

Presentation Instructions

- Be sure you are registered for QI2021. 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. The Panel ID Numbers are the presentation date, followed by a serial number. For example, the first Wednesday panel is "5.19.001".
- **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.

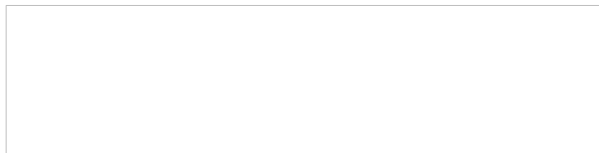
Instructions for attending a session when you are not presenting are on the pages that follow. The portal may be accessed at the link below:

<https://cvent.me/qMXMoy>

Cvent Attendee Hub® Attendee Guide

Accessing the Virtual Event

When you are ready to access the event, go to:
<https://cvent.me/qMXMoy>



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.

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

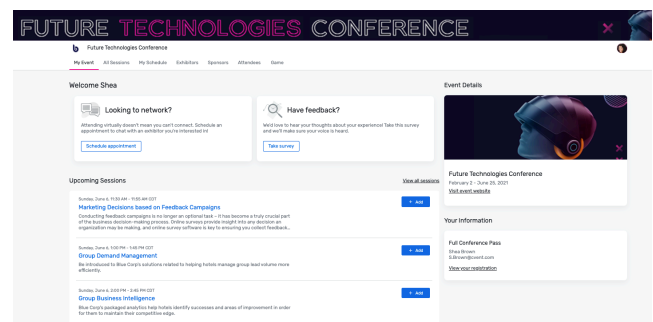
- Ensure you are entering the same email you registered with for the event.
- Check spam and junk folders for the email with the verification code.
- The email or text with the verification code should be triggered in less than a minute.
- If you still do not receive the verification code, contact the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

Wednesday, October 27, 2021

9:05 AM

Internet+ Strategy Add

Internet Plus has been one of the main buzzwords at GMIC Beijing, the Chinese equivalent to the MWC Barcelona, a huge tech event dedicated to mobile industries. Internet+

Shaping the Internet Economy

9:05 AM - 10:15 AM EDT

2 PM

Successful transformation to E-commerce Remove

Today's consumers start and remain digital through their entire buying journey and beyond. If you want to win over today's consumer, a primary goal of your e-commerce digital transformation strategy must be to deliver a great digital experience to your customers at every touchpoint along...

Shaping the Internet Economy

2:00 PM - 3:10 PM EDT

2:50 PM

The New Era of Internet+ Remove

We are witnessing the dawn of a new era of the Internet of Things (IoT). IoT will increase the ubiquity of the Internet by integrating every object for interaction via embedded systems, which leads to a highly distributed network of devices communicating with human beings as well as...

Big Data and Artificial Intelligence

2:50 PM - 3:15 PM EDT

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.

Tuesday, August 25, 2020

9 AM

Designing for the Experience of Augmented Intelligence Join session

John Gray will share his views on AI emphasizing the fact that it is designed to enhance human intelligence rather than replace it.

Big Data and Artificial Intelligence Virtual session

9:00 AM - 10:00 AM EDT

Friday, September 25, 2020

7:50 PM

Technology: Enabling access to financial services

This session is over and now available to view on demand. Provide the world with equal access to financial services using technology.

Shaping the Internet Economy Virtual session

7:50 PM - 8:25 PM EDT

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.

Exhibitors

Q Search Sponsor level Virtual meeting More filters

Angle Tech

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Atlas

Virtual meeting

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Cvent

Platinum Sponsor Virtual meeting

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.

Platinum Sponsor

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Virtual meeting

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Virtual meeting

Gold Sponsor

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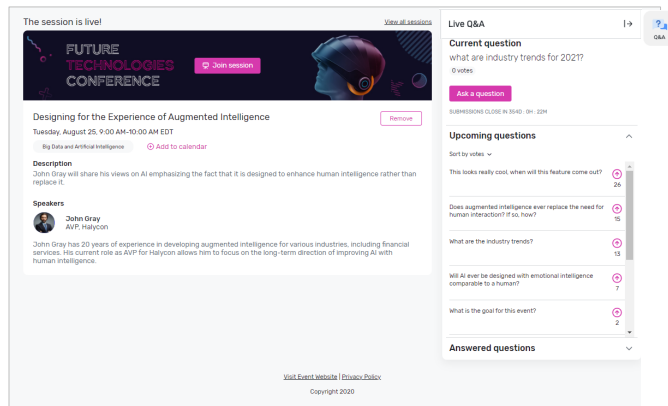
Virtual meeting

KPMG

Virtual meeting

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.



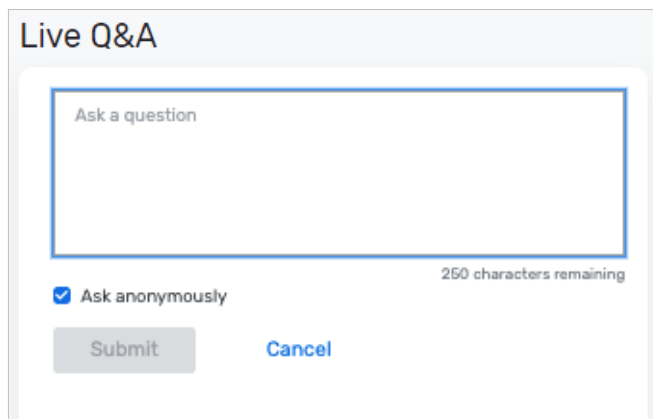
On the session page, you can view a description of the session, speaker details, and any session documents that were shared. If you are viewing the sessions before it begins, you can add that session to your personal calendar.

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

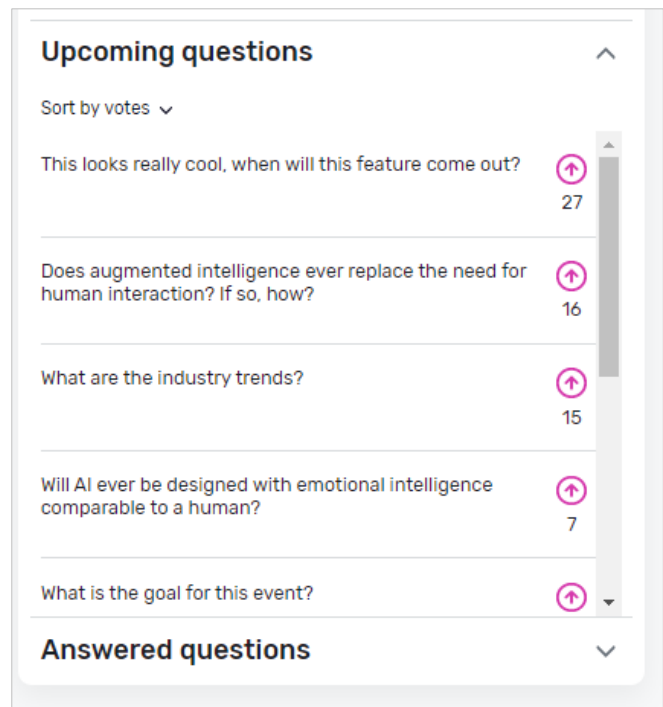
When you are ready to join, select the 'Join Session' button, which will open the video player for you.

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.

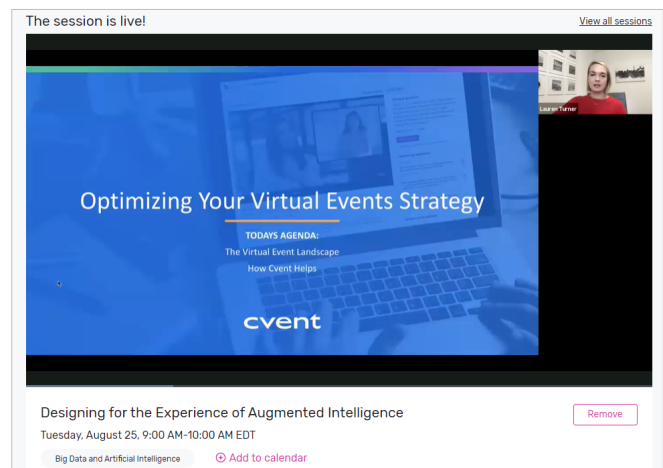


You also have the option to upvote other attendees' questions.



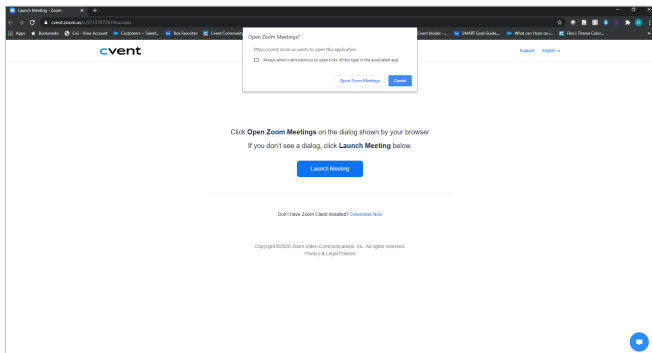
Joining a Session

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.

SEVENTEENTH

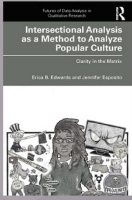
Congress
of
Qualitative
Inquiry

University of Illinois at Urbana-Champaign
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In Memoriam:
Kathy Charmaz
August 19, 1939 – July 26, 2020
&
Mary Gergen
December 12, 1938 – September 22, 2020

Routledge Books @ ICQI 2021

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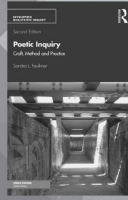


ICQI 2021 Outstanding Qualitative Book Award

Intersectional Analysis as a Method to Analyze Popular Culture

by Erica B. Edwards and Jennifer Esposito

USD \$48.95



Honourable Mention

Poetic Inquiry, Second Edition

by Sandra L. Faulkner

USD \$48.95

Contact Research Methods editor Hannah Shakespeare if you're interested in writing a qualitative book, at Hannah.Shakespeare@tandf.co.uk

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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).

1. Elder Joseph Naytowhow. Welcome from Indigenous Inquiries Circle

May we begin with 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. Welcome to the Seventeenth International Congress of Qualitative Inquiry. It has been two years since we have gathered together in this forum, this intellectual and spiritual home for so many of us. Before continuing, we want to pause and recognize that two of our esteemed colleagues, Kathy Charmaz and Mary Gergen, passed away in 2020. May their impacts on the field continue to be felt long into the future, and may their families be comforted by their enduring memories.

The *longue durée* of the last two years has impacted all of us as the COVID-19 pandemic spiraled out of control, isolating many of us from our families, friends, students, and colleagues. The emotional and psychological strains we have borne witness to in our personal and professional lives from this pandemic have been compounded in the United States and elsewhere by creeping authoritarian and nationalist movements; terrifying rises in violence against African-American, Latinx, and Asian-American communities; crushing economic hardships; a sense of loss and despair.

And yet here we all stand—committed to being present to the scene and having our voices heard in this space that we call home.

There are more than 1,200 presentations this year, including panels in the general Congress, 12 pre-conference workshops, and pre-conference SIG days.

That we have made it back and in such strong numbers after our COVID-imposed hiatus of 2020 is testament to this community and the mandate it sees for itself.

The theme of the 2021 Congress is “Collaborative Futures in Qualitative inquiry”. The Congress is positioned as trying to make sense of, comment on, and perhaps reveal ways out of the emotional and soul-crushing realities of the last 18 months. Within academia, many have endeavored to adjust to the new normal of pandemic life in terms of researching, teaching, advising, attending virtual conferences, and so forth. But more than these functional aspects of our profession, many if not most have come to reckon with the kind of work they are doing, how they are doing it, and to what ends they hope such endeavors achieve.

What does research mean during a global pandemic? What does it mean to be an academic in these pandemic times? Like nearly everyone else in any other profession, many of us are burned out, depleted, and emotionally drained from charging forward these last 18

months as if everything is okay—but, really, it isn't.

Collaboration is front and center in this year's theme—and by that we see collaborative inquiry as that which is united in common purpose. 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, critically, where we are going. We cannot go at it alone. We need to imagine new ways to collaborate, to engage in research and activism. New ways of representing and intervening into the historical present. New ways to conduct research, and a rethinking of in whose interest our research benefits.

This is the calling of the 2021 Congress: can we collectively live our way through these troubled times—this nightmare—and push through into newly imagined utopian spaces? Can we train a new generation of engaged scholars and community leaders who will lead us into these uncharted spaces? Can we intervene into the challenges and demands that we face—to be present to the history that we all shape?

Our keynote speakers -- Ron Pelias ("Empathy as a collaborative act") and Bryant Keith Alexander and Mary E. Weems ("Collaborative spirit-writing for social justice") -- will set the tone for this year's Congress with their inspired interventions into the notion of collaborative inquiry in these pandemic times.

One final note: We have endeavored to deliver a Congress program that honors the words above, and the voices who are participating over the next few days. To that end, we have made every effort possible to ensure this virtual Congress is a smooth and worthwhile event for every participant, partnering with conference management and delivery service Cvent to host this virtual experience. Despite these efforts, we are aware things can and often do go awry in virtual conferences. We ask that you bear with us as we navigate these uncharted Congress waters.

Let's get to it.

3. Acknowledgments

The 2021 Congress would not have been made possible without the efforts of the Cvent staff, especially Kelsey Chavez and Polo Razo; the Congress Advisory Committee (Tony Adams, Mitch Allen, Kakali Bhattacharya, Durrell Callier, Devika Chawla, Marcelo Diversi, Aitor Gomez Gonzalez, Emily Ignacio, D. Soyini Madison, Claudio Moreira, Katherine Ryan, Pamela Zapata-Sepulveda), and Congress Awards Committee (Bronwyn Davies, Marcelo Diversi, Stacy Holman Jones, Patrick Lewis, Pirkko Markula, Ron Pelias, Kathy Roulston, and Pat Sikes). Special thanks go to Alejandra Martínez and Aldo Merlino.

Norman K. Denzin, Emeritus Director

Michael D. Giardina, Director

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The Seventeenth 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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Worldviews in Precarious Conditions of Life-Institute of Cultural Studies

2021 Congress Award Winners

2021 Illinois Distinguished Qualitative Dissertation Award

Traditional category:

Burrue Stone, Theresa Amalia, *Emplacing White Possessive Logics: Socializing Latinx Youth into Relations with Land, Community, and Success*

Honorable mention:

Piotrowski, Marcelina, *Subjectivity in the folds : education, media practices, and environmental activism amongst more-than-human pleats*

Experimental category:

Beavan, Katie, *(Re)Writing Women in Organization: Portraits of Afflictions, Tales of Resistances, Hopes for Living Differently*

Honorable mention:

Thomson, Jody, *The toll of death and the liveliness of matter: Diffracting stories through the apparatus of art making*

2021 Outstanding Qualitative Book Award

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.

2021 Lifetime Achievement Award in Qualitative Inquiry for dedication and contributions to qualitative research, teaching, and practice

John M. Johnson

2021 Outstanding Indigenous Scholar/Researcher Award

Early Career: Jillian Fish, Lana Ray, Jennifer Markides

2021 Outstanding Indigenous Graduate Student Scholar Award

Doctoral Graduate Student Award

Danielle Bird

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 Check, 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

General information

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

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

General information

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

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

2010

Harry F. Wolcott, University of Oregon

2011

Robert Stake, University of Illinois, Mitch Allen

2015

Patricia Leavy

Olivia Inés Sanhueza Alvarado
Landmark Achievement Award
2019

Howard S. Becker
2020

Stacy Holman Jones & Cesar Cisneros Puebla

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

General information

2020

Kim Etherington

Outstanding Qualitative Book Award

2010

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

Honorable Mention:

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

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

2011

Co-Winners:

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

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

Honorable Mention:

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

2012

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

Honorable Mention:

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

2013

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

Honorable Mention:

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

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

2014

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

Honorable mention:

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

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

2015

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

Honorable Mention:

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

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

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

2016

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

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

2017

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

Honorable Mention:

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

2018

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

Honorable mention:

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

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

2019

Co-Winners:

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

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

Honorable mention:

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

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

2020

Winner:

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

Honorable mention:

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

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

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

Outstanding Book in Spanish or Portuguese

2012

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

2014

Maria do Mar Pereira. *Fazendo Gênero no Recreio. A negociação do gênero-espaco escolar (Making Gender at playtime. Negotiating gender in school*

20

General information

space.) Lisboa: Imprensa de Ciências Sociais, 2012.

2016

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

2018

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

Emerging Indigenous Research/Scholar Award

2018

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

2019

Robert Henry

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

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

Keynote:

Pandora's Box: Revisiting notions of hope through story, Patrick J. Lewis, University of Regina, Canada

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.

Empathy as a Tactic in Repressive Times

Ronald J. Pelias

Calling upon our empathic capacities has been a fundamental research strategy for those of us engaged in qualitative inquiry. For a few quick examples, I might mention that ethnography's demand for participant observation is a push toward walking in another's shoes as a means for understanding and feeling with those living in a given community. Effective interviewing, key to so many qualitative orientations, requires taking into account the perspectives of others and empathic listening. At the center of performance methods is the "magic if," the questioning of how one might feel by projecting oneself into another's "given circumstances" (Stanislavski, 1936). Even autoethnography as it speaks from a located self becomes more persuasive and more ethically secure when empathy guides renderings of others. In these repressive times, however, empathy may seem at odds with personal desires given our ongoing levels of frustration and anger, may appear politically naïve, and may lack efficacy. In this essay, I put on display my continued belief in empathy's constructive power and my suspicion that empathy as practiced in our prevailing neoliberal climate is inadequate to the task of social change. My aim, then, is to outline some empathic tactics in keeping with a qualitative inquiry ethical sensibility and responsive to a regiment of repression.

Collaborative Spirit-Writing for Social Justice

Bryant Keith Alexander and Mary E. Weems

In conjunction with the theme of the congress Collaborative Futures in Qualitative Inquiry which calls for a critical, performative, social justice inquiry directed at the multiple crises of our historical present, a need at rethinking of where we have been, and, critically, where we are going; and the need to imagine new ways to collaborate, to engage in research and activism. New ways of representing and intervening into the historical present. This duo presentation draws on a forthcoming book project from Routledge in the Qualitative Inquiry and Social Justice Series, edited by Norman K. Denzin and Yvonna Lincoln---co-authored with Mary E. Weems entitled, *Collaborative Spirit-Writing: Performance in Everyday Struggle*. The presentation explores and advances the notion of collaborative spirit-writing as the interconnectedness between collaboration, spirit, and writing. It is also about a dialogic engagement that draws upon shared lived experiences, hopes and fears of collaborative partners; one identified male, one identified as female; one identified as homo and the other as hetero in the ways in which such terms offer social determinations, but do not limit or vitiate the cosmologies of knowing self and other (and self as other) as companions on a journey in our joint humanity. Nor do those particular signifiers negate or occlude those who locate themselves in the panoply of gendered, sexed and raced identities that make us all, always and already both particular and plural. The spirit in this project is very much about a religious and non-religious invocation; a divine essence and energy of possibility that becomes an animating principle in shifting cosmologies of faith, synergy between people, and as a motivating impulse in places and spaces that are both sacred and secular—where we all, feel the spirit that define our beings and motivates our actions; using performative praxis advocating social justice through templates of our times of national, racial and gender crisis. The format of this performative presentation

is at times--independent and interdependent, interspliced and interrogative, interanimating and interstitial-- building arguments about collaboration always emanating from the origins of our discontent.

Bryant Keith Alexander, PhD is Professor of Communication and performance Studies. He is Dean, College of Communication and Fine Arts at Loyola Marymount University where he also serves as the Interim Dean, School of Film and Television, and Affiliate Faculty of the School of Education.

Mary E. Weems. Ph.D is an Independent Scholar, imagination-intellect theorist, poet, playwright, performer, and author of thirteen books and five chapbooks.

Gazed At: Stories of a Mortal Body

Performer/Professor Julie-Ann Scott-Pollock was born with spastic cerebral palsy. An autobiographical performance, *Gazed At: Stories of a Mortal Body* combines autoethnographic storytelling, poetry, and digital art to ask audiences to embrace, rather than fear, the inevitability of our bodies breaking down.

About the Show:

Based on the national award-winning book, *Embodied Performance* by Performance Artist-Storyteller-Researcher Dr. Julie-Ann Scott-Pollock, *Gazed At: Stories of a Mortal Body* evokes the art of oral storytelling to explore the roots of our pervasive cultural fear of disabled, ill, and aging bodies. Relating her life with cerebral palsy, Scott-Pollock calls for human connection that embraces the inescapably mortal, vulnerable bodies for as long as we are here.

A Message from the Performer/Writer:

I was born with spastic cerebral palsy. Six operations over two decades transformed my body from hunched with turned in feet, that evoked stares of discomfort, into a body with a limp that the untrained eye may mistake for a temporary injury. Living through multiple iterations of disabled identity has enabled me to understand what it means to live through a mortal body. *Gazed At: Stories of a Mortal Body* is my one-woman production that combines personal storytelling with visual art to engage audiences in the struggle to understand, accept, and ultimately embrace our inescapable mortality. This cultural shift allows us to create a space that adapts to and flexes around our forever-changing, vulnerable bodies.

Wednesday: ADISP

5.19.001 ADISP: LA IC EN LA ENCRUCIJADA IBEROAMERICANA

7:00-8:30 CT

Chair: MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla

La IC en la Encrucijada Iberoamericana I, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

La IC en la Encrucijada Iberoamericana I, *Daniel F. Johnson Mardones, University of Chile*

La Investigacion Cualitativa en Mexico: Hoy mas Necesaria que Nunca, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

La migración como derecho humano. El derecho a inmigrar en tiempos de pandemia en la frontera norte de Chile., *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla

5.19.002 ADISP: Autoetnografía

9:00-10:30 CT

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

¿Autoetnografía desde la Decolonialidad?, *J. Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

Por qué Autoetnografía: una Canción para Conversar, *J. Andrés Elías Hernández, Universidad Autónoma de Ciudad Juárez*

la alimentación cotidiana en cuatro tiempos, *Maria Eugenia Eugenia Chavez-Arellano, Universidad Autonoma chapingo*

Danza, Identidad y Transformaciones Comunitarias: Una Autoetnografía, *Alexander Agudelo-Orozco, Universidad del Valle*

Relatos sobre la trayectoria académica de profesores investigadores en México: reflexividad del encuentro intersubjetivo entre el investigador y el entrevistado., *Julia González Quiroz, Universidad Autónoma de Ciudad Juárez*

Autoetnografía como camino a la construcción de nuevos paradigmas sobre maternidad: reflexiones posteriores a la tesis de posgrado. Sara Cortazar Robles, Universidad Autónoma de Ciudad Juárez., *Sara Cortazar-Robles, Universidad Autónoma de Ciudad Juárez*

Reflexiones sobre la Autoría Dialógica de una Tesis Autoetnográfica, *Elizabeth Aguirre-Armendáriz, Universidad Autónoma de Ciudad Juárez, and Sara Cortazar-Robles, Universidad Autónoma de Ciudad Juárez*

5.19.003 ADISP: pedagogía crítica y diálogo

9:00-10:30 CT

Chair: Aitor Gomez, Universitat Rovira i Virgili

Práxis performativa e a Pedagogia da Indagação em Augusto Boal, *Renata Matsuo, University of São Paulo - School of Arts, Sciences and Humanities, and Marília Velardi, University of São Paulo*

Experiencias y Retos del abordaje de la subjetividad, *Laura Palomino, UNAM, and José-Jesús Vargas-Flores, UNAM*

diálogo igualitario e impacto social, *Aitor Gomez, Universitat Rovira i Virgili*

Practicando el Translenguaje como Pedagogía Crítica en la Educación Primaria Bilingüe, *Kevin Donley, University of Oregon*

El estudiante indígena universitario frente al diálogo de saberes, *Juan Carlos Silas-Casillas, ITESO, and Karla Susana Lombardi-Gonzalez, ITESO*

Metodologías Cualitativas en el Derecho: El Uso del Estudio de Casos, *Katherine Becerra Valdivia, Católica del Norte*

La Investigación Biográfica Narrativa para la Indagación del Concepto de Vida Sostenible, *Maria E Espejo, Universidad Autónoma de Nuevo Leon, and Magda García-Quintanilla, Universidad Autónoma de Nuevo Leon*

5.19.004 ADISP: Auto-etnografía

11:00-12:30 CT

Chair: Elizabeth Aguirre-Armendáriz, Universidad Autónoma de Ciudad Juárez

Experiências e Narrativas de discriminações numa fast fashion no Brasil - As relações de trabalho sob as lentes da autoetnografia., *Silvio Matheus Alves Santos, University of Campinas*

Historia y dominación. Un recorrido autoetnográfico de la práctica pedagógica en contextos indígenas., *Jorge Luis Cruz Hernandez, Universidad Pedagógica Nacional*

Autoetnografía: Cuestionamientos sobre Parámetros Socioculturales del Desarrollo Personal y Profesional de una Mujer Adulta, *Maria E Espejo, Universidad Autónoma de Nuevo Leon*

De Nuevo en los Margenes: Entre la Razon, la Emocion, la Espiritualidad, *Elizabeth Aguirre-Armendáriz, Universidad Autónoma de Ciudad Juarez*

Las paredes hablan en tiempos de crisis: etnografía visual de la Avenida Alameda en Santiago de Chile, 2019, *Raynier Hernández Arencibia, Facultad de Salud y Ciencias Sociales. Universidad de las Américas, Chile, and Beatriz Revuelta, Facultad de Educación y Ciencias Sociales. Universidad Central de Chile*

Etnografía Digital y Autoetnografía, Claves para Comprender la Economía Colaborativa: el Caso de los Conductores de Uber en Mérida, Yucatán, *Nelson Ramírez, Universidad Autónoma de Yucatán*

Etnografía Multiespecies: teoría, método y desafíos actuales, *Juan David Arias Henao Arias Henao, Universidad Pontificia Bolivariana*

5.19.005 ADISP: investigación cualitativa y salud

11:00-12:30 CT

La investigación cualitativa en el campo de la salud sexual y reproductiva en México: un mapeo, *Addis Abeba Salinas-Urbina, Universidad Autónoma Metropolitana-Xochimilco, and Deyanira González de León, Universidad Autónoma Metropolitana Xochimilco*

Oficinas de narrativa literária e Promoção da Saúde: uma conexão entre ABR e Saúde no Rio de Janeiro durante a pandemia COVID-19, *Marcio Luiz Mello, IOC-Fiocruz, Roberto Silva, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Cristiane Moreira, IOC-Fiocruz, Thaise Bezerra, UNESC/IOC-Fiocruz, and Ana Aleksandrowicz, 4F/IOC-Fiocruz*

Barreras estructurales en la atención nutricia a personas con enfermedad renal crónica en México, *Luis Eduardo Eduardo Hernández-Ibarra, Universidad Autónoma de San Luis Potosí, Nancy Rosas-Cortez, Universidad de Guadalajara, and Yesica Yolanda Rangel-Flores, Universidad Autónoma de San Luis Potosí*

O cuidado de si como estratégia de governo em comunidades: processos de subjetivação em ecovilas, *Luiz Guilherme Mafle Ferreira Mafle Ferreira Duarte, PUC - Minas, and João Leite Ferreira Neto, PUC - Minas*

Interseccionalidad y sostenibilidad de la vida en trabajadoras de programas sociales de primera línea, *Mitzi Duboy luengo, Núcleo de Estudios Interdisciplinarios en Trabajo Social de la Universidad de Chile., and Gianinna Muñoz, Universidad de Chile*

ADISP: Repensar la Salud: Pensamiento Crítico e 5.19.006 Investigación Cualitativa

11:00-12:30 CT

Terapia de la Afasia y Encuentros Comunicativos, *Beatriz Eugenia Guerrero-Arias, Universidad del Valle, Yajaira Vanessa Acosta-Calle, Universidad del Valle, and María Camila Vásquez-Narváez, Universidad del Valle*

Agencia en jóvenes: práctica teatral comunitaria y performance en Cali, Colombia, *Edgar Jhonny Muñoz-Morales, Universidad del Valle*

El modelo social de Discapacidad, biopolítica y rehabilitación, *Marisol Moreno-Angarita, Universidad Nacional de Colombia*

ENFOQUES NARRATIVOS DE INVESTIGACIÓN-INTERVENCIÓN Y ECOLOGÍA DE SABERES, *Nora Aneth Pava-Ripoll, Universidad del Valle, and Nora Lucía Gómez-Victoria, Universidad del Valle*

Una Vivencia: Una Enseñanza de Vida, *Luis Alexander Lovera-Montilla, Universidad del Valle*

ADISP: Celebrando el centenario de Paulo Freire (1921-2021): dialogo, conciencia y amorosidad como 5.19.007 fundamentos de las utopías.

11:00-12:30 CT

Celebrando el centenario de Paulo Freire (1921-2021): dialogo, conciencia y amorosidad como fundamentos de las utopías., *Marília Velardi, University of São Paulo*

Dialogando sobre la investigación participativa: incertidumbres y reflexiones al construir conocimiento con maestros y maestras, *Elisabete dos Santos Freire, São Judas Tadeu University*

PREMISAS FREIRIANAS DE LO SER EDUCADORA E INVESTIGADORA: NARRATIVAS DE UNA PRAXIS, *Eliana de Toledo, Universidade Estadual de Campinas - UNICAMP*

La extensión universitaria y los procesos de Diálogo, Comunicación y Conciencia: la praxis en el acto de conocerse a uno mismo., *Bruna Gabriela Marques, Universidade São Judas, and Maria Luiza de Jesus Miranda, Universidade São Judas*

Conciencia para el movimiento: diálogos entre las propuestas de Paulo Freire y Augusto Boal, *Renata Matsuo, University of São Paulo - School of Arts, Sciences and Humanities, and Marilia Velardi, University of São Paulo*

5.19.008 ADISP: Investigación cualitativa y curriculum

13:00-14:30 CT

Chair: Daniel F. Johnson Mardones, University of Chile

Estudios curriculares desde la metáfora biográfica, *Francisco Samuel Mendoza-Moreira, Universidad Laica Eloy Alfaro de Manabí*

Curriculum, vida y formación docente, *Daniel F. Johnson Mardones, University of Chile*

Entre textos escolares y la necesaria pertinencia cultural en la formación de ciudadanos en el sistema escolar. Fondecyt Regular N° 1181713, *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

Actualización Curricular en Tiempos de COVID-19: Una Lectura Relacional de la Cibercultura en la Formación de Psicólogos Tomasinos, *Luis F Gonzalez, Universidad Santo Tomás, and Ximena Figueroa, Universidad Santo Tomás*

Martha Casarini una vida en el exilio, *Magda Garcia-Quintanilla, Universidad Autonoma de Nuevo Leon*

ADISP: investigación cualitativa, trabajo social y

5.19.009 economía

13:00-14:30 CT

Chair: Alejandro no hay Noboa, Universidad de la República - Uruguay

Investigación Acción: una herramienta para el fortalecimiento del Colectivo de Pequeños Vendedores de Salto, Uruguay, *Alejandro no hay Noboa, Universidad de la República - Uruguay*

Los niveles de competitividad de las pequeñas y medianas empresas del sector agrario del plátano en Córdoba. Colombia, *Mabel Escorcía, UNIVERSIDAD DEL SINU ELIAS BECHARA ZAINUM, and Manuel Perez, UNIVERSIDAD DEL SINU ELIAS BECHARA ZAINUM*

Problemas a raíz de la pandemia en un municipio de Yucatán, México. Un estudio de caso., *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and Alejandra Casanova-Peniche, Universidad Autónoma de Yucatán*

El mototaxismo medio de transporte urbano en Sincelejo. ¿Avance o estancamiento empresarial?, *Francia Prieto, UNIVERSIDAD DEL SINU, ELIAS BECHARA ZAINUM, Aylin Pertuz, UNIVERSIDAD DE SUCRE, and Francisco Cuello, CORPORACION UNIVERSITARIA DEL CARIBE, CECAR*

Las Becas de manutención de Alumnos Universitarios y los principios de la Renta Básica Universal, *Hermila Chávez Loya, Universidad Pedagógica Nacional del Estado de Chihuahua*

DEGRADACION AMBIENTAL POR FENOMENOS EXTRACTIVOS Y SU IMPACTO EN GRUPOS ÉTNICOS, *Yennesit Palacios Valencia, Tecnológico de Antioquia Institución Universitaria, and Leonidas Andres Palacios Valencia, SENA - Servicio Nacional de Aprendizaje*

ADISP: VIOLENCIA DE GÉNERO AL INTERIOR DE LA UNIVERSIDAD AUTÓNOMA CHAPINGO: CAUSAS Y SOLUCIONES DESDE LA INVESTIGACIÓN CUALITATIVA Y

5.19.010 LA COOPERACIÓN INTERNACIONAL

13:00-14:30 CT

La riqueza cultural en la Universidad Autónoma Chapingo vs la cultura de la violencia, *Fabiola García, Universidad Autónoma Chapingo*

Apego psicológico y violencia escolar entre el estudiantado adolescente de la Universidad Autónoma Chapingo: Revisión y reflexión teórica., *Gabriela Larraguivel Sosa, Universidad Autónoma Chapingo*

Hablar de emprendedurismo femenino en México, *Evelyn Maribel Anaya, UNIVERSIDAD AUTONOMA CHAPINGO*

VIOLENCIA DE GÉNERO AL INTERIOR DE LA UNIVERSIDAD AUTÓNOMA CHAPINGO: CAUSAS Y SOLUCIONES DESDE LA INVESTIGACIÓN CUALITATIVA Y LA COOPERACIÓN INTERNACIONAL, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla*

ADISP: Viabilidade da introdução do mobiliário

5.19.011 ajustável para reduzir o tempo sentado em sala de aula

13:00-14:30 CT

Viabilidade da introdução do mobiliário ajustável para reduzir o tempo sentado em sala de aula, *Evelyn Ribeiro, University of São Paulo, Marilia Velardi, University of São Paulo, Paulo Guerra, Federal University of Fronteira Sul, and Douglas Andrade, University of São Paulo*

5.19.012 ADISP: investigación cualitativa y tecnología

15:00-16:30 CT

Reflexiones sobre los retos de la investigación ante el imperativo de la tecnología, *Laura Palomino, UNAM, and Leticia Osormio-Castillo, UNAM*

Prácticas de Alfabetización Digital de los Profesores de Inglés en Formación. Afrontando Retos en Tiempos de Pandemia., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

La Educación Superior y La Industria 4.0. Oportunidades y Retos, hacia una Universidad Innovadora . Análisis Prospectivo, *Roberto Vladimir Carbajal, Universidad Francisco Gavidia*

Narratives of social interaction and promotion of science, technology, engineering, and mathematics in the south-southeast zone of Mexico, *Rodolfo Jimenez, Universidad Juárez Autónoma de Tabasco, Deneb Eli Magaña, Universidad Juárez Autónoma de Tabasco, and Edith Juliana Cisneros, Universidad Autónoma de Yucatán*

Pertinencia y Contribución al Desarrollo Social de un Modelo de Evaluación de la Calidad en Educación Superior, *SUSAN LORÍA, UNIVERSIDAD AUTÓNOMA DE YUCATÁN, and Edith Juliana Cisneros, Universidad Autónoma de Yucatán*

5.19.013 ADISP: investigación cualitativa y arte

15:00-16:30 CT

Chair: Luis F Gonzalez, Universidad Santo Tomás

De la preocupación al gozo creativo entre los educadores ambientales en México, *HELIO MANUEL GARCIA CAMPOS, Universidad Veracruzana*

Investigar con Dispositivos Artísticos y Poéticos, *Luis F Gonzalez, Universidad Santo Tomás, and Eva Marxen, School of the Art Institute of Chicago*

Enseñanza Basada en el Arte para Generar la Reflexión en Estudiantes Universitarios Mayas, *Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE*

Promoção da Saúde e Pesquisa Baseada nas Artes (ABR): um caso no Rio de Janeiro (Brasil) em tempos repressivos, *Marcio Luiz Mello, IOC-Fiocruz, Victor Ramos Strattner, IOC-Fiocruz, Adrielle Silva, IOC-Fiocruz, Julia Ferreira, IOC-Fiocruz/ UERJ, Ana Acioli, IOC-Fiocruz, Nathalia Perrone, IOC-Fiocruz/UNIRIO, Nureane Menezes, IOC-Fiocruz, Maria Marta Moraes, IOC-Fiocruz, Raquel Gomes, IOC-Fiocruz/IESP, and Leoni Moreira, IOC-Fiocruz/UFSJ*

Paisagens do Ser, *Luis R. dos Santos dos Santos, Universidade de São Paulo, and Marília Velardi, University of São Paulo*

5.19.014 ADISP: Spanish Language Autoethnographies

15:00-16:30 CT

Chair: Luis Alexander Lovera-Montilla, Universidad del Valle

Recuperando la libertad: los primeros momentos allí, *Luis Alexander Lovera-Montilla, Universidad del Valle*

Currere en Investigación Educativa y Migración: Reflexiones de una Investigadora Novel, *Loreto Mora-Olate, Grupo de Investigación "Literatura y Escuela". Universidad Autónoma de Chile. Chile*

El ritual de muerte como acto subversivo en tiempos pandémicos, *Odette Fajardo*

ADISP: Sentido de pertenencia. Visiones

5.19.015 autoetnográficas 1

15:00-16:30 CT

Sentido de pertenencia. Visiones autoetnograficas., *silvia Marcela benard, Universidad Autonoma de Aguascalientes*

Historia y dominación. Un recorrido autoetnográfico de la práctica pedagógica en contextos indígenas., *Jorge Luis Cruz Hernandez, Universidad Pedagógica Nacional*

Las Aguas de la Memoria: Una Autoetnografía., *Betiana Elizabeth Billiardi, Universidad Autónoma de Aguascalientes*

Weird Female, *Andrea Itzel Padilla, Universidad Iberoamericana*

Buscando encontrar algún sentido de pertenencia: un viaje lleno de secretos familiares, *Estefanía Díaz, Autonomous University of Aguascalientes, and Silvia Benard, Autonomous University of Aguascalientes*

La pertenencia en tensión: autorretrato en un columpio, *Blanca Berenice Cortés Campos, Universidad Autónoma de Aguascalientes*

Gorda, Comida Y Jubilo, *Maria Magdalena Aranda Delgado*

5.19.016 ADISP: investigación cualitativa crítica y género

18:00-19:30 CT

Cambio Climático, Sustentabilidad y Apicultura: Retos de una Gestión Femenina, *Mauricio Gamiño, Estudiante de doctorado en Universidad Autónoma de Yucatán, México, and Manuel Jesús Pinkus, Universidad Autónoma de Yucatán*

Ser “mujer” y “hombre” en contextos mexicanos con alerta de género, *Teresa M. Torres-López, Universidad de Guadalajara, J. Imelda Herrera-Pérez, Universidad de Guadalajara, and Antonio de Jesús De la Cruz-Villarreal, Universidad de Guadalajara*

Investigadoras cualitativas en la academia. Desafíos y contradicciones, *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile, and Magdalena Suarez-Ortega, Universidad de Sevilla*

Producciones de Violencia Institucional: una Perspectiva desde Profesionales del Sistema de protección en Chile, *krisna tolentino, Sek, Academia de Humanismo Cristiano*

Violencia-Institucional y Narrativas de Resistencias: Metodología Cualitativa Crítica en las Revueltas de Chile Despierto-Sindémico, *krisna tolentino, Sek, Academia de Humanismo Cristiano, and Francisco Varvaró, Universidad Jaime I*

5.19.017 ADISP: investigación cualitativa y educación

18:00-19:30 CT

Chair: Gabriela Rubilar, Universidad de Chile

IMAGINARIOS SOCIALES SOBRE CULTURA DE LOS PROFESORES DE LENGUAS EXTRANJERAS: SU VINCULO CON LA PRACTICA DOCENTE., *OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, MONICA MIRANDA MEGCHUN, UNIVERSIDAD AUTÓNOMA DE CHIAPAS- MEXICO, and ANA MARIA DOMINGUEZ AGUILAR, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO*

MIGRANTES EN LA FRONTERA SUR DE MEXICO: TRAYECTORIAS, IMAGINARIOS Y EDUCACION VINCULADOS CON UN LUGAR DE DESTINO, *OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, ALBERTO JORGE FONG OCHOA, UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA- MEXICO, and VANINA HERRERA ALLARD, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO*

Explorando guiones argumentativos en la política pública: nuevas perspectivas acerca del acceso en la educación superior en Chile., *Antonio García Quiroga García, Universidad Bernardo O'Higgins/Universidad de Santiago de Chile*

REPRESENTACIONES SOBRE LA ESCUELA INTERCULTURAL DE PROFESORES EN FORMACION: SU VINCULO CON LA PRACTICA DOCENTE., OSCAR GUSTAVO GUSTAVO CHANONA, UNIVERSIDAD AUTONOMA DE CHIAPAS - MEXICO, JUAN JOSE LEIVA OLIVENCIA, UNIVERSIDAD DE MALAGA - ESPAÑA, and MARIA JOSE ALCALA DEL OLMO, UNIVERSIDAD DE MALAGA - ESPAÑA

Investigacion cualitativa longitudinal. Practicas colaborativas de produccion de conocimiento en Trabajo Social una mirada a 10 y 5 años, Gabriela Rubilar, Universidad de Chile

“Teníamos que ser una base fuerte para nuestros alumnos“: El Desarrollo y la Evaluación del Programa RAICES para Docentes en El Salvador Durante la Pandemia, Christine Schmalenbach, Nehemiah International, Harold Monterrosa, Nehemiah International, and Regina Cabrera, Nehemiah International

Educacion secundaria en municipios de sexta categoria en Colombia. Innovacion retos y oportunidades, Henry Rodriguez, Corporacion Universitaria del Caribe CECAR, Francia Prieto, UNIVERSIDAD DEL SINU, ELIAS BECHARA ZAINUM, and Laura Orellana, Escuela de Administración Publica, ESAP, Colombia

ABR SIG Conference Program

PRE-CONFERENCE ABR SIG SYMPOSIUM

Wednesday 9:00-4:00

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

ABR001; 9:00-10:15 CT Welcome & Points of Provocation

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

- Group 1: Nisha Sajjani, Joe Norris, Nadia Ganesh, Kevin Hobbs, Michael Martin Metz: *In the Face of the Other: Dramatic Improvisation as Collaborative Research*
- Group 2: Michael Viega: *Remixing Adversity: Rising from the Ashes*
- Group 3: Charles Vanover, Michelle Rocha, Trace Taylor & Aishath Nasheeda: *Arts-Based Research from Storytelling*
- Group 4: Dafna Moriya: *Exploring the Lived Experience of the Present time with Both Individual and Collaborative Artistic Expression as a Case Example for Arts-Based Research*
- Group 5: Kimberly Powell: *Walking as Sensory Inquiry*

Select groups prior to break.

Provocations that will guide the ABR SIG program include:

1. **Re-visiting definitions of Arts-Based Research**—How would you characterize arts-based research? What is arts-based research and what is it not?
2. **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?

3. **The problem and the question.** What are the unaddressed research problems and social issues that might require arts-based research approaches?
4. **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?
5. **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?
6. **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?
7. **Evaluation and credibility.** What are current methods for evaluating the authenticity, credibility, and aesthetic power of arts based research projects?
8. **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?

Record Breakouts or create a representative artifact.

Break

ABR002 through ABR014; 10:30-12:15 CT Provocation Workshops

The workshop portion will include small group breakout groups each with an assigned provocation and senior scholar facilitator. Each group will include dialogues and arts-based processes to address philosophical, theoretical, and practical aspects of ABR related to their topic and related issues. These dialogues are inclusive of the multi-disciplinary and socially engaged nature of ABR and how different disciplines may create tensions as to how ABR might or might not be conceptualized, practiced, and defined. As the conversation emerges, these

ABR discussions will debate what might constitute a coherent response to the provocation. Each group will synthesize the arts-based, textual and theoretical conclusions from their discussion for a presentation/performance to the entire group in the afternoon session. The afternoon presentational formats can also explore distinctly ABR modes of opportunities for audience engagement and feedback.

12:15-1:14 Lunch

ABR015; 1:30-3:15 CT Afternoon Presentations

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

Break

ABR016; 3:30-4:00

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

Conference/SIG organizers:

Nancy Gerber, Ph.D., ATR-BC ngerber@fsu.edu

Richard Siegesmund, Ph.D. richard.siegesmund@gmail.com

Brooke Hofsess, Ph.D. brookehofsess@gmail.com

Indigenous Inquiries

10th Annual Indigenous Inquiries Circle Pre-conference
Four Directions of the Earth
May 18th to 19th 2021 (Virtual via Zoom)

*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.*

To register for the pre-conference please go to:

<https://uregina-ca.zoom.us/meeting/register/tJctfumgpjIs-Gd2wo2Vp4Q6Di2omJbocqTMz>

Sketch of the afternoons/evenings/nights/mornings

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

May 18th 3:00 p.m. (MT)

Opening Circle with Knowledge Keeper Joseph Naytowhow

Graduate Student & Early Career Scholars Panel Discussion:

Indigenous Research Work in Pandemic Times

Emerging Voices in Indigenous Research and Indigenous Communities: Indigenous Inquiries Circle Awards Presentation

May 19th 3:00 p.m. (MT)

Songs, Poetry, Stories from the Four Directions

Round Table Discussion with special guests:

Dr. Manulani Aluli Meyer, Dr. Gregory Cajete, and Dr. Vicki Kelly

Closing Circle

To register for the pre-conference please go to:

<https://uregina-ca.zoom.us/meeting/register/tJctfumgpjIs-Gd2wo2Vp4Q6Di2omJbocqTMz>

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

Autoethnography 2021 Special Interest Group (SIG)

Looking Back and Moving Forward

Sessions on Wednesday May 21, 2:00-6:00 pm (US Central Time)

The theme of this year's ICQI conference, *Collaborative Futures in Qualitative Inquiry* calls us to critically reflect on our own practice over time and to work together to improve our ability to respond to current environmental, public health, political and social crises.

In this SIG day, we aim to:

- Learn from key turning points in the development of our field over the past decade
- Ask how autoethnography can help us not only survive but also act with increasing empathy and efficacy in repressive times
- Share the ideas, resources, and strategies that inspire and improve our current practice, and
- Engage in collective conversation and speculation on the future that allows us to story our dreams closer to possibility.

AE001; 2:00-2:10 Welcome/Format of the Session

AE001; 2:10-3:20 Looking Back (80 minutes)

A panel of invited speakers will open the session by sharing turning points or key moments in their autoethnographic practice over the past decade. Rather than offering a theoretical overview or explanation, this series of quick, personal, and visceral sketches aims to evoke the affective contours of the field by zooming in on the emotionally and/or intellectually charged encounters, events, or ideas that have shaken or shifted our work.

Norman Denzin 2:10-2:20

Art Bochner & Carolyn Ellis 2:20-2:30

Claudio Moreira & Marcelo Diversi 2:30-2:40

Sophie Tamas 2:40-2:50

Tony Adams 2:50-3:00

Stacy Holman Jones 3:00-3:10

Robin Boylorn 3:10-3:20

3:20-3:30 Break

3:30-4:30 Reflecting, Connecting and Expanding (60 minutes)

To draw current and future priorities from this evocation of the past, participants will work collectively to identify emergent themes, lines of flight, strategies, aspirations, or things to pack in our bags for the voyage ahead. We will do this in breakout rooms led by a range of autoethnographers. These discussions will begin with a brief (appx. 10 minute) presentation/provocation from the session leaders:

AE002; Chris Poulos

AE003; David Purnell & Lisa Spinazola

AE004; Lesa Lockford

AE005; Lisa Tillmann

AE006; Esther Fitzpatrick

AE007; Craig Gingrich-Philbrook

AE008; Ron Pelias

AE009; Sandra Faulkner

Session schedule

AE002 through AE009; 3:30-3:40 *Session leader presentations/provocations*

AE002 through AE009; 3:40-4:15 *Breakout discussion*

AE010; 4:15-4:30 *Whole-group discussion*

4:30-4:40 Break

AE011; 4:40-5:50 Collective Speculation Plenary (80 minutes)

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

Kitrina Douglas & David Carless 4:40-4:50

Amber Johnson 4:50-5:00

Dan (Anne) Harris 5:00-5:10

Benny LeMaster 5:10-5:20

Bryant Keith Alexander 5:20-5:30

Fetaui & Joshua Iosefo 5:30-5:40

Tami Spry 5:40-5:50

AE011; 5:50-6:00 Reflection and Close (10 minutes)

Paid Workshops

Morning Workshops, 8:30-11:30 CT

Paid Wksp001: Analyzing Images in Visual Research; *Kerry Freedman and Richard Siegesmund*

Paid Wksp002: Teaching and Learning Qualitative Research Methods Principles Through Popular Film Clips; *Johnny Saldaña*

Paid Wksp003: Writing Qualitative Inquiry: Embracing the Mystery; *Christopher Poulos*

Paid Wksp004: Writing Autoethnography and Narrative in Qualitative Research; *Art Bochner and Carolyn Ellis*

Paid Wksp005: Qualitatively-driven Mixed and Multiple Methods Research; *Jan Morse and Julianne Cheek*

Paid Wksp006: An Introduction to Social Justice Inquiry using Kathy Charmaz's Constructivist Grounded Theory; *Elaine Keane*

Afternoon Workshops, 12:30-15:30 CT

Paid Wksp007: Doing Situational Analysis; *Rachel Washburn and Adele Clarke*

Paid Wksp008: Contextualizing Netnography; *Robert Kozinets and Ulrike Gretzel*

Paid Wksp009: Methodological Practices for the Moving Body; *Pirkko Markula and Jim Denison*

Paid Wksp010: Formatting and Framing Qualitative Research for Presentation and Publication: Principles and Practical Steps; *Sarah Tracy*

Paid Wksp011: Composing Bodies: Performative Autoethnography as Qualitative Research; *Tami Spry*

Paid Wksp012: Songwriting as an Arts-Based Research Methodology; *J. Chris Haddox*

Thursday

5.20.000 Posthuman Creativities

7:00-8:30 CT

Creative Agency: A manifesto for posthuman creativity studies, *Anne Harris, RMIT University, School of Education, and Stacy Holman Jones, Monash University*

Accidental creatures: Inquiry under the constraints of Whitehead's philosophy of the creative accident, *David Rousell, RMIT University, Melbourne, Australia*

The small and the slow, the vast and the fast: Questions of scope and pace in creative-relational inquiry, *Jonathan Gunning Wyatt, University of Edinburgh, UK*

Creative mimesis and machine speculation, *Elizabeth de Freitas, Manchester Metropolitan University*

5.20.001 Poster Session 1

7:00-8:30 CT

Chair: Katie T. Chapman, University of Georgia

Teacher agency and three pillars in a resource-deprived context: a case study of an EFL teacher's professional development in an application-oriented university, *Linyan Ruan, BEIJING UNION UNIVERSITY, and HUIZHEN WU, Shanghai Business School*

The Role of Reflection in the Implementation of the Teaching Practice Program in the ENDY, *Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE, and Aída María Borges Jiménez, Escuela Normal de Dzidzantún*

Early Childhood Educator Workforce Well-Being: A Phenomenological Exploration of Workplace Stress, Workplace Support and Well-being from a Leadership Perspective. *Jamlick Bosire, University of Nebraska - Lincoln, Jamlick P. O. Bosire, University of Nebraska Lincoln, and Amanda Garrett, University of Nebraska*

Access to Inclusion During Mealtime at School: A Qualitative Multiple Case Study, *Sarah Ballard, Illinois State University, Yun-Ching Chung, Illinois State University, and Alicia Pence, Middle Tennessee State University*

Teacher's Strategies for and the Benefits of Social and Emotional Learning, *Felisha Lynn Younkin, Cedarville University, Corinne Brion, University of Dayton, Alison Bachowski, Cedarville University, Tanner Gillis, Cedarville University, and Ozichukwu Ojukwu, Cedarville University*

Lesson Planning for the Pre-K Classroom, *anita nigam, North Central College*

Alone Together: Navigating Doctoral Candidacy During COVID-19, *Katie T. Chapman, University of Georgia, Cheryl A. Kennedy, University of Georgia, and Anil N. Shetty, University of Georgia*

5.20.002 Poster Session 5

9:00-10:30 CT

Stakeholder Perspectives of Older Adulthood in Prison: A Grounded Theory Analysis, *Allison M. Kacmar, University of Louisville, and Stephanie Grace Prost, University of Louisville*

The Sociopolitical Effects of Immigration on Haitian Immigrants with HIV/AIDS in the Dominican Republic, *Stephanie Jhizelt Garcia, Michigan State University, and Pilar Horner, Michigan State University*

My Survival Story: The Positive Value of Sharing Personal Experiences with Cancer. A Co-creative Citizen Science Project, *Claudia Canella, Inst. for Social Medicine, Epidemiology, and Health Economics, Charité – Universitätsmedizin Berlin, Martin Inderbitzin, My Survival Story, Zurich, Switzerland, and Jürgen Barth, Inst. for Complementary and Integrative Medicine, University Hospital Zurich & University of Zurich*

Vitiligo: Challenging Cultural Assumptions and Shaping Identity, *Hamma Khuld*

Living in the 'new normal'? A qualitative study on the community perspectives on Covid-19, *Tuhina Rastogi, King George's Medical University, Lucknow*

The German version of the Promotion- and Prevention-oriented Workaholism Scale (PPWS), *Sunjin Pak, Slippery Rock University of Pennsylvania, and Florian Lewenhagen, Slippery Rock University of Pennsylvania*

5.20.003 Poster Session 2

9:00-10:30 CT

Decolonizing Educational Curricula, Pedagogy and Mindsets, *Andii Layton, Pennsylvania State University*

Understanding Minority Identity Formation in an Undergraduate Drawing and Painting Program: An Arts-Based Phenomenological Approach, *Julie Thi Do, University of North Texas*

The elements of the successful mentoring matching, *Abreum Ju, University of Illinois Urbana-Champaign*

Impostor phenomenon: The story of my life, *Cheryl A. Kennedy, University of Georgia*

Engaged Student's Perspectives: Stability as the Key Factor in Family Planning, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Taylor Zurlinden, Cedarville University, Madison Ensign, Cedarville University, Megan Maccariella, Cedarville University, Alison Bachowski, Cedarville University, McKenzie Henry, Cedarville University, and Mya Taylor, Cedarville University*

Making Strong Home School Connections for Preschoolers, *anita nigam, North Central College*

5.20.004 Poster Session 6

11:00-12:30 CT

Rethinking the Alternative Financial Services Phenomenon: A Critical Race Theory Inquiry, *Jessica Macelle Parks, University of Georgia*

SYMBOLIC CAPITALS OF NUTRITION EDUCATION: COMPARATIVE STUDY IN TWO METROPOLIS OF SOUTH AMERICA, *Alexandra Pava-Cárdenas, Pontificia Universidad Javeriana Cali-Colombia, Teresita Alzate-Yepes, School of Nutrition, University of Antioquia, and Ana Maria Cervato-Mancuso, School of Public Health, University of São Paulo*

The experience of accompanied childbirth from the perspective of postpartum women and partners, *MARIA LYDIA SANCHEZ GARCIA MOZARDO*, Pontifical Catholic University of Campinas, *Antonio Richard Carias*, Pontifical Catholic University of Campinas, and *Tania Maria Marques Granato*, Pontifical Catholic University of Campinas

Hear Them, See Them: Sharing Experiences from Patients with Hashimoto's Thyroiditis, *Cody M. Clemens*, *Marietta College*

Percepción de Estudiantes Universitarios Sobre el Suicidio en Puerto Rico, *José D. Ayala Cruz*, *Universidad de Puerto Rico Recinto de Río Piedras*, *Keilly C. Santiago Morales*, *Universidad de Puerto Rico Recinto de Río Piedras*, *Luis A. Alvarez Martínez*, *Universidad de Puerto Rico Recinto de Río Piedras*, *Merchaileen Cirilo Parrilla*, *Universidad de Puerto Rico Recinto de Río Piedras*, and *Kisha N. Seriuex Ortiz*, *Universidad de Puerto Rico Recinto de Río Piedras*

Literary narrative workshops and Health Promotion: a connection between ABR and Health in Rio de Janeiro during the COVID-19 pandemic, *Marcio Luiz Mello*, *IOC-Fiocruz*, *Roberto Silva*, *IOC-Fiocruz*, *Adrielle Silva*, *IOC-Fiocruz*, *Cristiane Moreira*, *IOC-Fiocruz*, *Thaise Bezerra*, *UNESC/IOC-Fiocruz*, and *Ana Aleksandrowicz*, *4F/IOC-Fiocruz*

5.20.005 Poster Session 3

11:00-12:30 CT

The Possibilities for Sense-Making in Qualitative Research through Arts Based Engagements, *Elizabeth Laura Yomantas*, *Pepperdine University*

Health Promotion and Arts-based Research: a case in Rio de Janeiro (Brazil) in repressive times, *Marcio Luiz Mello*, *IOC-Fiocruz*, *Victor Ramos Strattner*, *IOC-Fiocruz*, *Adrielle Silva*, *IOC-Fiocruz*, *Julia Ferreira*, *IOC-Fiocruz/UERJ*, *Ana Acioli*, *IOC-Fiocruz*, *Nathalia Perrone*, *IOC-Fiocruz/UNIRIO*, *Nureane Menezes*, *IOC-Fiocruz*, *Maria Marta Moraes*, *IOC-Fiocruz*, *Raquel Gomes*, *IOC-Fiocruz/IESP*, and *Leoni Moreira*, *IOC-Fiocruz/UFSJ*

A study on certificate program using Massive Open Online Courses (MOOCs), *Abreum Ju*, *University of Illinois Urbana-Champaign*

Countertransference in Counseling Supervisees' Therapy Sessions, *Allyson Graham*, *North Carolina A&T State University*

Study of Examination of freshmen preservice teacher's perception of emergency remote learning, *Felisha Lynn Younkin, Cedarville University, Ruth Sylvester, Cedarville University, Lynn Roper, Cedarville University, Tianhong Zhang, Cedarville University, Alison Bachowski, Cedarville University, Adam Vafloy, Cedarville University, and Tori Lowe, Cedarville University*

Bringing Culturally Responsive Practices to Rural Schools, *anita nigam, North Central College*

5.20.006 Poster Session 7

13:00-14:30 CT

Individuals with Substance Use Disorder and Counseling Service before and During COVID-19, *Kacie Rebe Dentlegrand, North Carolina A&T State University*

Creating collaborative spaces in the era of COVID-19 through flexibility and empathy, *Dorota Silber-Furman, Tennessee Tech University, and Andrea Arce-Trigatti, Tallahassee Community College*

Student Voice and Civic Learning in a Virtual World: Storying the School Participatory Budgeting Experience, *Tara Bartlett, Arizona State University*

Life in the Age of COVID-19: Using Autophotography to explore what it means to be Latino/a/x during a Global Pandemic, *Jackie Pedota, University of Texas at Austin, and Gabriel Rodriguez Lemus, The University of Texas at Austin*

What Does Equitable Education Look Like? Photovoice and COVID-19, *Maureen Ebben, University of Southern Maine*

Social Butterfly: Using Dramaturgy to Tell the Social World Experiences of Young Adults with Disabilities, *Karen M. Ingram, George Mason University*

5.20.007 Poster Session 4

13:00-14:30 CT

Land as Agency in Indigenous Research of Land, Self, and Spirit, *Robin Throne, University of the Cumberland*

The lived experiences of Grief Counselors Providing Counseling to Black Family Members Experiencing Disenfranchised Grief After the Death of a Mentally Ill Family Member due to Police Encounter, *Olivia Diana ealsey, North Carolina Agricultural and Technical State University*

Synchronous and asynchronous online discussion: a qualitative study, *Boreum Ju, Slippery Rock University of Pennsylvania*

Credibility and Trustworthiness in Qualitative Research on Inclusive Education, *Sarah Ballard, Illinois State University, Yun-Ching Chung, Illinois State University, and Alicia Pence, Middle Tennessee State University*

Pharmacy Students' Perspectives Regarding Co-Curricular Activities: Qualitative Findings, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Brenda Pahl, Cedarville University, Zachary Krauss, Cedarville University, and Alex Davidson, Cedarville University*

Developing Social Equity Literacy Practices Among Preservice Teachers, *anita nigam, North Central College*

5.20.008 Poster Session 8

15:00-16:30 CT

The Lived Experiences of Graduate Counseling Students Impacted by Critical Incidents During Supervision, *Porshia Daniels, North Carolina Agricultural and Technical State University*

Perceived Drawbacks of a Fit to Be Tied Premarital Program: Qualitative Perspectives, *Felisha Lynn Younkin, Cedarville University, Michael Firmin, Cedarville University, Madelyn Fawcett, Cedarville University, Alex McMurray, Cedarville University, and Chad Clark, Cedarville University*

“It’s not about gender but about the arrival of a child in the family: the parental experience of same-sex couples”, *Leticia Joia Ribeiro, Pontificia Universidade Catolica de Campinas, Sofia Creato Bonfatti, Pontificia Universidade Católica de Campinas, and Tania Mara Marques Granato, Pontificia Universidade Católica de Campinas*

A crib that served as a mother”: foster care adolescents’ narratives about care (dis) placements, *Sofia Creato Bonfatti, Pontificia Universidade Católica de Campinas, Leticia Joia Ribeiro, Pontificia Universidade Catolica de Campinas, and Tania Mara Marques Granato, Pontificia Universidade Católica de Campinas*

The Application of Simulation-Based Learning in School Social Work: Developing Competencies in an Engaging and Experiential Approach, *Jeanna Marie Campbell, School of Social Work at University of Illinois Urbana-Champaign, Kevin Tan, School of Social Work at University of Illinois at Urbana-Champaign, and Brenda Lindsey, School of Social Work at University of Illinois at Urbana-Champaign*

Where are the Recovery Narratives?: Analyzing Representations of Substance Abuse Treatment and Recovery in Comic Books and Graphic Novels, *Alisha M. White, Western Illinois University*

Social Work Day

International Congress of Qualitative Inquiry

Theme: Collaborative Futures in Qualitative Inquiry

Official Program

Virtual Conference
University of Illinois
Urbana, Illinois, USA
Thursday, 20 May 2021

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

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, School of Social Work, University of Minnesota, Twin Cities, USA.

The papers are organized into panels based primarily on methods and methodologies.

Cover Photo by Jane Gilgun: Bridge in Milltown Wood, County Leitrim, Ireland

Social Work Day

Thursday, 20 May 2021

Theme: Collaborative Futures in Qualitative Inquiry

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

8-45-9:15, Session ID: 5.20.SW.001

Welcome, Introductions, Announcements, & News

9:15-10:00 Session ID: 5.20.SW.001

Opening Plenary Roundtable:

Advisor-Advisee Collaborations in Qualitative Social Work Research

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

Presenters: *Festus Moasun, Wilfrid Laurier University (festusmoasun@gmail.com), Burcu Öztürk, University of Alabama (bozturk@crimson.ua.edu), Magnus Mfoafo-M'Carthy (mmfoafomcarthy@wlu.ca), & Debra Nelson-Gardell, University of Alabama (dnelson@sm.ua.edu)*

This year we celebrate the collaborative work of advisors and advisees. In this opening plenary two advisee-advisor teams will reflect on their work together and on their reflections on advising in general. Festus Moasun is beginning an assistant professorship at University of Regina, Canada, Faculty of Social Work. Burcu Öztürk is beginning a post-doc at the Ruth Knee Institute for Transformative Scholarship at the University of Oklahoma, Norman, USA. Festus's advisor was Magnus Mfoafo-M'Carthy, Wilfrid Laurier University. Burcu's advisor was Debra Nelson-Gardell, University of Alabama. Their reflections will open discussion among participants in this session.

Now as always, qualitative social work researchers are thinking about, planning, and taking action to promote the common good. One way we do this is through learning from each other, and we gain understandings in wider contexts that often do not understand the significance of qualitative social work research and even stigmatize the populations of persons with whom we do research.

10:15-11:30

Concurrent Sessions

**Multiple Views of the Epistemological
and Ontological Bases of Qualitative Social Work Research**

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

Session ID: 5.20.SW.002

**Dialectical Constructivism as a Route Out and Between the Horns of the
"Truth" Dilemma.** *Guy Enosh, University of Haifa (enosh@research.haifa.ac.il)*

The dilemma between "objectivist" types of ontologies and epistemologies on the one hand, and "subjectivists" types on the other, has hounded human thought for thousands of years. Constructivism offers a way out of this time immemorial dilemma of subjectivism versus objectivism.

Objectivist philosophies assume the existence of a reality which human beings (philosophers and researchers included), are trying to represent and convey. The

truth value of every system is judged by its ability to represent such reality accurately as possible. Positivism, and post-positivism may be construed as objectivist in this sense. The major criticism of such approaches is that they tend to downplay or overlook the major role interpretation (by the researcher, as well as by the participants) plays in constructing meaning, and the intersubjectivity between researchers and participants that affects whatever outcomes the research may have. Such criticism leads to the rise of subjectivist approaches, emphasizing the role of subjectivity and the temporality of any results, theory, or interpretation. Subjectivist philosophies assume that no reality exists, except for the subjective experience of the individual or the collective, and therefore, reject criteria that tend to measure or evaluate such level of representation, leading to what may be considered a methodological nihilism of “everything goes.” Post-modernism, post qualitative approaches may be considered subjectivist in this sense. There is no criterion for truth-value, except maybe the subjective acceptance of the results by the research audience.

The current presentation emphasized the role of knowledge, at any level, as an instrument towards a goal or a function. Using metaphors such as maps, locks and keys, and desktop icons, I attempt to present knowledge as goal or function directed. The truth-value is than measured in relations to the fit between tool and function rather than as related to “accurate representation.”

Dialectics, dialectical thinking, and concepts such as “sense of differentness” and “reflectivity,” are presented as an epistemological tools. Such epistemological tools, help in the expansion of knowledge and the search for alternative ways of knowing, pulling the researchers out of the swamps of objectivity and

Reflective Team

Two volunteers will share two ideas/thoughts they got out of this paper.

Metaphors informing Social Work practice. Roger T. Ngahooro, Whitireia New Zealand (roger.ngahooro@whitireia.ac.nz)

It is difficult to align the narrowness of early colonial history (which asserts itself to be a rescuer the “savage” Māori), with current post-modern colonial thinkers who present themselves as saviours for human relationships, empowerment, and the liberation of people’s well-being (ANZASW, 2008). As a Māori (Indigenous New Zealander) social worker who ascribes to the latter view, I continually engage, interpret, and integrate prevailing knowledge as a platform for building new theoretical thinking for my practice. I do this ideally so that when knowledges are shared other social workers can interpret and integrate it with their own practice. The presentation will focus on theoretical underpinnings of social work practice, and how these intersect with Maori worldviews. I will do this by exploring idea development using metaphors to create parallel couplings between post-colonial Social Work theory, audience cultural heritage, and Māori application.

Reflective Team

Two volunteers will share two ideas/insights they got out of this presentation. They will also state whether they see any connections between these ideas/

insights and those they gained from Guy's presentation.

Pragmatist Traditions in Qualitative Social Work Research: A Case for a Unifying Framework that Celebrates Diversity. *Jane F. Gilgun, University of Minnesota (jgilgun@umn.edu)*

In this paper, I show how social work's intellectual history within the Progressive Era (c. 1890s to c. 1918) and American pragmatism is alive today in global contemporary qualitative social work research. I constructed a conceptual framework based on pragmatist principles and show their enduring presence to this day. Any failures that social work researchers have experienced is attributable not to the principles but incapacities of researchers to live up to these principles. For example, the foundations of such critical theories as indigenous and critical race theory and feminism are these principles. These principles are the foundation of their pushback against dominant perspectives.

These principles include values such as dignity, worth, care, and self-determination; the self-evidence values of persons representations of themselves, reciprocal interactions between persons and environments, understanding lived experiences, accounting for multiple perspectives but starting with the perspectives of research participants, collaborative relationships that require researcher reflexivity and capacities for relationships building, and social reform. Among the consequences of these characteristics are research practices that are self-evidently inclusive of multiple perspectives and experiences, flexible designs that are co-constructions between researchers and research participants, and the assumption that findings are never definitive, but are open to modification when new findings come to light.

Reflective Team

Two volunteers will share two ideas/insights they got out of this presentation. They will also state whether they see any connections between these ideas/insights and those they gained from Guy's and Roger's presentations.

Teaching and Learning During Covid-19

Chair: *Beth Archer-Kuhn, University of Calgary*

Session ID: 5.20.SW.003

Action Research on Social Work Practice in Employment During the Covid-19 Pandemic: A New Zealand Study. *Hava Fitzgerald, Whitireia and WelTec (hava.fitzgerald@whitireia.ac.nz) & Atina Poloie, Whitireia and WelTec (atinajpoloie251@gmail.com)*

The Covid-19 pandemic has resulted in a higher unemployment rate in New Zealand. Reflecting on the situation, and with approval from a trade employment training agency, an action research project was conducted with a sample of unemployed participants. The main objective was to better understand the psycho-social factors associated with unemployment and to provide the best social work support to clients during the Covid-19 pandemic and subsequent unemployment. The research question was "what were the participants' experiences of social supports during the Covid-19 pandemic?"

We used a mixed method research design where we conducted surveys and interviews with 27 service users. The framework we used to analyze the data was Maslow's Hierarchy of Needs and Te Whare Tapa Wha. We, therefore, concentrated on participants' strengths and basic needs.

Results showed that when participants engaged with support around employment, they often felt that they needed support beyond employment training, such as mental health, housing, and budgeting.

Tradeoffs: The Lived Experiences of Social Work Educators Transitioning to Online Teaching. *Katherine M. McCarthy, Indiana University (mccartka@iupui.edu), Susan L. Glassburn, Indiana University (susglass@iupui.edu), and Sheila R. Dennis, Indiana University (dennis2@iupui.edu)*

Online education is becoming a mainstay pedagogy. Appreciating the experience of social work educators' views on transitioning to online teaching prior to COVID-19 can reveal insights into benefits and drawbacks of this pedagogy. Three social work educators interviewed 17 social work faculty members from 16 different institutions in the United States about their experiences teaching online. This interpretative phenomenological analysis revealed three themes framing each educator's experience of satisfaction with teaching online: personal qualities, pedagogical beliefs, and macro or institutional factors. Each educator arrived at their view of teaching online through a personal assessment of costs and benefits, or tradeoffs, resulting in one of four educator standpoints: mutual benefit, compromised learning, instructor reservations, and incompatibility. The results suggest that social work educators' views of online education is influenced by a complex mix of beliefs, values, experience of support, and each person's unique life situation.

Building the Plane While Flying: Teaching Social Work Online Pre- and Post-Pandemic. *Susan L. Glassburn, Indiana University (susglass@iu.edu), Katie McCarthy, Indiana University (mccartka@iu.edu), & Sheila R. Dennis, Indiana University (dennis2@iu.edu)*

Prior to the pandemic, social work education was rapidly adopting online teaching and forcing a titanic shift in how social work educators conceive of and deliver social work curricula. This collaborative autoethnography explored the transitions that occurred for three social work faculty who began to teach partially or fully online while serving as non-tenure track lecturers completing their doctorates before and after the COVID 19 pandemic.

Data collection involved participants writing individually about their experiences prior to and subsequent to the onset of the pandemic, followed by concurrent discussion and critical dialogic reflection on the narratives. We used an analytic/interpretive approach to explore themes from the narratives. Themes include locating the social work educator identity and role in the virtual classroom, meaning-making in an online environment, and navigating new ways of teaching in increasingly automated online platforms.

Collaborating Across Countries for Transformative

Pedagogy. *Beth Archer-Kuhn, University of Calgary (beth.archerkuhn@ucalgary.ca) & Tara Earls-Larrison, University of Illinois (telarris@illinois.edu)*

In keeping with the conference theme, Collaborative Futures in Qualitative Inquiry, our presentation is a collaboration across seven countries with social work students: Canada, India, Israel, Spain, Sweden, U.K, Jersey Island and the U.S.A.

Using a mixed methods sequential explanatory design, we will present stories of students' experiences of transformational learning as a result of journaling within an on-line environment during the COVID-19 pandemic. Following an on-line 60 question survey, students across countries participated in four focus groups. We used thematic analysis to clarify student experiences and perceptions of journaling as a teaching and learning strategy.

Our presentation will address the following research questions:

- In what ways does reflective journaling support student transformational learning and development of professional identity in social work education?
- Does reflective journaling across countries for social work students have different transformational meanings during COVID-19?

Contributors:

Michael Wallengren- Lynch, Department of Social Work, Malmö University, Sweden

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Henglien Lisa Chen, University of Sussex, United Kingdom

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Qualitative Inquiry for Policy, Programs, & Practice

Chair: *Aline Bogossian, Université de Montréal*

Session ID: 5.20.SW.004

“I Wasn’t Wantin’ to Go in the Streets:” A Case Study of Trauma and Identity in Chronic Homelessness.

Christopher T. Brown, Harding University

(cbrown12@harding.edu), James Huff, Harding University (jlhuff@harding.edu), & Kathy

Helpenstill, Harding University (khelpenstill@harding.edu)

Our study provides exploratory findings regarding the personal identities of individuals in the context of chronic homelessness and how these identities relate to traumatic experiences and social service usage. We use interpretive phenomenological analysis (IPA) to closely examine the lived experience of identity in Walter [pseudonym], an individual experiencing chronic homelessness.

Our findings demonstrate the integration of traumatic events with the experiences of personal identity, contributing to a developmental trajectory of identity deconstruction in the context of chronic homelessness. Furthermore, our findings elucidate that Walter’s aversion toward homeless services was motivated by a negative interaction with a homeless service provider.

We end with a discussion of our contribution to the understanding of this phenomenon and implications for policy, practice, and future research. We recommend that social service providers work toward understanding client identities

through client experiences, centering clients' voices in social service provision, and implementing services that are trauma-informed.

Engagement and Linkage to Care Among African American Older Adults Living with HIV/AIDS: Exploring Pre- and Post-Incarceration Experiences.

Ashley Rose Logsdon (ashley.logsdon@louisville.edu), University of Louisville, Patricia F. Smith, University of Louisville (patricia.smith.2@louisville.edu), Liz Utterback, University of Louisville (aacute01@louisville.edu), Paul Hibbeler, University of Louisville (paul.hibbeler@louisville.edu), Brandon Mitchell, University of Louisville (brandon.mitchell@louisville.edu), Lesley M. Harris, University of Louisville (lesley.harris@louisville.edu), Billie Castle, University of Louisville (billie.castle@louisville.edu), Jelani C Kerr, University of Louisville (j.kerr@louisville.edu), & Timothy N. Cranford, Wright University (timothy.cranford@wright.edu)

This study describes the engagement in care experiences inside and outside of the correctional setting for African American older adults who are living with HIV/AIDS. This study also explores linkage to care experiences, and identifies the consequences of not being linked to care after being released from incarceration.

This qualitative study involved in-depth interviews with 22 African American older adults living with HIV/AIDS in Louisville, Kentucky who had previous incarceration experiences. We conducted follow up interviews with seven of the participants and used grounded theory techniques to analyze the interview transcripts.

When being linked to HIV medical care, receiving care and being retained in care, the participants experienced greater stability while incarcerated then when released. Participants experienced a lack of guidance post-incarceration, which led to barriers in being linked to care. We will present recommendations for providing post-incarceration linkage to care.

Violence Prevention in Illinois: Perspectives of Community Leaders.

Allison A. Salisbury, University of Illinois at Urbana-Champaign (aas6@illinois.edu), David T. Mowry, University of Illinois at Urbana-Champaign (dmowry2@illinois.edu), Matthew G. Saxsma, University of Illinois at Urbana-Champaign (msaxsma2@illinois.edu), Rachel C. Garthe, University of Illinois at Urbana-Champaign (rgarthe@illinois.edu), & Douglas C. Smith, University of Illinois at Urbana-Champaign (smithdc@illinois.edu)

Violence is a significant concern in Illinois, resulting in legal, social, and health ramifications. We surveyed community leaders statewide to assess their perspectives of community violence. In a 110 item survey, we asked nine open ended questions on demographics, impacts of violence, community protective factors, solutions, and actions for preventing violence.

Three coders completed three rounds of qualitative content analysis, with interrater reliability. 130 community leaders reported working for community organizations serving youth and families, survivors, and justice involved populations.

Participants reported concerns with the depth of violence in their communities. Recognizing trauma, health, and safety, participants offered collaborative, multi-dimensional solutions for violence prevention for professionals and community

members alike, including access to social services and equitable economic, educational, and skill development opportunities.

These themes offer a call for action to hold leaders accountable by prioritizing violence prevention education, resources, and services for the improvement of residents' health and wellbeing.

Qualitatively Examining Military Substance Use Culture Among Emerging Adult Military Members and Veterans: Implications for Culturally Informed Practice. *Kelly L. Clary, Texas State University (kcl385@txstate.edu) & Laura Hernandez, Texas State University (lmb134@txstate.edu)*

Substance use rates are highest among 18-to-29-year olds, and young military members and veterans are often at higher risk of problematic substance use and related consequences. A paucity of qualitative research exists on why significant differences exist. Social workers assisting young military members and veterans must be privy to the unique cultural stimuli influencing and exacerbating substance use behaviors.

We qualitatively explored the perceptions of 18-to-29-year old military members (n=19) using substances, and if they use substances for different reasons than civilians. Following a rigorous thematic analysis approach, two coders uncovered military members often experience major stressors and are influenced by their environment.

Seeking Social Justice with Interpretive Phenomenological Analysis. *Aline Bogossian, Université de Montréal (aline.bogossian@umontreal.ca) & Denise Michelle Brend, Concordia University (flo.d.brend@mail.mcgill.ca)*

Social work values are unequivocal regarding the promotion of respect for the inherent dignity and worth of persons, the pursuit of social justice, and service to humanity. Few guidelines exist specific to researchers to assist in assessing integrity and competence towards social work values.

Research methods used for qualitative social work inquiry necessitate strategies responsive to social justice aims. While indigenous, anti-oppressive, and participatory methodologies are suitable for social work research, not all research questions can be interrogated with these methods. The integration of social work values with existing methodological frameworks potentially remedies this dilemma.

1-2:15

Concurrent Sessions

Arts-Based Inquiry: Practice & Dissemination

Chair: *Tracie Rogers, University of the West Indies (tracie.rogers@gmail.com)*

Session ID: 5.20.SW.005

How Social Work and Researcher Identities Emerge within a Collaborative Writing Group. *Shaniek Tose, University of Kentucky (mcleish.shaniek@gmail.com), Caitlin Caswell, University of Texas San Antonio (c.caswell.inman@gmail.com), and*

Inci Yilmazlı Trout, University of Incarnate Word (yilmazli@student.niwtx.edu), M. Candace Christensen, University of Texas San Antonio (candace.christensen@utsa.edu)

The purpose of this project is to explore how social work and researcher identities emerge within a collaborative writing group (CWG). The purpose of the group is to write publications focused on participatory action and arts-based research. Three of the group members have MSWs and one member is a Ph.D. candidate in education. We formed the group in 2018 and wrote reflections after each group meeting since 2019, and produced creative artifacts, which are the data for this project. We used a constructivist paradigm and thematic analysis methods.

Preliminary data analysis reveals the intersections between a social work and researcher identity, specifically, how research is a form of practice and vice-versa, the process is as important as the outcome, and how reflexivity fosters these identities. Implications include showing how the CWG process aligns with social justice, the importance of human relationships, and dignity and worth of the person (NASW, 2017).

“Why you wanna fly?” Interrogating Felt and Enacted Stigma Related to Mental Illness through Multimethod Arts-Based Research and Qualitative Inquiry. *Tracie Rogers, University of the West Indies (tracie.rogers@gmail.com)*

Stigma is a devastating experience lodged in the inner world of the stigmatized but enacted in multiple relationships across ecological systems. This paper draws on a participatory action research study with participants diagnosed with depression, anxiety and schizophrenia. The main findings were tied to the notion of stigma being an immobilizing force. Participants struggled with managing contradictions between the desire to transcend imposed limitations and the futility of attempting to do so.

This paper discusses how qualitative inquiry (photovoice and life story interviews) and five arts-based research (ABR) methods (portraiture, dance choreography, installation art, poetry and response art), were used to generate and recreate data. Ultimately, ABR practices, processes and products were used to produce an exhibition and performance installation entitled “Why you wanna fly?” The exhibition functions as a liminal site where audiences are engaged in critical and transformative dialogues as they interrogate stigma related to mental illness.

Reflexivity, Autoethnography, & Culturally Sensitive Practice

Chair: *Catalina Tang Yan, Boston University*

Session ID: 5.20.SW.006

“Like An Outcast to Everyone:” Narratives of Intersectionality Among Older African Americans Living with HIV/AIDS. *Liz Utterback, University*

of Louisville (aeutte01@louisville.edu), Brandon Mitchell, University of Louisville (brandon.mitchell@louisville.edu), Paul Hibbeler, University of Louisville (paul.hibbeler@louisville.edu), Patricia Frances Smith, University of Louisville (patricia.smith.2@louisville.edu), Ashley Rose Logsdon, University of Louisville (ashley.logsdon@louisville.edu), & Lesley M. Harris, University of Louisville (lesley.harris@louisville.edu)

In 2020, older adults account for 17% of new HIV diagnoses, yet scant research

explores their navigation through the HIV care continuum. The diversity of older adults living with HIV underscores the need for research across intersectional identities, including race and gender.

Using a constructivist grounded theory approach, our study explores narratives of empowerment and disempowerment through interviews with 35 African American older adults living with HIV/AIDS. We focus on how participants living with multiple marginalized-group identities combat prejudice in order to engage in HIV care, and negotiate identity tensions that either support or adversely impact care engagement.

Our findings describe current and historical narratives, including trauma, racism, structural health inequities, relationships, substance use, and barriers to care. We conclude with recommendations that inform practice, specifically efforts to address the unique social position of older African Americans living with HIV to expand our understanding of intersectional stigma.

Older African Americans Living with HIV/AIDS: Patient Identified Markers of Quality Care.

Brandon Mitchell, University of Louisville (brandon.mitchell@louisville.edu), Liz Utterback, University of Louisville (liz.hublar@louisville.edu), Ashley Rose Logsdon, University of Louisville (ashley.logsdon@louisville.edu), Patricia F. Smith, University of Louisville (patricia.smith.2@louisville.edu), Paul Hibbeler, University of Louisville (paul.hibbeler@louisville.edu), Lesley M. Harris, University of Louisville (lesley.harris@louisville.edu), Billie Castle, University of Louisville (billie.castle@louisville.edu), Jelani C Kerr, University of Louisville (jkerr@louisville.edu), & Timothy N. Crawford, Wright University (timothy.crawford@wright.edu)

One in every six people diagnosed with HIV is over the age of 50, and African Americans account for 45% of new diagnoses. This study examines patient identified markers of quality care among older African Americans living with HIV. Using constructivist grounded theory, we analyzed 35 interviews which focused on engagement in HIV care.

Our findings indicate that patients' understandings of quality care are grounded in their early experiences of discrimination, stigma, and poor HIV care within the health care system. Historical experiences then impact patients' recognition and identification of markers of quality care.

We outline a framework for understanding markers of quality care, alongside instances of disengagement. Implications for our findings include the need to identify stories of positive experiences of individuals navigating the HIV care continuum.

We conclude with policy and practice recommendations, including the need for increased funding and involvement of peer support specialists within HIV care.

Dealing with the Challenges of Stigma and Mental Illness in Ghana.

Magnus Mfoafo-M'Carthy, Wilfrid Laurier University (mmfoafofomcarthy@wlu.ca) & Jeff Grischow, Wilfrid Laurier University (jgrischow@wlu.ca)

Irrespective of progress in human rights and treatments, stigma towards mental illness is common across the Global South and effective treatment remains elusive for many people. This presentation explores the experiences of stigma and

social exclusion among individuals diagnosed with mental illness. The study is based on in-depth, semi-structured interviews with 30 individuals diagnosed with mental illness receiving outpatient care at a psychiatric hospital and their caregivers.

The participants revealed issues relating to social exclusion, discrimination, marginalization and the impact of spirituality in perpetuating stigma. They pointed to religion and spirituality as coping mechanisms in the absence of adequate support from family, friends and community members.

The study sheds light on the fact that there is much to be done to combat stigma toward mental illness. Situating our findings within the larger literature on mental illness globally, we conclude that education and awareness is necessary to understand and respond to this issue often ignored in Ghana and the global south.

Risks and Motivations for Doing Sensitive Research in One's Culture: Reflecting on experiences from an interpretive phenomenological study.

Festus Yaw Moasun, Wilfrid Laurier University (festusmoasun@gmail.com)

Researchers and research ethics boards have often devoted a lot of attention to protecting research participants from being harmed when they participate in research. However, not much attention has been paid to the risks of harm that researchers face when they conduct research. Risks to researchers are rife when they conduct research on sensitive topics in their own cultures. Such risks are heightened when researchers are socially located and express vested interests in topics at the center of investigation.

In this paper, I reflect on the potential risks involved when I conducted an interpretive phenomenological study with people in my ethnic group on the personhood and citizenship of persons with disabilities in rural Ghana, and my motivations for conducting the study in spite of the perceived risks. The study was occasioned by the murder of my brother who had a developmental disability because of culturally informed “spirit child” accusations.

Unsettling Reflexivity and Critical Race Pedagogy In Social Work Education: Autoethnographic Narratives From Social Work Students.

Catalina Tang Yan, Boston University (catatang@bu.edu), Rabiatu Orlandimeje, Boston University (rorlandi@bu.edu), Rachel Drucker, Boston University (rhd@bu.edu), & Adam Lang, Boston University (ajlang@bu.edu)

In order to build collaborative futures in qualitative inquiry that centers critical race approaches to social justice, a continuous praxis of accountability, critical reflection, and action is necessary. Despite increasing research exploring anti-racist and anti-oppressive approaches to the training of prospective social work scholars, educators, and researchers, critical examination of the ways students' positionalities and even the profession have aligned and continue to align with interlocking systems of oppression rooted in colonialism, white supremacy, and neoliberalism remains limited.

Drawing from participatory action research, this paper presentation will describe the collaborative efforts and autoethnographic narratives of graduate social work students that seek to integrate unsettling reflexivity and critical race peda-

gogies to social work training. By examining more explicitly the pervasive role of structural racism in the training curriculum, the presentation will discuss the potential that the profession has to challenge dominant narratives that often remain unexamined and invisible. Similarly, the presentation will discuss the ways autoethnographic narratives incorporate critical reflection and action to increase critical awareness of power relations beyond self-indulging acts of storytelling. The presentation will conclude with relevant implications and recommendations to strengthen social work's training programs, particularly its emphasis on social justice and critical race pedagogies. Some implications that will be further explored include creating spaces inside and outside the classroom for students to interrogate their positionality and power, disrupting damage-centered approaches to pedagogy, and reimagining and reconstructing a culture of relationality and community building.

Innovations in Teaching and Learning

Chair: *Roger T. Ngabooro, Whitireia New Zealand*

Session ID: 5.20.SW.007

Examining Empathy: Amplifying the Voice of Youth Researchers. *Heather Murphy Sloane, University of Toledo (heather.sloane@utoledo.edu), Lori Lux (lori.lux@rockets.utoledo.edu), University of Toledo, Dai'ja Banks, University of Toledo (daija.banks@rockets.utoledo.edu), & Tulani Black, University of Toledo (tulani.black@rockets.utoledo.edu)*

The Fearless Writers (FW) program was started over four years ago as a way to bring inner city high school students together with students involved in inter-professional education (medicine, nursing, social work, pharmacy, PT, OT, etc.). The FW program encourages creative writing that disrupts stereotypes and myths caused by the lack of economic and racial diversity in US neighborhood. Students involved in FW learn how the sharing of creative writing, models empathy. This paper explores the use of collaborative autoethnography method with youth researchers and how the sharing of written lived experience has deepened the groups understanding of neighborhoods in their area. The youth of FW involved in research, are encouraged to use their voice to invite empathy and to provoke social justice action. The FW program is an example of collaboration between the university community and the surrounding community and is a model of how social work can apply qualitative method as a social justice intervention.

Working with the FW Program this year has been a unique learning opportunity for health care students. While trying to navigate a pandemic and racial tensions the group has focused on the history of black neighborhoods in Toledo, which has also led the group to investigate black power movements over the decades. The exploration of black power and black utopia has allowed students to express feelings of anger, fear and sadness as well as hope, peace, and a future without racism and beyond the pandemic.

Social Policy and Social Work Passion: Constructing a Student Policy Pro-

gram in Higher Education. *Keith M. Miller, Indiana University (keith.miller87@gmail.com) & Joseph B. Bartholomen, Indiana University (jbbartho@iu.edu)*

Doctoral students implemented Social Policy and Research Communication Program (SPRCP) within a university school of social work. MSW and Ph.D. students in the school submitted policy briefs describing social problems and policy recommendations impacting local and state communities.

Researchers evaluated SPRCP through phenomenological methods examining the meaning created when producing a policy brief. Researchers examined the impetus for students to create such a brief and their motivations to engage in macro social work. Researchers elicited the inspiration that led students to explore their proposed social issue and its possible political solutions. Ultimately, researchers were curious as to what was the underlying motivation that compelled participants to command their passion to paper.

Researchers examined the intersection between the inspiration that drives a person to research a policy and then extend devotion to advocate for policy change. This paper evaluates SPRCP by examining participant's motivations to engage in macro social work.

An Exploratory Study of International Social Work Education in U.S. Social Work Curricula. *Sherry L. Warren, University of Wisconsin (warrens@umgh.edu)*

I recently attempted to answer this question: How are United States-based social work educators approaching courses with the goal of preparing students for international social work? This was explored by addressing historical context of geo-political and economic issues, topics and themes common in the literature, pedagogical methods and assignments, challenges to the work, and recommendations.

Using a constructivist lens, naturalistic inquiry guided interviews with participants who had taught courses addressing topics of international nature in BSW or MSW programs. Purposive sampling provided fruitful conversations with 17 instructors from across the United States representing institutions large and small, public and private, and with experience teaching and practicing internationally from decades to a few semesters.

Themes associated with systemic issues of violence, corruption, and geo-political turmoil emerged, as did intimately personal stories of instructors' motivations for becoming involved in international social work and the teaching of courses focused on this topic.

Community Service Project and Critical Reflection. *Roger T. Ngahooro, Whitireia, New Zealand (roger.ngahooro@whitireia.ac.nz)*

In the teaching of prospective social workers, students are continually encouraged to be the conduit for human relationships, as well as the empowerment, and the liberation of people to enhance their own well-being (ANZASW, 2008).

As a Māori social worker who ascribes to this framework, I promote the notion that a social worker's obligation is to engage, interpret, and integrate prevailing

knowledge. I share this understanding with social work students as a platform for developing their practice and theoretical understanding. This presentation will explore the strengths and weaknesses of a community service project students engaged in as a platform to build new social work understanding and thinking. This was an ongoing project centred on reflective conversations, curriculum development, and student practice.

Rethinking Social Work Research Methods, Ethics, & Methodologies

Chair: *Jessica Enna Lee, Indiana University*

Session ID: 5.20.SW.008

How We Teach Qualitative Research in Social Work: Minimal Standards, No Consequences. *James Drisko, Smith College (jdrisko@smith.edu)*

Social work's accrediting body, the Council on Social Work Education (2008, 2015), requires that BSW and MSW programs teach qualitative research. "Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work ..." (2015, Standard 4). This paper examines if this standard is meaningfully considered in reaccreditation and its consequences for social work education.

Recent texts have modestly increased their qualitative content, yet a content analysis indicates that qualitative research is typically taught in just one class session and is poorly integrated with other research content (Drisko, 2006). Further, not all contemporary qualitative research and inquiry seek to be scientific. The standards also address culturally informed research and multiple ways of knowing, but Indigenous and performative ways of knowing are rarely taught.

This paper will explicate ways to advocate for meaningful qualitative research and inquiry education and to hold accrediting bodies accountable.

Improving Sampling Strategies and Terminology in Qualitative Research.

James Drisko, Smith College (jdrisko@smith.edu)

Qualitative research sampling is portrayed in most social work texts and reports as a single, fixed, step occurring prior to data collection. This conceptualization is incomplete and often misleading. Qualitative sampling is better understood as an ongoing, iterative, purposive or theoretical process co-occurring with data collection and analysis (Gentles et al., 2015; Glaser & Strauss, 1967; Kuzel, 1992; Oppong, 2013). Qualitative research sampling terminology also lacks clarity and is used inconsistently (Coyne, 1997). This paper examines how qualitative sampling is described in the social work literature and offers a more rigorous approach to qualitative sampling and terminology.

A content analysis social work research texts indicates that most describe a single step sampling model and very few offer details on alternative sampling approaches. Terminology is used inconsistently and is often pejorative. This paper offers needed conceptualization and related terminology in order to begin dialogue on optimal qualitative sampling.

Microethics of Vulnerability, Informed Consent and Researcher Identity

in Qualitative Social Work Research with Refugees in Global North Contexts. *Jessica Euna Lee, Indiana University (jel6@iu.edu)*

The global population of forcibly displaced people exceeds 79.5 million (UNHCR, 2020). Since the 1980s, there has been a proliferation of social work research on refugees and forced migrants. The majority of studies are conducted by researchers in the Global North employing qualitative methods (Bilotta, 2020; Benson Gonzalez et al., 2020). Yet, there is a dearth of scholarship examining research ethics specific to this topic. This presentation provides a focused discussion on human subjects research related to qualitative social work research with refugee participants in the Global North.

The presenter will provide a reflexive analysis of empirical data gathered in a qualitative social work study on Bhutanese refugees in the United States. Findings identify vulnerability, informed consent, and researcher identity as key themes of research ethics. The study finds that ethical issues in qualitative social work research with refugees manifest as microethics or ethically important moments.

Bracketing the Bracketing Process of Qualitative Social Work Research.

Jessica Euna Lee (jel6@iu.edu), Indiana University & Jillian Graves, Eastern Michigan University (jgrave14@emich.edu)

Bracketing refers to the practice of acknowledging and “setting aside” a priori knowledge during research processes to mitigate bias and maximize rigor. Most of the literature focuses on bracketing in the pre-analysis or analysis phase of research and ascribes to a temporal structure.

We analyzed the unbracketing process of qualitative social work studies involving cross cultural contexts. This meta-inquiry yielded a critical examination of the process of “setting aside” a priori knowledge. Unbracketing enabled the researchers, in essence, to bracket the bracketing process in these studies.

Results from this study yielded insights related to: limitations of inclusion and exclusion criteria, beneficiaries of research, privilege awareness, and practice implications in qualitative research. Findings demonstrate interactionism in the bracketing process in qualitative research, which may be better served by a dynamic model of unbracketing. The presenters posit an atemporal, permeable system of unbracketing that lends itself to a post-qualitative methodology.

This paper identifies implications specific to Interpretive Phenomenological Analysis (IPA) stemming from two social work research projects. IPA may better serve as a social work method towards enhancing disciplinary understanding of specific experiences and phenomena with additional epistemological and methodological considerations. We will present and discuss additions suitable for social work IPA research.

2:30-3:45

Concurrent Sessions

Decolonizing, Anti-Oppression, and Critical Race Theory

Chair: Tara La Rose, McMaster University

Anti-Oppressive Research and the Politics of Knowledge Production, Social Justice, and Transformation for Queer African Refugees. *Notisha Massaquoi, University of Toronto (notisha.massaquoi@utoronto.ca)*

This paper will engage critically with anti-oppressive research as a method of inquiry for social change. While anti-oppression is not viewed as a fixed or specific methodology, it does guide the theoretical and epistemological manner in which the research process should unfold. Anti-oppressive approaches that guide how knowledge is created and what knowledge is produced provide the epistemological base for anti-oppressive research. Anti-oppressive research is transformative and imagines the liberating possibilities of research for resisting, transgressing, and transforming the social world we inhabit. I will discuss how anti-oppressive inquiry was utilized as a research process to ensure respectful representation of the lives and experiences of queer African refugees in Canada.

“Did You Bring Virus Back during Winter Break?” Responses to Anti-Asian Discrimination Amid the Pandemic in the United States. *Pamela Chiang, Eastern Connecticut State University (chiangpamela@gmail.com)*

Since the mass outbreak of COVID-19 in the late December of 2020 in Wuhan, China, racist attacks, and discriminatory behaviors towards Asian and Asian Americans have drastically surged in the U.S. Research and the media have largely covered the incidents and acts but little is known about how Asians/Asian Americans have responded during this difficult time.

This empirical study was conducted during June 2020 with Asian/Asian Americans from 20 states in the U.S. in the early lockdown that contributes to the details of racist attacks and violence Asians/Asian Americans have experienced, including type of indignities, the venues where violent acts and discrimination happened in person and virtually.

In addition, the study also discusses the different responses to personal experience of discrimination as opposed to vicarious discrimination exposed from the media. Results have implications for policy, practice, and research.

Investigating Allyship: Methodological Implications. *Jeff Halvorsen, University of Calgary (jeffery.halvorsen@ucalgary.ca)*

Existing research problematizes allyship by highlighting the existence of false allies who claim the identity, but continue to replicate racism, sexism, homophobia, and other systems of oppression. In the case of white men, they are powerful social actors who uphold structures and policies to (re)produce systems of privilege and oppression.

Action research on white male allyship offers an opportunity to contribute to the transformation of these social categories and their long histories of violence and oppression. In this presentation, I take up these themes in the methodological tensions of the study of allyship.

Based on my dissertation experience working with a Guidance Committee, I analyze how previous research relates to the group allied to and procedures that

support trustworthiness and accountability. I contend that critical ethnography offers an approach through which privileged researchers can co-implicate themselves and enhance the accountability of allyship research.

Decolonizing through Collaboration: Learning Through Analysis of a Digital Story of the Two Row Wampum Project. *Tara La Rose, McMaster University (larost1@mcmaster.ca), Bonnie Freeman, McMaster University (freemanb@mcmaster.ca), and Trish Van Katwyk, Renison University College, University of Waterloo (trankatwyk@gmail.com)*

This paper describes the collaborative multimodal analysis of a digital story created by an Indigenous youth who participated in a grassroots canoe journey honouring the Two Row Wampum. The Two Row Wampum is a 400+ year old Indigenous/Settler relationship treaty that can frame community-based practice as well as research that seeks to decolonize.

Decolonized research is critical in its commitment to collaborative, community immersed processes that can support solidarities for social change. The authors, Haudenosaunee and Settler, participated in an analysis process that was mapped out and guided by the Haudenosaunee/Indigenous consciousness. Such a process was decolonizing in its respect for difference, in its anti-competitive, anti-dominating, deeply collaborative efforts, anchored by the Haudenosaunee Good Mind while embracing the dual consciousness of Indigenous and settler.

Qualitative Inquiry and Program Development

Chair: *Chaya Koren, University of Haifa*

Session ID: 5.20.SW.010

Development of Trauma Specific Services for Transgender and Gender Non-Conforming Homeless Youth. *Sandra M Leotti, University of Wyoming (sleottiz@uwyo.edu)*

This paper presents the results from a study designed to inform the development of trauma specific services for transgender homeless youth in Portland, OR. We conducted in-depth interviews with 1) trans/gender non-conforming youth who had experiences with homelessness; and 2) homeless youth service providers.

Data was analyzed using thematic analysis and open coding strategies. Results reveal that current trauma services, which are available and effective for homeless youth populations, may not be effectively engaging trans and gender non-conforming homeless youth. Homeless youth who are trans/gender nonconforming experience repeated and complex trauma related to their gender identity.

Service providers need information and training related to the intersections of gender identity and trauma. Furthermore, the potential for re-traumatization while accessing services cannot be overstated. Agencies must vigilantly ensure that trans youth experience acceptance and affirmation. This analysis provides useful insights for creating treatment spaces that are effective for trans/gender non-conforming homeless youth.

Developing Recommendations for Trans Persons' End of Life Expressions of Self: Maintaining One's Identity After Death. *Sherry L. Warren,*

University of Wisconsin (warrens@umgh.edu) & - Lee Werner, University of Wisconsin - Green Bay (wernl17@umgh.edu)

This exploratory study is creating recommendations for professionals working with transgender persons to prepare them for end of life decisions and help them maintain their gender identity and expression upon and after death. Through a student-led qualitative study, broad guidelines based on the knowledge and experience of professionals including social workers, hospice workers, those who specialize in legal advisement to trans persons and/or the LGBTQAI+ community, and people in the funeral industry will guide others in making sure that trans persons can approach the end of life confident that they will not be de-transitioned to their former identities.

We addressed legal barriers to the needs of transgender elders and ethical considerations, and we explored contemporary concerns. We share findings in an effort to bring the taboo topic of death into the mainstream and to increase well-being of the multitude of trans people nationwide and globally.

Campus Sexual Assault and Resilience: Student Experiences of Agency, Coping, Connection, and Hope. *Molly Driessen, University of Minnesota (dries032@umn.edu)*

While much of the campus sexual assault (CSA) literature has focused on prevalence and prevention efforts, less research has focused on victim-survivors' lived experiences of resilience post-assault in the specific context of campus environments.

The purpose of this paper is to present the tentative manifestations from a qualitative study using post-intentional phenomenology that explored, "How might resilience take shape for victim-survivors of CSA as they navigate their lives?" This study integrated socio-ecological and intersectional feminist theoretical perspectives to think with and through the phenomenon.

The productions and provocations of the phenomenon included resilience as agency, coping, connection, and hope. Tentative manifestations of student experiences of resistance, power, and activism also will be discussed in relation to these findings. Scholars, policy-makers, educators, and practitioners need to listen and learn from the diversity of student voices for how to best support victim-survivors, prevent and respond to CSA, and create safer campuses.

Between Essence and Context: The Case of Late Life Re-Partnering in Israel. *Chaya Koren, University of Haifa (salsterk@gmail.com)*

This presentation addresses the interplay between essence and context in qualitative interview research through the case of late life re-partnering in Israel, a culturally diverse society located between tradition and modernity. Late life re-partnering is developing with the increase in life expectancy as part of modernization processes including changes in family structures from extended to nuclear. It refers to older widowed or divorced men and women who entered a partner relationship after their adult children have launched home.

The aim of this presentation is to address the following questions: What is the essence of late life re-partnering in Israel? What is its context? What is the role

of context in shaping the essential experience of late life re-partnering in Israel? How do essence and context intertwine?

By comparing and contrasting experiences of participants from mainstream Israeli society with experiences of ultraorthodox participants, I will discuss the meaning of qualitative interview research findings.

**Qualitative Inquiry with Persons
Who are Immigrants & Refugees**

Chair: *Vanessa Jara-Labarthe, University of Tarapacá*

Session ID: 5.20.SW.011

Coping Strategies of Middle Eastern Immigrant Intimate Partner Violence Survivors. *Burcu Öztürk, University of Alabama (bozturk@crimson.ua.edu), and Debra Nelson-Gardell, University of Alabama (dnelson@sm.ua.edu)*

This study aimed to advance knowledge and greater understanding of Middle Eastern women immigrant survivors coping strategies. Past ICQI attendees contributed to the development and ultimate success of this project through successive years of presentation at the project's various stages of development. This presentation focuses on findings.

A phenomenological design was used to explore ten Middle Eastern immigrant women IPV survivors' coping strategies. Participants were recruited in the U.S. and data were collected through semi-structured interviews.

Regarding the research findings, the study provided a deeper understanding of Middle Eastern immigrant women survivors' coping strategies after experiencing interpersonal violence. The participants had different experiences with formal resources and informal resources. In summary, the results suggest there is considerable need for future research to extend the study of this population, as well as an urgent need to increase accessible resources to empower immigrant IPV survivors in the United States.

Our Ongoing Dependence on Migrant Labor to bring Food from the Farm to the Table: Is there a Role for Social Work Intervention? *Ken Saldanha, Eastern Michigan University (ksaldanb@emich.edu)*

Michigan is the fifth largest user of transient migrant and seasonal farmworkers (USDOL, 2013). Federal and state programs have been established to provide services and address their problems. But to what extent do these programs, their staff, and the immigration system privilege farmers, corporations, and the free market whilst leaving a poorly constructed system of seasonal and exploited migrant labor intact for over 100 years? Shouldn't efforts be focused on advocacy for better working, living, and citizenship rights? Does a focus on the provision of services not fulfill a neoliberal function for the state, but maintain and further the status quo of deplorable living and working conditions, keeping reformers and interventionists at bay?

This study uses fieldwork with migrant farmworkers and service agencies to reflect on the implications of our food system's dependence on seasonal migrant labor and discuss if there is might be a place for social work intervention.

Community-Driven Research and Scholarship with Refugee Communities: Exploring University-Community Partnerships and Decolonizing Knowledge. *Jessica Euna Lee, Indiana University (jel6@iu.edu)*

This presentation will discuss community-driven scholarship on resilience and inclusive service delivery among refugee communities in one U.S. city. The collaborative research team includes one university and two refugee-serving agencies.

The goals for this community-driven project are to: 1) yield action and deliverables that are beneficial to refugee communities and other stakeholders; 2) decolonize knowledge about forced migrants by supporting scholarship that is produced by forced migrants and immigrants; 3) move towards a strengths-based, survivor-centered understanding of refugee health and wellness, which is presently confined by deficiency-focused frameworks; and 4) develop critical understanding of how to undertake participatory community-engaged work that will enrich campus-community partnerships.

The presenter will discuss models of university-community partnerships, participatory research methods, and critical community-engaged scholarship on forced migration.

Migrants in Chile: Social Crisis and the Pandemic. *Vanessa Jara-Labarbé (vanedk@gmail.com), University of Tarapacá & César Cisneros-Puebla, University of Tarapacá (cesar41_4@hotmail.com)*

Chile has sailed in troubled waters in recent months. The effects of the social crisis at the end of 2019 were not yet fully evident, when the Covid-19 pandemic forced the government to take drastic measures to try to slow down the advance of the virus. The restrictions imposed on displacement, dynamic quarantines and the suspension of non-essential activities had a strong impact on the employment and economic conditions of the inhabitants of Chile, and more dramatically on the migrant population.

This presentation aims to make visible the vulnerability and precariousness of the migrant population in Chile in this context of a pandemic, as well as the need to generate situated and inclusive social policies.

Qualitative Inquiry on Practice

Chair: *Kori R. Bloomquist, Winthrop University*

Session ID: 5.20.SW.012

The Road to Reflective Social Work Practice in Aotearoa, New Zealand.

Hana Fitzgerald, Whitiareia and WeTea (hana.fitzgerald@whitiareia.ac.nz)

Social workers are required to be competent in utilising knowledge in their practice. This competency is set in the Social Workers Registration Board (SWRB) Core Competency and the Aotearoa New Zealand Association of Social Workers (ANZASW) Practice Standard. The main question guiding this presentation is what knowledge contributes to social work reflective practice?

This presentation focuses on the author's PhD research being conducted utilising Grounded Theory Methodology. The participants' reflections were comparatively analysed to help understand what body of knowledges they call upon in

practice, and how they employ it. Ethics approval was granted by Massey University for 40 participants, with 22 social workers being interviewed so far. The preliminary findings indicate the participants utilise technical rationality, practical rationality, and reflective practice. The common themes emerging include, but are not limited to theories, research and experience which influence their practice outcomes with clients.

Crafting Care and Relationships with Tangata Whaiora Through Practice: Insider Research with the Mental Health Support Worker in Aotearoa, New Zealand. *Stephanie M Kelly, WelTec Institute of Technology (stephanie.kelly@weltec.ac.nz) & Abbie Ranui, WelTec Institute of Technology (abbie.ranui@weltec.ac.nz)*

With a steady increase in people using mental health services in Aotearoa New Zealand, the mental health support worker makes up a significant component of the nongovernment organisation (NGO) workforce, occupying the frontline position of care in community establishments. There is a gap in qualitative studies which address the functions and experiences of this unique role. We present insider qualitative research findings from face to face interviews with residential mental health support workers.

The findings show these practitioners craft care daily through the intimate nature of practical tasks and skills of observation and responsiveness; drawing on experience and time to guide practice and maintain relationships with *tangata whaiora* (service user) to craft care. This brings immense meaning to the work. It is experiential, felt, nondiscursive and always intentional. We suggest that moves toward professionalization may change one of the last meaningful social service crafts in our neoliberal times.

Understanding Provider Experiences of Family Sustainability in Adult Foster Care: North Carolina and Pennsylvania Systems. *Kelly Munby, Penn State Altoona (kam6832@psu.edu)*

The broader purpose of this study is to explore provider experiences of Adult Foster Care (AFC) across states—including family care in North Carolina and domiciliary care in Pennsylvania--AFC's role to fulfill the need for community-based long-term care. The current study specifically seeks to understand the experiences of providers with regard to sustaining family, and is replicating the methods of the prior study conducted with AFC providers in North Carolina (N=26), with semi-structured, guided interviews with 20 to 30 providers in Pennsylvania (unless saturation is determined before this number) and grounded theory construction. Furthermore, as a context for grounded theory data analysis, the current study will continue to rely on reflexive material stemming from the lead researcher's positionality as a care worker.

The current study is also driven by emergent codes from the North Carolina study that reflected nuanced experiences of family in provider experience, including family as a motivation for beginning work as a provider, family as a mechanism to balance professional roles and enrich residents' lives, family influence on overcoming career hardship, and family as a means to merge profes-

sional and personal lives. In the prior study in North Carolina, some providers were able to manage professional demands by integrating their own biological family into the AFC setting and related activities, benefiting residents as well as themselves. Other providers facilitated a sense of family among residents that proved to be supportive of the functioning of the AFC setting. Such practices give insight to promising methods that could be used to support sustainability of the AFC provider role. The current study interrogates similar family themes and roles among AFC providers in Pennsylvania.

Transitions from the Title IV-E Waiver to Family First Prevention and Services Era: Regional Child Welfare Managers' Perceptions and Experiences. Kori R. Bloomquist, *Winthrop University* (bloomquistk@winthrop.edu)

In 2012, a mid-western state's child welfare agency contracted with a university to evaluate the state's Title IV-E Waiver Demonstration Project as it entered a new implementation period. The purpose of the IV-E Waiver program is to improve the effectiveness and efficiency of child welfare services in the state.

As part of the process study of the evaluation, evaluators employed case study analysis to investigate knowledge and effects of the Waiver in the first four years (2013–2017), as reported by administrative managers. Following significant administration changes and on the brink of a shift from the Title IV-E Waiver era to the Family First Preservation and Services Act (FFPSA) era, evaluators reconnected with managers.

Findings from 23 semi-structured interviews reveal greater agency cohesion, vision unity, and professional well-being, despite uncertainty regarding practice under FFPSA. Findings are compared to prior rounds of data and detail stories of both transition and stability.

4:00-5:15

Plenary Session

Town Hall Meeting

Reflections on Social Work Day and What's Next

Chair: Jane F. Gilgun, University of Minnesota

Session ID: 5.20.SW.013

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 would you like more of? 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.

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.

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.

Friday

Co-creating a bohemian rhapsody of collaborative

5.21.001 practices

7:00-8:30 CT

Come and join us on our shared interactive workspace MIRO stuffed with teasers on how to engage in collaborative research practices. Move around freely in our cabaret of storylines. They feature a range of highly contrasting experiences derived from a mixture of theory, method, action and sentiment open to change. Add your preferred storyline to our board.

Our theoretical, methodological, action-based rhapsodies, *Karin Hannes, KU Leuven, Theresa Bengough, KU Leuven, Chloe Dierckx, KU Leuven, Lynn Hendricks, University of Stellenbosch / KU Leuven, Syeda Sidra Idrees, University of Edinburgh / KU Leuven, Leandro Tolmos, University of Edinburgh / KU Leuven, Priscilla Van Even, KU Leuven, Hanne Vrebos, KU Leuven, and Marisa de Andrada, University of Edinburgh.*

Paperology: Interdisciplinary inquiries of materiality

5.21.002 and mattering (Panel 1)

7:00-8:30 CT

Introduction to Paperology, *Alysse Verona Kushinski, Université de Montréal*

The joys of paperwork: Thinking with paper in qualitative inquiry, *Janie Copple, The University of Georgia, and Maureen Flint, The University of Georgia*

Newsrooms and the enduring use of paper: Not just nostalgia, *Will Mari, Louisiana State University*

The Paper Portal: Cardboard as a Gateway for Reimagining and Rethinking Digital Media, *Christina Corfield, Independent*

Arctic terns writing and art-making our way through the 5.21.003 pandemic

7:00-8:30 CT

(interactive panel - not separate papers), *Susanne Gannon, Western Sydney University, Bronwyn Davies, University of Melbourne and Western Sydney University, Sheridan Linnell, Western Sydney University, Jane Speedy, University of Bristol, Carol Laidler, University of Bristol, and Davina Kirkpatrick, University of Plymouth*

It is possible for a single leader to make a difference to institute a cultural environment in a confined university set-up. This qualitative phenomenological study explored 10 university faculty leaders' perceptions of culturally responsive leadership. The results revealed

5.21.005 that an unresponsive and

7:00-8:30 CT

“Talk the walk and walk the talk”: Gearing towards a culturally responsive leadership approach, *Dianbing Chen, Zhejiang Normal University, and Xinxiao Yang, Zhejiang Normal University*

5.21.006 Student Experiences in Higher Education, II

9:00-10:30 CT

Chair: Ming Yi, University of Missouri-Saint Louis

Uncovering Perceptions towards Physical Chemistry: An Exploratory Phenomenographic Research Study in a Small Island Developing Country Within the Caribbean, *Zhané Bridgeman-Maxwell, University of the West Indies, Cave Hill Campus, Leah Desiree Garner-O'Neale, University of the West Indies, Cave Hill Campus, and William Hunter, Illinois State University*

ADULT LEARNERS' MOTIVATION TOWARDS ONLINE LEARNING IN NEPALESE CONTEXT, *Lina Gurung, School of Education, Kathmandu University*

Collaborative intellectual meaning-making: Translanguaging practices of Chinese doctoral students, *Ming Yi, University of Missouri-Saint Louis, and Jingxin Cheng, University of Missouri-St.Louis*

Psychoeducation of Music Therapy: The Importance of Advocacy Skills for Students, *Raquel Ravaglioli, Marietta College*

Research on the Learning Adaptation Process of Pedagogy Masters Who Majored in Science or Engineering during Undergraduate, *Wang Nannan, Beijing Normal University*

**Youth, Ethnography, Climate Justice and the Arts:
Advancing an Imaginative, Ethical and Impactful
Socio-Ecological Justice Inquiry with Youth through**

5.21.007 Drama-Based Research

11:00-12:30 CT

Chair: Kathleen Gallagher, Ontario Institute for Studies in Education, University of Toronto

Youth, Art, and Collaborative Ethnography in the Crisis Generation, *Kathleen Gallagher, Ontario Institute for Studies in Education, University of Toronto*

Verbatim Theatre in Ethnographic Research Collaborations with Youth: Inviting New Forms of Attention in Inattentive Times, *Christine Balt, Ontario Institute for Studies in Education, University of Toronto*

“What do you need?”: Mobilizing Desire and Risk in the Drama Classroom, *Nancy Cardwell, Ontario Institute for Studies in Education, University of Toronto*

The Usefulness of Ambivalence in Cross-Cultural Meaning-Making, *Debleena Tripathi, Centre for Drama, Theatre and Performance Studies, University of Toronto*

Social Impacts as Methodological Prompts: Considering the Effects of Research ‘in process’, *Lindsay Valve, Ontario Institute for Studies in Education, University of Toronto*

5.21.008 Critical Pedagogy

9:00-10:30 CT

Chair: Kevin Donley, University of Oregon

Enacting Translanguaging as a Critical Literacy Pedagogy in Elementary Dual Language Immersion Education, *Kevin Donley, University of Oregon*

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

Analysis of the Novikoff Story: And a Transformative Vision of Leadership for Social Change, *Tina Bly, University of Vermont*

'They don't exist in a vacuum.' The 'systemic turn' in early childhood development, education and care, and a new role for critical qualitative inquiry, *Mathias Urban, Dublin City University*

Reading And Valuing Rural Communities by Exploring Community Based Pedagogies., *Sandra Sandra Lastra, Universidad del Tolima*

Challenges in Conducting Qualitative Inquiry: Theory, 5.21.009 Methodology, Analysis and Ethics

9:00-10:30 CT

Chair: Muneeb Ul Lateef Bandy, Goa Institute of Management and Anukriti Dixit, Indian Institute of Management Ahmedabad

Beyond Coding and Thematizing Data: Thinking Data and Theory Through Each Other, *Muneeb Ul Lateef Bandy, Goa Institute of Management*

The Argumentations Within: Fighting Rejections while Acknowledging Privilege in Researcher Subjecthood, *Anukriti Dixit, Indian Institute of Management Ahmedabad*

Biases in Capturing Causality through Qualitative Study of Climate Adaptation Interventions, *Anar Bhatt, Indian Institute of Management Ahmedabad*

Making Self Subject of One's Data Collection Protocol: Reflections on Ethical Data Collection, *Ayushi Tandon, Indian Institute of Management Ahmedabad India*

INTERROGATING THE PROCESS OF REFLEXIVITY, *Rajeshwari C, Indian Institute of Management, Kozhikode, Advaita Rajendra, Indian Institute of Management Ahmedabad, Ankur Sarin, Indian Institute of Management Ahmedabad, and George Kandathil, Indian Institute of Management Ahmedabad*

5.21.010 Relationality in Critical Qualitative Research

9:00-10:30 CT

Chair: Mariia Vitrukh, Arizona State University

Embodied educational experiences of students from displaced universities during forced migration, *Mariia Vitrukh, Arizona State University*

Using feminist ethnographic approach in migration research, *Laxmi No Dhungel, Kathmandu University, School of Arts*

“With You It’s Not Like That”: A Narrative Inquiry into Relational Coaching, *Morgan Ana Mendieta, The University of Georgia*

The Researcher/Translator Role in Multilingual Feminist Data Analysis, *Tanja Burkhard, Washington State University, and Su Jin Park, Indiana University*

Empowerment in an ecovillage: unveiling the role of power relations in social practices, *Luiz Guilherme Mafla Ferreira Mafla Ferreira Duarte, PUC - Minas, João Leite Ferreira Neto, PUC - Minas, and Marlyne Sabakian, University of Geneva*

5.21.011 Autoethnography and Anti-Racism

9:00-10:30 CT

Chair: Frank Gause, University of South Carolina

“Do You See Me?” A Black Student’s Experiences in Gifted K-12 Classes, *Frank Gause, University of South Carolina*

International Students and Inequality: A Critical autoethnography to Understanding Double-faced American Higher Education (2015-2020), *Jing Yu, University of California, Santa Barbara*

The In-Betweenness of a Globalized Identity: Where Fluidity Meets Stability, *Nellie El Enany, The American University in Cairo*

Nuestra Historia: First-Generation Doctoral Life During a Global Pandemic, *Jackie Pedota, University of Texas at Austin, Gabriel Rodriguez Lemus, The University of Texas at Austin, Diana Cervantes, The University of Texas at Austin, and Reyna Flores, University of Texas at Austin*

Being a Conduit and Culprit of White Language Supremacy: A Duo
Autohistoria-teoria, *Altheria Caldera, Unaffiliated, and Ale Babino, Texas A&M
University-Commerce*

5.21.012 Caregivers and Healthcare Providers

9:00-10:30 CT

Chair: Fan Li, University of Missouri-St. Louis

Experiences of Health Care Providers Who Volunteered to Work in Hubei Province to Fight COVID-19, *Fan Li, University of Missouri-St. Louis, Churyun Gu, Yanqun Hu, Roxanne Vandermause, Anne Fish, Zehui Zhou, Xiaodan Yuan, Qianqian Zhou, Junya Zhu, and Qingqing Lou*

Mental Health Nurses and their Patients : How Do They Think of, Talk about and Work with Them?, *Delphine Kallai, UCLouvain, Jan De Mol, UCLouvain, and Philippe de Timary, UCLouvain*

Male Caregivers of Stroke Survivors: A Qualitative Inquiry, *Alexia Alexia Williams, Univ. of TN Health Science Center, and Joyce Carolyn Graff, The University of Tennessee Health Science Center*

A Phenomenological Exploration of Registered Nurses Political Acumen and Health Policy Involvement, *Carol Ann Amann, Gannon University*

Home is Where the Heart is: the Connection between Home and the Transplant Journey, *Heather Marie Lannon, Royal Roads*

5.21.013 Teaching Children

9:00-10:30 CT

Chair: COREEN JASMINE LEACOCK, The University of the West Indies

Peering into the Black Box of Primary Classrooms: The Implications of Teachers' Mathematics Knowledge for Teacher Education Programmes, *COREEN JASMINE LEACOCK, The University of the West Indies*

Fostering Critical Thinking across Primary School's Curriculum in the European School System., *Loredana Lombardi, Vrije Universiteit Brussel (Belgium), Free De Backer, Vrije Universiteit Brussel, and Koen Lombaerts, Vrije Universiteit Brussel*

Diaper Pins, "Do your best!" and Destiny: Childhoods as Currere, *Julia Persky, Texas A&M University - Commerce*

**Roundtable: 30 Essential Skills for the Qualitative
5.21.014 Researcher**

9:00-10:30 CT

Chair: Johanna Creswell Baez, Columbia University School of Social Work

30 Essential Skills for the Qualitative Researcher, *Johanna Creswell Baez, Columbia University School of Social Work, and John Ward Creswell, University of Michigan*

5.21.015 Considerations in Arts-Based Research

9:00-10:30 CT

Chair: Thalia Mulvihill, Department of Educational Leadership, Ball State University

Art as a Unique Source of Data in Qualitative Research, *Dafna Moriya, The Center for Art-Based Research and Change*

Influence and Mitigation of Influence in Arts-Based Research Editing Processes, *Trace Taylor, University of South Florida*

Allying Arts-Based and Indigenist Approaches for Environmental Protection and Social Justice, *Geo Takach, Royal Roads University*

Interrogating the Visual: Photographic Arts and Qualitative Inquiry, *Thalia Mulvihill, Department of Educational Leadership, Ball State University, and Raji Swaminathan, University of Wisconsin-Milwaukee*

Systematic Visuo-Textual Analysis: A Framework for Analysing Visual and Textual Data, *Nicole Brown, UCL Institute of Education, and Jo Collins, University of Kent*

**PAR: PAR-SIG (re)Launch Symposium: Participatory
5.21.016 Action Research for a Critical Utopia**

9:00-10:30 CT

5.21.017 Grounded Theory, I

9:00-10:30 CT

Chair: Ke Ma, University of Georgia

Exploring Job Expectations and Concerns of Generation Z for Future Careers, *Ke Ma, University of Georgia, and Bo Fang, University of Minnesota*

What Motivates Undergraduates to learn and Be Recommended for Graduate Study? A Case Study Based on A Professional University in China, *Shuchen Zhou, Beijing Normal University*

COVID-19 QUARANTINE AS A CONTEXT OF INDIVIDUAL PERSONAL SECURITY, *Valentyna Ivanovna Podshyvalkina, Odessa I.I. Mechnikov National University*

Symbiosis of Researcher and Research Participants in Radical Constructivist Grounded Theory (RCGT), *Shashidhar Belbase, Department of Curriculum and Instruction, United Arab Emirates University, Bed Raj Acharya, Central Department of Education, Tribhuvan University, Mukunda Prakash Kshetree, Mahendra Ratna Campus Tabachal, Tribhuvan University, Bishnu Khanal, bkhanal1974@gmail.com, and Ram Krishna Panthi, panthirk@yahoo.com*

5.21.018 Critical Autoethnography in Education

9:00-10:30 CT

Chair: Janice B Fournillier, Georgia State University

The Road to Freedom: Teaching and Learning the Writing of Qualitative Research in a Mourning Ground, *Janice B Fournillier, Georgia State University, and Natasha McClendon, Georgia State University*

Fostering Critical Consciousness Praxis in Preservice Elementary Teachers through Supervisor-Led Virtual Critical Peer Groups, *Charlene L. Cornwell, University of Minnesota - Twin Cities, and Jana Lo Bello Miller, University of Minnesota-Twin Cities*

Duoethnographic Co-Teaching: Revisiting classroom instruction as Co-Creationn, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Weaving the threads between: Collaborative auto-ethnographic reflections on experiences of migrant learning and teaching in Australia, *Jinjin Lu, China University of Geosciences (Wuhan), and Paul Throssell, University of Tasmania*

**Fugitive Futures and Knowledge Brokering; Adding
5.21.019 Value, Habits and Trust**

9:00-10:30 CT

Fugitive Futures and Knowledge Brokering; Adding Value, Habits and Trust, *Anne B. Reinertsen, Østfold University College, Norway, Camilla Eline Andersen, Inn University College, Norway, Ann-Sofi Larsen, Østfold University College, Norway, Bente Ulla, Østfold University College, Norway, Anna R. Moxnes, South-East University, Norway, Teresa K. Aslanian, South-East University, Norway, Kirsten E. Stien, Arctic University of Norway, UiT, and Rebekka Brox Liabø, Arctic University of Norway, UiT*

**(Re)Thinking the mask: Materialization(s) of early
5.21.020 childhood within the Capitalocene**

11:00-12:30 CT

From Multispecies Tangles and Anthropocene Muddles: What can Lichen Teach Us About Precarity and Indeterminacy in Early Childhood?, *Jayne Osgood, Middlesex University*

Of Madness, Masquerades, and Monsters in the Capitalocene, *Julia Persky, Texas A&M University - Commerce*

Milkweed, Monarchs and Murder: Arguing Place-Based Studies in Early Childhood Education, *Janice Kroeger, Kent State University*

Portal-time and Wander Lines: What Does Virusing-with Make Possible in Early Childhood Research?, *Jayne Osgood, Middlesex University, Ann Merete Otterstad, Inland University of Norway, and Camilla Eline Andersen, Inland University College of Norway*

Informing disabilities studies in theory, methods, and 5.21.021 practice

9:00-10:30 CT

Aging in Place with Mobility Disability: Challenges and Response Strategies in the Everyday Life, *Widya Ramadhani, University of Illinois, Urbana-Champaign*

Roadblocks ahead: A qualitative pilot study of the barriers facing students with psychiatric disabilities in higher education, *Allison Kushmer, University of Illinois, Urbana-Champaign*

5.21.022 Qualitative Health Research, I

9:00-10:30 CT

Chair: Lisa Ann Hillman, University Of Minnesota, College of Pharmacy, USA

The Application of Black Feminism Theory to the Exploration of the Medication Experience, *Lisa Ann Hillman, University Of Minnesota, College of Pharmacy, USA, and Djenane Ramalho-de-Oliveira, College of Pharmacy, Universidade Federal de Minas Gerais (UFMG), Belo Horizonte, Braz*

Maternal health understandings and experiences of Bhutanese refugee women pre- and post-settlement: A Qualitative Case Study, *Kunga Denzongpa, University of North Carolina Greensboro, and Tracy Nichols, University of North Carolina Greensboro*

A Constant Battle: Negotiating Identity and Living with Hashimoto's Thyroiditis, *Cody M. Clemens, Marietta College*

Covid-19 and a Health Care System in Transition: a Look from the Battlefield in Mexico, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

Self-Compassion in Nursing Education: A Critical Reflection, *Jennifer Waite, Queen's University*

5.21.023 Subjectivity, Introspection, and Becomings

9:00-10:30 CT

Chair: Jiyea Park, University of Georgia

Why Would They Leave? A Qualitative Approach to the Causal Model of Turnover for Overqualified Korean Millennials. *Jiyea Park, University of Georgia, Jiyea Park, University of Georgia*

The subject behind the scholar: introspective transparency as quality criterion in (psychological) research., *Johanna Lisa Degen, European University Flensburg, Germany, martin wieser, paul richard rhodes, university of sydney, and Andrea Kleeberg-Niepage, European University Flensburg, Germany*

Toward a 'Nomadic lithography' of Research: International Student-Becoming, *Milad Mohebbi, Higher Education and Student Affairs Program, University of Iowa*

In Exploring My Different Roles: Engaging in Critical Reflexivity in My Doctorial Journey., *Nisreen Alameddine, Brock University*

Preparing for Data Collection and Engaging in 5.21.025 Interpretation: After the Interview

9:00-10:30 CT

Preparing for Data Collection and Engaging in Interpretation: After the Interview, *Charles Vanover, University of South Florida, Paul Mihás, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, and Trace Taylor, University of South Florida*

Exploring the Impacts of Meditation and Yoga Practices as Arts-Based Research Methodological Practices, *Michelle Angelo Rocha, University of South Florida*

After Someone Else's Interview, *Sheryl Chatfield, Kent State University*

Better with Pictures, *Sally Campbell Galman, University of Massachusetts at Amherst*

5.21.026 Arts-Based Research: Arts-Based Educational Research

9:00-10:30 CT

Chair: Troy Leonard Dobosiewicz, Ball State University

Art Based Teaching to Generate the Reflection of Mayan University Students,
Paulina Bautista Cupul, UNIVERSIDAD DE ORIENTE

Seeking Connection through Digital Drama: Attending to Vulnerability and
Community in Virtual Ethnographic Research with Youth, *Christine Balt, Ontario
Institute for Studies in Education, University of Toronto*

Children Adapting, Experiencing, and Performing Theatre During a Pandemic.
Troy Dobosiewicz, Ball State University and Andrew Waldron, Ball State
University, *Troy Leonard Dobosiewicz, Ball State University, and Andrew John
Waldron, Ball State University*

A Remote Active Learning Experience in Qualitative Research Methods [for
Designers] Focusing on Visual Exercises, *Sarah Marie Angne Alfaro, Ball State
University, and Mackenzie Symmes, Ball State University*

5.21.027 STEM Education

9:00-10:30 CT

Chair: Karie Christine Brown-Tess, University of Illinois at Urbana Champaign

Children's Conceptions About Science: The Moon and Shadows, *Robert D
Louisell, St Cloud State University, and Abel Hernandez-Ulloa, Universidad de
Guanajuato*

Being a Math Teacher in an Upside-Down World, *Karie Christine Brown-Tess,
University of Illinois at Urbana Champaign*

Teachers' confidence in teaching the prescribed science education concepts in grade
3: A case of one large province in South Africa, *Bongani D Bantwini, Walter Sisulu
University*

Don't they know I cannot think and write at the same time? - Learning Disabilities
and STEM teaching and learning practices in Higher Education, *Leah Desiree
Garner-O'Neale, University of the West Indies, Cave Hill Campus, Colin Depradine,
The University of the West Indies - Cave Hill campus, Felicity Crawford, Boston
University, and Chesterfield Browne*

Recruiting STEM Majors into the Teaching Profession, *Holly Anthony, Tennessee
Tech University, and Stephen Robinson, Tennessee Tech University*

5.21.028 Student Experiences in Higher Education, I

9:00-10:30 CT

Chair: Kirk S. Robinson, Brown University Graduate School

Shaping the Teacher, the Researcher, and the Person: A Graduate Teaching Assistant's Autoethnographic Account of Navigating the Neoliberal University, *Kirk S. Robinson, Brown University Graduate School*

Exploring Resilience and Culture of First Year Medical Student, Understanding an Interdisciplinary Collaboration, *Caitlin Deis, University of Houston, and Elsa Gonzalez, University of Houston*

Transformation through Metaphors: The Role of Imaginative Metaphor Elicitation in Constructing New Understandings, *Luciara Nardon, Carleton University, and Amrita Hari, Carleton University*

5.21.029 Arts-Based Research: Arts-Based Inquiry

9:00-10:30 CT

Chair: Lesley M. Harris, University of Louisville

"Our World, Our Say": The Use of Photovoice for Youth-Driven HIV Advocacy Efforts in Vietnam., *Lesley M. Harris, University of Louisville, Rebecka Bloomer, University of Louisville, Sara Williams, University of Louisville, Victory Osezua, University of Louisville, Sato Doroty, University of Louisville, Nguyen Duy Thang, Kyoungmee Byun, Northern Arizona University, and Marion Hambrick, University of Louisville*

Investigating Recovery from Substance Misuse using Digital Photovoice, *Emma Louise Smith, University of Worcester, Melody Carter, University of Worcester, Paul Hazell, University of Worcester, and Elaine Walklet, University of Gloucester*

Political Strife: an Arts-Based Narrative, *Aravindhnan Natarajan, University of Toledo*

Five compositions of a researcher and a stone, *Marguerite Muller, University of the Free State, South Africa*

5.21.030 Teacher Preparation and Professional Development

9:00-10:30 CT

Chair: Rachel Ranschaert, University of Georgia

English as a Second Language Course Requirements for General Education Teacher Candidates in Tennessee: A Qualitative Study of 3 General Educators in the Tennessee Public Schools System, *Marlana Smith, Tennessee Technological University*

Pre-Service EFL Teachers' Digital Literacy Practices. Facing Challenges During Pandemic Times., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Teachers as Autonomous, Moral Superheroes: Considering the Limits of Neoliberal Ethical Frameworks, *Rachel Ranschaert, University of Georgia, Ajay Sharma, University of Georgia, and Ruth Harman, University of Georgia*

Qualitative Analysis of Narrative Writing in Teacher's Education: Promoting Awareness of Educators for Their Significant Role, *Yaara Hermelin Fine, Oranim College of Education, Israel, and Dikla Wizman Man, Oranim College of Education, Israel*

5.21.031 Indigenous Circle: Stories from the Land

9:00-10:30 CT

Chair: Patrick John Lewis, University of Regina

The tension of the land, *Patrick John Lewis, University of Regina*

kikawinaw askiy wiscakasa - Mother Earth's Hair, *Joseph A Naytowhow, University of Regina*

The depths of a plough, *Dustin Brass, First Nations University*

I am always reminded we are related to the land, *Anna-Leah King, University of Regina*

5.21.032 Critical Writing Methodologies

9:00-10:30 CT

Chair: Sarah T. Travis, University of Illinois at Urbana-Champaign

Letter Writing as Critical Duoethnography, *Sarah T. Travis, University of Illinois at Urbana-Champaign, and Emily Jean Hood, Appalachian State University*

Found Poetry as Coding and Triangulation: Giving Voice to Scientists in a North-South Collaboration, *Anne Namatsi Lutomia, Michigan State University*

Accepting Failures and Vulnerabilities: How can I Improve my Practices as an Educational Leader Working in an Education Initiative that Works on Emotional Intelligence in Nepal?, *Bhawana Shrestha, Kathmandu University School of Education*

Writing from Struggle Artifacts: Provoking Anti-racist Identities in Teacher Education, *Anna Schick, University of Minnesota, and Jana Lo Bello Miller, University of Minnesota-Twin Cities*

5.21.033 Teaching and Learning Qualitative Research

9:00-10:30 CT

Chair: Jacob Kelley, Auburn University

Theories to Multiple Realities in Educational Research, *Anna Gonzalez, University of South Florida*

Teacher students and their subjective “relationship to knowledge”. Work on signifiers in interview-research., *Jean-Marie Weber, Luxembourg*

Teaching Qualitative Data Analysis: Introducing a Teaching Technique, *Hayuta Yinon, Oranim Academic College of Education*

Rethinking Data Analysis through Artistic Inquiry in the Research Classroom: Collective Perspectives from the Educator, Student, and Scholar. *Rhia Moreno, College of Education, Augusta University; Kate H. Guthrie, School of Education, Piedmont College; Katie Strickland, Augusta University, Rhia Moreno, Augusta University, Kate H. Guthrie, Piedmont College, and Katie Strickland, Augusta University*

Beyond the Individual: Deploying the Sociological Imagination as a Research Method in the Neoliberal University, *Jacob Kelley, Auburn University, Andrea Arce-Trigatti, Tallahassee Community College, and Ada Haynes, Tennessee Technological University*

5.21.034 Critical Studies in Education, I

9:00-10:30 CT

Chair: Matthew James Graziano, Seton Hall University

A Black Colombian Young Male's Literacies: Affect, Body, and Ontologies of the Possible, *Beatriz Eugenia Guerrero-Arias, Universidad del Valle, and Arlette Ingram Willis, University of Illinois at Urbana-Champaign*

"I Only Gang Bang on the Weekends": The Racial Imaginings of Asian American Gang Affiliated Youth in a Schooling Context, *Annie Le, University of California, Los Angeles*

What Happens When Black Males Matriculate to a Large Land-Grant PWI in the Mid-West During Dual Pandemics with the Support of an African-American Male Success Coach? A Counternarrative on Black Male Students' Persistence and Resilience, *Alexander G-J Pittman, The Ohio State University*

North and South, Non-Starters, and the Gyre of White Supremacy, *Allison Daniel Anders, University of South Carolina, and James M. DeVita, University of North Carolina, Wilmington*

Resignation and Resilience; Bridging Effective Teaching to the Impacts of a Complex and Layered School Culture, *Matthew James Graziano, Seton Hall University, and Mary Afra Garofalo, Seton Hall University*

5.21.035 Critical Race Theory, I

9:00-10:30 CT

Chair: Ricardo Montelongo, Sam Houston State University

Here We Go Again: Three Narratives of Struggle to Disrupt Racial Dominance in Education Spaces, *Rae Charles Harge, University of Minnesota, Twin Cities, Thong Vang, University of Minnesota, Twin Cities, and Asha Omar, University of Minnesota, Twin Cities*

Ating Kuwento/Nuestro Testimonio: Storytelling as Knowledge Creation, Collective Consciousness, and Cultural Empowerment for Researchers from Diverse Backgrounds, *Ricardo Montelongo, Sam Houston State University, and Pat Lindsay Catalla, Independent Researcher*

Methodological ‘Readiness’ to Address Anti-Black Racism within the Critical Qualitative Health Research Community: Exploring the Power of Critical Race Theories within the Current Moment, *Tola Mbulabeni, University of Toronto*

Using Testimonios Methodology to Explore Mindful Social Justice Teaching, *Kathryn Esther McIntosh, Oregon State University, Raisa Canete Blazquez, Oregon State University, Marcos Viveros, Oregon State University, Faran Saeed, Oregon State University, and Freddy Leon, Oregon State University*

Professional Aesthetics: A Critical Race Analysis of Black Hair and Legal Discrimination, *Britney Pitts, Virginia Commonwealth University*

5.21.036 Just Futures

9:00-10:30 CT

Chair: Daniel F. Johnson Mardones, University of Chile

Mystory with History: Lived Experience, Educational Imagination, and Historical Consciousness, *Daniel F. Johnson Mardones, University of Chile*

‘Once I know myself’: A heuristic beginning on Black women teachers’ identity and K-12 school experiences, *Asia Symone Thomas, Georgia State University*

Reimagining Education for Liberatory Social Movement Building, *Briana M Bivens, University of Georgia*

A Snapshot of Latinos in Michigan: Moving from a Minority to a Majority Community, *Ken Saldanha, Eastern Michigan University*

Archiving School Memories and Pedagogies of the Past: An Experiment, *Asilia Franklin-Phipps, SUNY New Paltz, and Maya Pindyck, Moore College of Art and Design*

PAR: Action Research for Equitable Community Health 5.21.037 and Wellbeing

11:00-12:30 CT

Chair: Mary Brydon-Miller, University of Louisville

Global Climate Change Education Initiative: Using a Virtual Future Creating Workshop to Support Collaborative Project Planning, *Mary Brydon-Miller, University of Louisville*

Developing a Community Research Partnership: A Participatory Action Research Project, *Jennifer Waite, Queen's University, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, Lenora Dubn, Queen's University, and Martha Whitfield, Queen's University*

Storytelling for Social Change: Helping Parents of Children with Disabilities Discover Services and Support through Action Research, *Michelle Vasquez, Kimberly Cox, Jeffery Neal, and Alfredo Ortiz Aragon*

A Traditional Public Health Researcher's Experiences with Action Research: Bridging a Problem and People Focus, *Arthur E. Hernandez*

5.21.038 Roundtable: Lived Experiences

11:00-12:30 CT

Chair: Madiha Mohsin Syeda, Miami University Ohio

The use of Autoethnography to Foster Open-mindedness in Higher Education, *Madiha Mohsin Syeda, Miami University Ohio*

My journey to debt freedom, *Stacey Jonell Fisher, East Tennessee State University*

What does it mean to care? Rural educators' experiences with immigrant students, *Stephanie Oudghiri, Purdue University*

Thought in Motion: Erin Manning's Imperatives for 5.21.039 Educational Research and Qualitative Inquiry

11:00-12:30 CT

Chair: Susan Ophelia Cannon, Mercer University

The Value of the Useless: Erin Manning, Impact, Higher Education, Progress, *Laura Smithers, Old Dominion University*

Voice/Silence: An Event in the Making, *Scottie Basham, University of South Florida*

Tentacular Movings-with: Artful Thought-in-Motion, *Carlson Coogler, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

Writing toward Intimating: p(art)icipation and in:tuition, *Fiona Alana Murray, University of Edinburgh, and Ken Gale, University of Plymouth*

Not-Knowing-in-Advance: Trying to Think and See As If Not Doing a PhD, *Helen Bowstead, University of Plymouth*

Standing in the Midst: Intuition at the Fringes of Possible, *Ana Ramos*

From Technique to Technicity: Non-Methodological Exploration of Chairs, Neurodiversity, and School, *Anani Vasquez, Arizona State University, Timothy Wells, Arizona State University, Marina Basu, Arizona State University, and Johnson, Arizona State University*

5.21.040 Transnational Narratives

11:00-12:30 CT

Chair: Julie-Ann Scott-Pollock, University of North Carolina Wilmington

Research Memories and Hauntings: Re-Membering, Revisiting, and Reinvisioning Relationships in the Field, *Jennifer Sink McCloud, Roanoke College*

Personal Narratives of Transnational Adoption: Navigating Family, Belonging, and Transcultural Connection, *Julie-Ann Scott-Pollock, University of North Carolina Wilmington, and Felicia Helmlinger, University of North Carolina Wilmington*

Privilege, precarity and Palestine, *Mark Justin Bendall, Chester*

Ethics of the Queer Archive: Minoritized Languages, Queer Time, & Archival Activism, *Robin S Turner, University of Illinois at Urbana-Champaign*

Roundtable: Interlogues: Co-Creating the Qualitative 5.21.041 Research Classroom

11:00-12:30 CT

Interlogues: Co-creating the Qualitative Research Classroom, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology*

Scholar Activism in Neoliberal Times: Collective Autoethnographic Narratives Across Contexts, 5.21.042 Positionalities and Educational Settings

11:00-12:30 CT

“No More Extractivism!”: When Resource and Knowledge Extraction Meet, *Denisse Roca-Servat Roca-Servat, Universidad Pontificia Bolivariana*

Local to Global Justice, convivial research and scholar activism, *Beth Blue Swadener, Arizona State University*

Extracting Labor, Eliding Accountability: Structural Barriers to Scholar-Activism in the Neoliberal Academy, *Jennifer Richter, Arizona State University*

Activism Interrupted: Navigating Hegemonies of Public Education, *Kimberly A Eversman*

5.21.043 Student Success in Education

11:00-12:30 CT

Chair: Heather L. Reichmuth, Department of Teacher Education, Michigan State University

A Master can Perform in the Dark: The Explicit and Implicit Cultural Logic of Education, *Heather L. Reichmuth, Department of Teacher Education, Michigan State University, and Taeyeon Kim, University of Nebraska-Lincoln*

Initiating and Maintaining Student-Instructor Rapport in Face-to-Face Classes, *Abraham E. Flanigan, College of Education, Georgia Southern University, Emily Ray, College of Education, Georgia Southern University, Scott Titsworth, Scripps College of Communication, Ohio University, Angela M. Hosek, School of Communication Studies, Ohio University, and Jackie H. Kim, College of Education, Georgia Southern University*

Promoting Student Use of Feedback through Assessment Literacy and Goal-Setting and Self-Regulation, *Andy Accettola, Loyola University Chicago, and Leanne Kallemeyn, Loyola University Chicago*

Bakhtinian Analysis of Discourses on Academic Success Presented in the Korean TV Series “SKY Castle”, *Jonga Lee, Department of Educational Theory and Practice, University of Georgia*

Dropping out of school as symptom and as act Work on signifiers and jouissance in interview-research, *Jean-Marie Weber, Luxembourg*

Building Solidarity for Teacher Learning, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

5.21.044 Health Education

11:00-12:30 CT

Chair: Brynn Adamson, University of Colorado Colorado Springs

“Those Who Decline to Make the Sacrifices Required”: Individuals and Communities in Health Messaging in Neoliberal Times, *Brynn Adamson, University of Colorado Colorado Springs, and Matthew Adamson, University of Illinois at Urbana-Champaign*

The Processes of Health Educ-Action in a Multi-Professional Health Residency in Brazil, *Laura Iumi Nobre Ota, University of São Paulo, and Yara Maria de Carvalho, University of São Paulo*

A Narrative Approach to Understanding the Experience of Becoming and Being a Nurse: Professional Identity Formation Among New Nurses, *Kathryn Halverson, Lakehead University, and Deborah Tregunno, Queen’s University*

Choose Your Own Adventure Case Studies: Pharmacy Student Experiences, *Devin Scott, University of Tennessee Health Science Center, Tyler Marie Kiles, University of Tennessee Health Science Center, and Alina Cernasev, University of Tennessee Health Science Center*

First Steps towards Patient-Led Education: The Case of a Post-Graduate Model at a Danish University, *Bente Hoeck, University of Southern Denmark, and Astrid Janssens, University of Southern Denmark*

5.21.045 Qualitative Health Research, III

11:00-12:30 CT

Chair: Nikita Bhagat, University of Delhi

Unveiling the Emerging Facets of Intimacy: A Study of Marital Relationship during COVID-19 in India, *Nikita Bhagat, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

The “Ground Zero” of Mental Illness: Women’s Lived Experiences with Bipolar Disorders, *Stacey McHenry, University of Saskatchewan*

What’s Gender Got to Do With It?: Discussing the Relationship Between Hashimoto’s Thyroiditis and Gender, *Cody M. Clemens, Marietta College*

Knowledge, Perceptions, and Readiness to Prescribe Pre-exposure prophylaxis among Ghanaian Physicians., *victory Osezua, University of Louisville, Nana Ama Bullock, University of Louisville, Heather Amoako, Howard University, and Jelani C Kerr, University of Louisville*

Parent’s Perspectives on the Community Support they Have for Feeding their Preschool Children from Public Primary Healthcare Centers and Early Education Centers, *Marcela Cecilia Vizcarra, Universidad del Desarrollo, Paulina Alejandra Molina, Universidad de Chile, Maria Jose Coloma, Bern University of Applied Sciences, Andiara Schwingel, University of Illinois at Urbana-Champaign, Patricia Galvez, Universidad de Chile, and Maria Stecher, Junta Nacional de Jardines Infantiles*

5.21.046 Reflective Practice in Education, II

11:00-12:30 CT

Chair: Luigina Mortari, University of Verona

High School Teachers’ Best Practices for the Use of Formative Assessment Strategies, *Leria Joy McKenzie, Walden University*

A CLIL Curriculum for Future Professionals of Administración Turística y Hotelera (ATH) Academic Program at a Public University, *Gladys Marta Elena González, Universidad Pedagógica y Tecnológica de Colombia, and Diana Raquel Diaz, Universidad Pedagógica y Tecnológica de Colombia*

TEACHERS’ PROFESSIONAL DEVELOPMENT PRACTICES IN AN INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY, *Subash sbrestha, Kathmandu University*

“It Feels Like a Waste of Time”: An Examination of Teachers’ Perceptions of Professional Development Focused on Culturally Responsive Practices, *Leanne M. Evans, University of Wisconsin-Milwaukee, Kelly R. Allen, University of Wisconsin-Milwaukee, Crystasany R. Turner, University of Wisconsin-Milwaukee, Alanna Malloy, University of Wisconsin-Milwaukee, and John Knapp, University of Wisconsin-Milwaukee*

Does It Really Work? Qualitative Research Tools for Evaluating the Effectiveness of Teaching Innovation, *Luigina Mortari, University of Verona, Alessia Bevilacqua, University of Verona, and Roberta Silva, University of Verona*

Semi-Workshop: Team Integration and Collaboration

5.21.047 with NVivo

11:00-12:30 CT

Chair: Stacy Penna, QSR International

Semi-Workshop: Team Integration and Collaboration with NVivo, *Stacy Penna, QSR International*

5.21.048 PAR: Implementing Participatory Action Research

11:00-12:30 CT

Chair: Marquis B. Holley, University of South Florida

Structural Discrimination: Perceptions/Intersections of Race/Gender/Identity based on Post Traumatic Slave Syndrome (PTSS), *Marquis B. Holley, University of South Florida*

Opening Doors the to Teacher Education Programs: A Qualitative Narrative Inquiry Case Study, *Betsy Lou Crawford, Fort Hays State University, Elodie J Jones, Fort Hays State University, and Chris J Jochum, Fort Hays State University*

“Chasing the Money”: Unintended Consequences of Medicaid Reimbursement on the Personal Recovery of Peer Support Specialists working in the Substance Use Disorder Treatment Field., *Diane Zero, University of Louisville*

Cyber incivility prevention and response, *Boreum Ju, Slippery Rock University of Pennsylvania*

5.21.049 Qualitative Health Research, II

11:00-12:30 CT

Chair: Jennifer Jewiss, University of Vermont

Reflections on a Pilot Site Visit as a Communication Platform for a Collective Case Study Embedded in a Large, National, Pragmatic Trial, *Jennifer Jewiss, University of Vermont, Kelly Cark Keefe, University of Vermont, Lisa Watts Natkin, University of Vermont, and Abigail Crocker, University of Vermont*

In the Eye of the Beholder: Perspectives of the Audiological Rehabilitation Process, *Tali Bar-Moshe, Department of Health Systems Management, Ben-Gurion University of the Negev, Paula Feder-Bubis, Department of Health Systems Management, Ben-Gurion University of the Negev, and Dan Greenberg, Department of Health Systems Management, Ben-Gurion University of the Negev*

Social determinants of health (SDH) and HIV prevention: Secondary data analysis of health providers' experiences with pre-exposure prophylaxis (PrEP) in Colombia, *Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, Maria del Pilar Peralta Ardila, Luwing Maximilian Universität, Hector Fabio Mueses, Corporación de Lucha Contra el Sida, Beatriz Alvarado, Queen's University, Marcela Arrivillagaa, Pontificia Universidad Javeriana Cali, Colombia, Sheila Andrea Gomez Peñalosa, Pontificia Universidad Javeriana Cali, Colombia, Lina Rocio Hurtado, Pontificia Universidad Javeriana Cali, Colombia, Jorge Martinez-Cajas, Queen's University, Ernesto Martinez Buitrago, and Ximena Galindo*

"It was Only a Tiny Hole": Understanding the Reasons why Patients Delay Seeking Treatment at the Onset of a Diabetic Foot Ulcer, *Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Deborah Tregunno, Queen's University*

Sense of Life Change: The Impact of Diabetic Foot Ulcer on Patients' Quality of life, *Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Deborah Tregunno, Queen's University*

5.21.050 Autoethnographic Lifeworlds

11:00-12:30 CT

Chair: Sarah Helps, The Tavistock and Portman

Cycling into collaborative health and well-being: an autoethnography of becoming a collaborative cyclist in my front room, *Sarah Helps, The Tavistock and Portman*

Bridging Academic and Non-Academic Lifeworlds for Envisioning a Transformative STEAM Education in Nepal: An Autoethnographic Inquiry, *Netra Kumar Manandhar, Kathmandu University, and Bal Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Exploring Maritime Inscriptions in a Residential Housing Without the Sea. Colective Autoethnography Performance in Covid Era, *Ana Cristina Aguirre Calleja, Universidad de las Américas Puebla, and Roxana Xaman Mc Gregor, Universidad de las Américas Puebla*

Moving Online: Holding, opening, connecting and being in digital space, *Melissa Dunlop, University of Edinburgh, UK*

Indigenous Circle: Indigenous Storywork and Visual Sovereignty in Higher Education: Engaging Land-Based 5.21.051 Pedagogies of Disruption

11:00-12:30 CT

Chair: Jeannie Kerr, The University of Winnipeg

Indigenous Storywork and Visual Sovereignty in Higher Education: Engaging Land-Based Pedagogies of Disruption, *Jeannie Kerr, The University of Winnipeg*

Theorizing Land-Based Pedagogical Research in Higher Education, *Kau i Keliipio, Simon Fraser University*

Critical Understandings of Land, Water: Unsettling Place at Simon Fraser University, *Amy M Parent, University of British Columbia*

Gathering on Tahltan's Land, *Lilach Marom, Kwantlen Polytechnic University*

Restorying Indigenous Territory in Urban Winnipeg, *Jeannie Kerr, The University of Winnipeg*

“Still Hanging: Using Performance Texts to Deconstruct 5.21.052 Racism a Writing Collaboration

11:00-12:30 CT

Still Hanging: Using Performance Texts to Deconstruct Racism a Writing Collaboration, *Bryant Keith Alexander, Loyola Marymount University, and Mary E. Weems, Independent Scholar*

5.21.053 Performing with the Archive

11:00-12:30 CT

Weaving with the Past: Incorporating the Archive, *Colin Whitworth, University of South Florida*

Revisiting the Archive: Marjorie Hillis' Live Alone and Like It as a Performance of Single Womanhood, *Nicole Costantini, Savannah College of Art and Design*

The Archive, Preceding: Visiting the Archive as an Emergent Tool during COVID-19, *Alex Davenport, Saint Cloud State University*

Reproduction: A Kleinau Theatre Archive Project, *Shelby Swafford, Southern Illinois University, Carbondale*

5.21.054 Radical Attunements

11:00-12:30 CT

Chair: Dalia Rodriguez, Syracuse University

Your Imminent Death/ My Imminent Death/ Our Imminent Death: Nosotridad to Live and to Survive. Records of a Qualitative Researcher. Consuelo Chapela. Universidad Autonoma Metropolitana Xochimilco., *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco, and Alejandro Cerda, Universidad Autónoma METropolitana-Xochimilco*

The Problem With America: A Conceptualization of Current Events, *Alisa Wiles, Fielding Graduate University*

Apathetic affect as pandemic attunement, *Mirka Koro, Arizona State University, Timothy C. Wells, Arizona State University, Jorge Sandoval, Anani M. Vasquez, Arizona State University, and Minna Maarit Ruolanto, National Defence University Finland*

Mothering Ourselves/Mothering Each Other: Women of Color Graduate Students' Testimonios in Graduate School., *Dalia Rodriguez, Syracuse University*

5.21.055 Disruptive Interventions

11:00-12:30 CT

No More Business as Usual: Working with Students to Eliminate School-Specific Slow Violence Once and For All, *Kala C. Jones, Department of Teaching and Learning, Florida International University*

Cyborg Cyborg Entropies: (Slave) Children Cyborgs and Black Radical Imagination, *S. Posey, University of Illinois*

Mas' camp pedagogy: The process of be-coming during a qualitative writing retreat, *Janice B. Fournillier, Georgia State University*

Demechanizing Qualitative Research: Using Principles of Theatre of the Oppressed to Keep Our Research Real, *elizaBeth J. Simpson, University of Illinois at Urbana-Champaign*

5.21.056 Sonic Methodologies for a More-Than-Human World

11:00-12:30 CT

Voices and memories of things?, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Acoustic assemblages: From dynamics to dynamic with soundtracking, *Maria Patrice Rybicki-Newman, George Mason University*

Sounding Beyond the Anthropocene: What the Sonic Can Teach New Materialisms about Research, *Walter S Gershon, Rowan University*

Voice and Song, Beaches, City Rhythms, and the Deep Beat Sonic Sphere; A Soundwork Performance Autoethnography, *Desiree Rachel Yomtoob, Independent Scholar*

Voices from the path, *Bridget Sheridan, Toulouse 2 Jean Jaurès*

Arts-Based Research: Imagining Future Directions in 5.21.057 Arts-Based Research

11:00-12:30 CT

Chair: Nancy Gerber

Walking as Sensory Inquiry, *Kimberly Powell, Pennsylvania State University*

(K)not Mattering: Ethical (Re)considerations of Material, Methodological, and Pedagogical Responsibilities, *Amber Ward, Florida State University, and Rebecca C. Christ, Florida International University*

P(1)aying Attention: Wilding Correspondence as Methodological Possibility, *Brooke Hofsess, Appalachian State University, and Mindi Rhoades, Ohio State University*

Reworking: Engendering New Opportunities through Material Engagement, *Mandy Archibald, University of Manitoba*

AAVI: An Analytical Apparatus for Visual Imagery Applied in a Social-Behavioral Research, *Karin Hannes, KU Leuven, Ricard Siegesmund, Northern Illinois University, and Chloe Dierckx, KU Leuven*
Nancy Gerber

5.21.058 Digital Tools

11:00-12:30 CT

Chair: Matt Gadbury, University of Illinois at Urbana-Champaign

Summer Play within a Virtual Sandbox: Using Qualitative Human Computer Interaction Research to Understand How Researchers Make Sense of Learner Engagement in a Virtual Learning Environment, *Matt Gadbury, University of Illinois at Urbana-Champaign, Sherry Yi, University of Illinois at Urbana-Champaign, and H Chad Lane, University of Illinois at Urbana-Champaign*

Online Interviewing: A Method for Times of Social Distancing or a Valid Alternative for Qualitative Researchers?, *Ayelet Prior, School of Social Work, Tel Aviv University, Israel*

The Virtual Chautauqua: Experimental Course Design and Non-Sequential Navigation. *Jennifer Baker, David S. Noffs, Northwestern University, David S Noffs, Northwestern University, and Jennifer Baker, Northwestern University*

Kenyan Bloggers of a Scientific Program as a Virtual Community of Practice during COVID 19, *Anne Namatsi Lutomia, Michigan State University, Julia Bello-Bravo, Michigan State University, John Medendorp, Purdue University, Job Mwaura, Abasha Media Research Consultant, Kenya, and Barry Pittendrigh, Purdue University*

5.21.059 Critical Ethnography

11:00-12:30 CT

Chair: Margaret Smith-Peterson, University of Minnesota

Methodological Reciprocity in Developing Histories of the Present: Surfing the Dialogic between Critical Approaches to Ethnography and Historical Research, *Margaret Smith-Peterson, University of Minnesota*

Critical Incidents on a Critical Ethnographic Journey with a 10-year-old Soweto Boy, *Shafika Isaacs, University of Johannesburg, and Elizabeth Henning, University of Johannesburg*

Revisiting The Need (and Nature) of Fieldwork as an Issue of Equity and Access in Graduate-Level Educational Research - Lessons After One Year of Massive Recalibration Efforts, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Ethnography at the edge of risk, *César Cisneros-Puebla, University of Tarapacá, and Vanessa Jara-Labarthe, University of Tarapacá*

5.21.060 Reflective Practice in Education, I

11:00-12:30 CT

Chair: Sam Prough, University of Wisconsin-Madison

Me, Myself, and I Will: How Initial Preservice Teachers see Themselves, *Scott Baker, University of Wisconsin - La Crosse*

Reflective Teaching for Teacher Education, *Ramesh Khatri, John Dewey High School*

TEACHERS' PROFESSIONAL DEVELOPMENT PRACTICES IN AN INSTITUTIONAL SCHOOL OF KATHMANDU: A NARRATIVE INQUIRY, *Subash Shrestha, Kathmandu university*

Quantitative versus qualitative perceptions of the institutional context: a study from a southern Mexican university, *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and José Gabriel Domínguez-Castillo, Universidad Autónoma de Yucatán*

Making Sense of Teacher Sensemaking: Unpacking a Kaleidoscope of Data to Place Teacher Learning in Context, *Sam Prough, University of Wisconsin-Madison, Eric Cordero-Siy, University of Wisconsin-Madison, Burcu Alapala, University of Wisconsin-Madison, and Hala Gbousseini, University of Wisconsin-Madison*

5.21.061 Critical Studies in Education, II

11:00-12:30 CT

An Ethnographic Study of Children's Enactment of Civic Engagement through School Values: A Comparative Ethnography of Progressive School H ,
Muge Olgun Baytas, Pennsylvania State University

Examining Students' Discourses of Masculinity in Multicultural Education,
Marcos Viveros, Oregon State University, and Kathryn Esther McIntosh, Oregon State University

Striving to be Excellent in STEM: Insights from Underrepresented Graduate Students, *Yao Yang, Purdue University at West Lafayette*

STUDENT- TEACHER RATIO IN MATHEMATICS CLASS IN PRIVATE SCHOOLS: A NARRATIVE INQUIRY., *Sagar Dabal, Kathmandu University School of Education, and Bashu Prasad Subedi, Kathmandu University School of Education*

MotherScholar and COVID-19: Examining Emotional 5.21.062 Labor through Autoethnographic Means

11:00-12:30 CT

Impossible expectations: The collision of academia, mothering, and a global pandemic, *Chrissy J Cross, Stephen F. Austin State University*

Balancing the Emotion of Students, Children, and Self: COVID-19, MotherScholar Negotiation, and Emotional Labor, *Sarah Symonds LeBlanc, Purdue University Fort Wayne*

Laboring Professor: Being and Becoming Trauma-Informed and Healing Centered
Elizabeth Spradley, Ph.D., Elizabeth Spradley, Stephen F. Austin State University

5.21.063 Autoethnography and Interdisciplinarity

11:00-12:30 CT

Chair: Laura Sweeney, Southern Illinois University

On Being a Poet-Scholar: Why I Use Poetry in the Composition 101 Classroom,
Laura Sweeney, Southern Illinois University

Dancing our Ways through Autoethnography as a Transformative Education
Research Methodology, *Indra Mani Shrestha, Kathmandu University, Bal Chandra
Luitel, Kathmandu University School of Education, Department of STEAM
Education, and Binod Prasad Pant, Kathmandu University School of Education,
Department of STEAM Education*

Envisioning A Transformative STEAM-Based Mathematics Education in Nepal:
An Auto/Ethnographic Inquiry, *Niroj Dabal, Kathmandu University, Bal Chandra
Luitel, Kathmandu University School of Education, Department of STEAM
Education, and Binod Prasad Pant, Kathmandu University School of Education,
Department of STEAM Education*

In Search of Self: An Autoethnography of an Adoptee's Search Process, *Amy
Elizabeth Sellers, University of Kansas*

An Autoethnography of Grief and Hope Through Theory: Using Deleuze to
Remember my Father, *Boden Robertson, The University of Alabama*

20 years fighting against gender violence applying 5.21.064 communicative methodology of research

13:00-14:30 CT

20 years fighting against gender violence applying communicative methodology of
research, *Aitor Gomez, Universitat Rovira i Virgili*

20 years fighting against gender violence applying communicative methodology of
research, *Adriana Aubert, University of Barcelona*

20 years fighting against gender violence applying communicative methodology of
research, *Garazi López de Aguilera, University of Wisconsin-Madison*

20 years fighting against gender violence applying communicative methodology of
research, *Elisabeth Torras-Gómez, University of Barcelona*

Indigenous Circle: Unsettling Settler Colonialism as 5.21.065 Methodology for Liberation

13:00-14:30 CT

Chair: Roe Bubar, Colorado State University

Indigenous Methodologies in Decolonization Efforts in Conservation, *Caridad Souza, Colorado State University*

Indigenizing Digital Spaces: Native Women's Stories Disrupt Settler Colonial Narratives, *Jennifer J. Folsom, Colorado State University*

Settler Colonialism and Place Based Trauma: Erasure of Indigenous Overdose Deaths, *Erica A LaFehr, Colorado State University*

Settler Colonial Impacts on Native Women in the time of MMIWG, *Roe Bubar, Colorado State University*

5.21.066 Diversity and Inclusion in Higher Education

13:00-14:30 CT

Chair: Andrea Gossett Zakrajsek, Eastern Michigan University

Weaving Age into the Fabric of Diversity and Inclusion in Higher Education Institutions: Exploring the Lived Experiences of Older Learners, *Andrea Gossett Zakrajsek, Eastern Michigan University*

Was it a Dream or a Nightmare? A Narrative Inquiry of the Experiences of Adult Refugee Learner in U.S. Community Colleges, *Patricia J. Higgins, Pellissippi State Community College, and Mitsunori Misawa, University of Tennessee Knoxville*

Addressing Cultural Diversity: The Languacultural Landscape Approach, *Olessya Akimenko, Faculty of Education, Simon Fraser University*

Culture: A Hidden Obstacle to Dismantling Racism, *Caitlin Howlett, DePauw University, and D'Angelo McDade, DePauw University*

The Importance of Habitus in Literacy Studies: Social Justice for Classism, *Larissa Cherie Rector, Tennessee Tech University*

5.21.067 Collaborative Autoethnography and Parent Activism

13:00-14:30 CT

Experiences and Taboos of Agency for the Trans-Affirming Mother-Parent, *Jennifer Hope Dyer, Memorial University Newfoundland*

Experiences and Taboos of Agency for the Trans-Affirming Mother-Parent, *Sarah Pickett, Memorial University of Newfoundland, and Jennifer Hope Dyer, Memorial University Newfoundland*

Arts-Based Collective Auto-Ethnography, Photovoice, and Understanding Parental Protection of Trans and Gender Diverse Children and Youth, *Julie James, Ryerson University, and Jennifer Davis, Lethbridge College*

Parent advocacy, activism and resistance, *Annie Pullen Sansfacon, Université de Montréal, and Kimberley Ens Ens Manning, Concordia University*

Collaborative Autoethnography as a Feminist Methodology: Reflections from Parents and Allies of Trans Children and Youth, *Jennifer Hope Dyer, Memorial University Newfoundland, and Sarah Pickett, Memorial University of Newfoundland*

Reimagining Research as Play: Unbearable Lightness of 5.21.068 Being a Researcher

13:00-14:30 CT

Research as Play and Play as Research, *Saliba Bava, Mercy College, Lynn Fels, Simon Fraser University, and Annina Engelbrecht, Simon Fraser University*

Research as Play and Play as Research?, *Annina Engelbrecht, SFU*

Behind Bars: Play of Perspective, *Lynn Fels, Simon Fraser University*

Play of Disruptions: Virtual Chase, *Saliba Bava, Mercy College*

5.21.069 Feminist Qualitative Research, I

13:00-14:30 CT

Chair: Anna Schick, University of Minnesota

Ahmed and Addams: Mutual Regard For The Relationality of Emotions, *Becky M Atkinson, University of Alabama*

Mother/Scholar Contradictions in Collective Memory Work, *Anna Schick, University of Minnesota, Elise Toedt, University of Minnesota, and Abby Boehm-Turner, University of Minnesota*

“My family, they don’t know me”: A VCRDA exploration of first-generation students’ experiences of relational loss, *Miranda Joyce Mosier, Portland State University, Portland OR US*

Professional Development in Academia: An Analysis of Various Voices from Feminist Research, *MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla, and Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

Unlearning from Crises: Collective Memory Work and First Year Teachers, *Anna Schick, University of Minnesota*

5.21.070 Encounters

13:00-14:30 CT

Chair: Ashley Elizabeth Cureton, Johns Hopkins University, School of Education

Actors and Networks in Educational Television Programming, *jorge sandoval, Arizona State University, and Sherman Dorn, Arizona State University*

Reflection of the Elf: Performing a Character Within Dungeons & Dragons, *Jules Marcel Patalita, Bowling Green State University*

Preventing and Countering Alterophobic Prejudice amongst Young People, *Stephen James Minton, University of Plymouth*

Interruptions and unfamiliar encounters: Opening up interpretative and dialogic spaces in research with minoritized young children, *Cristina Valencia Mazzanti, University of Georgia, and Elif Karšli-Calamak, University of South Carolina*

Strangers in the School: Facilitators and Barriers Regarding Muslim Refugee Parental Involvement, *Ashley Elizabeth Cureton, Johns Hopkins University, School of Education*

5.21.071 Grounded Theory, II

13:00-14:30 CT

Chair: Eva X. Nyerges, University of Louisville

Practical Strategies for Designing and Conducting Grounded Theory Dissertations: Student and Faculty Perspectives, *Eileen Boswell, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Establishing Quality Standards in Grounded Theory Research: Practical Considerations for Assessment and Evaluation, *Analay Perez, University of Nebraska-Lincoln, and Wayne Babchuk, University of Nebraska-Lincoln*

Bounding Versus Binding: Defining the Grounded Theory Study, *James W. Jones, Ball State University*

A Situational Analysis Exploring the Positions Taken within the Balance: Interpreters' Experiences Working with Refugee Newcomers, *Eva X. Nyerges, University of Louisville, Mona A. Dajani, University of Louisville, Allison M. Kacmar, University of Louisville, Walakulu A. Gunathilake, University of Louisville, and Lesley M. Harris, University of Louisville*

5.21.072 Autoethnographic Case Studies

13:00-14:30 CT

Chair: Miriam Hahn Thomas, Wofford College

Layers in the Dust: Locating Identity on Borrowed Ground, *Miriam Hahn Thomas, Wofford College*

The Yusuf's Blanket: A Case Study for the Analysis of the Psychosocial Dimension of Memorialization and Mourning, *Ciro De Vincenzo, University of Padua, Simone Barbagallo, University of Padua, and Adriano Zamperini, University of Padua*

Does Poverty Negatively Affect American College Students?: Qualitative Case Study as a Look from Inside, *Dr. Olga Gould, ENMU, and Leice Kabwende, SUNY*

When Participants and Researchers Don't See Eye to Eye: Practicing Uncomfortable Reflexivities in Qualitative Research, *Michelle M. Falter, North Carolina State University, and Nina R. Schoonover, North Carolina State University*

5.21.073 Qualitative Disability Research

13:00-14:30 CT

Chair: Ramona Marie Schwartz-Johnston, National Louis University

Power, Potential, and Participation: AAC Communication, Behavioral Responses, and Children Who Do Not Speak, *Ramona Marie Schwartz-Johnston, National Louis University*

Ludonarrative Dissonance: Playful Embodiment, Compulsory Able-Bodiedness, and Exercise Promotion in Multiple Sclerosis, *Matthew Adamson, University of Illinois at Urbana-Champaign, and Brynn Adamson, University of Colorado Colorado Springs*

Creative Responses in Stimulus Recall Interviews: Universal Design for Interview Methods, *Alisha M. White, Western Illinois University*

ASL Interpreters' Embodied Experiences: Challenges and Collaborations, *Taylor L Woodall-Greene, Oklahoma State University, and Lucy E Bailey, Oklahoma State University*

The Taken for Granted to Center Stage: Children with Motor Disabilities Talk About Their Physical Therapy, *nilly waiserberg, Department of Health Systems Management, Ben-Gurion University of the Negev, and Paula Feder-Bubis, Department of Health Systems Management, Ben-Gurion University of the Negev*

5.21.074 PAR: Social Justice and Social Action

13:00-14:30 CT

Chair: Meghan L. Gowin, Texas A & M University-Commerce

Students in Recovery: Using Solution-oriented Methodologies to Change Experiences of Marginalization, *Ann marie Cheney, University of California, Riverside, Evelyn Vázquez, University of California Riverside, and Tanya Nieri, University of California Riverside*

Virtually Woke: Using Digital Media in a Social Justice Literacy Workshop to Support Elementary Students' Development of Critical Consciousness, *Meghan L. Gowin, Texas A & M University-Commerce*

Teaching Social Justice: A Case Study of International Teaching Assistants in the U.S., *Jing Tan, Miami University*

Social Action Methodology to work with parents of trans youth in rural Quebec, *Annie Pullen Sansfacon, Université de Montréal, Jennifer Hope Dyer, Memorial University Newfoundland, Julie Temple Newhook, Memorial University, Julie James, Ryerson University, Jennifer Davis, Lethbridge College, Kimberley Ens Manning, Concordia University, and Sarah Pickett, Memorial University of Newfoundland*

5.21.075 Autoethnographic Reflections in Education

13:00-14:30 CT

A Postcolonial Rendition of Mathematics Teacher Education of Nepal: An Auto/ethnographic Inquiry, *Basanta Raj Lamichhane, Kathmandu University, and Bal Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Teachers' autonomy: An Autoethnographic Study, *Irina Aryal, Kathmandu University*

Using Autoethnography as Pedagogy for Teacher Education Courses at the University, *Binod Prasad Pant, Kathmandu University, Bal Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education, Indra Mani Shrestha, Kathmandu University School of Education, and Niroj Dahal, Kathmandu University School of Education, Department of STEAM Education*

5.21.076 Roundtable: Qualitative Inquiry in the African Diaspora

13:00-14:30 CT

Chair: Cynthia Lubin Langtiw, The Chicago School for Professional Psychology

Qualitative Inquiry in the African Diaspora, *Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, and Tracie Rogers, University of the West Indies, Mona, Jamaica*

Dramatizing and Workshopping the Data: Applied 5.21.077 Theatre as Dialogic Research

13:00-14:30 CT

Three Complimentary Styles of Dramatizing the Data: The Personal, the Representational, and the Responsive, *Michael Martin Metz, University of Toronto*

The Interplay of Psychology and Drama: Reflections on the Experiences of a Combined Major in the Playbuilding Process, *Nadia Ganesh, Brock University*

Playbuilding as Dialogic Research: The Role of the Director, *Kevin Hobbs*

Participatory Theatre as Dialogic Data Dissemination: The Role of the Facilitator/Joker, *Joe Norris, Brock University*

5.21.078 Digital Tools for Qualitative Research, I

13:00-14:30 CT

Chair: Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana

Creating virtual research communities as our next collaborative frontier, or how we moved an entire Legion to Discord, *Raúl A. Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Carlos Andrés Sánchez, Literacies in Second Languages Project, Universidad Pontificia Bolivariana, and Mónica López-Ladino, Literacies in Second Languages Project, Universidad Pontificia Bolivariana*

Revolutionizing Focus Group Data Collection via Zoom: Lessons from a State-Wide Study on Mental Health, *Juliana Svistova, Kutztown University of Pennsylvania, Christopher Harris, Kutztown University of Pennsylvania, and Christina Kulp, Kutztown University of Pennsylvania*

The Role of Analytic Adeptness in Computer-Assisted Qualitative Data Analysis: Graduate Students' Perceptions, *Amir Michalovich, University of British Columbia*

Posthuman poetry: Composing with AI and becoming with machines., *William Terrell Wright, The University of Georgia*

Disrupting Deficit Narratives with Unruly Literacy 5.21.079 Pedagogies: From the Classroom to the Culture

13:00-14:30 CT

Challenging Deficit Perspectives: A Funds of Knowledge Approach to Early Literacy Intervention, *Kaitlin T. Larson, Indiana University - Bloomington*

Expanding Pathways for Meaning and Knowing in Language Arts Education through Sound, Art, Poetry, and Digital Media, *Jennifer Parker Monger, Indiana University, and Mary Beth Hines, Indiana University*

The Spaces are Now Subaltern: Public Pedagogies of Citizenship and Resistance in the Chilean Estadillo Social, *Lisa J. Wirsig, Indiana University Bloomington*

Listening to Students: Art, Literacy, and Voice, *Tara Cambria Warmerdam, Indiana University*

Photos, Poetry, and Zombies: Innovating Qualitative 5.21.080 Methods through Higher Education Research

13:00-14:30 CT

Reflections on Conducting Focused Ethnographic Research Online, *Saralyn McKinnon-Crowley, The University of Texas at Austin*

COVID Captured: A Photo Elicitation Pilot Study, *Daniel Becton, The University of Texas at Austin*

The Application of Phenomenology as Methodology for the Study of Minoritized Populations in Higher Education, *Jorge Burmicky, The University of Texas at Austin*

Poetry as Knowledge: Using Poetry as Data in Educational Research, *Gabriel Rodriguez Lemus, Jr., The University of Texas at Austin*

Embracing Your Zombie-dom: On Becoming a Post-Structuralist Scholar/Practitioner in an Administration that Does Not Acknowledge It, *Aaron W. Voyles, The University of Texas at Austin*

5.21.081 Postqualitative Research, I

13:00-14:30 CT

Chair: Marcelina Piotrowski, Concordia University

Home Alone: Acting out the Black Hole - Ways of Expressing Void in Qualitative Interviews, *Liron Ben-ezra, Tel-Aviv University*

Michel Foucault's agonistic ontology and the post-qualitative turn: Implications for educational research, *David Lee Carlson, Arizona State University, and Mariia Vitruk, Arizona State University*

Fieldwork in Textures, *Marcelina Piotrowski, Concordia University*

An Ontological Approach on the Entanglement of Violence and Masculinity: How Practices of Resistance Matter in Understanding the Embodiment of Human Sexuality, *Marcus Fassl, University of Vienna*

Speculative Theorypractice(s): (Re)etymologizing
5.21.082 Qualitative Inquiry

13:00-14:30 CT

Speculative Theorypractice(s): (Re)etymologizing Qualitative Inquiry, *Rebecca C. Christ, Florida International University, and Candace R. Kuby, University of Missouri*

5.21.083 The Emotional Geographies of Academic Writing

13:00-14:30 CT

A table, a walk, and a second walk: Where writing happens in 2021, *Jonathan Gunning Wyatt, University of Edinburgh, UK*

Writing into self partnership, *Fiona Alana Murray, University of Edinburgh*

Writing Collaboratively as a Method of Survival, *Katarina Georganas, Carleton University*

The Emotional Geographies of learning Emotional Geography, *Oliver Debney, Carleton University, Jupiter Bavington, Carleton University, Wylla Caveen, Carleton University, and Holly Smith, Carleton University*

Autoethnographic reparative pedagogies and academic healing, *Sophie Tamas, Carleton University*

5.21.084 Arts-Based Research: ABR Methodologies

13:00-14:30 CT

Chair: Kelly Clark/Keefe, University of Vermont

Somatography: Qualitative Methodology in Search of a Vibratory Signature, *Kelly Clark/Keefe, University of Vermont, Kelly Mancini-Becker, University of Vermont, and Erika White, University of Vermont*

Concept as methodology: What the concept of curating and the curatorial can do,
Ran Xiang, UBC

Arts-Based Research: Social-Emotional Inquiry through 5.21.085 the Arts

13:00-14:30 CT

Chair: Sarah Jane Penwarden, Laidlaw College, Auckland, New Zealand

Mixed-Methods in Art Therapy: A Research Methodology Approach for an Intervention Based on Art for Youths with Adverse Experiences in Life, *Celia Camilli, Universidad Complutense de Madrid, and Monica Fontana, Universidad Complutense de Madrid*

Wrestling with many selves: Navigating multiple positions of poet, therapist and researcher in a doctoral study, *Sarah Jane Penwarden, Laidlaw College, Auckland, New Zealand*

“I never looked that deep:” Raciocultural Trauma, Vulnerability, & Collective Healing in the Puerto Rican Diaspora, *Andrew Brian Torres, University of Massachusetts, Amherst*

5.21.086 Embodied Autoethnography

13:00-14:30 CT

Chair: R. Tyler Spradley, Stephen F. Austin State University

Performing Invisible Illness in a Pandemic: An Autoethnography of Health Identity with Colleagues, *R. Tyler Spradley, Stephen F. Austin State University*

The Embodied Information Behavior of People with Diabetes, *Clair Ellyn Irwin, University of Illinois, Urbana-Champaign*

Ethics of Performing Personal Narratives of Disability, *Julie-Ann Scott-Pollock, University of North Carolina Wilmington, and Frank Trimble*

The philosophical practice of yoga as a possibility to expand borders, *Veridiana Noronha Vaccarelli, Universidade Estadual de Campinas, Gustavo Antonio Raimondi, Universidade Federal de Uberlândia, and Nelson Filice de Barros, Universidade Estadual de Campinas*

5.21.087 Qualitative Social Work

13:00-14:30 CT

Chair: Jean Zelenko, University of Louisville

The Power of Knowledge: The Process of Mental Health Literacy for Those with Mental Health Conditions, *Jean Zelenko, University of Louisville, Jean Zelenko, University of Louisville*

Exploring the Impact of Institutional Betrayal on Youth Who Have Experienced Domestic Minor Sex Trafficking, *Jamie Kynn, Michigan State University, and Pilar Horner, Michigan State University*

On Navigating Fear and Conflict Through Vulnerability, *Hagit Sinai-Glazer, McGill University*

How do transitional programs effectively and equitably serve the homeless population?, *Francisco Alatorre, Bridgewater State University*

Contending with the “Adult Gaze”: The Ethics of Representation in Participatory Action Research with Psychiatricized Children and Youth, *Maria Liegghio, School of Social Work, York University, Toronto, CANADA*

5.21.088 Critical Race Theory, II

13:00-14:30 CT

Chair: Jason K. Wallace, The University of Southern Mississippi

Racial Secrets in Family Memoirs: Reflexivity, Critique, and Revision, *Lucy E Bailey, Oklahoma State University*

“We are the Small Axe”: An Exploration of Two Pandemics and Race within Black America, *Winsome Nisbett, University of South Florida*

My Family’s Genealogy Story: How Race Interplays with Family History, *Joy Marie Anderson, Arizona State University/ Tempe Elementary School District*

Nevertheless, We Persist: Exploring Cultural Capital of Black First-Generation Doctoral Recipients at Non-Black Serving Institutions, *Jason K. Wallace, The University of Southern Mississippi*

5.21.089 Arts-Based Research in Education

13:00-14:30 CT

Chair: Javiera Sandoval Limari, Institute of Education, University College London

“I Didn’t Sign Up for This!”: Poetic Reflections on White Privilege, White Fragility, and White-Hot Rage, *Julia Persky, Texas A&M University - Commerce*

Moving Language: The Role of Classroom Bodies and Space in Negotiating Collaborative Conversations, *Kaitlin Glause, Department of English, Millikin University*

Students and the Pandemic: Changed Bodies, Space, and Time, *Ulrich Teucher, University of Saskatchewan, Jessica Reimer, University of Saskatchewan, Shannah Durtisac, University of Saskatchewan, Stacey McHenry, University of Saskatchewan, Meagan Hong, University of Saskatchewan, Khurshid Valiyah, University of Saskatchewan, Ethimia Kosmas, University of Saskatchewan, Alicja Rutkowski, University of Saskatchewan, and Zaria Silveira, University of Saskatchewan*

The Blanket: Using Art to Connect Autoethnographic and Ethnographic Stories, *Javiera Sandoval Limari, Institute of Education, University College London*

“Are you okay? What do you need?”: Teacher and 5.21.090 researcher collaboration during COVID-19

13:00-14:30 CT

Collaboration when time feels short: Future time perspective in research collaboration with teachers, *Nichollette Marie DeRosia, University of Oregon*

Teachers collaborating to support mental health during COVID-19, *Mary R. Adkins-Cartee, University of Oregon, and Dana Cohen Lissman, University of Oregon*

Collaborating to Accommodate: Teacher innovation and collaboration to provide SPED and EL services during the COVID-19 pandemic, *Kevin Donley, University of Oregon*

Supporting Caregivers as Teachers: Special education teachers’ experiences collaborating with families during remote learning, *Stacy Leanne Arbuckle, University of Oregon*

**Future Directions in Qualitative Data Analysis:
5.21.091 Liberating Meaning Making in Repressive Times**

13:00-14:30 CT

Intersectional Analysis as a Method to Analyze Popular Culture: Clarity in the Matrix, *Erica B Edwards, Wayne State University, and Jennifer Esposito, Georgia State University*

5.21.092 Autoethnography and the Arts

13:00-14:30 CT

Chair: Peter Joseph Glociczki, Coker University

Braiding Wendell Berry into Mediated Autoethnography, *Peter Joseph Glociczki, Coker University*

California Superbloom, *Timothy Matthew Lee Sutton*

The Sensation of Cobalt Blue: An Illuminative Autoethnography of Colouring Sensations in Classrooms and Schools, *James Gerard Deegan, Mary Immaculate College, University of Limerick*

Reflecting through Pandemic: the Importance of Body in Teaching and Learning Processes. A Performative Research with Primary School Teachers, *Nicoletta Ferri, Department of Human Sciences for Education, University of Milan-Bicocca, Italy*

5.21.093 Arts-Based Research: Performative Narrative

15:00-16:30 CT

Chair: Kathryn Ann Ricketts, University of Regina

Objects and Things; Conjuring Important Stories Somewhere Between Fact and Fiction, *Kathryn Ann Ricketts, University of Regina*

Sound Pedagogy: Tuning in NYC for Art Education, *Ilayda Altuntas, Penn State, and Daniel Bergman, Pratt Institute*

Songwriting as an Arts-Based Research Methodology, *Chris Haddox, West Virginia University*

Embodied reflexivity and Collective Inquiry: Metaphoric Investigations of Community Engaged Research Praxis through the 6 Part Story Method, *Warren Linds, Concordia University*

5.21.094 Writing of(f) Family 3

15:00-16:30 CT

My mum is a dreamer, *Fiona Alana Murray, University of Edinburgh*

5.21.095 Indigenous Circle: Indigenous Epistemologies

15:00-16:30 CT

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

A Dusty Old Piano, a Cross Upon the Wall, *Tina Bly, University of Vermont*

The Signs of Belonging: Doing Research on Indigenous Rights and Policies in Latin America., *Katherine Becerra Valdivia, Católica del Norte*

Designing Indigenous and Culturally Responsive Qualitative Design: Lesson Learned from the First Year of Research in the SEAS Islands Alliance Project, *Manuel Perez, University of Illinois at Urbana-Champaign, Rodney Hopson, University of Illinois at Urbana-Champaign, Jonathan Boxerman, Wested, Sharon Nelson-Barber, Wested, Kimberly Nguyen, Wested, Ursula Aragunde, Universidad Ana G. Mendez, and Jarvon Stout, University Virgin Islands*

The Circle of Metacognition, *Tina Bly, University of Vermont*

From Virtual Indigenous Storytelling to Land-based Meaning Making, *Natalie St Denis, University of Calgary, and Christine Walsh, University of Calgary*

Collaborative Engagement with Conscientization in a 5.21.096 Critical Perspectives Course

15:00-16:30 CT

Who benefits from a feeling? Critical Consciousness and Empathy, *Rebecca Brusseau, George Mason University, and Jeff Vormund, George Mason University*

Critical Race Theory as Ornamental Versus Foundational, *Neesa Sarah Ndiaye, George Mason University*

Critical Conscioueness and Language: Why Words Matter, *Johanna Margaret Hermanson, George Mason University*

Moving Towards the Human Ethic Through the Examination of Risk and Responsibility, *Kayla Angelosante, George Mason University*

Critical Conscientization in History Education Practice and Research, *Jeffery Keller, George Mason University*

Critical Perspective of Multicultural Approach, *Xiaolu Zhang, George Mason University*

Roundtable Discussion: The Poetic Voice in Social 5.21.097 Justice Research

15:00-16:30 CT

Poetry and Reproductive Justice, *Shelby Swafford, Southern Illinois University, Carbondale*

Poetic Inquiry & Environmental Memorialization, *Alex Davenport, Saint Cloud State University*

Poetry and Black Lives Matter, *Charlie Hope Dorsey, Southern Illinois University, Carbondale*

Poetry and LGBTQ+ Identity, *Colin Whitworth, University of South Florida*

Response, *Sandra L FAULKNER, Bowling Green State University*

5.21.098 Feminist Qualitative Research, II

15:00-16:30 CT

Chair: Charles Gyan, McGill University

“My Earphones Protect Me”: Exploring one Afghan Woman’s Creative Multiliteracies, *Cathy Raymond, Indiana University*

The Salutogenic Perspective on the Negative Traditional Practices Affecting the Well-being of Women in Siniensi Village of Northern Ghana., *Charles Gyan, McGill University, and Eunice Abbey, University of Ghana*

Unveiling the Truth about Coerced and Violent Relationships through the Communicative Methodology of Research. Elisabeth Torras-Gómez, Department of Sociology, University of Barcelona; Garazi López de Aguilera, Department of Curriculum & Instruction, University of Wisconsin-Madison, *Garazi López de Aguilera, University of Wisconsin-Madison, and Elisabeth Torras-Gómez, University of Barcelona*

“Call Me Rambo”: Multiple Consciousness and Identity as Shields Against Oppression for Black Women Living with Mental Illness, *Marya R Sosulski, Michigan State University, Shani Saxon, Wayne State University & Michigan State University, and Chey Davis, Michigan State University*

Pasta, Pavlova, and Paradigms: Shared Creative Work Experiences (SCrWE) as a Recipe for Meaningful Co-Production, *Libba Willcox, Indiana University Purdue University Indianapolis, and Crystal Howell, Randolph College*

The Future of Narrative Research in Public Health and 5.21.099 Social Work

15:00-16:30 CT

The Future of Narrative Research in Public Health and Social Work (panel requested), *Sabrina T. Cherry, UNC Wilmington, Nancy Daley-Moore, Truman State University, and Yarnecia Dyson, UNC Greensboro*

5.21.100 Collaborative Becomings in Education

15:00-16:30 CT

This Is Us: Collaborative Meaning-Making of Teaching and Learning in Non-Traditional School Spaces, *Kali Thompson, University of Georgia, and Nicollette Frank, University of Georgia*

Transformative Constructivist Teachers in Action in an Urban Multicultural Classroom: A Critical Qualitative Case Study, *Benedict Lazarus Adams, Missouri Western State University*

Translanguaging pedagogy in practice in an urban classroom: A critical ethnographic inquiry, *Benedict Lazarus Adams, Missouri Western State University*

“Teen moms, we all have a story, of course”: Embodied visibility as acts of disruption and healing, *Jana Lo Bello Miller, University of Minnesota-Twin Cities*

Velo-onto-epistemology: Becoming(s)-with Bicycles, Gender, Education and Research, *Nina R. Ginsberg, School of Education and Professional Studies, Griffith University*

5.21.101 Innovations in Critical Curriculum

15:00-16:30 CT

Chair: Giovanni Dazzo, George Mason University

Teachers’ Decision-Making and Risk in Addressing Social Justice, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

Sound Lab Project, *Ilayda Altuntas, Penn State*

Differentiating and Studying Joy, Pleasure, and Happiness in Curriculum Theory, *Kyle Lee Chong, Michigan State University*

Transcorporeal currents as sympoietic pedagogy, *Cala Coats, Arizona State University*

Restorative Validity: Exploring How Inquiry Can Promote Peace, Justice, and Healing, *Giovanni Dazzo, George Mason University*

Fostering Anti-Oppressive Pedagogies in Elementary Preservice Teachers: The Role of the University Supervisor, *Megan Deutschman, University of Minnesota - Twin Cities, Charlene L. Cornwell, University of Minnesota - Twin Cities, and Scott Sundstrom, University of Minnesota - Twin Cities*

5.21.102 Digital Tools for Qualitative Research, II

15:00-16:30 CT

Chair: Jacqueline M. Knapke, Department of Family & Community Medicine, University of Cincinnati

Use of Machine Learning to Guide Qualitative Data Analysis of Medical School Admissions Data, *Jacqueline M. Knapke, Department of Family & Community Medicine, University of Cincinnati, Barbara Tobias, Department of Family & Community Medicine, University of Cincinnati, Erin E. McCabe, Digital Scholarship Center, University of Cincinnati, Hillary R. Mount, Department of Family & Community Medicine, University of Cincinnati, and Saundra L. Regan, Department of Family & Community Medicine, University of Cincinnati*

Google JamBoard: A Useful Tool for Collaborative Qualitative Analysis, *Rachel L. Burrage, University of Hawai'i at Mānoa*

Automating Transcription: Implications for the Analysis Process, *Silvana di Gregorio, QSR International*

Use of Visual Abstracts for Research Dissemination: An Integrative Review, *Susana Verdinelli, Walden University, and NORMA I. I. SCAGNOLI, Northeastern University*

5.21.103 PAR: Extending Epistemology in Action Research

15:00-16:30 CT

Chair: Joe Levitan,

Foregrounding (Typically Repressed/Marginalized) Remote Aboriginal Voices through Action Research, *Ros Beadle*

Developmental Action Research, *Ernie Stringer*

The Action Research Podcast: A Next-Generation Method for Action Research Knowledge Democratization, *Joe Levitan, and Adam Stieglitz*

Visual Facilitation through Cartooning: A Process Demonstration, *Stephen Kroeger, and Mary Brydon-Miller*

5.21.104 Arts-Based Research: Co-Constructed Arts Making

15:00-16:30 CT

Chair: Ailey Rose Picasso, University of Iowa

Co-Constructing Knowledge with Children and Young People as Co-Researchers in Climate Change Education through Arts-Based Research – An explorative study on the importance of working with Children, *Thilinka Ranmali Wijesinghe, Southern Cross University, Australia., Amy Cutter-Mackenzie-Knowles, Southern Cross University, Australia., and Alexandra Lasczik, Southern Cross University, Australia.*

Collaborative Audiovisual Practice and Participatory Research as Shared Production of Knowledge and Memory: the Experience of the “Uncommons” project, *Isabela Umbuzeiro Valent, São Paulo University (USP), and Eliane Dias de Castro, São Paulo University (USP)*

If you want to go far, go together: A visual reflection on our journey of co-authoring a book, *Marguerite Muller, University of the Free State, South Africa, and Liezl Dick, University of the Free State*

Together We Move, Together We Know: Cultivating Self and Community through Collaborative Choreographic Practices, *Ailey Rose Picasso, University of Iowa*

Enacting Culturally Sustaining Pedagogies: Self-Studies on Teaching-Learning Relationships in a School of Education

15:00-16:30 CT

Locating Institutional Change at the Grassroots: Enacting Agency through Collaborative Faculty Leadership, *Connie Kendall Theado, University of Cincinnati, Mary Brydon-Miller, University of Louisville, Susan Watts-Taffe, University of Cincinnati, Stephen Douglas Kroeger, University of Cincinnati, Miriam Raider-Roth, University of Cincinnati, and Mark Sulzer, University of Cincinnati*

Enacting Culturally Sustaining Pedagogies: Self-Studies on Teaching-Learning Relationships in a School of Education, *Stephen Douglas Kroeger, University of Cincinnati*

Relational Awareness and Culturally Sustaining Pedagogy: Praxis and Possibility, *Miriam Raider-Roth, University of Cincinnati*

Reading the Self in Relation to Youth through Young Adult Literature: Risks, Rewards, and Reflections, *Mark Sulzer, University of Cincinnati*

Creating Relational Space to Support Explorations of Culturally Sustaining Pedagogy with Prospective Teachers, *Susan Watts-Taffe, University of Cincinnati*

Intrinsic and extrinsic coping strategies of African 5.21.106 refugee youth attaining post-secondary education.

15:00-16:30 CT

Intrinsic and extrinsic coping strategies of African refugee youth attaining post-secondary education., *victory Osezua, University of Louisville, Lesley M. Harris, University of Louisville, and Sato Doroty, University of Louisville*

5.21.107 QI in the Iberoamerican Crossroads II

15:00-16:30 CT

Chair: MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla

QI in the Iberoamerican Crossroads II, *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Learning from People through Qualitative Inquiry in a Country Searching for a Better Future, *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana (Xochimilco)*

Migration as a Human Right. The right to immigrate in times of pandemic on the northern border of Chile., *Pamela Zapata-Sepúlveda, Universidad de Tarapaca, Chile*

MAGDALENA SUAREZ-ORTEGA, Universidad de Sevilla

5.21.108 Postqualitative Research, II

15:00-16:30 CT

Chair: Justin Hendricks, University of Florida

Navel-Gazing Gestures, *Justin Hendricks, University of Florida, Teija Rantala, University of Turku, and Mirka Koro, Arizona State University*

Bracketing the bracketing process of qualitative social work research, *Jessica Euna Lee, Indiana University, and Jillian Graves, Eastern Michigan University*

The Power of Positionality: A Journey into Reflexivity for 5.21.109 Critical Praxis

15:00-16:30 CT

Deconstructing the native: A reflexive account on conducting fieldwork in Morocco, *Nada Berrada, Virginia Tech*

Bridging power and participation in international development through critical reflexivity, *Lia Kelinsky-Jones, Virginia Tech*

More Than A Curtain Speech: Land Acknowledgment, Reflexivity, and Institutional Change, *Jon Catherwood-Ginn, Virginia Tech*

Food Systems Praxis and Reflexivity through Narrative Inquiry: A Critical Pedagogy Perspective, *Kim L. Niewolny, Virginia Tech*

Teaching and Learning Qualitative and Mixed-Methods 5.21.110 Research

15:00-16:30 CT

Chair: Silas Schaeffer, University of Kansas

Uniformity and Rigor: Examining the Criticisms of Qualitative Research in the Field of Education, *Silas Schaeffer, University of Kansas*

Qualitative Coding as a Tool for Student Empowerment in Teacher Education, *Lesley Nora Siegel, West Chester University of Pennsylvania, and Kristina M Valtierra, Colorado College*

Encouraging New Graduate Students to Pursue Mixed Methods Research: Some Suggestions, *Anindya Sen, Northern Illinois University*

Teaching and learning of qualitative research in times of covid19, *Edith Juliana Cisneros, Universidad Autónoma de Yucatán, and Roger J. Gonzalez-Gonzalez, Universidad Autónoma de Yucatán*

5.21.111 Navigating COVID-19 Through Art

15:00-16:30 CT

Chair: Beixi Li, University of Georgia

When What Matters Doesn't Seem to Mean: Navigating Gaps in Expression,
Carlson Coogler, The University of Alabama

Sensible Displacements: Researching with Collective Projects in the Arts and Health Interface during the Pandemic, *Elizabeth Araujo Lima, University of São Paulo, Brazil, Erika Alvarez Inforsato, University of São Paulo, Brazil, Eliane Dias de Castro, São Paulo University (USP), Renata Monteiro Buelau, University of São Paulo, Brazil, Isabela Umbuzeiro Valent, University of São Paulo, Brazil, Juliana Araujo Silva, University of São Paulo, Brazil, Caroline Lucas Moraes, University of São Paulo, Brazil, Luciana Kanashiro Ishimitsu, University of São Paulo, Brazil, Ana Carolina Lins, University of São Paulo, Brazil, and Giovanna Pereira Ederli, University of São Paulo, Brazil*

Stepping Beyond our Words: Walking for Place, Community and Self, *Candance Doerr-Stevens, University of Wisconsin-Milwaukee, Alisha M. White, Western Illinois University, Sunshine Sullivan, Houghton College, and Nicole Damico, University of Central Florida*

A Collage Inquiry into Data Collection During the Pandemic, *Beixi Li, University of Georgia*

Stories as Bridges: How Women in a Sudanese Refugee Family Recreate Home, Make Sense of Displacement, and Find Collective Meaning Through Storytelling.

5.21.112 Bridget Kearney, University of Louisville.

15:00-16:30 CT

STORIES AS BRIDGES: How Women in a Sudanese Refugee Family Recreate Home, Make Sense of Displacement, and Find Collective Meaning Through Storytelling, *Bridget Virginia Kearney, University of Louisville- College of Education*

5.21.113 Engaging and Nurturing Student's Voice Through Inquiry

15:00-16:30 CT

Lived Experience as a Starting Point for Inquiry, *Sara Martucci, Mercy College, and Saliba Bava, Mercy College*

Project-Based Inquiry Lab: Engaging in Critical Praxis, *Saliba Bava, Mercy College, and Roua Eltajeib, Mercy College*

The Use of Interpretive Phenomenological Analysis for Exploring Student Inquiry, *Sarah Jane Hahn, Mercy College*

The Curious question, *maria luisa molina, Kanankil Institute, and Rocio Chaveste, Kanankil Institute*

“Research as Daily Practice” as a Teaching Pedagogy: Amplifying Students’ Voices, *Monica Sesma-Vazquez, University of Calgary*

5.21.114 Arts-Based Research: Arts-Based Reflexive Practice

18:00-19:30 CT

Chair: Amanda Shopa, University of Minnesota

Experiencing the COVID-19 Pandemic Lockdown: an Arts-Based Narrative, *Aravindhnan Natarajan, University of Toledo*

An Artist's Table: A Creative Response to Lockdown, *Paul Bernard Cope*

Becoming First-time Mothers as International Graduate Students: A Poetic Ethnography, *Kuo Zhang, Western Colorado University*

Knitting a Dissertation Diary: Using Arts-Based Research to Document (and Resist) Doctoral Work, *Amanda Shopa, University of Minnesota*

**Technology applications, analytics, and performance in
5.21.115 sports and education**

18:00-19:30 CT

Analytics in Professional Sports: Applications of Analytics in Tennis, *Kevin Huang, University of Illinois, Urbana-Champaign*

Understanding Student Experiences in Online Collaborative Groupwork, *Morgan Fong, University of Illinois, Urbana-Champaign*

The feasibility of high intensity interval training as an effective training mode for individuals who use wheelchairs, *Kady Dandereu, University of Illinois, Urbana-Champaign*

**Indigenous Circle: Residential Schooling: Indigenous
agency in truth, reclamation and processing the
5.21.116 experience**

18:00-19:30 CT

Chair: Stephen James Minton, University of Plymouth

Residential Schools and Indigenous Peoples: Reflections on a Recent Collaboration, *Stephen James Minton, University of Plymouth*

The Beginning of the Stolen Generations of Australia, *Rosemary Ann Norman-Hill, Southern Cross University*

Towards Indigenous Agency Reclamation Through Language Revitalisation and a Māori World-view, *Tania Ka'ai, AUT*

Colliding Heartwork: Processing the Complexity of Intergenerational Cultural Trauma of the Residential School Experience, *Natabnee Winder, Simon Fraser University*

Collaboratively (Re)Imagining the “Good Enough 5.21.117 Teacher” in the After that is to Come

18:00-19:30 CT

(Re)Imagining what Counts as “Good Enough” in Teaching for Ethically-Oriented Work and Lives, *Elizabeth Ann Wurzburg, University of Georgia*

Classroom Beauty Practices and the “Good Enough Woman Teacher”: Moving Beyond the “Pinterest-Perfect” Classroom, *Christina Hyer Gillespie, University of Georgia*

Belonging as a form of resistance: Working against the “good-enough” woman teacher, *Kali Thompson, University of Georgia*

Materializing the Good Enough Woman Social Studies Teacher: A Zine Project, *Amelia H. Wheeler, University of Georgia*

5.21.118 Rethinking Approaches to Education with Deleuze

18:00-19:30 CT

Positioning Deleuze within education OR repositioning education with Deleuze, *Joshua Michael Cruz, Texas Tech University*

A Citation Conversation: Examining academic approaches to citation through flash fiction, *Chelsea Kindred, Texas Tech University*

An Encounter of Deleuze and Tao during Covid-19 Pandemic, *Yanhong Guo, Texas Tech University*

Rethinking Approaches to Education with Deleuze, *Chrissy Eubank, Texas Tech University, Jessica Webb, Texas Tech University, and Stephanie Welch, Texas Tech University*

A Deleuzian Approach to Reading, *Emily Hill Ottinger, Texas Tech University, and Zach Urquhart, Texas Tech University*

5.21.119 Trends in Education

18:00-19:30 CT

Chair: Seung-Yun Lee, Hanshin Universeity

Bearing Witness and Community Psychiatry: Building a Co-Production
Community, *paul richard rhodes, university of sydney*

Examining the Experiences of Undergraduate Students Who Participate Students-
Centered Extracurricular Program Evaluations, *Seung-Yun Lee, Hanshin Universeity*

Enacting Pluralism in Educational Research for Sustainable Futures, *Nalini
Chitanand, Durban University of Technology*

Humboldt, Romantic Science and Ecocide: a Walk in the Woods, *paul richard
rhodes, university of sydney, Johanna Lisa Degen, European University Flensburg,
Germany, and Rosanne Quinnell, University of Sydney*

5.21.120 Posthumanism, I

18:00-19:30 CT

Chair: Dory Ann Lightfoot, IISSE

Creating equality with unequal discourse, *Dory Ann Lightfoot, IISSE, and Michael
J. Tucker, IISSE*

Translanguaging as Creative Resistance - Exploring the Methodological
Implications of Posthumanism for Translanguaging Inquiry, *Kevin Donley,
University of Oregon*

Focusing on the Now: Rethinking Literacy and Learning with Posthumanism,
*Amber Spears, Tennessee Tech University, and Janet Kesterson Isbell, Tennessee Tech
University*

The Onto-Epistemology of Sketching as Methodology: 5.21.121 Problematicizing the Articulation of Qualitative Inquiry.

18:00-19:30 CT

Sketching as academic work: towards multiplicity in qualitative inquiry, *Esther
Pretti, Arizona State University*

Sketchbooking as Biogrammatic Methodology: Elicited, Intersensory and Involuntarily Translogical, *Anani M. Vasquez, Arizona State University*

Seeing through sketchbooks: Writing up research differently, *Marina Basu, Arizona State University*

The History of Sketching and its Onto-epistemological Implications, *David Lee Carlson, Arizona State University*

5.21.122 Storytelling, Narratives, and Counternarratives

18:00-19:30 CT

Chair: Jacqueline Barreiro, Simon Fraser University

Storytelling with Theory in the High Andes: The Colonizer Within, *Jacqueline Barreiro, Simon Fraser University*

Using Counter-Storytelling to Amplify the Voices of Multilingual and Multicultural Students in the U.S. University Spanish Classroom, *Raisa Canete Blazquez, Oregon State University*

Keywords in Physical Cultural Studies: Figuring the 5.21.123 Illinois School

18:00-19:30 CT

*Adamson, Brynn
Adamson, Matthew
Andrews, David L.
Bensken, Jeanine
Clarke, Caitlin
Diversi, Marcelo
Hall, Grenita
Ilundáin-Agurruza, Jesús
King, C. Richard
Metz, Jennifer
Park, Doo Jae
Rinehart, Robert
Spencer, Nancy
Sydnor, Synthia*

PAR: (p)AR Un-Panel 1: How Participatory Methodologies Inspire Change through the Action-5.21.124 Knowledge Nexus

18:00-19:30 CT

5.21.125 Creative Materialities

18:00-19:30 CT

Chair: Debra Askelson,

Becoming Attentive to the Road: A Psychogeographic and New Materialist (Ad) Venture, *Frans Kruger, University of the Free State, South Africa*

Permaculture in practice, *Debra Askelson*

Knowledge Making with Barad's Diffraction and Objectivity, *Susan Ophelia Cannon, Mercer University*

Digital Sartoriography: Enclothed Audiovisual Auto-Narrative, *Anne Ciecko, University of Massachusetts-Amherst*

5.21.126 Ethnographic Conversations

18:00-19:30 CT

Chair: Craig Wood, Queensland Teachers' Union

Conversations with myself: An emic/etic autoethnographic zoom, *Craig Wood, Queensland Teachers' Union*

Unfinalizability of living stories: An approach to understand a child's identities formation, *Hoa Minh Pham, The Marie Clay Research Centre, University of Auckland, and Janet S. Gaffney, The Marie Clay Research Centre, University of Auckland*

It Just Happened After the Graduation Trip: An Autoethnography about the Bullying Experiences, *Ching-Hui Hsu, University of Taipei, and min-chun Chiang, University of Taipei*

Four voices, Four Minutes: Quad-Ethnography and a Collective Disruption of Voice and Sustainability of Qualitative Inquiry, *Anna CohenMiller, Nazarbayev University, Michal Mahat-Shamir, Ariel University, Shani Pitcho-Prelorentzos, Ariel University, and Chaya Possick, Ariel University*

5.21.127 Arts-Based Research: Making Visual Data

18:00-19:30 CT

Chair: Samuel Herreshoff Peck, University of Minnesota

Disrupting the primacy of language through the process of drawing inferences as expressive portraiture, *Linda Jean Helmick, University of Missouri*

“Do You Have Funding?”: Exploring the Lived Experiences of Two International Graduate Students with Arts-Based Methods, *Jingyi Zhu, Ohio State University*

The Visual Journal as Post-Studio Practice, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

The SWAP: Reframing and Embracing Feminine Identity, *Helene Robinson, University of South Florida, College of Education*

Approach with Care: Disrupting Oppressive Research 5.21.128 Practice through a Caring Paradigm

18:00-19:30 CT

Why Don't you Dance? Exploring Anishinaabe Concepts of Caring as a Decolonial Strategy, *Lana Ray, Lakehead University*

Commitment Leads to Action: A Community Health Centres' Effort to Improve Health Outcomes for Black Women and their Communities, *Notisha Massaquoi, University of Toronto*

“We do it because we are compassionate:” Narratives of Black healthcare practitioners working during Covid”, *Karen Flynn, University of Illinois, Urbana-Champaign*

Problematic Application of Caring Theory to the Health Behaviours of First Nations Mothers, *Miranda Lesperance, University of Toronto*

Interpretation and Writing Strategies: After the 5.21.129 Interview

18:00-19:30 CT

Interpretation and Writing Strategies, *Charles Vanover, University of South Florida, Paul Mihás, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and JOHNNY SALDANA, Independent Artist-Scholar*

Memo Writing Strategies: Analyzing the Parts and the Whole, *Paul Mihás, University of North Carolina at Chapel Hill*

Memoing: A Core Generative Tool of Qualitative Analysis, *Elaine Keane, National University of Ireland, Galway*

Listening Deeply: An Alternative to Approach to the Analysis of Focus Group Conversations, *Jaime Leigh Fiddler, University of Calgary*

Making Claims Using Qualitative Data, *Tim Paul Huffman, Saint Louis University*

Discussant, *JOHNNY SALDANA, Arizona State University*

Organizational responses to human mobility, natural disasters, and the COVID-19 pandemic: Role of front- 5.21.130 line workers and teachers

18:00-19:30 CT

Chinese International Students sense of belonging to their school and the United States: A qualitative Study, *Shiyu Sun, University of Illinois at Urbana-Champaign*

5.21.131 Affective Intensities and Post-Inquiry

18:00-19:30 CT

Chair: Charnell Peters, University of Utah

Rhizomatic Talk and Storying the Academy: A Performative Perspective. *Linda L. Lowry, Isenberg School of Management, University of Massachusetts at Amherst, Linda L. Lowry, University of Massachusetts - Amherst*

A Post Qualitative Stance to Inquiry: Disrupting and Making Space in Education Research and Practice, *Magali Forte, Simon Fraser University*

Asexuality, Affect Aliens, and Digital Affect Cultures: Relationality with the Happy Objects of Sexual and Romantic Relationships, *Charnell Peters, University of Utah*

5.21.132 Supportive Love in Teaching

18:00-19:30 CT

The Role of Love, Communication, and Discipline Creating a Healthy High School Classroom, *Jamie Michelle Covey, Texas Woman's University*

Radical joy and the academic woo-girl, *Maria Dabboussy, Carleton University, Sophie Tamas, Carleton University, and Kata Georgaras, Carleton University*

A glossary of feminist scholarly love, *Katarina Georgaras, Carleton University*

When Your Students Go to War, *Jessica Gullion, Texas Woman's University*

Learning with love, *Sophie Tamas, Carleton University, Katarina Georgaras, Carleton University, and Maria Dabboussy, Carleton University*

5.21.133 Critical Qualitative Arts-Based Research

18:00-19:30 CT

Chair: Xuan Thuy Nguyen, Carleton University

Participatory Visual Methodologies in research with women and girls with disabilities in the Global South: A critical reflection, *Xuan Thuy Nguyen, Carleton University*

A Shared Communicative Repertoire: Using Improvisation to Create an Inclusive Environment Between Local and Syrian Refugee Children, *Muge Olgun Baytas, Pennsylvania State University*

Poetic Inquiry: Engaging with Marginalized Voices, *Dyah Pitaloka, Monash University Malaysia*

5.21.134 Innovations in Research

18:00-19:30 CT

Chair: Johanna Irene Rhodes, Central Queensland University & Southern Institute of Technology

A proposed rubric for describing positionality in qualitative research reporting, *Roehl Sybing, Doshisha University*

The Practice and Value of a Community-Based Art Education Programme in a Guangdong Rural Primary School, *NING Luna LUO, The Education University of Hong Kong*

Educators Assuming Simulated Patient Roles: A Grounded Theory Study, *Johanna Irene Rhodes, Central Queensland University & Southern Institute of Technology, Kerry Reid-Searl, Adele Baldwin, and Tracy Levett-Jones*

Collaborative dissent as a scholarly adventure toward collectivizing public knowledge work: a narrative against the authoritarianism of the corporatized university, *Stephen Heimans, University of Queensland, Deborah Heck, University of the Sunshine Coast, Shelley Davidow, University of the Sunshine Coast, Brendon Munge, University of the Sunshine Coast, Catherine L Thiele, University of the Sunshine Coast, Vicki Schriever, University of the Sunshine Coast, Ali Black, University of the Sunshine Coast, Rachel Dwyer, University of the Sunshine Coast, and Catherine Manathunga, University of the Sunshine Coast*

5.21.135 Autoethnographies of Belonging, I

18:00-19:30 CT

Chair: Billy Gene Huff, University of Illinois

Dear Lou, *Billy Gene Huff, University of Illinois*

The case for being gay and Catholic: Negotiating the dialectical tensions between religious and sexual identity, *Catherine M Gillotti, Purdue University Northwest*

5.21.136 AsianCrit and Autoethnography

18:00-19:30 CT

Chair: Eun Young Yeom, University of Georgia

Sliding Glass Doors and Invisible Walls: A Korean International Doctoral Student's Navigation of Racialized Experiences in the U.S., *Eun Young Yeom, University of Georgia*

An AsianCrit Analysis of Children's Literature and Implications for the Social Studies Curriculum, *Kyle Lee Chong, Michigan State University*

AsianCrit and Autoethnography: A Future-Focussed Fugue of Critical Collaborative Inquiry, *Aaron Teo, The University of Queensland, Australia*

A critical qualitative inquiry of a collaborative Black women's reading and healing literature circle during a 5.21.137 dual pandemic

18:00-19:30 CT

Sistering, daughtering, and mothering in crises: How a Black woman's literature circle helped me recover from academic burnout and survive global pandemics, *Amber Pabon, Kutztown University, Venus Evans-Winters, and Janice Byrd*

S.T.E.M for Cultural Sustainability: A Pedagogy of Activism, *Theresa Y. Robinson, Elmhurst University*

5.21.139 Revisiting Traditional Methods

18:00-19:30 CT

Chair: Amy E. Stich, University of Georgia

My Mother's Marks: Understanding Changing Narration and Meaning-Making through my Mother's Diaries and Personal Interviews, a 20-Year Gap, *Kayla Nell Stansbury, Louisiana State University*

Philosophical and Qualitative Phenomenological Research Methods, *Heath Williams, Sun Yat-sen University*

Trauma-Informed Focus Groups: Developing Protocols and Learning from/with Participants, *Angela M. Wiseman, North Carolina State University, and Aaron Arenas, North Carolina State University*

Negotiating Ourselves: Navigating Paradigmatic Conflict and Diverse Identities in Collaborative Qualitative Research, *Amy E. Stich, University of Georgia, Collin Case, University of Georgia, Elizabeth Ndika, University of Georgia, and Kanler Cumbass, University of Georgia*

Member Check Interviews in Qualitative Research: Ethics, Procedures, and Practices, *Eileen Boswell, University of Nebraska-Lincoln, and Analay Perez, University of Nebraska-Lincoln*

Saturday

Remembering Sue. Mourning and friendship as 5.22.001 sustaining collaborative practices

5:00-6:30 CT

Remembering Sue. Mourning and friendship as sustaining collaborative practices., *Jane Speedy, University of Bristol, Jonathan Gunning Wyatt, University of Edinburgh, UK, Davina Kirkpatrick, University of Plymouth, Carol Laidler, University of Bristol, Alys Mendus, Melbourne Graduate School of Education, Tessa Wyatt, Independent scholar and artist, Mike Gallant, University of Edinburgh, UK, Melissa Dunlop, University of Edinburgh, UK, and Artemi Sakellariadis, University of Bristol.ac.uk*

Re-turning to Deleuze and Collaborative Writing: An 5.22.002 immanent Plane of Composition

6:00-7:00 CT

Re-turning to Deleuze and Collaborative Writing: An immanent Plane of Composition, *Jonathan Gunning Wyatt, University of Edinburgh, UK, Ken Gale, University of Plymouth, Susanne Gannon, Western Sydney University, and Bronwyn Davies, University of Melbourne and Western Sydney University*

5.21.138 Discourses on the Visual Journal

7:00-8:30 CT

Chair: Samuel Samuel Samuel, Samuel and David R. Modler, Shepherd University

Collaborative dialogues through the visual journal, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

Visual Journal as a Effective site for critical engagement., *Sara Scott Shields, Florida State University*

Graphic Novels: History, Autoethnography, and the Culture of Me, *Vicky Grube, Appalachian State University*

Activisms, Advocacy, and Affect, *Kate Coleman, University of Melbourne, AUS*

Paperology: Interdisciplinary inquiries of materiality 5.22.003 and mattering (Panel 2)

7:00-8:30 CT

Introduction to Paperology, *Alysse Verona Kushinski, Université de Montréal*

Surface and Surfacing: Paper and Ideation, *Charmaine G. Cadeau, High Point University*

Personal Processing: An Archivist Collects Herself, *Jenifer J Monger, Rensselaer Polytechnic Institute*

A Commonplace Book for Uncommon Times: Creative Documentation of the Paperology Research Collaboration, *Rebecca Rouse, University of Skövde*

Narrative Wanderings/Wondering across a Pandemic 5.22.004 Landscape

7:00-8:30 CT

Storytelling Research through a Pandemic, *Patrick John Lewis, University of Regina*

Narratives from the borderlands of a pandemic landscape, *Julie Milroy Parsons*

Food sharing and food shortage before, during and beyond Covid-19 lockdown: a personal narrative, *Gayle Letherby, Plymouth*

When Boris Announced Lockdown, *Kitrina Douglas, University of West London & Leeds Beckett University, and David Carless, University of the West of Scotland*

While My Children Dance, *David Carless, University of the West of Scotland, and Kitrina Douglas, University of West London*

Trauma Healthcare Practices: Comparative Lived 5.22.005 Experiences and Way Forward

7:00-8:30 CT

Violence Prevention and Nursing Practices: A Comparative Study of Nigeria, Ghana and US Nurses, *Oluchi Nancy Nwaobia, Federal Medical Center, Umuabia, Nigeria, Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, and Kingsley Chigbu, University of St Thomas*

5.22.006 Reassembling the New Material(ist) Body

7:00-8:30 CT

Chair: Joshua Newman, Florida State University and Holly Thorpe, University of Waikato

From Material Bodies to the Materiality of the Body: The 'New' Materialist Turn?, *Pirkko Markula, University of Alberta*

Exploring entanglements of materiality and movement, *Simone Patricia Fullagar, Griffith University*

The End of the Séance: 'Masters' Tools' and Modes of Bodily Practices for Complex Times, *Annouchka Bayley, University of Cambridge*

New Materialist Inquiry and Indigenous Studies Scholarship about Non-Human Agency: The Ethics and Politics of Listening that Changes What We Are, *Jerry Rosiek*

Walking, making and mattering with 'new' as the 'more-than', in 'new' materialism, *Shiva Zarabadi, UCL, Institute of Education*

5.22.008 Entanglement in the World's Becoming

7:00-8:30 CT

Chair: Susanne Gannon, Western Sydney University

Recognition, Creative-relationality, Writing, and the Excess of Inquiry, *Jonathan Wyatt, The University of Edinburgh*

Crafting a New Materialist Becoming, *Lise Jean Claiborne, University of Waikato*

Slow dancing and kinship. The Holly Oak, the horse chestnut, Bronwyn and Jane., *Jane Speedy, University of Bristol, and Bronwyn Davies, University of Melbourne and Western Sydney University*

Becoming Paint: (Art)Making an Embodied Response to Storytelling, *Jody Thomson, Western Sydney University, Australia*

Thinking through Components of the Refrain in Lockdown, *Cath Laws, Australian Catholic University*

5.22.009 Scholarly Becomings

9:00-10:30 CT

Chair: Freyca Calderon, Penn State University

“Porque vale la pena”: Latina women’s scholarly work, *Freyca Calderon, Penn State University, Miryam Espinosa-Dulanto, University of Texas, Rio Grande Valley, and Karla O’Donald, Texas Christian University*

Embodying Philosophy in the Process of Scholarly Becoming, *Priya C. Kumar, College of Information Studies, University of Maryland, College Park*

How Educating for Interculturalism Can Promote A Better Future for Our World, *Esther ZHOU, Beijing Normal University*

Dwelling With Wildflowers: Qualitative Inquiry as Life-Living and Life-Giving, *Frans Kruger, University of the Free State, South Africa*

The Evolution and Characteristics of Knowledge Economy in Higher Education: From Scarcity to Abundance, *Esther ZHOU, Beijing Normal University*

Strategies for Coding and Categorizing Data: After the 5.22.010 Interview

9:00-10:30 CT

Strategies for Coding and Categorizing Data, *Charles Vanover, University of South Florida, Paul Mihas, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, and Trace Taylor, University of South Florida*

Coding System Design and Management for Remote Collaboration, *Daniel Turner, Quirkos*

Deductive and Inductive Approaches to Qualitative Data Analysis, *Andrea Bingham, University of Colorado Colorado Springs, and Patricia Witkowsky, University of Colorado Colorado Springs*

4. Analyzing and Coding Interviews and Focus Groups Considering Cross-Cultural and Cross-Language Data, *Elsa Gonzalez, University of Houston, and Yvonna S. Lincoln, Texas A&M University*

5.22.011 Responses to COVID-19

9:00-10:30 CT

Chair: Ciro De Vincenzo, University of Padua

“Viral Epistolary”: an On-line Project of Letter-Writing and Sharing During the Pandemic, *Ciro De Vincenzo, University of Padua, Anita Franceschi, University of Padua, Caterina Benelli, University of Messina, Monica Massari, University of Milan “La Statale”, and Flavia Serio, University of Padua*

Extractivism Studies during Covid-19 pandemic: Virtual Ethnography and Collaborative Research at Fredonia (Colombia), *Erika Lucia Meneses, Universidad Pontificia Bolivariana*

Voces of a Pandemic: Using Oral History to Understand how COVID-19 has Shaped Latino/a/x Experiences within Higher Education, *Jackie Pedota, University of Texas at Austin*

COVID-19 – The Impact on Qualitative Researchers and their Research, *Silvana di Gregorio, QSR International*

COVID-19 Pandemic and Violent Attitudes in Hospital

5.22.012 Settings

9:00-10:30 CT

Staying Strong Amidst the COVID-19 Pandemic: The Hidden Violence and Experiences of Nurses in the Emergency Rooms, *Oluchi Nancy Nwaobia, Federal Medical Center, Umuabia, Nigeria, Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, and Kingsley Chigbu, University of St Thomas*

5.22.013 Writing, Language, and Literacy in Education

9:00-10:30 CT

Chair: Bryan Walker, University of Memphis

“How Can I Approach That?": Vulnerability in an After-School Writing Club with Undergraduates and Fifth Graders, *Bryan Walker, University of Memphis, and Laurie MacGillivray, University of Memphis*

The Cross-cultural Learning in Global Read Aloud, *Xiaoying Wang, UMSL, and Ming Yi, University of Missouri-Saint Louis*

Bridging the Theory to Practice Gap in Secondary Reading Instruction: An Action Research Study with Two High School Students, *Whitney Sommers Butler, University of Cincinnati*

A Phenomenological Study on Culturally and Linguistically Diverse (CLD) Teachers' Experience in Teaching in the U.S., *Seda Ozbek-Damar, Arizona State University*

5.22.014 Transnational Education

9:00-10:30 CT

Chair: Mahlapablapana. Mahalapablapana Themane, University of Limpopo

Perspectives of Zimbabwean College Lecturers on the Vulnerability of Left-Behind Learners: Implications for Teacher Education for Inclusive Education, *Mahlapablapana. Mahalapablapana Themane, University of Limpopo*

TRANSFORMATIVE INTERNATIONALIZATION THROUGH KINDNESS: THE EXPERIENCES OF CHINESE UNDERGRADUATE STUDENTS AND THEIR INSTRUCTORS AT A U.S. HIGHER EDUCATION INSTITUTION, *Karolina Achirri, Divine Word College*

Laboring for the Motherland: Exploring the Work of State-Sponsored Transnational Teachers through Mother Studies, *Rebekah R. Gordon, Michigan State University*

Being and Becoming American: Narratives of Belonging from Second-Generation American Teachers of Color, *MEGHAN PHADKE, University of Minnesota - Twin Cities*

Education and Immigration in the Chilean Context: A Concrete Study, *Manuel Perez, University of Illinois at Urbana-Champaign*

5.22.015 Education Across Content Areas

9:00-10:30 CT

Chair: Samara Dawn Madrid Akpovo, The University of Tennessee Knoxville

“Bill Nye isn’t a real scientist”: Narrative Inquiry of Misogyny
, Morgan Paige Tate, University of Georgia

Developing Collaborative Futures in Physical Activity for Children with Special Education Needs: A Collective Case Study of Four Adapted Physical Educators,
Geoffrey Meek, Bowling Green State University

An ethic and pedagogy of discomfort: Preschool teachers’ unknowing, uncertainty, and emotional vulnerability, *Samara Dawn Madrid Akpovo, The University of Tennessee Knoxville, Sarah Neessen, East Tennessee State University., Lydiah Nganga, The University of Wyoming, and Cassie Sorrells, The University of Tennessee*

Research on the Competency Model of the Head Teachers in Technical Colleges,
Wang Nannan, Beijing Normal University

5.22.016 Justice and Accountability

9:00-10:30 CT

Chair: Qui Dorian Alexander, University of Minnesota--Twin Cities

Caught between educational accountability reforms, compliancy and political interference: A case of schools in a province in South Africa, *Bongani D Bantwini, Walter Sisulu University, and Pontso C Moorosi, University of Warwick, UK*

Exploring Discursive Tensions around Justice through Elicitation Vignettes, *Rachel Ranschaert, University of Georgia*

Using Post-Intentional Phenomenology to Study Abolitionist Praxis, *Qui Dorian Alexander, University of Minnesota--Twin Cities*

Producing, Punishing, and Resisting Latina/o/x Migrant Deportability through Sub-Federal Immigration Policy in the United States, *Hannah Boyke, Michigan State University, and Pilar Horner, Michigan State University*

Seeking Social Justice with Interpretive Phenomenological Analysis, *Aline Bogossian, Université de Montréal, and Denise Michelle Brend, Concordia University*

5.22.017 New Materialism and Sociomateriality

9:00-10:30 CT

Chair: Rina Kundu Little, Texas Tech University

The Call and Response Museum Program: Art, Collaboration, Materiality, and Emplacement, *Rina Kundu Little, Texas Tech University*

Waterworld: H2O as Constituent of Social Research, *Pauli Badenhorst, The University of Texas Rio Grande Valley, and Laura M Jewett, The University of Texas Rio Grande Valley*

Mess & Intuition: (Re)considering Sociomaterial Research Practice, *Emily Jean Hood, Appalachian State University*

5.22.018 PAR: AR in Primary and Secondary Education

9:00-10:30 CT

Chair: Young Ah Lee, The Ohio State University - Lima

Investigating Teacher Candidates Reading Characters' Social Identities Portrayed in Children's Literature Through Self-Study, *Young Ah Lee, The Ohio State University - Lima*

Exploring the Importance of School Garden with Participatory Action Research, *Bineeta Baral, Kathmandu University*

Shadows and Light Investigating with Children: Developing Agency through Play-Based Learning, *Kelly M. Gross, Northern Illinois University*

Creating an Aesthetic Learning Space for STEAM Graduates: A Participatory Inquiry, *Parbati Dhungana, Kathmandu University, School of Education, and Roshani Rajbanshi, Kathmandu University, School of Education*

Education for Research Incubation. Reflective Musings on how Transdisciplinary Classes Transform Students

5.22.019 Mode of Thinking and Acting

9:00-10:30 CT

Education for Research Incubation: Reflective Musings on How Transdisciplinary Classes Transform Students Mode of Thinking and Acting, *Hanne Vrebos, KU Leuven, Giovanni Maria Bianchi, KU Leuven, Ziloy Croughs, KU Leuven, Elise De Scheemaeker, KU Leuven, Abigail Ruth Banisa Mier, KU Leuven, Ariel Alexis Pacifici, KU Leuven, Marie Vanespen, KU Leuven, Alicia Vanderstighelen, KU Leuven, Louis Wirla, KU Leuven, and Karin Hannes, KU Leuven*

A transdisciplinary group of 9 students embarked on a yearlong challenge based research incubation trajectory in the context of a Transdisciplinary Honors Program at one of Europe's most innovative universities. The program fostered an environment for collaborative research, enabling students to gain knowledge beyond their general curriculum through the process of tackling a wicked societal challenge. Come and join our interactive MIRO board moderated by the students themselves.

5.22.020 Autoethnography and Classroom Pedagogy

9:00-10:30 CT

Chair: Andrew Louis Kipp, Kansas State University

Teaching to Blank Screens: A Duoethnographic Approach to Understanding Teacher Agency during COVID-19, *Andrew Louis Kipp, Kansas State University, Kent Douglas Muyskens, n/a, and J. Spencer Clark, Kansas State University*

Critical Reflection on Compartmentalized Pedagogy and Envisioning Ahead through STEAM Sensation in Mathematics Education: An Auto/Ethnographic Inquiry, *Madan Rijal, Kathmandu University, and Bal Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education*

Incorporation of Arts and Technology in the Subject Matter : A Collaborative Inquiry, *Roshani Rajbanshi, Kathmandu University, and Parbati Dhungana, Kathmandu University School of Education*

Soaring to New Heights: A Collaborative Autoethnography on Transformation in Higher Education, *Jacob Kelley, Auburn University, and Ashley N. Watson, University of Minnesota, Twin Cities*

Using Decolonizing Autoethnography Methodology to Explore Navigating the Traditional Research Process, *Faran Saeed, Oregon State University, Freddy Leon, Oregon State University, and Sara Caldwell-Kan, Oregon State University*

In-Depth Analysis of Social Context in Emancipatory 5.22.021 Research: Voice Centered Listening

9:00-10:30 CT

Reflecting on stereotypes and privileges in international volunteering – Making the complexity of identity negotiations visible through VCL, *Mechthild Kiegelmann, University of Education Karlsruhe - Germany, and Franziska Müller, University of Education Karlsruhe, Germany*

The Role of Gender in the Subjective Experience of a Diverse Sample of Persons Recovered from Eating Disorders, *Marie-Luise Springmann, Karlsruhe University of Education, and Mechthild Kiegelmann, Karlsruhe University of Education*

Reflecting on stereotypes and privileges in international volunteering - Making the complexity of identity negotiations visible through VCL, *Franziska Müller, University of Education Karlsruhe, Germany, and Mechthild Kiegelmann, Karlsruhe University of Education*

Theatre in dementia health care - secondary analysis from the perspective of theatre pedagogy, *Jessica Hoehn, Karlsruhe university of education and HS Osnabrück, and Stefanie Seeling, Osnabrück University of Applied Sciences (Germany)*

Emotional Self-Concept of Refugee Children: VCL as a Supplement for Understanding Non-Verbal Signs and Ambivalence, *Sasmita Rosari, University of Education Karlsruhe - Germany, Christoph de Oliveira Käßler, TU Dortmund University - Germany, and Mechthild Kiegelmann, University of Education Karlsruhe - Germany*

Introduction of panel by the Chair, *Mechthild Kiegelmann, University of Education Karlsruhe - Germany, Franziska Müller, University of Education Karlsruhe, Germany, Marie-Luise Springmann, Karlsruhe University of Education, Jessica Hoehn, Karlsruhe university of education and HS Osnabrück, and Sasmita Rosari, University of Education Karlsruhe - Germany*

Discussant, *CAROL GILLIGAN, New York University*

5.22.022 Education During Multiple Pandemics

9:00-10:30 CT

Chair: Candance Doerr-Stevens, University of Wisconsin-Milwaukee

Responding to Multiple Pandemics: Collaboration in a School District/University/Arts Nonprofits, *Candance Doerr-Stevens, University of Wisconsin-Milwaukee, Jenny Brownson, University of Wisconsin-Milwaukee, Anna Grosch, Lynden Sculpture Gardens, Natalie Hahn, University of Wisconsin-Milwaukee, Steven Vande Zande, Milwaukee Public Schools, and Joëlle Worm, University of Wisconsin-Milwaukee*

Overworked, Undervalued, and Unappreciated: Teachers' Voices During COVID-19, *Alexis L. Jones, Eastern Illinois University, and Meghan A. Kessler, University of Illinois at Springfield*

Chilean EFL teachers and Emergency Remote Teaching. The other Front Line., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Teaching during Transition: Supporting Pre-Service Teachers in Virtual and Hybrid Field Placements, *Samantha M. Meister, University of Wisconsin-Green Bay*

5.22.023 Ethics

9:00-10:30 CT

Chair: Anya Hommadova, Arizona State University

Navigating the Tensions of Ethics, Power and Duty to the Community, *Anya Hommadova, Arizona State University*

Ethics and Inclusive Research with Communities Labeled/with Intellectual Disability, *Ann Fudge Schormans, McMaster University, and Erin L Kuri, McMaster University*

Roles of Culture on Casino Gambling among Laotian Immigrants in the U.S., *Xingxing Wu, University of Illinois at Urbana-Champaign, Kimberly Shinew, University of Illinois at Urbana-Champaign, and Laura Payne, University of Illinois at Urbana-Champaign*

Conducting Trustworthy and Reliable Narrative Research with Refugees, *Alia Hadid, University of Rhode Island*

5.22.024 Roundtable: Access, Equity, and Inclusion

9:00-10:30 CT

Chair: Johanna Creswell Baez, Columbia University School of Social Work

(Un)safe Identities: School as an Epicenter of Racialization, Surveillance and Disciplining of Refugee Youth, *Emina Buzinkic, PhD student*

Preparing Culturally Responsive Teacher Candidates for English Learners, *Susan Foster, Southern Illinois University Carbondale, Barbara Martin, Southern Illinois University Edwardsville, and Samaneh Jafari, Southern Illinois University Edwardsville*

Diversity, Equity, and Inclusivity in a Time of Crises: A Reflection on Educators' Perspectives of Critical Theory and Social Justice Issues, *Araba A. Z. Osei-Tutu, Purdue University, Stephanie Oudghiri, Purdue University, Alankrita Chbhikara, Purdue University, Razak Kwame Dwomoh, Purdue University, Lili Zhou, Purdue University, and Troy Bell, Purdue University*

Mindfulness Practices to Improve Student Mental Health, Discipline, and Academic Achievement: A Collaborative Effort, *Cheryl L. Burleigh, Brandman University*

Examining the Current Access, Use, and Provision of Physical and Mental Health Services for Unaccompanied Immigrant Minors in Houston, Texas: A Qualitative Study, *Johanna Creswell Baez, Columbia University School of Social Work, and Padma Swamy, Baylor College of Medicine*

Indigenous Circle: Making Sense and Resisting Violence and the Impacts of Colonisation: Centring our 5.22.025 Indigenous Agency

9:00-10:30 CT

Chair: Janice M Victor, University of Lethbridge

Perspectives of recovery and health among Indigenous people living with homelessness and addiction in a Canadian prairie city, *Janice M Victor, University of Lethbridge, and Melissa Shouting, University of Lethbridge*

Indigenous Peoples and School Bullying and Violence, *Stephen James Minton, University of Plymouth*

Kurdish as a hidden identity, *Aslihan Guler, Indiana University*

**Inter and Enter: An invitation to (Collaborative)
5.22.026 Autoethnography at the Intersections, I**

9:00-10:30 CT

In My Father's Language, *Portnip Israsena Twishime, University of Massachusetts Amherst*

Enterings, *Carmen Hernandez-Ojeda, Independent scholar*

Writing as a Desire for the Collaborative, *Ronald J. Pelias, University of Louisiana-Lafayette*

Prisoner of Borders: An Autoethnography of Transit Between "Inter" and "Enter", *Katty Albhayek, University of Massachusetts Amherst*

Liminal Me, *Christopher N. Poulos, University of North Carolina-Greensboro*

5.22.027 Arts-Based Research: Critical Arts Based Research (1)

9:00-10:30 CT

Chair: Sarah T. Travis, University of Illinois at Urbana-Champaign

Conceiving of K-Feminism through the narratives of Korean Female International Graduate Students: Based on the interdisciplinary study of video-ethnography, visual journal collage, critical theory, and feminism, *Bokyoung Jo, University of Georgia, and Jiyea Park, University of Georgia*

"Your Room, Your Rules:" A Cam Girl Stakes Claim of the Screen, *Jose Santos Ardivilla, Texas Tech University*

Portraiture as Critical Arts-Based Research, *Sarah T. Travis, University of Illinois at Urbana-Champaign*

5.22.028 Theories and Practices of Research

9:00-10:30 CT

Chair: Serge Frederick Hein, Virginia Tech

Pragmatism: Worldview, epistemology or neither, *Carol Isaac, Mercer University*

The Autonomous Self: Subjectivity and Society in Contemporary Psychology, *Simone Barbagallo, University of Padua, Ciro De Vincenzo, University of Padua, and Adriano Zamperini, University of Padua*

Delinquent Inquiry under Repressive Apparatus, *Joseph David Sweet, University of North Carolina at Pembroke, Susan Ophelia Cannon, Mercer University, and Zachary S. Laminack, University of North Carolina at Pembroke*

The Completion of Immanence: Achieving Fully Immanent Inquiry, *Serge Frederick Hein, Virginia Tech*

5.22.029 Arts-Based Research: Aesthetic Community

9:00-10:30 CT

Chair: Katherine Ann Suender, Western Michigan University

The Show Must Go On!: Older Adults Coping During COVID-19 Isolation by Participating in Virtual Theater, *Katherine Ann Suender, Western Michigan University*

Making Together: Stories and Art at a Supported Studio, *Chloe Watfern, University of New South Wales*

Outcomes from The New York City Mural Arts Project: Reflections on Visual Methodologies through Community Mural-Making, *Elfreda Bell, Christopher Cardinale, Elana Hubert, ehubert@ucsb.edu, Holly Hudgins, Ana Moran, Amy Sharp, Vanessa Smith, Jon Souza, and Janice Walker*

Street Art Informed Research in Organization Studies, *Agata Morgan, Jagiellonian University, Krakow, Poland*

5.22.030 Issues in Higher Education

9:00-10:30 CT

Chair: Darolyn "Lyn" Jones, Ball State University

The Interpretive Interactionist Challenge: Sensemaking in Tension with the Tenets of Appreciative Inquiry, *Dan W Royer, Ball State University*

Power, Politics, Foucault, and Community College Leadership, *Jill Channing, Clemmer College, East Tennessee State University*

"It Should be Reciprocal, Shouldn't it?" Border Crossing into the Communities Where We Teach and Research, *Darolyn "Lyn" Jones, Ball State University*

Causes and Measures of “Bird Course” in Higher Education Public Elective Courses, *Xinshan LYU, Beijing Normal University*

5.22.031 Higher Education and COVID-19

9:00-10:30 CT

Chair: yabin tang, University of Georgia

How can you mend a broken heart?, *Juan Carlos Silas-Casillas, ITESO, and Sylvia Vazquez, ITESO*

Understanding Graduate Student Preferences Using Free Virtual Resources in an Asynchronous Research Methods Course, *Phillip D. Grant, University of West Georgia, and Elizabeth Pope, University of West Georgia*

Covid 19 led to Pedagogical Transformation: Virtual Teaching Experiences in Higher Education, *Yadu Prasad Gyawali, Mid-western University, Surkhet, Nepal*

Higher Education Students Experience Through Forced Change in Learning Models. The Case of the Shift to Emergency Remote Learning Due to Covid-19 in a Private Institution in Mexico., *Sylvia Vazquez, ITESO, and Juan Carlos Silas-Casillas, ITESO*

Chinese International Doctoral Students’ Experiences in the United States during COVID-19 Pandemic, *yabin tang, University of Georgia*

5.22.032 Qualitative Research Design, II

9:00-10:30 CT

Chair: Layane Thomas Mabasa, University of Limpopo

Using Robert Stake’s Responsive Evaluation Approach to Empower Students to Take Part in the Decision-Making Process, *Layane Thomas Mabasa, University of Limpopo*

Text Analysis: What Exactly Is the Subject of the Investigation? A Phenomenological Hermeneutic Study of ‘Consciousness Thinking’ (CT) Writings, *liat zucker, University of Haifa, Israel, Ofra Maysel, University of Haifa, and Marianna Ruah-Midbar Shapiro, Zefat Academic College*

A systems approach: Effective qualitative case study research design, *Jessica Rose Daniels, Bethel University, and Ben Thomas, Northwest University*

“If Qualitative Research Isn’t Generalizable, What is the Point?”: Revisiting John Elliott’s Concept of Universalizable Research, *James Sheldon, University of Arizona, and Kai Rands, National Coalition of Independent Scholars*

Scaling in qualitative inquiry, *Mirka Koro, Arizona State University, Mariia Vitrukh, Arizona State University, Marina Basu, Arizona State University, Jorge Sandoval, and Anani Vasquez*

“We are Stories, Not Labels” Lessons from the 5.22.033 Aanikoobijigan

9:00-10:30 CT

“We are Stories, Not Labels” Lessons from the Aanikoobijigan, *Miranda Lesperance, University of Toronto*

Human resources development (HRD) at local and 5.22.034 international levels and sectors

9:00-10:30 CT

How to motivate youth in rural Illinois to attend workforce development programs and colleges, *Jung Sun Sung, University of Illinois, Urbana-Champaign*

Outcomes of Management Development and its Implication for Human Resource Development Research, *Shoptorshi Rahman, University of Illinois, Urbana-Champaign*

Emergent recruiting technology. A case study of GIES virtual career fairs, *Ning Zulauf, University of Illinois, Urbana-Champaign*

5.22.035 Anti-Racism and Poetic Inquiry

9:00-10:30 CT

Chair: Youmna NA Deiri, Independent Scholar

Poetic Narratives as Textural Descriptions of Experiences Among Division I Black Female College Athletes, *Beau Houston, Independent*

The Poetics of Loss, Uncertainty, and Violence: Reflecting on Violent Ruptures and Loss in the Qualitative Research Process, *Younna NA Deiri, Independent Scholar, and Tanja Burkhard, Washington State University*

Crime of Passion: What to do for African Immigrants in 5.22.036 the US

11:00-12:30 CT

Crime of Passion among African Immigrants in the US: Direct Lessons from Male Perpetrators, *Ugochi Florence Chigbu, Adventist Hospital and Motherless Babies Home, Aba, Nigeria, Oluchi Nancy Nwaobia, Federal Medical Center, Umuahia, Nigeria, and Kingsley Chigbu, University of St Thomas*

5.22.037 Higher Education and Multiple Pandemics

11:00-12:30 CT

Chair: Shiyu Sun, University of Illinois at Urbana-Champaign

The Culprit and the Redeemer. A Non-Intentional Qualitative Inquiry about Becoming the Infectious Other through Syndemic Power Dispositifs. *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco., Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

Performing my My Pandemic Impact Statement (PISS in short): Answering Inhumane Invitation, *gonen dori-hacoben, University of Massachusetts, Amherst*

Cultivating a collaborative scholarly personal narrative: Creating qualitative space in the midst of multi-pandemics, *Chelsea Gilbert, The Ohio State University, Lisa Combs, The Ohio State University, Maretha Dellarosa, The Ohio State University, Myung-Jin Kim, The Ohio State University, Alexander G-J Pittman, The Ohio State University, Spencer Smith, The Ohio State University, Tessa Smith, The Ohio State University, Shay Valley, The Ohio State University, and Penny A. Pasque, The Ohio State University*

Chinese International Students' Sense of Belonging to School and the United States During the Pandemic: A Qualitative Study. *Shiyu Sun, University of Illinois at Urbana-Champaign, Shiyu Sun, University of Illinois at Urbana-Champaign*

5.22.038 Educational Autography, I

11:00-12:30 CT

Chair: Anne Namatsi Lutomia, Michigan State University

Autoethnographic Poetry about the Classroom Experience: The Struggles to be Visible and Make Authentic Connections, *Jonga Lee, Department of Educational Theory and Practice, University of Georgia*

Making Curriculum, Composing Lives - Engaging in Collaborative Curriculum Development as Complicated Conversations in a Graduate Class, *Xia Ji, University of Regina*

Expanding Adult Learning Research: A Collaborative Autoethnography of Three Foreign-Born Adult Learning Scholars, *Anne Namatsi Lutomia, Michigan State University, Jeremy W Bobonos, Texas State University, Austin, Texas, and Phenious Chuma, Texas State University, Austin, Texas*

Indigenous Circle: Reclaiming: Indigenous Healing 5.22.039 Methods through the Land

11:00-12:30 CT

Chair: Ulrich Teucher, University of Saskatchewan

Indigenous Ways of Knowing: On the Land to Promote Wellness, *Ann Margaret seymour, Carleton University*

Plants, People, & Community: Cultivating Compassion & Resilience through Nature-based Approaches to Healing, *Jennifer Ma, Ontario College of Art and Design University*

Miyo-máhcihowin (“good health and well-being”): Decolonizing research into Inflammatory Bowel Disease, *Ulrich Teucher, University of Saskatchewan, Linda Porter, Juan-Nicolas Pena Sanchez, University of Saskatchewan, Derek Jennings, University of Saskatchewan, Colten Brass, Rhonda Sanderson, Robert Porter, CL Quintin, Michelle Johnson-Jennings, University of Saskatchewan, and Osei Jessica, University of Saskatchewan*

5.22.040 PAR: Community Focused Action Research

11:00-12:30 CT

Chair: Mary Brydon-Miller, University of Louisville

A Heartwarming Act of Staggering Genius (With Apologies to Dave Eggers): The Gloucestershire Gateway Trust, *Mary Brydon-Miller, University of Louisville*

Community-driven research: Understanding and supporting father engagement, *Kyle Miller, Illinois State University, Taylor Swiderski, Illinois State University, and Dane Sorensen, Illinois State University*

Social Isolation and Social Inclusion of Elderly People: An Action-Research Proposal about Processes and Possibilities of Urban Coexistence, *Zeno Mutton, Independent Researcher*

Rewriting the Script with LGBTQ+ Community Members and Pre-Professional Healthcare Students for More Equitable Healthcare, *Lucero Martinez-Delgado, and Shandra Esparza*

5.22.041 Listeners

11:00-12:30 CT

Chair: Yosepha Tabib-Calif, Hebrew University/Academic College of Education

Un-Listening' while 'Listening' to Voices: Insights and Reflections, *Ishita Upadhyay Bharadwaj, University of Delhi*

Listening Out Loud with Young Participants: Conducting Virtual Interviews with Young Children During COVID-19, *Jue Wang, The Pennsylvania State University, University Park*

Ethnographic Biography: Tracing Paths across Multiple Times and Spaces, *Yosepha Tabib-Calif, Hebrew University/Academic College of Education*

Development of knowledge and subjectivity by analysis of teacher-movies, *Jean-Marie Weber, Luxembourg*

Reconceptualizing the language of intervention in mindfulness, *Shannah Dutrisac, University of Saskatchewan, and Ulrich Teucher, University of Saskatchewan*

5.22.042 Critical Reflections on Interviewing, II

11:00-12:30 CT

Chair: Dr. Olga Gould, ENMU

Has Social Media Made People More or Less Connected?: A Qualitative Case Study with College Students, *Dr. Olga Gould, ENMU, and Malika Sultonova, SUNY*

A Case Study of Middle School Leadership Behavior under the COVID-19 In China, *Shuchen Zhou, Beijing Normal University*

Knowledge Management Practices in Judiciary: Day to Day Practices by the Justices of Nepalese Judiciary, *Krishna Prasad Paudel, Kathmandu University*

5.22.043 Urban Education

11:00-12:30 CT

Chair: Jim Scheurich, Indiana University - Indianapolis

COALITION-BASED GRASSROOTS ACTIVIST RESEARCH IN RESISTANCE TO NEOLIBERALISM WITH SOCIAL MEDIA USE FOR LOCAL DISSEMINATION, *Jim Scheurich, Indiana University - Indianapolis, and Robert Foote, Indiana University - Indianapolis (IUPUI)*

Qualitative Inquiry: Unraveling Ideology in Progressive Education, *marie rinck de boer, NHL Stenden University of Applied Sciences*

We'll Save Them, Not Teach Them: Urban Students are America's Untouchable Class, *Jennifer N. Brooks, University of Illinois Urbana Champaign, and Jennifer L. Martin, University of Illinois Springfield*

5.22.044 Performance Autoethnographies and Videos

11:00-12:30 CT

Chair: Mike Alvarez, University of New Hampshire

The Price of Blue Skies: Power and Powerlessness in the Inpatient Psychiatric Unit, *Mike Alvarez, University of New Hampshire*

Family and Loss, The Virtual Gathering Together: A Performance Autoethnography, *Desiree Rachel Yomtoob, Independent Scholar*

5.22.045 Media Studies

11:00-12:30 CT

Chair: Yiran Gao, University of Illinois at Urbana - Champaign

Gender and Stand-Up Humor: a Controversy in Chinese Internet, *Yiran Gao, University of Illinois at Urbana - Champaign*

From Critical Media Engagement to Reflexive Media Awareness—Fostering Empathy in a Popular Media Pedagogy, *Christopher Jeansonne, Rensselaer Polytechnic Institute*

How the Godzilla Franchise Has Maintained Its Core Motifs Over 67 Years, *Jules Marcel Patalita, Bowling Green State University*

5.22.046 Arts-Based Research: Critical Arts Based Research (2)

11:00-12:30 CT

Chair: Lalenja Harrington, UNCGreensboro

Liberatory Theatre, Critical Community Building and the Decolonization of Research and Pedagogy in the Higher Education Classroom, *Lalenja Harrington, UNC Greensboro, Lalenja Harrington, UNCGreensboro*

The crystallizing teacher: Writing as a method of critical praxis research to open understandings of praxis, *Craig Wood, Queensland Teachers' Union*

Surveillance in Schools? Using Arts-Based Research to Explore our Classroom Identities, *Amanda Shopa, University of Minnesota, Laura Lemanski, University of Minnesota, and Samuel Herreshoff Peck, University of Minnesota*

An Autoethnographic, Arts-Based Account of a Middle School Closure in 100 Ceramic Plates, *Paul Bernard Cope*

5.22.047 New Directions in Interviewing

11:00-12:30 CT

Bursting Forth: Attending to the More-than-Human in Interviews, *Kathryn Roulston, The University of Georgia*

Ten Years of Objects: Following the Trajectories of Object-Interviews, *susan nordstrom, University of Memphis*

Ma(r)king maps: Methodological Modulations of Theoretical and Material Mapping in Qualitative Interviews, *Maureen Alice Flint, University of Georgia*

(Purposeful?) Entanglements in Focus Group Interviews, *Travis Marn, Southern Connecticut State University, and Jennifer Wölgemuth, University of South Florida*

5.22.048 Visual Studies

11:00-12:30 CT

Chair: Jenna Michelle LaChenaye, The University of Alabama at Birmingham

Environment as Living Text: Documenting Environmental Displays of Local Epistemology in the Louisiana Wetlands, *Jenna Michelle LaChenaye, The University of Alabama at Birmingham*

A Picture Is Worth a Thousand Words: Incorporating Instagram Images and Captions into Small Story Analysis, *Stormy C Sweitzer, Case Western Reserve University*

Judge me on my Picture: A Serial Reconstructive Picture Analysis of Tinder Profiles, *Andrea Kleeberg-Niepage, European University Flensburg, Germany, and Johanna Lisa Degen, European University Flensburg, Germany*

Hashtags, Images, and Identity: An Interdisciplinary Qualitative Approach to Analyzing Transgender Latinas' Use of Instagram, *Luis R. Alvarez-Hernandez, School of Social Work, University of Georgia, Kyser Lough, Grady College of Journalism and Mass Communication, University of Georgia, and Rebekah Ingram Estevez, Mary Frances Early College of Education, University of Georgia*

Critical race, language, and ethnic studies in the United States and abroad

11:00-12:30 CT

The Examination of the Black Linguistic Experience through the Black Lens, *Miche'le Johnson, University of Illinois, Urbana-Champaign*

Black Butterflies & Glass Ceilings, *Angelique Evans, University of Illinois, Urbana-Champaign*

**Across Borderlands and Latina/x Art Methodologies:
Engaging in Transformation, Healing, and Testimonios
5.22.050 through Transdisciplinary Practices**

11:00-12:30 CT

Visual Translanguaging: Nepantla as Borderlands Performance, *Christen Sperry Garcia, The University of Texas Rio Grande Valley*

Online Studios: Fostering Community in Times of Isolation, *Sheila Lorenzo de la Peña, Edinboro University*

Art as the Mechanism for Addressing Mental Health Support Needs of MPP Asylum Seekers Living in the Matamoros Refugee Camp, *Lilia Cabrera, University of Texas Rio Grande Valley*

With My Ancestors In My Studio: Researching My Taíno Roots, *leslie Christina sotomayor, Edinboro University of PA*

**Inter and Enter: An invitation to (Collaborative)
5.22.051 Autoethnography at the Intersections, II**

11:00-12:30 CT

Tally, *Timothy Matthew Lee Sutton*

I Don't Really Know Where to Go..., *Claudio Moreira, University of Massachusetts Amherst*

Reaching Across the Breach: Academic Labor and Longing, *Elissa Foster, DePaul University*

Dear White Sister, *Ayshia Mackie-Stephenson, Bunker Hill Community College*

(W)riting for the Possible, *Bryant Keith Alexander, Loyola Marymount University*

5.22.052 Qualitative Research Design, I

11:00-12:30 CT

Chair: Rachel M. Magee, University of Illinois

Toward Anti-Bias Inquiry and Research Design, *Rachel M. Magee, University of Illinois, and S. Posey, University of Illinois*

Qualitative Research Design Considerations when Researching with Autistic Adults, *Margaret Gower Janse van Rensburg, Carleton University*

Qualitative Research: An Upside-Down Approach., *Francoise Chevalier, HEC Paris, and Bianca Crivellini Eger, HEC Paris*

Career Decision Making Processes among Teachers: The Evolution of a Qualitative Research Design, *Hayuta Yinon, Oranim Academic College of Education*

5.22.053 Posthumanism, II

11:00-12:30 CT

Chair: Cala Coats, Arizona State University

Tracing Bodily Strata with Skeletal Flows, *Cala Coats, Arizona State University*

Invisible Stories: Language Teachers' Professional Journeys., *Donata Puntil, King's College London*

diaethnographic experience with dog companions, *Polina Golovatina-Mora, Universidad Pontificia Bolivariana*

Lost With(out) Theory, Methodology: Limning Liminal Subjectivities with Pragmatist–Posthuman Feminism and Intimate Scholarship, *Katie Beavan, New York University*

5.22.054 Participatory Action Research

11:00-12:30 CT

Chair: Amanda O. Latz, Ball State University

Giving voice with performative research methods: A view inside Austrian immigration detention, *Katharina Miko-Schefzig, Vienna University of Economics and Business, Cornelia Reiter, Vienna University of Economics and Business, Mark Learmonth, Durham University UK, and Karin Sardadvar, Vienna University of Economics and Business*

Questioning the Role of Documentation within Photovoice, *Amanda O. Latz, Ball State University*

Conducting Research in the Time of COVID-19: Re-visioning a PAR Project about Diabetes Self-management Education for Seniors in Rural Ontario, Canada, *Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, Lenora Duhn, Queen's University, Idevania G. Costa, School of Nursing, Lakehead University, Thunder Bay-ON, Canada, Genevieve Pare, Queen's University, Beatriz Alvarado, Queen's University, and Deborah Tregunno, Queen's University*

Trauma-Informed Care in CBPAR: A Clinical Perspective, *Katie M. Jones, Michigan State University, and Marya R. Sosulski, Michigan State University*

Art Research for Change (ARC): Promoting a new university tobacco policy, *Charis Davidson, Mercy College, Mary Kramer, Minnesota State University, Mankato, Cecelia Schaeffer, Minnesota State University, Mankato, and Stacy Scherer, Minnesota State University, Mankato*

Arts-Based Research: The Arts, Experience, and 5.22.055 Connection

11:00-12:30 CT

Chair: Kristen Elizabeth Fung, University of South Florida

Participation in Musical Activities Benefits People with Disabilities: A Qualitative Phenomenological Study on Individuals with Various Handicaps, *Alexa Dishroon, University of North Alabama*

Uncovering and Exploring Personal Qualitative Epistemological Stances Reflecting through Cultural Modes of Artistic Expression, *Huiruo Chen, University of South Florida, Janet Richards, University of South Florida, Michelle Angelo-Rocha, University of South Florida, and Alyssa Batastini, University of South Florida*

Transforming Places with People Using Nature: A Case Study Featuring A Place of Worship, *Sarah Marie Angne Alfaro, Ball State University*

Transmediation A/R/T/S: Complex Texts Made Clear in Qualitative Research Courses, *Kristen Elizabeth Fung, University of South Florida*

5.22.056 Ethnographic Turns

11:00-12:30 CT

Chair: Pauli Badenhorst, The University of Texas Rio Grande Valley

Making Sense of Ressentiment: Reading Data through the Lens of Film to Construct Theory, *Pauli Badenhorst, The University of Texas Rio Grande Valley*

Digital ethnography to study how economic organizations elaborate a vitality regime in times of pandemic, *Nicolás Gómez, Universidad Central de Chile, and Margarita Lira*

Anthropology of Bloodless Bullfighting, *Pauli Badenhorst, The University of Texas Rio Grande Valley, and Laura M Jewett, The University of Texas Rio Grande Valley*

5.22.057 Student Perspectives in Education

11:00-12:30 CT

Chair: Bryan Walker, University of Memphis

Building Student-Teacher Relationships in an Alternative Education Setting, *Alana M Kennedy, University of Cincinnati, Todd Haydon, University of Cincinnati, and Vicki Plano Clark, University of Cincinnati*

Empty Seat: Appalachian Student Perceptions of Digital Activities in their Learning, *Evan Walter Dishong, Ohio University, Krisanna Machtmes, Ohio University, and Charles Lowery, Ohio University*

The perceived long-term influence of youth expeditions in participants' lives, *Maria-Jose Ramirez, Universidad de los Andes, Chile*

Using Transcendental Phenomenology to Gain Insight Into How Secondary Students Experience Out-of-School-Time Science Research, *Justin Andersson, University of Nebraska-Lincoln, Eric Buhs, University of Nebraska-Lincoln, and Chris Schaben, Omaha Public Schools, University of Nebraska-Omaha*

Exploring What It Means To Be a “Good Student” in an Online Writing Club with Undergraduates and Fifth Graders in a Time of Cultural Reckoning, *Bryan Walker, University of Memphis, Laurie MacGillivray, University of Memphis, and Sarah Langley, University of Memphis*

5.22.058 Art and Music in Education

11:00-12:30 CT

Chair: Jing Tan, Miami University

Art as Social Justice: Transcending Grade Levels and Content Areas, *Scott Baker, University of Wisconsin - La Crosse*

Dramatically Dismantling Binaries: Creating an Artistically Rigorous, Anti-Oppressive Drama Pedagogy, *Amanda Brown, University of Minnesota - Twin Cities*

Re-imagining Bilingual Curriculum through Music Education, *Jing Tan, Miami University*

Photovoice: Platform for Empowerment and Advocacy for Immigrant Students, *Betty O Riekkola, Albion College*

Logics as/for Sensemaking, Persuasion and Imagination: Prospects and Potentials of Inclusive Logics and Genres in a Transformative Educational Research Program, *Bal Chandra Luitel, Kathmandu University School of Education, Department of STEAM Education, Parbati Dhungana, Kathmandu University, Shree Krishna Wagle, Kathmandu University, and Binod Prasad Pant, Kathmandu University School of Education, Department of STEAM Education*

5.22.059 Trauma

11:00-12:30 CT

Chair: Madeline J Bruce, Saint Louis University

Stuck in Between: Responses to Child Sexual Abuse Disclosure in a Diverse Muslim American Community, *Rishtya Meena Kakar, University of Louisville*

Knowing One’s Death by Suicide: Phenomenological Journey of the “Mentally Ill” and Labelled in India, *SUPREET Kaur BHASIN, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

When Life Continues: Phenomenological Exploration into the Journey of Suicide Attempt Survivors, *SUPREET Kaur BHASIN, University of Delhi, and Ishita Upadhyay Bharadwaj, University of Delhi*

Media Reports of Sexual Assault in Ghana, *Christobel Asiedu, Louisiana Tech University, Vivian Dzokoto, Virginia Commonwealth University, and Christina Barnett, Virginia Commonwealth University*

“Burned into My Brain:” Trauma Anniversaries Examined Through Grounded Theory, *Madeline J Bruce, Saint Louis University, and Hisako Matsuo, Saint Louis University*

Interviewing professionals dealing with emergencies, *Minna Maarit Ruolanto, National Defence University Finland*

‘Differing’ as a guiding principle in approaching 5.22.060 researcher assessment

11:00-12:30 CT

Are you also convinced that we need other ways to approach researcher assessment in academia, that we may potentially have to queer ourselves out of the current situation? Come and join us on our shared collaborative workspace MIRA, add to our emerging mosaic of ideas and, become a co-author on the framework we will develop.

Co-creating a model for researcher assessment to be published collaboratively, *Karin Hannes, KU Leuven, Theresa Bengough, KU Leuven, Chloe Dierckx, KU Leuven, Lynn Hendricks, University of Stellenbosch / KU Leuven, Syeda Sidra Idrees, University of Edinburgh / KU Leuven, Priscilla Van Even, KU Leuven, Hanne Vrebos, KU Leuven, and Bieke Zaman, KU Leuven*

Global and comparative studies in education: Cases of 5.22.061 social justice in Africa and India

11:00-12:30 CT

Marginalized students’ learning experiences of mathematics: A study in India, *Praveen Chhikara, University of Illinois, Urbana-Champaign*

Ugandan Immigrant Experiences in US English Language Programs/ESL, *Kendra Nalubega-Booker, University of Illinois, Urbana-Champaign*

Creating a Common Humanity in India: A Counternarrative to Global and Linguistic Hegemony, *Aarthi Susarla, University of Illinois, Urbana-Champaign*

5.22.062 Black Feminist Thought

11:00-12:30 CT

Chair: Dalia Rodriguez, Syracuse University

Theorizing Testimonios/Testimonies through Critical Race Feminist Theory, Black Feminist Thought and Chicana Feminist Thought in Education, *Dalia Rodriguez, Syracuse University*

Listening to their Words Instead of Putting Words in their Mouths: An Alternative to Observation Analysis, *Sam Prough, University of Wisconsin-Madison*

Learning through Panoptic Surveillance: Making Sense of Black Women's Experiences with Discipline on Campus, *Janelle Grant, Purdue University*

"What Are They Really Saying?": Youth Voice and Pivoting with Radical Black Feminist Theory, *Chalais Carter, University of Massachusetts Amherst*

Multimodal Inquiries Inspired by Post-Philosophies: More-than-Human Relationalities that Produce

5.22.063 Inquiry(ies)

13:00-14:30 CT

Multimodal Inquiries Inspired by Post-Philosophies: More-than-Human Relationalities that Produce Inquiry(ies), *Candace R. Kuby, University of Missouri*

Manifestations in Basketry: Entangled Thinking through Weaving, *Lauren Hermann, University of Missouri*

(Re)Framing Narratives in the Round: Material Work for Critical Dimensions ↔ Dynamic Inquiry, *Erin M. Price, University of Missouri*

Co-composing through (Re)etymologizing with Words and Artistic Materials, *Candace R. Kuby, University of Missouri, and Rebecca C. Christ, Florida International University*

Non-Archivable: Affective Black Melancholy, *Traci Wilson-Kleekamp*

5.22.064 Disability Studies, I

13:00-14:30 CT

Chair: Carol Rogers-Shaw, University of Dayton

A Split-Page Autoethnography: Persevering & Becoming with a Disability During a Pandemic, *Carol Rogers-Shaw, University of Dayton*

Using Kafka's Metamorphosis to Explore Communication, Personhood, and Ableism, *Ramona Marie Schwartz-Johnston, National Louis University*

Unlikely Alliances: A co-produced consumer voices study for the Ontario Federation for Cerebral Palsy (OFCP), *Stephanie Joan Cork, and James Hunsberger*

Madness, Violence, and Education, *phil smith*

5.22.065 Educational Autoethnography, II

13:00-14:30 CT

Chair: Noor Khalayleh, The Ohio State University

The Importance of Belongingness Among Arab/Middle Eastern Students in American Higher Education: An Autoethnography, *Noor Khalayleh, The Ohio State University*

Silenced voices: an autoethnography of a "biased" graduate student, *Ana Cimblaris-Alkimi, Federal University of Minas Gerais, Djenane Ramalho-de-Oliveira, Federal University of Minas Gerais, Simone A. M. Mendonça, Federal University of Minas Gerais, and Felipe A. S. O. Lima, Federal University of Minas Gerais*

Anatomy of a School Grievance: An Autoethnography, *Chrissy J Cross, Stephen F. Austin State University*

Real and Imagined Family Language Policies and Practices of Motherscholars, *Heather L. Reichmuth, Department of Teacher Education, Michigan State University, Lee Her, Michigan State University, and Rebekah R. Gordon, Michigan State University*

Collecting Data and Constructing Arts-Based Research on Collective Traumas--A Performative and Interactive

5.22.066 Session

13:00-14:30 CT

Collecting Data and Constructing Arts-Based Research on Collective Traumas--An Interactive and Participatory Session, *Charles Vanover, University of South Florida, Cynthia Lubin Langtiw, The Chicago School for Professional Psychology, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and Aishath Nasheeda, Villa College, Maldives*

Indigenous Circle: Centring Relationality as

5.22.067 Methodology

13:00-14:30 CT

Chair: Virginie Magnat, University of British Columbia

Maamawe: Collaborative Data Analysis in Indigenous Contexts, *Lana Ray, Lakehead University*

The Performative Power of Vocality, *Virginie Magnat, University of British Columbia*

Indigenous Research as a Relational Process, *Stephany RunningHawk Johnson, Washington State University*

Artistic Mentoring as a Decolonizing Methodology: An Evolving Collaborative Ethnography with Maya Artists Pedro Rafael González Chavajay and Paula Nicho Cúmez, *Kryssi Staikidis, Northern Illinois University*

5.22.068 Autoethnography and Transformative Education

13:00-14:30 CT

Chair: Jing Tan, Miami University

A Critical Reflection about Social Justice Education as a Graduate Teaching Assistant, *Jing Tan, Miami University*

Journey towards transformative teacher educator: an auto-ethnographic inquiry, *Rajendra Dahal, Kathmandu University*

What is in an IEP? A Special Education Teacher's Autobiographical Inquiry, *Eleanor Xiaoxiao Mehta, University of Georgia*

Queer curriculum development through performance, *Michelle Lynn Knaier, Independent Scholar*

5.22.069 PAR: AR in Adult and Higher Education

13:00-14:30 CT

Chair: Mindy Gold,

Amplified and Muffled Voices through Digital Media in Times of Pandemic, *Inci Yilmazli Trout, Mary Brydon-Miller, and Alfredo Ortiz Aragon*

Challenges and Opportunities in Moving to Applied Action Research in an EdD Program, *Joseph McNabb*

Building an Online Relational Learning Community for Educational Leaders: A Future Creating Workshop, *Mindy Gold, Miriam Raider-Roth, Gail Dorph, and Mary Brydon-Miller*

Inclusive methods in the evaluation of outreach education programs: layering reflective journaling, participant observations, and interviews, *Sondra Marie LoRe, University of Tennessee*

5.22.070 Critical Reflections on Interviewing, I

13:00-14:30 CT

Chair: Juliet Hall, University of Plymouth

'Artistry, Analysis and Un-anticipating Anticipations': Critical Reflections on Researcher Positionality, Reflexivity, and Self-Care using the Biographical Narrative Interpretive Method (BNIM), *Lisa Martina Moran, Edge Hill University, Ormskirk, Lancashire, UK*

Transformative Interviews as an Interdisciplinary Method to Enhance Social Impact in Research, *Amrita Hari, Carleton University, Luciara Nardon, Carleton University, and Katlin Aarma, Carleton University*

"Better be a Drug Dealer than an Entrepreneur Son!": Entrepreneurial Identities Behind the Glory, *Nellie El Enany, The American University in Cairo, and Hani Henry, The American University in Cairo*

Think the Best of me 'Cos I'm doing my Best: Mothering Autistic Children, *Juliet Hall, University of Plymouth*

5.22.071 Critical Qualitative Research and COVID-19

13:00-14:30 CT

Chair: César Cisneros-Puebla, University of Tarapacá

It is just a lonely voice between the social rebellion and the pandemic, *César Cisneros-Puebla, University of Tarapacá*

Taking a Critical Turn in Appreciative Inquiry: Lessons Learned and Insights Gained in Community-Based Research during COVID-19, *Amanda Gebbard, University of Regina, Willow Samara Allen, University of Victoria, and Fritz Pino, University of Regina*

Doing it for the Sunday's: Parenthood and Physical Activity under COVID restrictions in the New American Aristocracy, *Ryan King-White, Towson University, and Michael Giardina, Florida State University*

Medical Education In The Covid 19 Epidemic Process, *Alper Sener, Canakkale Onsekiz Mart University*

5.22.072 Feminist Qualitative Research

13:00-14:30 CT

Chair: Shabana Mir, American Islamic College

Narratives of Muslim Women Organizers, *Shabana Mir, American Islamic College*

Embracing Child-Centered Ethnographic Approaches to Reconceptualize the Trajectory of Ethnic Minority Girls' Literacy Practices, *Jue Wang, The Pennsylvania State University, University Park*

Data Collection Strategies for Sharing Lived Experiences: Low-Income Mothers' Perceptions of Text (SMS) and Multimedia (MMS) Data Collection, *Katherine Occhiuto, Carleton University*

Spinning Futures: Interrogating feminist pedagogy and methodology with science fiction, *Shelly Melchior, The University of Alabama, Maureen Alice Flint, University of Georgia, Stephanie Anne Shelton, The University of Alabama, and Kelly W. Guyotte, The University of Alabama*

5.22.073 Futures in Qualitative Inquiry

13:00-14:30 CT

Chair: Aaron M. Kuntz, Florida International University

Excluding Futures: Ethical Inquiry When Not All Relations Matter, *Aaron M. Kuntz, Florida International University*

Weird Futures and Futures Weird, *Ryan Evely Gildersleeve, University of Denver*

Hay Mezclas, or Agencement, *David Lee Carlson, Arizona State University*

Penultimate Thinking as A Mode of Inquiry: Thinking the Future as Paroxysm, *Gerardo Blanco, Boston College*

Enacting the Future Now, Practices of Abolishing Things, *Brenda Sifuentez, Lewis & Clark College*

Complicating colonial notions of gender and women in 5.22.074 global perspective

13:00-14:30 CT

Invisible knowledge strategies and territorial tactics of women from low-income settlements of Indian cities, *Aparajita Santra, University of Illinois, Urbana-Champaign*

Examining the relationship between climate change, pastoral livelihoods and girl education in Indian Himalayas, *Rachita Rana, University of Illinois, Urbana-Champaign*

Exploring Ashkenazi-American Women's Identity, *Amanda Gold, University of Illinois, Urbana-Champaign*

Civic, social media and narratives of participation in 5.22.075 theory and practice

13:00-14:30 CT

Millennial Political Participation and Social Media, *Ramya Kumaran, University of Illinois, Urbana-Champaign*

Exercising Choice in Systems: The Social and Organizational dynamics that influence perception of change within Healthcare and Socioemotional Environments for Black Women, *Cecilia Vaughn-Guy, University of Illinois, Urbana-Champaign*

In Our Own Words: Autoethnographic Explorations of Black Women's Health, Mental Health, and Healing

5.22.076 Practices

13:00-14:30 CT

Chair: Alexis Grant-Panting, Texas Woman's University

I AM NOT "Lower Than a Dog...Lower Than Dirt": Making a Case for Autoethnography as an Emotional Healing Method For Black Women, *Alexis Grant-Panting, Texas Woman's University*

Plant Power: An Autoethnography of a Southern Black Vegan, *Vanessa Rebecca Ellison, Texas Woman's University*

Mental Health Matters: An Exploratory Study About People of Color Formerly Hospitalized in an In-Patient Psychiatric Facility, *LaWanna Fant, Texas Woman's University*

5.22.077 Critical Reflections on Race

13:00-14:30 CT

Chair: Julio E. Enrique Vega Cedeño, University of Minnesota

Sister Outsider: Lived Experiences of Black Women Early Childhood Educators Who Employ Culturally Relevant Pedagogy, *Meghan L. Gowin, Texas A & M University-Commerce*

Pláticando con Latinx Youth: A Consideration of Researcher Responsibility & Vulnerability, *Theresa Burruel Stone, Sonoma State University*

Endarkened Feminist Narrative: An Exploration of Black Women Family Child Care Providers' Cultural Knowledge During the COVID-19 Pandemic, *Crystasany R. Turner, University of Wisconsin-Milwaukee*

PopRicans Discuss Race: The Cultural Gentrification of Reggaeton Through Puerto Rican Nationalism, *Julio E. Enrique Vega Cedeño, University of Minnesota*

5.22.078 Resisting Neoliberalism in Urban K12 Education

13:00-14:30 CT

A STORY OF URBAN ACTIVISM OPPOSING NEOLIBERALISM IN K12 EDUCATION, *Jim Scheurich, Indiana University - Indianapolis, Nate Williams, Southern Illinois University - Edwardsville, Elena Silverman, Indiana University - Indianapolis (IUPUI), and Nickie Coomer, Indiana University - Indianapolis (IUPUI)*

Bought but not Sold Out: A Critical Autoethnography of a Public School Board Member in the Neoliberal Turn, *Gayle Cosby, Indiana University Purdue University Indianapolis*

The Influence of Charitable Organizations in K12 Education, *Charity Scott, The Ohio State, John Glenn College*

The Ideology of Accountability: School Choice, Privatization, and Teacher Subjectivity, *Alycia Elfreich, Indiana University, and Nickie Coomer, Indiana University--IUPUI*

Raising Our Collective Voices: A Sing-Along for our 5.22.079 Collaborative Futures

13:00-14:30 CT

Song Leader # 1, *Bryant Keith Alexander, Loyola Marymount University*

You'll never walk alone, *Kitrina Douglas, University of West London & Leeds Beckett University*

Song Leader # 3, *David Carless, University of the West of Scotland*

Song Leader # 4, *Marcelo Diversi, Washington State University Vancouver*

It's Alright, *David Carless, University of the West of Scotland*

5.22.080 Arts-Based Research: Collaborative Art Making

13:00-14:30 CT

Chair: Courtney A. Potts, The University Alabama

We Will Draw With Anyone About Anything, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

Academia Erotica: Radical Co-writing in the Lab, *Tatiana Chemi, Aalborg University, Denmark, and Kristian Firing, NTNU, Norway*

Pandemic Spacetime Mappings: Diffracting and crafting, *Courtney A. Potts, The University Alabama, and Alexandra Rodriguez, The University of Texas San Antonio*

Stepping Up, Keeping on Track, and Pulling Your Own Weight: Collaborative Arts-Based Research Metaphors, *Marcy Meyer, Ball State University*

5.22.081 Material Cultures

13:00-14:30 CT

Chair: Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University

The Material Culture of Disneyland: Archaeology of the Happiest Place on Earth, *Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University, and Claire Smith, Flinders University*

Students' Social Participation Practices and Urban Coexistence in University Towns: An Exploratory Analysis, *Zeno Mutton, Independent Researcher*

Building Acceptance of Alt-Right Organizations in a Liberal Campus Community, *Paula Marie Dawidowicz, Walden University*

Considering "The Community" in Higher Education's Community Engagement Work, *Carmine Perrotti, University of Minnesota, Twin Cities*

5.22.082 Research and Technology

13:00-14:30 CT

Chair: Amari Tevell Simpson, University of Illinois at Urbana Champaign

Roots & Legacy: Empowering families and communities through a mobile application, *Amari Tevell Simpson, University of Illinois at Urbana Champaign, and K. Milam Brooks, University of Illinois Chicago*

Mobile technology and teaching in high school classrooms: Do boundaries exist?, *Cheryl L. Burleigh, Brandman University, and Andrea M. Wilson, Walden University*

The direction of cyber ethics training program for IT employees: Qualitative Study., *Abreum Ju, University of Illinois Urbana-Champaign*

Possible Negative Effects from Usage of Cell-phone Technologies on College Students' Health, Well-being, and Academic Achievement, *Dr. Olga Gould, ENMU, and Andrii Zvarych, SUNY, Erie*

Mindfulness and Metacognition in Youth Technology Continuums of Use, *Rachel M. Magee, University of Illinois*

5.22.083 Mixed-Method Designs

13:00-14:30 CT

Chair: Jeannie Kerr, The University of Winnipeg

Shame versus Support: Examining the Conflicting Messages about Exercising during Pregnancy, *Savanna J Kerstiens, DePaul University*

Poverty, Racialization, and Opportunity Gaps: A Comparative Geo-Spatial Analysis of Student Mobility in a High-Poverty Urban Landscape, *Jeannie Kerr, The University of Winnipeg, and Ee-Seul Yoon, University of Manitoba*

A Mixed Method Approach to Evaluate a Coaching System Process with instructors for the Acquisition of Core Capacities for Early Childhood Care and Education (ECCE) in Sierra Leone, *Monica Fontana, Universidad Complutense de Madrid, and Celia Camilli, Universidad Complutense de Madrid*

The End of the so-called "Paradigm Wars" and the Birth of Mixed Methods Research: A Historical Study, *Anindya Sen, Northern Illinois University*

5.22.084 Language, Research and Translatability

13:00-14:30 CT

Chair: David Lee Carlson, Arizona State University

Research sans Translation: Gestures Towards a Creative Fumbling, *Marina Basu, Arizona State University, and Lauren Renee Mark, Arizona State University*

Affective and performative labour, *Mariia Vitruk, Arizona State University, and David Lee Carlson, Arizona State University*

An Extra-intra-linguistic Neurodiversity Manifesto, *Anani M. Vasquez, Arizona State University*

Towards the Performative, *Danielle Rylak, Arizona State University*

Refusal for survival and cultivation of discomfort, *Mirka Koro, Arizona State University*

5.22.085 Futures of Qualitative Inquiry

13:00-14:30 CT

Chair: Paul William Eaton, Sam Houston University

Enacting Truth-Telling Inquiry: Parrhesia in Daily Lived Experiences, *Paul William Eaton, Sam Houston University, and Kirsten Robbins, Ball State University*

The Impact of Digitization of Qualitative Research. The “Digital” as Medium and Method, Research Field and Objective and Social Practice, *Maria Kondratjuk, TU Dresden*

Wearing Pedagogy on Our Sleeves: Explorations of PhDness and Teacher Education, *Nicollette Frank, University of Georgia, and Elizabeth Spaulding, University of Georgia*

Zoomdemic, Quality, and Collaborative Futures in Qualitative Inquiry. Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco., *Consuelo Chapela, Universidad Autonoma Metropolitana Xochimilco*

The Bodies Collective presents online bodyography: The 5.22.086 Body through Screen

15:00-16:30 CT

The Bodies Collective presents online bodyography: The Body through Screen, *Davina Kirkpatrick, University of Plymouth, Ryan Paul Bittinger, Independent academic and Psychotherapist, Mark Huhnen, University of Bedfordshire, Sarah Helps, Tavistock and Portman NHS Trust, Jess Erb, Independent Writer, Researcher and Registered Psychotherapist, Claudia Canelli, Independent Researcher, and Alys Mendus, Melbourne Graduate School of Education*

5.22.087 Organizational and Cultural Studies

15:00-16:30 CT

Chair: Robin S Turner, University of Illinois at Urbana-Champaign

Flexibility or Codification? Narrative Inquiry in Organizational and Entrepreneurship Research, *Marie G. Segares, St. Francis College*

Learning from each other in a Scientific Program: Virtual informal learning during COVID 19, *Anne Namatsi Lutomia, Michigan State University, Barry Pittendrigh, Purdue University, Julia Bello-Bravo, Michigan State University, and John Medendorp, Purdue University*

Publicly Circulating Discourses of Racialization in Quebec Media, *Robin S Turner, University of Illinois at Urbana-Champaign*

The Perks of Being a Teacher of English in the Chilean Multicultural Classroom., *Michelle A. Espinoza Lobos, Universidad Arturo Prat*

Cross-Cultural Research for Social Development: Lost and Found in Culture, *Juliana Svistova, Kutztown University of Pennsylvania, Meera Bhat, University at Albany, SUNY, and Josue Andre, Heart to Heart International*

Collaborative Research-Futures with Children/Young People

5.22.088 People

15:00-16:30 CT

Uncaged Art and Missing Children: Children's art, Prosopopoeia, and Questions of Collaborative Research, *Heather G. Kaplan, University of Texas El Paso*

Space and Agency in Hybrid Learning Situations: How New Materialisms Fosters Collaboration, *Brittany Elisa Anchondo, Texas Tech University*

Youth, Power, Publicness: Problematizing the (Im)possibilities of Arts-Based Research, *Lisa Novak, University of Georgia*

Gleaning as Hopeful Research Practice in Blasted Economic Landscapes or How I Came to own a Paper Pocketbook, *Jaye Johnson Thiel, University of Georgia*

Ghost Stories: The Specters of Writing Children Drawing, *Christopher M. Schulte, University of Arkansas*

**Teaching Response to Crisis: A Critical
5.22.089 Autoethnographic Analysis**

15:00-16:30 CT

Pandemonium: A Phenomenological Examination of Teaching and Learning in a Pandemic, *Aletta M. Sanders, Ball State University*

I'm Only Human: Nontraditional Graduate Students During COVID Pandemic, *Dr. Ruby Cain, rcain@bsu.edu*

All I Have to Offer is Empathy and Care, *Karen M. Hansen-Morgan, American College of Education, Aletta M. Sanders, Ball State University, Dr. Ruby Cain, rcain@bsu.edu, and Kim Dawn Brown, Ball State University*

"What if I fall? Oh, but darling, what if you fly.," *Kim Dawn Brown, Ball State University*

**Sounds of Silences Still Breaking: A tribute to Janet
5.22.090 Miller's life and career**

15:00-16:30 CT

Unsettling Silence: Anarchive for the Reconceptualists, *Seth Andrew McCall, Teachers College, Columbia University*

Origin Stories: Curricular Entanglements of a Queered Autobiography, *Boni Wozolek, Penn State Abington*

You Were Already Dupes: Critical Feminisms in Curriculum Studies and Qualitative Research for Justice in Fascist Times, *Walter S Gershon, Rowan University*

Queer Debt and Indebtedness: Janet Miller's Autobiographical Syncopation, *David Lee Carlson, Arizona State University*

5.22.091 Teaching and Teacher Education

15:00-16:30 CT

Chair: Alexis L. Jones, Eastern Illinois University

The Role of Spirituality in Teaching and Teacher Education, *Alexis L. Jones, Eastern Illinois University, and Meghan A. Kessler, University of Illinois at Springfield*

Teacher Change: A Longitudinal Look at Mathematics Teacher Learning in Lesson Study, *Karie Christine Brown-Tess, University of Illinois at Urbana Champaign*

Teachers' Awareness in Identifying Microaggressive Behaviors within the K-12 Classroom, *Cheryl L. Burleigh, Brandman University, and Andrea M. Wilson, Walden University*

Using Institutional Ethnography to Identify Social Influences on Teacher Standpoints, *Brandie Bohney, Bowling Green State University*

The Language of Culturally-Based Pedagogy in Teacher Education Research, *Leanne M. Evans, University of Wisconsin-Milwaukee, Kelly R. Allen, University of Wisconsin-Milwaukee, Crystasany R. Turner, University of Wisconsin-Milwaukee, Alanna Malloy, University of Wisconsin-Milwaukee, John Knapp, University of Wisconsin-Milwaukee, and Xinzhi Wu, University of Wisconsin-Milwaukee*

5.22.092 Relationships, Mentoring, and Collaborative Education

15:00-16:30 CT

Chair: Stephanie Anne Shelton, The University of Alabama

The Importance of Relationships in Mentorship and Methodological Identities, *Stephanie Anne Shelton, The University of Alabama, April M. Jones, The University of Alabama, Kelsey H. Guy, The University of Alabama, and Boden Robertson, The University of Alabama*

Mentoring Faculty for Community Engaged Scholarship, *Kristin Haglund, Marquette University, Daniel Bergen, Marquette University, and Kim Bohat, Marquette University*

The Inclusivity of Refugee Students and Families: The Impact of Educational Mentors Serving as Incremental Change Agents, *Linsay DeMartino, Illinois State University*

Sharing Burdens and Growing Together: The Development and Evaluation of a Collaborative Teacher Training Program During the Pandemic in El Salvador, *Christine Schmalenbach, Nehemiah International, Harold Monterrosa, Nehemiah International, and Regina Cabrera, Nehemiah International*

Holding it Together and Letting it Go: The Phenomenon of Teacher Loss and Grief, *Laura Marie Lemanski, University of Minnesota*

5.22.093 Coding

15:00-16:30 CT

Chair: Maureen Alice Flint, University of Georgia

Exploring the Culture of U.S. Navy Veterans Through Language: Application of A Symbolic Interactionist Lens, *Judith Leitch, University of North Carolina, Greensboro, and Dylan Spake, University of North Carolina, Greensboro*

First-Year Student Experiences During COVID-19, *Alexandra Weaver, University of South Carolina*

Phenomenological Reflexivity: Positioning the educator/researcher in IPA studies, *Courtney A. Potts, The University Alabama, and Alison Hooper, The University of Alabama*

(Re)Turning to the Breakdown: Examining Interactions in A Dialogue Group Through Multiple Analytic Strategies, *Maureen Alice Flint, University of Georgia, and Whitney Toledo, University of Georgia*

Why Are We Doing It This Way? : A Scoping Review of Justifications for Coding Procedures in Team Settings, *Mike Robert Kobut, Maine Medical Center Research Institute, and Kristiina Hyrkäs, Maine Medical Center*

Indigenous Circle: Culturally Grounded Health and Well-being: Native Hawaiian Practices

15:00-16:30 CT

Chair: Kristin N. M. Kaniaupio, Thompson School of Social Work & Public Health, University of Hawai'i at Mānoa

The Importance of Culturally-Grounded Approaches to Healthcare for Native Hawaiians, *Kristin N. M. Kaniaupio, Thompson School of Social Work & Public Health, University of Hawai'i at Mānoa, Matilda M. Antone, Thompson School of Social Work & Public Health, University of Hawai'i at Mānoa, and Kira L. Rapozo, Thompson School of Social Work & Public Health, University of Hawai'i at Mānoa*

Mo'olelo o nā Kumu Kukui: The Life Experiences of Hawaiian Elders, *Kilohana Haitzuka, University of Hawai'i at Mānoa, and Shelley Kalei Muneoka, Hā Kūpuna National Resource Center for Native Hawaiian Elders*

E Ola a Kaniko'o: A Native Hawaiian View of Elderhood, *Shelley Kalei Muneoka, Hā Kūpuna National Resource Center for Native Hawaiian Elders*

Reflections from a Clinical-Community-Academic Partnership for Native Hawaiian Wellbeing, *Rachel L. Burrage, University of Hawai'i at Mānoa, and T. Noelani Perreira, Waimanalo Health Center*

5.22.095 PAR: Innovations in Participatory Action Research

15:00-16:30 CT

Chair: Evelyn Vázquez, University of California, Riverside

Social Connectedness and Emotional Well-Being Among Underrepresented Graduate Students, *Evelyn Vázquez, University of California, Riverside, and Ann marie Cheney, University of California, Riverside*

Self-Study: Examining Teacher Educator's Written Feedback in Promoting Teacher Candidates Critical Literacy Development, *Young Ah Lee, The Ohio State University - Lima*

Community, family, and mental health opportunities and 5.22.096 challenges

15:00-16:30 CT

Is Porn Leisure? A Qualitative Inquiry, *Damien Cavanaugh, University of Illinois, Urbana-Champaign*

Storying Participation: One woman's experiences of sustaining a space for knowledge and life, *Claudia Grisales, University of Illinois, Urbana-Champaign*

Women's experience with taking parental leave, *Grisel Lopez-Alvarez, University of Illinois, Urbana-Champaign*

5.22.097 Autoethnography in the Age of Anxiety

15:00-16:30 CT

Anxiety: My New Writing Partner (A Collaboration), *Christopher N. Poulos, University of North Carolina at Greensboro*

Personal and Political Anxiety and the Ablation of American Exceptionalism, *Lesia Lockford, Bowling Green State University*

Hamilton and Me: The Anxious Patriotism of an Accidental Immigrant, *Elissa Foster, DePaul University*

Anxiety and hope in dangerous time, *Claudio Moreira, University of Massachusetts Amherst*

5.22.098 Arts-Based Research: Visual Research

15:00-16:30 CT

Chair: Jennifer Waite, Queen's University

Method appropriation : Artistic research constant battle and art-based methods, *Julie Forgues, Université de Moncton*

Research Collaborations During COVID 19: A Photovoice Reflection of Two Research Assistants, *Jennifer Waite, Queen's University, Martha Whitfield, Queen's University, Pilar Camargo-Plazas, School of Nursing, Queen's University, Kingston-ON, Canada, and Lenora Dubn, Queen's University*

Negotiating the Visual Journal Phenomena as Non-Human Object: A mechanism for communal habits of experience, *Samuel Herreshoff Peck, University of Minnesota, and David R. Modler, Shepherd University*

5.22.099 Positionality, Intersectionality, and Biography

15:00-16:30 CT

Chair: Raquel Ravaglioli, Marietta College

Intersectionality Through a Privileged Lens, *Raquel Ravaglioli, Marietta College*

Becoming Deaf: Re-envisioning voice/silence and (dis)ability, *Scottie Basham, University of South Florida*

Whiteness writhing in life writing, *Audrey J. Aamodt, University of Regina*

5.22.100 Performance and Writing Strategies: After the Interview

15:00-16:30 CT

Performance and Writing Strategies, *Charles Vanover, University of South Florida, Paul Mihbas, University of North Carolina at Chapel Hill, Michelle Rocha, University of South Florida, Trace Taylor, University of South Florida, and Helen Salmon, SAGE*

Participatory Writing, *Jessica Gullion, Texas Woman's University*

Dramatizing Interviews, *JOHNNY SALDANA, Arizona State University*

Turning Transcripts into Stories, *Aishath Nasheeda, Villa College, Steven Eric Krauss, University Putra Malaysia, Haslinda binti Abdulla, University Putra Malaysia, and Nobaya binti Ahmad, University Putra Malaysia*

Sophie's Choices: The Social Act of Publishing a Qualitative Study, *Mitch Allen, Scholarly Roadside Service, UC Berkeley, and Flinders University, and Sophie Tamas, Carleton University*

Slow Activisms and Collaborative Futures in Urgent 5.22.101 Times (Emergent Futures CoLab Panel)

15:00-16:30 CT

Rising Tide: Toward an Urgent Ethnographic Politics, *Rajat Nayyar, York University, and Magdalena Kazubowski-Houston, York University*

Making Ethnographic B Movies as Collaborative Research Process, *Jared MH Epp, Carleton University*

Negotiating Canada's "Multicultural" Futures: A Multimodal Approach to Pedagogy with Migrant Youth, *Rana El Kadi, Re-Vision Centre, University of Guelph*

Telling Stories at the Threshold: Online Story-Making as Post-Qualitative Inquiry, *Carla Rice, University of Guelph, Ingrid Mündel, Re•Vision Centre, University of Guelph, and Chelsea Jones, Brock University*

Educating Ethnographic Attention, *Madeline Donald, University of British Columbia Okanagan*

5.22.102 Autoethnographies of Belonging, II

15:00-16:30 CT

Chair: Karl Ayers Sandin, Art History and Visual Culture, Denison University

Searching for Belonging: A Journey Loaded with Family Secrets, *Estefania Diaz, Autonomous University of Aguascalientes, and Silvia Benard, Autonomous University of Aguascalientes*

A Duoethnographic Exploration of Participation by Asian International Students, *Sae saem Yoon, Arizona State University, and Shagun Singha, Arizona State University*

How do You do Duoethnography? Addressing Essential Methodological Questions through Duoethnography., *Dawn Virginia Burleigh, University of Lethbridge, and Sarah Burm, Dalhousie University*

The Ashes and Water Project, *Karl Ayers Sandin, Art History and Visual Culture, Denison University*

5.22.103 Feminist Autoethnography

15:00-16:30 CT

Chair: Menah Pratt-Clarke, Virginia Polytechnic Institute and State University

A Black Wild Womanist Autoethnography, Menah Pratt-Clarke, Virginia Polytechnic Institute and State University

Feminist autoethnography: In memo/ry to the personal-is-political, Elizabeth Mackinlay, The University of Queensland

BRCA Dilemmas: Navigating Cancer Risk, Surgery, and Gender, Andrea Marie Hauser, Bowling Green State University

A Critical Autoethnographic Exploration of Pedagogies of Vulnerability, Kathryn Jill Strom, California State University, East Bay, and Michelle Walter, University of Melbourne

Feminist Intellectual Activism in Brazilian Business Schools: Is Auto Ethnography a Possibility?, Magdalena Cortese Coelho, Universidade Federal do Rio Grande do Sul, and Cláudia Simone Antonello, Universidade Federal do Rio Grande do Sul

Gender, Sexuality, and Relationships in 5.22.104 Autoethnography: Perspectives from PhD Students

15:00-16:30 CT

Two Birds, One Body: An Autoethnography on the Pursuit of Dual Terminal Degrees, Erin York, University of South Carolina

Looking at the Impact of immigration on Relationship, Marital, and Gender Expectations as a Female Immigrant in the United States: An Autoethnographic Approach, Agnes N Nzomene Kahouo Foda, University of South Carolina

The Connection of Survival: An Autoethnography on Narratives and the Navigation of Relationships, Sara Pound, University of South Carolina

Becoming a Black Feminist Scholar-Practitioner in 2020, Kaci Wilhite Greene, University of South Carolina

5.22.105 Postcolonial Inquiry

15:00-16:30 CT

Chair: Araba A. Z. Osei-Tutu, Purdue University

Developing the African Oral Traditional Storytelling as an Inquiry Framework for Studying with African peoples, *Araba A. Z. Osei-Tutu, Purdue University*

Diffractively Seeking Decolonizing Methodology: Deleuze and Guattari and the Potential Ally-Researcher., *Jody Dlouby-Nelson, University of British Columbia Okanagan*

Reading Baldwin: (Re)discovering Postcolonial Thought, *Ritika Popli, Ohio University*

Global Hegemony: Unquestioned Answers, *Tina Bly, University of Vermont*

Indigenous Circle: The Continuity of Indigenous 5.22.106 Methodologies: Kindling Well-being

18:00-19:30 CT

Chair: Nancy Emilce Carvajal Medina,

Tangata Hourua Model – Connected People, *Tania Mary Mullane, Whitireia Community Polytechnic*

Tōku Reo Tōku Ohooho – My language, My Awakening, *Janette Grace, Whitireia Community Polytechnic*

Niu Space - Pasifika Education Research, *Rebeca Consejo, The University of Auckland, and Tanya Lee-Anne Maleina Samu, The University of Auckland*

The Path of Ifoga: A Case Study, *Joey Domdom, Wellington Institute of Technology & Whitireia New Zealand, and Alapua Poasa, Taeaomanino Trust, New Zealand*

Arts-Based Research: The Arts and Deconstructing 5.22.107 Space

18:00-19:30 CT

Chair: Aimee Jeanne Burns, Bowling Green State University

Mine/His/Hers/Ours/Theirs/+ /VoiceS — Reflecting on Polyvocal Research Writing through Practice, *Cynthia Noury, École des médias, Université du Québec à Montréal, and Louis-Claude Paquin, École des médias, Université du Québec à Montréal*

Stories of Survival: Using Arts-Based Research to Find the Light Within the Dark, *Aimee Jeanne Burns, Bowling Green State University*

Design and Gender: Through the Looking Glass, *Lauren Cloonan, Ball State University, Lesli Mackey, Ball State University, and Sarah Marie Angne Alfaro, Ball State University*

5.22.108 Methodological Innovations and Reflections

18:00-19:30 CT

“My Integration Experience Through a Camera Lens” Using Photovoice to Explore Doctoral Students’ Integration Experiences into a PhD Program, *Reem Alsunaydi, University of the Incarnate Word*

5.22.109 A Black Quartet: Performing for Collaborative Liberation

18:00-19:30 CT

Feelin’ Real/ Unbroken: Imagining Blackqueer Education through Autopoetic Inquiry, *Durell Callier, Miami University*

Assata’s (Groove[ing]) Daughter: An Embodied Lyrical Autoethnography of Resistance, *Dominique Hill, Colgate University*

Black Notes, *Bryant Keith Alexander, Loyola Marymount University*

Black Black Notes, *Mary E. Weems, Independent Scholar*

Those who are left standing; Exploring creative 5.22.111 practices attending to grief

18:00-19:30 CT

A Deck of Cards for my Dad, *Kathryn Ann Ricketts, University of Regina, Celeste Snowber, Simon Fraser University, Anne Harris, RMIT University, School of Education, and Joseph A Naytowhow, University of Regina*

Grieving myself and letting go, *Anne Harris, RMIT University*

There's a lot to be sad about; however..., *Patrick John Lewis, University of Regina*

Moving through the Clavicle of Grief, *Celeste Snowber, Simon Fraser University*

kitacahkom nikamohta, kika pihkohon: 'the song of the soul shall free you', *Joseph Naytowhow, University of Regina*

5.22.112 Sports

18:00-19:30 CT

Chair: Doo Jae Park, University of Illinois at Urbana-Champaign

Asian American Studies in Physical Culture, *Doo Jae Park, University of Illinois at Urbana-Champaign, and Na Ri Shin, Texas Tech University*

Experiences and Perspectives of High School Football Coaches in Managing Athletic Injuries and Medical Conditions in a Rural Setting, *Bobbi Severt, Tennessee Technological University*

Sport Management Internships: Experiences of Work and Learning in the Sport Industry, *Matthew Hawzen, Fairleigh Dickinson University, and Ryan King-White, Towson University*

Critical Studies of Organizations, Professions, and 5.22.113 Careers

18:00-19:30 CT

Chair: Clifford Bersamira, University of Hawaii at Manoa

Filipino Healthcare and Frontline Workers: The Cost of Labor and Consequence of Heroism, *Clifford Bersamira, University of Hawaii at Manoa, Tiana Igarashi, University of Hawaii at Manoa, and Brandt Kam, University of Hawaii at Manoa*

Using Qualitative Methods to Explore the Careers of BIPOC Executive Opera Managers in the U. S., *Antonio C. C Cuyler, Florida State University (FSU)*

Sometimes you're just not your best self: a Discourse Analysis of Bullying in New Zealand's Most Powerful Workplace., *Stephanie M Kelly, WelTec Institute of Technology, New Zealand, and tony Carton, Wellington Institute of Technology*

Clinical Supervision: The lived experiences of Provisional African American Counselors providing therapy to Caucasian American Clients., *LaToya Chevelle Waddell, North Carolina Agricultural and Technical State University*

5.22.114 Autoethnography in the Professions

18:00-19:30 CT

Planning for the Future: Using an Autoethnography Method for Professional Development, *Donna Harp Ziegenfuss, University of Utah*

Mobile Journalism: A Recent Phenomena in the Era of Saudi Journalism, *Abmed Ali Deen, Ohio University*

Physical Signs: An Autoethnography of Prisoners' Stories, *Shulamit Kitzis, Al-Qasemi Academic College, University of Haifa*

Intersecting expert-client autoethnographies: The designer, the anthropologist, and too many books, *myrdene Anderson, purdue university, and Barbara Young, Purdue University*

5.22.115 Autoethnography and Relationality

18:00-19:30 CT

Chair: Rebecca Ream, Early Career Researcher

Composting my colonial complicity in the Tararua Ranges, Aotearoa New Zealand, *Rebecca Ream, Early Career Researcher*

Attuning to/in School Data (Wall) Events, *Catherine L Thiele, University of the Sunshine Coast, and Stephen Heimans, University of Queensland*

Under-worlding our underwear: Audio Found poetry with collaborative voices., *Alys Mendus, Melbourne Graduate School of Education*

5.22.116 Critical Health Research

18:00-19:30 CT

Chair: Marie G. Sandy, University of Wisconsin-Milwaukee

Feminist and African Indigenous Methodologies: A Reflection on Conducting Qualitative Interviews in Participants Native Language., *Esther Oluwashina Ajayi-Lowo, Texas Woman's University*

Situating Inclusive Leadership in Post-Secondary Student Mental Health and Intersectionality Issues: Voices of Educational Leaders, *Umair Iqbal, University of Western Ontario*

The Power of the Lived Experience: Transforming Health Education, *Catherine Fuller, Whitireia Polytechnic, Tane Rangibuna, Whitireia Polytechnic, and Katie Owen, Whitireia Polytechnic*

The aesthetics and ethics of feminist participatory program evaluation: A community organizing approach to nurturing a Community Health Workers Program, *Marie G. Sandy, University of Wisconsin-Milwaukee*

5.22.117 Roundtable: Ethics of Care

18:00-19:30 CT

Chair: Tania Mary Mullane, Whitireia Community Polytechnic

Bachelor of Nursing (BNP) - Pacific Kuta Frame of Reference and Philosophy, *Tania Mary Mullane, Whitireia Community Polytechnic, Loma-Linda Tasi, Whitireia Community Polytechnic, Ungatea Tuitupou, Whitireia Community Polytechnic, Mira Schutz, Whitireia Community Polytechnic, Racheal Bowen, Whitireia Community Polytechnic, Ros Leahy, Whitireia Community Polytechnic, Wayne Pibema, Whitireia Community Polytechnic, and Shelley Winters, Whitireia Community Polytechnic*

Memory, Hope, Relationships, Knowledge, and Language : Reconceptualizing access in ethnographic research, *Youmna NA Deiri, Independent Scholar*

The Feminist Ethics of Care in Critical Ethnography: Ethical Dilemmas in My Work with Transnational Chinese Women, *Tairan Qiu, The University of Georgia*

The Danger of a Black-White Binary in Academia, *Honorine Ntoh Yuh, The University of Alabama*

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Chair: Kerry Earl Rinehart, University Of Waikato

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LGBTQIA+ Students' Experiences of Hetero-Cis Normative Learning Environments, *Andrea Louise Trueman, Wellington Institute of Technology / Whitireia New Zealand*

Dewey, Pomodoro and Doctoral Supervision as 'Support' in Four Parts, *Kerry Earl Rinehart, University Of Waikato*

Using Cultural Community Wealth for Success (or Thriving) of University Students at the Periphery of a Metropolitan City, *Seung-Yun Lee, Hanshin Universeity*

Teacher resistance to the neoliberal agenda: A decade of teacher solidarity work, *Craig Wood, Queensland Teachers' Union*

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Chair: Marnie Jull, Royal Roads University

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Grasping for Power in a Global Pandemic: An Autoethnography of Finding Balance through Social Media Engagement, *Elizabeth A. Cartier, Fort Lewis College*

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**“Dancing with Not Knowing”: Unmastering Research
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Ghanaian Graduate Student Instructors (GGSIs) Coping Strategies and the Concurrent Impact on Learning, Teaching, and Research. Razak K. Dwomoh, Curriculum 5.22.122 and Instruction, Purdue University.

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Ghanaian Graduate Student Instructors (GGSIs) Coping Strategies and the Concurrent Impact on Learning, Teaching, and Research. Razak K. Dwomoh, Curriculum and Instruction, Purdue University., *Razak Kwame Dwomoh, Purdue University*

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5.22.045	Jeansonne
5.22.045	Patalita

Mixed-Method Designs

5.19.004	Alves Santos
5.21.085	Camilli
5.22.083	Fontana
5.22.083	Kerr
5.22.083	Kerstiens

New Materialism

5.22.017	Badenhorst
5.21.125	Cannon
5.21.084	Clark/Keefe
5.21.125	Kruger
5.22.017	Little
5.22.098	Peck
5.22.017	Wyatt

New Methods

5.21.066	Akimenko
5.21.095	Bly
5.22.044	Ferri
5.22.028	Hein
5.21.023	Mohebbali
5.21.095	St Denis

Participatory Action Research

5.22.029	Bell
5.21.037	Brydon-Miller
5.22.040	Brydon-Miller
5.22.054	Camargo-Plazas
5.20.002	Canella
5.21.074	Cheney
5.22.054	Davidson
5.22.046	Harrington
5.22.054	Jones
5.22.054	Latz
5.21.087	Lieghio
5.22.054	Miko-Schefzig
5.22.080	Peck
5.21.074	Pullen Sansfacon
5.22.067	Ray
5.21.104	Valent
5.21.037	Waite
5.22.098	Waite

Performance Autoethnography

5.21.050	Aguirre Calleja
5.22.044	Alvarez
5.19.014	Fajardo
5.22.114	Kitzis
5.21.086	Spradley
5.21.092	Sutton
5.22.044	Yomtoob

Postcolonial Research

5.22.116	Chilcote
5.22.105	Deiri
5.22.105	Dlouhy-Nelson
5.21.076	Langtiw
5.22.105	Osei-Tutu
5.19.009	Palacios Valencia
5.22.105	Popli

Posthumanism

5.22.053	Beavan
5.22.053	Coats
5.21.120	Donley
5.21.131	Forte
5.22.053	Golovatina-Mora
5.22.113	Kelly
5.21.120	Lightfoot
5.22.053	Puntil
5.21.120	Spears

Postqualitative Research

5.21.122	Barreiro
5.21.081	Ben-ezra
5.21.023	Degen
5.21.108	Hendricks
5.21.108	Lee
5.21.081	Lee Carlson
5.22.107	Noury
5.21.081	Piotrowski
5.22.115	Thiele
5.19.016	tolentino

Qualitative Health Research

5.21.044	Adamson
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5.20.004	Ayala Cruz
5.21.049	Bar-Moshe
5.21.045	Bhagat
5.22.059	BHASIN
5.22.059	BHASIN
5.21.049	Camargo-Plazas
5.20.004	Clemens
5.21.022	Clemens
5.21.045	Clemens
5.21.022	Denzongpa
5.21.044	Halverson
5.19.005	Hernández-Ibarra
5.21.022	Hillman
5.21.049	Jewiss
5.22.059	Kakar
5.21.012	Kallai
5.21.012	Lannon
5.21.012	Li
5.20.004	Mello
5.20.005	Mello
5.20.004	MOZARDO
5.22.106	Mullane
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5.21.045	Osezua
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5.20.004	Pava-Cárdenas
5.21.133	Pitaloka
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5.19.005	Salinas-Urbina
5.21.044	Scott
5.21.029	Smith
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5.21.012	Williams

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5.22.016	Bogossian
5.20.008	Bonfatti
5.21.014	Creswell Baez
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5.22.094	Haitsuka
5.21.087	Kynn
5.22.039	Ma
5.22.094	Muneoka
5.19.003	Palomino
5.19.009	Prieto
5.19.017	Rodríguez

5.21.087 Sinai-Glazer
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5.21.087 Zelenko

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5.22.071 Gebhard
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5.21.139 Williams
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5.22.059 Asiedu
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5.22.009 ZHOU

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5.21.084 Brown
5.22.048 Kleeberg-Niepage
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5.21.102 Verdinelli
5.21.045 Vizcarra
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Writing As Method Of Inquiry

5.22.099 Aamodt
5.21.054 Chapela
5.22.037 Chapela

5.22.080	Chemi
5.22.071	Cisneros-Puebla
5.21.063	Dahal
5.20.004	dos Santos
5.19.013	GARCIA CAMPOS
5.22.028	Kenner
5.22.009	Kumar
5.21.131	Lowry
5.21.022	Martinez-Salgado
5.22.068	Mehta
5.21.063	Sweeney
5.22.046	Wood

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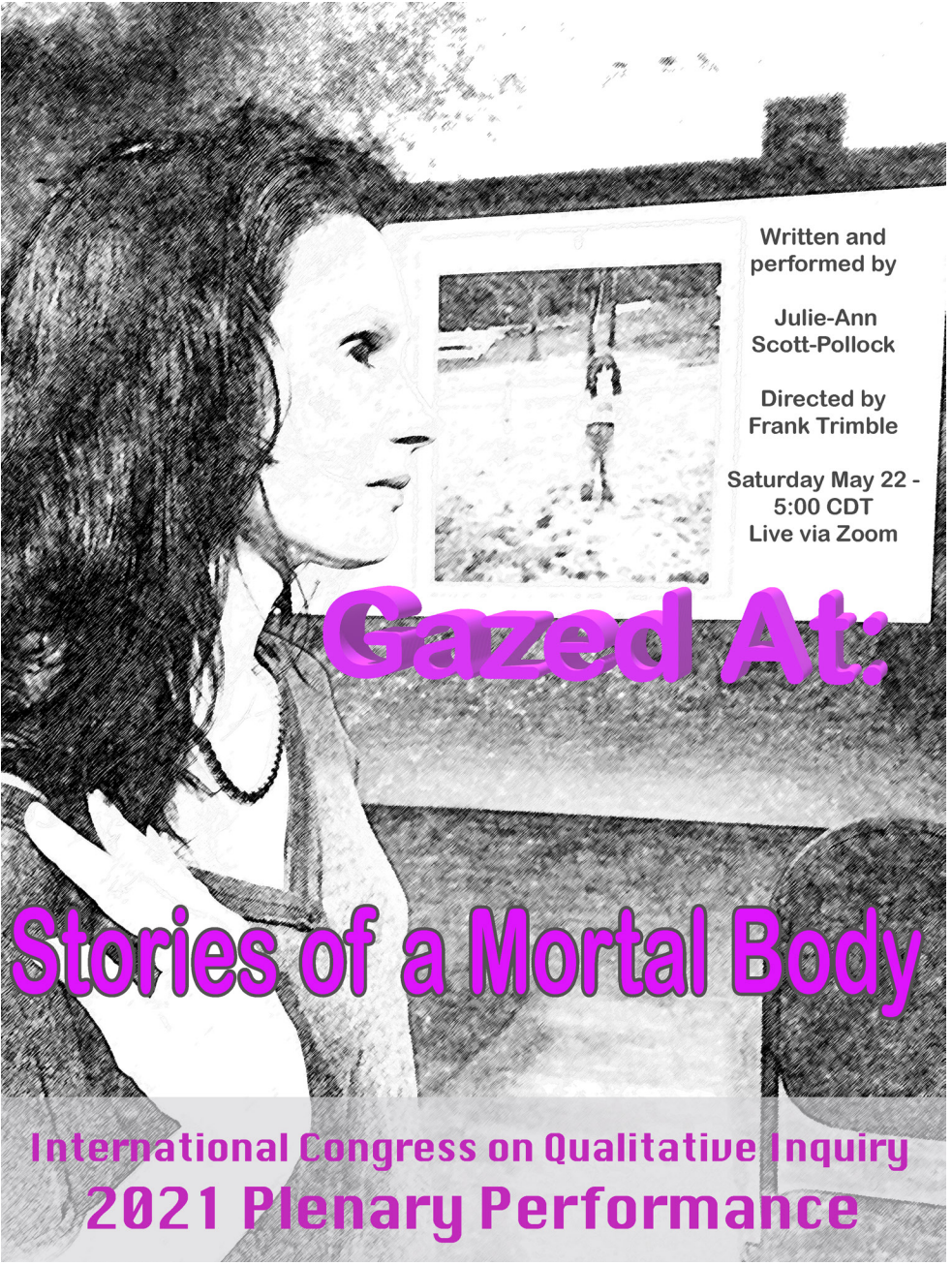
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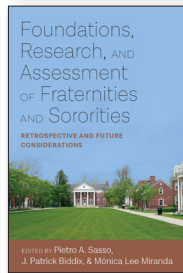
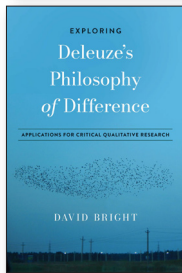
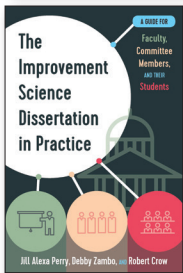
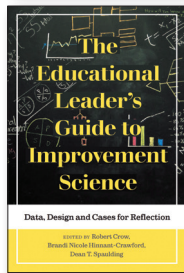
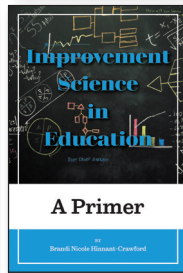
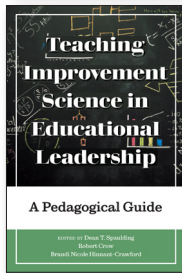
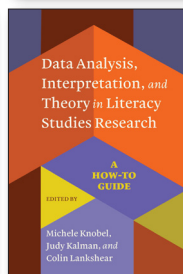
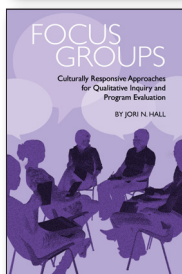
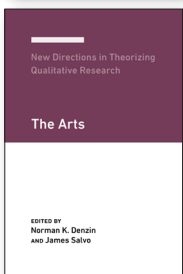
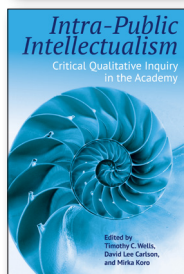
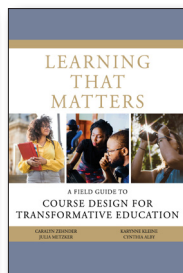
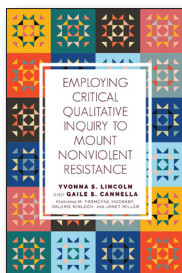
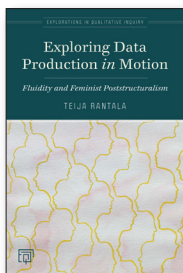
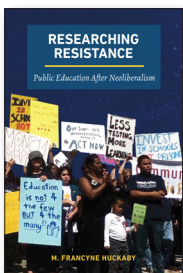
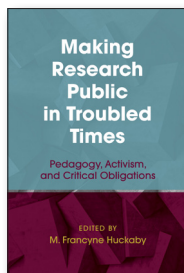
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