to have some skin in the game, but also had heightened vulnerability and anxiety. Implications for educators are discussed.

Autoethnography as Translational Research for Community Change *Kelly Munly (kam6832@psu.edu), Penn State Altoona, and Thomas Shaffer (tls24@psu.edu) , Penn State Altoona, Pennsylvania, USA.* In this paper, we discuss how we have integrated autoethnographic values and translational research in a project with undergraduates creating Website narratives educating the community on experiences of poverty beyond stereotypes. Students created stories of individuals living in poverty in our county context by merging their research into poverty, their own direct or indirect experience or exposure to individuals living in high-risk socioeconomic environments, and research into local public benefits eligibility and levels.

The core question for translational research is whether it addresses a real need and improves people's lives. Translational research "translates" new knowledge into impact through interdisciplinary collaboration; it involves a continuing cycle of exploration from discovery to community and back again. The likelihood of meaningful community connection is enhanced by focusing on universal touch points of family, health, work, transportation, or leisure. Students were guided by autoethnographic values in creating their narratives to facilitate this community connection.

Simulation, Women Social Workers, and Incel Clients: Simulation as a Novel Methodology in Qualitative Social Work Research *Ruxandra M Gheorghe (ruxigheorghe@cmail.carleton.ca), Carleton University, Ottawa, ON, Canada*

Incels are predominantly-male individuals who are involuntarily celibate, immensely sexist and anti-feminist. Incel men are frequently mandated into short-term counselling. Since women comprise the majority of social workers, these sexist worldviews occasionally transpire in therapeutic sessions with women social workers. How, then, do women social workers navigate these clients? There is a growing body of literature suggesting that simulation can be used as a qualitative research methodology in studying social work prac-

tice. Simulation-based research involves conducting research using situations that imitate clinical practice, including live clients enacted by trained actors.

This presentation highlights the author's scoping review to illustrate the utility of simulation methodologies for qualitative social work research. By intertwining clinical social work with simulation-based methodologies, this presentation highlights how simulation can be employed as a qualitative methodology to explore the therapeutic interplay between incel clients and women social workers.

Parental support for College Students with Visual Impairments in Vietnam: A Multiple Case-Based Study *Tuyen Thi Thanh Bui, University of Illinois, Vinh Thanh Nguyen, Anh Phuong Nguyen, & Uyen Thi Thu Nguyen, Van Hien University*

Through a review of the literature, we found a link between family support and academic performance of students with visual impairments (YWVIs) in developed countries, however little is known about it in developing countries. This study explores family support for SWVIs in Vietnam from their perspectives.

This multiple case-based study drew on in-depth interviews with 30 SWVIs on their perceptions of family support and its role in their college participation. Thematic-style analyses were undertaken to identify emerging themes and meaning units.

Emerging themes from data analysis showed that SWVIs discussed about forms of family support, its positive effects as well as how lack of family support affected their higher education.

While the majority of SWVIs in Vietnam perceived positive effect of family support, it was absent for some, and this affected their academic participation. Awareness raising activities should target SWVIs' parents to help them understand and support their children in higher education.

Social Work Class of 2020: A Multiple Perspective Qualitative Study on Navigating the Impact of COVID-19 *Bethany Womack (bethany-womack@utc.edu), & Junrong Shi (junrong-shi@utc.edu) University of Tennessee at Chattanooga, TN, USA*

The COVID-19 pandemic brought a halt to face to face classroom, field, and job interviews for Spring 2020 graduates. We interviewed 14 graduating social workers and six field supervisors in Summer 2020 about transitioning from student to professional identity. Students described feelings of loss over

formal activities, including in-person presence at field, graduation, licensure, and networking. Without these traditional milestones, graduates described nurturing their sense of 'social worker identity' by participating in social activism and expressing gratitude for existing connections with family and friends.

Field supervisors described being consumed by urgent community and existing personnel needs. Both groups expressed feelings of both concern and hope related to social work employment. Concerns were rooted in immediate worries about finances for job seekers and agency employers. Hope was supported by a belief that the need for a more robust social work workforce would be recognized in the intermediate and longer-term future.

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

Concurrent Sessions

SWD.19.009: Autoethnographies
Lindsay Littrell, University of Kentucky, Lexington, USA, Chair

In the Spirit of bell's Dialogues with Gloria: A Duoethnography on Wrestling to Facilitate the Deconstruction of Patriarchal Masculinity in Social Work Classrooms as my Gender and Sexuality Evolves *Lindsay Littrell (lindsaylittrell@uky.edu) University of Kentucky, Lexington, KY, USA*

In late 2017, I wrote a paper reflecting on the complexities of trying to facilitate the deconstruction of patriarchal masculinity for male-identified social work students in the classroom as a cisgendered, straight woman as their educator. In 2022, I returned to this paper as an educator who now identifies as a queer non-binary demigirl. As bell hooks deeply influenced the original paper, I have drawn on her practice of interviewing and dialoguing with herself, bell hooks to Gloria Watkins, to duoethnographically engage with this former version of myself to, together, wrestle with what from this quest-driven paper has changed as I have changed, with what remains the same, and to reflect on the new questions that have emerged.

Risk, Empathy and Boundaries in the Field: Decolonial Ethics and the Researcher-Practitioner *Shamette Hepburn (hepburns@yorku.ca), York University, Toronto, Ontario, Canada*

This paper presents a critical autoethnographic account of the social work researcher-practitioner identity as a persistent modifier of relationships with participants in community-based fieldwork. In my research, I often observe elevated levels of vulnerability and risk among participants and conversely, participants are always aware of my professional background

as a gerontological social worker. Boundaries are important in social work practice and research because they frame the limits of researcher/ participant relationships. Extending altruistic gestures, responding to emotional needs or unexpected circumstances can easily result in boundary violations – shifting the researcher/participant dynamic to that of a social worker/ client dynamic.

Contemporary research with marginalized communities highlights dilemmas related to institutional ethics that emerge at the legal limitations of values, attitudes and empathy. Matters of ethics in critical social work research are fluid, expansible and go well beyond institutional guidelines. They increasingly lie at the intersections of colonizing/decolonizing epistemologies and praxis.

Towards Transformative Accountability: An Autoethnographic Reflection on Creating an Anti-Carceral Feminist Supervised Visitation Program *Sheila S Shankar, University of Chicago, USA*

Supervised visitation is considered a legal remedy in civil and criminal cases involving domestic violence where there might be an ongoing threat of violence between parents and/or children. Critical feminist scholarship illuminates the complex and contradictory ways that supervised visitation can offer families needed protection and safety (Sheehan et al. 2007), while also further criminalizing survival (Elizabeth 2019), straining parent-child relationships (Katz 2020), and creating the conditions for ongoing or escalating violence (Morrison 2015). In this autoethnographic essay, I explore the embodied, affective dimensions of building towards a culture of transformation and healing within a supervised visitation program at an immigrant-led domestic violence agency.

I take as my starting point the tensions between punishment and accountability, victim and perpetrator, support and surveillance. This process of self-examination and critical reflection is important as we work towards dismantling carcerality and building an abolitionist feminist social work practice (Richie & Martensen 2020).

SWD.19.010: Community Collaborations
Priyanjali Chakraborty, University of Texas at Arlington, USA, Chair

A Critical Phenomenology of Mutual Aid and Professional Community Development Partnerships: Implications for Sustainable Community Practice Initiatives *Jason Michael Sawyer (jmsawyer@odu.edu), Old Dominion University, Norfolk, VA, USA*

Mutual aid has a rich tradition in the history of response to social needs, early philanthropy, community development, and movement building (Day, & Schelie, 2013; Garvin, & Cox, 2001: Kropotkin, 1902). Its recent resurgence comes at a time of converging social crises, jarring economic change, and immense global public health challenges (McLafferty Bell, 2021). In in response to limitations of neoliberal welfare state power, professionalism, and privatization within the non-profit sector, volunteer mutual aid groups have stepped in to fill the current void (Emejulu, & Scanlon, 2016; Izlar, 2019).

Neighborhood community development and mutual aid associational partnerships demonstrate a vital pillar of the non-profit industrial complex (Rodriquez, 2017). Community based non-profit organizations depend on volunteer expertise, labor, and resources to meet their goals (Chapple, 2015). Social entrepreneurship, community wealth building, micro-lending, and other for-profit enterprises dominate community development initiatives throughout the last twenty years (Fursova, 2018; McCleod, & Emejulu, 2014; Lethabo-King, & Osayande, 2017; Sawyer, & Brady, 2020). After experiencing diminished membership and declining civic power, new volunteer associations and mutual aid groups recently show considerable rise in participation (Spade, 2020).

This ascent in volunteer associations accompanies novel organizational practices developed to address newly emergent social problems (Dominquez, et. al., 2020; Giacommucci, 2020). These convergent circumstances further complicate partnership among professional community practitioners and mutual aid organizations (Fraser, 2020). Prevailing community practice approaches regularly emphasize working alongside resident leaders and volunteers, but empirical study on what components ensure effective partnership remains scant (Doussard, & Fulton, 2020; Fisher, & Dimberg, 2016).

Using critical phenomenology, this project examines experiences of community development professionals and leaders in neighborhood-based volunteer mutual aid associations working alongside each other on initiatives within the same community.

Results show issues of cooptation of language, power sharing and power imbalances, trust building, organizational structure, shared knowledge and learning; and highlights specific recommendations for mutual aid and professional community practice partnerships. With the broad goal of establishing evidence informed community practice tools, this presentation explores how to create conditions for effective partnerships for sustainable community development.

This presentation lends insight to trends on professional community practitioner/volunteer mutual aid partnerships. It holds potential to shine ways

forward in developing evidence informed practice approaches, given the unique contemporary neighborhood level challenges for human service practitioners.

Gender-Sensitive and Culturally Responsive Care: India-US Collaboration and Exploration of Strengths, Needs, and Challenges *Anindita Bhattacharya, University of Washington, Tacoma, WA, USA (ab4050@uw.edu) David Camacho, University of Maryland, Baltimore, MD, USA (david.camacho@ssw.umaryland.edu) Johanna McHenry, University of Washington, Tacoma, WA, USA (jmchenry@uw.edu) & Priyanjali Chakraborty, University of Texas Arlington, Arlington, TX, USA (priyanjali.chakraborty@uta.edu)*

The World Health Organization estimates that 30% of women in a romantic relationship experience intimate partner violence (IPV), with racially minoritized women at a higher risk of victimization compared to White women. Since the start of the Covid-19 pandemic, there has been an alarming increase in rates of IPV. Our project titled, "Gender-Sensitive and Culturally Responsive Care: India-US Collaboration and Exploration of Strengths, Needs, and Challenges" brought together researchers, providers, and service-users in India and the US to identify best practices, needs, and challenges in delivering services to women confronting interpersonal violence.

Over the course of one year, we worked with 28 providers and 13 survivors through a series of community advisory board meetings, focus group discussions and in-depth interviews. Our presentation will discuss methodological insights and lessons learned in conducting a community collaborative study focused on sensitive topics with vulnerable communities, particularly within the context of the Covid-19 pandemic.

Arts-Based and Creative Approaches
to Research and Practice
Marya Sosulski, Michigan State University, East Lansing, USA

Research-Based Theatre: From Story to Stage *Kathleen C. Sitter, (kcsitter@ucalgary.ca) & Brooke Allegmang, (brooke.allemang1@ucalgary.ca), University of Calgary, Alberta, Canada*

The presentation provides an overview of the development of a theatre production based on the findings of the research study 'Understanding the Experiences of Breast Cancer Patients Thought Digital Stories.' Breast cancer patients created short videos about their treatment experiences. These videos were used as an educational tool with health care providers, and the core themes informed the recommendations for patient care. The collection of these stories also informed the creation of a theatre production with sold-

out performances and was subsequently made into a film that was launched in October, 2021.

This process is a powerful representation of Arts in healthcare that tethers collective inquiry, digital storytelling, theatre, and film. The presentation includes an overview of the research design, with consideration to how participatory theories informed the research process and knowledge mobilization. A short clip from the film will also be shared.

Seeing Beyond: Using Photovoice Extend Academic Thought to Everyday Life *Marya Sosulski & Chey Davis, Michigan State University, East Lansing, USA*

Photovoice methods are often associated with community-engaged research to effectively capture marginalized voices, center less privileged perspectives, and illuminate social processes and problems. In practice, Photovoice shares characteristics of other successful participant-centered practices, including feeling "heard," active engagement with people the participants care about and relate to, and opening opportunities to confront thorny social issues. For these reasons, Photovoice is highly transferable to a wide range of educational settings, revealing complexities of human experiences to help students develop empathy for others' standpoints, explore questions about ethics and values, and engage with critical issues for social action.

This project compares Photovoice in two higher education contexts: Social Work policy and community practice courses at a large, public university and English courses focusing on marginalization and social problems at a nearby community college. We present examples of Photovoice-based assignments, students' work, and experiential and learning assessments to facilitate discussion and generate further creative pedagogical models.

15:00-16:30 CDT (3:00-4:30)
Concurrent Sessions

SWD.19.011: Roundtable
What Drives Me to do Qualitative Social Work?
Jane Gilgun, University of Minnesota, USA, Chair

Jim Drisko (jdrisko@smith.edu), Smith College, Northampton, MA, USA,; Jane Gilgun (jgilgun@umn.edu), University of Minnesota, Twin Cities, USA, & Karen Staller (kstallter@umich.edu), University of Michigan, Ann Arbor, USA.

Qualitative social workers not only do research, but they also advocate for qualitative social work research. As researchers, we immerse themselves in the

lived experiences of people who are vulnerable, suffering, and powerless. We are driven to put our own well-being at risk with the hope that we can contribute to the well-being of others and to contribute to social change. Why do we do this? What motivates us? Do we experience intrinsic rewards? How about extrinsic?

Roundtable presenters will also share what drives them to edit journals and special issues of journals, promote education in qualitative research, and promote global networks of qualitative social work researchers. They will dig deep to explain to themselves and others what drives them in their research and practice.

SWD.19.012: Using Prelimary Conceptual Frameworks in Research on Immigrant Populations: Is There a Place for Deduction in Qualitative Social Work Research?
David Camacho, University of Maryland, *Chair*

The Role of Religion and Spirituality in Immigrant Youth Identity Development *Maryanne Kaboi, Indiana University, Piou, Bellian, Indiana University, Gifty D. Ashirifi, Indiana University School of Social Work, Eric Kyere, Indiana University, Jessica Euna Lee ((jel6@iu.edu), Indiana University, Indianapolis, & Minyoung Lim, Bethel University*

Youth growing up in an immigrant household must navigate diverse sociocultural contexts. Adjustment to these multiple contexts can generate both protective and risk factors. Research has shown a link between spirituality and youth identity development. However, there is limited evidence on how this plays out among youth of immigrant origins in the U.S. Using the conceptual framework of the Holistic wellness model of spirituality in social work, this presentation provides an insight into the role of religion and spirituality among immigrants youth identity development.

Using the "Sort and Sift, Think and Shift" (Maietta et al, 2021) qualitative method, 22 youth were interviewed to investigate the sociocultural practices within their social ecology (e.g., home, school, church) that shape their identity development. The presenters will discuss findings from the study with implications for ways to support youth growing up within immigrant households in their identity development.

Exploring the Impact of Immigration on Gender and West African Immigrants Families Expectations in the United States: A Mixed Methods Approach *Agnes N Nzomene Kahouo Foda agnesn@email.sc.edu), University of South Carolina, Columbia, USA*

Immigration is gendered, and it shapes marital outcomes. The experiences of West African immigrants in the United States are sparsely represented in literature and does not well-address the impact of immigration on relationships expectations, marital expectations, and gender role expectations, as they relate to marital satisfaction during immigration experience.

The proposed study is designed to explore whether/how migrating from West Africa to the United Stated has in any way affected individuals' marital satisfaction during immigration experiences. This study is aimed to investigate whether immigration has an impact on couples and/or families due to the possible differences in socio-cultural norms/values, and traditional practices from the host country versus the country of origin. Given the number of West African immigrants living in the United States, research is needed to further analyze the possible influence of immigration on marital expectations, relationship expectations, and gender role expectations, as they relate to marital satisfaction.

Immigration is gendered, and it shapes marital outcomes, yet this topic is sparsely represented in literature. In recent decades, the United States witnessed a rapid growth of the sub-Saharan African with a population. Sub-Saharan Africans represent 4.5 percent of the United States 44.7 million immigrants. With some notable exceptions (Brako & Hardy, 2012; Bryant et al., 2008; Ngazimbi et al., 2013), current research does not address the impact of immigration on relationship expectations, marital expectations, and gender role expectations, particularly among those that were married in their country of origin before migration.

This study is particularly interested in the lens of "expectations" as it is significant relative to the extant body of literature, and it is an important aspect within the African socio-cultural structure, values/norms, traditional practices, and it evidently affects individual experiences in the marriage. This research aims to investigate how immigration experiences are gendered for African-origin immigrants in the United States who arrive in this country through family reunification, a clause included in the United States Nationality Act of 1965 that gives an individual in the United States a unique opportunity to legally reunite with family left behind.

This study investigates whether/how individuals' country of origin socio-cultural values/norms, and traditional practices may influence their marital expectations, relationship expectations, gender expectations and marital satisfaction during individuals' and/or couples immigration experiences through the lens of the social exchange theory. Conceptually, West African-born expectations towards their partners are shapes by their ethnic background, socio-cultural values/norms, and traditional practices, especially with regard to their country of origin, and individual experiences in their marriage.

The Institutional Review Board (IRB) was approved, and an explanatory sequential mixed methods approach was designed to help the researcher better understand the impact of immigration in marital satisfaction and/or experience. An explanatory sequential mixed method is defined as an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using designs that may involve philosophical assumptions and theoretical framework (Creswell, & Creswell, 2018).

In the first phase, the participants completed a quantitative questionnaire within the first three (3) months of their arrival to the United States, and the second phase was follow-up with interview eighteen (18) months since their arrival. Data were collected from two longitudinal samples of West African immigrants couples living in the United States.

The study illustrates the impact of immigration on gender expectations and marital satisfaction. Among the 30 couples that participated in the study, 10 withdraw their consent and did not participate in the second phase of the study. 10 partners participated separately, and we could not consider the responses provided by the other partners. This reduced the participants to 15 couples which resided in 4 different states within the United States, and they all completed the study. Overall, 75% of the participants completed the survey. Females who participated in the study expressed being particularly happy as they are now aware of their rights, and free to make their own decisions, while males seem unhappy that women were seeking their contribution in doing house chores, and were no longer staying home to support them in achieving their dreams.

The findings indicate that immigration has had a particularly negative impact on marital expectations, relationship expectations, gender expectations, and marital satisfaction among West African-born during their immigration experiences in the United States especially for males.

Institutional Courage and Institutional Betrayal in United States Immigration Courts *Hannah Boyke (boykehan@msu.edu), Jamie Kynn (kynnjami@msu.edu), & Pilar Horner (phorner@msu.edu), Michigan State University, East Lansing, USA*

In the United States, migrants are not guaranteed access to government funded legal representation for immigration court proceedings if they cannot afford a lawyer. As a result, over seventy percent of migrants undergoing deportation proceedings lack legal representation for their trials. Low income, unrepresented migrants experience substantial barriers to accessing fair trials that uphold their constitutional protections. Access to lawyers is integral for migrants undergoing removal proceedings. Legal representation promotes

the fairness of immigration court proceedings and ensures the federal government meets the burden of proof required to issue orders of removal.

Our qualitative study explores immigration court through the theoretical frameworks of institutional courage and institutional betrayal as developed by Dr. Jennifer Freyd. Institutional betrayal is defined as institutional actions, or inactions, which harm those individuals who depend on the institution for protection, assistance or survival. Institutional courage emerges through institutional actions that pursue justice for and protect the individuals who depend on the institution.

Our presentation focuses on the Executive Office of Immigration Review (EOIR), which oversees immigration court proceedings throughout the United States. Our presentation draws on interdisciplinary qualitative literature to map the domains of institutional courage and institutional betrayal within the immigration court system of the United States. Through this review of literature, our project draws on the research of Dr. Freyd to develop a typology for analyzing institutional courage and institutional betrayal in immigration court. Through this typology, we operationalize institutional courage and institutional betrayal through governmental action, inaction, omission, and commission that occurs as isolated incidents and systematized practices. We identify avenues for systemic institutional change to promote governmental accountability and secure migrants' fundamental rights when undergoing removal proceedings.

In doing so, our presentation will highlight areas in which institutional courage can emerge in immigration court and potential mechanisms for transforming immigration court proceedings to protect migrants' rights in immigration court. This presentation is part of a larger project that is funded through a grant from the Center of Institutional Courage.

Descriptions and Experiences of Loneliness in Older Latinx Adults
*David Camacho, University of Maryland, Kelly Pacheco, New York University, Todd D. Becker (*todd.becker@umaryland.edu)*, University of Maryland, Baltimore, M. Cary Reid, Weill Cornell Medicine, & Elaine R Wethington, Cornell University*

Loneliness is a critical public health problem yet little is known about older Latinx's experiences with loneliness. We conducted narrative interviews (Cultural Formulation Interview), with 10 Spanish-speaking Latinx (60 years+) living with loneliness in New York or Los Angeles. Our analysis was informed by Biopsychosocial and Minority Stress Models, and our gerontological clinical experience with minorities. Most participants described comorbid depression or pain.

Identified themes demonstrated how cultural and contextual factors

shape loneliness, including: 1) Descriptions and interpretations rooted in familism and views of aging ("it seems I no longer matter to my children"); 2) perceived causes included discrimination, family conflict, bereavements, immigrant stress; 3) religious and cognitive coping to mitigate loneliness ("I pray that God gives me strength, "I befriend loneliness"); and 4) psychosocial functioning impact ("there is no reason to live"). Future research should explore culturally congruent loneliness prevention and treatment practices in older Latinx adults.

SWD.19.013: The Practicalities of Phenomenological Research
Festus Yaw Moasun, University of Regina, Chair

Intersections of Interdisciplinary Qualitative Social Work and Autism Research *Margaret Gower Janse van Rensburg (margaretjansevanrens@cmail.carleton.ca), Carleton University, Ottawa, Canada*

This paper presentation explores the junctions of critical theory in autism and social work research; the convergences between our qualitative methodologies; and the ethical considerations of researching autism as a social worker. Critically reviewing the ways in which social work research design and the theory, methods, and ethics of autism studies intersect, using an interdisciplinary approach to identify avenues for future socially just research, this paper presents opportunities for future anti-oppressive, participatory, strengths-based research**.**

Social work brings a distinctive lens to research inquiry. Informed by an interdisciplinary knowledge base, we are committed to working towards promoting social change and working towards a socially just society (Shaw, 2007), advocating for social changes when inequalities and injustices are found (CASW, 2005). Research has a political orientation, identifies the personal as political, and is committed to transforming society (McDermott, 2008). The results of our research should have meaningful impacts for the communities we research [with].

At this time, autistic self-advocates and allies are advocating for social change within and outside of the research environment (Woods et al., 2018). In line with the mantra, nothing about us, without us, inclusive, participatory, strengths-focused, critical, and emancipatory approaches are fore fronted. Autistic people are the experts in autism (Milton, 2014), and critical autism scholars promote inclusive co-produced knowledge between autistic people and researchers (Stark et al., 2021).

Social work as a profession is inherently interdisciplinary, drawing upon theories, knowledge, and skills from multiple disciplines. Reflecting an interdisciplinary approach, bringing in the knowledge and expertise found within

autism research, this presentation explores the ethics of qualitative autism research in relation to theoretical and methodological considerations and connects it to the distinct nature of social work research with the aim of identify ways in which social work research and autism research can work in tandem to work towards social justice for autistic people.

Impacts of Covid-19 on Families of Retinopathy of Premature (ROP) Babies in Vietnam: A Qualitative Study *Grace Mishler, Thanh Ngoc Doan Doan, Nhi Tran, & Tuyen Thi Thanh Bui, University of Illinois*

Besides an upheaval in the economic system, Covid-19 caused several negative impacts on people's physical and mental health. Especially, it disproportionately affected low-income families in developing countries. This study was undertaken to explore how Covid-19 affected families of Retinopathy of premature (ROP) babies in Vietnam.

Seventy-three parents of ROP babies representing central Highlands and southern provinces of Vietnam were interviewed about their needs and challenges during the pandemic. Thematic style analysis, coding and peer debriefing were utilized to enhance the reliability of the study.

Several unplanned disruptions happened due to Covid-19 such as loss of income and job, delayed medical care, food insecurity, loss of family members, and lack of internet access. Their needs were access to vaccine, health care, food and transportation.

Access to medical treatment, transportation and nutrition for ROP babies during pandemic assures continuum of care and prevents further deterioration of their eyes.

"I just dropped the crutches and crawled up the stairs:" Re-presenting PWDs' Experiences of Disability in a Global Southern Context *Festus Yaw Moasun, University of Regina & Magnus Mfoafo-M'Carthy, Wilfrid Laurier University*

Disability is a nebulous and often contested phenomenon; the definition of which must be context specific if it is to make meaning for people in different cultures. This is primarily because disability is essentially the experience of impairments. In developing Global southern societies, persons with disabilities (PWDs) face different challenges due to their impairments. Their struggles with these challenges tend to define them as 'disabled' and consequently lead to further exclusion and marginalisation for them.

In a phenomenological study conducted with PWDs in rural communities in Northern Ghana, individuals shared their everyday struggles with abuse,

neglect and dis-citizenship which negatively impacted their personhood. In this presentation, we discuss these experiences to emphasize how everyday struggles of PWDs' to 'fit' in society lead to consequential effects such as experiences of poverty, loneliness and feelings of insecurity, and how PWDs develop resilience in order to survive in such unwelcoming environments.

18:00-19:30
Plenary Session

SWD.19.014: Town Hall Meeting
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.

The first and second issues of *Qualitative Inquiry in Social Work* is now available free on ResearchGate. The best informal writing in social work inquiry is in this enhanced newsletter. Link to first issue: https://www.researchgate.net/publication/327117935_Qualitative_Inquiry_in_Social_Work_Global_Perspectives_11

Link to second issue:
https://www.researchgate.net/publication/332497436_Qualitative_Inquiry_in_Social_Work_21_January_2019

5.20.001 ABR SIG: Arts-Based Research & Creative Representations

7:00-8:30

Chair: Mindi Rhodes

Knowing through Spontaneous Art-Making, *Aravindhan Natarajan, University of Toledo*

The Hermeneutics of Hip Hop: Examining David Banner's Music Production Process Through the Lens of Hans-Georg Gadamer's Fusion of Horizons, *Edward A. Muhammad, Georgia Southern University*

Reflexivity on Relationship between Data and Me: Using Arts-based Research Practices as Grounded Theory to Examine Academic Reading Experiences, *Jingyi Zhu, The Ohio State University, and Mindi Rhoades, The Ohio State University*

Flourishing in the too-much: Making paper, paper-making, and becoming enough in the academy, *Carlson H. Coogler, The University of Alabama, and Janie Rebekah Copple, University of Georgia*

She is Me, *Ashley Denise Domínguez, Arizona State University*

PAR1 PAR SIG: (re)Launch Symposium: Participatory Action Research for a Critical Utopia 1

7:00-8:30

Chair:

Facilitators: Miriam Raider-Roth, Alfredo Ortiz Aragón, Inci Yilmazli Trout and Mindy Gold,

5.20.002 [An]other Word for Hope: The Performative Power of Lexical Borrowing

9:00-10:30

Chair:

A Mortal Circling: Temporal Imaginaries of the Anthropocene, *Travis Paine Brisini, Louisiana State University*

Tickling at a Distance: Heard and Felt Language Translation and the Animals that Live in My House, *Charles Timothy Parrott, Kennesaw State University*

Solastalgia, *Sarah Kathryn Jackson, Catawba College*

Brute: Performing Public Art in the High Plains , *Jake Simmons, Missouri State University*

5.20.003 Autoethnography and Posthumanism

9:00-10:30

Chair: Ethan Tinh Trinh Georgia State University

Reconfiguring Queer Self: Sitting in a Playground to Un/chase Posthuman Children. Ethan Trinh, Georgia State University, *Ethan Tinh Trinh, Georgia State University*

Silences and refusals: A posthuman autoethnographic account, *Chelsea Elizabeth Gilbert, The Ohio State University*

Plant-based social sciences?, *Polina Golovátina-Mora, Norwegian University of Science and Technology*

"How Might We?" Reflecting on the (Im)possibilities of Silence, *David Purnell, Mercer University, and Daniel Wade Clarke, University of Dundee*

5.20.004 Coding

9:00-10:30

Chair: Olga Gould ENMU

Behavioral Traits Found in Unintentional Insider Threats, *Ivan Kong, University of Illinois at Urbana-Champaign*

Demystifying Reflexive Thematic Analysis through Decision-Making Processes, *Christy M Bebeau, University of South Florida, and Janet C. Richards, University of South Florida*

We Will Run Our Own Private School for Free: Developing Intrinsic Motivation in a Homeschooled Kindergarten Student in a Low-Income Family, *Olga Gould, ENMU, and Chelsey White, ENMU*

Yes, Miss Teacher!: The Role of a More Experienced Other in a Young Child's Literacy Acquisition, *Olga Gould, ENMU, and Chazlin LeSueur, ENMU*

5.20.005 Grounded Theory

9:00-10:30

Chair: Amy Barry University of Nebraska-Lincoln

Digitally Seen/Unseen: The asynchronous experience for African American and Latino Male Students, *Steven Dashiell, American University*

Bringing criticality and consensus to community-based research on father engagement, *Kyle E. Miller, Illinois State University, and Jordan Arellanes, Illinois State University*

Having That Conversation: A Grounded Theory Exploring the Role of Nurses in Supportive Care in Hemodialysis in Ontario , *Jovina Bachynski, Queen's University, Kingston, Ontario, Canada*

Constructing Kathy: A Biographical Sketch of Kathy Charmaz's Life and Legacy, *Amy Barry, University of Nebraska-Lincoln*

5.20.006 Arts-Based Research Methodologies

9:00-10:30

Chair: Louis-Claude Paquin Université du Québec à Montréal

Teaching the methodology of research-creation: the uncovery of one's project through the entanglement of mind maps, performativity and reflexivity., *Louis-Claude Paquin, Université du Québec à Montréal*

Collage as Metaphor and Method: An Ontological Exploration of Knowledge Crafting, *Samantha Silberstein, University of North Carolina Wilmington*

Methodological entanglements: Multimodal (re)presentations of mothers preparing children for puberty, *Janie Rebekah Copple, University of Georgia*

Creative Possibilities for Evaluating Arts-based Research, *Maya Lefkowich, and Jennica Nichols*

Why to implement Art Therapy for Children with Trauma? A qualitative analysis of the last-ten-years research , *Mónica Fontana, Complutense University of Madrid, and Celia Camilli, Complutense University of Madrid*

5.20.007 Interview Research

9:00-10:30

Chair: Jacelyn Biondo Drexel University Lesley University

Qualitative Interviewing with Persons Living with Schizophrenia, *Jacelyn Biondo, Drexel University, Lesley University*

Meaning of Cycling among Middle-aged Women in South Korea, *Milae Lee, University of Illinois at Urbana-Champaign*

Teacher Perspectives on the Effectiveness of Theory of Mind Strategies in Children with Autism, *Taylor Brooke Howle, Tennessee Technological University*

Envisioning Paradigm Shift: Evoking the Homebody as a New Norm in the Pandemic, *Bokyoung Jo, University of Georgia, and Nara Kim, Kennesaw State University*

Examining Gender-Specific and Trauma Informed Care for Traumatized Homeless Women, *Paulina Aguilar Delgado, Bridgewater State University, and Francisco Alatorre, Bridgewater State University*

5.20.008 Literacy and Language in Education

9:00-10:30

Chair: Willian Alexander Mora universidad pedagógica y tecnológica de Colombia

Development of Formative Research in Higher Education through Project- Based Learning Methodology, *Willian Alexander Mora, universidad pedagógica y tecnológica de Colombia, and Marian Lissett Olaya, universidad de cartagena*

Strengths, Weaknesses and Opportunities for the Development of Intercultural Communicative Competence in the Curriculum of a Foreign Language Teacher Education program in Cali-Colombia, *Alexánder Ramírez Espinosa, Universidad del Valle*

Post-virtual teaching: Returning to the ELA classroom during a period of educational crisis, *Dallas Joseph Allen, University of Memphis*

Teaching Emergent Bilinguals: How In-service Teachers' Perception of First Language Acquisition Theories Improve Practice, *Razak Kwame Dwomoh, Purdue University, Araba A.Z. Osei-Tutu, Purdue University, Stephanie Oudghiri, Purdue University, Alankrita Chhikara, Purdue University, Lili Zhou, Purdue University, and Troy Bell, Purdue University*

Engaging in Participatory Action Research With Early Career Teachers Towards Racial Literacies Development, *Mary Adu-Gyamfi, University of Missouri-Columbia*

5.20.009 Ethnographic Research

9:00-10:30

Chair: Nicole Danielle Schott University of Toronto

Engaging with Intersectional Methodologies: The Transformative Possibilities of Ethnographic Sensibilities, *Nicole Danielle Schott, University of Toronto, and Debra Langan*

Performance and identification strategies of nonprofit organizations serving refugees, *Muhabbat Yakubova, Western Colorado University*

Sporting Inequity and Inequity within Sport: COVID-19 and Golf, *Ryan King-White, Towson University, Matthew Hawzen, Fairleigh Dickinson University, and Brett Geaman, Towson University*

Ethnographic research in times of contact restrictions, *Katharina Miko-Schefzig, Vienna University of Economics and Business, and Cornelia Reiter, Vienna University of Economics and Business*

5.20.010 Research with Children and Youth

9:00-10:30

Chair: Pengfei Zhao University of Florida

'Play as Study' or 'Study as Play': Creating Junction for Experiences of 'Play', *Bhavya Joshi, FORE School of Management, New Delhi, India, Guneet Kaur Pahwa, FORE School of Management, New Delhi, India, Meghna Manral, FORE School of Management, New Delhi, India, Arshpreet Singh Bagga, FORE School of Management, New Delhi, India, Abhay Kundlia, FORE School of Management, New Delhi, India, and Mukul Joshi, FORE School of Management, New Delhi, India*

Refugee Youth Amidst Multiple Pandemics: Mobilizing Solidarity and Hope through Collective Memory Writing, *Emina Buzinkic, Curriculum and Instruction Department, University of Minnesota*

Uncovering Social Resiliency for Nurturing Transnationalism among Youth of Immigrants' Household: The Role of Critical Qualitative Inquiry, *Gifty D. Ashirifi, Indiana University School of Social Work, PIOUS MALLIAR BELLIAN, Indiana University School of Social Work, Maryanne Kaboi, Indiana University School of Social Work, Minyoung Lim, Bethel University, Eric Kyere, Indiana University School of Social Work, and Jessica Euna Lee, Indiana University School of Social Work*

Seeing the Forest for the Trees: An Approach to Analyzing Big Multi-Methods Qualitative Data while Centering Perspectives of Potentially Vulnerable Populations, *Anna M. Cody, University of Georgia, Tamora A. Callands, University of Georgia, and David Okech, University of Georgia*

Generative Meaning Making in Technology-Mediated Qualitative Research with Children: Rethinking the Center-periphery Imaginary, *Pengfei Zhao, University of Florida, and Peiwei Li, Lesley University*

5.20.011 Building Structures and Development in Research

9:00-10:30

Chair: Magdalena Súarez Ortega Universidad de Sevilla

Promotion of labor insertion through the CCP model, Build your career: A critical qualitative perspective for the improvement of professional and life projects, *Magdalena Súarez Ortega, Universidad de Sevilla, M. Fe Sánchez-García, Universidad Nacional de Educación a Distancia, Madrid, Ana Fernández-García, Universidad Nacional de Educación a Distancia, Madrid, Mª Inés García-Ripa, Universidad Católica Argentina , and Pamela Zapata-Sepúlveda, Universidad de Tarapacá, Chile*

Longitudinal Study on the Generational Impacts of Habitat for Humanity: A Research Proposal, *Karthikeyan Umapathy, University of North Florida, Athlene Jones, University of North Florida, Tes Tuason, University of North Florida, and Dan F. Richard, University of North Florida*

Qualitative Research Methodology for Facilities Programming, *Lubomir S. Popov, Bowling Green State University, and Ivan Chompalov, Professor Emeritus, Edinboro University of Pennsylvania*

Sustainable Community Development and Resident Well-Being: Using Social Worlds/Arenas Theory and Situational Mapping to Foster Inclusive Dialogue, *Linda L. Lowry, University of Massachusetts - Amherst, and Elizabeth A. Cartier, Fort Lewis College*

Focused Ethnography for Facilities Programming Professionals , *Lubomir S. Popov, Bowling Green State University, and Franklin Goza, University of Wisconsin—Whitewater*

5.20.012 In Service and Preservice Teacher Education

9:00-10:30

Chair: Rebecca Brusseau George Mason University

'Do I need to confront it more?': Tracing power and privilege in an in-service teacher's small story, *Rebecca Brusseau, George Mason University*

Students from Nondominant Language Backgrounds: Preparing Teacher Candidates for Asset Identification and Sociolinguistic Awareness, *Barbara Martin, Southern Illinois University Edwardsville, and Susan Foster, Southern Illinois University Edwardsville*

 Exploring the Complexities of Multifaceted Researcher-Participant Relationships , *Danielle Lane, Elon University, and Katherine Baker*

A Narrative Inquiry of the Non-Higher-Education-Based (NHEB) Teacher Educator's Experience in China, *Jingwen Liu, Louisiana State University*

5.20.013 Directions in Qualitative Research

9:00-10:30

Chair: Subash Shrestha Kathmandu University

Exploring Instructional Leadership Practices in Institutional Schools of Kathmandu: A Narrative Inquiry, *Subash Shrestha, Kathmandu University*

"Overwhelming, yet unescapable" Teachers' Identity Formation in Multicultural Rural Schools in Korea., *Jiyoung Moon, Seoul National University, and Jinhee Choi, Seoul National University*

The Status of Early Childhood Education in South Africa: A Systematic Review on the Alignment of Policy and Practice for Whole Child , *Nosisi N Nellie Feza, University of Venda, and SHAKESPEAR M CHIPHAMBO, Walter Sisulu University*

Dewey, Foucault, and a better, different future., *Kerry Earl Rinehart, Te Kura Toi Tangata - School of Education, University of Waikato*

Transformative Silence in Qualitative Research, *Chaya Possick, School of Social Work, Ariel University, Israel, Michal Mahat-Shamir, School of Social Work, Ariel University, Israel, and Shani Pitcho-Prelorenzos, School of Social Work, Ariel University*

5.20.014 Revisiting Traditional Methods

9:00-10:30

Chair: Anupama FORE School of Management New Delhi India

Qualitative Research Journey: From a Beginner to an Informed State, *Anupama, FORE School of Management, New Delhi, India, and Mukul Joshi, FORE School of Management, New Delhi, India*

Analyzing Qualitative Data: Trends and Trajectories, *Mark Malisa Malisa, University of West Florida, and Wisdom Mensah, University of West Florida*

Interrogating Improvement Science in EdD programs, *Vachel Miller, Appalachian State University*

Multivocality as Practice of Critical Inquiry for Social Justice, *cesar cisneros-puebla, Universidad de Tarapaca, Chile*

5.20.015 Educational Research

9:00-10:30

Chair: Heidi J. Davis-Soylu Indiana University Eskenazi Museum of Art

Research on Repatriation and Museum Education , *Heidi J. Davis-Soylu, Indiana University, Eskenazi Museum of Art, and Yiming Hu, Indiana University*

A precious nationalism of Han supremacy and Chinese characteristics: Contemporary Chinese identity, education, and the politics of an Asian American panethnic coalition, *Kyle Lee Chong, Michigan State University*

Impacts of COVID-19 Public Health Crisis on Early Childhood Teachers' Perceptions of Interactions with Young Children: A Case Study, *Inna Nickole Dolzhenko, Chicago State University*

Foucauldian Analysis of the Teaching Profession: The Anti-intellectual Endeavor of Teaching , *Emily J. Lahr, Texas Tech University, and Joshua Michael Cruz, Texas Tech University*

5.20.016 Posthumanism, Postqualitative, Poststructural

9:00-10:30

Chair: Candace R. Kuby University of Missouri

Diffracting Through Dance: a Fieldwork of the Body, *Mari Flønes, University of Stavanger*

Cartography of relationships: Mapping online learning community post-humanically, *Jenna Nelson, Concordia University Chicago, Seungho Moon, Loyola University Chicago, and Annie Kelly, University of Cincinnati*

Towards a Posthumanist Ethnography: Vultures, Visuality, and Emissions, *James Pepper Kelly, Ohio University*

Hiding Behind Tradition: How Posthumanism Challenged Onto-epistemological Presumptions About Children's Literacy Learning, *Amber Spears, Tennessee Tech University, Janet Kesterson Kesterson Isbell, Tennessee Tech University, and Larissa Rector, Tennessee Tech University*

Teaching-Researching-Desiring: Relational Ethics and Inquiries Inspired by Poststructural and Posthumanist Philosophies, *Candace R. Kuby, University of Missouri*

5.20.017 Higher-education Studies Involving Specific-campus Populations and Groups

9:00-10:30

Chair:

The Need to Decolonize Curriculum: Affect of the Centralization of Eurocentric Curricula in Higher Music Education and Western Classical Music on Black Undergraduate Students, *Reginald Payne, University of Illinois Urbana-Champaign*

Academic Help-Seeking among Asian American College Students, *Amos Jeng, University of Illinois Urbana-Champaign*

Exploring Law Enforcement's role on the College Campus here at the University of Illinois Urbana-Champaign, *Dementro Powell, University of Illinois Urbana-Champaign*

A phenomenological Approach to Understanding Black Graduate Students' Sense of Belonging to Their Program, *Taiylor Rayford, University of Illinois Urbana-Champaign*

5.20.018 The Future of Technology in Education

9:00-10:30

Chair: Nathaniel W Cradit University of Michigan

Massive open online courses (MOOCs) and professional development, *Boreum Ju, Slippery Rock University of Pennsylvania*

Massive Open Online Courses (MOOCs) as Understood through a Community College Framework, *Nathaniel W Cradit, University of Michigan*

A reverse look at the gamification process, or when a literacy scholar learns to play Mortal Kombat, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Qualitative Research and Virtual Reality. Immersive storytelling, Social VR, and New Horizons for Qualitative Researchers, *Csaba Osvath, University of South Florida*

5.20.019 ABR SIG: Arts-Based Research and COVID-19

9:00-10:30

Chair: Gavin Weiser Illinois State University

The Lived Experience of a COVID-19 Outbreak for Frontline Providers in a Residential Setting for Those with Disabilities: Researcher Insights about Unpacking Emotional Stories, *Emma Vanderlee, Queen's University, Jane Philpott, Queen's University, Lenora Duhn, Queen's Unviersity, and Pilar Camargo Plazas, Queen's University, Kingston, Ontario, Canada*

Young Adults Responding to their COVID-19 Pandemic Experience Through Art: A Qualitative Exploration, *Alleah D Bowring, University of Saskatchewan*

Compositive Narratives of Educational Leaders During COVID-19, *Gavin Weiser, Illinois State University, and Linsay DeMartino, Illinois State University*

Navigating through college during COVID-19: Voices of two college students with disabilities, *Mina Chun, Governors State University*

Indigenous Inquiries Circle: Directions in Indigenous
Research

9:00-10:30

Chair: Steve James Minton University of Plymouth UK / University of South-Eastern Norway

Bringing the Story of Greenland's Stolen Indigenous Children to Anglophone Audiences, *Steve James Minton, University of Plymouth, UK / University of South-Eastern Norway, and Helene Thiesen, Greenlandic Inuit Author and Speaker*

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*

Transformative Evolvement: Experiences, Place, Memories, Reflection, Stories, *Tina Bly, University of Vermont*

From a Native Worldview: The Concept of the Traditional in Contemporary Native American Art Practices , *Kryssi Staikidis, Northern Illinois University, and Christine Ballangee Morris, The Ohio State University*

PAR2   PAR SIG: Learning for action

9:00-10:30

Chair: Miriam Raider-Roth

Participatory Action Research as Pedagogical Leadership: Bringing Utopian Visioning to Educational Contexts, *Miriam Raider-Roth, Mindy Gold, Mel Berwin, Sarah Clarkson, and Ilana Gelemovich*

Approximating intercultural experiences in a foreign language, *RICARDO LIZCANO, University of Narino, PILAR TORRES, University of Cauca, XILENA LOPEZ, University of Cauca, and DAVID LEDEZMA, University of cauca*

Financial Literacy: A Discussion of Our Internal and External Influences, *Melinda Jimenez Perez, and Ciji R. Couvertier*

Englewood Chicago is Rising: Volunteers in Service to America – Social Capital Gymnastics. Douglas A. Williams, University of Illinois at Urbana-Champaign, *Douglas A. Williams, University of Illinois*

5.20.021 Methodological Debates

11:00-12:30

Chair: Serge Frederick Hein Virginia Tech

The New Materialisms in Qualitative Inquiry: Some Concerns About Karen Barad's Theory, *Serge Frederick Hein, Virginia Tech*

A Perfect Contempt for Teaching, *Cori Ann McKenzie, State University of New York at Cortland, and Scott Jarvie, San José State University*

Sexy and They Know it: The Lure of the Post-qualitative and the Struggle to Participate, *William Boden Robertson, University of Alabama/Educational Research*

Social Media Analysis to Analyze Social Media Debates on Gender Policies, *Garazi Lopez de Aguileta, University of Wisconsin-Madison, and Elisabeth Torras-Gómez, University of Barcelona*

5.20.022 Indigenous Inquiries Circle: Directions in Indigenous Research

11:00-12:30

Chair: Steve James Minton University of Plymouth UK / University of South-Eastern Norway

Developing a 'Two-Eyed Seeing' Approach in Investigating Experiences of Workplace Ill-Treatment amongst Female Indigenous Academics in Aotearoa, *Steve James Minton, University of Plymouth, UK / University of South-Eastern Norway, and Tania Ka'ai, Auckland University of Technology*

Contributions of Cultural Liaisons in developing Culturally Responsive Methods to Study STEM pathways for Islander Students, *Manuel Perez, University of Illinois at Urbana-Champaign, Maria Abreu Serrano, University of Illinois at Urbana-Champaign, Rodney K. Hopson, University of Illinois at Urbana-Champaign, Sharon Nelson-Barber, WestEd, Jonathan Boxerman, WestEd, Kimberly Nguyen, WestEd, Jarvon Stout, University of Virgin Islands, and Howard Jr. Forbes, University of Illinois.edu*

Ghost Dances in Ivory Towers, *Tina Bly, University of Vermont*

Decolonizing Culturally Responsive Pedagogy for indigenous community: looking for the 'more-than-humans' , *Jurana Aziz, University of Minnesota, twin cities*

5.20.023 Roundtable: Caribbean Women and the Sounds they make: Creating Narrative in the Absence of Dialogue

11:00-12:30

Chair: Tracie Rogers University of the West Indies Mona Campus Jamaica

Caribbean Women and the Sounds they make: Creating Narrative in the Absence of Dialogue, *Tracie Rogers, University of the West Indies, Mona Campus, Jamaica, Arna Elliot-Rattray, University of the West Indies, Mona Campus, Jamaica, Cynthia Lubin-Langtiw, Chicago School of Professional Psychology, Kimberly Hinds-Heron, University of the West Indies, Mona Campus, Jamaica, and Shawna-Kae Burns, University of the West Indies, Mona Campus, Jamaica*

5.20.024 Humanities and Qualitative Research

11:00-12:30

Chair: Sandro Barros Michigan State University-Department of Teacher Educatiion

Educere in Three Acts: Mobilizing Aesthesis as Decolonial Inquiry in Education, *Sandro Barros, Michigan State University-Department of Teacher Educatiion, Kasun Gajasinghe, Michigan State University, and Reyila Hadeer, Michigan State University*

History in Action, *Paula Marie Dawidowicz, Ivy Tech Community College, and Kathryn Suzanne Dawidowicz, American Public University System*

Troubling the adult gaze in historical reports of children's improvisational theater and qualitative educational research, *Laura Janel Carter-Stone, Vanderbilt University*

Play This Way: Exploring the Relationship Between Play, Gender, and Adulthood, *Jessica Reimer, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Critical Performativity : Hermeneutic Possibilities in and beyond Language, *Victoria Cheng, University of Quebec in Montreal*

5.20.025 PAR SIG: Participatory Action Research

11:00-12:30

Chair: Susan Foster Southern Illinois University Edwardsville

Forging Meaningful Clinical Experiences in Literacy Instruction: Planning, Partnerships, and Processing, *Susan Foster, Southern Illinois University Edwardsville, and Brian Johnson, Southern Illinois University Edwardsville*

Collaborative Approaches to Understanding Teen Strategies for Coping with Technology Stress and Supporting Intentional Technology Use, *Rachel M. Magee, University of Illinois Urbana-Champaign*

Ethical Reflections on Issues of Participation and Collaboration When Doing Participatory Audio-Visual Research Remotely, *Sonja Marzi, The London School of Economics and Political Science, and Jen Tarr, Newcastle University*

5.20.026 Performance Autoethnography

11:00-12:30

Chair: Michael Tristano Towson University

Performing Tensions, Staging Relationalities: Finding Hope in the Mundane, *Michael Tristano, Towson University, and Ana Isabel Terminel Iberri, Arizona State University*

In and Out: A Series of Attempts, *James Pepper Kelly, Ohio University*

"Standing Outside of the Mythical Norm", *Meghan L. Green, Texas A & M University-Commerce*

Battling For Wounded Me, *Allison Upshaw, Stillman College*

People, Bodies, Space Making and the City: Pandemic Year Three, *Desiree Rachel Yomtoob, UIUC*

5.20.027 Visual Studies

11:00-12:30

Chair: Nara Kim Kennesaw State University

Hopeful Futures of Seeing through Listening and Looking Again, *Randall Beaver, Florida International University*

Examining Culturally and Linguistically Diverse (CLD) Children's Voices Through Play-based Art Practice, *Nara Kim, Kennesaw State University*

Reflexive Poetics, Animated Audiovisuality, and Digital Narrativity, *Anne Ciecko, University of Massachusetts-Amherst*

Title: I am Speaking: Culturally and Linguistically Diverse (CLD) Children's Self-expression in Visual Narratives, *Nara Kim, Kennesaw State University*

5.20.028 Autoethnography and Institutions

11:00-12:30

Chair: Mary Dulworth-Gibson University of Cincinnati/Cincinnati Public Schools

It's the Story: Using Autoethnography To Measure "Success" as a Classroom Teacher, *Mary Dulworth-Gibson, University of Cincinnati/Cincinnati Public Schools*

"Use Their Dreams Against Them": Culturally Sustaining Student Resistance, *Briana Markoff, Michigan State University*

My Voice, Our Dialogue: A (Non) Interesting Perspective of Non-conformity, *Sonika Jha, FORE School of Management, New Delhi, India*

Bodies in prison - Embodied and performative autoethnography, *Shulamit Kitzis, Al-Qasemi Academic College, University of Haifa*

5.20.029 Arts-Based Research and Narrative

11:00-12:30

Chair: Maya Lefkowich

Crafting Hopeful & Disruptive Stories: reflections, lessons learned, and applied strategies, *Maya Lefkowich*

Am I American Enough?: A Critical Narrative Exploration of Second-Generation Asian American Teacher's Identity and Belonging, *Meghan Phadke, University of Minnesota*

Body, Gaze, and Identity: An Autohistoria-teorı´a of Desires, Anger, and Subordination, *Madiha Mohsin Syeda, Miami University Ohio*

Moving within a Semiosphere of Dotted Lines: A Sociocultural Psychological Analysis of an Italian Animated Series, *Raffaele Modugno, University of Padua, and Ciro De Vincenzo, University of Padua*

Narrative Inquiry Chopped and Screwed: The Case of the Curious Teachers, *Nick Kasparek, Texas Tech University, and Emily J. Lahr, Texas Tech University*

5.20.030 Roundtable: Critical Pedagogy

11:00-12:30

Chair: Pamela Zapata Sepúlveda Universidad de Tarapacá

CRITICAL QUALITATIVE INQUIRY IN PAULO FREIRE IN HIS FIRST CENTENARY (1921-2021), *Pamela Zapata Sepúlveda, Universidad de Tarapacá*

5.20.031 Utopian Visions

11:00-12:30

Chair: Hanne Vandenbussche Ghent University

Artisans of imagination: Wout and his allies thinking about his future in placeless places , *Hanne Vandenbussche, Ghent University, and Elisabeth De Schauwer, Ghent University*

Multimodal Conscientização: The potential of criticality to construct utopian curricula through text design, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Andrés Esteban Tobón-Gallego, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Maria Camila Mejía-Vélez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Elizabeth (Effy) Agudelo, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Creating a Utopia of Hope for Adolescents in Foster Care, *SUE Frantz Micetic, Arizona State University, School of Social Transition*

Looking Back, Moving Forward: A 10-year diaethnography of a research community, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Literacies in Second Languages Project, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

5.20.032 Collaborative Practice

11:00-12:30

Chair: Megan M. Van Deventer Weber State University

Transformative Power of Research Collectives in Qualitative Inquiry, *Megan M. Van Deventer, Weber State University, Sara K. Sterner, California State Polytechnic: Humboldt, and Laura M. Lemanski, University of Minnesota, Twin Cities*

A methodology of quilting and vulnerability: A proposal for collaborative knowledge production, *Yecid Ortega, University of Toronto, Beatrice Cale, McGill University, John Wayne dela Cruz, McGill University, Mama Adobea Nii Owoo, University of Toronto, April Passi, McGill University, and Mela Sarkar, McGill University*

Critical Friends in Critical Times , *Danielle Lane, Elon University, Nicholas Catania, University of South Florida, and Sarah Semon, University of South Florida*

The Becoming Scholars Collective: Learning to Create Meaningful Knowledge, *Priya C. Kumar, Pennsylvania State University, Nisa Asgarali-Hoffman, University of Maryland, College Park, Elisabeth Asher, University of Maryland, College Park, Nate Beard, University of Maryland, College Park, Sam DiBella, University of Maryland, College Park, Sunyup Park, University of Maryland, College Park, Sydney Triola, University of Maryland, College Park, and Mawii Zothan, University of Maryland, College Park*

5.20.033 Diversity, Equity, and Inclusion in Education

11:00-12:30

Chair: Jonathan Gilbert Green The University of East London

"That's all I know:" Depiction and representation upon BAME learners, *Jonathan Gilbert Green, The University of East London, and Andrew Louis Kipp, Kansas State University*

Equity and Inclusion Leaders' Challenges and Opportunities, *Jill Channing, East Tennessee State University*

From Fulfillment to Anger: The Emotional Roller Coaster of the Diversity Classroom, *Patricia Marin, Michigan State University, Melissa L. Morgan, University of California, Santa Barbara, and Yukyung Bae, Michigan State University*

Unhiding the Hidden: Challenges to Activating Critical Self-Reflection and Equity-Driven Practices During Field Experience, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Witness the Reframe of Educational Equity: The Case for Afrocentric Education, *April Michelle Warren-Grice, University of Pittsburgh, and IAsia Thomas, University of Pittsburgh*

5.20.034 Curriculum and Program Development

11:00-12:30

Chair:

Engaging Students in Critical Analysis of Curriculum and Materials: Developing Competency in Pre-Service Teachers, *Samantha M Meister, University of Wisconsin-Green Bay*

Developing a College Student-Led Program from Scratch: Challenges, Successes, and Lessons Learned Implementing Sport-for-Development Theory in Practice , *Sungjai Hong, University of Illinois at Urbana-Champaign, Alyssa Trad, University of Illinois at Urbana-Champaign, Jake Simms, University of Illinois at Urbana-Champaign, Jon Welty Peachey, University of Illinois at Urbana-Champaign, Jules Robert Wolf, University of Illinois at Urbana-Champaign, and Kevin Richards Andrew, Univeristy of Illinois at Urbana-Champaign*

Supporting Graduate Students and Early Career Researchers Engaged in Sensitive Qualitative Research: A Review of a Pilot Workshop Series, *Lorne Prupas, Ret'd Staff, Simon Fraser University; R. Psych. (BC), and Flavia Cionca, University of British Columbia*

Higher Educational Governing Board Structure: Perspectives of the Academic Administrators, *Elizabeth Sofia, Tennessee Tech University*

5.20.035 Lanugage and Literacy in Education

11:00-12:30

Chair: Mahlapahlapana Mahalapahlapana Themane University of Limpopo

Psycho-social factors that enable or inhibit literacy development from children's perspectives in primary schools, South Africa, *Mahlapahlapana Mahalapahlapana Themane, University of Limpopo*

Pedagogy of Vulnerability in Elementary ELA Classrooms, *Victoria Harrington, Houghton College*

The Role of the Extra-Curricular Literacy Support To an Elementary School-Age Motherless Child , *Olga Gould, ENMU, and Kinnley Davis, ENMU*

Heritage and Second Language Learners' Perceptions on Language Maintenance and Critical Language Awareness, *Lorena Fabiana Alarcon, University of Illinois Urbana-Champaign*

5.20.036 Rural Research

11:00-12:30

Chair: Andrew M. Crain The University of Georgia

"Rural Like Me" – A Phenomenological Reflection on Rural Education Research, *Andrew M. Crain, The University of Georgia*

Trends and Developments in the Attitudes and Aspirations of Rural Pennsylvania Youth, *Freyca Calderon, Penn State Altoona, Sam Tanner, Penn State Altoona, Lauren Jacobson, Penn State Altoona, and Lacey Wallace, Penn State Altoona*

Discourses of Student Learning: Capitalism and Criminality in Tennessee Rural Schools, *Jonathan M Enix, Tennessee Tech University*

Imagined Kitchen Table Conversations: A Narrative Inquiry of Rural Educators' Experiences Teaching Latinx Immigrant Students , *Stephanie Oudghiri, Purdue University*

5.20.037 Preservice Teacher Education

11:00-12:30

Chair: Charlene L. Cornwell University of Minnesota-Twin Cities

Small Disruptions: Preservice Teachers' Enactments of Anti-Oppressive Pedagogies in Elementary Classrooms, *Charlene L. Cornwell, University of Minnesota-Twin Cities, and Megan C. Deutschman, University of Minnesota-Twin Cities*

When Multimodality Meets Modeling: A Case Study of Preservice Elementary Teachers Building Knowledge in Science. Ayca K. Fackler, University of Georgia, *Ayca Karasahinoglu Fackler, University of Georgia*

Reflections on Revamping Introductory Special Education Course Assessments: Empowering and Elevating Student Voice through Self-Assessment Rubrics, *Ashley I Zehner, University of Wisconsin-La Crosse, and Samantha M Meister, University of Wisconsin-Green Bay*

5.20.038 STORIES AND REFLECTIONS ABOUT THE STATE OF EXCEPTION, CRITICAL QI, AND RESISTANCE, DURING 2020-2021 IN LATINAMERICA AND SPAIN

11:00-12:30

Chair:

STORIES AND REFLECTIONS ABOUT THE STATE OF EXCEPTION, CRITICAL QI, AND RESISTANCE, DURING 2020-2021 IN SPAIN, *aitor. gomez@urv.cat gomez, Universitat Rovira i Virgili*

STORIES AND REFLECTIONS ABOUT THE STATE OF EXCEPTION, CRITICAL QI, AND RESISTANCE, DURING 2020-2021 IN LATINAMERICA AND SPAIN , *Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

Stories from an impoverished area in southern Mexico City, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

STORIES AND REFLECTIONS ABOUT THE STATE OF EXCEPTION, CRITICAL QI, AND RESISTANCE, DURING 2020-2021 IN LATINAMERICA AND SPAIN, *Magdalena Súarez Ortega, Universidad de Sevilla*

TBA, *Pamela Zapata Sepúlveda, Universidad de Tarapacá*

5.20.039 What Should I Bring? Creating a New Learning Space from Scratch.

11:00-12:30

Chair:

Presenter, *Imandeep Grewal, Eastern Michigan University, Kat Naish, Eastern Michigan University, Elizabeth Gray, Eastern Michigan University, Wendy Lawrence, Eastern Michigan University, and Elizabeth Brooke Stoelt, Eastern Michigan University*

5.20.040 Ethics

11:00-12:30

Chair: Maria Lahman University of Northern Colorado

Ethics With and For What?: How Qualitative Researchers Engage Research Ethics in Their Studies, *Pei-Jung Li, Indiana University Bloomington, Darcy E. Furlong, Indiana University, and Jessica N. Lester, Indiana University Bloomington*

A Pending Ethics, *Giulia Carozzi, University of Edinburgh*

A Good Name: Pseudonyms in Research, *Maria Lahman, University of Northern Colorado, Beth Stover, University of Northern Colorado, Rowen Thomas, University of Northern Colorado, and Eric Teman*

5.20.041 Teaching and Learning Qualitative Research

11:00-12:30

Chair: Angus S. Mungal University of Mississippi

Teaching and Learning Qualitative Research during the COVID-19 Pandemic: Be-Coming a Scholar, *Kate Woodbridge, Early Childhood and Elementary Education, Georgia State University, and Janice B. Fournillier, Educational Policy Studies, Georgia State University*

The Impact of Fact Track Programs in Qualitative Methodology Courses: Rethinking Curriculum, *Angus S. Mungal, University of Mississippi, and Heidi Whitford, Barry University*

Teaching and Learning in a Doctoral Level Qualitative Course During the COVID 19 Pandemic, *Heidi Whitford, Barry University, and Angus S. Mungal, University of Mississippi*

Fostering College Students' Curiosity through Qualitative Inquiry Assignments, *Paul William Eaton, Sam Houston State University, and Renée Gravois, Sam Houston State University*

A Critical Advocacy Inquiry of Qualitative Research, Teaching, Learning and Doing , *Penny A Pasque, The Ohio State University, Alexander G-J Pittman, The Ohio State University, Myung-Jin Kim, The Ohio State University, and Maretha Dellarosa, The Ohio State University*

5.20.042 ABR SIG: Arts-Based Research and Materiality

11:00-12:30

Chair: Jack Douglas Richardson The Ohio State University - Newark

The Split Ankh: Reconstructing Slave Narratives Across the Atlantic Through Oral History, *Mark Malisa Malisa, University of West Florida, and Thelma Akusika Missedja, Ohio University*

Arson, Silver Recycling, and the Minnesota State Fair: Musings on 35mm Film and Photographic Time, *Amanda Shopa, University of Minnesota*

What Can Punk Rock Teach Us About Interpretation?, *Jack Douglas Richardson, The Ohio State University - Newark*

Mark My Words: Graphic Somatography as Inquiry into Affective Assemblages of Epistemic Oppression in Education, *Kelly Clark-Keefe, University of Vermont, and Jason Watson, Teachers College Columbia*

A Place-Based Pedagogy of Photographic Walking and Visual Writing That Seeks to Dwell, *Wanfei Huang, South China Normal University*

5.20.043 ABR SIG: Critical Approaches in Arts-Based Research

11:00-12:30

Chair: Tatiana Passos Zylberberg Universidade Federal do Ceará (UFC) - BRASIL

Eco-Comedy: No Laughing Matter, *Geo Takach, Royal Roads University*

Using visual research methods to explore teacher candidates' understanding of culturally responsive teaching , *Camille A Sutton-Brown, Kennesaw State University, Jennifer Ward, Kennesaw State University, Virginie Jackson, Kennesaw State University, Neporcha Cone, Kennesaw State University, Mary Keogh, Kennesaw State University, and Douglas Bell, Kennesaw State University*

Making moves: Learning from creative claims to place in LA, *Brian Zamora, UCLA School of Education*

Bodies in the World: the sensitive blindfolded experience of seing life , *Tatiana Passos Zylberberg, Universidade Federal do Ceará (UFC) - BRASIL*

5.20.044 Research During COVID-19

11:00-12:30

Chair: Anne Namatsi Lutomia Purdue University

Working Together during COVID-19: Autoethnographic Poetry about Virtual International Collaboration at the Workplace , *Anne Namatsi Lutomia, Purdue University*

Understanding how Kenyan Smallholder Farmers Learn from their WhatsApp Social Network Group using Content Analysis, *Julia Bello-Bravo, Purdue University, Anne Namatsi Lutomia, Purdue University, John Medendorp, Purdue University, and Barry R. Pittendrigh, Purdue University*

Virtual Community Belonging during the COVID-19 pandemic: A Collaborative Autoethnography of Two Kenyan Immigrant Women, *Dorothy Rombo, SUNY Oneonta, and Anne Namatsi Lutomia, Purdue University*

Indigenous Inquiries: Witnessing as Indigenous 5.20.045 Methodology for our Labors of Love

11:00-12:30

Chair:

Witnessing a Warrior's Battle with Health in the Time of COVID, *Roe Bubar, Colorado State University*

Witnessing Silencing and the Policing of Activist Student Affair Professionals in the Academy , *Tiffani Kelly, Colorado State University*

Creating #Indigenous Hashtags to Call Out Violence and Call In Healing, *Jennifer "Jamie" Folsom, Colorado State University*

"'Another Brutha Ain't Gettin' His Social Security': Witnessing Connections Between Beauty and Heartbreak, *Caridad Souza, Colorado State University*

5.20.046 Arts-Based Research: Collage as Method I

11:00-12:30

Chair:

Collage as Method, *Jessica Gullion, Texas Woman's University*

Collective collaging: Shared sensemaking and group intervention through visual and textual collage., *Rosemary C. Reilly, Concordia University*

Black Vegan Visibility , *Vanessa Rebecca Ellison, Texas Woman's University*

War Friends: Using Collage as Method to Convey an Ethnographic Exploration of the Power of Military to Military Friendships, *Jamie Michelle Covey, Independent Researcher*

5.20.047 Arts-Based Research and Creative Representations

13:00-14:30

Chair: Emily Jean Hood University of Arkansas at Little Rock

Letter Writing as Creative and Embodied Methodology, *Emily Jean Hood, University of Arkansas at Little Rock, and Sarah T Travis, University of Illinois Urbana-Champaign*

Hauntings of Publications Past, Possibilities for our Academic Present, *Kathleen (Kaye) Allyson Hare, Arts, Communications and Social Sciences, University Canada West, and Amber Moore, Faculty of Education, Simon Fraser University*

aesthetic listening multilogue, *Mariia Vitrukh, Arizona State University*

Introducing Poetic Thresholding: A More-Than Representational Technique for Gathering and Amplifying Affect as Present in Verbal Data, *Christie C. Byers, George Mason University*

Arts-Based YPAR, *Ashley Denise Domínguez, Arizona State University*

5.20.048 Autoethnography and Collaboration

13:00-14:30

Chair: Zhenjie Weng The Ohio State University

Using Collaborative Autoethnography to Explore Language Teacher Agency: Affordances and Constraints, *Zhenjie Weng, The Ohio State University, Jingyi Zhu, The Ohio State University, and Grace Kim, The Ohio State University*

Performing Community Work in the Midst of Hierarchical Challenges, *Gresilda Anne Tilley-Lubbs, Virginia Tech, Emerita, and Julie Gerdes, Virginia Tech*

"Why Are You Here?": A reflection on co-ethnic researchers' roles in qualitative research fieldwork, *Eunyoung Jung, State University of New York at Cortland, and Nayoung Jo, Towson University*

Transformative Visions and Keepers of Hope: A Collaborative Autoethnographic Inquiry Remembering bell hooks, *Sophy Xiuying Cai, Xiamen University, China, and Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia*

5.20.049 Arts-Based Research in Education

13:00-14:30

Chair: Ulrich Teucher University of Saskatchewan

Students and Climate Change: Lasting Footprints, Beauty, and Catharsis, *Ulrich Teucher, University of Saskatchewan, Chelsea Arseneau, University of Saskatchewan, Helayna Bellegarde, University of Saskatchewan, Hannah Beresitzky, University of Saskatchewan, Van Giap, University of Saskatchewan, Sharlene Sayed, University of Saskatchewan, Haley Scheck, University of Saskatchewan, Amaya Widyaratne, University of Saskatchewan, Shannah Dutrisac, University of Saskatchewan, and Jessica Reimer, University of Saskatchewan*

Two Tales of One School: Competing Narratives in a Charter School Unionization Battle, *Amanda Brown, University of Minnesota*

"Will I be Molded or Crushed?" Using Artistic Representations to Explore Emerging Teacher Identity, *Kaitlin Glause, Department of English, Millikin University, and Laura M. Kennedy, School of Education, Leadership, and Public Service, Northern Michigan University*

Unsettling Law in the Classroom: Transformative Arts-Based Pedagogy as Colonial Resistance, *Natilie Richer, York University, and Kimberley White, York University*

Developing Civically Engaged Art Education: Interdisciplinary Approaches, *Rachel Fendler, Florida State University, and Sara Scott Shields, Florida State University*

5.20.050 Activism

13:00-14:30

Chair: Thomas Albright Georgia State University

Crowds and Culture: The Experience of First-Time Protestors during the 2019 Summer in Puerto Rico, *Teófilo Espada-Brignoni, University of Puerto Rico, Río Piedras Campus*

Power Dynamics of Migrant Linguistic Strategies in Montreal, *Robin S Turner, University of Illinois at Urbana-Champaign*

Transformative Teacher Activism: A Political and Educational Awakening, *Jennifer Sink McCloud, Roanoke College*

Freedom Dreaming: An Abolitionist Teacher Residency's Non-Negotiables, *Thomas Albright, Georgia State University, Stephanie Behm Cross, Georgia State University, and Camea Davis, Georgia State University*

Ideological Becoming as a Scholar-Practitioner-Activist: Musings on Academic Activism in Challenging Times, *Jacob Kelley, Auburn University*

5.20.051 Exploring the Challenges that Limit the Hispanic Population from Receiving Healthcare in Idaho

13:00-14:30

Chair:

Commingling of Mission and Rural Setup: Birth of the Study, *Denver Dobson, Idaho State University, Omar Recendez Nunez, Idaho State University, JongHun Sung, Idaho State University, and Ajit Bhattarai, Idaho State University*

Mechanics of Designing a Study - Challenges and Strategies, *Omar Recendez Nunez, Idaho State University, JongHun Sung, Idaho State University, Ajit Bhattarai, Idaho State University, and Denver Dobson, Idaho State University*

Understanding and Respecting Each Other First and More., *JongHun Sung, Idaho State University, Ajit Bhattarai, Idaho State University, Denver Dobson, Idaho State University, and Omar Recendez Nunez, Idaho State University*

Reflections on (re)Learning Qualitative Research , *Ajit Bhattarai, Idaho State University, JongHun Sung, Idaho State University, Denver Dobson, Idaho State University, and Omar Recendez Nunez, Idaho State University*

5.20.052 Black Feminist Thought

13:00-14:30

Chair: Dalia Rodriguez Syracuse University

Radical Mothering as Praxis: Mother Scholars of Color in Graduate School, a Feminist of Color Approach, *Dalia Rodriguez, Syracuse University*

Co-Learning Qualitative Inquiry through a Black Feminist of Ethic of Caring, *Francesca A. Williamson, Indiana University, Kerrie G. Wilkins-Yel, University of Massachusetts, Boston, Christen Priddie, Indiana University, Bloomington, Shanalee Gallimore, Indiana University Bloomington, Karyn Housh, Indiana University, Bloomington, Jasmine Davis-Randolph, Indiana University, Bloomington, Kairys Grasty, University of Massachusetts, Boston, and Dionne Cross Francis, University of North Carolina, Chapel Hill*

5.20.053 LGBTQ+ Research

13:00-14:30

Chair: Javania Michelle Webb University of Missouri-St. Louis

Praying on 'The Other': An Autoethnographic Examination of Queer Identity Negotiation and Bullying within Southern Protestantism, *Kelli R. Agrawal, College of Public Health, University of South Florida*

My Name is Offred, *Jacob Meadows*

Using Life Histories to Determine How Can Black Queer Adults Increase Liberation for Black Queer Youth: Critical Qualitative Inquiry. Javania Michelle Webb, University of Missouri- St. Louis , *Javania Michelle Webb, University of Missouri-St. Louis*

Queering Elementary Education: The Impact of Teacher Identity, *Laurie Hahn Ganser, University of Minnesota - Twin Cities, and Scott Michael Sundstrom, University of Minnesota - Twin Cities*

Teacher Awareness of LGBTQ+ Representation in Curricula, *Luke Anderson, Tennessee Technological University*

Biohacking Queer and Trans Fertility: Forming Communities of Knowledge on Social Media, *Shain Wright Wright, Washington State University*

5.20.054 PAR SIG: Participatory Action Research

13:00-14:30

Chair: Rebecca Brusseau George Mason University

PAR during a pandemic: Feminist influences on rethinking data gathering and analysis , *Rebecca Brusseau, George Mason University, Colleen Vesely, George Mason University, Stephanie Dodman, George Mason University, Swati Mehta, George Mason University, Amber Sansbury, George Mason University, and Jihyae Choe, George Mason University*

Breakout rooms for breaking away: Conducting PAR using remote methods–transformative or simply Covid-coerced? , *Maria Liegghio, School of Social Work, York University, Toronto, Ontario, Canada, and Lea Caragata, University of British Columbia*

Exploring Methods and Theories in Solidarity Research , *Stephanie B. Posey, University Of Illinois Urbana-Champaign*

Representations and Self-representations of Migrants during COVID-19 times. Challenges and Opportunities of Participatory Methods , *Monica Massari, University of Milan, Ombretta Ingrascì, University of Milan, and Gianluca Gatta, AMM-Archive of migrant memories*

Reflections on Cross-Cultural Feminist Research Online During COVID: Cultivating Cultural Humility, Shared Knowledge Production, and Unbordered Alliances, *Cathy Raymond, Independent Researcher*

5.20.055 Writing As a Method of Inquiry

13:00-14:30

Chair: Michael Cody McLane Michigan State University

Am I Doing This Right?: Confessions of a Teaching Fellow, *Ashley Watson, University of Minnesota*

Pittsburgh, The Realest City: Shit Talk'n, Storytell'n, Social Liv'n, *Jacqueline Roebuck Sakho, North Carolina Agricultural & Technical State University*

They have once before lived: A phenomenological examination of resonant place, *Michael Cody McLane, Michigan State University*

In Search of Greener Grass: From Publisher to Author, *Mitchell Allen, Scholarly Roadside Service*

5.20.056 Duoethnography

13:00-14:30

Chair: Jiyea Park University of Georgia

Becoming indispensable: A duoethnography of two Ph D. candidates' experiences of academic journey, *Jiyea Park, University of Georgia, and Janie Rebekah Copple, University of Georgia*

Fictional Escapism and Identity Formation: A Duoethnographic Exploration of Stories and Adolescent Development, *Cammie Jo Lawton, University of Tennessee: Knoxville, and Leia Kristin Cain, University of Tennessee*

Artifact Digging: Mining Artifacts for Personal Identities through Duoethnography, *Melanie Reaves, Montana State University Billings, and Karen Ventura-Kalen, Eastern Washington University*

A tale of grappling: performative duoethnography as expanded methodological thinking, *Runa Hestad Jenssen, North University, and Rose Martin, Norwegian University of Science and Technology (NTNU)*

Drawing Conclusions: A Duoethnographic Exploration of Using Comics to Teach Qualitative Methods, *Jared Benjamin Huisingh, University of Tennessee at Knoxville, and Leia Kristin Cain, University of Tennessee*

5.20.057 Autoethnography and Education

13:00-14:30

Chair: Youmna Deiri Texas A&M International University

"The Desire to Understand, Know, y Saber": A Special Education Teacher's Testimonio , *Martha Lorena Hernández, Florida International University*

Splitting in Nepantla: Dismantling a TESOL Teacher Candidate in After-Queer Research. Ethan Trinh, Georgia State University, *Ethan Tinh Trinh, Georgia State University*

Intimacies of Language, Religion, Immigration, and Politics: Trespassing Educational Research boundaries through Duo Ethnographic Inquiry , *Youmna Deiri, Texas A&M International University, and Tanja Jennifer Burkhard, Washington State University*

"I feel like they're always watching me": Conversations over the challenges of implementing schoolwide practices to improve racial and ethnic issues within a conservative community, *Andrew Louis Kipp, Kansas State University, and Jonathan Green*

Freedom Dreams and Carceral Conspiracies: A Black Feminist Autoethnography of Teaching after the Summer of Racial Reckoning, *Tanja Jennifer Burkhard, Washington State University*

5.20.058 Critical Race Theory

13:00-14:30

Chair: Patricia Virella Montclair State University

On The Importance of Elevating the Global Context in Critical Methodologies, *Patricia Virella, Montclair State University*

"Do White Parents Feel the Same?" Latin American and Caribbean Parents & the Ontario Education System, *Veronica Escobar Olivo, Ryerson University, Laura Perez Gonzalez, and Daniel Sanchez Morales*

Coming From a "bubble" to Teaching for Social Justice: Examining How White Female Preservice Educators Receive and Apply Equity and Social Justice Focused Pedagogies in Their Teacher Education Program, *Alexander G-J Pittman, The Ohio State University, and Kalia B Vue, The Ohio State University*

Finding voices in the past decade: A critical autoethnography from a Chinese international women in higher education, *Ting Huang, College of William and Mary*

The DEI Conundrum: The Use of Critical Autoethnography and Critical Race Theory in Consideration of Black Faces in White Spaces, *Crystal V Shelby-Caffey, Southern Illinois University Carbondale, and Lavern G Byfield, Southern Illinois University*

5.20.059 Language and Literacy in Education

13:00-14:30

Chair: Heather L. Reichmuth Michigan State University

A Translanguaging Stance in Multilingual Homes, *Heather L. Reichmuth, Michigan State University*

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

"I have never felt pulled to writing": Positioning Undergraduates as Writers in a Virtual After-school Writing Club with fifth graders, *Sarah Burson Langley, University of Memphis, and Laurie MacGillivray, University of Memphis*

5.20.060 Preservice Teacher Education

13:00-14:30

Chair: Younkyung Hong

An Exploration of "Inyeon" in Teacher Education: An Intercultural Post-Intentional Phenomenological Inquiry , *Younkyung Hong*

Critical Content Analysis of Teacher Candidates' Written Reading Responses to the Texts about Equity , *Young Ah Lee, The Ohio State University, Lima*

Preservice Mathematics Teachers' Perceptions of Posing Geometry Problems to Rural High School Students, *Carey Ann Wilson, Tennessee Technological University, and Holly Anthony, Tennessee Technological University*

Critically examining teachers candidates' understanding of culturally responsive teaching, *Camille A Sutton-Brown, Kennesaw State University, Mary Keogh, Kennesaw State University, Jennifer Ward, Kennesaw State University, Douglas Bell, Kennesaw State University, Neporcha Cone, Kennesaw State University, and Virginie Jackson, Kennesaw State University*

5.20.061 Epistemological and Methodological Considerations in Social Science Research: Insider and Outsider Perspectives

13:00-14:30

Chair:

Three Non-Engineers Walk Into A Lab: Educational Researchers in Engineering Education, *Saralyn McKinnon-Crowley, Georgia Institute of Technology, Kali Morgan, Georgia Institute of Technology, and Ying Wang, Georgia Institute of Technology*

How to Work Together: Psychophysiology Data and Qualitative Interviews, *Jocelyn McKinnon-Crowley, Washington State University*

From Field Work to the Dean's Report: Incorporating V
   [9]   , *Daniel Becton, University of Texas-Austin*

Writing as Method: Emotive Writing as a Qualitative Method in Education
Research , *Gabriel Rodríguez Lemus Jr., The University of Texas at Austin*

Immigrant Families, Education within an International Context, and Second Language Teacher Education and
5.20.062 Practice

13:00-14:30

Chair:

Middle School Teacher's Conception of Classroom Assessment: The Views from China and the United States, *Lu Xu, University of Illinois Urbana-Champaign*

Preschool and Kindergarten educators' perspectives about inclusion in Paraguay, *Kaori Terol Aveiro, University of Illinois Urbana-Champaign*

Critical Language Awareness: An exploratory study about teachers' beliefs and practices, *Lorena Fabiana Alarcon, University of Illinois Urbana-Champaign*

Moving towards transformative second language pedagogy: Language program directors' perceived advantages and obstacles, *Julia Gorham, University of Illinois Urbana-Champaign*

Linguistic and Cultural Identity through Home-based Language and Literacy Practices among African Immigrant families in the United States, *Purity Wawire, University of Illinois Urbana-Champaign*

Student Identity, Evidence-Based Practices, Carcerality, and Art Education in Elementary and Secondary
5.20.063 Education

13:00-14:30

Chair:

A Tale of Two Worlds: Art Class Through the Eyes of High School Students in Two Urban Midwestern Cities, *Victor Ruiz-Divas, University of Illinois Urbana-Champaign*

The Construction of Mathematical Identity in Middle School, *Camille Griffin, University of Illinois Urbana-Champaign*

Watch as Well as Prey: Orr Academy High School as a Site of Carcerality, *Candace Livingston, University of Illinois Urbana-Champaign*

Professional Development and Writing Practices in the Elementary Grades, *Kate Connor, University of Illinois Urbana-Champaign*

What's the use of wasted lives?: Thinking through use 5.20.064 and waste in educational research

13:00-14:30

Chair:

Reduce, Reuse, Recycle: Repurposing 'Spent' Data in Qualitative Research, *Joshua Michael Cruz, Texas Tech University*

Indigenous knowledge use and disused: The knowledge relevance dilemma , *Jackson Mainai Shaa, Texas Tech University*

The self-fulfilling perception of wasted time among international students in EAP courses., *Brian Horstman, Texas Tech University*

The Dis/Re/Use of Teacher-Student Identities in a Liquid World, *Corinne Meredith Barger, Texas Tech University*

Technology, Video Game, and Computer-based Studies 5.20.065 in Collaboration, Student Learning, and User Habits

13:00-14:30

Chair:

Behavioral traits found in unintentional insider threats, *Ivan Kong, University of Illinois at Urbana-Champaign*

A Comparison on Collaboration in MMORPG Raid Groups, *Brian Guerrero, University of Illinois Urbana-Champaign*

Students Learning Programming, *Mohammed Hassan, University of Illinois Urbana-Champaign*

"A Black Quartet II: Collaboratively Performing
5.20.066 Transformative Visions."

13:00-14:30

Chair:

A Black Quartet II: Collaboratively Performing Transformative Visions. , *Bryant Keith Keith Alexander, Loyola Marymount University, Mary E Weems, Independent Scholar, Dominique C. Hill, Colgate University, and Durell M. Callier, Miami University*

5.20.067 ABR SIG: Arts-Based Research as Bricolage

13:00-14:30

Chair: Beatriz Eugenia Guerrero-Arias Universidad Del Valle

Black Humannes and Aesthetic Liberatory Assemblages, *Beatriz Eugenia Guerrero-Arias, Universidad Del Valle*

Lines of Flight: Exploring Deviations from Representational Fieldwork with Young Children, *Julie Snyder, The Pennsylvania State University*

Ocoee: Ethical Quandaries with Pedagogical Documentation , *Morgan Paige Tate, University of Georgia*

"This is just been very healing and reparative": Collage as a Method of Inquiry to Explore Black Motherhood, *Nicole A. Corley, Virginia Commonwealth University, Britney Pitts, Virginia Commonwealth University, Da'Shunnda Hayward-White, Shayla Sanders, Virginia Commonwealth University, Kashmala Naz, Brittany Watson, Virginia Commonwealth University, Jasmine Elmore, Virginia Commonwealth University, and Myles Manuel, Virginia Commonwealth University*

Indigenous Inquiries Circle: Directions in Indigenous
5.20.068 Research

13:00-14:30

Chair: Virginie Magnat University of British Columbia

HÍSWKE (Embodied and Oral Land Acknowledgement), *Virginie Magnat, University of British Columbia*

Learning from the land: An effective Indigenist methodology in environmental sustainability research., *Ranjan Datta, Mount Royal University, Jebunbnessa Chapola, University of Saskatchewan, and Prathona Datta*

We Know Who We Are: A Métis Digital Storytelling Project During COVID-19, *Robert Henry, University of Saskatchewan, Chelsea Gabel, McMaster University, and Amanda LaVallee, University of the Fraser Valley*

'Aere 'Aere 'Opara Ki Mua: Teaching Cook Islands Māori to Adults in New Zealand, *Joey Domdom, Wellington Institute of Technology, and Teremoana Maua-Hodges, Porirua College*

Sqilxw Woman: She Brings Bundles , *Mariel Belanger, Queens*

5.20.069 Feminist Placemaking: Utopian Dislodging of Normative Space

13:00-14:30

Chair:

From Situated to Migratory Knowledge: A Critical Feminist Epistemological Inquiry, *Pengfei Zhao, University of Florida, and Pooja Saxena, Cottey College*

Figuring Affect in Qualitative Research: Mapping Mind, Body, Spirit, Soul, *Alycia Elfreich, Indiana University, and Samantha Silberstein, University of North Carolina Wilmington*

Who is Centered in Counterspaces?: Problematizing Counterspaces, *Dajanae Palmer, University of Wisconsin Madison*

Legitimizing a Body: Women as Placemaker, *Barbara Dennis, Indiana University, and Darcy E. Furlong, Indiana University*

5.20.070 Arts-Based Research: Creating a Visual Worldview

13:00-14:30

Chair:

Creating A Visual Worldview Overview, *Nancy Gerber, Florida State University*

Creating a Visual Worldview, *Danielle Chen, Florida State University*

Visual Imagery: Inspiring an Art Therapy Worldview, *Cui Jing, Florida State University*

Collaging a Worldview, *Elizabeth Odom, Florida State University*

The Interconnectedness of Multiple Realities through Art-making and Narrative Inquiry, *Kellie Anne Fallon, Florida State University, Cui Jing, Florida State University, Danielle Chen, Florida State University, Elizabeth Odom, Florida State University, and Nancy Gerber, Florida State University*

PF002 ADISP: CRITICAL QUALITATIVE INQUIRY IN PAULO FREIRE IN HIS FIRST CENTENARY (1921-2021) Part 2

13:00-14:30

Chair: Marilia Velardi University of São Paulo

CRITICAL QUALITATIVE INQUIRY IN PAULO FREIRE IN HIS FIRST CENTENARY (1921-2021), *Consuelo Chapela, Universidad Autonoma Metropolitana - Xochimilco*

Critical qualitative inquiry and the qualitative researcher as a bricoleur, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

CRITICAL QUALITATIVE INQUIRY IN PAULO FREIRE IN HIS FIRST CENTENARY (1921-2021), *Pamela Zapata Sepúlveda, Universidad de Tarapacá*

Paulo Freire's idea of radicality: bases for Critical Qualitative Research, *Marilia Velardi, University of São Paulo*

TBA, *Fernando Peñaranda*

5.20.071 Interview Research and Migration

15:00-16:30

Chair: Patricia J. Higgins Pellissippi State Community College

Bird in a Cage: Refugee Adult Learner Experiences in Community College in the Southeastern U.S. , *Patricia J. Higgins, Pellissippi State Community College, and Mitsunori Misawa, University of Tennessee Knoxville*

Perceived Risk of Occupational Stress in Human Service and Legal Professionals and Paraprofessionals Working with Undocumented Central Americans in Texas, *Amy Lynn Clark, Texas Woman's University*

Characteristics and Migration Experiences of Highly Skilled Migrants: A Qualitative Study of Polish High-Tech Professionals in Silicon Valley, *Marzena Sasnal, Stanford University School of Medicine*

"We wanna feel like we are America": Examining New Americans' Inclusive and Exclusionary Education Experiences , *Elizabeth A. A. Gilblom, North Dakota State University, Sarah Crary, North Dakota State University, and Hilla Sang*

5.20.072 Feminist Qualitative Research

15:00-16:30

Chair: Shona McIntosh University of Bath

Collective Creations: Experiments in Online Immanence, *Shona McIntosh, University of Bath, and Rachel Wilder, University of Bath*

Is it me?: (Re)Conceptualizing Alternative Modalities of Oppression, *Rachel Charles Harge, University of Minnesota-Twin Cities, CEHD, and Cody Bursch, University of Minnesota-Twin Cities*

African American Mothers' Perceptions and Experiences of Leisure Before/During COVID-19 Pandemic, *Darrien Laron Watson, University of Illinois at Urbana-Champaign, and Kim Shinew, University of Illinois at Urbana-Champaign*

Poetic Reflexivity: Using Poetry to Incorporate Our Experiences of Early Motherhood, *Lori E Koelsch, Duquesne University, and Elizabeth A Bennett, Point Park University*

Layers of Meaning: Experiments in Post-Qualitative Analysis with Humaments, *Rachel Wilder, University of Bath, and Shona McIntosh, University of Bath*

5.20.073 Disability, Children, and Youth

15:00-16:30

Chair: Angela Ingram Pacific Lutheran University

Understanding the Lived Experiences of Transgender Youth with Disabilities, *Angela Ingram, Pacific Lutheran University*

Accessibility, Stories, and Research: Centering Disability in Digital Storytelling , *Kathleen C. Sitter, University of Calgary, and Brooke Allemang*

Students with Special Needs Labels Resisting the Hidden Curriculum in a Special School, *Charna D'Ardenne, UNC Chapel Hill*

Leveling and Heightening: Pandemic Effects on Families with Children with Special Needs, *James W. Jones, Ball State University, and Darolyn "Lyn" "Lyn" Jones, Ball State University*

5.20.074 Black Feminist Thought

15:00-16:30

Chair: Dalia Rodriguez Syracuse University

Where Do I Fit? The Intersectional Experiences of Second-Generation Immigrant Graduate Students in Academia, *Leslie Uchenna Ekpe, Texas Christian University, and Ezinne Ofoegbu, Santa Clara University*

The Power of Herstories about Black Women: Carrie Best, Kathleen "Kay" Livingstone and Caroline Goodie Tshabalala Mogadime , *Dolana Mogadime, Brock University*

Interconnections Between Black Feminist Thought, ChicanX Feminist Theory, and LatinX Feminist Theory, *Dalia Rodriguez, Syracuse University*

The Whores Left Behind: Black Sex Workers' College Navigation & Loneliness, *Rayven Nicole Morrow, The University of Illinois at Urbana-Champaign*

5.20.075 New Materialism

15:00-16:30

Chair: Jacky Barreiro Simon Fraser University

From a Tiny House to a Castle: Storytelling with Theory and the Question of Desire, *Jacky Barreiro, Simon Fraser University*

Agential Schooling: Clipboards, Handouts, and Posthuman Entanglements, *Thomas Albright, Georgia State University*

The Arts as Research: Nomadic Materiality and Possible Futures, *Richard Siegesmund, Northern Illinois University*

Explaining diffraction as thinking-teaching practice, *Polina Golovátina-Mora, Norwegian University of Science and Technology*

5.20.076 Postcolonial Research

15:00-16:30

Chair: victory Osezua University of Louisville

Influences of racism and post-colonialism on the wellbeing of refugee youth from the African Great Lakes Region, *victory Osezua, University of Louisville*

Building Testimonios of Immigrant Students in South-South Migration Contexts: Lessons learned from dissertation fieldwork in the cities of Antofagasta and Arica, Chile , *Manuel Perez, University of Illinois at Urbana-Champaign*

Humanitarian Aid and Mental Health in War Zones: A Psychological Explorative Study in the Gaza Strip, *Alice Barsanti, Department of Philosophy, Sociology, Education and Applied Psychology, University of Padova*

The Erasure of Colonial Games: Playing through Memories, *Shagun Singha, Arizona State University, and Nisha Sridharan, Arizona State University*

Applying the Sort and Sift, Think and Shift qualitative approach to decolonizing knowledge, *Jessica Euna Lee, Indiana University School of Social Work, Eric Kyere, Indiana University School of Social Work, PIOUS MALLIAR BELLIAN, Indiana University School of Social Work, Minyoung Lim, Bethel University, Maryanne Kaboi, Indiana University School of Social Work, and Gifty D. Ashirifi, Indiana University School of Social Work*

5.20.077 Digital Tools

15:00-16:30

Chair: Ke Ma University of Georgia

Qualitative Data Collection through Online Platforms in Transformative Learning Research: A Case Study, *Ke Ma, University of Georgia*

Structuring support for qualitative research in academic libraries, *Jessica Hagman, University of Illinois Urbana-Champaign*

Graduate Students' Perspectives on Optimal Learning Ecologies of Computer-Assisted Qualitative Data Analysis, *Amir Michalovich, University of British Columbia*

The teacher ambassador: Tweeting our way to the 'good enough' teacher, *Kali Thompson, University of Georgia*

5.20.078 Directions in Arts-Based Research

15:00-16:30

Chair: Marilia Velardi University of São Paulo

Arts-based research: studies on the praxis of research by/of/in the arts, *Renata Matsuo, University of São Paulo, and Marilia Velardi, University of São Paulo*

The Influence of a Theater Camp in a Rural Conservative Community to Empower Underrepresented Youth, *CC Conn, Stephen F. Austin State University*

Performance-Based Research, Rhetoric, and Experience, *David Dodd, Independent Scholar, and Charles Vanover, University of South Florida*

Arts-Informed Research as an Ideal Speech Situation inside the Public Sphere: Creating Deeper Understanding in Difficult Conversations, *Melissa Kay Hort Overton, Kansas State University*

Autoethnography & Music: Challenging Assumptions of Feminine Identity and Disability, *Helene Robinson, University of South Florida, and John Stewart*

5.20.079 Arts-Based Research and Creative Design and Experience

15:00-16:30

Chair: Kristen Fung University of South Florida

Transmediation: Representing Difficult Qualitative Text through Alternative Communication Systems to Foster Understanding, *Kristen Fung, University of South Florida, and Janet C. Richards, University of South Florida*

From Structure to Creativity: A Qualitative Case-Study , *Paria Peyravi, University of Illinois at Urbana-Champaign*

Towards creative praxis: Arts-based pedagogy to engage critically oriented curriculum, *Alycia Elfreich, Indiana University, and Gustave Weltsek, Indiana University*

Unearthing the Humanity: An A/r/tographic Inquiry into Undergraduate Teacher Candidates' Ideological Experiences and Perspectives, *Sage A. Wright, University of Florida*

5.20.080 Narrative Inquiries

15:00-16:30

Chair: SHOUQING SI Utah State University

Teaching the Holocaust today: Critical examinations of classroom stories, *Alexander Pope, Salisbury University, and Jennifer Lemberg, The Olga Lengyel Institute for Holocaust Studies and Human Rights*

Critical Democratic Education: Are Asian Americans Included or Excluded in 50 State Social Studies Standards? , *SHOUQING SI, Utah State University*

Stories of Stories: Adapting Narrative Inquiry to Explore Mothers' Perspectives of their Gifted Daughters' Stories of Belonging. Kate H. Guthrie, Piedmont University, *Kate H. Guthrie, Piedmont University*

The Journey of Effective Leadership: A Narrative Inquiry and Reflection, *Chevette Ariel Black, Barry University, and Heidi Whitford, Barry University*

5.20.081 Critical Race Theory

15:00-16:30

Chair: Carmen Leigh Gillies University of Saskatchewan

Social Media and Teacher Professional Development: Anti-Racist Implications and Possibilities , *Carmen Leigh Gillies, University of Saskatchewan, and Courtney Bowman*

Challenges at "Home": The Experiences of Caribbean Youth in Out-of-Home Care in Southwestern Ontario, *Rachael Gustave, Ryerson University, Kristin Swardh, Ryerson University, and Marsha Rampersaud, Ryerson University*

Trial Without Room for Error: Black Caribbean Youth and the Ontario Judicial System, *Marsha Rampersaud, Ryerson University, and Veronica Escobar Olivo, Ryerson University*

5.20.082 Support in Higher Education

15:00-16:30

Chair: Marcos Viveros Oregon State University

Mindful Mentorship: Fostering Self-kindness and Emotional Wellness through Faculty and Graduate Students of Color Testimonios, *Marcos Viveros, Oregon State University, Kathryn Esther McIntosh, Oregon State University, Faran Saeed, Oregon State University, Raisa Blazquez, Oregon State University, and Freddy Leon, Oregon State University*

Hope Despite Trauma: Experiences of Student Affairs Educators , *Patricia Marin, Michigan State University, Jesenia Rosales, Michigan State University, and Brandon Smith, Michigan State University*

Educational Leadership Educators' Development of a Culture of Caring During the Covid-19 Pandemic, *Jill Channing, East Tennessee State University, Georgina Wilson, Central Michigan University, Margararita Wilson, Central Michigan University, and Meaghan Heimbach, East Tennessee State University*

Faculty Members' Hopeful Conversations on Twitter about Work-Life in a Pandemic, *Jesenia Rosales, Michigan State University, and Yukyung Bae, Michigan State University*

A Critical Advocacy Inquiry of Qualitative Research, Teaching, Learning and Doing , *Alexander G-J Pittman, The Ohio State University, Myung Jin Kim, The Ohio State University, Maretha Dellarosa, The Ohio State University, and Penny A Pasque, The Ohio State University*

5.20.083 Education and COVID-19

15:00-16:30

Chair: Tessa M. Smith The Ohio State University

Death Education amidst the Pandemics, *Tessa M. Smith, The Ohio State University*

Eavesdropping at the Intersection of Covid-19, Teaching, Our Other Lives, and Just Trying to Make It, *Courtney Hartnett, Georgia State University*

The Impacts of a Global Pandemic on a Qualitative Study Investigating Campus Food Pantries, *Elmira Jangjou, University of Iowa*

LMK, Blue-Heart Emoji, and Smiling Face: SMS Pedagogy Amid the Covid-19 Pandemic, *Ezequiel P Korin, University of Nevada, Reno*

5.20.084 Language and Literacy in Education

15:00-16:30

Chair: Myung-Jin Kim The Ohio State University

"I didn't know we learned all at the same time!": Creating multimodal and translanguaging space for emergent bilinguals in online space. , *Myung-Jin Kim, The Ohio State University*

The Inward Odyssey: Verse, Voice, and the Hydraulics of Black Cultural Memory as a Praxis of Resistance, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Social Media Effects on Language Development: a Case for English First Additional Language Acquisition, *Bulelwa Bulelwa Makena, Walter Sisulu University, and Bongani D Bantwini, University of Venda*

5.20.085 Informing disabilities studies in theory, methods, and practice

15:00-16:30

Chair:

The Experiences of Families of Children with Autism During the COVID-19 Pandemic, *Ban Haidar, University of Illinois Urbana-Champaign*

Including Students with Autism in General Education Classrooms: Perspectives of General Education Teachers, *Nikki Donnelly, University of Illinois Urbana-Champaign*

Use of Vocational-Based Assessments Amongst Special Education Teachers for Students with Severe Disabilities, *Ricky Price, University of Illinois Urbana-Champaign*

Participation in Community-Based Work Experiences for Students with Severe Disabilities, *Hannah Brenner, University of Illinois Urbana-Champaign*

5.20.086 How to Survive in a Neoliberal Academy and Still be a Qualitative Inquirer

15:00-16:30

Chair:

Intellectual sharecropping and the tenure and promotion process, *JOY PIERCE, University of Utah*

Survival of a ChicanX Faculty Member: Racism, Sexism, and the Neo-liberal Academy, *Dalia Rodriguez, Syracuse University*

Teaching collective multitude, *Mirka Koro, Arizona State University*

Academic Survival – how to balance not having a job, with having one you hate, or hate yourself for getting. , *Julianne Cheek, Østfold University College*

5.20.087 Using Deleuze to reinfuse meaning into the curriculum

15:00-16:30

Chair:

Introduction to panel, *Joshua Michael Cruz, Texas Tech University*

Repetition and Identity in Higher Education Today, *Jamie Belinne, Texas Tech University*

Subjectification of Education: Is Personalization Obtainable?, *Taylor Kirkpatrick Darwin, Texas Tech University*

A Deluzian Approach to Language, *Cassie Rose, Texas Tech University*

Curriculum As a Body Without Organs, *Gonzaga Robert Mukasa, Texas Tech University*

Using Deleuze to Reinfuse Meaning into Curriculum, *Bethany Berg, Texas Tech University*

Collaborative Autoethnographic Writing as Communal
5.20.088 **Curative**

15:00-16:30

Chair:

Katty Alhayek, Bryant Keith Alexander, Elissa Foster, Carmen Hernandez Ojeda, Claudio Moreira, Ronald J. Pelias, Christopher Poulos, Timothy Sutton, Ayshia Elizabeth Stephenson-Celadilla, and Porntnip Israsena Twishime,

Posthumanism and the Politics of Racism, Colonialism,
5.20.089 **and Gender Pluralism: A Discussion**

15:00-16:30

Chair:

What does anti-racist and anti-colonialist posthumanist scholarship look like? , *Jerry Lee Rosiek, University of Oregon*

How is antiracist curriculum intelligible within a "western" narrative frame?, *Alexander B. Pratt, University of Oregon*

How might queer subjectivities felt through new materialist lens be critical to decolonizing space and place? , *Boni Wozolek, Penn State University, Abington College*

Research for What?: Black Studies and Method-Making, *Asilia Franklin-Phipps, SUNY New Paltz*

New Materialisms: Rectanglements: [New] Material-
5.20.090 **Discursive Spaces for (Im)possibilities**

15:00-16:30

Chair: Donata Puntil King's College London and Karen Kaufman Centre for Creative-Relational Inquiry University of Edinburgh

(Posthuman) Community – We Do-Don't Belong , *Donata Puntil, King's College London, and Karen Kaufman, Centre for Creative-Relational Inquiry, University of Edinburgh*

Transforming in the Process: The Affective Troubles of Writing a Posthuman Literature Re-view , *Sharon Louise Smith, School of Education, University of Birmingham, and Luise Fischer, Institute of Political Science, Leipzig University, Germany*

Writing-Together-Apart: Affective Matterings and Distant Intimacies, *Prue Adams, Western Sydney University, and Andrew Mark Gillott, Centre for Creative-Relational Inquiry, University of Edinburgh*

(Dis)solving Boundaries, and Becoming in a Digitopic Spacetimemattering, *Lindsey R Garner-Knapp, University of Edinburgh, and Tanya O'Reilly, Stockholm University*

5.20.091 ABR SIG: Trans*formative Arts-Based Inquiry

15:00-16:30

Chair: J.T. Eisenhauer Richardson The Ohio State University

Teaching Towards Transformative Learning among College Students: A Photovoice Case Study, *Maaly Younis, School of Psychological Sciences, University of Northern Colorado, Kevin Pugh, School of Psychological Sciences,University of Northern Colorado, Cassendra Bergstrom, School of Psychological Sciences,University of Northern Colorado, Audrey Tocco, School of Psychological Sciences,University of Northern Colorado, Gurusewak Khalsa, Applied Psychology Counseling Education, University of Northern Colorado, Yousef Alradi, School of Psychological Sciences, University of Northern Colorado, and Kristen Powell, School of Psychological Sciences,University of Northern Colorado*

Trans*itioning and Pandemic Time: Crip/d/Deaf/Queer/Trans* Poetics and Post-Qualitative Futures, *J.T. Eisenhauer Richardson, The Ohio State University*

Reclaiming research as a personal and emotional act for transformative research cultures and publics: a collaborative zine-making interruption, *Lisa Bradley, University of Glasgow, Amanda Megan Ptolomey, University of Glasgow, and Nughmana Mirza, University of Glasgow*

Places Becoming: Defining the Meaning, *Sarah Marie Angne Alfaro, Ball State University, Megan Kraay, Ball State, Danielle Hembrock, Ball State, and Naomi Smallwood, Ball State*

Arts-Based Research: Dancing with Fire: The Art of
5.20.092 Reigniting Your Research Passion

15:00-16:30

Chair:

Relational Poetry: Embracing the Sensuous in Researching Academic Writing Lives, *Sandra Lynn Tarabochia, University of Oklahoma*

Forging connections between creativity, analysis, and agency, *Collie Johnson Fulford, University at Buffalo - SUNY*

The Narrative Thread: Arts-Based Research Across Disciplines, *DAREN Frederick KENDALL, The College of Wooster*

PAR SIG: Action Research for Equitable Community
PAR3 Health and Wellbeing

15:00-16:30

Chair:

Storytelling for Advocacy: Amplifying the Voices of Parents of Children with Autism, *Michelle Vasquez, Jeff Neal, Kimberly Cox, and Alfredo Ortiz Aragón*

Rewriting the Script with Parents of children with Autism and Pre-Professional Healthcare Students for More Equitable Healthcare, *Shandra Esparza, Alfredo Ortiz Aragón, Inci Yilmazli Trout, and Priscilla Salazar*

Seeing beyond: Using Photovoice extend academic thought to everyday life, *Marya R Sosulski, Michigan State University, and Chey Davis, Michigan State University*

'Our Lives Depend on You': Hearing the (Photo)Voices about Access to Health and Social Services by Women Living on a Low Income in Kingston, Ontario, Canada, *Jennifer Waite, Queen's University, Pilar Camargo Plazas, Queen's University, Kingston, Ontario, Canada, Lenora Duhn, Queen's Unviersity, and Michaela Sparringa, Queen's University*

5.20.093 Anti-racist Interventions

18:00-19:30

Chair: Willow Samara Samara Allen University of Victoria

'In the deep': What can we learn from adopting an antiracist interventive interviewing approach with public sector workers in settler colonial bureaucracies? , *Willow Samara Samara Allen, University of Victoria, Nisha Nath, Athabasca University, and Trista Georges, Athabasca University*

He that is without sin among you, let him cast the first stone': Identity work of the anti racist., *Stephanie M Kelly, WelTec Institute of Technology, New Zealand, and Frances Richardson, Whitireia Community Polytechnic*

Tragic Intersections: Communication, Protest, Property, and Guns, *L. Shelley Rawlins, Southern Illinois University*

Racism and the Shifting Grounds of Mattering at a University during the Pandemic, *Milad Mohebali, University of Iowa*

Curriculum as agent: Analyzing the case of curricular racism, *Alexander B. Pratt, University of Oregon*

5.20.094 Critical Race Theory

18:00-19:30

Chair: Kala C. Jones Department of Teaching and Learning Florida International University

THERES GOTTA BE SOMETHING BETTER: SCHOOL SPECIFIC SLOW VIOLENCE AND STUDENT HOPE , *Kala C. Jones, Department of Teaching and Learning, Florida International University*

Serving two masters: Racial surveillance technologies, Black fugitivity, and the experiences of a Black former no excuses charter school teacher, *Chaddrick D James-Gallaway, Texas A&M*

The Power of Same-Race Mentoring: Creating Space at a PWI For Students of Color to Speak Their Truth and Process the Dual-Pandemics of Covid-19 and Racism, *Alexander G-J Pittman, The Ohio State University*

Waive It Away: Systemic Injustices Against Black & Brown Faculty & Staff Professionals, Past & Present, *Marquis B. Holley, University of South Florida*

(Un)Silencing Blacktivism in Opera: A Letter to the Opera Field from Black Administrators, *Antonio C. C Cuyler, Florida State University (FSU)*

5.20.095 Narrative, Education, and Life

18:00-19:30

Chair: Sapna Thapa Metropolitan State University

This Is Real, and Worldwide: Teachers' Experiences and the Challenges That Arise, *Elizabeth Allotta, The University of Queensland*

A Story of an International Student's Success in Academics by Having Transnational Experiences, *Seung Yun Lee, Tongmyong University, and Yeomin Kang, Sandy Spring Friends School*

Conducting collaborative research in Nepal: Uncovering how globalization and neocolonialism impact long-term research relationships and ethical practices., *Sapna Thapa, Metropolitan State University, and Samara Dawn Madrid Akpovo, University of Tennessee*

There Are Things That Remain In Us, *Cali Prince, Western Sydney University*

5.20.096 Autoethnography and Movement

18:00-19:30

Chair:

Walk with me: an Auto-ethnography of behavioral therapy that accompanies a rescued dog to overcome fears, *min-chun chiang, University of Taipei*

The Eyes of Touch: Walking through a Repurposed Orphanage with Former Residents, *JAMES Gerard DEEGAN, Mary Immaculate College, Limerick, Ireland*

Dilemmas of difference towards approaches to a lifetime of physical activity: An autoethographic case study , *Geoffrey Meek, Bowling Green State University*

For Love of the Game: The Natural Way to Strike Out Negative Self-Dialogue as an Aging Baseball Pitcher, *Andrew Christjoy, Texas A&M University*

5.20.097 Creative Methods in Qualitative Research

18:00-19:30

Chair: Sarah Penwarden Laidlaw College Auckland New Zealand

Grieving as making storybridges: Using found poetry in therapy to bridge time with bereaved people, *Sarah Penwarden, Laidlaw College, Auckland, New Zealand*

Worlding Eco-Psychology: Four Bio-Ethnographies, *Paul richard Rhodes, University of Sydney*

Movement as Dialogue: Using Visual Technology to Capture embodied "Thereness" of Movement in Qualitative Research , *Joshua Michael Cruz, Texas Tech University*

Designing Method: Humbling First Aid For Our Tumbling World, *Desiree Rachel Yomtoob, UIUC*

5.20.098 Disability

18:00-19:30

Chair: Umair Iqbal University of Western Ontario

Supporting Neurosensitive Postsecondary Learners: A call for Awareness and Support , *Kaaryn M Cater, Whitireia Weltec, New Zealand*

Things are not always as they appear: Neurodiverse social literacies explored in autobiography, *Rosemary McBride, University of Wyoming*

Engaging in Dialogue without Conventional Language, *Charna D'Ardenne, UNC Chapel Hill*

Disrupting Ableism for Post-Secondary Students with Invisible Disabilities: Integration of Student Voice with a Transformative Leadership Perspective , *Umair Iqbal, University of Western Ontario*

Researching in the borders: Qualitative Inquiry challenges in university disabling and exclusive environments, *Consuelo Chapela, Universidad Autonoma Metropolitana-Xochimilco, Mexico;, Alejandro Cerda, Universidad Autonoma Metropolitana-Xochimilco, Mexico, Javier de-la-Rosa, Universidad Autonoma Metropolitana-Lerma, Mexico, and Dulce Maria Garcia-Lizarraga, Universidad Autonoma Metropolitana-Xochimilco, Mexico*

5.20.099 STEM Education

18:00-19:30

Chair: Bongani D Bantwini University of Venda

Interface and culture of collaboration between foundation phase and Intermediate phase: A case of teaching and learning of science education concepts, *Bongani D Bantwini, University of Venda, and Bulelwa Bulelwa Makena, Walter Sisulu University*

Perceptions of Tenured Science Faculty Concerning Student Accommodations, *Rebecca Riggs, East Tennessee State University, and Jill Channing, East Tennessee State University*

Teacher Solidarity in the Pandemic Classroom, *Lauren Angelone, Xavier University*

Integrated STEM Education: A Content Analysis of Three STEM Education Research Journals, *Carey Ann Wilson, Tennessee Technological University, Britney Campbell-Gulley, Tennessee Technological University, Holly Anthony, Tennessee Technological University, Miguel Pérez, Tennessee Technological University, and Meghan England, Tennessee Technological University*

5.20.100 Ethnographic Research

18:00-19:30

Chair: Roehl Sybing Doshisha University

Not meant for me: A critical analysis of interactions with research participants in ethnographic field work, *Roehl Sybing, Doshisha University*

The Neoliberal Politics of Cultural Citizenship: Korean International Students' Neoliberal Postcolonial Subject-Making at a U.S. Community College , *Sujung Kim, Graduate Center, City University of New York*

Public sphere in the private letters in Chinese society in the Socialist era, *Lan WEI, Fudan University, China*

Ethnographic Biography: Tracing Paths across Multiple Times and Spaces, *Yosepha Tabib-Calif, Hebrew University/Devid Yellin Academic College of Education, and Edna Lomsky-Feder, the Hebrew University of Jerusalem*

Framing Ethnography without Borders: Thoughts on an Endless Journey into Mapping the Impossible, *Laurence Grondin-Robillard, École des médias, Université du Québec à Montréal*

5.20.101 Spotlight on Innovations in Inquiry

18:00-19:30

Chair: Liz Mackinlay Southern Cross University

"Could she see her?" : The ethics of writing as feminist autoethnographers with Virginia Woolf, *Liz Mackinlay, Southern Cross University, and Karen Madden, The University of Queensland*

Radical Inquiry: Resonance Work and the Roots of Reason, *Gray Matthews, Memphis*

Too Far Out...But Not Drowning, *Suzanne Katherine Crowley, University of Tasmania*

Methodologies of Possibility, *Barbara Dennis, Indiana University*

5.20.102 Bringing Critical Lenses through Arts

18:00-19:30

Chair:

Narrative Construction through Images: Use of Photographs as Interviewing Tool , *Debalina Maitra, Arizona State University, and Brooke Coley, Arizona State University*

"Being Black": Workshopping from Black narratives from Interview to Stage, *Debalina Maitra, Arizona State University, Joe Norris, Brock University, Kevin Hobbs, Mirror Theatre, Brooke Coley, Arizona State University, Katreena Thomas, Arizona State University, and Michael Greene, Arizona State University*

Devising Social Issues Theatre for Online Participatory Theatre Workshops Post March 2020, *Joe Norris, Brock University*

The performance benefits for persons with intellectual and developmental disabilities involved as medical educators, *Kevin Hobbs, Mirror Theatre*

5.20.103 Autoethnography: Crafting Matters of Ethnic-Cultural Identity in Another(s) Land

18:00-19:30

Chair:

Mapping Early Jewish Traders Horizontal Colonial Connections onto a Papier Mache Globe., *Esther Fitzpatrick, The University of Auckland*

Re-membering ethnic-cultural identity in another(s) land through Guqin-making, *Ying (Ingrid) Wang, The University of Auckland*

The Flight of the Altița: Immigrant Teacher Identity and the Making of a Traditional Romanian Blouse, *Mihaela Enache, Manukau Institute of Technology, Esther Fitzpatrick, The University of Auckland, Ingrid Wang, The University of Auckland, and Julie Brien*

Crafting, Mending, and Repairing a Settler Identity with Kintsugi , *Julie Brien, The University of Auckland*

5.20.104 Latinx Studies

18:00-19:30

Chair: Ezequiel P Korin University of Nevada Reno

Colorismo 2.0: Twitter interactions around the George Floyd protests and the erasure of Afro-Latinidad, *Ezequiel P Korin, University of Nevada, Reno, and Alejandra Horwitz*

Metaphors of Deficiency/Metaphors of Respect, *Dory Ann Lightfoot, IISSE, and Michael J. Tucker, IISSE*

Latinoamerican philosophies in an Anglo context. My epistemological PhD struggles., *Rebeca Consejo, The University of Auckland*

5.20.105 Directions in Qualitative Research

18:00-19:30

Chair: Marsha Black-Chen The Mico University College

Adult Learners Perceptions of the Online Teaching and Learning Environment, *Marsha Black-Chen, The Mico University College*

Who Am I to refuse? An autoethnographic exploration of speaking back to psychopharmacology , *Michelle Walter, The University of Melbourne*

Me, My Saxophone, and I: Response-Ability and the More-Than-Human in Autoethnography, *Mathew Klotz, Queensland Conservatorium, Griffith University*

Policy problems and the potentials of music in youth justice settings , *Alexis Anja Kallio, Queensland Conservatorium Griffith University*

A Multi-ethnic Classroom as a Recipient for Language Enhancement: Teacher Perceptions, *Bulelwa Bulelwa Makena, Walter Sisulu University*

5.20.106 ABR SIG: Arts-Based Research and COVID-19

18:00-19:30

Chair: Kelly W. Guyotte

COVID and Its Metaphors, *Benjamin Ray, University of Alabama*

Enter, the Chorus: Stories of Academic Motherhood in COVID-19, *Carlson H. Coogler, The University of Alabama, Stephanie A. Shelton, The University of Alabama, Kelly W. Guyotte, The University of Alabama, and Shelly Melchior, The University of Alabama*

Pandemic Life Art Project: Participatory Animation Workshops with Adolescents , *Meagan Hong, University of Saskatchewan, Lisa Birke, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

Essential Voices – Migrant Workers Providing Essential Services during Pandemic in EU, *Agata Morgan, Jagiellonian University*

5.20.107 Teacher pushout: Research on conditions that lead teachers to leave the profession

18:00-19:30

Chair: Jerry Lee Rosiek University of Oregon

Moral Injury and Moral Traps in Teaching: Learning From the Pandemic, *Dana Cohen Lissman, University of Oregon, Mary R. Adkins-Cartee, University of Oregon, Shareen Springer, University of Oregon, and Jerry Lee Rosiek, University of Oregon*

Intersectional Teacher Mental Health in a Global Pandemic: Lessons from 2020 , *Mary R. Adkins- Cartee, University of Oregon, Dana Cohen Lissman, University of Oregon, Jerry Lee Rosiek, University of Oregon, Kevin Donley, University of Oregon, and Nicholette Marie DeRosia, University of Oregon*

Critical Race Theory, Indigenous Community and Internal Conflict, *Sage Tanyon Hatch, University of Oregon, and Jerry Lee Rosiek, University of Oregon*

Adapting to New Roles: How did self-contained classroom special educators support caregivers of children with disabilities during COVID-19?, *Stacy Leanne Arbuckle, University of Oregon, and Dana Cohen Lissman, University of Oregon*

Discussant, *Boni Wozolek, Penn State Abington*

5.20.108 Walking Bodies

18:00-19:30

Chair: Doo Jae Park University of Illinois at Urbana-Champaign

Walking Bodies, *Doo Jae Park, University of Illinois at Urbana-Champaign, Synthia Sydnor, University of Illinois, Urbana-Champaign, Caitlin Vitosky Clarke, University of Illinois at Urbana-Champaign, Jeanine Bensken, University of Illinois at Urbana-Champaign, Ryan Santens, University of Illinois at Urbana-Champaign, Brian O'Neill, University of Illinois at Urbana-Champaign, and Timothy M Hale, University of Illinois at Urbana-Champaign*

5.21.001 Critical Pedagogy

7:00-8:30

Chair: Pamela Zapata Sepúlveda Universidad de Tarapacá

Survival strategies. Towards a trans-discipline of early childhood, *Mathias Urban, Dublin City University*

Distance education, intercultural curriculum and ICTs in times of COVID-19 in primary and secondary rural schools in border northern Chile (FONDECYT Nº 1221330) , *Pamela Zapata Sepúlveda, Universidad de Tarapacá, and Magdalena Súarez Ortega, Universidad de Sevilla*

Heritage and Second Language Learners' Perceptions on Language Maintenance and Critical Language Awareness, *Lorena Fabiana Alarcon, University of Illinois Urbana-Champaign*

A Black Teacher Teaching with a Racialized Curriculum, *Beatriz Eugenia Guerrero-Arias, Universidad Del Valle*

Critical Reflective Practice: An Access for Transformative Learning, *Madan Rijal, Kathmandu University*

5.21.002 Mixed Methods Research and Justice

7:00-8:30

Chair: Alfred Sköld Aalborg University

Shared Hope: Emotions of Climate Activism, *Alfred Sköld, Aalborg University*

Exploring the Path to Flourishing: Promoting Youth Resilience through the MIRA Program in El Salvador, *Carmen Alejandra De Bolaños, Nehemiah International University, Christine Schmalenbach, Hamburg, and Harold Alejandro Monterrosa, Nehemiah International*

"We saw that everyone had a point of view and an idea" – Integrating Different Perspectives on a Program for Youth in El Salvador Through a Mixed Methods Evaluation, *Christine Schmalenbach, Hamburg, Harold Alejandro Monterrosa, Nehemiah International, Ana Regina Cabrera, Nehemiah International University, and Susanne Jurkowski, Erfurt*

Applying Qualitative Research Critical Self-Reflection as a Pedagogical Tool for Social Justice: A Transformative Vision for Mixed Methods Research, *Anna S. CohenMiller, Nazarbayev University, and Kelly Grace, Nazarbayev University*

5.21.003 Phenomenological Research In Education

7:00-8:30

Chair: Traylon Eaton North Carolina A&T State University

Exploring Lived Experiences that Motivate Black Male Enrollment and Retention In Masters and Doctoral Level Counseling and Counselor Education Programs, *Traylon Eaton, North Carolina A&T State University*

Graduate Experiences Living During the Pandemic, *Illysa Hamlin, Fielding Graduate University, Susan G Goldberg, Fielding Graduate University, Nathan Smith, Fielding Graduate University, Kimberly Larsen-Krugman, Fielding Graduate University, Benjamin Long, Fielding Graduate University, and Amy Taylor, Fielding Graduate University*

Using Phenomenological Methods to Investigate Instructor Perceptions of Rapport, *Abraham E. Flanigan, Georgia Southern University, and Emily Ray, Georgia Southern University*

Exploring the Lived Experiences of Novice School Counselors with School Counseling Supervision: A Qualitative Phenomenological Study, *Tyreeka Danielle Williams, North Carolina A&T State University*

Challenges Faced by Foreign-Born Licensed Therapists: A Phenomenological Analysis, *Starkesha Shrell Daye, North Carolina A&T State Univeristy*

5.21.004 Issues in Higher Education

7:00-8:30

Chair: JEANETTE ELIZABETH MARITZ University of South Africa

The Undercommons as an Infrastructure of Care in Postgraduate Advising, *JEANETTE ELIZABETH MARITZ, University of South Africa, and Paul Prinsloo, University of South Africa*

Reflections on New Approaches to Classroom Conversations: Civic Reflection Faculty Fellows, *Alexander Pope, Salisbury University, Jennifer Cox, Salisbury University, and Stacia Kock*

Understanding International Academic Mobility: The Case of Turkish Academics , *Omer Avci, Istanbul Medeniyet University*

Percepction and demand of lifelong education policies at the metropolitan level of the autonomous district's lifelong educator - Focusing on the case of Seoul, Korea,, *Yura Lee, Chungnam National University, and eunjeong Lee, Chungnam National University*

Teaching during the Pandemic: A Cross-national Transcendental Phenomenological Study, *Omer Avci, Istanbul Medeniyet University, Esra Suzen, Turkish Maarif Foundation, Zekiye Utanc, Turkish Maarif Foundation, Menekse Olgun, Turkish Maarif Foundation, Enes Tecim, Turkish Maarif Foundation, and Saniye Yalcin, Turkish Maarif Foundation*

5.21.005 STEM and STEAM Education

7:00-8:30

Chair: Yilang Zhao University of Wisconsin–Madison

My Professional Journey From Conventional to STEAM Educator: An Autoethnographic Inquiry, *Rajendra Dahal, Kathmandu University*

The Language that Grade R Students Use to Achieve the Envisaged Mathematics Outcomes, a South African Perspective , *SHAKESPEAR M CHIPHAMBO, Walter Sisulu University, and NOSISI NELLIE FEZA, UNIVERSITY OF VENDA*

Cognitive, practical processes and design skills developed in Intermediate phase Natural Science and Technology Education: Views from a province in South Africa , *Bongani D Bantwini, University of Venda*

Exploring "Concreteness Fading" in Vector Addition Learning, *Yilang Zhao, University of Wisconsin–Madison*

Moses, Movements and Mathematics Education: A Critical Examination of the Role of Black Male Mathematics Educators in Black Freedom Movements, *Evan Marquise Taylor, Indiana University-Purdue University Indianapolis*

5.21.006 New Materialisms: Making your own "methods" for transformative inquiry

7:00-8:30

Chair:

Living the Questions: Crafting a Caring Inquiry with Disabled Girls, *Amanda Megan Ptolomey, University of Glasgow*

Thesis as text/ile: for thinking, writing, sharing and reimagining time and knowledge, *Lisa Bradley, University of Glasgow*

Produsing Methods: A 5-Stage Analysis of "more than words", *Elizabeth Lucy Nelson, University of Glasgow*

Improvisation and pluriversal methodologies , *Mia Perry, University of Glasgow*

5.21.007 ABR SIG: Arts-Based Research, Cultures, and Publics
7:00-8:30

Chair: Miranda D'Amico

Desire and Autobiographical Performance: Youth Claiming a Right to the City in Times of Crisis, *Christine Balt, Ontario Institute for Studies in Education, University of Toronto*

"We Grew Up Being Told We Are Going to College": Using Arts-Based Research to Explore First-Generation Teacher Identity, *Amanda Shopa, University of Minnesota*

The Memory of Violence in Mafia-Controlled Communities. Theatre as a Participatory Research Method, *Martina Panzarasa, University of Milan, and Monica Massari, University of Milan*

P is for Pinata: Reimagining Languages with Play, *Shagun Singha, Arizona State University, and Sae saem Yoon, Arizona State University*

Navigating Ethical complexity in Arts-Based Research, *Warren Linds, Concordia University, Omar Adrian Nuño Iñiguez, Concordia University, Eve Simpson, University of Edinburgh, Miranda D'Amico, Concordia University, Myriam Denov, McGill University, and Claudia Mitchell, McGill*

PAR4   PAR SIG: Participatory Action Research
7:00-8:30

Chair:

The Impact of COVID-19 on Support-Seeking and Service Uptake among South Asian Immigrant Victims of Intimate Partner Violence in the US, *Satarupa Dasgupta, Ramapo College of New Jersey*

Impact of Violence on Sexual Health Behavior among Brothel-Based Commercial Female Sex Workers in India, *Satarupa Dasgupta, Ramapo College of New Jersey*

Secondary Migration of Burmese Refugees in the United States: Positive Indicators for Refugee Integration, *Jessica Euna Lee, Indiana University School of Social Work, Andrew Laitha, Burmese American Community Institute, Lian Sang, Burmese American Community Institute, and Elaisa Vahnie, Burmese American Community Institute*

5.21.008 Plenary: Qualitative inquiry, contemplative traditions, and the arts: Tuned listening

9:00-10:30

Chair: Liora Bresler University of Illinois

Contemplative traditions, musicianship, and the cultivation of a researcher's self: Tuned listening , *Liora Bresler, University of Illinois*

Inquiry as Receptivity without Quietism, *Merel Visse, Director Medical and Health Humanities, Drew University, Madison, New Jersey*

Listening in Negative Space for Qualitative Research, *Koji Matsunobu*

Loving Inquiry: Developmental Transformations as qualitative research , *Nisha Sajnani, New York University*

5.21.009 Education and the Arts

9:00-10:30

Chair: Polina Golovátina-Mora Norwegian University of Science and Technology

Embodied literacies: what does dance contribute to the literacy studies?, *Polina Golovátina-Mora, Norwegian University of Science and Technology, and Raul Alberto Mora, Universidad Pontificia Bolivariana*

Applying Appreciative Education Framework to Music Therapy Supervision, *Raquel Ravaglioli, Marietta College*

Kaleidoscopes: Found poetry to (trans)/(re)/(in)form teacher educator practices in the midst of intersecting pandemics, *Gina Paese, University of Missouri, Kansas City*

5.21.010 Mixed-Methods Designs

9:00-10:30

Chair: Leia Kristin Cain University of Tennessee

Place branding in intermediate cities of Colombia: an approach from the qualitative methodology with a mixed approach, *Jennifer Vega Barbosa, Universidad Santiago de Compostela, jenniferleticia.vega@rai.usc.es, and Guillermo Alejandro Quiñonez Mosquera, Unillanos*

The Effects of Alternative Disciplinary Measures on Teaching and Learning , *Thinavhudzulo Norman Mafumo, University of Limpopo*

Climate Change Online: Teen Perspectives and Hashtags on Social Media, *Daniela M. Markazi, University of Illinois Urbana-Champaign, and Rachel M. Magee, University of Illinois Urbana-Champaign*

Tensions Brewing in the Horizon: The Ontoepistemological Commitments of Mixed Methods Researchers, *Leia Kristin Cain, University of Tennessee, Cammie Jo Lawton, University of Tennessee: Knoxville, and Jared Benjamin Huisingh, University of Tennessee at Knoxville*

5.21.011 New Materialism

9:00-10:30

Chair: Priya C. Kumar Pennsylvania State University

Theorizing Privacy as Entanglement, *Priya C. Kumar, Pennsylvania State University*

What Should a Teacher Body Look Like? An Exploration of Messages Sent by a Teacher's College, *Kirsten Robbins, Ball State University*

"The only difference between us and them is, we have keys". Researching in prison education-spaces: Thinking-with Posthuman, Post Qualitative, Feminist Materialism 'beings' to disentangle methodology. , *Lucy Harding, University of Central Lancashire*

The Brain in a New Key: Catherine Malabou's New Materialist Thought, *Robert Foschia, Pennsylvania State University, York*

Washed Up Play: Collaborative Entanglements with Water, *Shagun Singha, Arizona State University*

5.21.012 Postcolonial Research

9:00-10:30

Chair: Amanda Jean Lacey University of Louisville

A Critical Rendition to the Development of Mathematics Education in Nepal: An Anticolonial Proposal , *Basanta Raj Lamichhane, Kathmandu University, School of University, and Bal Chandra Luitel, Kathmandu Univeristy*

Orientation or Disorientation? A Content Analysis of Cultural Orientation Curriculum, *Amanda Jean Lacey, University of Louisville*

Decolonizing Reading Intervention for Multilingual Learners, *Laurie Hahn Ganser, University of Minnesota - Twin Cities*

5.21.013 Indigenous Epistemologies

9:00-10:30

Chair: Magali Forte Simon Fraser University Faculty of Education

Post-qualitative inquiry and reconciliation: Disrupting colonial worldviews through Indigenous knowledge, *Magali Forte, Simon Fraser University, Faculty of Education*

Intercultural Post-Intentional Phenomenology: When Post-Intentional Phenomenology Meets Intercultural Phenomenology, *Younkyung Hong*

Sharing alongside stories: Moving beyond critical friendship within practitioner research , *Cher Hill, Simon Fraser University, Awneet Sivia, University of the Fraser Valley, Vicki Lynn Kelly, Simon Fraser University, Paula Rosehart, Simon Fraser University, and Kau'i Keliipio, Simon Fraser University*

5.21.014 Place-making in Research

9:00-10:30

Chair: Rina Kundu Little Texas Tech University

Engaged Research and Investing in Cultural Spaces, *Rina Kundu Little, Texas Tech University*

Writing the Story of a Neighborhood Through Narratives: The Contribution of Ethnography, Auto-Ethnography and Life Stories, *Leyla Bektas-Ata, Kadir Has University*

Place-Based and Yet in Motion? Tensions and (Im)Possibilities of Cultural Education in Rural Areas., *Luise Fischer, Institute of Political Science, Leipzig University, Germany, and Nina Kolleck, Institute of Political Science, Leipzig University*

Pedagogies of place: an alternative to understand and resignify rural education , *Sandra Sandra Lastra, Universidad del Tolima*

Wit(h)ness Marks: Reconceptualizing Children's Encounters with Place as Non-Innocent Entanglements With/In Time , *Cory Jobb Jobb, Thompson Rivers University*

5.21.015 Interview Research

9:00-10:30

Chair: Amal Mahmoud Elassi University of Illinois at Urbana Champaign

Linguistic Identities of Female Muslim Adolescents, *Amal Mahmoud Elassi, University of Illinois at Urbana Champaign*

Status Quo Doesn't Exist: How Fifteen Nonprofits Adapted During the COVID-19 Pandemic, *Elizabeth Shoup Hirschl, Northwestern University*

Bowen Theory in the Lives of Counselors, *Guillermo Miguel Cancio-Bello, Barry University*

5.21.016 Critical Pedagogy

9:00-10:30

Chair: Lasana D. Kazembe Indiana University-Purdue University Indianapolis

The Sacred Center and Roots of Resistance: Talkin', Teachin', and Testifyin' in a Time of Tyranny, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Mentoring the Mentor: Celebrating the Intersection of Learning Together, A Reciprocal Journey, *Jennifer Brooks, and Jennifer L. Martin, University of Illinois-Springfield*

Oral History and Qualitative Methodologies: Educational Research for Social Justice, *Thalia Mulvihill, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

Deculturalization in Education: Indigenous Global Contexts of Culture, Power and Equity, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Elijah Muhammad, Paulo Freire, and the Nation of Islam's Conscientização , *Edward A. Muhammad, Georgia Southern University*

5.21.017 Arts-Based Research: Why Arts Education, At All?: An Interactive Artistic Exploration

9:00-10:30

Chair:

"You Will be Found": A Poetic Inquiry into the Pedagogical Purpose of Syllabi, *Brittany M. Brewer, Michigan State University*

Why Arts Integration?, *Karenanna Boyle Creps, Michigan State University*

Truth, Justice and Beauty: Decolonial AestheSis in Arts Education, *Reyila Hadeer, Michigan State University*

Wording the Why: Found Poetry on the Standardization of Arts Education, *Darshana Devarajan, Michigan State University*

5.21.018 Applied Qualitative Health Research

9:00-10:30

Chair: Pilar Camargo Plazas Queen's University Kingston Ontario Canada

You can still do all these things, and you'll have diabetes: A participatory research study about diabetes self-management for seniors living in rural Ontario, Canada, *Pilar Camargo Plazas, Queen's University, Kingston, Ontario, Canada, Madison Robertson, Queen's University, Idevania Geraldina Costa, Lakehead University, Genevieve Paré, Queen's University, Beatriz Alvarado, Queen's University, and Lenora Duhn, Queen's Unviersity*

Understanding the Health Seeking Behaviours of Liberians Living with Diabetes: A Critical Hermeneutic Study, *Paulina Bleah, Queen's University, Kingston, Ontario, Canada, Pilar Camargo Plazas, Queen's University, Kingston, Ontario, Canada, Rosemary Wilson, Queen's University, and Danielle Macdonald, Queen's University*

"Has become totally broken - the Thing" -How do Patients become Patients with Deep Brain Stimulation, *Tamara Pascale schwertel, University Medicine Gutenberg University, Mainz; Goethe University Frankfurt*

Lay Perceptions of Mindfulness, *Shannah Dutrisac, University of Saskatchewan, Alexandra Zidenberg, McGill University, and Ulrich Teucher, University of Saskatchewan*

Choosing phenomenography: Perspectives of two PhD in nursing students , *Laura A. Killam, Queen's University, and Martha M. Whitfield, Queen's University*

5.21.019 Media Studies

9:00-10:30

Chair: Zane Austin Willard University of South Florida

A Guerrilla Renaissance: Revitalizing Guerrilla Television as a Method of Inquiry, *Zane Austin Willard, University of South Florida*

Whistle While you Work: A Content Analysis of the Portrayal of Work in Recent Disney Films, *Stephanie Allen, Texas Tech University, and Patricia Maloney, Texas Tech University*

Above and Beyond, Compliance Wise: Performative Advocacy and the Sexual Assault Tsunami, *Benjamin Arnberg, Auburn University, and Brooks Triplett, Auburn University*

Magical Realism and the Politics of Grieving and Hope: A Critical Multimodal Analysis of Three Media Events, *Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Polina Golovátina-Mora, NTNU, and Michael Norton Dando, St. Cloud State University*

In Through an Open Door: Origins in Media Autoethnography, *Peter Joseph Gloviczki, Coker University*

5.21.020 Education and COVID-19

9:00-10:30

Chair: Benedict Lazarus Adams Missouri Western State University

"You Can Never Cross the Ocean Until You Have the Courage to Lose Sight of the Shore": Uncertainty as the Core of the Teacher Training Process, *Yaara Hermelin Fine, Oranim College of Education, Israel, and Dikla Wizman Man, Oranim College of Education, Israel*

Empowering early childhood educators during the pandemic: Rediscovering the excitement of scientific experimentation, enhancing engagement., *Leah Desiree Garner- O'Neale, University of the West Indies, Cave Hill Campus, and Paulette Mary Forde, Erdiston Teachers Training College*

Research on Family Engagement with, for, and by PK-6 Educators during the COVID-19 Pandemic , *Rebecca Brusseau, George Mason University, Colleen Vesely, George Mason University, Stephanie Dodman, George Mason University, Swati Mehta, George Mason University, Amber Sansbury, George Mason University, and Jihyae Choe, George Mason University*

Investigating Educational Leaders' Concerns and Use of Time During the COVID 19 School Shutdown in Louisiana, *Margaret-Mary Martine Sulentic Dowell, Louisiana State University*

Transformative Visions of George Counts and Teacher Preparation Programs in this Covid 19 Era, *Benedict Lazarus Adams, Missouri Western State University*

5.21.021 Spirituality in Research

9:00-10:30

Chair: Chet Nath Panta Kathmandu University

RECONCILING CRITICAL THEORY AND SPIRITUALITY IN EDUCATIONAL LEADERSHIP , *Chet Nath Panta, Kathmandu University, and Bal Chandra Luitel, Kathmandu Univeristy*

The Connection between a Parent's Beliefs about Religion, Religion's Place in the Classroom, and Their Child's Academic Achievement, *Binda Khatri, Texas Tech University, and Patricia Maloney, Texas Tech University*

5.21.022 Interviews and Focus Group Research

9:00-10:30

Chair: Shhanya Madan Bhatia FORE School of Management New Delhi India

Reigniting the Entrepreneurial Passion: Role of Qualitative Fieldwork Experience, *Shhanya Madan Bhatia, FORE School of Management, New Delhi, India, and Mukul Joshi, FORE School of Management, New Delhi, India*

Using a Case Study in Exploring Epistemic Access and Success Amongst Students From Disadvantaged Backgrounds During COVID-19 Pandemic At a University in South Africa, *Layane Thomas Mabasa, University of Limpopo*

Charlas y Comidas: Humanizing focus groups and interviews, *Yecid Ortega, University of Toronto*

5.21.023 Roundtable: When is a Study Trustworthy Enough?

9:00-10:30

Chair: Jill Channing East Tennessee State University

When is a Study Trustworthy Enough?, *Jill Channing, East Tennessee State University*

5.21.024 Egalitarian dialogue and social impact

9:00-10:30

Chair:

egalitarian dialogue and social impact, *aitor.gomez@urv.cat gomez, Universitat Rovira i Virgili*

Egalitarian dialogue enriches both social impact and research methodologies, *Guiomar Merodio, UNED, and Teresa MORLA-FOLCH, Department of Sociology (Universitat de Barcelona)*

Communicative Content Analysis to measure social impact in social media, *Elisabeth Torras, University of Barcelona, and Ana Vidu, University of California, Berkeley*

The role of the egalitarian dialogue in the impact of one book about friendship in the lives of readers, *Adriana Aubert, University of Barcelona, and Garazi Lopez de Aguileta, University of Wisconsin-Madison*

5.21.025 Autoethnography and Culture

9:00-10:30

Chair: BELINDA Ofakihevahanoa FOTU Utah State University

Claiming Home in the Vahanoa: An Autoethnographic Study of Wayfinding in the Tongan-American Diaspora. Belinda 'Ofakihevahanoa Fotu, University of Utah, *BELINDA Ofakihevahanoa FOTU, Utah State University*

Autoethnography: Understanding my Own Intersections of Human Geography and Politics , *Kelly Munly, Penn State Altoona*

Boucherie Pilgrimmages: The Adaptation of a Traditional Folkway to a Modern Louisiana, *Jenna Michelle LaChenaye, The University of Alabama at Birmingham*

One Muslim American Professor's Identity Construction: an Autoethnography, *Seema A. Imam, National Louis University*

De-Centring Eurocentrism – Transforming Caribbean Pedagogical Praxis through Qualitative Inquiry , *B.Anthazia Kadir, University of the West Indies - Barbados*

5.21.026 Qualitative Pedagogies and Reviews

9:00-10:30

Chair: Mirka Koro Arizona State University

Teaching-research-methodologies relations, *Mirka Koro, Arizona State University*

 A Journey of a Brick Worker to Become a Brick Pedagogue, *Netra Kumar Manandhar, Kathmandu University School of Education*

Method/ological literature reviews: Opportunities for growth, *Darcy E. Furlong, Indiana University, and Jessica N. Lester, Indiana University*

Epistemic Violence in Bodies of Knowledge: Re-Thinking Literature Review for Decolonial Research, *Milad Mohebali, University of Iowa*

5.21.027 STEM Education

9:00-10:30

Chair: Gideon Danso Eduah Tennessee Tech University

Transformative STEAM Education as a Praxis-Driven Orientation, *Niroj Dahal, Kathmandu University School of Education, Department of STEAM Education, Bal Chandra Luitel, Kathmandu Univeristy, Binod Prasad Prasad Pant, Kathmandu University School of Education, Department of STEAM Education, Nepal, and Indra Mani Shrestha, Kathmandu University School of Education, Department of STEAM Education, Nepal*

STEM faculty growth through mentoring students: An autoethnography, *Chrissy J Cross, Stephen F. Austin State University, Amber Wagnon, Stephen F. Austin State University, Keith Hubbard, Stephen F. Austin State University, Dennis Gravatt, Stephen F. Austin State University, and Lesa Beverly, Stephen F. Austin State University*

What Hurt Her? A Narrative Inquiry of Hope's Mathematics-Related Lived Experience , *Jane Ji, University of Louisiana at Monroe, and Shakhnoza Kayumova, University of Massachusetts Dartmouth*

What Influences Freshmen Engineering Majors to Change Majors Before Sophomore Year?, *Gideon Danso Eduah, Tennessee Tech University*

Exploring Teachers Views on the Student's Readiness for Experiments During the Pandemic, *Maria Butcher, University of the West Indies, Cave Hill Campus, and Leah Desiree Garner- O'Neale, University of the West Indies, Cave Hill Campus*

5.21.028 Doing Qualitative Research Publishing Today and Tomorrow

9:00-10:30

Chair:

We share with the ICQI community a panel on the lived experience of doing qualitative research publishing from the perspectives of some of the people who help develop and continue the field. The panelists will discuss what is happening right now and will share some of the most exciting developments emerging on the horizon. Rather than describing how to publish a book, we hope to discuss the state of the art, the cutting edge, and inspire new projects. The panelists will respond to a set of questions they develop in advance and leave time for interaction with the audience.

Mitch Allen, Scholarly Roadside Service Deborah Laughton, Guilford Press Chris Myers, Myers Education Press Helen Salmon, SAGE Publishing Hannah Shakespeare, Routledge Robert Stake, University of Illinois

Chair: Charles Vanover, University of South Florida

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

Critical Qualitative Inquiry: "Looking Up" in Community: Practices to Unsettle the Coloniality of Being/Power/
5.21.029 Truth/Freedom

9:00-10:30

Chair:

Reframing Ontological Inquiry Inside a Context of Dismantling White Supremacy and Addressing Global Climate Change: Generating Ways of Being and Acting Beyond Colonial Cartesian Subjectivity , *carolyne J white, Rutgers University Newark, Nicole Auffant, Rutgers University Newark, Uchenna Baker, Fairleigh Dickinson University, and Leah Z Owens, Rutgers University-Newark*

Practices of Freedom: Toward an Ethic of Radical Teacher Leadership, Leah Z Owens, Urban Education, Rutgers University-Newark, *Leah Z Owens, Rutgers University-Newark*

Disconnected from the Life Force, *Nicole Auffant, Rutgers University-Newark*

The Gift of Ontological Inquiry , *Uchenna Baker, Fairleigh Dickinson University*

Dismantling White Supremacy: Being Already/Always/Unfinished, *carolyne J white, Rutgers University Newark*

5.21.030 ABR SIG: Critical Arts-Based Research in Education

9:00-10:30

Chair: Lasana D. Kazembe Indiana University-Purdue University Indianapolis

A.R.T. (A Revolutionary Tool): Genealogy of Global Black Arts Movements, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Teacher Education For Social Justice: Issues and Considerations, *Margaret Mary O' Keeffe, Mary immacualte College, Limerick*

The Fall of 2020: Understanding Preservice Teachers' Perceptions of Crises, *Scott Baker, St. Cloud State University*

Indigenous Inquiries: Entretejid@s: Decolonizing EFL
5.21.031 Syllabi and teacher-education practices in Colombia

9:00-10:30

Chair:
Nancy Emilce Carvajal Medina

"Social Justice is belonging": A pre-service teacher insights on eight graders' lived experiences on racial discrimination, *Mariana Ramírez Sánchez, Centro Educativo de Desarrollo Humano CEDHU*

Intergenerational dialogues: Towards a "pedagogy of peasant knowledges", *Flor Ángela Hurtado Torres, Universidad Santo Tomás*

Critical Environmental Literacy: Decolonizing Environmental Perceptions in Colombia, *Mónica Yohanna Lara Páez, Institución Educativa José María Silva Salazar*

5.21.032 Directions in Arts-Based Research

9:00-10:30

Chair: Koji Matsunobu The Education University of Hong Kong

Listening in negative space for qualitative research (a part of the panel presentation: 0M0NQ7VLMA. Qualitative inquiry, contemplative traditions, and the arts: Tuned listening), *Koji Matsunobu, The Education University of Hong Kong*

A Case for Blending Design-Based Approaches in Participatory Action Research with Youth, *Gowri Saini Balasubramaniam, University of Illinois Urbana-Champaign, Rachel M. Magee, University of Illinois Urbana-Champaign, and Amy Leman, University of Illinois Urbana-Champaign*

The use of drama-based pedagogy in teaching science: The case of solar energy, *Fuyi Feng, Ohio State University*

Knowing through Spontaneous Art -Making, *Aravindhan - Natarajan, University of Toledo*

Immersive Learning as a Method: A Study of Sacred Space, *Sarah Marie Angne Alfaro, Ball State University*

PAR5   PAR SIG: Participatory Action Research

9:00-10:30

Chair:

Community Based Participatory Research and Collective Impact: Examining Early Childhood Education Enrollment Systems, *Heather E Gerker, University of Cincinnati, Amy King, Cincinnati Children's Hospital and Medical Center, and Kristen Copeland, Cincinnati Children's Hospital and Medical Center*

Black Girls Shape the Research World, *Amanda L. Miller, Wayne State University, Ajya L. Wilson, University Prep Art & Design High School, Heaven L. Bradley, University Prep Art & Design High School, Aja D. Reynolds, Wayne State University, and Erica B. Edwards, Wayne State University*

Participation Matters in Knowledge Production: A Journey of Participatory Action Researcher, *Binod Prasad Prasad Pant, Kathmandu University School of Education, Department of STEAM Education, Nepal, and Bal Chandra Luitel, Kathmandu Univeristy*

Fostering Middle School Students' Original Research, *Jennifer D. Morrison, University of South Carolina*

5.21.033 Methodological Practices

11:00-12:30

Chair: Luis R. Alvarez-Hernandez University of Texas Rio Grande Valley

Silence isn't empty, it is full of answers..., *Lieve Carette, Ghent University*

Epistemological Weaving: Writing and Making Sense of Qualitative Research with Gloria Anzaldúa, *Luis R. Alvarez-Hernandez, University of Texas Rio Grande Valley, and Maureen Alice Flint, University of Georgia*

Revisionstorymaking.ca: An open-access online multimedia story-making apparatus for just inquiry in unprecedented times, *Carla Rice, University of Guelph, Ingrid Mündel, University of Guelph, Hannah Fowlie, University of Guelph, Lilith Lee, University of Guelph, Julia Gruson-Wood, jgrusonw@uoguelph.ca, Calla Evans, Ryerson University, and Naty Tremblay, natytrem@uoguelph.ca*

Living Amongst the Dogs: An Ethnographic Study of Stray dogs in Egypt, *Nellie El Enany, The American University in Cairo*

5.21.034 Interview Research

11:00-12:30

Chair: Shannon Railling Tennessee Technological University

Perceptions of COVID-19 Vaccine Among Rural K-12 Teachers: The Risk and Rewards of Returning to the Classroom, *Shannon Railling, Tennessee Technological University*

The Lives of Early Childhood Education Professionals during the Pandemic , *Kyoung Jin Kim, University of North Texas, Minkyung Han, Daegu University, Ji-Hyang Sohn, Daegu University, and Jeonghye Nah, University of North Texas*

"We do revolve our lives around it" - The Meaning and Significance of being a Collegiate Women's Basketball Fan, *Xingxing Wu, University of Illinois at Urbana-Champaign, Logan Schuetz, University of Northern Colorado, Milae Lee, University of Illinois at Urbana-Champaign, Kim Shinew, University of Illinois at Urbana-Champaign, and Laura Payne, University of Illinois at Urbana Champaign*

Walking, Talking and Keeping Our (Social) Distance: The Benefits of the Walking Interview , *ISABEL LAMPTEY, Louisiana Tech University*

Demystifying assumptions about the process of qualitative research: A case of an under-researched context of Nepal, *Prem Prasad Poudel, Mahendra Ratna Campus, Tribhuvan University, Nepal*

5.21.035 Disability

11:00-12:30

Chair: Charna D'Ardenne UNC Chapel Hill

Being with to Achieve Shared Perceptual and Emotional Awareness, *Charna D'Ardenne, UNC Chapel Hill*

A Critical Reflexivity and Self-Discovery of an African-American Woman with Disabilities, *Temetric Reeves, The University of Memphis*

The Meaning of Restorative Yoga in the Stress Management of Black People Living with HIV, *Niah Brittany Singletary, North Carolina Agricultural and Technical State University*

Embodied Differences in Duration: Living Time with Artists with Disabilities , *Min Gu, California State University, Long Beach*

5.21.036 Postsecondary Health Care Education

11:00-12:30

Chair: Laura Iumi Nobre Ota University of São Paulo

Clues to a Protopian Writing on bell hooks: Learning to Transgress, *Laura Iumi Nobre Ota, University of São Paulo, and Yara Maria de Carvalho, University of São Paulo*

Exploring Definitions and Experiences of Learner-Educator Co-Creation in Higher Education: A PhD Project Proposal , *Laura A. Killam, Queen's University, Marian Luctkar-Flude, Queen's University, and Pilar Camargo Plazas, Queen's University, Kingston, Ontario, Canada*

The Importance of Health Policy Education for Nurses: Bridging the Political Divide, *Carol Ann Amann, Gannon University*

5.21.037 Qualitative Research and Educational Sound Studies

11:00-12:30

Chair:

Sonic Histories, Sound Pedagogies: Articulating Educational Sound Studies, *Walter S Gershon, Rowan University*

Chocolate Spectral Resonances: Calling Sun Ra, Calling Alton Sterling, *reagan patrick mitchell, University of North Carolina School of the Arts*

Have we all been just sampling raindrops? On Sampling, remixing and sonic ways of argumentation, *Polina Golovátina-Mora, NTNU*

5.21.038 Applied Qualitative Health Research

11:00-12:30

Chair: KIm Smallman Cardiff University

Silent Voices, Hidden Narratives: Designing Qualitative Health Research in Novel Neurosurgical Interventional Trials, *KIm Smallman, Cardiff University, Cheney Drew, Cardiff University, and Emma Lane, Cardiff University*

Community Health Workers' Perspectives on Family Dynamics among Sri Lankan Tamils. , *Paola Marcela Roldan, Virginia Commonwealth University, Muna Saleh, Virginia Commonwealth University, Jennifer L Murphy, Virginia Commonwealth University, and Miriam Kuttikat, Virginia Commonwealth University*

The New Normal: Parental Experiences of Raising a Child with Autism During COVID-19 , *Alyssa K Stewart, University of Saskatchewan*

Embodied Risk and Parenting Children with Cancer, *Laura B. Hart, Missouri State University*

5.21.039 Autoethnography and Careers

11:00-12:30

Chair: silvia M. benard Universidad Autonoma de Aguascalientes

Frenzy or Quitting: Positioning Myself within these Extremes as a near to Retirement Professor, *silvia M. benard, Universidad Autonoma de Aguascalientes*

Performing a Career in Three Acts, *Gresilda Anne Tilley-Lubbs, Virginia Tech, Emerita*

Teaching through Covid, *Joy Marie Anderson, Arizona State University/ Tempe Elementary School District*

Pharmacists in an autoethnographic journey: exploring our practices inside out, *Djenane Ramalho-de-Oliveira, Universidade Federal de Minas Gerais, Simone Araújo Medina Mendonça, Universidade Federal de Minas Gerais, Ana Cimbleris Alkmim, Universidade Federal de Minas Gerais, Barbara Taciana Furtado, Universidade Federal de Minas Gerais, Kirla Detoni, Universidade Federal de Minas Gerais, Jessica A. S. Soares, Universidade Federal de Minas Gerais, and Renata Lopes Serra Negra, Universidade Federal de Minas Gerais*

5.21.040 Qualitative Health Research

11:00-12:30

Chair: Prabin Raj Gautam University of the Cumberlands

Leadership Competencies of the Entrepreneurial Leader: A Qualitative Inquiry into Private Hospitals, *Prabin Raj Gautam, University of the Cumberlands*

The doctor can see you: How cultural competence can affect health decisions, *Alessia Zanin-Yost, Slippery Rock University, and Monica Yost, Slippery Rock University*

An emergent approach to the exploration of capability in advanced nursing practice, *Martha M. Whitfield, Queen's University, Danielle Macdonald, Queen's University, Tracy Klein, Washington State University, and Rosemary Wilson, Queen's University*

In Face of a Socio-Political Conflict: Mothers' Experiences of Hope , *Dorit Redlich-Amirav, Tel Aviv University, Israel, Elizabeth Taylor, University of Alberta, Canada, and Denise Larsen, University of Alberta*

Community of Practice as an Intentional Reflexive Strategy for Novice Nursing Researchers, *Jovina Bachynski, Queen's University, Kingston, Ontario, Canada, Paulina Bleah, Queen's University, Kingston, Ontario, Canada, and Martha M. Whitfield, Queen's University*

Roundtable: PaZalo Joven in Colombia: Building bridges
5.21.041 of HOPE in a nation in-conflict

11:00-12:30

Chair: Nancy Emilce Carvajal Medina Universidad Pedagógica y Tecnológica de Colombia

PaZalo Joven in Colombia: Building bridges of HOPE in a nation in-conflict, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia, Wilson Ricardo Caro Melgarejo, Universidad Pedagógica y Tecnológica de Colombia, Angie Pamela Rondón Villamil, Universidad Pedagógica y Tecnológica de Colombia, Mónica Yohanna Lara Páez, Institución Educativa José María Silva Salazar, and Henry Duvan Corpos Pardo, Universidad Pedagógica y Tecnológica de Colombia*

Humanizing schools for teachers: Pragmatic and
5.21.042 collective moves

11:00-12:30

Chair:

Collective Memory Work as Social Work , *Anna Schick, University of Minnesota*

Learning through moments of felt impossibility, *Abby Boehm-Turner, University of Minnesota—Twin Cities*

Reclaiming humanity in our teacher selves: a collective return to affect and imagination as an act of rebellion , *Marika Belusa, University of Minnesota- Twin Cities*

Scholarly Reading Practices: Erotic Joy, Wildness, & 5.21.043 Liminality

11:00-12:30

Chair:

Equity Dreaming with an Erotic Praxis: Reading as Pleasure Activism , *reagan patrick mitchell, University of North Carolina School of the Arts*

The Art of Reading Widely within and beyond Academia, *Shanita Bigelow*

Needed armor: The importance of seeking humor and laughter in reading, *Ricardo Montelongo, Sam Houston State University*

Reading for Liminality Across (Material) Texts, *Bretton A. Varga, California State University, Chico, and Erin C. Adams, Kennesaw State University*

5.21.044 Qualitative Social Work

11:00-12:30

Chair: Liana Green University of Newcastle

Must Be Something in the Water or that I'm My Mother's Daughter (M. Cyrus): The Imprint of Intergenerational Transmission of Orphanhood on Mother-Daughter Relationships, *Liron Ben-ezra, Tel Aviv University*

Are Online Simulations a Useful Method for Teaching Clinical Skills to Social Work Students? , *Nicole Cantoni, University of Illinois at Urbana-Champaign, Allison A. Carrington, University of Illinois at Urbana-Champaign, Chi-Fang Wu, University of Illinois at Urbana-Champaign, Kevin Tan, University of Illinois at Urbana-Champaign, and Teresa Ostler, University of Illinois at Urbana-Champaign*

Life Stories, Death Stories: Residential Aged Care Workers Relationship with Death, *Liana Green, University of Newcastle*

Multicultural Outreach to Increase Vocational Rehabilitation Access and Participation of Asian American Job Seekers with Disabilities: Providers' Perspectives , *Rooshey Hasnain, University of Illinois Chicago, Tuyen Thi Thanh Bui, University of Illinois School of Social Work, and Meera Kumar, University of Illinois Chicago*

5.21.045 Creativity in Postqualitative Inquiry

11:00-12:30

Chair: Honorine Ntoh Yuh The University of Alabama

Unleashed: Weaving a Tapestry of Personal Narratives through Synesthetic Narrative, *Honorine Ntoh Yuh, The University of Alabama*

The Impossible Prospectus and the Perpetual Unknown: A Doctoral Candidate in Art Education Reflects on an Ongoing Post Qualitative Inquiry with Youth in the Arts, *Lisa Novak, University of Georgia*

Swimming with Data: Moving Beyond Codes and Themes, *Gavin Weiser, Illinois State University, Linsay DeMartino, Illinois State University, and Alyssa Stasicky, Illinois State University*

5.21.046 Methodological Adaptations

11:00-12:30

Chair: Yvonne Berger Technical University of Applied Sciences Rosenheim

Negotiating Ambiguities - Translation and its Challenges in Qualitative Research, *Yvonne Berger, Technical University of Applied Sciences Rosenheim*

Investigating Methodological Mutual Adaptation in Qualitative Research, *Beth Lewis Samuelson, Indiana University Bloomington, Sara Hare, Indiana University Bloomington, and Julie Marie Frye*

Creative Methodology: Blending two collective case studies into a multiple case study research project , *Karolina Achirri, Divine Word College*

From fearing harm to inviting transformative learning: Rethinking emotion in participatory research with war-affected youth, *Rosemary R. Carlton, Université de Montréal, Myriam Denov, McGill University, Shauna Van Praagh, McGill University, and Alusine Bah, McGill University*

Research along Recipe?! Teaching Qualitative Research between Paradigmatic and Pragmatic, *Maria Kondratjuk, TU Dresden*

5.21.047 Questions in Educational Research

11:00-12:30

Chair: Lucas Cone Danish School of Education Aarhus University

There Is a Glitch in Everything: Doing School Ethnographies in an Age of Platform Capitalism, *Lucas Cone, Danish School of Education, Aarhus University*

What's the use of wasted lives?: Thinking through use and waste in educational research, *Joshua Michael Cruz, Texas Tech University*

A Critical Ethical Framework for Considering a Disposable Human-Resource Pandemic , *Julia Persky, Texas A&M University-Commerce*

Get your neoliberalism on: The "cruel optimism" of Get Your Teach On, *Christina Hyer Gillespie, University of Georgia, and Kali Thompson, The University of Georgia*

5.21.048 Postqualitative Inquiry

11:00-12:30

Chair: Eugenia Gene Vasilopoulos University of Ottawa

Proposing New Criteria for the Evaluation of Deleuzian-inspired Educational Research: The Power of the New to Create New, *Eugenia Gene Vasilopoulos, University of Ottawa*

Thinking with Theory: A Professional Development Institute as a Deconstructive Event, *Gretchen S. Goode, University of Southern Mississippi, and Laurie MacGillivray, University of Memphis*

HOPE INQUIRY: VITAL MOVES FROM THE GUT IN THE MIDDLE CUT TOGETHER , *Judith Guevarra Enriquez, Liverpool John Moores University*

Exploring Nietzsche's Eternal Return through RPG Worldbuilding, *Travis Henry, Georgia Gwinnett College*

A New and Familiar Walk, *Giulia Carozzi, University of Edinburgh*

5.21.049 Culturally Responsive Pedagogy

11:00-12:30

Chair:

Teaching Culturally Responsive Pedagogy through Course-Embedded Research, *Scott Baker, St. Cloud State University*

Embracing Ignorance or Choosing Knowing: Towards an Ethnic Studies Framework for Teacher Education, *Meghan Phadke, University of Minnesota*

Mindfulness in Social Justice Education: Critical Whiteness Studies and Feminist Narrative Perspectives, *Erin Hillary Block, Oregon State University, Kathryn Esther McIntosh, Oregon State University, and Marcos Viveros, Oregon State University*

Scholarly Reading Practices: Vibrations and Affective
5.21.050 Resonances

11:00-12:30

Chair:

The Pulsating Stack of Books that Do Not Make the Reference List, *Susan Nordstrom, University of Memphis*

Unknowing with Delinquent Reading/Listening in the Academy, *Susan Ophelia Cannon, Mercer University, Rob Helfenbein, Mercer University, Joseph David Sweet, University of North Carolina- Pembroke, and Walter S Gershon, Rowan University*

Why I Can't Write about the Books I Love Best: Breaking the Spell of the Ineffable , *Cori Ann McKenzie, State University of New York at Cortland*

Rhizomatic Reading, *Paul William Eaton, Sam Houston State University*

5.21.051 Indigenous Inquiries: "Pedagogy of Possibilities" EFL educators as Agents of Change

11:00-12:30

Chair:

El "Buen Vivir": Decolonizing citizenship competencies beliefs in Colombia, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia, Cristian Moisés Coy, Universidad Pedagógica y Tecnológica de Colombia, Harol Arley Barón Gómez, Beils LATAM, Dayana Alexandra Ayala Bonilla, Universidad Pedagógica y Tecnológica de Colombia, Mariana Ramírez Sánchez, Centro Educativo de Desarrollo Humano CEDHU, and Yesenia Escobar Espitia, Temple University*

Deconstructing Heteronormativity in The EFL Classroom., *Dayana Alexandra Ayala Bonilla, Universidad Pedagógica y Tecnológica de Colombia, and Harol Arley Barón Gómez, Beils LATAM*

Social Justice and Racial Discrimination Understandings in a Colombian EFL classroom: A decolonial anti-racist approach, *Nancy Emilce Carvajal Medina, Universidad Pedagógica y Tecnológica de Colombia, Mariana Ramírez Sánchez, Centro Educativo de Desarrollo Humano CEDHU, and Yesenia Escobar Espitia, Temple University*

5.21.052 The Politics of Evidence

11:00-12:30

Chair:

Margaret Mead and Alice Goffman walk into a bar...., *Jessica Gullion, Texas Woman's University, and Susan Harper, University of Noth Texas at Dallas*

Dreams as research design, *Polina Golovátina-Mora, NTNU*

Making Sense of Exhibit-Making: A Diffractive Ethnography, *Katherine Ziff, Mount Royal University*

The Logic of Posthumanist Inquiry: Reimagining the Politics of Evidence and Inference in Qualitative Inquiry, *Jerry Lee Rosiek, University of Oregon*

5.21.053 A Happily Married Man

11:00-12:30

Chair:

A Happily Married Man, *Charles Timothy Parrott, Kennesaw State University*

5.21.054 Masking/Truth, Part 1

11:00-12:30

Chair:

Panel: "Masking/Truth." This panel takes on the current ubiquity of masks as facial coverings in the protection against the spread of the Coronavirus as opportunity to performatively theorize on "masks, masking, and masquerade" in everyday life: as health precaution, political subterfuge, cultural camouflage, magnification/subversion of identities, the body complex, racial politics, social survival, cultural stigmatization, freedom of speech, bandits and bombastics, villains and heroes, and more. To what degree does this current moment in which the wearing of physical masks of safety and protection, demand an exploration of "masks, masking, and masquerade" in relation to "the notion of truth" in everyday politics can better inform transformative visions and utopias of hope both through and beyond the mask.

Format: Short Performative Pieces

1. Bryant Keith Alexander, PhD, Loyola Marymount University

2. Presenter: Norman Denzin

3. Presenter: Tami Spry, PhD, St. Cloud State University, Emerita

4. Presenter: Ronald Pelias

5. Presenter: Christopher N. Poulos, Ph.D.

6. Presenter: Stacy Holman Jones

7. Presenter: Daniel Harris

8. Presenter: Marcelo Diversi, PhD

9. Presenter: Johnny Saldaña

10. Presenter: Claudio Moreira

11. Presenter: Lesa Lockford, PhD

12. Presenter: Kitrina Douglas

13. Presenter: Donna Henson

14. Presenter: David Carless

15. Presenter: Fetaui Iosefo

16. Presenter: Foster, Elissa

17. Jonathan Wyatt

18. Ken Gale

19. Durell M. Callier

20. Dominique C. Hill

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5.21.055 ABR SIG: Arts-Based Research & Narrative
11:00-12:30

Chair: Lucy Lorien Bergman Leeds Arts University

Rheums: A Musical Autoethnographic Performance. Lucy Bergman, Leeds Arts University, UK. , *Lucy Lorien Bergman, Leeds Arts University*

Working in a Three-Dimensional Narrative Inquiry Space: Tools for Transforming our Understanding of Lived Experience, *Cathy Raymond, Independent Researcher*

Embodying visual self-Inquiry of a Korean female international graduate student's identity formation and socio-cultural experiences through visual journaling: An interdisciplinary study of narrative inquiry, autoethnographic art-based research, digital storytelling, and feminism, *Bokyoung Jo, University of Georgia*

A White Palette Gathering: A Literature Synthesis in One Act, *Karen A. McGarry, Oakland University*

5.21.056 ABR SIG: Literary Arts-Based Research

11:00-12:30

Chair: Erica Leone Texas Woman's University

The Sociological and Quantum Perceptions of Psychiatric Motherhood, *Erica Leone, Texas Woman's University*

Fiction as Scholarship: Two Studies' Synthesis of Findings as Story, *Erin York, University of South Carolina, and Christine Schott, Erskine College*

Encounter Antient Tea Objects: An Arts-based Approach, *Ran Xiang, UBC*

Based on a true story: Troubling trustworthiness and fidelity in arts-based research, *Paul Maxfield, University of Florida*

Is It Just Me? Searching for Legitimacy within the Practice, Theory and Ethics of Autobiographic Performance. Lucy Bergman, Leeds Arts University. , *Lucy Lorien Bergman, Leeds Arts University*

5.21.057 Indigenous Inquiries: Indigenization, Decolonization, and Unsettling: Stories from the Land

11:00-12:30

Chair:

nehiyaw Worldview, *Joseph A Naytowhow, University of Regina*

Self-indigenization in the academy: the fascinating but worrisome phenomenon of race-shifting , *Patrick John Lewis, University of Regina*

The 3Rs my Indigenous students taught me: Resistance, (r)evolution, and reconciliation , *Kathleen M. O'Reilly, First Nations University of Canada*

Nee kaa nee gonah, *Anna-Leah King, University of Regina, Patrick John Lewis, University of Regina, and Joe Naytohow, University of Regina*

Staybbatical - Learning from Indigenous People of This Land, *Xia Ji, University of Regina*

5.21.058 Interpretation for Academic Disciplines and the Public

11:00-12:30

Chair:

This session uses content from a recent book, Analyzing and Interpreting Qualitative Research: After the Interview, to take a deep look into practices and strategies for interpreting qualitative data. Our major focus is building interpretations up from the ground to share content with different audiences. Paul Mihas and Elaine Keane discuss how to use memos and other interpretive practices to make arguments within academic fields. Jessica Gullion discusses how to build an interpretation with the explicit purpose of communicating with the public. All three panelists will then engage in an interactive discussion on the practice of interpretation moderated by Chair, Charles Vanover.

Paul Mihas, University of North Carolina Chapel Hill—Memos As Wide-Angle Lens: Finding Meanings Across the Landscape of Data

Elaine Keane, National University of Ireland, Galway—Using Memos to Generate Critical Analytic Interpretations: A Constructivist Grounded Theory Approach

Jessica Gullion, Texas Woman's University—Building Interpretations for the Public

Chair: Charles Vanover, University of South Florida ,

PAR6   PAR SIG: Participatory Action Research

11:00-12:30

Chair:

Healing Education: A Narrative Inquiry of My Contemplative Practices , *Rosalynne Elisabeth Duff, Georgia State University*

Am I part of the problem or solution or both as an international development practitioner: A first-person action research reckoning , *Matt Reeves*

LISTEN (   ): Envisioning a Transformative Living Model for Critical Self-Reflection to Foster Emotional Intelligence, *Bhawana Shrestha, Kathmandu University School of Education*

Critical Qualitative Inquiry: Black women's cultural 5.21.059 literacies during a dual pandemic

13:00-14:30

Chair: Amber Pabon Kutztown University

A Black woman's journey towards healing, love, and self-actualization during health and racial pandemics, *Amber Pabon, Kutztown University*

Possessing a higher consciousness: Centering the spiritual in critical civic inquiry, *Sabrina J. Curtis, The George Washington University*

Toute Bagai: Resistance and Reclaiming, *Dyanis Conrad, University of South Dakota*

For Black Women Who Have Considered Sisterhood During Multiple Pandemics/ Mental Wealth is Enuf, *Dr. Tiffany Hollis, Coastal Carolina University*

Daughters Surviving Pandemics while Teaching and Healing: A Conversation on the Black Hand Side , *Janice Baines, University of South Carolina*

This is (k)not a conference workshop: Artful and 5.21.060 interactive entanglements with (k)not as concept

13:00-14:30

Chair:

This is (k)not a conference workshop: Artful and interactive entanglements with (k)not as concept, *Kelly W. Guyotte, The University of Alabama, Rebecca C. Christ, Florida International University, Carlson H. Coogler, The University of Alabama, Maureen Alice Flint, University of Georgia, and Amber Ward, Florida State University*

5.21.061 Democratic Backsliding: America's War on Academic Freedom and Critical Qualitative Research

13:00-14:30

Chair:

Democratic Backsliding: America's War on Academic Freedom and Critical Qualitative Research, *Marc Spooner, Faculty of Education, University of Regina, Byrant Keith Alexander, Kakali Bhattacharya, Patrick Lewis, and Yvonna Lincoln*

5.21.062 Engaging with the Places and Possibilities of Walking Inquiries

13:00-14:30

Chair:

Slow resistance at Pomme de Terre: Attention and embodied engagement , *Amanda M. Kingston, Oklahoma State University, Lucy E. Bailey, Oklahoma State University, Lindsay Myers, Oklahoma State University, and Elizabeth Janice Diener, Oklahoma City University*

"Getting Lost" in the Forest: Walking with Epistemic Upheaval, *Elizabeth Janice Diener, Oklahoma City University*

Virtual Walking Methodology: Embodiment in Virtual Spaces, *Lindsay Myers, Oklahoma State University*

5.21.063 Postqualitative and Posthumanist Data

13:00-14:30

Chair: Sarah Helps King's College Hospital

Navigating Silence in therapy talk: from conversation analysis to post qualitative inquiry, *Sarah Helps, King's College Hospital*

Thinking diffractively with data in human resource development, *Beixi Li, Office of Health Affairs, West Virginia University*

Poetic Immersion as a Form of Post-Qualitative Data Analysis, *Chelsea Elizabeth Gilbert, The Ohio State University, and Penny A Pasque, The Ohio State University*

Invoking Embodiment through Multimodal Artifacts, *srikala naraian, Teachers College, Columbia University, and Maddie Neufeld, Teachers College, Columbia University*

5.21.064 Education and Technology

13:00-14:30

Chair: Marlenny Guevara Guerrero Universidad Del Valle

Educational Dynamics' During the Pandemic: The Case of Primary School Teachers in Cali, Colombia, *Marlenny Guevara Guerrero, Universidad Del Valle, and Oscar A. Ordoñez-Morales, Universidad del Valle*

You Belong Here: Building an Equitable and Inclusive Online Learning Community, *David S Noffs, Northwestern University, and Angela L Xiong, Northwestern University*

Technology and Equity in Schools, *Dian Walster, Wayne State University*

A Focus Group Study of the Experiences of Some Community College Instructors of their Use of Social Media Tools for Instructional Purposes, *Anindya Sen, Northern Illinois University*

Maroon Methods: Storying Resistance to
5.21.065 Professionalization and Enclosure

13:00-14:30

Chair:

Poetic Inquiry, Speculative Fiction, and Storying as Method, *Korina Jocson, University of Massachusetts Amherst, Chalais Carter, University of Massachusetts-Amherst, Mariam Rashid, University of Massachusetts-Amherst, and Benjamin D. Scherrer, University of Massachusetts-Amherst*

Examining Educational Equity with Parable of the Sower. Cee Carter, University of Massachusetts-Amherst, *Chalais Carter, University of Massachusetts-Amherst*

Forms of Academic Marronage. Mariam Rashid, University of Massachusetts-Amherst , *Mariam Rashid, University of Massachusetts-Amherst*

Retelling Catastrophe. Benjamin D. Scherrer, University of Massachusetts-Amherst, *Benjamin D. Scherrer, University of Massachusetts-Amherst*

Methodologies Across Difference: Multilogical Listening
5.21.066 **and Belonging**

13:00-14:30

Chair:

Atmospheric Thresholds of Transmission and Perception, *Cala Coats, Arizona State University*

Moving through the Multilogue with Soft Focus and Kinesthetic Response, *Lauren Renee Mark, Wake Forest University*

Multilogical Listening for Accessing Metatactile Knowledge, *Anani M. Vasquez, Arizona State University*

Multilogue-ing as responsible listening technique, *Mirka Koro, Arizona State University*

5.21.067 Narrative Performance

13:00-14:30

Chair:

The Storytelling Brain, *Patrick John Lewis, University of Regina*

Contesting the Memorial Formations of the Canadian Family Farm, *Teiji Donnelly Wallace-Lewis, Glasgow School of Art*

'Seven Days in Lockdown': A Performance Autoethnography of Physical Activity and Mental Health, *David Carless, University of the West of Scotland*

Waking into the unknown; a research journey through abuse, trauma, motherhood, poverty and the covid pandemic , *kitrina douglas, University of West London*

Scholarly Reading Practices: Perspectives on
5.21.068 Resistance

13:00-14:30

Chair:

Practices of Scholarly Reading and the Values of the Neoliberal Academy, *Laura Smithers, Old Dominion University*

Speculative Reading Practices: Using Fiction to Provoke What-If Thinking, *Courtney Rath*

Readings That Keep Rocking, *Jessica Van Cleave, Gardner-Webb University, Hilary Hughes, University of Georgia, Sarah Bridges, Georgia State University, and Doctoral Students, University of Georgia*

Voyeur Literacies: Textual Bodies and Damned Encounters, *Robyn Sheridan, SUNY New Paltz, and Shannon McManimon, SUNY New Paltz*

5.21.069 Identity, Mental Health, and Trauma Opportunities and Challenges

13:00-14:30

Chair:

LGBTQ+ Asian American Experiences, Face, and Self-Disclosure, *Raymond La, University of Illinois Urbana-Champaign*

HBCUs and the Inclusion, Safety, and Mental Health Support of LGBTQ+ Students and Employees, *Briana Williams, University of Illinois Urbana-Champaign*

Experiencing Shame & Overcoming Shame: A Grounded Theory Study of Female Survivors of Domestic Violence, *Kristin Golden, University of Illinois Urbana-Champaign*

Early Childhood Special Education Administrators' Experiences with Trauma-Informed Care, *Mia Chudzik, University of Illinois Urbana-Champaign*

5.21.070 Autoethnography and Family

13:00-14:30

Chair: Si Chen Department of Educational Policy Planning & Leadership The College of William & Mary

Teacher, Mentor, Father: An Autoethnography of Sixteen-year Mentoring Relationship between a Male Teacher and a Male Student in China, *Si Chen, Department of Educational Policy, Planning & Leadership, The College of William & Mary*

Making Myself at Home: Losing a Heavenly Father and Gaining a Mother Tree, *Tim Paul Buescher, Nottingham Trent University*

Owning the Lies, *Grace Ann Giorgio, University of Illinois at Urbana-Champaign*

Storytelling Through Autoethnography: Critical Ontological Underpinnings, *Donald R Collins, Prairie View A&M University*

5.21.071 Autoethnography and Care

13:00-14:30

Chair: Esther Oluwashina Ajayi-Lowo Spelman College

Autoethnography and emotional labour, the mismanaged heart , *Cavyn R Mitchell, Brunel University London*

Autoethnography and Qualitative Interviews: The Prospects of Intentional Infusion , *Esther Oluwashina Ajayi-Lowo, Spelman College*

The 'True Knot': An Autoethnography of a Black Woman's Pandemic Birth Experience in Texas , *Alexis Grant-Panting, Texas Woman's University*

Strong Sista Self Care: Transformative practices to restore Black women's wellbeing, *Karla D. Scott, Saint Louis University*

5.21.072 Autoethnography and Health

13:00-14:30

Chair: Rosemary C. Reilly Concordia University

Cancer is a lot like bubbles..., *Rosemary C. Reilly, Concordia University*

Osteoporosis, Scoliosis, Atherosclerosis, and Maybe Cancer—Again: The Perpetual Liminal Identity of Being a (Pediatric) Cancer Survivor , *Patrick McElearney, University of South Florida*

(Un)managing my Heart: A Feminist Autoethnography of Grief and Infertility, *Amanda Gebhard, University of Regina*

More than 192 weeks of pregnancy , *Tatiana Passos Zylberberg, Universidade Federal do Ceará (UFC) - BRASIL*

5.21.073 Autoethnography, Pain, and Trauma

13:00-14:30

Chair: Mike Alvarez University of New Hampshire

"Being Normal Was Not Nearly as Important as Being": Recasting Recovery from Suicidality in Relational and Quotidian Terms, *Mike Alvarez, University of New Hampshire*

An Autoethnography of Screaming: Interpreting Sexual Trauma Healing through the Study of Italian Tarantism , *Felicia K. Youngblood, Western Washington University*

Restoring Hope After Trauma, *Charlene Frances D'Amore, Unaffiliated*

5.21.074 Autoethnography: Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective.

13:00-14:30

Chair:

Harta! No more abuse. Yes—be afraid, I won't sugar coat it!, *Miryam Espinosa-Dulanto, UTRGV.edu, Karin Ann Lewis, UTRGV, Eunice Lerma, University of Texas - Rio GrandeValley, and Vejoya Viren, University of Texas - Rio Grande Valley*

What the hell is this White Woman doing here?, *Karin Ann Lewis, UTRGV*

Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective. , *Eunice Lerma, University of Texas - Rio GrandeValley, Miryam Espinosa-Dulanto, UTRGV.edu, Karin Ann Lewis, UTRGV, and Vejoya Viren, UTRGV*

Academic pursuit amidst compelling domestic distractions , *Vejoya Viren, University of Texas - Rio Grande Valley*

5.21.075 Creating Stories from Interviews

13:00-14:30

Chair:

This session uses content from a recent book, Analyzing and Interpreting Qualitative Research: After the Interview, to discuss how to create stories from interview data. We begin at the beginning with a demonstration from Michelle Angelo Dantas Rocha of the University of South Florida on how to use yoga and meditation practices to prepare participants for narrative interviews. The session moves to QSR Internationals Silvana di Gregorio who demonstrates how to use auto-transcription and computerized qualitative data analysis software to transcribe and analyze such interview sessions. Aishath Nasheeda, Villa College, Maldives, demon,

5.21.076 ABR SIG: Arts-Based Research and Identity

13:00-14:30

Chair: Csaba Osvath University of South Florida

Playing with Autoethnography: Gamifying narratives through the creation of Qualitative Video Games, *Csaba Osvath, University of South Florida*

"I'm Grown": An Exploration of Young Adult Fiction and the Coming-of-Age Experiences of Black Girls, *Mia Kirby, The Univversity of Texas, Arlington*

5.21.077 Masking/Truth, Part 2

13:00-14:30

Chair:

Panel: "Masking/Truth." This panel takes on the current ubiquity of masks as facial coverings in the protection against the spread of the Coronavirus as opportunity to performatively theorize on "masks, masking, and masquerade" in everyday life: as health precaution, political subterfuge, cultural camouflage, magnification/subversion of identities, the body complex, racial politics, social survival, cultural stigmatization, freedom of speech, bandits and bombastics, villains and heroes, and more. To what degree does this current moment in which the wearing of physical masks of safety and protection, demand an exploration of "masks, masking, and masquerade" in relation to "the notion of truth" in everyday politics can better inform transformative visions a   >   4
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PAR7   PAR SIG: PAR: Navigating self in challenging fields

13:00-14:30

Chair:

Self-in-Field Action Research: Redesigning an AR Course from a SiF Frame, *Victor J. Friedman, Israel Sykes, and Alfredo Ortiz Aragón*

Co-teaching an PhD AR course using Self-in-Field Action Research, *Ciji Couvertier, Michelle Vasquez, Priscilla Salazar, Melinda Perez, Erika Haskins, Victor J. Friedman, Israel Sykes, and Alfredo Ortiz Aragón*

Transformation in Teacher's Pedagogy through Participatory Action Research , *Roshani Rajbanshi, Kathmandu University School of Education, and Bal Chandra Luitel, Kathmandu Univeristy*

An Anatomy of Everyday Arguments, *Marnie Jull, Royal Roads University*

Critical Qualitative Inquiry: C. Wright Mills, Critical Qualitative Inquiry, and the Research Journey: The "Sociological Imagination," Methodology and the
5.21.078 Messiness of Justice-focused Research

15:00-16:30

Chair:

You Say You Want A Revolution: On Resistance. Justice, and Changing the World Through Critical Inquiry and Methodology, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

5.21.079 Communication Theory in/as Critical Inquiry

15:00-16:30

Chair:

Dog Begat Dog: The Archive and Repertoire with the Animal Other, *Christopher Collins, Missouri State University*

Becoming an Instructor: Identifying and Theorizing Teaching Goals , *Gemma Campanini, Missouri State University*

Communication theory and psychedelic potentiality: A consideration of psilocybin induced states of consciousness, *Jaxon Porterfield, Missouri State University*

Female Leadership in the Christian Church: Groupthink through Communication Theory, *Madison Anna Keith, Missouri State University*

Truth Social: The Socialization and "Retruthing" of Truth, *Tiana Marie Brownen, Missouri State University*

5.21.080 Blow the Emergency Hatch: A Multi-Media Performative Story

15:00-16:30

Chair:

Global catastrophic events precipitate extreme turns at the individual level. Some people experience grievous loss, others a resurgence, and still others such as myself, a profound shift from death to regeneration. This multimedia performative story focuses on how the COVID-19 pandemic and my own COVID infection pushed me through and expelled me from a severe depressive black hole devouring all light and into a state of grace. Using footage of my illness captured during what I thought might be the end of my life, my personal narration, and my skills as a filmmaker, storyteller, and composer of compilations, the performance conveys a transcendence from a death roll to reawakening, reconstruction, and reorientation.

Trace Taylor, University of South Florida—Blow the Emergency Hatch

Charles Vanover, University of South Florida: Chair,

5.21.081 Decolonial Futures

15:00-16:30

Chair: Nagham Abou Zeid University of Tennessee Knoxville

Afro-Reparations, Assemblages, and Encuentros, *Beatriz Eugenia Guerrero-Arias, Universidad Del Valle*

Culturally Responsible Research: An Emerging Way Forward For Qualitative Inquiry, *Camille A Sutton-Brown, Kennesaw State University, and Harriet Bessette, Kennesaw State University*

Community-Based Research in Racialized Inequalities: Decolonial Theory and Mapping in Qualitative Inquiry, *Jeannie Kerr, The University of Winnipeg, and Ee-Seul Yoon, University of Manitoba*

Exploring Qualitative Methodologies of Cross-Cultural Childhood Studies, *Nagham Abou Zeid, University of Tennessee, Knoxville, Rosemary McBride, University of Wyoming, Samara Dawn Madrid Akpovo, University of Tennessee, and Lydiah Nganga, University of Wyoming*

Decolonizing practices in education as Malintzin researchers, *Freyca Calderon, Penn State Altoona, Miryam Espinosa-Dulanto, UTRGV.edu, and Karla O'Donald, Texas Christian University*

5.21.082 Theory

15:00-16:30

Chair: Meaghan Dougherty Douglas College

In theory: Distorting theorizing in qualitative and educational research, *Cristina Valencia Mazzanti, Department of Education and Child Study, Smith College, and Amelia Paige Berardo, Smith College*

Symbolic Interactionism: An Often-Forgotten Theoretical Framework Underlying Many Types of Qualitative Inquiry, *Anindya Sen, Northern Illinois University*

An Archaeological Analysis of the Academic Conference , *Meaghan Dougherty, Douglas College*

Anti-Method?, *Aaron M. Kuntz, Florida International University*

5.21.083 Ethics and Relationality

15:00-16:30

Chair: Neil Bilotta UNC-Chapel Hill

Place-Based Understandings of Power, Black Geographies and Ethical Critiques of Colonial Uses of Space: Rethinking Procedural Ethics with War-Affected Youth, *Neil Bilotta, UNC-Chapel Hill, Maya S. Malik, McGill University, and Rosemary R. Carlton, Université de Montréal*

Dysrelationality, Recoil, and the Managerialism of Immiseration, *Gray Matthews, Memphis*

The Axiological Turn: Uncovering Socially Just Qualitative Approaches for the Historical Present, *Penny A Pasque, The Ohio State University*

5.21.084 Scholarly Reading Practices: Rebellious Approaches

15:00-16:30

Chair:

"The Only Way to be Moved to Think is to Lose One's Way": Bewilderment(ing) Reading Practices , *Candace R. Kuby, University of Missouri*

Philosophical Readings and Failure, *Jessica Van Cleave, Gardner-Webb University, Travis Marn, Southern Connecticut State University, and Jennifer R. Wolgemuth, University of South Florida*

A pedagogy of slowness: Slow reading in the qualitative inquiry classroom, *Maureen Alice Flint, University of Georgia*

Reading Together as Refusal , *Asilia Franklin-Phipps, SUNY New Paltz, and Paul William Eaton, Sam Houston State University*

5.21.085 Disability

15:00-16:30

Chair: Brynn Adamson University of Colorado Colorado Springs

Creating inclusivity and accessibility in group exercise: Experiences of individuals with multiple sclerosis, *Brynn Adamson, University of Colorado Colorado Springs, Nic Wyatt, University of Illinois at Urbana-Champaign, Latashia Key, University of Illinois at Urbana-Champaign, and Carrena Boone, University of Colorado Colorado Springs*

The Participation of Students with Disabilities on School Trips: Key Themes from Multistakeholder Interviews , *Kimberly Dianne Wynarczuk, Moravian University, Eric Sanders, Moravian University, Ann Marie Potter, Moravian University, Laurie Kahn, Moravian University, and Brenna Curley, Moravian University*

Complexifying and Humanizing Disability in Mathematics Education Research: Students' Stories to Improve Teaching, *Kathryn R. Westby, Michigan State University*

5.21.086 Intersectional Research

15:00-16:30

Chair: Janine Armstrong Southern Illinois University Carbondale

Periods and Protests: An Intersectional Feminist Analysis of the Tampon Tax, *Janine Armstrong, Southern Illinois University Carbondale*

FACTORS THAT IMPACT THE DEVELOPMENT OF BLACK WOMENS' POSITIVE STEM IDENTITY , *Shelana Martin, University of Cincinnati*

Urgent need for qualitative researchers to engage with communities & field work , *Kriti Vashisht, McNeese State University, Rosie Banda, Texas A&M University– Corpus Christi, and Rishi Raj, Prairie View A&M University Prairie View, TX*

Disability-Centered Culturally Sustaining Pedagogies: Research as Resistance, *Amanda L. Miller, Wayne State University, Saili S. Kulkarni, San José State University, and Emily A. Nusbaum, Mills College & University of San Diego*

5.21.087 Autoethnography, Anger, Grief, and Loss

15:00-16:30

Chair: Damon Mitchell Gage Lawson San Diego State University

My Anger is Still a Small Boy: (Dis)embodied Anger as Survival, *Damon Mitchell Gage Lawson, San Diego State University*

No Time to Grieve: An Autoethnographic Representation of Covid-19, *Carly Burdock, Mercer University, and Carol Isaac, Mercer University*

Becoming-being a Scholar and the Impossibility of Touching., *Donata Puntil, King's College London*

Entreaty: An Autoethnography of Loss, Difference, and Porosity, *Karl Ayers Sandin, Art History and Visual Culture, Denison University*

A Dance Promoter from Abroad in Taiwan- Father Mikhail as an Example, *Yi ling Liu, Taipei National University of the Arts (TNUA)*

Autoethnography: Honoring the Godfather: Let Us Now
5.21.088 **Praise Norman Denzin**

15:00-16:30

Chair:

Celebrating the humanness of Norman Denzin, *Robert Rinehart, Lincoln University*

Coming Out with Norman: Connecting Our Voices, *Carolyn Ellis, University of South Florida*

Honoring Norman Denzin, *Laurel Richardson, The Ohio State University*

It's a Wonderful Qualitative Life: Norman Denzin in Bedford Falls, *Mitchell Allen, Scholarly Roadside Service*

A Case of You, Norman, *Arthur Bochner, University of South Florida*

Affective relational materiality of data in qualitative
5.21.089 **inquiry**

15:00-16:30

Chair:

Assimilation of refugees in indigenous narratives , *Adnan Turan, Arizona State University*

Data folds in time, *Rawan Naseef, Arizona State University*

I Drove, *Charlton Long, Arizona State University*

Multiple Interconnections within Care-ing Relatedness, *Minna Anneli Sorsa, Tampere University, and Mirka Koro, Arizona State University*

Exploring a Relational and Indigenous Narrative of a Leafcutter Bee's Nest, *Amalie Strange, Arizona State University*

5.21.090 White Teachers, White Liberals, Whiteness, and White Supremacy

15:00-16:30

Chair:

A Proposed Research Framework and Methodology for Studying Systemic Inequities in Schools Using Intersectionality, *Jim Scheurich, Indiana University - Indianapolis (IUPUI), and Madeline Mason, Indiana University - Indianapolis (IUPUI)*

Staying in the Dark: Whiteness and the Pedagogical Imagination, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Towards Anti-Racism: A Story-Based Approach to a Critical Policy Analysis, *Madeline Mason, Indiana University - Indianapolis (IUPUI)*

Critical Whiteness or Whiteness Studies y'all Still don't get it: An open letter to White liberals , *Cleveland Hayes, IUPUI School of Education*

5.21.091 Masking/Truth, Part 3

15:00-16:30

Chair:

Panel: "Masking/Truth." This panel takes on the current ubiquity of masks as facial coverings in the protection against the spread of the Coronavirus as opportunity to performatively theorize on "masks, masking, and masquerade" in everyday life: as health precaution, political subterfuge, cultural camouflage, magnification/subversion of identities, the body complex, racial politics, social survival, cultural stigmatization, freedom of speech, bandits and bombastics, villains and heroes, and more. To what degree does this current moment in which the wearing of physical masks of safety and protection, demand an exploration of "masks, masking, and masquerade" in relation to "the notion of truth" in everyday politics can better inform transformative visions a   >   4

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5.21.092 ABR SIG: Performative Arts-Based Research

15:00-16:30

Chair: Nécole Huey Elizer Tennessee Technological University

Monsters Look Different in the Light: Generation Z and Fourth Wave Feminism — An Ethnodrama, *Nécole Huey Elizer, Tennessee Technological University*

The Actor's Work, *dado gyure, Purdue University Northwest*

Relating in Research through the Art of Improvisation, *Cathy Joy Patton, McMaster*

The murder next door: Using research-informed theatre to shape public policy around grief leadership, *Rosemary C. Reilly, Concordia University*

5.21.093 Interview Research

15:00-16:30

Chair: Krishna Prasad Paudel Kathmandu University

Knowledge Management in Public Administration: Practices by the Government Personnel of Office of the Prime Minister and Council of Ministers of Nepal, *Krishna Prasad Paudel, Kathmandu University*

Time as Catharsis: Dilemma of Better or Bitter, and The Choice!, *Anupama ., FORE School of Management, New Delhi, India, and Mukul Joshi, FORE School of Management, New Delhi, India*

Conducting expert interview on a highly politicized topic: Imam Hatip Schools in Turkey, *Fadime YILMAZ, Szeged University*

 A Study on Teacher Identity Reformation through Literacy Teacher Activities of Baby Boomer Retired Teachers, *yuna Kim, Seoul National University, and jinhee Choi*

Diversifying our understanding of the patient experience of receiving a gout diagnosis, *Laurie J. Goldsmith, Nanyang Technological University, Aloysius Chow, Nanyang Technological University, Delfinn Tan, Nanyang Technological University, Madelynn Chan, Tan Tock Seng Hospital, Richard Lee, National Healthcare Group, Christian Mallen, Keele University, Bernadette Bartlam, Keele University, and Helen Smith, Nanyang Technological University*

PAR8 PAR SIG: (re)Launch Symposium: Participatory Action Research for a Critical Utopia 2

15:00-16:30

Chair:

Facilitators: Miriam Raider-Roth, Alfredo Ortiz Aragón, Inci Yilmazli Trout and Mindy Gold,

5.21.094 Futures of Qualitative Inquiry

18:00-19:30

Chair: Joseph David Sweet University of North Carolina- Pembroke

Writing Delinquent Inquiry, *Joseph David Sweet, University of North Carolina-Pembroke*

Connexiography: becoming-other-than critique in peer review, *Judith Guevarra Enriquez, Liverpool John Moores University*

Digesting knowledge production (nibbles and tidbits) in material spaces , *Mirka Koro, Arizona State University, Angelo Benozzo, University of Valle d'Aosta, Nikki Fairchild, Carol Taylor, Neil Carey, and Constanse Elmenhorst*

The Borders of Theory: Towards an Artful Ontology of Knowing in Qualitative Research, *Cristina Valencia Mazzanti, Department of Education and Child Study, Smith College, and Melissa Freeman, Qualitative Research Program, University of Georgia*

5.21.095 Roundtable: More Than Identity: Researcher Positionality as Relations in Qualitative Inquiry

18:00-19:30

Chair: Michael Wade Moses University of California Riverside

More Than Identity: Researcher Positionality as Relations in Qualitative Inquiry , *Michael Wade Moses, University of California, Riverside, Hanain Brohi, Newcastle University, Maureen Alice Flint, University of Georgia, Alexandra M. Panos, University of South Florida, and Francesca A. Williamson, Indiana University*

5.21.096 Disruptive Interventions

18:00-19:30

Chair: Emily Noelle Sanchez Ignacio University of Washington Tacoma

They Blinded Us With Science: On the Intersection of Critical Methodological Inquiry, Critical Inquiry, and Science Studies, *Emily Noelle Sanchez Ignacio, University of Washington Tacoma*

Using Post-Intentional Phenomenology as a Queer Black Feminist Praxis, *Qui Dorian Alexander, University of Minnesota—Twin Cities*

Amiri Who?: Contemporary Cultural Illiteracy and the Silencing of Black Literary & Cultural Traditions, *Lasana D. Kazembe, Indiana University-Purdue University, Indianapolis*

Maroon Methods: Storying Resistance to Professionalization and Enclosure, *Chalais Carter, University of Massachusetts-Amherst, Benjamin D. Scherrer, University of Massachusetts-Amherst, Mariam Rashid, University of Massachusetts-Amherst, and Korina Jocson, University of Massachusetts Amherst*

5.21.097 Collage As Method II

18:00-19:30

Chair:

Collage as Method, *Jessica Gullion, Texas Woman's University*

Digital Social Fragments Converge: Collaging My Digital Self, *Alex Veselka-Bush, Hendrix College*

Quilting Community: Arts-Based Critical Participatory Action Research as an Activist Public Pedagogy, *Julie Usha Libersat, Texas Woman's University*

In the Shadow of the Ivory Tower: , *Susan Harper, University of Noth Texas at Dallas*

Piecing our projects together: Using Collage to develop research projects, *Cynthia Lubin Langtiw, The Chicago School of Professional Psychology*

5.21.098 Scholarly Reading Practices: Textual Agency

18:00-19:30

Chair:

Vulnerable Reading and Failure as an Orientation , *Asilia Franklin-Phipps, SUNY New Paltz*

"My Reading Life", *john Andrew weaver, Georgia Southern University*

Intratext: The Inner Life of Reading, *Aparna Mishra Tarc, York University*

Talk to the Hand: Reading as Refusal, *Maya Pindyck, Moore College of Art and Design*

5.21.099 Autoethnography, Embodiment, and Intra-action

18:00-19:30

Chair: Shao-ting Lee Taipei National University of the Arts

Am I Alone: An Autoethnography discussing Feelings of Distance Dance Teaching, *Shao-ting Lee, Taipei National University of the Arts*

From caterpillar to butterfly: A descent into the patriarchal masculine grief body, a decolonization and a deconstruction, a ritual, a liminal worlding: a metamorphic story of masculine wholling , *Ryan Santens, University of Illinois at Urbana-Champaign*

Being Stuck: A High School Teacher's Four-Part Pedagogical Harmony, *Aaron Teo, The University of Queensland, Australia*

Trapped in the Body of an Old Man: Ageism in the Academy, *David Purnell, Mercer University*

Troubled Mooring: Thinking Autoethnography through Intra-action and Place Studies, *Alexandra Lauren Page, Florida International University*

5.21.100 Research with Women

18:00-19:30

Chair: Jiyea Park University of Georgia

How to build a rapport with women interviewees in the virtual space?: Using online chat emoticons for qualitative interviewing in feminist research, *Jiyea Park, University of Georgia*

Conducting Intersectional Qualitative Research during the Pandemic: Lessons Learned, *Iwona Beata Sadowska, Georgetown University*

Exiting a Tunnel into a Carnival: Constructing Context in Collective Memory Work , *Anna Schick, University of Minnesota*

Autoethnography and the Possibilities of Choice, *Estefania Díaz, Autonomous University of Aguascalientes*

Contentious Interviewing: A Performative Exploration of Possibilities, *Barbara Dennis, Indiana University, and Kristen Jozkowski, Indiana University*

5.21.101 Against Violence

18:00-19:30

Chair: Kingsley Chigbu University of St Thomas

Qualitative Review of Partner Abuse in Sub-saharan Africa, *Kingsley Chigbu, University of St Thomas, Oluchi Nancy Nwaobia, Federal Medical Center, Umuahia, and Florene Ugochi Chigbu, SDA Hospital, Aba*

A Day in the Life of Boys and Girls With Experiences of Sociopolitical Violence, *Oscar A. Ordoñez-Morales, Universidad del Valle, Marlenny Guevara Guerrero, Universidad Del Valle, and Silvana del Pilar Claro, Universidad Del Valle*

"They all laughed and asked me if I enjoyed having sex with those guys": Exploring men's lived experiences when reporting rape to police in South Africa, *Siyabulela Eric Mgolozeli, University of South Africa, and Sinegugu Evidence Duma, University of KwaZulu-Natal*

Microsociology of Killing in Mexican video executions , *cesar cisneros-puebla, Universidad de Tarapaca, Chile*

5.21.102 Autoethnography, Healing, and Health

18:00-19:30

Chair: Savanna J Kerstiens DePaul University

Language and Its Effects on Mental Illness and the Diagnosed: A Narrative Insight, *Savanna J Kerstiens, DePaul University*

How Can I Make This Easier For You? Telling Jokes from the Cutting Edge of Research, *Michelle Walter, The University of Melbourne*

Reducing harm for multiracial individuals in therapy: A fusion autoethnography, *Britney Pitts, Virginia Commonwealth University, and Nia Buckley, The Race Equity Leadership and Research Collective*

An Art-Based Exploration of Art's Role in Times of Anxiety – The Case of Covid-19, *Dafna Moriya*

5.21.103 Autoethnography: Dystopian and Utopian Dialectics: Autoethnographies of Hope and Transformation

18:00-19:30

Chair:

Dystopian and Utopian Dialectics: Autoethnographies of Hope and Transformation, *Christopher N. Poulos, University of North Carolina at Greensboro, Ron Pelias, Southern Illinois University (Emeritus), Donna Henson, Bond University (Australia), Elissa Foster, DePaul University, Marcelo Diversi, Washington State University, Claudio Moreira, University of Massachusetts-Amherst, and Lesa Lockford, Bowling Green State University*

5.21.104 ABR SIG: Postcolonial & Decolonial Possibilities of Arts-Based Research

18:00-19:30

Chair: Heather G. Kaplan University of Texas El Paso

Examining Liminal Zones of Being: A Poetic Inquiry, *Darshana Devarajan, Michigan State University*

Sketching, Mourning, and the Posthuman Agency of Images and Art Making, *Heather G. Kaplan, University of Texas El Paso*

Decentering Classical Music from the "West": An Argument for Developing Decolonial Hybrid Perspectives Through a Japanese Opera Case Study, *Padraic Farley Costello*

F***ing With Form: Colonial Logic and the Art of Pedagogical Refusal, *Kimberley White, York University*