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## Taste for falls prevention: a social-analytical perspective.

Evron, Lotte; Schultz-Larsen, Kirsten; Egerod, Ingrid; Fristrup, Tine

*Publication date:*  
2008

*Document Version*  
Early version, also known as pre-print

[Link to publication from Aalborg University](#)

*Citation for published version (APA):*

Evron, L., Schultz-Larsen, K., Egerod, I., & Fristrup, T. (2008). *Taste for falls prevention: a social-analytical perspective..* Abstract from Fourth Conference of Qualitative Inquiry 2008 , University of Illinois, Champaign-Urbana, United States.

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FOURTH INTERNATIONAL

Congress  
of  
Qualitative  
Inquiry

& Couch Stone Symposium

May 14-17, 2008  
University of Illinois at Urbana-Champaign  
[www.icqi.org](http://www.icqi.org)



In memory of:

Egon Guba 1924–2008

Steinar Kvale 1938–2008



### CONGRESS ORGANIZERS

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

### CONGRESS PROGRAM

This conference program and abstract book was compiled and produced by the conference organizing committee. The program was printed by the Office of Printing Services at the University of Illinois at Urbana-Champaign.

### LOCAL CONGRESS SPONSORS

Asian American Studies • Bureau of Educational Research • Center for Advanced Study • Center for Democracy in a Multicultural Society • Center for Global Studies • Center for Qualitative Inquiry • College of Media • Department of Advertising • European Union Center • Gender & Women's Studies Program • Illinois Program for Research in the Humanities • Institute of Communications Research • The Illinois Program for Research in the Humanities (IPRH) • Kinseiology • Sociology • The Unit for Criticism and Interpretive Theory • Women and Gender in Global Perspectives Program

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# Welcome from the Director

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Department of Advertising, and the Institute of Communications Research welcome you to the Fourth International Congress of Qualitative Inquiry. Over 1200 persons, from more than 65 nations have registered for the Congress. There are 22 pre-conference workshops. More than 950 papers will be presented in over 190 sessions. Four all-day Pre-Congress Sessions—A Day in Spanish, A Day in Turkish, A Day in Technology in Qualitative Research, and A Day in Qualitative Inquiry in Healthcare—will be held. Once again, we are honored to co-host the Annual Couch-Stone Spring Symposium of the Society for the Study of Symbolic Interaction.

The theme of the Fourth International Congress, "Ethics, Evidence and Social Justice," builds on and extends the themes of the first three Congresses which focused on "Qualitative Inquiry in a Time of Global Uncertainty," "Ethics, Politics and Human Subject Research in the New Millennium," and "Qualitative Inquiry and the Politics of Evidence." The 2008 Congress offers scholars the opportunity to engage in debate on ethical, epistemological, methodological and social justice issues. In these changing times, there are attempts to ethically regulate human subject research in terms of neo-liberal, utilitarian, positivistic conceptions of justice, and good science.

The politics of evidence and ethics carries important implications for how qualitative research is used in the pursuit of social justice. Delegates will explore the relationship between these three terms, while considering what they mean under the terms of postpositivism, poststructuralism, indigenous, democratic, postcolonial, queer, feminist, performative, and participatory models of inquiry. Participants will explore new ways of evaluating and using qualitative evidence in social policy arenas.

Scholars from more than 65 nations have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to these regulatory efforts. The Fourth International Congress offers us an opportunity to share our experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Four years later this new association has a Newsletter, over 1500 members, and its own international journal. Thank you for coming and being part of this truly international project.

Yours sincerely,

Norman K. Denzin  
Congress Director

# Conference welcome

Thursday, 5:30–7 p.m., 200 Ballroom Illini Union

- 1) Norman K. Denzin, Congress director  
Welcoming remarks
- 2) Keynote addresses  
Gloria Ladson-Billings, *University of Wisconsin, Madison*  
Ian Stronach, *Manchester Metropolitan University*
- 3) Opening Midwest barbeque, Levis Faculty Center,  
cash bar, 7:00–9 p.m. Music by Big Grove Zydeco.

## Illinois Distinguished Qualitative Dissertation Award

Category A---Traditional: Mariana Cavalcanti Rocha dos Santos, University of Chicago

Honorable Mention: Dr. Karen S. Bentley, Fielding Graduate University

Category B--Experimental: Dr. Nicole Defenbaugh, Southern Illinois University

Honorable Mention: Aisha Durham, University of Illinois, Urbana-Champaign  
and Kurt Lindeman, Arizona State University

## Other congress activities

Wednesday, May 14

A Day in Spanish, Technology in Qualitative Research, Workshop for Qualitative Healthcare Researchers: Illini Union. Congress Reception: Bread Company at 706 S. Goodwin, Urbana.

Friday, May 16

After 6:30 p.m.: Open evening. Check out the dining and night life in downtown Champaign, Campustown and downtown Urbana.

Saturday, May 17

A Day in Turkish, Illini Union. Old-fashioned Midwest Cookout, 7–9 p.m., Levis Faculty Center, south patio. Music by Cornstalkers String Band.

**Morning qigong:** Learn some gentle moving and standing meditation exercises and a little taiji (formerly tai chi) before sessions begin. Dr. Ivy Glennon, ten year student of 19th Generation Chen Style Taiji Master Yang Yang, will lead qigong meditation every morning of the conference for half an hour. 7:20-7:50 on the Quad, south of the Illini Union.

# Congress organization

## CONGRESS DIRECTOR

Norman K. Denzin  
*Institute of Communications Research,  
Department of Advertising*

## CO-ASSOCIATE DIRECTORS

Himika Bhattacharya  
Christina Ceisel  
Michael Giardina  
David Haskell  
Yiye Liu  
James Salvo  
Li Xiong  
*Institute of Communications Research,  
Department of Advertising*

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*University of Utah*  
Elizabeth Adams St. Pierre  
*University of Georgia*  
Harry Torrance  
*Manchester Metropolitan University*

## PRE-CONFERENCE ORGANIZERS

Judith Davidson  
*University of Massachusetts Lowell*  
Fernando Peñaranda  
*Universidad de Antioquia*  
Carrol Smith  
*University of Illinois, Chicago*

## SPECIAL THANKS

Mary Blair  
*conference coordinator, Illini Union*  
Bob Rowe  
*Classic Events*  
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*head, Department of Advertising*  
Jeanette Bradley Wright  
Cinda Robbins Cornstubble  
Robin Price  
*Department of Advertising*

# Thursday workshops

## Morning, 8:30–11:30am

1. Writing Lives and Writing Deaths: *Laurel Richardson*, 209 Union
2. Ungrounded Theory: how to do it, undo it, do it to others, and say sorry: *Ian Stronach & Heather Piper*, 210 Union
3. The Critical Use of Focus Groups: *Greg Dimitriadis & George Kamberelis*, 211 Union
4. New Experimental Writing Forms: *Yvonna Lincoln*, 217 Union
5. State of the Art: The Latest in Qualitative Software Advances: *César A. Cisneros Puebla & Ray Maietta*, 215 Union
6. Qualitative Research and Social Transformation in the Disability Community: *Donna M. Mertens & Kelly M. Munger*, 314B Union
7. Widening the Gyre: Writing Qualitative Inquiry for Readers Outside the Academy: *H. L. Goodall, Jr.*, 404 Union
8. Introduction into MAXQDA: Setting up Your Data for a Computer Assisted Analysis: *Anne Kuckartz*, 403 Union
9. An Introduction to Ethnodrama: Autoethnography as Monologue: *Johnny Saldaña*, 407 Union
10. Advances in Mixed Methods Design: *Janice Morse*, 314A Union
11. Publishing a Qualitative Study: *Mitch Allen (Left Coast Press, Inc.)*, 405 Union
12. Interpreting, Writing Up and Evaluating Qualitative Materials: *Robin Jarrett & Angela Odoms-Young*, 406 Union

## Afternoon, 12:30–3:30pm

13. Writing Autoethnography and Narrative in Qualitative Research: *Arthur Bochner & Carolyn Ellis*, 210 Union
14. Understanding and Doing Interpretation: *Maria del Consuelo Chapela Mendoza*, 405 Union
15. Designing a Mixed Methods Study: *John Creswell*, 217 Union
16. Performance Ethnography: *Norman Denzin*, 407 Union
17. Evidence Based Social Work: Where are we Going? How do we Get There?: *Jane F. Gilgun & Karen Staller*, 209 Union
18. Performative Writing: *Ronald Pelias*, 406 Union
19. Computer Assisted Software for Qualitative Data Analysis: How to Integrate Software into Your Analysis of Qualitative Data: *Sharlene Hesse-Biber*, 211 Union
20. Working the Limits of Voice: *Aisha Durham*, 404 Union
21. Arts-Based Research: Approaches and Practices: *Melisa Cahnmann-Taylor & Richard Siegesmund*, 314A Union
22. Introduction to New NVivo 8 Software for Qualitative Research: *Stuart Robertson*, 403 Union
23. An Introduction to Constructing Grounded Theory: *Kathy Charmaz*, 317B Union

# Keynote address

## **The Moral Activist Role of Critical Race Theory Scholarship**

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Thursday, 5:30-7 p.m.

200 Ballroom Union

*Gloria Ladson-Billings, University of Wisconsin, Madison*

Gloria Ladson-Billings is The Kellner Family Professor of Urban Education in the Department of Curriculum and Instruction at the University of Wisconsin-Madison and a Senior Fellow in Urban Education of the Annenberg Institute for School Reform at Brown University. She is the former president of the American Educational Research Association, and has been elected to membership in the National Academy of Education, which advances high quality education research and its use in policy formulation and practice. Her primary research interests are in the relationships between culture and school and critical race theory. She is the author of *The Dreamkeepers: Successful Teachers of African-American Children* and *The Big House*. She is co-editor of *Education in the Public Interest* and is editor of the Teaching, Learning, and Human Development section of the *American Education Research Journal*.

# Keynote address

## **Word-crashes, semantic collisions, narrative near-misses, and other historical accidents: new strategies for a just future?**

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Thursday, 5:30-7 p.m.

200 Ballroom Union

*Ian Stronach, Manchester Metropolitan University*

Ian Stronach is Research Professor in Education at the Institute of Education, Manchester Metropolitan University, UK. He has been an Editor to the British Educational Research Journal since 1996, and is on the Boards of *Cultural Studies*, *Critical Methodologies*, *British Journal of Education and Work*, *Managing Global Transitions*, an *International Journal*. Publications include *Educational Research Undone* (with Maggie MacLure 1996), and *Difference and Diversity* (co-edited with Heather Piper 2004). He has published extensively in journals in the UK, as well as in *Qualitative Inquiry* (2006) and the *International Journal of Qualitative Studies in Education* (2006). He directs the doctoral programme for the National Leadership School of Slovenia (1996- present), is a research consultant there to the University of Primorska, as well as being a member of the Discourse, Power, Resistance initiative, which runs a sister-conference to ICQI in the UK every March.

# Plenary and Spotlight Sessions

Friday, May 16

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## **1007 Plenary: Racializing Ethics, Evidence, and Justice**

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9:30-10:50

407 Union

Chair: *Tim Begaye, Arizona State University*

Participant, *Cynthia Dillard, Ohio State University*

Participant, *Soyini Madison, Northwestern University*

Participant, *Sandy Grande, Connecticut College*

Participant, *Tim Begaye, Arizona State University*

Participant, *Christopher Stonebanks, Bishop's University*

Discussants, *Wanda McCaslin, The Law Foundation of Saskatchewan and Native Law Centre of Canada, and Denise Breton, Director, Living Justice Press*

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## **Spotlight: Presentation of the Interview Self and 1009 Analytic Quagmires**

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9:30-10:50

314A Union

Chair: *Janice Morse, University of Utah*

Perception, presentation and interview data, *Janice M. Morse, University of Utah*

Hidden Truths and Multiple Realities: Misconstructions of Childhood Chronic Illness, *Becky Christian*

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths, *Lauren Clark, Sallie Thoreson, Cynthia Goss, Lorena Zimmer, and Carolyn DiGuiseppi*

What Do You Do When The Numbers Don't Add Up? Consider Asking The Right Question, *Patricia F. Pearce*

Prison Research Interviews and the Politically Defended Subject: “The Possibility for More Truth”, *Kristin Cloyes*

**Spotlight: Making a Case for the Worth of Our Work:  
New Strategies for Qualitative Researchers and Writers**  
**1010 Seeking Tenure and Promotion**

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9:30-10:50

404 Union

Chair: *Bud Goodall, Arizona State University and Angela Trethewey, Arizona State University*

Panel Discussion, *Robert Krizek, St. Louis University, Nathan Stucky, Southern Illinois University, Patricia Geist Martin, San Diego State University, and Sarah Tracy, Arizona State University*

**1016 Spotlight: PAR, Ethics, and Care**

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9:30-10:50

403 Union

Chair: *Sue Noffke, University of Illinois at Urbana-Champaign*

Emotionality, Ethics, End-of-Life Research and the Human Data Collecting Instrument, *Jillian Ann Tullis Owen, University of South Florida*

Bringing the Tacit in to Voice: CMM, Simulation and Healthcare Communication: Creating a Culture of Safety, *Lydia Londes Forsythe, OSF SAMC College of Nursing*

Life History Method: Possibilities and Challenges, *Nelofer Halai, The Aga Khan University*

Community-based care versus asset-based development: Some dilemmas of organizing, *David Haldane Lee, University of South Florida*

Values based qualitative research, *John M Hagedorn, UIC, Asma Ali, Tonya Sanders, and Lawndale Alliance*

## **1017 Spotlight: Voices that matter**

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9:30-10:50

Everitt Lab 163

Chair: *Nancy Elizabeth Spencer, Bowling Green State University and Pirkko Markula, University of Alberta*

Movement-Vision? Dance as Performance Ethnography, *Pirkko Markula, University of Alberta*

The Performing Body, Creating Change, *Jim Denison, University of Alberta*

Making our voices matter for social change, *Nancy Elizabeth Spencer, Bowling Green State University*

Discussant, *Michael D. Giardina, University of Illinois at Urbana-Champaign*

## **1020 Spotlight: Disability Studies**

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9:30-10:50

Material Science 305

Chair: *Donna Mertens, Gallaudet University*

Contesting Deaf identities: Exploring the Contributions of Poststructural Readings, *Rachelle Deanne Hole, University of British Columbia, and Cynthia Mathieson, University of British Columbia*

Social Justice and Disability: Using Portraiture and Visual Ethnography to Explore Self-Determination, *Phil Smith, Eastern Michigan University*

No More I Love Yous (Language Is Leaving Me In Silence): Accounts Of Deafness, Shame, And Criminal Behavior In A Group Of Texas Inmates, *Aviva Twersky Glasner, Bridgewater State College, and Katrina R. Miller, Emporia State University*

Fighting the system: The experiences of parents of children with disabilities, *Elizabeth Ann Larson, University of Wisconsin Madison*

## **1045 Plenary: Honoring Dwight Conquergood**

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1:00-2:20

407 Union

Chair: *Della Pollock, University of North Carolina-Chapel Hill*

Participant, *Renee Alexander, University of North Carolina-Chapel Hill*

Participant, *Greg Dimitriadis, University at Buffalo- The State University of New York*

Participant, *Judith Hamera, Texas A&M University*

Participant, *Patrick Johnson, Northwestern University*

Participant, *Della Pollock, University of North Carolina-Chapel Hill*

The Urgencies of Performance for Qualitative Research: Dwight Conquergood and Reflections on Pedagogy, Politics, and Performatives ,  
*Soyini Madison, Northwestern University*

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**Spotlight: New Emergent Forms of Interactionism: The  
1046 New Buzz Around the Water-Cooler**

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1:00-2:20

210 Union

Chair: *Lonnie Athens, Seton Hall University*

Panelists, *Eugene Rochberg-Halton, Notre Dame, Joe Kotarba, University of Houston, Laurel Richardson, The Ohio State University, and Phillip Vannini, Royal Roads University*

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**Plenary: Globalising research: what is ‘international’  
1047 about ‘international journals’?**

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1:00-2:20

314A Union

Chair: *Harry Torrance, Manchester Metropolitan University*

Participant, *Mitch Allen, Left Coast Press, Nick Burbules, University of Illinois at Urbana-Champaign, Fazal Rizvi, University of Illinois at Urbana-Champaign, Jan Morse, University of Utah, and Harry Torrance, Manchester Metropolitan University*

Discussant, *Norman Denzin, University of Illinois at Urbana-Champaign*

## **1049 Plenary: Queering Social Justice, Session One**

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1:00-2:20

314B Union

Chair: *Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

Queering as an Act of Social Justice: Brokeback Mountain as Subversive Queer Social Text, *Bryant Keith Alexander, California State University, Los Angeles*

Mentoring the “LGBT Studies” University Student, *Johnny Saldana, Arizona State University*

I look Like T.R. Knight?: Interpolated Identity and Gender F@#king, *A. Lynn Zimmerman, Southern Illinois University, Carbondale*

To Queer Theory Or Too Interested In Being Queer?: A Cautionary Tale of Misreading Queer Theory and a Recuperation of the Queer Prospects of Feminist Theory, *Sara L Crawley, University of South Florida*

## **Spotlight: Researching Sex & Sexuality: Philosophy, 1056 Politics, Dilemmas, and New Directions**

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1:00-2:20

Everitt Lab 269

Chair: *Wanda S. Pillow, UIUC*

Problems in Researching Queer and Ally Youth: Parental Consent and the Time of “Outness”, *Cris Mayo, UIUC*

Méconnaissance and Passions for Ignorance: A Lacanian Approach to Queering Qualitative Inquiry, *Jen Logue, UIUC*

(De)Sexualizing Latina Bodies: Narratives of homeplace and immigration, *Carmen Ocon, UIUC*

Researching Sex In an Abstinence Only State of Mind, *Wanda Pillow, UIUC*

**Spotlight: Remembering Richard Rorty: A  
1062 Multidisciplinary Tribute**

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2:30-3:50

407 Union

Chair: *Arthur Bochner, South Florida*

Ironizing and Tranvaluing in Rorty and Nietzsche: The Ethics and Politico-Aesthetics of (Re) Creating the Self and Community, *Kay Picart, Florida State University*

Richard Rorty, *Charles Guignon, University of South Florida*

Revolution Without Rancour, *Kenneth Gergen, Swarthmore College*

Remembering Richard Rorty, *Arthur Bochner, University of South Florida*

Discussant, *Norman Denzin, University of Illinois*

**Plenary: Evidence Questions of Evidence in Policy  
1064 Research**

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2:30-3:50

314A Union

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

The Truth About Evidence, *Elizabeth A. St.Pierre, University of Georgia*

Engaging Social Science: Evidence Matters, *Patti Lather, Ohio State University*

Evidence & Decision Making: Between “As you like it” and “Elementary my dear Watson”, *Thomas A. Schwandt, University of Illinois at Urbana-Champaign*

What Anthropology of Education Research Could Say in Current Policy Discourse, *Frederick Erickson, University of California, Los Angeles*

Discussants, *Michael Feuer, National Research Council, and Harry Torrance, Manchester Metropolitan University*

## **1066 Plenary: Queering Social Justice, Session Two**

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2:30-3:50

314B Union

Chair: *Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

Cuiar Como Verbo, Queer as Verb: Feminist Cultural Resistance and Media Production in the Spanish Caribbean, *Celiary Rivera-Velazquez, University of Illinois, Urbana-Champaign*

Exquisite Poverties: Impoverished Bodies in Social Justice Campaigns, *Sara Dykins Callahan, University of South Florida*

The Politics of Desire and Resistance, *Mercilee Jenkins, San Francisco State University, and Aaron Fritsch, San Francisco State University*

Autoethnography is Queer, *Stacy L Holman Jones, University of South Florida, and Tony E Adams, University of South Florida*

Wanting, *Lesla Lockford, Bowling Green State University*

## **1067 Spotlight: Decolonizing Methodologies**

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2:30-3:50

406 Union

Chair: *Yvonna S. Lincoln, Texas A&M University and Elsa Gonzalez, Texas A&M University*

Deconstructing the Kokopeli Conundrum and Re-centering Indigenous Subjects and Communities, *Paula R. Mohan, University of Wisconsin, Whitewater*

Decolonizing Participatory Action Research, *Hartej Gill, The University of British Columbia, Kadi Purru, The University of British Columbia, and Gloria Lin, University of British Columbia*

A Journey to Respect, *Christopher Charles Fisher, Southern Cross University*

Netogye: nioyhto:k ogwanigoha: So it remains in our mind, *Gloria Thomas, Queen's University*

**Spotlight: Qualitative Studies in Turkish Education**  
**1073 System**

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2:30-3:50

Everitt Lab 165

Chair: *Mustafa Cinoglu, Kilis Yedi Aralik University*

Teaching the History of Science and Technology According to New Curriculum in Turkey, *Murat Eskil, Kilis Yedi Aralik University*

A Qualitative Case Analysis of Conflicts between Teachers and Students, *Habib Ozgan, University of Gaziantep*

Evaluation of the Preschool Education: A case study, *Haci Ismail Arslantas, Kilis Yedi Aralik University*

Evaluation of Hasanbeyli Regional Boarding School in Turkey: A Descriptive Case Study, *Mustafa Cinoglu, Kilis Yedi Aralik University*

Using Time Sequences in Memoirs to Teach English to Turkish Students: A Qualitative Case Study, *Suleyman Basaran, Cukurova University*

**Spotlight: Ethics of teaching ethnographically: Knowing self, knowing others**  
**1076**

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2:30-3:50

Material Science 4101

Chair: *Joy Pierce, University of Utah*

Confronting whiteness in the classroom, *Kevin Dolan, University of Illinois, Urbana-Champaign*

Being White in a Multicultural Society, *Alice Filmer, University of Illinois, Urbana-Champaign*

Race and Political History in the Classroom: When Students Fight, *David Monje, Northeastern University*

Real Faces Thinking about Virtual Spaces: Discussing race, ethnicity, gender and religion on the World Wide Web, *Joy Pierce, University of Utah*

Teaching Race: Students of color in white classrooms, *Dalia Rodriguez, Syracuse University*

## **1080 Plenary: Ethical Issues in Institutional Research**

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4:00-5:20

407 Union

Chair: *Janice Morse, University of Utah*

The Control of Qualitative Research by IRBs, *Janice Morse, University of Utah*

When the topic is sexual assault, *Noreen Esposito, University of North Carolina, Chappell Hill*

An Inclusion/Exclusion Paradox: IRB's Representation of Qualitative Ethics Review in the 2007 Australian National Statement and NHMRC Ethics Committee Training, *Martin Tolich, Otago University*

Oversight, surveillance and the ethical researcher, *Wendy Austin, University of Alberta*

## **Spotlight: Future Vision: Next Steps in Performance, 1081 Autoethnography, Narrative, and Dialogic Inquiry**

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4:00-5:20

210 Union

Chair: *Carolyn Ellis, University of South Florida and Kenneth J Gergen, Swarthmore College*

Participant, *Kenneth J. Gergen, Swarthmore College*

Participant, *Mary Gergen, Pennsylvania State University*

Participant, *Carolyn Ellis, University of South Florida*

Participant, *Arthur Bochner, University of South Florida*

## **1090 Spotlight: The Affective Turn into Dreamworlds**

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4:00-5:20

Everitt Lab 163

Chair: *Patricia T. Clough, Queens College and The Graduate Center CUNY and Allen shelton, buffalo state college*

Affect: Crossing into Dreamworlds, *Patricia T Clough, Queens College and The Graduate Center CUNY, and Joseph Schneider, Drake University*

Meat markets: The parallel lives of women and cows, *Jean Halley, Wagner College*

You are worth many sparrows, *Allen Shelton, Buffalo State College*

Love Letter, *Karen Engle, University of Windsor*

Saturday, May 17

**Plenary: Ethics, Evidence and Practice: Interdisciplinary  
2010 Perspectives**

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9:30-10:50

407 Union

Chair: *Frederick Erickson, University of California, Los Angeles*

Constructing Critical Inquiry as Ethical Challenge to Discourses of  
Evidence, *Gaile Cannella, Tulane University*

Evidence-based practice and qualitative research, *Lisa Given, University  
of Alberta*

Education Research, Politics, and the Rhetoric of Science, *Kenneth  
Howe, University of Colorado*

Evidence: A Critical Realist Perspective for Qualitative Research, *Joseph  
A. Maxwell, George Mason University*

The Footprint of Qualitative Inquiry in Mixed Methods Research, *John  
Creswell, University of Nebraska-Lincoln*

Discussant, *Frederick Erickson, University of California, Los Angeles*

**2012 Plenary: Mentoring Students**

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9:30-10:50

314A Union

Chair: *Carolyn Ellis, University of South Florida and Laurel  
Richardson, Ohio State University*

Participants, *Ronald J. Pelias, Southern Illinois University, Arthur  
Bochner, University of South Florida, D. Soyini Madison, Northwestern  
University, Laurel Richardson, Ohio State University, and Norman K.  
Denzin, University of Illinois at Urbana-Champaign*

## **2013 Spotlight: Promotion of Critical Qualitative Inquiry**

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9:30-10:50

404 Union

Chair: *María-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco and Addis Abbeba Salinas,*

Participants, *Himika Bhattacharya, University of Illinois at Urbana-Champaign, Grant Kien, California State University, East Bay, Janice Morse, University of Utah, Fernando Peñaranda, and James Salvo, University of Illinois at Urbana-Champaign*

## **2018 Spotlight: Poverty**

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9:30-10:50

215 Union

Chair: *Sharon M Keigher, U of Wisconsin-Milwaukee*

Poverty, violence and masculinity in children's discourse, *Alejandra Martínez, Universidad Nacional de Córdoba, and Aldo Merlino, Universidad Nacional de Córdoba*

The Tale of Three Studies: The ethics of requiring impoverished women to work themselves out of poverty, *Eugenie Hildebrandt, University of Wisconsin-Milwaukee*

HIV+ Mothers' Narratives of Using a TANF Program: A Qualitative Critique, *Sharon M Keigher, U of Wisconsin-Milwaukee, and Patricia E Stevens, U of Wisconsin-Milwaukee*

Poverty, violence and masculinity in children's discourse, *Alejandra Martínez, Universidad Nacional de Córdoba, and Aldo Merlino, Universidad Nacional de Córdoba*

## **2043 Plenary: Ethics, Evidence and the Radical Critique of Healthcare**

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1:00-2:20

407 Union

Chair: *Geneviève Rail,*

Ethics and evidence in the modern confessional: Obesity discourses, BMI and biopedagogy, *Geneviève Rail*

Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void, *Dave Holmes, Stuart J. Murray, Amélie Perron, and Janet McCabe*

Ethics and Evidence in Crisis: Reflecting on the Rise of Biotechnologies, *Stuart J. Murray*

Ethics and the life extension project, *Alexandre Dumas , and Bryan Turner*

The gift of life?: Ethics, subjectivity, embodiment and facial transplant surgery, *Marc Lafrance*

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## **2045 Plenary: Narrative**

1:00-2:20

314A Union

Chair: *Jim Denison, University of Alberta and Pirkko Markula, University of Alberta*

Holding the Places and Spaces of Storytelling, *Patrick Lewis, University of Regina*

Cancer and Death and Social Justice: Not a Love Story, *Nick Trujillo, California State, Sacramento*

Say Something, *Tami Spry, St. Cloud University*

Ranch Style: A History Told in Carpets, *Jean Halley, Wagner College*

Discussant, *Mike Madonick, University of Illinois at Urbana-Champaign*

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## **2059 Plenary: Indigenizing Social Justice**

2:30-3:50

407 Union

Chair: *Tim Begaye, Arizona State University*

Participant, *Tim Begaye, Arizona State University*

Participant, *Denise Breton, Director, Living Justice Press*

Participant, *Sandy Grande, Connecticut College and Rockefeller Foundation*

Participant, *Wanda McCaslin, Law Society of Saskatchewan and Native Law Centre of Canada*

Participant, *Mary Weems, John Carroll College*

Participant, *Carolyne White, Rutgers*

**Spotlight: “Getting Lost” or Bust: Research after the  
2061 “Gold Standard” Rush**

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2:30-3:50

314A Union

Chair: *Kate McCoy, SUNY New Paltz*

Research as Praxis 2.0, *Patti Lather, Ohio State University*

Dislocating Citizen-Subject Makings: A Post-colonial Feminist Reading of Korean/Asian American Women’s Narratives in US Higher Education, *Jeong-eun Rhee, Long Island University*

Epistemology, Ethics, and the Politics of Need: Discourse Analysis of Care Seeking by People Who Use Illicit Drugs, *Kate McCoy, SUNY New Paltz*

Discussant, *Wanda Pillow, University of Illinois at Urbana-Champaign*

**Spotlight: (Auto)Ethnographic fiction as critical  
2076 engagement**

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4:00-5:20

407 Union

Chair: *Marcelo Diversi, Washington State University at Vancouver*

Evidence of humanity: Ethnographic fiction as path to inclusive social justice, *Marcelo Diversi, Washington State University at Vancouver*

Am I Fake?, *Claudio Moreira, University of Illinois at Urbana-Champaign*

AutoStories: Good Times in the Rust Belt, *Susan Finley, Washington State University at Vancouver*

Making a Living: The Gringo-Ethnographer-as-Pimp-of-the-Suffering in the Late Capitalist Night, *Samuel Veissière, University College of the North, Canada*

Discussant, *Carolyn Ellis, University of South Florida*

## **2093 Spotlight: IIQI Collaborating Sites Roundtable**

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4:00-5:20

200 Ballroom Union

Chair: *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana-Xochimilco*

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

Participant, *Lisa Given, University of Alberta*

Participant, *Judith Preissle, University of Georgia*

Participant, *Melissa Freeman, University of Georgia*

Participant, *Ian Stronach, Manchester Metropolitan University*

Participant, *Christina Ceisel, University of Illinois at Urbana-Champaign*

# Schedule Overview

## Friday, 8–9:20 a.m.

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210 Union	1001	Journey from behind the scenes
314B Union	1002	Youth in Text and Context: Discursive Practices of Sexuality and Queer Identities
405 Union	1003	Dissertations
209 Union	1004	Creating a qualitative research group: Tracking our process of development
215 Union	1005	The Self
Everitt Lab 163	1006	Vision and the Visual

## Friday, 9:30–10:50 a.m.

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407 Union	1007	Plenary: Racializing Ethics, Evidence, and Justice
210 Union	1008	Bodies of/in Inquiry: 3 Methodological Performances
314A Union	1009	Spotlight: Presentation of the Interview Self and Analytic Quagmires
404 Union	1010	Spotlight: Making a Case for the Worth of Our Work: New Strategies for Qualitative Researchers and Writers Seeking Tenure and Promotion
314B Union	1011	Trauma and Sexuality
406 Union	1012	Through the Gendered Lenses of Borders & Migration: Feminist Qualitative Research In and Out of Focus
405 Union	1013	Student Culture
209 Union	1014	Validity Issues
215 Union	1015	Death and Dying
403 Union	1016	Spotlight: PAR, Ethics, and Care
Everitt Lab 163	1017	Spotlight: Voices that matter
Everitt Lab 165	1018	Developments in Education
Everitt Lab 269	1019	Insider/Outsider
Mat. Sci. 305	1020	Spotlight: Disability Studies
Mat. Sci. 4101	1021	Ethical imperatives of critical qualitative researchers:
Noyes Lab 162	1022	Using Computer Assisted Technology
Noyes Lab 217	1023	Psychodynamic Theory and Reflexivity in Qualitative Research
English 160	1024	Cooperative Inquiry & The Politics of Evidence: Reports from an Online Learning Experience

## Friday, 11 a.m. to 12:20 p.m.

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407 Union	1025	Constructions of Girlhood
210 Union	1026	Conceptualizing Cultures
314A Union	1027	Conceptualizations of Power
404 Union	1028	New Developments in CRT
314B Union	1029	New Directions in Institutional Ethnography

406 Union	1030 New Directions in Collaborative Research
405 Union	1031 New Directions in Ethnography
209 Union	1032 New Developments in Mix Methods Design
215 Union	1033 New Developments in Cross-disciplinary Methodologies
403 Union	1034 New Directions in Qualitative Case Studies
Everitt Lab 163	1035 Conceptualizing Mental Illness
Everitt Lab 165	1036 Constructions of Identity
Everitt Lab 269	1037 New Directions in Education
Mat. Sci. 305	1038 New Methods & Methodologies
Mat. Sci. 4101	1039 Social Justice and Children in Conflict with the Law
Noyes Lab 162	1040 Applying and Extending Qualitative Inquiry to Internet Research: Processes and Techniques
English 160	1041 Muslim Voices in School: Narratives of Identity and Pluralism
Colonial Rm.	1042 Poster
Colonial Rm.	1043 Poster
Colonial Rm.	1044 Poster

### **Friday, 1–2:20 p.m.**

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407 Union	1045 Plenary: Honoring Dwight Conquergood
210 Union	1046 Spotlight: New Emergent Forms of Interactionism: The New Buzz Around the Water-Cooler
314A Union	1047 Plenary: Globalising research: what is ‘international’ about ‘international journals’?
404 Union	1048 (in)Visible Culture(s): Picturing the Absence of Visuality in Qualitative Inquiry, I. Deploying the Visual in Qualitative Inquiry
314B Union	1049 Plenary: Queering Social Justice, Session One
406 Union	1050 Rethinking Indigenous Identity
209 Union	1051 The Science Wars
215 Union	1052 Emancipations
403 Union	1053 PAR Methodology
Everitt Lab 163	1054 Theorizing Autoethnography
Everitt Lab 165	1055 Autoethnography and Education
Everitt Lab 269	1056 Spotlight: Researching Sex & Sexuality: Philosophy, Politics, Dilemmas, and New Directions
Mat. Sci. 305	1057 Methodological Directions in Disability Studies
Mat. Sci. 4101	1058 The Politics of Evidence
Noyes Lab 162	1059 New Media, New Methodologies
Noyes Lab 217	1060 Rethinking Critical Theory
English 160	1061 Telling Tales out of School: Challenges and Opportunities in Teacher and Student-led Social Justice Research in Education

### **Friday, 2:30–3:50 p.m.**

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407 Union	1062 Spotlight: Remembering Richard Rorty: A Multidisciplinary Tribute
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210 Union	1063 Me, We, and Us: (Auto)Ethnographic and Allographic Performances of Selves, Sites, and Methods
314A Union	1064 Plenary: Evidence Questions of Evidence in Policy Research
404 Union	1065 (in)Visible Culture(s): Picturing the Absence of Visuality in Qualitative Inquiry, II. Publications of (in)Visible Culture(s)
314B Union	1066 Plenary: Queering Social Justice, Session Two
406 Union	1067 Spotlight: Decolonizing Methodologies
405 Union	1068 Scholarly Identity
209 Union	1069 Using Context to Build Methodological Rigor: Application to a Study of Change Processes in a Restorative Justice Intervention
215 Union	1070 Silences
403 Union	1071 PAR Theory
Everitt Lab 163	1072 Qualitative Inquiry and Sport
Everitt Lab 165	1073 Spotlight: Qualitative Studies in Turkish Education System
Everitt Lab 269	1074 Qualitative Case Studies on Identity
Mat. Sci. 305	1075 Health Care Practitioner Issues
Mat. Sci. 4101	1076 Spotlight: Ethics of teaching ethnographically: Knowing self, knowing others
Noyes Lab 162	1077 Technology and Meaning Making
Noyes Lab 217	1078 Music in Qualitative Inquiry
English 160	1079 The Negotiation of Multi-layered Identities within Interpretive Zones

### **Friday, 4–5:20 p.m.**

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407 Union	1080 Plenary: Ethical Issues in Institutional Research
210 Union	1081 Spotlight: Future Vision: Next Steps in Performance, Autoethnography, Narrative, and Dialogic Inquiry
314A Union	1082 Critical Qualitative Research Problems and Methodologies: Is it Possible to Generate/Understand Inquiry that Unmasks Power?
404 Union	1083 (in)Visible Culture(s): Picturing the Absence of Visuality in Qualitative Inquiry, III. (in)Visible Culture(s): Reinterpreting Identity
314B Union	1084 Narratives of Same Sex Marriage
406 Union	1085 English as a Second Language
405 Union	1086 Researcher Positionality
209 Union	1087 Qualitative Evaluation and Social Policy
215 Union	1088 Home
403 Union	1089 PAR in Action
Everitt Lab 163	1090 Spotlight: The Affective Turn into Dreamworlds
Everitt Lab 165	1091 The ethics and politics of educational research: whose needs, whose evidence, whose policy?
Mat. Sci. 305	1092 Caregivers
Mat. Sci. 4101	1093 Visual Data and Qualitative Research Dissertation: Ethics, Evidence and the Politics of Academia

Noyes Lab 162 1094 Virtual Spaces  
Noyes Lab 217 1095 Religion and Spirituality

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**Saturday, 8–9:20 a.m.**

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314B Union 2001 Motherhood  
405 Union 2002 Boundary spanners revisited: A qualitative inquiry into cross-system reform  
209 Union 2003 IRBs and Academic Freedom  
215 Union 2004 The Body  
403 Union 2005 PAR and Education  
Everitt Lab 163 2006 Discourse, Narrative, and Counter-narrative  
Everitt Lab 165 2007 Teacher Issues  
Everitt Lab 269 2008 Qualitative Research as Change Agent: Building Capacity, Developing Infrastructure and Enhancing Practice in a Clinical Setting  
Noyes Lab 217 2009 Improvisation and Qualitative Research: Negotiating Spaces of Inquiry in Communities of Practice

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**Saturday, 9:30–10:50 a.m.**

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407 Union 2010 Plenary: Ethics, Evidence and Practice: Interdisciplinary Perspectives  
210 Union 2011 HIV Narratives and Discourse  
314A Union 2012 Plenary: Mentoring Students  
404 Union 2013 Spotlight: Promotion of Critical Qualitative Inquiry  
314B Union 2014 Man-Up! Junior Women Faculty (En)counter Science-based Research  
406 Union 2015 Qualitative Indigenous Methodologies  
405 Union 2016 Approaching the “autotext”: An open dialogue on the process of creation  
209 Union 2017 Qualitative Inquiry and IRBs  
215 Union 2018 Spotlight: Poverty  
403 Union 2019 Participatory Action Research: Engaging Collaboratively with Those Who Have Experienced Disasters  
Everitt Lab 163 2020 The Complexities of Voice  
Everitt Lab 165 2021 Teacher Education, Progressive Pedagogies, and Teachers Job Satisfaction  
Everitt Lab 269 2022 Democratic Methodologies  
Mat. Sci. 305 2023 Health Care and Mixed Methodology  
Mat. Sci. 4101 2024 Questioning Evidence  
Noyes Lab 162 2025 Where everybody knows your (avatar’s) name: Multi-voiced tale of a virtual ethnography  
Noyes Lab 217 2026 Ecology

**Saturday, 11–12:20 p.m.**

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407 Union	2027 Policy Issues
210 Union	2028 Five Ways of Caring: The Complexity of a Loving Performance
314A Union	2029 Funded Qualitative Research
404 Union	2030 Elicitation Methods
314B Union	2031 Evaluation Issues
406 Union	2032 Family Issues
405 Union	2033 Cross-Cultural Issues
209 Union	2034 Directions in Feminist Qualitative Research
215 Union	2035 Directions in Interview Research
403 Union	2036 Directions in Qualitative Social Work
Everitt Lab 163	2037 Spatial Conceptualizations
Everitt Lab 165	2038 The Power of Observation
Everitt Lab 269	2039 Early Childhood
Colonial Rm.	2040 Poster
Colonial Rm.	2041 Poster
Colonial Rm.	2042 Poster

**Saturday, 1–2:20 p.m.**

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407 Union	2043 Plenary: Ethics, Evidence and the Radical Critique of Healthcare
210 Union	2044 Researchers as performers: embodiment, representation and the ethics of care in a collaborative ethnographic performance
314A Union	2045 Plenary: Narrative
404 Union	2046 Photovoice: Opportunities for Media Literacy Intergration across Participatory Realms
314B Union	2047 LGBT Issues
406 Union	2048 Freirean Methodologies
405 Union	2049 Teaching Social Justice
215 Union	2050 The Epistemic
403 Union	2051 Critical Reflections on Participatory Research
Everitt Lab 163	2052 Writing as Inquiry
Everitt Lab 165	2053 Feminism and Education
Everitt Lab 269	2054 Post 9/11 Qualitative Research
Mat. Sci. 305	2055 Social Justice and Health Care
Mat. Sci. 4101	2056 Ethics, power and relationships in disability research
Noyes Lab 162	2057 Digital Spaces and Digital Mediation
Noyes Lab 217	2058 Foucaultian Methodologies

**Saturday, 2:30–3:50 p.m.**

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407 Union	2059 Plenary: Indigenizing Social Justice
210 Union	2060 Reflexive Performance Ethnography
314A Union	2061 Spotlight: “Getting Lost” or Bust: Research after the “Gold Standard” Rush

404 Union	2062 Interrogating Colonized Spaces and Postcolonial Identities: Transnationalism(s), Representation(s), Belonging(s)
314B Union	2063 Gender Issues
406 Union	2064 Borders
405 Union	2065 Critical Pedagogy in Action
209 Union	2066 Standards for Qualitative inquiry
215 Union	2067 Literacies
403 Union	2068 Photographic Methodologies
Everitt Lab 163	2069 Arts Based Inquiry: Theory and Practice
Everitt Lab 165	2070 Education and Technology
Everitt Lab 269	2071 War and Discourse
Mat. Sci. 305	2072 Qualitative Health Research
Mat. Sci. 4101	2073 Rethinking Evidence and Validity
Noyes Lab 217	2074 Architecture
Noyes Lab 162	2075 IAQI International Advisory Committee Meeting

### **Saturday, 4–5:20 p.m.**

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407 Union	2076 Spotlight: (Auto)Ethnographic fiction as critical engagement
210 Union	2077 Dance/Performance
314A Union	2078 Risky Research: Investigating the Perils of Ethnography
404 Union	2079 (Dis)Locating Narratives: Membranous Lines of Autobiographical Qualitative Research and Transnational Inquiry
314B Union	2080 Marriage: Narratives and Meanings
406 Union	2081 Counter-Narratives of Race and Nation
405 Union	2082 Community as Pedagogy
209 Union	2083 Training, Evaluating, and Extending Qualitative Methods
215 Union	2084 Transformations
403 Union	2085 Photography and the Visual
Everitt Lab 163	2086 Life History
Everitt Lab 165	2087 Qualitative Case Studies on Education
Everitt Lab 269	2088 Hurricane Katrina
Mat. Sci. 305	2089 ‘Making ourselves (and each other) up as we go along’: fiction, fantasy and coming adrift.
Mat. Sci. 4101	2090 Critical Communicative Methodology
Noyes Lab 162	2091 Sapphire’s runaway tongue talks back to the master narrative: Performing Black female subjectivities
Noyes Lab 217	2092 Cinema and QI
200 Ballroom	2093 Spotlight: IIQI Collaborating Sites Roundtable

### **Saturday, 5:30–7 p.m.**

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200 Ballroom	2094 QI2008 General Meeting
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The Fifth International Congress of Qualitative Inquiry

# Advancing Human Rights Through Qualitative Research

**Keynotes:**

*"...if it means he gets his humanity back...": The worldview underpinning the South African Truth and Commission*

Antjie Krog, University of Western Cape

*Human Dignity in Qualitative Research: Walking the Walk*

Frederick Erickson, University of California, Los Angeles

The Fifth International Congress of Qualitative Inquiry will take place at the University of Illinois, Urbana-Champaign from May 20-23, 2009. The theme of the 2009 Congress is "Advancing Human Rights Through Qualitative Inquiry." This theme builds on recent human rights initiatives taken by the American Association for the Advancement of Science, the American Education Research Association, previous Congresses, as well as the American Anthropological Association, the American Psychological Association, The American Nurses Association, the Center for Indigenous World Studies, Scholars at Risk, and the Society for Applied Anthropology. It is clear that in these troubling political times qualitative researchers are called upon to become human rights advocates, to honor the sanctity of life, and the core values of privacy, justice, freedom, freedom from fear, peace, human dignity.

The 2009 Congress will offer scholars the opportunity to form coalitions and engage in debate, and dialogue on how qualitative research can be used to bridge gaps in cultural and linguistic understandings. Delegates will address such topics as academic freedom, researcher safety, indigenous human rights, human rights violations, ethical codes, torture, political violence, social justice, racial, ethnic and gender and environmental disparities in education, welfare and healthcare, truth and reconciliation commissions, justice as healing. Delegates will consider the meaning of ethics, evidence, advocacy and social justice under a humane human rights agenda.

Sessions will take up such topics as: the politics of evidence; alternatives to evidence-based models; mixed-methods; public policy discourse; social justice; human subject research; indigenous research ethics; decolonizing inquiry; standpoint epistemologies. Contributors are invited to experiment with new methodologies, and new presentational formats (drama, performance, poetry, autoethnography, fiction). Such work will offer guidelines and exemplars showing how qualitative research can be used in the human rights and policy-making arenas.

On May 20 there will be pre-conference language events and on May 21, morning and afternoon professional workshops. The Congress will consist of keynote, plenary, featured, regular, and poster sessions. There will be an opening reception and barbeque as well as a closing old fashioned Midwest cook-out.

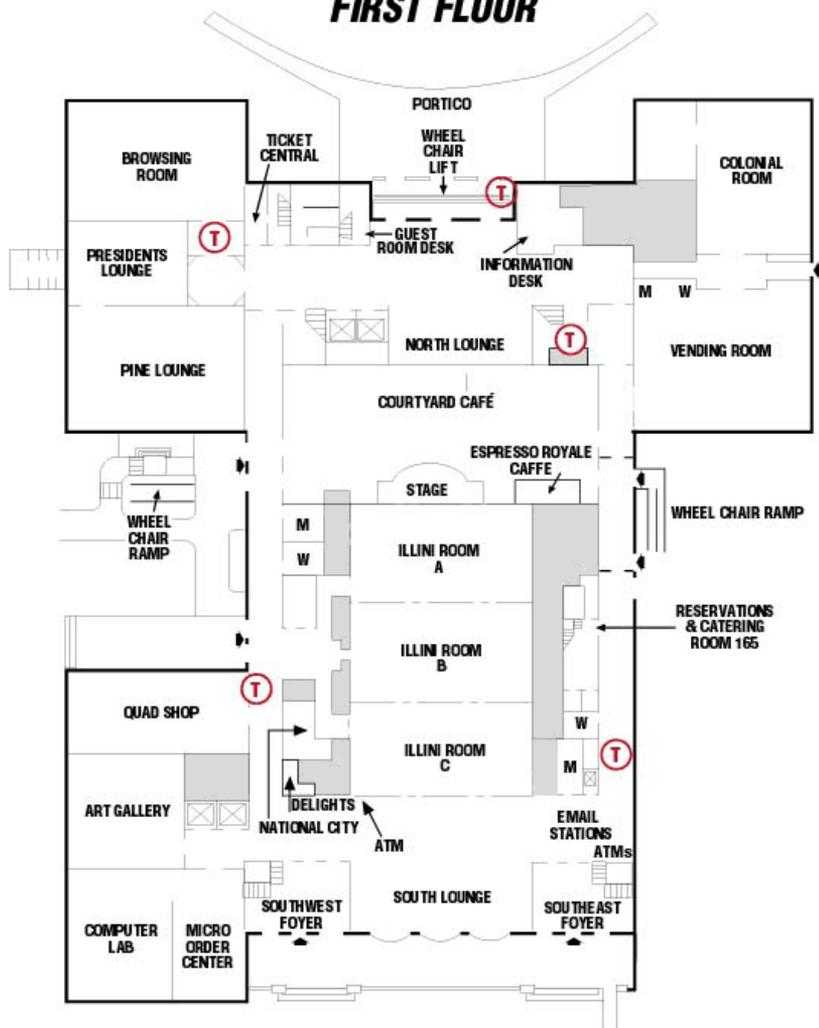
We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from October 1 until December 1 2008. Conference and workshop registration will begin December 1, 2008. To learn more about the Fifth International Congress and how to participate, please visit our website:

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



# Illini Union maps

## **FIRST FLOOR**

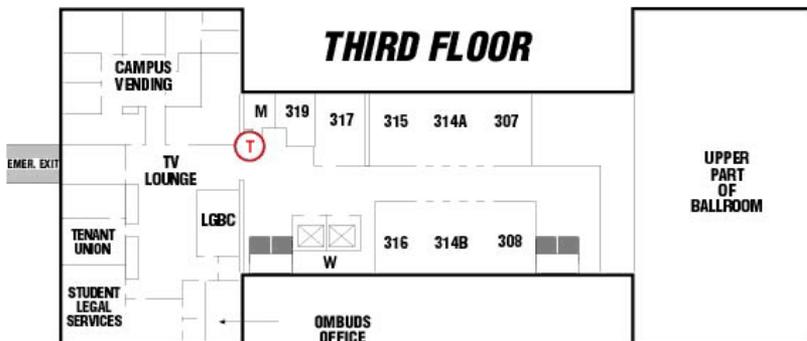


# Illini Union maps

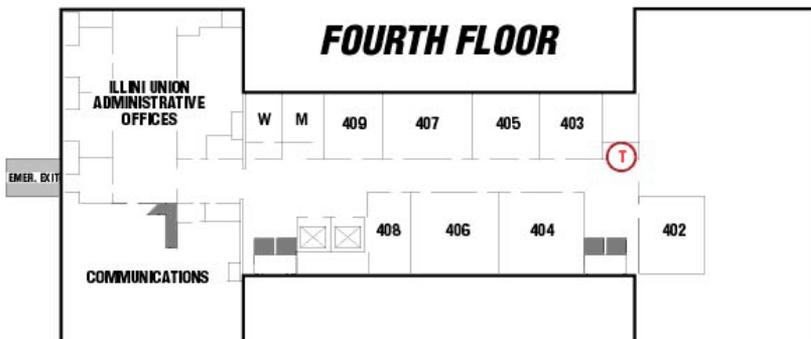
## SECOND FLOOR



## THIRD FLOOR



## FOURTH FLOOR



# General information

## **Conference volunteers**

An information table for conference inquiries will be available in the Colonial Room of the Illini Union. Conference volunteers with orange badges will be happy to assist you.

## **Registration hours**

Registration will be in the Illini Union. Registration hours are: 6-9 p.m. Wednesday in 200 Union, 8 a.m. to 5 p.m. Thursday, 8 a.m. to 5 p.m. Friday, and 8 a.m. to noon Saturday in the Colonial Room.

## **E-mail services**

Internet access is available in the computer lab in the southwest corner of the first floor of the Illini Union. Passwords, etc. will be given to you for your sole use in that computer lab. Many coffee houses and restaurants in the Campustown area also provide wireless Internet access to their customers.

## **Photocopying**

A pay photocopy facility is in Room 333 of the Illini Union. Hours of operation are Thursday and Friday from 8:30 a.m. to 5:30 p.m.

## **Conference badges**

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

## **Currency exchange**

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

## **Food, lunches**

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

the local restaurants. You can also download this information from the conference Web site.

**Smoking**

All campus buildings are smoke-free.

**Cell phones and pagers**

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

**Public transportation**

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

**Parking**

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

# International Institute of Qualitative Inquiry Collaborating Sites

Arizona State University	University of Aarhus
Ben-Gurion Univeristy of the Negev	University of Alberta
Canakkale Onsekiz Mart University	University of Auckland
Cardiff Univeristy	University of Bristol
Charles Darwin University	University of Calgary
City University of New York-Queens	University of Colorado at Boulder
Cleveland State University	University of Georgia
Duquesne University	University of Hull
Florida International University	University of Limpopo
Institutum Studiorum Humanitatis	University of Liverpool
Klagenfurt University	University of Nebraska-Lincoln
LaTrobe University	University of Northern British Columbia
Manchester Metropolitan	University of Oslo
McGill University	University of Ottawa
Miami University	University of Plymouth
Michigan State	University of Saskatchewan
North-West University	University of South Australia
Northwestern University	University of South Florida
Ohio State University	University of Utah
Sheffield University	University of the West Indies
Southern Illinois University	University of York
St. Cloud State	Virginia Commonwealth University
Texas A&M	
Tulane University	
University of California, Los Angeles	
Universidad Autonoma Metropolitana Xochimilco	
Universidad de Antiogua	
University at Buffalo	
University of A Coruna	

# UN DÍA EN ESPAÑOL

A DAY IN SPANISH – ADIS2008

Miércoles 14 de mayo

PROGRAMACIÓN GENERAL

08:00 – 08:40	Apertura 314A Union
08:50 – 10:00	Presentación de trabajos: primera sesión
10:10 – 11:20	Presentación de trabajos: segunda sesión
11:30 – 12:40	Presentación de trabajos: tercera sesión
12:40 – 14:00	Almuerzo
14:00 – 15:10	Presentación de trabajos: cuarta sesión
15:20 – 17:20	Conversatorios

# PRESENTACION DE TRABAJOS

PRIMERA SESIÓN (8:50 - 10:00 hr.)

## **Mesa 1: ¿A quién servimos cuando investigamos? Experiencias en el ámbito de la salud**

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209 Union

Carolina Martínez Salgado (Coordinadora)

- a). La inesperada evidencia de la injusticia social en la interlocución población-médico-investigador. Hablando de sexualidad. *Addis Abeba Salinas Urbina, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 201-a)
- b). El vínculo intersubjetivo como alternativa de cambio en las profesiones de la bidimensionalidad humana. *Ma. del Consuelo Chapela, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 201-b)
- c). Aproximaciones a la salud mental en un contexto de pobreza urbana. *Carolina Martínez Salgado, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 201-d)
- d). ¿Qué hemos aprendido en América Latina sobre las intervenciones alimentarias en etapas avanzadas del ciclo de vida y cómo desde la mirada cualitativa es posible re-orientar el rumbo de los programas? Experiencias en México, Chile y Argentina. *José Alberto Rivera Márquez, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 201-e)

## **Mesa 2: Metodología comunicativa crítica**

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210 Union

Marta Capllonch Bujosa (Coordinadora)

- a). El paradigma comunicativo crítico. *Aitor Gómez González, Universitat Rovira Virgili* (ADIS 206-a)
- b). Juega, dialoga y resuelve: la superación de conflictos en Educación Física mediante el modelo comunitario. Diseño de un programa específico para Comunidades de Aprendizaje. *Marta Capllonch Bujosa, Universitat de Barcelona* (ADIS 206-b)
- c). Aplicación de la metodología comunicativa crítica en el VI programa marco de investigación europea: INCLUD-ED. *Sandra Racionero-Plaza, University of Wisconsin, Universidad de Barcelona* (ADIS 206-c)
- d). Consideraciones éticas y políticas de la (auto) calificación en la formación de profesorado. *Alvaro Sicilia Camacho, Universidad de Almería; Montserrat Martín Horcajo, Universidad de Vic* (ADIS 206-d)

### Mesa 3: Investigación Cualitativa en Educación I

211 Union

Ana Carrero de Blanco (Coordinadora)

- a). Los métodos cualitativos utilizados en la investigación en el área de educación, ambiente y calidad de vida. *Margarita García Tovar, Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas; Ana Carrero de Blanco, Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas; Ninoska Rivas de Rojas, Universidad Pedagógica Experimental Libertador* (ADIS 22)
- b). Construcción colectiva de un currículo dialógico interdisciplinar: una experiencia para la democratización de la educación desde la investigación acción participación. *Cecilia Correa de Molina, Universidad del Atlántico* (ADIS 33)
- c). La construcción social del currículo: Una experiencia desde la investigación cualitativa. *Reynaldo Mora Mora, Universidad Simón Bolívar* (ADIS 89)
- d). Análisis de procesos de planeación e implementación de un ambiente virtual-Red Académica de Investigación en Educación a Distancia-RAIED. *Laity Alvinzy Velasquez, Universidad Militar Nueva Granada* (ADIS 97)
- e). Investigación acción y currículo universitario desde la teoría crítica: Una experiencia en la Universidad de La Salle Bogotá, Colombia. *Milton Molano Camargo, Universidad de La Salle* (ADIS 156)

### Mesa 4: Investigación Cualitativa con Adolescentes y Jóvenes

215 Union

Jaime Arturo Gómez Correa (Coordinador)

- a). Representaciones Sociales que orientan la experiencia de vida de algunos grupos de jóvenes de la ciudad de Manizales frente al riesgo en el año 2006. *Consuelo Vélez Álvarez, Universidad Autónoma de Manizales; María del Carmen Vergara Quintero, Universidad Autónoma de Manizales; José Armando Vidarte Claros, Universidad Autónoma de Manizales; José Orlando Nieto Ramírez, Universidad Autónoma de Manizales* (ADIS 9)
- b). Significado de lo público para un grupo de jóvenes universitarios. *Victoria Eugenia Pinilla, Centro de Estudios avanzados en Niñez y Juventud-Universidad de Manizales (CINDE)* (ADIS 101)
- c). Significados de los intentos de suicidio en jóvenes de Tabasco. *Ángela Beatriz Martínez González, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 106)
- d). Representaciones sociales de los hombres universitarios sobre la resolución del conflicto en su relación de noviazgo. *Sandra Pulido,*

*Universidad El Bosque; Jaime Montaña, Universidad El Bosque; Nieves Gil-Alvarado, Universidad El Bosque; Liliana Pardo-Niño, Universidad El Bosque; Ángela María Rodríguez-Salamanca, Universidad El Bosque* (ADIS 135)

- e). Representaciones sociales de jóvenes infractores sobre actos violentos en Medellín. 2005-2006. *Luz María Agudelo Suárez, Universidad de Antioquia; Jaime Arturo Gómez Correa, Universidad de Antioquia; Alfredo de los Ríos de los Ríos, Universidad de Antioquia; Tiberio Álvarez Echeverri, Universidad de Antioquia; Adolfo Alejandro López Ríos, Empresa Social del Estado “Metrosalud”; Bernardo Alonso Vélez Molina, Universidad de Antioquia, Fundación Universitaria Luis Amigó; Gloria Esperanza Castañeda, Fundación Universitaria Luis Amigó; Jorge Iván Quintero Vélez, Universidad de Antioquia* (ADIS 195)

## **Mesa 5: Diversas aplicaciones de la Investigación Cualitativa I**

217 Union

Luz Elena Gallo Cadavid (Coordinadora)

- a). Las actitudes lingüísticas frente a formas de habla locales: estudio sociolingüístico en la trifrontera brasil-Colombia-Perú. *Sandra Liliana Rojas Molina, Universidad Nacional de Colombia* (ADIS 16)
- b). Comunicación para todos. *Fabio Andrés Ribero Salazar, Fundación Universitaria del Área Andina* (ADIS 24)
- c). Equidad y justicia informativa con respecto al sistema nacional de medición del rendimiento en el Perú: un estudio cualitativo en directores de escuelas públicas. *Iván Montes, Universidad Católica San Pablo; Patricia Argüelles, Universidad Católica San Pablo* (ADIS 31)
- d). Ética en los estudios sobre televisión de interés público, social, educativo y cultural en Medellín. *Alejandra Castaño Echeverri, Universidad de Antioquia; Omar Mauricio Velásquez, Corporación Universitaria Lasallista* (ADIS 58)
- e). El movimiento corporal como noción antropológico-fenomenológica. Una lectura desde las fuentes documentales de las prácticas pedagógicas escolarizadas. *Luz Elena Gallo Cadavid, Universidad de Antioquia* (ADIS 68)
- f). Imaginarios de ciencia y tecnología. *Melba N. León Rodríguez, Universidad de los Llanos* (ADIS 123)

## Mesa 6: Diversas aplicaciones de la Investigación Cualitativa II

314A Union

Gilma Stella Vargas Peña (Coordinadora)

- a). Caracterización de las percepciones de los funcionarios de una institución pública de salud, de II nivel de atención, acerca de las dimensiones de la trilogía administrativa. 2005. *Gilma Stella Vargas Peña, Universidad Eafit* (ADIS 107)
- b). La investigación cualitativa aplicada al estudio de las organizaciones. Descripción de una experiencia en empresas manufactureras y de servicios colombianas. *María de los Ángeles Briceño Moreno, Universidad de La Sabana* (ADIS 124)
- c). Implicaciones laborales en el ejercicio médico con la reforma en el sistema de salud de Colombia. *Diego Sarasti, Universidad de Antioquia; Yomaira Higueta, Universidad de Antioquia* (ADIS 184)
- d). Sentimientos de inhumanidad: Estudio de caso. *William Rojas Rojas, Universidad del Valle* (ADIS 197)
- e). Análisis cualitativo desde la perspectiva de la gestión del conocimiento en la cadena de abastecimiento de alimentos Bogotá-Cundinamarca. *Oscar Javier Herrera Ochoa, Universidad Cooperativa de Colombia, Universidad Distrital Francisco José de Caldas* (ADIS 217)

## Mesa 7: Investigación Cualitativa en Salud I

314B Union

Carlos Calderón (Coordinador)

- a). Representaciones sociales del cáncer de mama para un grupo de mujeres de Medellín y el área metropolitana. Colombia, 2007. *María Eugenia Arango Rojas, Universidad de Antioquia; Clara Victoria Giraldo Mora, Universidad de Antioquia* (ADIS 44)
- b). Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica. *Luz Arenas-Monreal, Instituto Nacional de Salud Pública/Centro de Investigaciones en Sistemas de Salud; Isabel Hernández-Tezoquiqa (q.e.p.d.), Instituto Nacional de Salud Pública; Myriam Ruiz-Rodríguez, Universidad Industrial de Santander; Pastor Bonilla-Fernández, Instituto Nacional de Salud Pública/Centro de Investigaciones en Sistemas de Salud; Teresa Juarbe, Universidad de California* (ADIS 74)
- c). No se porque me enferme... Tal vez fue la vida dura que he tenido que llevar. *Fabiola Castellanos Soriano, Pontificia Universidad Javeriana, Universidad Nacional de Colombia; Alba Lucero López Díaz, Universidad Nacional de Colombia* (ADIS 93)
- d). Intervención educativa en una población de adultos edéntulos de una población rural dispersa. *Bexi Perdomo, Universidad de Los*

- Andes; Alba Belandria, Universidad de Los Andes (ADIS 127)*
- e). Médicos y pacientes ante la promoción de estilos de vida saludables en atención primaria. *Carlos Calderón, Servicio Vasco de Salud-Osakidetza; Laura Balagué, Servicio Vasco de Salud-Osakidetza; Álvaro Sánchez, Servicio Vasco de Salud-Osakidetza; Gonzalo Grandes, Servicio Vasco de Salud-Osakidetza; Josep M. Cortada, Servicio Vasco de Salud-Osakidetza (ADIS 168)*

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## **Mesa 8: La Ética y la Investigación Cualitativa**

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403 Union

- María Luisa Murga Meler (Coordinador)
- a). Hacia una construcción epistemológica del sujeto como mediador en la solución pacífica de conflictos. *Nicolás Alberto Alzate Mejía, Universidad Pontificia Bolivariana (ADIS 37)*
- b). Construcción del conocimiento en ciencias sociales: Un enfoque Epistemológico-Ético-Metodológico. *Gustavo Portillo, Universidad Central de Venezuela (ADIS 78)*
- c). La investigación cualitativa como forma de intervención. Reflexiones sobre el principio ético de la investigación en ciencias sociales. *María Luisa Murga Meler, Universidad Pedagógica Nacional (ADIS 91)*
- d). Presencia y significación del diálogo ético en la investigación cualitativa. *Rosa María Aguilera, Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz; Liliana Mondragón, Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz (ADIS 108)*
- e). Implicaciones éticas de las decisiones médicas en ambientes controlados por el Sistema General de Seguridad Social en Salud de Colombia. *Juan José Acosta, Universidad de Antioquia (ADIS 219)*

SEGUNDA SESIÓN (10:10 – 11:20 hr)

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## **Mesa 9: Estado, salud y condiciones de vida en la urbe: la necesidad de una mirada cualitativa a un objeto de estudio en (re)construcción**

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209 Union

- José Alberto Rivera Márquez (Coordinador)
- a). Diferenciales de salud, enfermedad y atención en la ciudad de México. *José Blanco-Gil, Universidad Autónoma Metropolitana-Xochimilco; Oliva López-Arellano, Universidad Autónoma Metropolitana-Xochimilco (ADIS 191-a)*
- b). Intervenciones alimentarias y nutricionales en la vejez: importancia y necesidad de interactuar con los beneficiarios potenciales en la Ciudad de México. *José Alberto Rivera Márquez, Universidad Autónoma Metropolitana-Xochimilco; Victoria Ixshel Delgado*

*Campos, Universidad Autónoma Metropolitana-Xochimilco (ADIS 191-b)*

- c). Comida callejera, salud y nutrición en la ciudad de México: importancia del comportamiento alimentario en la formulación de políticas de orientación nutricional. *Victoria Ixshel Delgado Campos, Universidad Autónoma Metropolitana-Xochimilco; Miriam Bertran Vilá, Universidad Autónoma Metropolitana-Xochimilco (ADIS 191-c)*
- d). Ayuda alimentaria directa y riesgo a la salud en la ciudad de México: un análisis de antropología política. *Miriam Bertran Vilá, Universidad Autónoma Metropolitana-Xochimilco; Angélica Jiménez, Universidad Autónoma Metropolitana-Xochimilco; Erika Martínez, Universidad Autónoma Metropolitana-Xochimilco; Adriana Salina, Universidad Autónoma Metropolitana-Xochimilco; Karla García, Universidad Autónoma Metropolitana-Xochimilco (ADIS 191-d)*

### **Mesa 10: Comunicación y educación: lenguajes, prácticas e imaginarios**

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210 Union

Luis Evelio Álvarez Jaramillo (Coordinador)

- a). Prácticas mediáticas en colegios de Cali. Un acercamiento exploratorio descriptivo. *Arturo Arenas Fernández, Universidad del Cauca (ADIS 115)*
- b). Carta a quien pueda interesarle. Lenguaje cinematográfico e investigación cualitativa. Jorge Prudencio Lozano B., *Universidad del Cauca (ADIS 118)*
- c). La configuración como alternativa comprensiva de las significaciones imaginarias. *Deibar René Hurtado Herrera, Universidad del Cauca (ADIS 120)*
- d). Un lugar epistémico para una historia de la comunicación mediática en Colombia. *Luis Evelio Álvarez Jaramillo, Universidad del Cauca (ADIS 121)*

### **Mesa 11: Investigación Cualitativa en Salud II**

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211 Union

Myriam Ruiz Rodríguez (Coordinadora)

- a). Servicios de salud sexual y reproductiva ideales según los adolescentes varones. *Elvinia Pinilla Gómez, Universidad Industrial de Santander; María C. Valdivieso, Universidad Industrial de Santander; Clara M. Forero, Universidad Industrial de Santander; Luis C. Orozco, Universidad Industrial de Santander; Juan C. Ardila, Universidad Industrial de Santander; Lorena Gómez, Universidad Industrial de Santander; Sandra M. León, Universidad*

*Industrial de Santander; Cecilia Velandia, Universidad Industrial de Santander* (ADIS 19)

- b). ¿Qué por qué no hago ejercicio físico? no quiero que me llamen “loca”. Mujeres y ejercicio físico en México. *Isabel Hernández-Tezoquiqa (q.e.p.d.), Instituto Nacional de Salud Pública; Myriam Ruiz-Rodríguez, Universidad Industrial de Santander; Luz Arenas-Monreal, Universidad de California; Pastor Bonilla, Universidad de California; Teresa Juarbe, Universidad de California* (ADIS 76)
- c). Ecoterapia y rehabilitación integral en un contexto natural para personas con discapacidad mental excluidas por la sociedad. *Gilberto Rodríguez Daza, Hospital Nazareth I Nivel E.S.E.; Andrea Pardo Cubides, Hospital Nazareth I Nivel E.S.E.; Patricia Elena Fernández, Hospital Nazareth I Nivel E.S.E.* (ADIS 102)
- d). Caracterización del comportamiento del paciente pediátrico en una comunidad rural dispersa. *Yanet Simancas, Universidad de Los Andes; Bexi Perdomo, Universidad de Los Andes; Yajaira Romero, Universidad de Los Andes* (ADIS 162)
- e). Calidad y acceso a los servicios de salud y su relación con la Justicia Social en seis ciudades de Colombia. *Julián Vargas Jaramillo, Universidad de Antioquia* (ADIS 182)

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## **Mesa 12: Investigación Cualitativa en Educación II**

215 Union

Fabiola Cuellar Caicedo (Coordinadora)

- a). Las creencias de los docentes sobre la enseñanza de las ciencias sociales. *Alhim Adonai Vera Silva, Universidad Surcolombiana; Fanny Mercedes González Pinzón, Red de Investigación Latinoamérica en Educación* (ADIS 63)
- b). ¿Cómo percibe la escuela a sus alumnos? Una perspectiva sistémica de la violencia escolar. *Freddy Mayora, Universidad Nacional Experimental Simón Rodríguez; Ninoska Rivas de Rojas, Universidad Pedagógica Experimental Libertador; Margarita García, Universidad Pedagógica Experimental Libertador* (ADIS 72)
- c). Estudio fenomenológico del desfase o brecha existente entre la educación técnica industrial y para el trabajo y las exigencias del mercado laboral. *Pablo Emilio Cuello, Universidad Pedagógica Experimental Libertador* (ADIS 75)
- d). Concepciones sobre educación ambiental de los docentes que dictan biología y ciencias sociales en los programas de licenciatura en educación ambiental o énfasis en educación ambiental. *Universidad Santo Tomás, Universidad Antonio Nariño y Universidad Libre, Bogotá, 2006-2007. Fabiola Cuellar Caicedo, Universidad Santo Tomás; Pablo Enrique Méndez Céspedes, Universidad Santo Tomás* (ADIS 81)

- e). Acercamiento al programa institucional de tutorías de la universidad de Guadalajara. Estudio de caso: departamento de sociología. *José Luís Dueñas García, Universidad de Guadalajara; Salvador Jiménez Lomelí, Universidad de Guadalajara; Alicia Rivera Carrillo, Universidad de Guadalajara* (ADIS 200)

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### **Mesa 13: Investigación Cualitativa y Políticas Públicas**

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217 Union

Gloria Molina Marín (Coordinadora)

- a). Municipios Saludables como Política Pública, Antioquia. Colombia 2007. *Blanca Myriam Chávez, Universidad de Antioquia* (ADIS 18)
- b). La descentralización de la educación según directores de escuelas: Una aproximación cuantitativa y cualitativa. *Iván Montes Iturrizaga, Universidad Católica San Pablo; Patricia Argüelles, Universidad Católica San Pablo* (ADIS 20)
- c). Aspectos metodológicos da segunda avaliação externa do programa de treinamento em epidemiologia aplicada aos serviços do sistema único de saúde do Brasil - EPISUS: potencialidades do enfoque qualitativo (aspectos metodológicos de la segunda evaluación externa del programa de capacitación en epidemiología aplicada a los servicios del sistema único de salud de Brasil - EPISUS: potencialidades del enfoque cualitativo). *Maria Lúcia Magalhães Bosi-Universidade Federal do Ceará; Ricardo José Soares Pontes-Universidade Federal do Ceará; Carlos André Moura Arruda-Universidade Federal do Ceará; Alberto Novaes Ramos Júnior -Universidade Federal do Ceará; Suziana Martins de Vasconcelos-Universidade Federal do Ceará* (ADIS 157)
- d). La investigación cualitativa en la evaluación de impacto en salud: La experiencia de un plan de reforma en un barrio de Bilbao. *Carlos Calderón, Servicio Vasco de Salud-Osakidetza; Amaia Bacigalupe, Departamento de Sanidad, Gobierno Vasco; Santiago Esnaola, Departamento de Sanidad, Gobierno Vasco; Jon Zuazagoitia, Departamento de Sanidad, Gobierno Vasco; Elena Aldasoro, Departamento de Sanidad, Gobierno Vasco* (ADIS 167)
- e). Papel del Estado y los partidos políticos en la provisión de servicios de salud, Colombia 2007. *Gloria Molina Marín, Universidad de Antioquia; Flor de María Cáceres, Universidad Industrial de Santander* (ADIS 180)

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### **Mesa 14: Diversas aplicaciones de la Investigación Cualitativa III**

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314A Union

Oscar García Cuentas (Coordinador)

- a). Arte como investigación cualitativa en la acción transformadora

de la ciudad. *Oscar E. García Cuentas, Universidad de Los Andes* (ADIS 28)

- b). Cultivares. *Elizabeth Garavito López, Universidad Distrital Francisco José de Caldas* (ADIS 183)
- c). ¿El arte es una ciencia? *Oscar Mauricio Salamanca Angarita, Universidad Tecnológica de Pereira; Sandra Johana Silva Cañaverl, Universidad Tecnológica de Pereira* (ADIS 177)
- d). El diseño para el tacto, una visión desde la ética. *Gloria Angélica Martínez de la Peña, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 160)

### **Mesa 15: Diversas aplicaciones de la Investigación Cualitativa IV**

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314B Union

Juan Camilo Vásquez Atehortúa (Coordinador)

- a). Método cualitativo de análisis verbal para estudiar la configuración del espacio. *Luis Bayardo Sanabria R., Universidad Pedagógica Nacional de Colombia* (ADIS 103)
- b). Bogotá Excéntrica. *César Augusto Peña Iguavita, Universidad de Los Andes* (ADIS 137)
- c). La investigación del auditorio en el diseño editorial. Un enfoque cualitativo. *Argentina Aranda Barrera, Universidad Autónoma Metropolitana, Xochimilco* (ADIS 190)
- d). Procesos de reconfiguración del entorno doméstico: de la vivienda popular a la vivienda de interés social. el diseño como actor sociocultural. *Juan Diego Sanín Santamaría, Universidad Pontificia Bolivariana; Juan Camilo Vásquez Atehortúa, Universidad Pontificia Bolivariana* (ADIS 196)

### **Mesa 16: Investigación Cualitativa y Reflexiones Metodológicas en Educación**

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403 Union

Fernando Peñaranda (Coordinador)

- a). Una experiencia en formación de docentes universitarios a través de la investigación cualitativa. *Luceli Patiño, Universidad de Ibagué* (ADIS 6)
- b). La práctica pedagógica en relación con la huella indicial: una propuesta para rastrearla. *Javier Ricardo Salcedo Casallas, Universidad de La Salle* (ADIS 27)
- c). Las TIC en el aula: integración no es inundación. *Patricia Jaramillo, Universidad de La Sabana; Mónica Ruiz Q., Universidad de La Sabana* (ADIS 105)
- d). Investigación a través del método de estudio de casos como alternativa para la enseñanza y aprendizaje en las escuelas de

administración. *Juan Alejandro Cortés Ramírez, Universidad Pontificia Bolivariana; Al Rosenbloom, Saint Xavier University* (ADIS 188)

- e). Investigación temática como una opción para la investigación en el marco de la educación para la salud. *Fernando Peñaranda, Universidad de Antioquia* (ADIS 226)

TERCERA SESIÓN (11:30 – 12:40 hr)

### **Mesa 17: Educación y cultura: acercamientos epistémico-metodológicos**

209 Union

Alexander Buendía Astudillo (Coordinador)

- a). Fundamentos teóricos y metodológicos para un programa de educación ambiental a partir de las representaciones acerca de los animales venenosos en una comunidad educativa rural. *Kimara Carballo Pérez, Universidad Nacional Experimental Simón Rodríguez* (ADIS 34)
- b). Técnicas cualitativas utilizadas en la construcción de un programa educativo ambiental para comunidades costeras del estado Miranda, Venezuela. *Ana Carrero de Blanco, Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas; Margarita García Tovar, Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas* (ADIS 84)
- c). La historia de vida y el testimonio. Dos usos de lo biográfico en la investigación cualitativa. *Alexander Buendía Astudillo, Universidad del Cauca* (ADIS 117)
- d). Escuela lengua e identidad: El caso de un centro intercultural bilingüe en territorio indígena Nasa. *Geny Alexis Vidal, Universidad de San Buenaventura (Sede Cali), Universidad del Cauca; James Rodolfo Rivera, Universidad de San Buenaventura (Sede Cali), Universidad del Cauca* (ADIS 133)
- e). Vínculos entre la investigación cualitativa y la cultura de la paz. Estrategia metodológica para la convivencia. *Nelson Molina Valencia, Universidad Pontificia Bolivariana (sede Bucaramanga)* (ADIS 178)

### **Mesa 18: Investigación Cualitativa en Educación III**

210 Union

John Henry Durango (Coordinador)

- a). Exploración psicopedagógica acerca de la actividad intelectual que se promueve en los estudiantes durante la experimentación científica-Fase 1. *Claudio R. Bernal, Fundación Universidad de América; Hilda Espinosa, Fundación Universidad de América* (ADIS

43)

- b). Interpretación, análisis y categorización en los registros presentados por estudiantes adultos al momento de establecer razonamientos conjeturales y de pruebas en la clase de matemáticas. *Carlos Mario Jaramillo López, Universidad de Antioquia, Instituto Tecnológico Metropolitano; John Henry Durango Urrego, Universidad de Antioquia, Instituto Tecnológico Metropolitano* (ADIS 99)
- c). Ambientes de aprendizaje con TIC: imaginarios, prácticas y tensiones. *Mónica Ruiz Q., Universidad de La Sabana; Patricia Jaramillo, Universidad de La Sabana* (ADIS 104)
- d). La investigación cualitativa: una herramienta para la reflexión integral sobre la inserción de las TIC en la enseñanza de la física. *Julián F. Gómez, Politécnico Colombiano Jaime Isaza Cadavid; Jorge A. Gómez, Politécnico Colombiano Jaime Isaza Cadavid* (ADIS 165)
- e). Desarrollo de la competencia didáctica con mediación tecnológica en programas de licenciatura en inglés en Colombia. *Flor Marina Hernández Saldaña, Universidad Distrital* (ADIS 211)

## **Mesa 19: Aspectos epistemológicos y metodológicos en la Investigación Cualitativa**

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211 Union

Cesar Cisneros Puebla (Coordinador)

- a). La memoria del cuerpo sufriente: Cuestiones metodológicas y conceptuales sobre el cuerpo y la tortura en Colombia. *Juan Pablo Aranguren, Facultad Latinoamericana de Ciencias Sociales (CONICET)* (ADIS 35)
- b). La teoría fundamentada: Una expresión cualitativa, del dato a la teoría. *Sonia Bustamante, Universidad Pedagógica Experimental Libertador* (ADIS 79)
- c). Investigación y subjetividad: Trayectorias de formación en investigación cualitativa. *Luis Guillermo Jaramillo Echeverri, Universidad del Cauca* (ADIS 119)
- d). Metodología crítica para una sociedad periférica. *César A. Cisneros Puebla, Universidad Autónoma Metropolitana-Iztapalapa* (ADIS 154)
- e). EMIC/ETIC: Una propuesta de objetividad en la antropología. *Sara Ruth Rosas Mérida, Universidad Nacional Autónoma de México* (ADIS 225)
- f). Una Alternativa en Investigación Cualitativa. *Aura Castro, Universidad Pedagógica Experimental Libertador; Alejandra Díaz, Universidad Pedagógica Experimental Libertador* (ADIS 29)

## Mesa 20: Investigación Cualitativa en Salud III

215 Union

M<sup>a</sup> Luz Fernández Fernández (Coordinadora)

- a). Vivencias de jubilación y prejubilación en dentistas del centro universitario de ciencias de la salud de la universidad de Guadalajara, México. *María de los Ángeles Aguilera Velasco, Universidad de Guadalajara; Teresa Margarita Torres López, Universidad de Guadalajara; Samuel Medina Aguilar, Universidad de Guadalajara; Blanca Elizabeth Pozos Radillo, Universidad de Guadalajara; Manuel Pando Moreno, Universidad de Guadalajara* (ADIS 13)
- b). Representaciones sociales y prácticas sobre estrategias de prevención en neumonía asociada a ventilación mecánica en un grupo de terapeutas respiratorios. *Giovane Mendieta Izquierdo, Fundación Universitaria del Área Andina; Amparo Cristancho, Fundación Universitaria del Área Andina; Esmeralda Martínez, Fundación Universitaria del Área Andina* (ADIS 46)
- c). El rol del odontólogo como investigador: La opinión del estudiante de primer año en la FUOLA. *Bexi Perdomo, Universidad de Los Andes; Ricardo Tonos, Universidad de Los Andes; Marco Flores, Universidad de Los Andes; José Tona, Universidad de Los Andes* (ADIS 128)
- d). Perfil enfermero desde la óptica profesional y la perspectiva de género. *M<sup>a</sup> Luz Fernández Fernández, Universidad de Cantabria; Francisco Javier Del Río Saiz, Hospital Universitario “Marqués de Valdecilla” (Cantabria); Pablo Bringas Elizalde, Centro de Diálisis de “Fresenius Medical Care” (Cantabria); Borja Camus Diez, Centro de Diálisis de “Fresenius Medical Care” (Cantabria)* (ADIS 181)
- e). La normatividad y su relación con los actores en el Sistema Colombiano de Seguridad Social en Salud. *Iván Felipe Muñoz Echeverri, Universidad de Antioquia; Beatriz Elena Londoño, Universidad de Antioquia* (ADIS 185)

## Mesa 21: Investigación Cualitativa con las Mujeres

217 Union

Gustavo Adolfo Higueta Olaya (Coordinador)

- a). Análisis de la línea jurisprudencial de la corte constitucional colombiana sobre la libertad sexual de la cónyuge: Una perspectiva de género. *Gustavo Adolfo Higueta Olaya, Universidad Católica de Oriente*
- b). Trabajo y salud el caso de las conductoras de transporte público en Guadalajara, Jalisco. México. *María Juana González Tovar, Universidad de Guadalajara* (ADIS 80)

- c). Percepción corporal y género bajo la mirada de la teoría de las representaciones sociales de mujeres de Santo Domingo Ocotitlán, en Tepoztlán, Morelos. México. *Daniela León-R, Instituto Nacional de Salud Pública*; *L. Arenas M., Instituto Nacional de Salud Pública* (ADIS 126)
- d). Hacia una comprensión del significado de las Representaciones Sociales sobre la soledad en las mujeres. *Julio Jaime S., Universidad Surcolombiana*; *Marlon Montenegro C., Universidad Surcolombiana* (ADIS 143)
- e). Embarazo adolescente, identidad femenina y exclusión social. *Colombia Hernández Enríquez, Universidad de Antioquia* (ADIS 189)
- f). Desigualdades de género en el cuidado informal de las personas mayores dependientes: profundizando en las *estrategias y sus significados*. *Isabel Larrañaga, Universidad del País Vasco-EHU*; *M<sup>a</sup> José Valderrama, Universidad del País Vasco-EHU*; *Unai Martín, Universidad del País Vasco-EHU*; *José M<sup>a</sup> Begiristain, Departamento de Sanidad, Gobierno Vasco*; *Amaia Bacigalupe, Universidad del País Vasco-EHU* (ADIS 222)

## **Mesa 22: Diversas aplicaciones de la Investigación Cualitativa V**

314A Union

Claudia Patricia Vélez Zapata (Coordinadora)

- a). Percepciones, conocimiento local y expectativas de campesinos cafetaleros en Puriscal, Costa Rica. *Jairo Mora-Delgado, Universidad del Tolima*; *Felipe Montoya-Greenheck, Universidad de Costa Rica*; *Carlos Ramírez-Martínez, Universidad de Costa Rica* (ADIS 42)
- b). Simbiosis del turismo religioso y el comercio informal en los altos de Jalisco, México. *Mario Alberto Flores Ángel, Universidad de Guadalajara* (ADIS 65)
- c). Diagnóstico participativo del uso y manejo de los recursos agua, suelo y especies forestales utilizados en el sistema de producción de panela, en cuatro municipios del occidente de Cundinamarca. *Alvaro Parrado Barbosa, Universidad Nacional de Colombia*; *Nathalia Judith Santana Medina, Universidad Nacional de Colombia* (ADIS 82)
- d). Caracterización de la práctica funeraria como actividad económica de servicios. *Claudia Patricia Vélez Zapata, Universidad Pontificia Bolivariana* (ADIS 176)
- e). Influencia de la cultura en la relación entre el consumidor colombiano y su tienda tradicional. *Dagoberto Páramo Morales, Universidad Pontificia Bolivariana* (ADIS 227)

## Mesa 23: Investigación Cualitativa, Niñez y Familia

314B Union

Sandra Carolina Pulido Chaparro (Coordinadora)

- a). Conocimientos, atribuciones y acciones de padres y maestros frente al consumo de sustancias psicoactivas en adolescentes. *Luz Nelly Rivera Álvarez, Universidad Nacional de Colombia; Fred Gustavo Manrique Abril, Universidad Nacional de Colombia* (ADIS 21)
- b). Migración internacional y familia: un nuevo reto de la investigación social. *Adriana Zapata Martínez, Universidad de Caldas* (ADIS 59)
- c). Justificaciones morales de niñas y niños provenientes de contextos violentos y no violentos de una ciudad de la zona andina colombiana. *Carlos Valerio Echavarría Grajales, Universidad de La Salle* (ADIS 62)
- d). Estrategias desarrolladas por los niños para afrontar el castigo. Un diálogo entre la psicología, la teoría de redes sociales y el interaccionismo simbólico: Parte I. *Ximena Palacios-Espinosa, Universidad El Bosque; Sandra Pulido-Chaparro, Universidad El Bosque; Jaime Montaña, Universidad El Bosque*; (ADIS 85)
- e). Pautas, creencias y prácticas relacionadas con el castigo, transmitidas intergeneracionalmente en cuatro familias residentes en el barrio pañuelito de Bogotá. *Sandra Pulido-Chaparro, Universidad El Bosque; Juliana Castro-Osorio, Universidad El Bosque; Marlyn Peña-Contreras, Universidad El Bosque* (ADIS 86)
- f). Causas y consecuencias del fenómeno de sustracción interparental de menores en Bogotá. Una mirada psicológica. *Yanine González Gómez, Universidad Antonio Nariño; María Lucero Ramírez Mahecha, Universidad Antonio Nariño* (ADIS 170)

CUARTA SESIÓN (14:00 – 15:10 hr)

## Mesa 24: Modelos de investigación social cualitativos aplicados en contextos educativos

209 Union

Bárbara Yadira García Sánchez (Coordinadora)

- a). Los núcleos de educación familiar: investigación participativa para la prevención de las violencias difusas en la escuela, la familia y el barrio”. *Bárbara Yadira García Sánchez, Universidad Distrital Francisco José de Caldas; Francisco Javier Guerrero Barón, Universidad Pedagógica y Tecnológica de Colombia* (ADIS 38-a)
- b). Estudio de caso sobre el fenómeno de barras bravas: una mirada desde la escuela. *Luz Stella Cañón Cueca, Universidad Distrital Francisco José de Caldas* (ADIS 38-b)
- c). La violencia femenina en el ámbito escolar. Un estudio de caso en una institución educativa distrital de Bogotá. *Carmen Beatriz Torres*

- Castro, *Universidad Distrital Francisco José de Caldas* (ADIS 38-c)
- d). Aplicación del modelo NEF en educación superior (NES): El trabajo académico del profesor universitario. *Blanca Inés Ortiz Molina, Universidad Distrital Francisco José de Caldas; Bárbara Yadira García Sánchez, Universidad Distrital Francisco José de Caldas* (ADIS 38-d)

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## Mesa 25: Investigación Cualitativa en Salud IV

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210 Union

- Lucía Tamayo Acevedo (Coordinadora)
- a). Agencia de subrogada en la enfermedad de Huntington. *Clara Victoria Giraldo Mora, Universidad de Antioquia* (ADIS 61)
- b). Afrontamiento del cáncer a partir de las prácticas y creencias religiosas. *Mauricio Rangel, Universidad El Bosque; Álvaro Betancourt, Universidad El Bosque* (ADIS 70)
- c). Realidad del enfermo terminal con Síndrome de inmunodeficiencia adquirida. Generación de una teoría. *Maria Arnolda Mejía de Díaz, Universidad de Los Andes; Jesús Leal, Universidad de Carabobo; Maria Cristina D'ávila, Universidad de Los Andes* (ADIS 174)
- d). Mercado y riesgo: Escenarios de transmisión del VIH entre varones con comportamientos homosexuales. Medellín 1993-2006. *Isabel Cristina Posada Zapata, Universidad de Antioquia; Rubén Darío Gómez-Arias, Universidad de Antioquia* (ADIS 192)
- e). Cáncer cérvico-uterino: más allá de lo que es, la percepción de las mujeres. Antioquia (Colombia) y Colima (México), 2006. *Lucía Tamayo Acevedo, Universidad de Antioquia Guadalupe Chávez Méndez, Universidad de Colima* (ADIS 221)

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## Mesa 26: Investigación y Participación

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211 Union

- Olga Lucía Obando Salazar (Coordinadora)
- a). La realidad social de una escuela venezolana vista por sus actores. *Matilde Castillo, Universidad Católica Santa Rosa; Ninoska Rivas de Rojas, Universidad Pedagógica Experimental Libertador; Margarita García, Universidad Pedagógica Experimental Libertador* (ADIS 73)
- b). La inclusión en salud y participación protagónica. Motor de justicia social. *José R. Tona-Romero, Universidad de Los Andes; Oscar A. Morales, Universidad de Los Andes; Bexi Perdomo, Universidad de Los Andes; Fernando Rincón, Universidad de Los Andes* (ADIS 113)
- c). Luchas por la identidad regional: Una experiencia de intervención sociológica en una región agro-esportadora del noroeste de México. *Matilde Laura Velasco Ortiz, Colegio de la Frontera Norte* (ADIS

129)

- d). Proyecto comunitario consejos comunales Comunal Capazón Centro. Municipio Obispo Ramos de Lora del estado Mérida, Venezuela. *Sonia Margarita Díaz Vásquez, Universidad Nacional Experimental Simón Rodríguez; José Moisés Pereira, Universidad Nacional Experimental Simón Rodríguez* (ADIS 148)
- e). La Investigación Acción Participativa (IAP) en los estudios de psicología política y de género. *Olga Lucía Obando-Salazar, Universidad del Valle; Hernán Sánchez Ríos, Universidad del Valle* (ADIS 212)
- f). La investigación propia: Una modalidad de investigación acción participativa. *Norma Constanza Zamora, Fundación Tropenbos Colombia* (ADIS 173)

## **Mesa 27: Investigación Cualitativa y problemáticas sociales**

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215 Union

Iván Felipe Muñoz Echeverri (Coordinador)

- a). La problemática social de la convivencia y el respeto por las normas: Un estudio cualitativo sobre los modelos argumentativos y el manejo de la disonancia en el discurso sobre la situación del tránsito vehicular. *Aldo Merlino, Universidad Siglo 21; Alejandra Martínez, Universidad Siglo 21* (ADIS 57)
- b). Las problemáticas psicosociales en Medellín: una reflexión desde las experiencias institucionales. *Carlos Mauricio González Posada, Universidad de Antioquia; Ramón Eugenio Paniagua Suárez, Universidad de Antioquia* (ADIS 145)
- c). Inmigración y etnosalud: Posibilidad de un modelo diferencial de salud. *Ofelia Restrepo Vélez, Pontificia Universidad Javeriana* (ADIS 151)
- d). Accesibilidad a servicios de salud de niños y niñas en situación de calle, Medellín, 2007. *Iván Felipe Muñoz Echeverri, Universidad de Antioquia; Javier de Jesús Araque Acevedo, Universidad de Antioquia* (ADIS 214)
- e). Propuesta para un modelo de intervención/investigación clínico-social sobre el intento de suicidio en municipios de Antioquia, Colombia. *Mónica Schnitter Castellanos, Universidad de San Buenaventura; Carlos Darío Patiño Gaviria, Universidad de San Buenaventura; Claudia Jimena Salazar Trujillo, Universidad de San Buenaventura; Juan José Torres, Universidad de San Buenaventura; Martha Cecilia Arbeláez Rojas, Dirección Seccional de Salud de Antioquia* (ADIS 224)

## Mesa 28: Diversas aplicaciones de la Investigación Cualitativa VI

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217 Union

Claudia Patricia Vélez Zapata (Coordinadora)

- a). La importancia de la sistematización en el conocimiento y comprensión de las prácticas con y para jóvenes en el caso de Colombia. *Zoraida Ordóñez, Universidad de La Salle* (ADIS 10)
- b). Investigación cualitativa en el campo de la salud la experiencia de la universidad pedagógica y tecnológica de Colombia (UPTC). *Maria Rosa Estupiñán Aponte, Universidad Pedagógica y Tecnológica de Colombia* (ADIS 51)
- c). Una mirada a la investigación social en el contexto del trabajo social y de las ciencias sociales. *Uva Falla Ramírez, Universidad Colegio Mayor de Cundinamarca* (ADIS 60)
- d). La investigación cualitativa y su aporte al estudio de familia. *Sandra Milena Franco Patiño, Universidad de Caldas; Luz Stella Ramírez Granada, Universidad de Caldas* (ADIS 158)
- e). Aportes de la etnografía al mercadeo: el Etnomarketing. *Claudia Patricia Vélez Zapata, Universidad Pontificia Bolivariana* (ADIS 175)

## Mesa 29: Investigación Cualitativa en el Derecho y la Jurisprudencia

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314A Union

German Alfonso López Daza (Coordinador)

- a). Síntesis de una investigación cualitativa sobre sustracción interparental de menores. *Raúl Santacruz López, Universidad Antonio Nariño; Jinyola Blanco Rodríguez, Universidad Antonio Nariño* (ADIS 67)
- b). La justicia constitucional colombiana: ¿Un gobierno de los jueces?. *German Alfonso López Daza, Universidad Surcolombiana* (ADIS 69)
- c). La legitimación política y el contrato social en Colombia. *Dolly Sánchez, Instituto de Estudios e Investigaciones (IEI)* (ADIS 131)
- d). Reflexiones desde lo cotidiano a partir de las representaciones de cuatro actores sociales sobre el derecho en Colombia: Una experiencia en investigación cualitativa. *Sandra Milena Gómez Santamaría, Universidad de Antioquia* (ADIS 155)

## Mesa 30: Investigación Cualitativa en Educación IV

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314B Union

Liliana Margarita Del Basto Sabogal (Coordinadora)

- a). Universidad: Pobreza y Desarrollo. Un análisis socio-hermenéutico de la recepción del Concilio Vaticano II en las Universidades católicas colombianas. *Oscar Holguín, University of Cambridge, Universidad de Leon* (ADIS 53)
- b). Investigación cualitativa base del desarrollo de una práctica reflexiva en los normalistas de la Universidad La Salle, el caso del Distrito Federal. *Karina Rodríguez Cortés, Universidad La Salle del Distrito Federal* (ADIS 56)
- c). Voces y sentidos de las prácticas en la Universidad Pública: Una apuesta académica para la construcción de una sociedad más justa. *Alexander Pérez Álvarez, Universidad de Antioquia* (ADIS 95)
- d). Deliberaciones acerca de la tarea pública y social de la universidad: ética discursiva y ética del cuidado. Resultados de Investigación. *Liliana Margarita Del Basto Sabogal, Universidad del Tolima* (ADIS 150)
- e). La auto-interrogación como estrategia metodológica para indagar sobre valores ciudadanos y democráticos en estudiantes universitarios. *Guillermo Rojas Trujillo, Universidad Distrital Francisco José de Caldas* (ADIS 187)
- f). La investigación cualitativa como recurso de entendimiento y diálogo entre estudiantes del posgrado en medicina social y sus problemas de investigación. *Edgar Bautista, Universidad Autónoma Metropolitana-Xochimilco; Esmeralda Covarrubias, Universidad Autónoma Metropolitana-Xochimilco; Lucía Meléndez, Universidad Autónoma Metropolitana-Xochimilco; Oscar Patiño, Universidad Autónoma Metropolitana-Xochimilco; Emmanuel Santos, Universidad Autónoma Metropolitana-Xochimilco* (ADIS 198)

### **Mesa 31: Investigación Cualitativa y Poblaciones Vulnerables**

403 Union

Luz Helena Barrera (Coordinadora)

- a). La narrativa y el relato de lo trágico en situación de desplazamiento forzoso. *Marieta Quintero Mejía, Universidad Distrital Francisco José de Caldas, Universidad de La Salle; Juan Pablo Ramírez, Universidad Javeriana, Universidad Libertadores* (ADIS 26)
- b). La construcción de identidad social de un asentamiento de desplazados por violencia política en la perspectiva de su restablecimiento urbano en Cartagena-Colombia. *José Juan Amar Amar, Universidad del Norte* (ADIS 45)
- c). Desplazamiento forzado, patrimonio cultural e identidad. *Aceneth Serna Ramírez, Universidad de San Buenaventura (Seccional Medellín)* (ADIS 66)
- d). Significado sobre la muerte de los niños y niñas desplazados.

Significado sobre la muerte que construyen los niños y niñas desplazados en edades comprendidas de 7 a 11 años residentes en la ciudad de Neiva. *Julio Jaime S., Universidad Surcolombiana; Leydy Rivera S., Universidad Surcolombiana; Marlon Montenegro C., Universidad Surcolombiana* (ADIS 140)

- e). El caso de los sobrevivientes del deslizamiento de Villatina 1987. Estudio etnográfico. Medellín, 2005. *Luz Helena Barrera, Universidad de Antioquia; Claudia Patricia Isaza, Universidad de Antioquia* (ADIS 198)

#### CONVERSATORIOS (15:20 – 17:20 hr.)

1. La Investigación Cualitativa y La Ética. 314A Union
2. La Evidencia en la Investigación Cualitativa. 314B Union
3. La Investigación Cualitativa y la Justicia Social. 210 Union

# A Day in Technology in Qualitative Research

Wednesday, May 14, 2005  
8:30 am – 5:15 pm

## *Timetable*

Time	Activity	Note
8:30	Registration	Union Pine Lounge
9:00	Opening	Noyes 217
9:15	Keynote Speaker: Mei-Po Kwan	Noyes 217
10:15	BREAK	
10:30	Technology Showcase Session (Illini Union Pine Lounge)	HyperResearch MaxQDA NVivo QDA Miner Transana X-Sight
12:00	Lunch	On own.
1:00	Paper Session A A1 Noyes 217 B Everitt 165 E Everitt 269	Theme A1: Working within digital/ virtual communities 2503, 2513 Theme B: Wider Contextual issues on adopting new technologies 2505, 2507 Theme E: Views from Software Developers 2511, 2512
2:00	BREAK	
2:15	Paper Session B A2 Noyes 217 C1 Everitt 165 E/F Everitt 269	Theme A2: : Working within digital/virtual communities 2514, 2517 Theme C1: New techniques, new tools 2510, 2512 Theme E/F: Views from Software Developers (2522) and Philosophical Perspectives (2508)
3:15	BREAK	

3:30-4:30	Paper Session C C2 Everitt 165 D Everitt 269	Theme C2: New techniques, new tools 2509, 2520 Theme D: Integrating QDAS in teaching qual analysis 2516, 2521
4:30-4:45	BREAK	
4:45-5:15	Concluding Discussion Reception	Noyes 217
To follow		Arranged by ICQI

## Keynote Speaker

### Geo-Narrative: Extending Geographic Information Systems for Narrative Analysis in Qualitative Research

Mei-Po Kwan

Department of Geography: Ohio State University

Social scientists and geographers have recently explored the use of geographic information systems (GIS) in qualitative research. This presentation reviews some of these recent developments and explores how qualitative data analysis capabilities can be incorporated in geographic information systems (GIS). It describes in particular an approach to GIS-based narrative analysis that I developed at the intersection of qualitative GIS, narrative analysis, 3D GIS-based time-geographic methods, and computer-assisted qualitative data analysis software (CAQDAS). The approach, called Geo-Narrative, is based on extending current GIS's capabilities for the analysis and interpretation of narrative materials such as oral histories, life histories, and biographies. The conceptualization, design and implementation of the 3D visualization and qualitative analysis component (called 3D-VQGIS) of this approach will be presented. Oral histories from a study on the impact of anti-Muslim hate crimes on the out-of-home activities of the Muslim women in Columbus (Ohio) after the terrorist attacks on September 11, 2001 will be used to illustrate the capabilities of the component to incorporate and interpret time-ordered qualitative data such as interview transcripts, photos and audio clips. The presentation concludes that capabilities for the recursive and interactive analysis of qualitative data can be incorporated into current GIS, and GIS-based qualitative data analysis is helpful for understanding people's experiences and knowledge of places.

### Bio-Sketch of Mei-Po Kwan

Mei-Po Kwan is Distinguished Professor of Social and Behavioral Sciences in the Department of Geography at the Ohio State University. She is

Editor of the *Annals of the Association of American Geographers* and Associate Editor of *Geographical Analysis*. Kwan received the 2005 UCGIS Research Award from the University Consortium for Geographic Information Science (UCGIS), the Edward L. Ullman Award from the Association of American Geographers, and the Joan N. Huber Faculty Award from the Ohio State University in 2005. Kwan's research interests include research methods; geographic information systems; geographies of gender, race, and religion; and information and communication technologies. She is co-editor of *Geographies of Muslim Identities: Diaspora, Gender and Belonging* (2007). Among her most representative articles are "Feminist visualization: Re-envisioning GIS as a method in feminist geographic research" (*Annals of the Association of American Geographer* 2002), "Affecting geospatial technologies: Toward a feminist politics of emotion" (*The Professional Geographer* 2007), and "Geo-Narrative: Extending geographic information systems for narrative analysis in qualitative and mixed method research" (*The Professional Geographer* 2008).

## Technology Showcase

<p><b>HyperResearch</b></p>	<p>HyperRESEARCH™ uniquely helps the qualitative researcher analyze a range of multi-media data, in addition to text-analysis of data, including graphics, video and audio. It is useful for Visual Research including Visual Ethnography, Visual Narrative Inquiry, and provides excellent Visual Data Displays. HyperRESARCH was developed as a cross- platform product that can be used on Windows and Macintosh systems. HyperRESEARCH contains a theory-generating tool that implements grounded theory analyses. One can manage very large data sets with the software, and it is a powerful content analytic tool. The researcher can draw concept maps from qualitative data that hyperlinks to your original data. It can perform network analyses that attach memos, images and graphics to network maps. HyperRESEARCH allows the researcher to conduct mixed-methods analyses by exporting data to an Excel spreadsheet or table-building software program. A team approach to coding and data analysis can be used to encourage the comparing and contrasting of code categories to establish intra and inter-coder reliability and validity of coding categories.</p> <p>HyperTRANSCRIBE™ can easily transcribe interview and multimedia material with both Mac and Windows systems.</p>
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<p><b>MaxQDA</b></p>	<p>Existing since 1989, MAXQDA is one of the pioneer software packages for Qualitative Data Analysis and used today in over 70 countries all over the world. The software allows for state-of-the-art qualitative text analysis regardless of the underlying methodological approach. Besides allowing for “classic” procedures of QDA like assigning codes to text segments, writing memos, retrieving text segments, MAXQDA provides a wide range of additional features, some of them unique in QDA software – like the Visual Tools TextPortrait, TextComparisonChart and others. Constituent and essential for MAXQDA's philosophy are – besides its passion for excellence - its user-friendliness, the primacy of giving the researcher a maximum of flexibility and control throughout the analytical process as well as the support of mixed methods approaches.</p>
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<p><b>NVivo 8</b></p>	<p>This will be the first public showcase of our new NVivo 8 software in the US. NVivo has always set the standard in qualitative analysis software, and NVivo 8 is no exception. With NVivo 8 there's no longer any need to double handle or switch between programs because you can import and work directly with the widest range of information including Word documents, PDF documents, digital photos, audio files and videos.</p> <p>Also, see how you can work with transcripts or work without them, analyzing material straight from audio and video files, or create transcripts directly in NVivo. We'll showcase the range of new tools to make working in teams more effective, the ability to produce charts and the unique capability to export your information as a professional HTML web page. You'll also see how colored bars called 'coding stripes' now reflect research factors such as gender or income and you'll watch them evolve in real time.</p>
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<p><b>QDA Miner</b></p>	<p>QDA Miner is an easy-to-use mixed-model qualitative data analysis software package for coding, annotating, retrieving and analyzing small and large collections of documents and images. Since its introduction, QDA Miner has established itself as a trend setter among CAQDAS tools, offering innovative features such as:</p> <ul style="list-style-type: none"> <li>• Integrated statistical and visualization tools (cluster analysis, correspondence analysis plots, barcharts, line charts, heatmaps, etc.);</li> <li>• A flexible report manager to support researchers in the report-writing process;</li> <li>• A powerful command log that automatically keeps a detailed audit trail;</li> <li>• A groundbreaking query-by-example text retrieval tool based on state of the art information retrieval techniques;</li> <li>• Unprecedented teamwork support with flexible multi-user settings, convenient collaboration tools, a powerful merge feature and integrated inter-raters agreement measures;</li> <li>• Importation of a wide range of file formats, including QSR N6, Atlas.ti, HyperResearch, Ethnograph, Transana and Transcriber;</li> <li>• Seamless integration with Simstat, a statistical software, and WordStat, a content analysis and text-mining module.</li> </ul>
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<p><b>X-Sight 2</b></p>	<p>XSight is CAQDAS by QSR, the company that brings you NVivo and NUD*IST. It assists with qualitative research projects where time is tight and you need to deliver findings quickly. XSight has had such an impact that it's been introduced into the undergraduate and postgraduate marketing syllabus of the UK's University of Southampton, Australia's Victoria University and Malaysia's Sunway University.</p> <p>Learn about what makes XSight unique. See how 'maps' give you space to organize your thoughts and represent the connections between them visually; and how 'tags' allow you to identify illustrative quotes or responses that seem out of place. See how XSight encourages reflective thinking by allowing you to browse responses or quickly look at what 'everybody said about' an issue; and learn how to develop your Word report or PowerPoint presentation inside XSight. You can also drag and drop quotes directly into theses reports and XSight will automatically identify and publish the source.</p>
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Theme A: Working within digital/virtual communities

2503 Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment: Team Curriculum Development of an NVivo Training Workshop

Judith Ann Davidson, University of Massachusetts-Lowell, Cynthia Wedekind Jacobs, University of Massachusetts-Lowell, Kerry Frances Donohoe, University of Massachusetts-Lowell, Carolyn Jean Siccama, University of Massachusetts-Lowell, and Sharyn Hardy Gallagher

2513 De/colonizing democratic digital learning environments: Carving a space for wiki-ology in qualitative inquiry

Kakali Bhattacharya, University of Memphis, and Amber McCullough, University of Memphis

2514 Faculty Learning Community: Experiences with Qualitative Data Analysis Software

Linda S. Gilbert, Marie Claude Boudreau, James E. Coverdill, Melissa Freeman, Linda Harklau, Sherry Lowrance, Christina Joseph, Jude Preissle, (All University of Georgia)

2517 Libratory Technologies: Using Multimodal Literacies to Connect, Reframe, and Build Communities from the Bottom Up  
Judith C. Lapadat, University of Northern British Columbia

Theme B: Wider Contextual issues on adopting new technologies

2505 Ethical issues in online qualitative inquiry: Lessons learned from the “field.”

Fawn C Winterwood, The Ohio State University, and Sharon K Saunders, The Ohio State University

2507 Contexts of Use with Qualitative Data Analysis Software (QDAS)  
Silvana di Gregorio, SdG Associates and Judith Ann Davidson,  
University of Massachusetts-Lowell

Theme C: New techniques, New tools

2510 Journey Mapping’s Tracking System in a Drug Court Program  
Evaluation

Dhira D. Crunkilton, Southeast Missouri State University

Theme 4. The impact of the digitization of qualitative data on collection, storage, analysis, and distribution of findings.

2512 Progressive Transcription

Yuri V Takhteyev, UC Berkeley

2509 Emergent Approaches on Linking Qualitative Software to  
Qualitative Geography

Cesar A. Cisneros-Puebla, Uam Iztapalapa

2520 Artifacts and assemblages: Electronic portfolios in educational  
research

Angela E. Arndt, University of Cincinnati

Theme D: Integrating QDAS in teaching qualitative methodology

2516 The (sometimes) Thin Line between Technology and Method: The  
Incidence of Computer Assisted Qualitative Data Analysis Software in  
the Way we Teach Qualitative Research and the Way our Students do it  
Diogenes Carvajal, University of Los Andes

2521 Of Carts and Horses: Integrating Technology into Introductory

Courses on Qualitative Data Analysis  
Karen Louise Andes, Emory University

Theme E: Views from Software Developers

2515 Technology development in CAQDAS: How much computer assistance are we really willing to accept? Normand Peladeau, none

2511 Qualitative information is everywhere. The changing face of research and the role of software.  
John Owen, QSR International

2519 Framework, Computer-assisted Qualitative Data Analysis Software and its Role in Increasing Quality and Creativity in the Analysis of Qualitative Data  
Kandy Woodfield, National Centre for Social Research, and William O'Connor, National Centre for Social Research

Theme F: Philosophical Perspectives

2508 Techno-centrism and Qualitative Inquiry  
Dian E Walster, Wayne State University

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Donors\*

Judith Davidson, Graduate School of Education, University of Massachusetts-Lowell  
Linda Gilbert, College of Education, University of Georgia

\*Individuals and In-kind Contributions

# Pre-conference Workshop for Qualitative Healthcare Researchers

## **305 Material Science Building**

We will have a flexible schedule, depending on the level of interest in the topics. We will begin at 9:00AM on Wednesday, 5/14/08, and work until 3:30PM with a one hour break for lunch. We are open to extending the day if group members wish to bring other topics to the group, but we will not extend beyond supper time!

Be prepared, also, to suggest topics for a future workshop.

Topics to be included:

- The collection of qualitative information in clinical settings.
- The creative promise of phenomenology across disciplines
- Issues of diversity in qualitative research with providers and researchers who are predominantly white and middle class
- Improving dissemination of qualitative research by non-physician health professionals
- The differences (if any) between qualitative research and narrative pedagogy.
- Qualitative research: An essential source of ethical innovation in health care.

# A Day In Turkish

**Theme: Trends and Issues of Educational Research in Turkey**

*Organized by* Canakkale Onsekiz Mart University (COMU),  
Turkey

*Sponsored by* International Association of Qualitative Inquiry &  
International Association of Educators

## General ADIT Schedule

### All events in 160 English Building

MAY 17	Activity – Presenter
9:00-9:10	Welcoming Remarks by the Coordinator Assist. Prof. Dr. Mustafa Yunus Eryaman
9:15-9:45	Welcome from the Chair, Prof. Dr. Dincay Koksall
9:50-10:15	Opening Speech: An Invitation For The World Universities Congress by the President, Prof. Dr. Ali Akdemir
10:20-10:45	Trends and Issues of Educational Research In Turkey by Assoc. Prof. Dr. Ahmet Aypay
10:50-11:15	Conducting Qualitative Research in Educational Technology: Ethical and Methodological Issues by Prof. Dr. Rauf Yildiz
11:20-11:45	Research with Human Subjects: Emerging Ethical Issues in Qualitative Inquiry in Turkish Education by Assist. Prof. Dr. Mustafa Yunus Eryaman
11:45-12:45	Lunch Break
13:00-14:10	Panel Session-1 160 English Building
14:20-15:30	Panel Session-2 160 English Building
15:40-16:50	Panel Session-3 160 English Building
17:00-17:30	Concluding Remarks by Prof. Dr. Dinçay Köksall
17:45-18:30	Reception with Refreshments

## **Individual Presentations and Panel Session Presentations**

### **Presentation 1: Opening Speech: An Invitation For The World Universities Congress**

**Presenter:** Prof. Dr. Ali Akdemir, the President of Canakkale Onsekiz Mart University, e-mail: aliakdemir@comu.edu.tr

**Abstract:** This opening speech of ADIT is an invitation for the World Universities Congress which will take place at Canakkale Onsekiz Mart University in 2009. The presenter will also introduce the administrative effort of implementing policy strategies and reform projects into the university curriculum and policy documents to make the university an internationally recognized institution.

### **Presentation 2: Trends and Issues of Educational Research in Turkey**

**Presenter:** Assoc. Prof. Dr. Ahmet Aypay, Canakkale Onsekiz Mart University, e-mail: aypaya@yahoo.com

**Abstract:** There is increasing worldwide attention to educational research, driven by rising pressures for accountability in education, the escalating impact of technology, and an increasing speed of change in much of industry and society. This paper examines the key trends in Turkey in finding more effective means of strengthening the impact of educational research on practice. It analyses trends to accumulate, communicate and achieve stronger interaction and interface between research, policy, and practice. The author particularly focuses on ethical, political, epistemological and social issues of educational research in Turkish Education.

### **Presentation 3: Conducting Qualitative Research in Educational Technology: Ethical and Methodological Issues**

**Presenter:** Prof. Dr. Rauf Yildiz, Yildiz Technical University, e-mail: rayildiz@yildiz.edu.tr

**Abstract:** The main purpose of this presentation is to explore the current methodological approaches such as case study, the use of ethnography, and phenomenological methods and techniques of research in the field of educational technology in Turkish education. Ethical and methodological issues of qualitative research in the field such as human subject in cyberspace, online data collection and analysis, and reporting results are also explored.

### **Presentation 4: Research With Human Subjects: Emerging Ethical Issues in Qualitative Inquiry in Turkish Education**

**Presenter:** Assist. Prof. Dr. Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University, e-mail: eryaman@comu.edu.tr

**Abstract:** Recent developments in educational qualitative research in Turkey which include the rapid growth of new theories and technologies, increasing involvement of higher education institutions in regulation of human subjects research, and concerns about conflicts of interest among researchers, challenge researchers' abilities to interpret and apply the regulations. Other situations such as research with vulnerable populations may cause difficulties for identifying strategies and/or techniques that will enhance/ensure the ethical involvement of human subjects in qualitative educational research. Thus, research on ethical issues in human subjects research is necessary to develop interpretation and understanding of ethical principles and regulatory requirements. The purpose of this presentation is to explore the emerging ethical and political issues of qualitative research in the field of education in Turkey in order to optimize the genuine protection of human subjects and enhance the ethical conduct of research with human subjects.

## **Panel Session-1**

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160 English Building

**Chair:** Prof. Dr. Dincay Koksall, Canakkale Onsekiz Mart University, email: dkoksall@yahoo.com

### **Paper-1 A Critical Evaluation of Methodological And Epistemological Issues in Qualitative Research in the Field of Instructional Technology and Computer Education in Turkish Education**

**Presenter:** Assist. Prof. Dr. Mustafa Koc, Suleyman Demirel University, e-mail: kocmustafa@yahoo.com

**Abstract:** The main purpose of this presentation is to explore the current methodological and epistemological issues in qualitative research in the field of instructional technology and computer education in Turkish education. Major research journals have been analyzed to explore the kind of qualitative research studies which has been conducted in the field and type of methodologies used in the studies. This analysis led the presenter to develop four major themes to analyze the methodological and epistemological issues in the field.

### **Paper-2 An Examination of Emerging Issues of Qualitative Research in the Field of Social Studies Education in Turkish Education**

**Presenter:** Dr. Nihat Kahveci, Istanbul University, e-mail: nihattgurell@yahoo.com

**Abstract:** In this paper, the presenter explores the emerging issues of qualitative research in the field of social studies education in Turkish Education. Major research journals have been analyzed to understand the major issues and problems of qualitative research in the field of social studies education.

### **Paper-3 Understanding Qualitative Research in the Field of Literacy and Technology Education in Turkey**

**Presenter:** Dr. Ihsan Seyit Ertem, University of Florida, e-mail: ise@ufl.edu

**Abstract:** The main purpose of this presentation is to explore the use of qualitative research in the field of Literacy and Technology Education in Turkey. Major research journals have been analyzed to explore the type of methodologies and theories of literacy and technology education used in the research studies published in these journals.

#### **Paper-4 Emerging Issues of Educational Research in the Field of Second Language Teaching in Turkish Education**

**Presenter:** Prof. Dr. Dincay Koksall, Canakkale Onsekiz Mart University, email: dkoksall@yahoo.com

**Abstract:** The main purpose of this presentation is to explore the emerging issues of educational research in the field of Second Language Teaching in Turkish Education.

#### **Paper-5 Issues of Educational Research in the Field of Educational Policy Studies in Turkey**

**Presenter:** Prof. Dr. Mehmet Durdu Karsli, Canakkale Onsekiz Mart University, email: karsli@comu.edu.tr

**Abstract:** The main purpose of this presentation is to explore the emerging issues of educational research in the field of Educational Policy Studies in Turkey.

### **Panel Session-2**

160 English Building

**Chair:** Dr. Hakan Dedeođlu, Hacettepe University, e-mail: hakandedeoglu@hotmail.com

#### **Paper-1 A Critical Analysis of Methodological Issues of Qualitative Research in the Field of Literacy Education in Turkey**

**Presenter:** Dr. Mustafa Ulusoy, Gazi University, e-mail: mrtcan@hotmail.com

**Abstract:** This study aims to explore the methodological issues of qualitative research in the field of literacy education in Turkey. The research studies published in the major academic journals in the field have been analyzed to systematically document the methodological and theoretical issues and trends in the educational research in Turkish Education.

#### **Paper-2 An Evaluation of Theoretical Issues of Qualitative Research in**

## the Field of Social Science Education in Turkey

**Presenter:** Caglar Yildiz, University of Illinois, e-mail: cyildiz3@gmail.com

**Abstract:** The main purpose of this presentation is to explore the emerging theoretical issues in qualitative research in the field of social science education in Turkey. Major research journals have been analyzed to explore the kind of theories used in the research studies. This analysis helped me document six major issues of qualitative educational research in the field.

## Paper- 3: Significance of Qualitative Research in Educational Inquiries in Turkey

**Presenter:** Assist. Prof. Dr. Yasemin Alptekin, Yeditepe University, e-mail: yalptekin@yeditepe.edu.tr

**Abstract:** The subject matter of education is not knowledge but human beings. Thus the purpose of qualitative educational research is to interpret various human phenomena through the words of selected individuals in a context-specific setting. There are several considerations when deciding to adopt a qualitative research methodology. Strauss and Corbin (1990) claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. Qualitative research is not an alternative to quantitative research but may as well be a preference for an educational inquiry which requires meaningful and detailed data for interpretation and thus transferability. This paper explores the significance of qualitative research in educational inquiries in Turkish Education.

## Paper-4 : Problems and Future of Research in Education Administration in Turkey

**Presenter:** Assoc. Prof. Dr. Erdal Toprakci, Cumhuriyet University, E-mail: etoprakci@cumhuriyet.edu.tr

**Abstract:** There are serious problems in the field of education administration, as a sub-branch of Science of Education which is considered within the category of Human (social) Science. Even though these problems are commonly encountered in the field of Human Science in general, they may vary and turn into cases primarily unique to the field of Education and then in the Education Administration in particular. It can be stated that there are many different factors causing these problems and making them continue. These factors can be titled as researcher, environment, bureaucratic structure, possibility, human-being, academic culture etc. in the every phase of the research process. Every one of these factors affects the researches being carried out in the field of Educational Administration in Turkey from the beginning to the end. The purpose of this presentation is to find out how these factors affect the researches on educational administration in Turkey, and to determine the future of educational administration.

## Panel Session–3

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160 English Building

**Chair:** Assist. Prof. Dr. Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University

### **Paper-1 Evaluating Primary School Teachers' Perception of Barriers to Creative Thinking: A Canakkale Case**

**Presenter:** Iffet Aksoy Tokgoz, Canakkale Onsekiz Mart University, email: iffetaksoyt@yahoo.com

**Abstract:** The new elementary school curriculum in Turkey promotes the idea of developing creative thinking skills through an engagement with the performative and progressive educational practices. Purpose of this study is to identify and investigate the barriers and blocks to the development of children creative thinking that the Primary school teachers who play a key role in the process, encounter in classrooms in Canakkale, Turkey. Descriptive analysis is employed for data analysis. Two major themes developed based on the data analysis: individual factors and environmental factors.

### **Paper-2 An Evaluation of the Life Sciences Course Curriculum in Primary Education in Turkey in regard to Outcome Dimension: A Case Study**

**Presenter:** Assist. Prof. Dr. Cavus Sahin, Canakkale Onsekiz Mart University, email: csahin25240@yahoo.com

**Abstract:** This study aims to evaluate the Life Sciences course curriculum in Primary Education in Turkey in regard to outcome dimension. It is a descriptive qualitative study, which uses semi-structured interviews and observations to gather the data. 20 teachers from four different primary schools in Canakkale, Turkey participated in the study. Five primary teachers as key participants were interviewed in each school on a voluntary basis. Descriptive analysis is employed for data analysis. Thus, four major themes developed based on the data analysis.

### **Paper-3 Reading and Responding Children's Books with Preservice Teachers**

**Presenter:** Dr. Hakan Dedeo lu, Hacettepe University, email: hakandedeoglu@hotmail.com

**Abstract:** This study investigates how pre-service teachers in an undergraduate children's literature class read and responded to children's literature both individually and as literature circle group within a framework of critical literacy

and reader response theories. To provide pre-service teachers the theoretical knowledge and practical experience for designing an elementary school curriculum, the instructors asked them sign up for novels under Multicultural Literature, at the beginning of Children's Literature course. Using varied genres of fictional and nonfiction books in addition to their assigned novels on a similar topic provide them to explore many ways of looking on a given topic. In class they met with others who have read the same book and share their responses to the books and their findings with regard to their accuracy, the issues presented in the books. Data sources included: student writings, whole class and small group discussions, artifacts from class activities, fieldnotes, and a researcher reflective journal.

#### **Paper-4 Looking at Issues and Problems in Teaching Practice through a Critical Lens: A Turkish Case**

**Presenter:** Assist. Prof. Dr. Aysun Yavuz, Canakkale Onsekiz Mart University, email: yavuzaysun@hotmail.com

**Abstract:** This paper focuses on a case study of six (6) student teachers' ideas and problems about 'Teaching Practice' Course in one ELT university department in Turkey. In the 4th. (the last year) of ELT Department at the Faculty of Education, students take 5 credit 'Teaching Practice' course as a compulsory requirement of their program. They spend 6 hours in practice schools (observing the school teacher, peers and teaching) and they are also required to do 2 hour theoretical course at the faculty with their faculty tutors in the spring semester (14 weeks). In the theoretical course, they discuss school and teaching experiences, teaching plans and problems with their faculty tutors in small groups of six. In this study, student teachers were interviewed as a group at the end of the semester to get feedback about the course. Qualitative case study research methodology has been employed. Unstructured group interview was conducted and data were analyzed qualitatively. Thematic categories of 'Improving Teaching Skills', 'Problems about School or School Teachers' and 'Need for More Practical Courses at the Faculty' emerged from the data.

#### **Paper-5 Social Studies Teachers' perceptions about their teaching profession**

**Presenter:** Dr. Nihat Gurel Kahveci, Istanbul University, email: yavuzaysun@hotmail.com

**Abstract:** This study examines social studies teachers' perceptions and their ideas about changes /stabilities on teaching profession. Data were collected from three social studies teachers who teach social studies for (at least) ten years in Turkey. Case study methodology is applied to explore their insights about their teaching professions. Merriam (1998) defines the case study as "an examination of a specific phenomenon such as a program, an event, a person,

a process, an institution, or a social group.” Three social studies teachers were interviewed using semi-structured, in-depth interviews. Data were analyzed according to the emergent themes. Study showed that their ideas about teaching profession changed over the time. Participant teachers believe that they lost their enthusiasm to their professions in comparison with first five years of their teaching professions, and repeated themselves without developing themselves according to new approaches both content and applications of the social studies education. Participant teachers believed that they need some developments to professionalize their profession such as obtaining greater recognition from society, getting better salaries, developing to their content area and educational knowledge in collaboration with academia and in-service training programs. They stated that all of these developments can help to reconsider their approach to teaching profession.

## **A Day in Turkish (ADIT) QI2008 Meeting**

### **ADIT-Organization Committee**

#### **A- Head of the ADIT Organization Committee**

Prof. Dr. Ali Akdemir: President, Canakkale Onsekiz Mart University

#### **B- ADIT Chair**

Prof. Dr. Dinçay Köksal: Dean, College of Education Canakkale Onsekiz Mart University

#### **C- Organization Committee**

Prof. Dr. Dinçay Köksal : Canakkale Onsekiz Mart University

Prof. Dr. Rauf Yıldız: Yıldız Technical University, Turkey

Assist Prof. Dr. Mustafa Yunus Eryaman: Canakkale Onsekiz Mart University

Assoc. Prof. Dr. Ahmet Aypay: Canakkale Onsekiz Mart University

Assist Prof. Dr. Mustafa Koc: Suleyman Demirel University

Dr. Hakan Dedeoglu: Hacettepe University, Turkey

Dr. Nihat Kahveci: Istanbul University, Turkey

Dr. Mustafa Ulusoy: Gazi University, Turkey

Dr. hsan Seyit Ertem: University of Florida

#### **E- ADIT COORDINATOR**

Assist. Prof. Dr. Mustafa Yunus Eryaman

Director of the European Union (EU) Education Programs & International Relations

College of Education A Blok No: Z004,

Canakkale Onsekiz Mart University

Canakkale, 17100 Turkey

Phone : +90 286 217 1303

Fax : +90 286 212 0751

E-mail: eryaman@comu.edu.tr

# Couch-Stone Symposium

## Thursday May 15

3:00 Welcome

*Meeting and Greeting*

Couch-Stone Assembly

Illini Union / General Lounge

7:00 Couch-Stone Buffet Dinner with ICQI

Levis Faculty Building

## Friday May 16

9:00-10:30

### **1. Authenticity in Self, Culture, and Society**

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211 Union

**Chair: Phillip Vannini**

Royal Roads University

Phillip.Vannini@RoyalRoads.ca

**Eugene Halton**

University of Notre Dame

ehalton@nd.edu

*Kitsch as Kitsch Can*

**Joseph A. Kotarba**

University of Houston

jkotarba@uh.edu

**Chris Schneider**

Arizona State University

Christopher.Schneider@asu.edu

*Audience Experience of Pop Music Authenticity and Inauthenticity*

**Gary Krug**

Eastern Washington University

gkrug@mail.ewu.edu

*Alternate Histories of 9/11: The Resurgence of Local Discourses of Authenticity*

**Daphne Holden**

Independent Researcher  
daphne.holden@comcast.net

**Doug Schrock**

Florida State University  
dschrock@garnet.acns.fsu.edu

*The Micropolitical Construction of Authenticity in a Therapeutic Community*

**Phillip Vannini**

Royal Roads University  
Phillip.Vannini@RoyalRoads.ca

Isabel Burgess  
University of Toronto

*Authenticity as Aesthetic Experience*

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## **2. Encountering Illness**

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217 Union

**Chair: Catarina Fritz**

University of Massachusetts, Amherst  
cfritz@soc.umass.edu

**A. Townsend** (W. Maurice Young Centre for Applied Ethics, University of British Columbia), **S. M. Cox** (W. Maurice Young Centre for Applied Ethics, University of British Columbia), **P. Adam** (Mary Pack Arthritis Program), **L. Li** (Department of Physical Therapy, University of British Columbia, Arthritis Research Centre of Canada, Vancouver, Canada)  
atownsen@interchange.ubc.ca

*Identity Dilemmas and Rheumatoid Arthritis (RA)*

**Aimee Burke Valeras**

New Hampshire Dartmouth Family Medicine Residency  
Concord Hospital Family Health Center  
aimeevaleras@gmail.com

*We Don't Have a Box": Using Symbolic Interaction to Understand Disability Identity When Disability is Unapparent"*

Jacqueline Lewis

University of Windsor

lewis3@uwindsor.ca

Kathleen Gerus-Darbison

Director, Stitches Doll Project

hivdolls@comcast.net

*Stitching Together Life Stories: Women Managing Illness and Challenging Cultural Views of HIV*

10:45-12:15 Friday May 16

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### **3. Success and Failure: Institutional and Post-Institutional Contexts**

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211 Union

Chair: Michael Coyle

California State University, Chico

mjcoyle@csuchico.edu

Richard S. Jones

Department of Social & Cultural Sciences

Marquette University

richard.jones@marquette.edu

*Constructing Stories of Failure and Success: Post Prison Experiences*

J. Scott Kenney

Memorial University

skenney@mun.ca

Jacqueline Slowey

St. Lawrence Education Centre

j.slowey@hotmail.com

*Illegitimate Pain: Institutional Dimensions*

Jennifer L. Dunn

Southern Illinois University, Carbondale

jldunn@siu.edu

*Recursive Reality: The Social Construction of Victims and Victimization*

## 4. A Simmelian Discussion of the E-Stranger

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217 Union

Co-Chairs: Christopher Schneider  
Arizona State University  
Christopher.Schneider@asu.edu

Joseph Kotarba  
University of Houston  
jkotarba@uh.edu

Tim Rowlands  
Arizona State University  
Timothy.Rowlands@asu.edu

*Noobs, Huntards and the Holy Trinity: Strangers and Status Hierarchies in World of Warcraft and EverQuest*

Joe Kotarba  
University of Houston  
jkotarba@uh.edu  
*Being Alone as a Public Presence: E-Formats*

Ariane Hanemaayer  
University of Waterloo  
ahanemaa@artsmail.uwaterloo.ca

Christopher J. Schneider  
Arizona State University  
christopher.schneider@asu.edu  
*Emoticons and the (Re)conceptualization of Meaning*

12:15-1:15 Lunch Break

1:15-2:45 Friday May 16

## 5. Symbolic Interactionism: Representations, Roots, and Affinities

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211 Union

Chair: Tim Gawley  
Wilfrid Laurier University  
tgawley@wlu.ca

César A. Cisneros Puebla

Universidad Autónoma Metropolitana Iztapalapa.

cesar41\_4@hotmail.com

*Influences of Symbolic Interactionism in Mexican Sociology*

Howard Robboy

The College of New Jersey

robboy98@yahoo.com

*“Willard Waller- The Contemporary Relevance of some lesser known Gems”*

Norbert Wiley

University of Illinois, Urbana-Champaign

norbert@redshift.com

*Bakhtin and Mead: Similarities and Differences*

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## 6. Participating in Collective Assemblies

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217 Union

Chair: Peter Grahame

Pennsylvania State University - Schuylkill

pgrahame@comcast.net

Clark McPhail

University of Illinois, Urbana-Champaign

cmcpfail@uiuc.edu

Charles Tucker

University of South Carolina

*“The Life Course of an Early Anti-War Demonstration and The Challenge it Posed”*

Boyd Littrell

University of Nebraska at Omaha

blittrell@mail.unomaha.edu

*Of Time, Structure and Symbolic Interaction: Some Lessons from Enron*

Nicholas P. Dempsey

University of Chicago

“Nick Dempsey” ndempsey@gmail.com

*Metaphors we Play By: Talk about Jazz and Its Impact on Norms of Performance*

3:00-4:30 Friday May 16

## 7. Engaging Organizations and Policy

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211 Union

**Chair: Max Travers**  
University of Tasmania  
Max.Travers@utas.edu.au

**Patrick McGinty**  
Western Illinois University  
PJ-Mcginty@wiu.edu  
*“Where and When the Action is: The Conditioning Influences of Space and Time in School Reform”*

**Tim Hallett**  
**Brent Harger**  
**Donna Eder**  
Indiana University  
hallett9@indiana.edu  
*“Gossip at Work: Unsanctioned Evaluative Talk in Formal School Meetings”*

**Tim Gawley**  
Wilfrid Laurier University  
tgawley@wlu.ca  
*Making and Sustaining Commitments to Service within the Administrative-Political Contexts of Public Education*

## 8. Experiencing Collective Ventures

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217 Union

**Chair: Hamid Abdollahyan**  
University of Tehran  
habdolah@ut.ac.ir

**Peter Grahame**  
Pennsylvania State University - Schuylkill  
“Peter Grahame” <pgrahame@comcast.net>

*Collective Witnessing in Ecotourism”*

Mary Suljak

University of Waterloo

msuljak@artsmail.uwaterloo.ca

*“Dance as a Collectively Engaged Process: Managing Time, Resources and Commitments”*

Shannon Daub

Royal Roads University

shannon.daub@royalroads.ca

*Climate Justice: Framing Labour and the Environment in British Columbia’s Energy Sector*

Amrit K. Mandur

University of Waterloo

akmandur@artsmail.uwaterloo.ca

*Becoming a Fantasy Role-Player: Achieving Identity Within the Fantasy Role-Play Subculture*

4:40-6:00 Friday May 16

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## **9. Tribute to Bernard Meltzer (1916-2008)**

211 Union

Speakers to be announced

Please contact Gil Musolf

Central Michigan University

gil.richard.musolf@cmich.edu

6:30- 9:00 Friday May 16

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## **10. Couch-Stone Assembly and Pizza Night**

Levis Faculty Building / Third Floor

# Saturday May 17

9:00-10:30

## **11. Experiencing Involvements: Activities, Identities, and Relationships**

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211 Union

**Chair: Lonnie Athens**  
Seton Hall University  
athenslo@shu.edu

**Hamid Abdollahyan**  
**Awat Rezania**  
University of Tehran  
habdolah@ut.ac.ir

*A Show Scene of Self in Internet Friendship Groups: A Case Study of Users of Site Cloob*

*Daniel Albas*

*Cheryl Albas*

University of Manitoba  
albasca@cc.umanitoba.ca

*University Life: the Case of Mature Students*

**Arthur McLuhan**

University of Waterloo  
arthurmcluhan@hotmail.com

*Drug Dealing: Involvements, Activities, and Experiences*

## **12. Intersubjectivity, Ambiguity, and Interchange**

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217 Union

**Chair: Robert Prus**  
University of Waterloo  
prus@uwaterloo.ca

**César A. Cisneros Puebla**  
Universidad Autónoma Metropolitana Iztapalapa.  
cesar41\_4@hotmail.com

*Intersubjectivity and the Interpretive Tradition in Social Psychology: A  
Perspective from Latin America*

Lori Holyfield,

Joshua Rohrich

University of Arkansas

lholyfie@uark.edu

*Agency, Structure, and the Social Construction of Post Traumatic Stress  
Disorder*

Sara White

University of Waterloo

sarajane.white@hotmail.com

*Road Enragement: An Interactionist Approach to Troublesome Driving  
Activities*

Michael Coyle

California State University, Chico

mjcoyle@csuchico.edu

*Justice Discourse as an Interactive Process*

10:45-12:15 Saturday May 17

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### **13. Attending to Science and Technology**

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211 Union

Chair: Tim Hallett

Indiana University

hallett9@indiana.edu

Izabela Wagner

University of Paris / University of Warsaw

izabela.wagner@yahoo.fr

*The Participants as Research Team Members in the RPAC Method: The  
Ethnography of Life-Science-Laboratories*

Max Travers

University of Tasmania

Max.Travers@utas.edu.au

*An Interactionist Analysis of Quality Assurance Programs*

Ariane Hanemaayer  
University of Waterloo  
ahanemaa@artsmail.uwaterloo.ca  
*“Engaging Technology on the Paintball Field”*

Paul Viidik  
University of Waterloo  
viidikpaul@hotmail.com  
*Gear-heads and Tuners: Involvements in the Automobile Enthusiast Community*

## **14. Ethnographies Revisited: Reflections, Lessons, and Conceptual Implications**

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217 Union

Chair: Steven Kleinknecht  
McMaster University  
steven.kleinknecht@sympatico.ca

Daniel Albas  
Cheryl Albas  
University of Manitoba  
albasca@cc.umanitoba.ca  
*Studying Students Studying*

Lonnie Athens  
Seton Hall University  
athenslo@shu.edu  
*Violent Criminal Acts and Actors: Naturalistic Inquiry in Practice*

Jennifer Dunn  
Southern Illinois University, Carbondale  
jldunn@siu.edu  
*The Path Taken for Courting Disaster: Flexibility and Reflexivity in the Field?*

Robert Prus  
University of Waterloo  
prus@uwaterloo.ca  
*Hookers, Rounders, and Desk Clerks: Encountering the Reality of the Hotel Community*

12:15-1:15- Lunch Break

1:15-2:45 Saturday May 17

## **15. Panel Discussion: Processes and Problematics of Studying Organizations and Policy**

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211 Union

Chair: J. Scott Kenney  
Memorial University  
skenny@mun.ca

Tim Hallet (Indiana University)  
Patrick McGinty (Western Illinois University)  
Max Travers (University of Tasmania)  
Tim Gawley (Wilfred Laurier University)

## **16. Panel Discussion: Studying the Entertainment Process (Artists, Producers, and Consumers): Objectives, Strategies, Dilemmas**

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217 Union

Chair: Mary Suljak  
University of Waterloo  
msuljak@artsmail.uwaterloo.ca

Lori Holyfield (University of Arkansas)  
Peter Graham (Penn State University, Schuylkill)  
Scott Grills (Brandon University)  
Arian Hanemaayer (University of Waterloo)

3:00-4:30 Saturday May 17

## 17. Interactionist Theory: Papers Honoring Bernard Meltzer

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211 Union

Chair: Gil Musolf  
Central Michigan University  
gil.richard.musolf@cmich.edu

Gil Musolf  
Central Michigan University  
gil.richard.musolf@cmich.edu  
*The Essentials of Symbolic Interactionism*

Robert Prus  
University of Waterloo  
prus@uwaterloo.ca  
*Creating, Sustaining, and Contesting Reality:  
The Orator Marcus Tullius Cicero as a Pragmatist Philosopher and  
Analytic Ethnographer*

Other Participants TBA

## 18. Identity in the Making

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217 Union

Chair: César A. Cisneros Puebla  
Universidad Autónoma Metropolitana Iztapalapa.  
cesar41\_4@hotmail.com

Howard Robboy  
Nicole Lavender  
The College of New Jersey  
robboy98@yahoo.com  
*Re-examining and Expanding Everett C. Hughes' Concept of "Master  
Status"*

Scott Grills  
Brandon University  
grills@brandonu.ca  
*Managing Identities: Marketing Folk Musicians and Pursuing Audiences*

Catarina Fritz

University of Massachusetts, Amherst

cfritz@soc.umass.edu

*Categorizing Race and Identifying Self: An Ethnographic Examination of Brazilian Immigrants in The United States*

4:40-6:00 Saturday May 17

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**19. Looking Back.... 2008 Looking Ahead to 2009: Symbolic Interactionism and The Couch-Stone Symposium**

211 Union

7:00 Saturday May 17

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**Couch-Stone Barbeque Buffet Dinner with ICQI**

Levis Faculty Building

# Friday, May 16

## **1001 Journey from behind the scenes**

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8:00-9:20

210 Union

Chair: *Patty Alvarez-McHatton, University of South Florida*

You Are Invited?: A mother and daughter's journey through special education, *Joanne Manwaring, University of South Florida*

Dear Teacher?, *Jenna Pollard-Sage, University of South Florida*

Shared Journey, Separate Experiences, *Anne Townsend, University of South Florida, and Anna Robic, University of South Florida*

On the Other Side of the Coin, *Stephanie A Martinez, University of South Florida*

## **Youth in Text and Context: Discursive Practices of 1002 Sexuality and Queer Identities**

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8:00-9:20

314B Union

Chair: *Lisa Weems, Miami University*

Heterosexism and Popularity: Young Lesbians Experiences of the High School Social Scene, *Elizabeth Payne, Syracuse University*

Reading Lagaan in Terre Haute: pop culture, queer nationality, and the non-resident Indian identity, *Aliya Rahman, Purdue University*

Space, Race and Queer Youth, *Lisa Weems, Miami University*

What's Been Left Out is (Queer) Sex: Gay Space/"Straight" Talk, *Cris Mayo, University of Illinois Urbana-Champaign, and Jen Logue, University of Illinois Urbana-Champaign*

## **1003 Dissertations**

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8:00-9:20

405 Union

Evidence and Quality in the Qualitative Dissertation: Who Decides?, *Shawn A. Cassiman, University of Dayton*

Teaching a Graduate Course in Experimental Writing: Notes From My Debut, *Candace Jesse Stout, The Ohio State University*

Becoming a mother: an autoethnography of writing my dissertation, *Karolina Caran, George Mason University*

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**1004 Creating a qualitative research group: Tracking our process of development**

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8:00-9:20

209 Union

Chair: *Kathleen Burns Jager, Michigan State University and Christopher R. Latty, Central Michigan University*

Socializing Undergraduates to the MFT Field: From Inquiry to Outcome, *Christopher R. Latty, Central Michigan University, Jeffrey J. Angera, Central Michigan University, and Kathleen B. Jager, Michigan State University*

Transforming from Student to Teacher: The Rejection of “the Banking Concept of Education”, *John M. McElroy, Michigan State University*

Writing Praxis in Child Welfare, *Kathleen B. Jager, Michigan State University*

Researchers, marriage & family therapists, advocates: Locating our role, *Jennifer M. Bak, Michigan State University*

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**1005 The Self**

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8:00-9:20

215 Union

Chair: *Sharlene J. Hesse-Biber, Boston College*

“Contingencies” of Self Concept, Self Esteem and body Image Issues among African American Females attending Predominantly White Colleges, *Sharlene J. Hesse-Biber, Boston College*

Poststructural encounter with autoethnography: Voicing the majority self of a minority student teacher, *Kyung Eun Jahng, University of Wisconsin-Madison*

Investigating the Correlations between, *Lawrence Hanks, Northeastern Illinois Univ. Jacob H. Carruthers Center For Inner City Studies*

Understanding Professional Use of Self: Exploring the Teaching and Learning Processes in Social Work Education, *Tara Earls Larrison, University of Illinois at Urbana-Champaign*

An “Outsider’s View”: From the Inside Out., *Lawrence Leslie Perkins, Texas A&M*

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## **1006 Vision and the Visual**

8:00-9:20

Everitt Lab 163

Chair: *Joseph A. Kotarba, University of Houston*

The Reflexive Nature of “Vision” in an Educational Setting, *Joseph A. Kotarba, University of Houston*

From outside to inside: Historical review of research methodology in studies on child art, *Minam Kim, Pennsylvania State University, and Hyunsu Kim, Pennsylvania State University*

TRANSformations: The ethics of qualitative research in the queer community, *Jaigris Nadia Hodson, York University*

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## **1007 Plenary: Racializing Ethics, Evidence, and Justice**

9:30-10:50

407 Union

Chair: *Tim Begaye, Arizona State University*

Participant, *Cynthia Dillard, Ohio State University*

Participant, *Soyini Madison, Northwestern University*

Participant, *Sandy Grande, Connecticut College*

Participant, *Tim Begaye, Arizona State University*

Participant, *Christopher Stonebanks, Bishop’s University*

Discussants, *Wanda McCaslin, The Law Foundation of Saskatchewan and Native Law Centre of Canada, and Denise Breton, Director, Living Justice Press*

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**1008 Bodies of/in Inquiry: 3 Methodological Performances**

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9:30-10:50

210 Union

Chair: *Tami Spry, St. Cloud State University*Bodies of Evidence, *Tami Spry, St. Cloud State University*I was an Academic Groupie, *Kimberly Dark, Cal State San Marcos*Navel-Gazing: A Methodological Play, *Elyse Pineau, Southern Illinois University***Spotlight: Presentation of the Interview Self and  
1009 Analytic Quagmires**

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9:30-10:50

314A Union

Chair: *Janice Morse, University of Utah*Perception, presentation and interview data, *Janice M. Morse, University of Utah*Hidden Truths and Multiple Realities: Misconstructions of Childhood Chronic Illness, *Becky Christian*Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths, *Lauren Clark, Sallie Thoreson, Cynthia Goss, Lorena Zimmer, and Carolyn DiGuseppi*What Do You Do When The Numbers Don't Add Up? Consider Asking The Right Question, *Patricia F. Pearce*Prison Research Interviews and the Politically Defended Subject: "The Possibility for More Truth", *Kristin Cloyes***Spotlight: Making a Case for the Worth of Our Work:  
New Strategies for Qualitative Researchers and Writers  
1010 Seeking Tenure and Promotion**

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9:30-10:50

404 Union

Chair: *Bud Goodall, Arizona State University and Angela Trethewey, Arizona State University*Panel Discussion, *Robert Krizek, St. Louis University, Nathan Stucky, Southern Illinois University, Patricia Geist Martin, San Diego State University, and Sarah Tracy, Arizona State University*

## **1011 Trauma and Sexuality**

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9:30-10:50

314B Union

Chair: *Amira Millicent Davis, University of Illinois at Urbana*

Growing Up Gay as a Traumatic Stressor: A Feminist Biographical Case Study, *Camie Lynn Nitzel, University of Nebraska--Lincoln, and Michael Ryan Booton, University of Nebraska--Lincoln*

Vicarious Traumatization and Vicarious Posttraumatic Growth: The Paradoxical Effects of Working with Survivors of Physical and Sexual Violence, *Sarah L. Jirek, University of Michigan*

Autoethnography of a Gay Man Raised in a Straight World: A Performance of Traumatic Stress, *Michael Ryan Booton, University of Nebraska--Lincoln, and Camie Lynn Nitzel, University of Nebraska--Lincoln*

What we tell ourselves and our daughters about <ssshh!!!> hysterectomy, *Amira Millicent Davis, University of Illinois at Urbana*

## **Through the Gendered Lenses of Borders & Migration: 1012 Feminist Qualitative Research In and Out of Focus**

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9:30-10:50

406 Union

Chair: *Sarah Amira De la Garza, Arizona State University*

Testimony Heard: Women, Asylum and the U.S. Immigration System, *Sara McKinnon, Arizona State University*

The Complexities of Migrant Identity: Challenging the Simplistic Notion of an American Dream, *Sarah Amira De la Garza, Arizona State University, and Mary Romero, Arizona State University*

Tensions and Opportunities: The Gendered Labor of Immigrant Rights Activism, *Karma R. Ch-vez, Arizona State University*

Belonging and Becoming: Migration, Unease and the U.S. Nation-State, *Aimee Carrillo Rowe, University of Iowa, and Kimberlee PÈrez, Arizona State University*

## **1013 Student Culture**

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9:30-10:50

405 Union

Chair: *Carmen Ocon, University of Illinois at Urbana-Champaign*

Learning How to Live a New Life: Integration Processes of Immigrants In a Spanish School., *Rodríguez Navarro Henar, Education Faculty, Spain., and García Monge Alfonso, Education Faculty*

Shadowing the Shadow and the Shadowed: Ethics and Personal Involvement in the Qualitative Shadowing Technique, *Diogenes Carvajal, University of Los Andes, and Juny Montoya, University of Los Andes*

Student and Teacher Interactions in Community Day Schools, *Brianna L. Kennedy, University of Southern California*

Freshmen Students and Their Views on Higher Education as Revealed by Their Choice of Metaphors, *Omer Avci, NIU, and Anindya Sen, Northern Illinois University*

## **1014 Validity Issues**

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9:30-10:50

209 Union

Chair: *Laura Lynn Ellingson, Santa Clara University*

Evidence of Politics: Ethical and Social Justice Challenges in the Yield of a Chain Sampling Plan, *Cynthia Wedekind Jacobs, University of Massachusetts Lowell*

Conducting Qualitative Crystallization: Ethics, Validity, and Multi-Genre Representation, *Laura Lynn Ellingson, Santa Clara University*

The Purpose of Mess in Action Research: building rigour though a messy turn., *Tina Cook, Northumbria University*

## **1015 Death and Dying**

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9:30-10:50

215 Union

Chair: *Mary Catherine Poole, University of South Florida*

What is (not) said when the pastor is dying?, *Dale Campbell Goldsmith, Independent Scholar, and Joy Vanice Goldsmith, Young Harris College*

Disenfranchised Grief - Mourning the Death of an Ex-Husband, *Mary Catherine Poole, University of South Florida*

Father and Son: A narrative exploration of the loss of a father and the development of relationships with the deceased., *Steve Patrick Phalen, University of South Florida*

"But wait?we just got here.": An Authoethnographic Performance of Love, Loss, and Learning, *Qiana M. Cutts, Georgia State University*

Melancholy Speed, *Patricia Geist-Martin, San Diego State University*

Taking Care of Grieving Through Poetry: Memories of Palliative Care's Presence or Absence, *Nance Killough Cunningham, University of Oklahoma*

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### **1016 Spotlight: PAR, Ethics, and Care**

9:30-10:50

403 Union

Chair: *Sue Noffke, University of Illinois at Urbana-Champaign*

Emotionality, Ethics, End-of-Life Research and the Human Data Collecting Instrument, *Jillian Ann Tullis Owen, University of South Florida*

Bringing the Tacit in to Voice: CMM, Simulation and Healthcare Communication: Creating a Culture of Safety, *Lydia Londes Forsythe, OSF SAMC College of Nursing*

Life History Method: Possibilities and Challenges, *Nelofer Halai, The Aga Khan University*

Community-based care versus asset-based development: Some dilemmas of organizing, *David Haldane Lee, University of South Florida*

Values based qualitative research, *John M Hagedorn, UIC, Asma Ali, Tonya Sanders, and Lawndale Alliance*

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### **1017 Spotlight: Voices that matter**

9:30-10:50

Everitt Lab 163

Chair: *Nancy Elizabeth Spencer, Bowling Green State University and Pirkko Markula, University of Alberta*

Movement-Vision? Dance as Performance Ethnography, *Pirkko Markula, University of Alberta*

The Performing Body, Creating Change, *Jim Denison, University of Alberta*

Making our voices matter for social change, *Nancy Elizabeth Spencer, Bowling Green State University*

Discussant, *Michael D. Giardina, University of Illinois at Urbana-Champaign*

## **1018 Developments in Education**

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9:30-10:50

Everitt Lab 165

Chair: *Karyn Anne Cooper, University of Toronto*

Distinguished Performances: The Educative Role of the Professions and Disciplines in Qualitative Research in Education, *Karyn Anne Cooper, University of Toronto, Robert Earle White, St Francis Xavier, and Jonathan Patrick Arendt, University of Toronto*

Examining the Role of Voice in Portraiture: Illustrations of Three High-Performing Urban Schools, *Kerry F. Donohoe, University of Massachusetts Lowell*

Medias Practices in Schools of Cali Colombia: an exploratory-descriptive approximation, *Arturo Hernán Arenas, Santiago de Cali*

Dichotomous Inquiry: Researcher as Distracted Instrument, *Robert A Jecklin, University of Wisconsin - La Crosse*

From Brussels, to Munich, to Franken: A Habermasian framework for understanding European citizenship education policy production and practice, *Debora Hinderliter Ortloff, Indiana University, Indianapolis*

## **1019 Insider/Outsider**

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9:30-10:50

Everitt Lab 269

Chair: *April Munson, University of Illinois at Urbana-Champaign*

Performing cop: Ethics and access during ethnographic fieldwork, *Robert Ballard, University of Denver*

Korean and Taiwanese Immigrant Parents' Perspectives of Preschool in the U.S.: Preschool Opens the Door to the American Dream, *Tzu-Hui Chen, Arizona State University, and Yoonhee Lee, Arizona State University*

From Autobiography to autoethnography, *Barbara Lousie Biggs, University of Technology Sydney, and Jane Stein-Parbury, University of Technology Sydney*

Jim Crow Collusive Alignments: Framing and Making Sense of an African American Childhood, *Joan Weston, Ohio University*

Seeing both Sides of the Wall: Parallel Research Journeys, *April Munson, University of Illinois at Urbana-Champaign, and Yujin Lee, University of Illinois at Urbana-Champaign*

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## **1020 Spotlight: Disability Studies**

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9:30-10:50

Material Science 305

Chair: *Donna Mertens, Gallaudet University*

Contesting Deaf identities: Exploring the Contributions of Poststructural Readings, *Rachelle Deanne Hole, University of British Columbia, and Cynthia Mathieson, University of British Columbia*

Social Justice and Disability: Using Portraiture and Visual Ethnography to Explore Self-Determination, *Phil Smith, Eastern Michigan University*

No more i love yous (language is leaving me in silence): Accounts of deafness, shame, and criminal behavior in a group of texas inmates, *Aviva Twersky Glasner, Bridgewater State College, and Katrina R. Miller, Emporia State University*

Fighting the system: The experiences of parents of children with disabilities, *Elizabeth Ann Larson, University of Wisconsin Madison*

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## **1021 Ethical imperatives of critical qualitative researchers:**

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9:30-10:50

Material Science 4101

Chair: *Rozana Carducci, UCLA*

Surviving and thriving as “junior” critical education scholars: The Disruptive Dialogue Project, *Rozana Carducci, UCLA*

More than tools for the toolkit: The ethical imperative of teaching critical qualitative inquiry in the neoliberal classroom, *Aaron M. Kuntz, University of Alabama*

Addressing dangers in social justice research: Performances of junior faculty from a critical inquiry perspective, *Penny Pasque, University of Oklahoma*

Ethics & “Essentials” for Untenured Faculty: Critical Qualitative Inquiry Confronts Conservative Modernization in the Academy, *R. Evely Gildersleeve, Iowa State University*

## **1022 Using Computer Assisted Technology**

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9:30-10:50

Noyes Lab 162

Chair: *Peta Baber,*

Cracking the “Black Box:” Journey Mapping’s Tracking System in a Drug Court Program Evaluation, *Dhira D. Crunkilton, Southeast Missouri State University*

Online teacher professional development: Individual agency and local contexts, *Yihshuan Chen, National Taiwan University of Science and Technology, and Ching-Chung Tsai, National Taiwan University of Science and Technology*

Curricular Assessment Using Qualitative Data, *Dale Kent Fitch, University of Michigan, and Beth Glover Reed, University of Michigan*

A community food security surveillance model fostering action and local food security policies with a concern for social justice, *Suzanne J. Gervais, Cornell University, Jean Pierre Habicht, Cornell University, David L. Pelletier, Cornell University, Edward Frongillo, Jr., University of South Carolina, and John Forester, Cornell University*

## **1023 Psychodynamic Theory and Reflexivity in Qualitative Research**

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9:30-10:50

Noyes Lab 217

Chair: *James W. Drisko, Smith College*

Psychoanalytic Theory and Reflexivity: Revisiting the Personal Construction of Reality, *James W. Drisko, Smith College*

Dispassionate Assessment and Emotional Commitment: A Self-psychological View of Reflexive Understanding, *Florence Loh, Smith College*

Attachment Theory’s Applicability to Qualitative Research: Internal Working Models of Self, Other and Interaction, *Kara Cavel, Smith College*

There's No Such Thing as a Research Subject: An Intersubjective Perspective on Researcher Reflexivity, *Elizabeth Kita, Smith College*

## **Cooperative Inquiry & The Politics of Evidence: Reports 1024 from an Online Learning Experience**

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9:30-10:50

English Building 160

Chair: *Shoshana Simons, California Institute of Integral Studies and Jeffrey Martin, California Institute of Integral Studies*

The Power of Assumption on Human Interaction, *Will Morris, California Institute of Integral Studies, Lisa Hedley, California Institute of Integral Studies, and Jennabeth Ward, California Institute of Integral Studies*

The Body and Online Learning, *Virginia May, California Institute of Integral Studies, Nika Quirk, California Institute of Integral Studies, and Mary Beth Moze, California Institute of Integral Studies*

Using Co-operative Inquiry to explore spiritual intelligence in daily interactions, *Julie Chase - Daniel, California Institute of Integral Studies, Christie Newton, California Institute of Integral Studies, Stephanie Richardson, California Institute of Integral Studies, Evelyn Ouano, California Institute of Integral Studies, and Maryper Alfonso, California Institute of Integral Studies*

Using co-operative inquiry to study the influence of self-awareness on relationships, *Sarah Noyes, California Institute of Integral Studies, Chazmith Newton, California Institute of Integral Studies, and Dana Starritt, California Institute of Integral Studies*

## **1025 Constructions of Girlhood**

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11:00-12:20

407 Union

Chair: *Sarah L. Rasmusson, The College of New Jersey*

Third Wave Zines: A Riot Grrrl Ontology, *Briana M Weadock, American University*

Girl Power Revisited: The Cultural Practices of Preadolescent Girls, *Olga V Ivashkevich, University of Illinois at Urbana-Champaign*

Girls Who Are Suspended or Expelled from School: There is More to Know Than Demographics, *Chien-Ni Chang, The Ohio State University, Andrea Lourie, Smriti Shivpuri, and Kathleen Pajer*

Looking in the mirror for a “good” girl: An autoethnography, *Sara Haskins, University of Memphis*

## **1026 Conceptualizing Cultures**

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11:00-12:20

210 Union

Chair: *Karolina Caran, George Mason University*

Sonic Culture: Audio Documentary as Qualitative Research, *Daniel Makagon, DePaul University*

Working with culture - Practices and lessons learned from psychiatric mental health professionals working with Asian American patients and their families, *Mijung Park, University of California, San Francisco, and Catherine A. Chesla, University of California, San Francisco*

Biblio-ethnography: How books imprint themselves on everyday life, *Karolina Caran, George Mason University*

Some Methodological Questions on Studying Non-Western Societies, *Subrata Sankar Bagchi, BEC, University of Calcutta*

Theory Junky: The Academy as Fandom, *Marc Leverette, Colorado State University, and George F. McHendry, Jr., Colorado State University*

## **1027 Conceptualizations of Power**

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11:00-12:20

314A Union

Chair: *Alex Jean-Charles, University of Illinois at Urbana-Champaign*

Evaluation of Teachers’ Perceptions About Factors Affect the Word Power, *Turan Temur, Gazi University, Faculty of Education, and Mustafa Ulu soy, Gazi University Faculty of Education*

Young Black Males’ Testimonial Experience on Surveillance, Power, and Identity, *Alex Jean-Charles, University of Illinois at Urbana-Champaign*

Politics of Field Making: The Sovereignty of the Field, *Ping-chuan Peng, none*

Deconstructing the Glass Ceiling, *Carol A. Isaac, UW-Madison, and Molly Carnes, UW-Madison*

Critiquing the links in abuse related theory and practice, *Heather Piper, Manchester Metropolitan University, and Debbie Cordingley, Manchester Metropolitan University*

## 1028 New Developments in CRT

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11:00-12:20

404 Union

Chair: *Hamish Victor Bonar Buffam, University of British Columbia*

It was the Buzzard Who Laid Me: Transgressing the black | indian Dialectic, *Lisa Arrastía, University of Minnesota – Twin Cities*

Darkness and the Ethnography Imaginary: Reconsidering the Injustice of Invisibility in Racialized Urban Spaces, *Hamish Victor Bonar Buffam, University of British Columbia*

Does Controlling Imagery of Asian and White Masculinities Shape Racialized Desire?, *Karen D. Pyke, University of California*

(in)Visible Race(s):DNA Tests Identity Perceptions, *Wanda Bridges Knight, The Pennsylvania State University*

## 1029 New Directions in Institutional Ethnography

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11:00-12:20

314B Union

Chair: *Beverley A C OBrien, University of Alberta*

Maternal decision making around birth location in a rural western Canadian community, *Beverley A C OBrien, University of Alberta, Susan Sommerfeldt, University of Alberta, Jennifer M Medves, Queens, and Barbara Davies, Univ. of Ottawa*

The Social Construction of Social Problems Institutions: Diverting Drug Offenders into Court-Supervised Treatment, *Stacy Lee Burns, Loyola Marymount, and Mark Peyrot, Loyola College in Baltimore*

Interpretive Ethnography of Sufi Rituals, *Melinda Leigh Yeomans, Southern Illinois University*

The democratization filter: Elite knowledge in public higher education, *Amy E Stich, University at Buffalo*

Institutional Ethnography: Contributions to Research in Education, *Shabrzad Mojab, OISE/University of Toronto, and Sara Carpenter, OISE/University of Toronto*

## **1030 New Directions in Collaborative Research**

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11:00-12:20

406 Union

Chair: *An Jacobs, Vrije Universiteit Brussel*

Public Elementary School Teachers Building a Learning Community, *Ma. Guadalupe Rodríguez Bulnes, Universidad Autónoma de Nuevo León, Manuel Flores Fabara, Tecnológico de Monterrey, and Magda García Quintanilla, UANL*

Community-based research with homeless Aboriginal youth, *Jason Brown, University of Western Ontario*

A Language of Inclusion in Undergraduate Qualitative Research, *Clare S. Lawlor, Lewis*

The Show Must Go On: A Descriptive Single-Site Case Study of Dignity in the Workplace Among Academic Theatre Collaborators, *Laura Thudium Ziegłowsky, University of Iowa*

Learning about everyday and future ICT practices: with or without online diaries, *An Jacobs, Vrije Universiteit Brussel, Wendy Van den Broeck, Vrije Universiteit Brussel, Bram Lievens, Vrije Universiteit Brussel, and Marcia Poelman, Vrije Universiteit Brussel*

## **1031 New Directions in Ethnography**

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11:00-12:20

406 Union

Chair: *Dalia Rodriguez, Syracuse University*

Designing professional situated practice: an ethnomethodological perspective in workplace learning, *Giuseppe Scaratti, Catholic, Silvio Ripamonti, Catholic, Mara Gorli, Catholic, and Andreina Bruno, Catholic*

Classrooms as Places of Enchantment: Can We Enlarge Our Conception of What Is Possible?, *Antonina Lukenchuk, National-Louis University*

Conducting Multi-Generational Research, *Donald R. Collins, Prairie View A&M University*

Community, Identity and Ethnography among Korean American Adoptees, *Kim Ja Park Nelson, University of Minnesota, Twin Cities*

Ethical Issues in Conducting Ethnographic Research with African Immigrants, *Otrude N. Moyo, University of Plymouth*

### **1032 New Developments in Mix Methods Design**

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11:00-12:20

209 Union

Chair: *Huseyin Cakal, Eastern Mediterranean University*

Creating an Appropriate Graduate Level Mixed Methods Research Course, *Thomas William Christ, University of Hawaii*

Research Across the Divide: Processes, Products and Ethics in Interdisciplinary Research, *Huseyin Cakal, Eastern Mediterranean University*

Intergenerational Transmission and Union Formation in the Bridgeview Muslim Community, *Melissa J. K. Howe, University of Chicago*

### **1033 New Developments in Cross-disciplinary Methodologies**

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11:00-12:20

215 Union

Chair: *Caroline Joan Kay Picart, Florida State University*

The Politics and Ethics of Terratologies: Monsters In and Among Us, *Caroline Joan Kay Picart, Florida State University*

Wording in higher education: towards a discourse of powerlessness, *Doris Adriana Santos, Universidad Nacional de Colombia*

Employing Conceptual Metaphor: Intersecting discursive and material worlds in qualitative inquiry, *Aaron Kuntz, University of Alabama*

Aesthetic Inquiry: "About, Within, Without, and Through Repeated Visits", *Margaret Macintyre Latta, University of Nebraska-Lincoln*

Reality, self, and empirical work - an emancipatory perspective, *Carmen Lea Dege, Freie Universität, and Martin Dege, Clark University*

### **1034 New Directions in Qualitative Case Studies**

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11:00-12:20

403 Union

Individual and societal resilience in the Israeli context: What drives bus drivers who experienced a terror attack?, *Alison Stern Perez, Ben Gurion University of the Negev*

Justice as Healing: Examining Three Restitution Outcomes in the Context of Two Distinct Cases, *Brenda Lloyd-Jones, University of Oklahoma, and Janette Habashi, University of Oklahoma*

Rage and Maternal Abandonment Case Studies: An Archival Thematic Analysis, *Diana Cuello, Duquesne*

### **1035 Conceptualizing Mental Illness**

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11:00-12:20

Everitt Lab 163

Chair: *Gary William Walby, University of South Florida*

Behind the marketing of hope: Critical discourse analysis, social justice and the recovery vision for mental health, *Jennifer Mary Poole, Ryerson University*

Moving Out of the Parents' House: Assisting Mentally Ill Clients with Independent Living, *Fang-pei Chen, Columbia University*

Schizophrenizing Schizophrenia: Memories, (Im)Possible Narratives, Human Rights, *Jungah Kim, Columbia University*

Self-Management of Violence among Women Diagnosed with Schizophrenia, *Elizabeth Ilah Rice, UW-Milwaukee*

Living the Stigma: When Social Justice and Mental Illness Meet, *Gary William Walby, University of South Florida*

### **1036 Constructions of Identity**

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11:00-12:20

Everitt Lab 165

Chair: *Kelly Faye Jackson, Arizona State University*

Occupational Identity Work and Work Strategies of non-MD Acupuncturists in Argentina, *Betina Freidin, Buenos Aires*

How does a white woman become Chicana? and other questions of identity, *Chelsea Starr, University of North Carolina Wilmington*

Shopping the Shopper: Retail Surveillance and Performances of Consumerism, *W. Benjamin Myers, USC Upstate*

To be liked or to follow the rules?: Ethnographic work with tweens at school, *Liz Edgecomb, Univ. of South Florida*

Beyond Race: Examining the cultural identity of multiracial individuals,  
*Kelly Faye Jackson, Arizona State University*

## **1037 New Directions in Education**

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11:00-12:20

Everitt Lab 269

Chair: *Melanie L. Buffington, Virginia Commonwealth University*

Conceptions of statistical education in the process of apprenticeship of reading of the world, *Ruth Marilda Fricke, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul, Antonio Edson Corrente, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul, Sonia Regina Scheleski, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul, and Elvio Mariano Bertolo, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Parental Role Perceptions as educational partners withing a Community School framework., *Alice K Coe, Univ. of North Texas, and R C Silva, Univ. of North Texas*

Becoming Qualitative Researchers: Teachers Struggles with the Process, *Melanie L. Buffington, Virginia Commonwealth University, and Drew K. Ishii, Whittier College*

Conceptualizing the Subaltern: Community-Based Ethnography in a Youth Development Program, *Gerald Kenneth Wood, Northern Arizona University*

Fostering innovation dialogs: what technology can i use in my course? , *B. Rubia-Avi, University of Valladolid, R. Anguita-Martínez, University of Valladolid, I. Ruíz-Requies, University of Valladolid, and S. García-Sastre, University of Valladolid*

## **1038 New Methods & Methodologies**

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11:00-12:20

Material Science 305

Chair: *Teri Peitso Holbrook, Georgia State University*

Rhizoanalysis: A Methodological Tool for Living and Thinking with/in/ around Complexity, *Susan Nordstrom, University of Georgia*

Discourse Tracing as Qualitative Practice, *Marianne E. LeGreco, University of North Carolina Greensboro, and Sarah J. Tracy, Arizona State University*

Frame-Breaking the Scholarly Project: Multimodal Methods as Ethical Action, *Teri Peitso Holbrook, Georgia State University*

Nurturing Qi: Studying taiji in middle America, *Ivy Glenmon, UIllinois*

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### **1039 Social Justice and Children in Conflict with the Law**

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11:00-12:20

Material Science 4101

Chair: *Karen Staller, University of Michigan*

A Framework for the Analysis of Children's Anti-Social Behaviors, *Jane Gilgun, University of Minnesota, Twin Cities, Alankaar Sharma, University of Minnesota, Twin Cities, and Valandra, University of Minnesota, Twin Cities*

Critical Perspectives on Children in Conflict with the Law, *Valandra, University of Minnesota, Twin Cities, Alankaar Sharma, University of Minnesota, Twin Cities, and Jane Gilgun, University of Minnesota, Twin Cities*

The Documentation of "Good," "Bad," and "Poor" Outcomes of in Interventions for Children in Conflict with the Law, *Jane Gilgun, University of Minnesota, Twin Cities, Valandra, University of Minnesota, Twin Cities, and Alankaar Sharma, University of Minnesota, Twin Cities*

The Use of Humor in Work with Children in Conflict with the Law, *Alankaar Sharma, University of Minnesota, Twin Cities, Jane Gilgun, University of Minnesota, Twin Cities, and Valandra, University of Minnesota, Twin Cities*

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### **1040 Applying and Extending Qualitative Inquiry to Internet Research: Processes and Techniques**

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11:00-12:20

Noyes Lab 162

Chair: *Lois Ann Scheidt, Indiana University and Inna Kouper, Indiana University*

Becoming an Internet Researcher: Three Methodological Shortcuts to Improve Mapping, Writing and Interviewing, *Yann Bona Beauvois, Universidad Autónoma de Barcelona, Maya Georgieva Ninova, Universidad Autónoma de Barcelona, and Juan Carlos Aceros Gualdrón, Universidad Autónoma de Barcelona*

TBA, *Mirah Ingram Dow, Emporia State University*

Mexico: Identity Representation in Social Networks, Analysing The Elite, *Lorena Nessi, Nottingham Trent University*

Terms of Service Agreements and Research Design, *Lois Ann Scheidt, Indiana University*

Reproducible Research: Data Collection, Archival, and Classification Strategies for Qualitative Researchers, *Elijah Wright, Indiana University*

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## **1041 Muslim Voices in School: Narratives of Identity and Pluralism**

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11:00-12:20

English Building 160

Chair: *Michael Giardina, University of Illinois, Urbana-Champaign*

”Hey, I won’t lighten up!”: Why Cartoons & mass media images are more than “just entertainment”, *Özlem Sensoy, Simon Fraser University*

Separation of What?, *Seema Imam, National-Louis University*

The North American Teacher Archetype: or Nancy Drew Doesn’t Wear a Hejab, *Christopher Darius Stonebanks, Bishop’s University*

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## **1042 Poster**

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11:00-12:20

Colonial Room Union

Listening to rural Hispanic immigrants in the Midwest: A community based participatory assessment of major barriers to health care access and use, *Marcela Garces, University of Illinois, College of Medicine at Rockford, Sergio Cristancho, University of Illinois, College of Medicine at Rockford, Karen Peters, University of Illinois, and Benjamin Mueller, University of Illinois, College of Medicine at Rockford*

Best Practices for Decontamination with Special Populations: A Mixed-Methods Health Research Project, *Kimberly M. Taylor, Schwab Rehabilitation Hospital, Kristin D. Balfanz-Vertiz, Schwab Rehabilitation Hospital, and Robert Humrickhouse, Schwab Rehabilitation Hospital*

Eliciting a personal attribute profile - a new admission system model for schools of education and teachers colleges - useful for nurturing effective teaching, *Sara Katz, Shaanan Teachers-College, and Yehiel y Frish, Shaanan Teachers College*

Exploring Photonarrative Methodologies: A PhotoGallery for Culturally Relevant Research Possibilities, *Sherry Nichols, The University of Alabama*, and *M. Jenice Goldston, The University of Alabama*

Native American Performers in the Film Industry: A Qualitative Examination for Positive Organizational Development, *Rodney C. Haring, SUNY at Buffalo*

Teachers perspectives on content-area literacy instruction, *Seo Jung Park, University of Illinois at Urbana-Champaign*

## **1043 Poster**

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11:00-12:20

Colonial Room Union

Content-based ESL instruction in the lower grades, *Seo Jung Park, University of Illinois at Urbana-Champaign*

The experience of racial and cultural conflicts of minority and immigrant certified nursing assistants (CNAs) working in a nursing home., *Natsuko Ryosho, Virginia Commonwealth University*

Experiences of community advocates following the E.coli water contamination in Walkerton, Ontario, Canada, *Tina Leanne Shrigley, University of Western Ontario*

Visual Evidence: Looking Through the Lens of Adolescence, *Sandra Campbell, University of Illinois at Chicago*

Time for Reflection: Emerging Methodologies and Epistemological Support, *Lubomir Savov Popov, Bowling Green State University*

Diploma/t/tic Research: The Methods and Praxis of A/r/tography, *Guppy Ahluwalia-Lopez, Royal Roads University*

Qualitative Research: Means for the Understanding and Dialogue Between Social Medicine Posgraduates and Their Research Problems., *Edgar Bautista, Universidad Autónoma Metropolitana, Esmeralda Covarrubias, Universidad Autónoma Metropolitana, Lucia Melendez, Universidad Autónoma Metropolitana, and Emmanuel Santos, Universidad Autónoma Metropolitana*

## **1044 Poster**

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11:00-12:20

Colonial Room Union

Generational Transmission of Traditional Ecological Knowledge in Latin American Rainforests, *Sergio Cristancho, University of Illinois - College of Medicine at Rockford, and Joanne Vining, University of Illinois at Urbana Champaign*

## **1045 Plenary: Honoring Dwight Conquergood**

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1:00-2:20

407 Union

Chair: *Della Pollock, University of North Carolina-Chapel Hill*

Participant, *Renee Alexander, University of North Carolina-Chapel Hill*

Participant, *Greg Dimitriadis, University at Buffalo- The State University of New York*

Participant, *Judith Hamera, Texas A&M University*

Participant, *Patrick Johnson, Northwestern University*

Participant, *Della Pollock, University of North Carolina-Chapel Hill*

The Urgencies of Performance for Qualitative Research: Dwight Conquergood and Reflections on Pedagogy, Politics, and Performatives , *Soyini Madison, Northwestern University*

## **Spotlight: New Emergent Forms of Interactionism: The 1046 New Buzz Around the Water-Cooler**

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1:00-2:20

210 Union

Chair: *Lonnie Athens, Seton Hall University*

Panelists, *Judith Robinson, University of Liverpool, Eugene Rochberg-Halton, Notre Dame, Joe Kotarba, University of Houston, Laurel Richardson, The Ohio State University, and Phillip Vannini, Royal Roads University*

**1047 Plenary: Globalising research: what is 'international' about 'international journals'?**

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1:00-2:20

314A Union

Chair: *Harry Torrance, Manchester Metropolitan University*

Participant, *Mitch Allen, Left Coast Press, Nick Burbules, University of Illinois at Urbana-Champaign, Fazal Rizvi, University of Illinois at Urbana-Champaign, Jan Morse, University of Utah, and Harry Torrance, Manchester Metropolitan University*

Discussant, *Norman Denzin, University of Illinois at Urbana-Champaign*

**(in)Visible Culture(s): Picturing the Absence of Visuality in Qualitative Inquiry, I. Deploying the Visual in Qualitative Inquiry**

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1:00-2:20

404 Union

The eyes of the building/the eyes of the skin: Intersections between architecture and the body, *Elizabeth de Freitas, Adelphi University*

Decolonizing Visual Interruptions for Qualitative Inquiry, *James H. Sanders III, The Ohio State University, and Christine Ballengee-Morris, The Ohio State University*

Adding the Junction of the Adjunct Visual in Cross-disciplinary Research, *Karen T. Keifer-Boyd, The Pennsylvania State University*

Artifacts as (Multi-) Cultural Signifiers, *Deborah Smith-Shank, School of Art Northern Illinois University*

**1049 Plenary: Queering Social Justice, Session One**

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1:00-2:20

314B Union

Chair: *Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

Queering as an Act of Social Justice: Brokeback Mountain as Subversive Queer Social Text, *Bryant Keith Alexander, California State University, Los Angeles*

Mentoring the "LGBT Studies" University Student, *Johnny Saldana, Arizona State University*

I look Like T.R. Knight?: Interpolated Identity and Gender F@#king, A. Lynn Zimmerman, *Southern Illinois University, Carbondale*

To Queer Theory Or Too Interested In Being Queer?: A Cautionary Tale of Misreading Queer Theory and a Recuperation of the Queer Prospects of Feminist Theory, Sara L Crawley, *University of South Florida*

## **1050 Rethinking Indigenous Identity**

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1:00-2:20

406 Union

Chair: *Michelle Renee Jacobs, Kent State University*

Indigenous Documentary: A Transactional “Epistemological” Community of Practice, *Jennifer Sink McCloud, Virginia Tech*

Resisting colonization in organizations and organizational research: a case study, *Michelle Renee Jacobs, Kent State University*

Describing the Process of Meaningful Change: Seneca Stories of Becoming Smoke Free, *Rodney C. Haring, SUNY at Buffalo*

## **1051 The Science Wars**

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1:00-2:20

209 Union

Chair: *Einat Peled, Tel Aviv University*

External review as a battlefield in the science wars, *Einat Peled, Tel Aviv University, and Riki Savaya, Tel Aviv University*

Ontological repertoires: Using ‘nature’ to challenge re-emerging scientism, *Albert Banerjee, York Unviversity*

The Being-Question and Its Significance for Qualitative Inquiry, *Serge Frederick Hein, Virginia Tech*

Blending Genetics and Sociocultural Historical Inquiry: Ethics, culture and human subjects protection in international cross cultural research., *Deborah A Sampson, The University of Michigan, and Jacquelyn Y Taylor, The University of Michigan*

## **1052 Emancipations**

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1:00-2:20

215 Union

Trust, Beef, the Beef Trust and The Jungle: Upton Sinclair and the emancipatory possibilities of evidence, *Nigel Spinks, Henley Management College, and Benjamin Reid, Henley Management College*

On the Politics of Disciplinary Legitimacy, *Robert Mejia, University of Illinois, Urbana-Champaign*

Reconceptualizing injustice and disadvantage in epistemic terms: A social justice approach that demands the use of qualitative methods, *David A. Stone, Northern Illinois University, and Christina Papadimitriou, Rehabilitation Institute of Chicago*

## **1053 PAR Methodology**

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1:00-2:20

403 Union

The collaborative aspects of evaluation in educational settings, *Bracha Alpert, Beit Berl College, Shlomit Bechar, Beit Berl College, Tali Hayosh, Beit Berl College, Irit Mero-Jaffe, Beit Berl College, and Ilana Paul-Binyamin, Beit Berl College*

Ethics in constructing and deconstructing the validity of action research, *Angelo Benozzo, University of Valle d'Aosta, and Claudia Piccardo, University of Turin*

Bridging the gap between Action Research and social justice using Critical Pedagogy, *Paula Andrea Echeverri, Southern Illinois University*

## **1054 Theorizing Autoethnography**

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1:00-2:20

Everitt Lab 163

Chair: *Cate Watson, University of Aberdeen, Scotland*

Participant self observation. Critical autoethnography and the (re)turn to the baroque., *Cate Watson, University of Aberdeen, Scotland*

Throwing Voices: A Case Study in the Challenge and Promise of Critical Autoethnography, *Guy Senese, Northern Arizona University*

Sketching the other, *Sophie Elizabeth Tamas, Carleton University*

Considering the Culture of Autoethnography Writing, *Dian E Walster, Wayne State University*

## **1055 Autoethnography and Education**

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1:00-2:20

Everitt Lab 165

Chair: *Corrie L Davis, Georgia State University*

Authors Note, *Vicky Grube, Appalachian State University*

If Only You Could Hear My Thoughts: Humorous Lessons in Race, Class, and Reflexivity, *Corrie L Davis, Georgia State University*

Teaching with Ethical Generosity, *donna patterson, University of Regina*

Layered Identities: A Rookie's invitation to the Dialogue, *Jacob Dean Allen, San Diego Christian College*

New Voices: An Autoethnography of Students' Transformational Discoveries, *Laura Lee Summers, University of Colorado Denver, Deirdre Morgenthaler, University of Colorado Denver, Ellen Robinson, University of Colorado Denver, Sarah Hall, University of Colorado Denver, and Ellen Shamus-Wright, University of Colorado Denver*

## **Spotlight: Researching Sex & Sexuality: Philosophy, Politics, Dilemmas, and New Directions**

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1:00-2:20

Everitt Lab 269

Chair: *Wanda S. Pillow, UIUC*

Problems in Researching Queer and Ally Youth: Parental Consent and the Time of "Outness", *Cris Mayo, UIUC*

Méconnaissance and Passions for Ignorance: A Lacanian Approach to Queering Qualitative Inquiry, *Jen Logue, UIUC*

(De)Sexualizing Latina Bodies: Narratives of homeplace and immigration, *Carmen Ocon, UIUC*

Researching Sex In an Abstinence Only State of Mind, *Wanda Pillow, UIUC*

## **1057 Methodological Directions in Disability Studies**

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1:00-2:20

Material Science 305

Chair: *Kelly M. Mungen,*

Dyslexia and Website Design: The Importance of User-based Testing, *Sarah J. Swierenga, Michigan State University, James E. Porter, Michigan State University, Shreelina Ghosh, Michigan State University, and Jacob E. McCarthy, Michigan State University*

Disability related research: A call for reflexivity and praxis, *Rachelle D. Hole, University of British Columbia, Laura Hockman, Univeristy of British Columbia, Colleen Evans, Univeristy of British Columbia, and Peter Spears, Univeristy of British Columbia*

In The Space Between: Using Narrative Construction and Analysis of Narratives to Understand the Hidden Disability Experience, *Aimee Valeras*

## **1058 The Politics of Evidence**

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1:00-2:20

Material Science 4101

Chair: *Joseph A. Maxwell, George Mason University*

Connecting the Politics of Evidence to Children's Public Policy and Social Justice: A Critical Social Science Perspective, *Charmaine M. McPherson, St. Francis Xavier University, Elizabeth A. McGibbon, St. Francis Xavier University, and Josephine B. Etowa, Dalhousie University*

Teaching Quality and the Ethics of School Accountability, *Luisa Maria Rosu, University of Illinois at Urbana-Champaign, and Robert E Stake, University of Illinois at Urbana-Champaign*

On being a grown up - or the politics of evidence in an English health policy setting, *Ruth McDonald, University of Manchester*

## **1059 New Media, New Methodologies**

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1:00-2:20

Noyes Lab 162

Chair: *Melanie Kittrell Hundley, Vanderbilt University*

My Ebay, My Method: Ebay as Archive, Evidence & Fetish, *Sarah L. Rasmusson, The College of New Jersey*

Data in Motion: Ethics and Possibilities of Hypertext Use in Research Methods, *Melanie Kittrell Hundley, Vanderbilt University*

Bridging the Technological Gap: A Qualitative Analysis of the Aboriginal School Students' Participation in a Web Contest, *Guo-liang Jiang, Fo-Guang University, and Hui-mei Justina Hsu, Fo-Guang University*

Portraits of Instant Messaging in Taiwanese Children's Everyday Life, *Wanju Huang, University of Illinois at Urbana-Champaign, and Klaus Witz, University of Illinois at Urbana-Champaign*

## **1060 Rethinking Critical Theory**

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1:00-2:20

Noyes Lab 217

Chair: *Abraham P. DeLeon, University of Rochester*

"Becoming Artistic": The Ethic(s) of the Experimental in Contemporary Art, *Deborah S Gambis, The Graduate Center, CUNY*

The "I" of the Text: A Lacanian Methodological Perspective on Subjectivity, Reflexivity, and Disciplinary Knowledge in Writing Research, *Vicki Daiello, The Ohio State University*

Subjectivity Matters in Social Science - a Notoriously Problematic but Necessary Relation, *Stefan Thomas, Free University of Berlin*

Oh no, not the "A" word! Proposing an "anarchism" for education, *Abraham P. DeLeon, University of Rochester*

Rethinking the Tension between Constructivism and Critical Theory, *Kellee Caton, University of Illinois Urbana-Champaign*

## **Telling Tales out of School: Challenges and Opportunities in Teacher and Student-led Social Justice Research in Education**

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1:00-2:20

English Building 160

Chair: *Noreen Sugrue, University of Illinois, Urbana-Champaign*

Seventh Graders Tell it Like it is: Photo Essays on Living with Racism, Classism, and Sexism, *Ozlem Sensoy, Simon Fraser University, and Raj Sanghera*

Religion and Diversity in our classrooms: The Damage caused by some Unconscious, Conscious and Dysconscious Approaches by Christopher Darius Stonebanks, Bishop's University, Canada & , *Christopher Darius Stonebanks, Bishop's University, and Melanie Stonebanks, McGill University*

Doin The Dozens: Black Pedagogical Narratives, *Rochelle Brock, Executive Director, Urban Teacher Education Program*

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**Spotlight: Remembering Richard Rorty: A  
1062 Multidisciplinary Tribute**

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2:30-3:50

407 Union

Chair: *Arthur Bochner, South Florida*

Ironizing and Tranvaluing in Rorty and Nietzsche: The Ethics and Politico-Aesthetics of (Re) Creating the Self and Community, *Kay Picart, Florida State University*

Richard Rorty, *Charles Guignon, University of South Florida*

Revolution Without Rancour, *Kenneth Gergen, Swarthmore College*

Remembering Richard Rorty, *Arthur Bochner, University of South Florida*

Discussant, *Norman Denzin, University of Illinois*

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**Me, We, and Us: (Auto)Ethnographic and Allographic  
1063 Performances of Selves, Sites, and Methods**

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2:30-3:50

210 Union

Chair: *Mercilee Jenkins, San Francisco State University*

Who the hell do you think you are? Performing FGC Identity and the Ethics of Autoethnography, *Scott William Gust, Westminster College*

Ephemeral Evidence, Icons, and Allographs: Performing Bankhead, *Amy Pinney, Georgia College & State University*

Aestheticizing Ruin: Multimedia Performance Possibilities of Site and Self, *Patrick Santoro, Southern Illinois University, Carbondale*

**Plenary: Evidence Questions of Evidence in Policy**  
**1064 Research**

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2:30-3:50

314A Union

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

The Truth About Evidence, *Elizabeth A. St.Pierre, University of Georgia*

Engaging Social Science: Evidence Matters, *Patti Lather, Ohio State University*

Evidence & Decision Making: Between “As you like it” and “Elementary my dear Watson”, *Thomas A. Schwandt, University of Illinois at Urbana-Champaign*

What Anthropology of Education Research Could Say in Current Policy Discourse, *Frederick Erickson, University of California, Los Angeles*

Discussants, *Michael Feuer, National Research Council, and Harry Torrance, Manchester Metropolitan University*

**(in)Visible Culture(s): Picturing the Absence of Visuality in Qualitative Inquiry, II. Publications of (in)Visible Culture(s)**  
**1065 Culture(s)**

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2:30-3:50

404 Union

Publishing Visual Culture, *Karen T. Keifer-Boyd, The Pennsylvania State University, and Deborah Smith-Shank, Northern Illinois University*

(re)Searching Queer Youth’s Visual Self-Representations, *James H. Sanders III, The Ohio State University*

Margin-Writing: Tracing a Qualitative Inquiry of African American Identity in Western Visual Culture, *James Haywood Rolling, Jr., Syracuse University*

## **1066 Plenary: Queering Social Justice, Session Two**

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2:30-3:50

314B Union

Chair: *Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

Cuiar Como Verbo, Queer as Verb: Feminist Cultural Resistance and Media Production in the Spanish Caribbean, *Celiary Rivera-Velazquez, University of Illinois, Urbana-Champaign*

Exquisite Poverties: Impoverished Bodies in Social Justice Campaigns, *Sara Dykins Callahan, University of South Florida*

The Politics of Desire and Resistance, *Mercilee Jenkins, San Francisco State University, and Aaron Fritsch, San Francisco State University*

Autoethnography is Queer, *Stacy L Holman Jones, University of South Florida, and Tony E Adams, University of South Florida*

Wanting, *Lesa Lockford, Bowling Green State University*

## **1067 Spotlight: Decolonizing Methodologies**

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2:30-3:50

406 Union

Chair: *Yvonna S. Lincoln, Texas A&M University and Elsa Gonzalez, Texas A&M University*

Deconstructing the Kokopeli Conundrum and Re-centering Indigenous Subjects and Communities, *paula r mohan, University of wisconsin, whitewater*

Decolonizing Participatory Action Research, *Hartej Gill, The University of British Columbia, Kadi Purru, The University of British Columbia, and Gloria Lin, University of British Columbia*

A Journey to Respect, *Christopher Charles Fisher, Southern Cross University*

Netogye: nioyhto:k ogwanigoha: So it remains in our mind, *Gloria Thomas, Queen's University*

## 1068 Scholarly Identity

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2:30-3:50

405 Union

Chair: *Liat Amar-Arran, Ben-Gurion*

Scholar Identity Model: Keeping the Dream, *Gilman W. Whiting, Vanderbilt University*

Paradigms, identities and other potential fault lines in the thesis-driven journey, *Anne Marie Stack, University of British Columbia - Okanagan, and Colleen Evans, University of British Columbia - Okanagan*

The Qualitative Researcher: Between Research and a Personal Journey, *Liat Amar-Arran, Ben-Gurion*

Conversations with my-selves: Minimizing the perversion while capturing students' voices, *Montserrat Martín, Universitat de Vic*

## **Using Context to Build Methodological Rigor: Application to a Study of Change Processes in a 1069 Restorative Justice Intervention**

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2:30-3:50

209 Union

Chair: *Marilyn Armour, University of Texas at Austin and Jemel Aguilar, University of Texas at Austin*

Using Context to Build Rigor, *Stephanie Rivaux, The University of Texas at Austin, and Holly Bell, The University of Texas at Austin*

Assessing Context for Building Methodological Rigor in Research: Application to the Study of Change Processes in a 12-Week In-Prison Restorative Justice Group Intervention., *Jemel Aguilar, University of Texas at Austin, Marilyn Armour, University of Texas at Austin, and Michael Balliro, University of Texas at Austin*

Threats to Rigor Posed by Methodology: The Use of Participant Observation to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention., *Vicki Packheiser, University of Texas at Austin, and Jemel Aguilar, University of Texas at Austin*

Strategies to Enhance Methodological Rigor in Participant Observation: Application to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention., *Marilyn Armour, University of Texas at Austin, and Christine Lagana-Riordan, University of Texas at Austin*

## **1070 Silences**

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2:30-3:50

215 Union

Chair: *Lisa Mazzei, Manchester Metropolitan University and Alecia Jackson, Appalachian State University*

The Art of Appropriate Silence: Online Lurking as Naturalistic Inquiry, *Ehren Helmut Pflugfelder, Purdue University*

Silences and Stories in Intake Interviews with Latina Mothers, *Saeromi Kim, Brown University*

Privileging Voices: Experience doing qualitative research involving female minors in a rural setting in Ghana, *Collins Annin, Ohio University*

“It Takes My Breath Away:” Raising and Losing a Child with a Disability from a Fathers Perspective, *Julia Janelle Barnhill, University of South Florida*

Who the hell was that? Stories, bodies and actions in the world., *David Carless, Leeds Metropolitan University*

## **1071 PAR Theory**

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2:30-3:50

403 Union

Chair: *Susan E Noffke, UIUC*

Participatory Design as a Qualitative Methodology, *Margarita Savova Popova, “Architect Margarita Popova” design firm, and Lubomir Savov Popov, Bowling Green State University*

Extending the Action of PAR through Mutual Meaning-Making, *Terry Leigh Mitchell, Wilfrid Laurier, Janet Balfour, Wilfrid Laurier, and Trish VanKatwyk, Wilfrid Laurier*

Developing Theory from Complexity: Reflections on a Collaborative Mixed Method Participatory Action Research Study, *Anne Westhues, Wilfrid Laurier University*

Participatory Action Research in a Culture of Non-Participation - Challenges and Issues, *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

Action research and the struggle for social justice: Whats the connection?, *Susan E Noffke, UIUC*

## **1072 Qualitative Inquiry and Sport**

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2:30-3:50

Everitt Lab 163

Chair: *Robert E. Rinehart, Washington State University*

Football Stars as Modern Day Deities: What are we teaching our children?, *Rachel A. Binns, University of South Florida*

Our Arenas of Emotion: Autoethnography and the Universal Singular, *Megan Popovic, The University of Western Ontario*

“Performing” Sport: Re-visioning Sport Practices in an Age of Global Conflict, *Robert E. Rinehart, Washington State University*

The professionalisation of sports coaching - challenging discourses and shifting identities., *Bill Taylor, Manchester Metropolitan University, and Dean Garratt, Liverpool John Moores University*

### **Spotlight: Qualitative Studies in Turkish Education**

## **1073 System**

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2:30-3:50

Everitt Lab 165

Chair: *Mustafa Cinoglu, Kilis Yedi Aralik University*

Teaching the History of Science and Technology According to New Curriculum in Turkey, *Murat Eskil, Kilis Yedi Aralik University*

A Qualitative Case Analysis of Conflicts between Teachers and Students, *Habib Ozgan, University of Gaziantep*

Evaluation of the Preschool Education: A case study, *Haci Ismail Arslantas, Kilis Yedi Aralik University*

Evaluation of Hasanbeyli Regional Boarding School in Turkey: A Descriptive Case Study, *Mustafa Cinoglu, Kilis Yedi Aralik University*

Using Time Sequences in Memoirs to Teach English to Turkish Students: A Qualitative Case Study, *Suleyman Basaran, Cukurova University*

## **1074 Qualitative Case Studies on Identity**

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2:30-3:50

Everitt Lab 269

Chair: *Emily Kazyak, University of Michigan*

Rural Midwest?and Gay?: The Experiences of Gay, Lesbians, and Bisexuals in the Rural Midwest, *Emily Kazyak, University of Michigan*

Dealing with Gender in the Classroom: A Portrayed Case Study of Four Teachers, *Elida Giraldo, Southern Illinois University, and Julia Colyar, University at Buffalo, The State University of New York*

A Case study: Is This Gay Issue or Something Else?, *kanako Ide, University of Illinois at Urbana-Champaign*

## **1075 Health Care Practitioner Issues**

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2:30-3:50

Material Science 305

Chair: *Carol Smith, University of Illinois, Chicago*

Identification of philosophical paradigms through methodological analysis, *Jamie Lynn Leslie, University of Illinois at Chicago*

The relevance of studying abroad: Perspectives from nursing students studying community health in Malawi, *Lucy Mkandawire-Valhmu, University of Wisconsin-Milwaukee, and Jennifer Runquist, University of Wisconsin-Milwaukee*

Palliative Care and Hospice Nursing : A Vocational Transformation : Researching a Career Change, *Susan Mary Bardy, University of South Australia*

Launching an exercise program for older people in the community, *Young Eun, Gyeongsang National University, Youngsil kang, Gyeongsang National University, Eunice Lee, University of illinois, chicago, and HyunKyung Kim, uiniversity of illinois at chicago*

## **Spotlight: Ethics of teaching ethnographically: Knowing self, knowing others**

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2:30-3:50

Material Science 4101

Chair: *Joy Pierce, University of Utah*

Confronting whiteness in the classroom, *Kevin Dolan, University of Illinois, Urbana-Champaign*

Being White in a Multicultural Society, *Alice Filmer, University of Illinois, Urbana-Champaign*

Race and Political History in the Classroom: When Students Fight, *David Monje, Northeastern University*

Real Faces Thinking about Virtual Spaces: Discussing race, ethnicity, gender and religion on the World Wide Web, *Joy Pierce, University of Utah*

Teaching Race: Students of color in white classrooms, *Dalia Rodriguez, Syracuse University*

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## **1077 Technology and Meaning Making**

2:30-3:50

Noyes Lab 162

Chair: *Phillip Vannini, Royal Roads University*

Media, Method, and Message: The Ethics of Alternative Methodologies in a Digital Age, *Melanie Kittrell Hundley, Vanderbilt University*

Mixed messages: Identity and intergenerational communication through handwritten recipes., *Shannon P. W. Tait, Royal Roads University*

Technography as drama, *Phillip Vannini, Royal Roads University*

Pointillistic Methodologies for Understanding the Natives of a Digital Singapore, *Kate T Anderson, National Institute of Education, Singapore, Steven J Zuiker, National Institute of Education, Singapore, and Anne Bergen-Aurand, National Institute of Education, Singapore*

A Story Mapped Out Before it is Told: Narrative Struggles of Heart Surgery, *Jennifer Lapum, University of Toronto, Jan Angus, University of Toronto, Elizabeth Peter, University of Toronto, and Judy Watt-Watson, University*

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## **1078 Music in Qualitative Inquiry**

2:30-3:50

Noyes Lab 217

Chair: *Liora Bresler, University of Illinois at Urbana-Champaign*

The Social Economy of Inalienable Wealth in Minority Cultural Contexts, *laura R Oswald, U. of Illinois*

Arts-Based Research in Improvisational Music Therapy, *Carolyn Leslie Rae Arnason, Wilfrid Laurier University*

**The Negotiation of Multi-layered Identities within  
1079 Interpretive Zones**

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2:30-3:50

English Building 160

Chair: *Liora Bresler, University of Illinois at Urbana-Champaign*

Embodied, Aesthetic Based Inquiry of Experiential Educational Settings, *Liora Bresler, University of Illinois at Urbana-Champaign*

Seeing a Performing Art Center Through School Eyes: Introspection on Insider/Outsider Stances as Modes of Playfulness, *Jolyn Blank*

Toward Being A Sympathetic Outsider: Making Meaning between Interviewing and Interviewed, *Wei-Ren Chen*

**1080 Plenary: Ethical Issues in Institutional Research**

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4:00-5:20

407 Union

Chair: *Janice Morse, University of Utah*

The Control of Qualitative Research by IRBs, *Janice Morse, University of Utah*

When the topic is sexual assault, *Noreen Esposito, University of North Carolina, Chappell Hill*

An Inclusion/Exclusion Paradox: IRB's Representation of Qualitative Ethics Review in the 2007 Australian National Statement and NHMRC Ethics Committee Training, *Martin Tolich, Otago University*

Oversight, surveillance and the ethical researcher, *Wendy Austin, University of Alberta*

**Spotlight: Future Vision: Next Steps in Performance,  
1081 Autoethnography, Narrative, and Dialogic Inquiry**

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4:00-5:20

210 Union

Chair: *Carolyn Ellis, University of South Florida and Kenneth J Gergen, Swarthmore College*

Participant, *Kenneth J. Gergen, Swarthmore College*

Participant, *Mary Gergen, Pennsylvania State University*

Participant, *Carolyn Ellis, University of South Florida*

Participant, *Arthur Bochner, University of South Florida*

**Critical Qualitative Research Problems and Methodologies: Is it Possible to Generate/Understand  
1082 Inquiry that Unmasks Power?**

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4:00-5:20

314A Union

Chair: *Gaile S. Cannella, Tulane University*

Deploying Qualitative Methods for Critical Social Purposes, *Yvonna S Lincoln, Texas A&M University, and Gaile S. Cannella, Tulane University*

Intertextuality and Critical Qualitative Research Methods, *Corrine M Wickens, Texas A&M University*

Critical Qualitative Research: Using Black Feminist Perspectives to Unveil the Corporatization of Disaster, *Michelle Salazar Perez, Arizona State University, and Gaile S. Cannella, Tulane University*

Critical Transnational Feminist(s) Methodologies: Navigating through the Geopolitics of Research, *Cinthya M. Saavedra, Utah State University*

**(in)Visible Culture(s): Picturing the Absence of Visuality  
in Qualitative Inquiry, III. (in)Visible Culture(s):  
1083 Reinterpreting Identity**

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4:00-5:20

404 Union

Invisibility and In/di/visuality: The Relevance of Art Education in Curriculum Theorizing, *James Haywood Rolling, Jr., Syracuse University*

Visual-Privileging: Subjectivity in Collaborative Ethnography, *Kryssi Staikidis, Northern Illinois University*

(in)Visible Race(s): DNA Tests Identity Perceptions, *Wanda B. Knight, wbk10@psu.edu*

## **1084 Narratives of Same Sex Marriage**

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4:00-5:20

314B Union

Chair: *Jill G Grant, University of Windsor*

Partners and spouses: terminology to reflect current reality, *Bridget Linehan Logan, University of Massachusetts Amherst*

Researcher Identities in Qualitative Inquiry: Researching our own communities, *Jill G Grant, University of Windsor, and Dawn Onishenko*

Framing Same-Sex Civil Marriage in the Maryland Court of Appeals, *Chanda R Cook, American University*

?Re-imagining marriage and faith through the narratives of same-sex partners in Southeast Asia', *Sharon A Bong, Monash University*

## **1085 English as a Second Language**

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4:00-5:20

406 Union

Chair: *Thomas P. Crumpler, Illinois State*

Talking with Two Languages Means Showing Whom We really Are, *Gumiko Monobe, The Ohio State University*

Collaborative Interviewing as Qualitative Inquiry: A Study of Dominican Immigrants, *Sharon Utakis, Bronx Community College, CUNY, and Nelson Reynoso, Bronx Community College, CUNY*

Re-imagining Research In the Moment: Exploring Structures of Difference in a Teacher Study Group, *Thomas P. Crumpler, Illinois State, Lara Handsfield, Illinois State University, and Tami Dean, Illinois State University*

## **1086 Researcher Positionality**

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4:00-5:20

405 Union

Chair: *Young-Kyung Min, University of Illinois at Urbana Champaign*

Qualitative Researcher's positioning and challenges, *Jongsun Wee, The Ohio State University, and Dorothy D Kupsky, The Ohio State University*

Dismantling the pacts between the reader and the writer:, *Naoko Akai, Teachers College Columbia University*

Precarious positions: Balancing research ethics, professional ethics, and legal responsibilities in qualitative health research, *Noam Ostrander, DePaul University*

Talking Forward: Critical Participant-Researcher Collaboration, *Christine Keller Lemley, Northern Arizona University*

Yearning for Learning: The Social and Cognitive Dimensions of Participatory Learning, *Young-Kyung Min, University of Illinois at Urbana Champaign*

The reflexivity of researchers: Adding catalytic validity to qualitative research regarding multicultural teaching in diverse classroom environments, *Penny A Pasque, University of Oklahoma*

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## **1087 Qualitative Evaluation and Social Policy**

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4:00-5:20

209 Union

Chair: *Gloria Molina, Universidad de Antioquia*

Re-visiting Shared Housing and the Self-Sufficient Family Form, *Laura T Pineseault, University of Wisconsin Madison*

Ethical issues in relationships between the State and the political parties in the provision of health services, Colombia 2007., *Gloria Molina, Universidad de Antioquia*

Ethnography, Participant Observation, and Social Work Research, *Benjamin Heim Shepard, City Tech/ City University of New York*

Excavating and Deconstructing Ideologies in Letters to the Editor About English Only Legislation, *Jenna Min Shim, University at Albany, and George Kamberelis, University at Albany*

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## **1088 Home**

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4:00-5:20

215 Union

Chair: *Joan Weston, Ohio University*

Writing Home: Narrative Representation in Times of Crisis, *Leigh Reilly, Teachers College, Columbia University*

Globalization, Place Attachment/Detachment and Homeland Insecurity, *Joan Weston, Ohio University*

Examining the “home” ethnographic space: Understanding the dilemmas/tensions involved, *Phyllis Dako-Gyeke, Bowling Green State University*

Going Home, *Colm McAindriu, California Institute of Integral Studies*

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## **1089 PAR in Action**

4:00-5:20

403 Union

Chair: *Maya Miskovic, National-Louis University*

“Attempting Participatory Historical Research: Shaping?and Failing to Shape?Engaged Social Memory at the Nanitta Daisey Monument in Oklahoma”, *Dydia DeLyser, Louisiana State University*

Analyzing social demand for psychological services in order to develop a new higher educational offer: a qualitative participatory study, *Albino Claudio Bosio, Università Cattolica, Edoardo Lozza, Università Cattolica, and Guendalina Graffigna, Università Cattolica*

Participatory action research to improve depression care in African-American and Latina domestic violence survivors, *Christina Nicolaidis, Oregon Health & Science University, Vanessa Timmmons, Bradley-Angel House, Marlen Perez, Dessarollo Integral de la Familia, and Anabertha Alvarado Martinez, Dessarollo Integral de La Familia*

Action Research in the Classroom: An Ethnography of Multiple ways of Collaboration, *Maya Miskovic, National-Louis University, Efrat Efron, National-Louis University, and Ruth Ravid, National-Louis University*

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## **1090 Spotlight: The Affective Turn into Dreamworlds**

4:00-5:20

Everitt Lab 163

Chair: *Patricia T. Clough, Queens College and The Graduate Center CUNY and Allen shelton, buffalo state college*

Affect: Crossing into Dreamworlds, *Patricia T Clough, Queens College and The Graduate Center CUNY, and Joseph Schneider, Drake University*

Meat markets: The parallel lives of women and cows, *Jean Halley, Wagner College*

You are worth many sparrows, *Allen Shelton, Buffalo State College*

Love Letter, *Karen Engle, University of Windsor*

## **1091 The ethics and politics of educational research: whose needs, whose evidence, whose policy?**

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4:00-5:20

Everitt Lab 165

Chair: *Liz McKinley, University of Auckland*

The politics of evidence in social justice research, *Liz McKinley, University of Auckland*

Interpreting cultural inclusion in qualitative research, *Seimi Jensen, University of Auckland*

Youth research ethics in the age of Bebo, *Irena Madjar, University of Auckland*

Working the interface of indigenous marginality and agency, institutional research practices, and evidence-based government policy, *Linda Tuhiwai Smith, University of Waikato*

## **1092 Caregivers**

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4:00-5:20

Material Science 305

Chair: *Mary Ann Meeker, University of Buffalo*

A Change is Gonna Come: The Role of Caregiver as Advocate for People who are Developmentally Disabled, *Traivs Joseph Coufal, San Diego State University*

Choosing to Care: Informing Scholarship and Services, *Stacey B Scott, University of Notre Dame, Jody S Nicholson, University of Notre Dame, and Francys Verdial, University of Notre Dame*

Partnering to Empower East Side Family Caregivers, *Mary Ann Meeker, University of Buffalo*

Sequential and Simultaneous Transcription/Translation Methods: An Experimentation of Transforming Chinese Interview Data, *Teresa Chiu, University of Toronto*

Preserving Indigenous Expressions - The Use of Enriched English Texts and Chinese Phrases in Transcripts, *Teresa Chiu, University of Toronto*

## **Visual Data and Qualitative Research Dissertation: 1093 Ethics, Evidence and the Politics of Academia**

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4:00-5:20

Material Science 4101

Chair: *James W. Dottin, Jr., Ed.D., Middlesex Community College*

Visual Data and the Genre of the Dissertation: Processing an Approach to Guiding Doctoral Students, *Judith Davidson, Ph.D., University of Massachusetts-Lowell*

Participant-Produced Visual Data: Giving Voice to the Hidden Experiences of the Learner's Inner Consciousness, *James W. Dottin, Jr., Ed.D., Middlesex Community College*

Visual Data and the Qualitative Dissertation: Evidence Gathered through Photos by Middle School Social Studies Teachers and the Researcher, *Stacy Penna, Ed.D., QSR International*

Thinking Visually/Visually Thinking: The Role of Visual Data and Models in a Doctoral Dissertation, *Stuart P. Robertson, Jr., Ed.D., Robertson Educational Resources*

Discussant, *Liora Bresler, University of Illinois at Urbana-Champaign*

## **1094 Virtual Spaces**

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4:00-5:20

Noyes Lab 162

Chair: *Montana Miller, Bowling Green State University*

SLeducators: exploring the identity and practice of educators in Second Life, *Marci Araki, Concordia University*

Teens, Technology, Career Exploration and PAR - The Challenges and Strengths, *Monica J Bruning, Iowa State University, Margaret Eisenhart, University of Colorado- Boulder, Jill M. Bystydzienski, The Ohio State University, and Rema Nilakanta, Iowa State University*

Gaming and Reframing Experiences with Place-Based Inquiry, *John Martin, University of Wisconsin Madison*

Consent of the Avatars: Real versus Virtual Human Subjects Research and Review, *Montana Miller, Bowling Green State University*

The Configuration Like Understanding Alternative Of Imaginal Meanings, *Deibar Rene Hurtado, University of Cauca*

## **1095 Religion and Spirituality**

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4:00-5:20

Noyes Lab 217

Chair: *Carol A Isaac, University of Wisconsin-Madison*

A Change of Mind, *Carol A Isaac, University of Wisconsin-Madison*

Using the essentialist methodology to understand a child's consciousness and spiritual development: A portraiture of a Muslim child with a sibling with autism., *Brinda Jegatheesan, University of Washington, and Klaus Witz, University of Illinois Urbana-Champaign*

# Saturday, May 17

## **2001 Motherhood**

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8:00-9:20

314B Union

Chair: *Shawn A. Cassiman, University of Dayton*

The Never Ending Closet: Performing Lesbian Motherhood, *Joani Margaret Mortenson, University of British Columbia Okanagan*

Machismo is not a Cultural Value: Mexican Immigrant Mothers Reflections on Gender Ideals, *Lorraine Moya Salas, Arizona State University*

Construction of Transnational Identity: Studies about Immigration and Childrens Education, *Shujun Chen, Lindsey Wilson College*

Everyday Resistance Strategies of Poor Disabled Single Mothers, *Shawn A. Cassiman, University of Dayton*

Critique, imagination, responsibility and social change, *Kathleen Wells, Case Western Reserve University*

## **2002 Boundary spanners revisited: A qualitative inquiry into cross-system reform**

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8:00-9:20

405 Union

Chair: *Laura Nissen, Portland State University*

Boundary spanners revisited: A qualitative inquiry into cross-system reform, *Laura Nissen, Portland State University*

## **2003 IRBs and Academic Freedom**

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8:00-9:20

209 Union

Chair: *Mojca Ram ak, Ljubljana Graduate School of the Humanities*

Breaking in to the Louisiana State Penitentiary, *Kalen Mary Ann Churcher, Pennsylvania State University*

Anonymity of people and place in research on attacks on the honour and good name, *Mojca Ramak, Ljubljana Graduate School of the Humanities*

Emergent relationships/ emergent consent: Multi-level consenting processes in researching clothing practices of fat women, *Trudie Cain, Massey University*

Human Subjects Accounts of Research Participation, *Anne Townsend, University of British Columbia, Susan Margaret Cox, University of British Columbia, Natasha Danaimo, University of British Columbia, and Darquise Lafreniere, University of British Columbia*

## **2004 The Body**

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8:00-9:20

215 Union

Chair: *Jodi Jan Kaufmann, Georgia State University*

From Ethnographic Eyes to the Pornographic I: Charting a History of Constituent Genres, *David Alva Hanley-Tejeda, Southern Illinois University, Carbondale*

"A Breast Aint Nothing But a Sandwich" Narratives of Ella, an African American Breast Cancer Survivor, *Tanisha Simone Grimes, University of Georgia, and Su-I Hou, University of Georgia*

The Constitutive Relation of the Body and Space: A Narrative Inquiry, *Jodi Jan Kaufmann, Georgia State University*

Body inscriptions and qualitative inquiry. An approach from emancipatory health promotion, *María-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco*

Beyond Vanity: Women's Perceptions of Beauty, *Larisa Puslenghea, University of Illinois at Urbana-Champaign*

## **2005 PAR and Education**

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8:00-9:20

403 Union

Chair: *Juan Antonio Torres Gonzalez, Universidad Autonoma de Aguascalientes*

Student testimonial on Practicum Experiences: a phenomenological study, *Juan Antonio Torres Gonzalez, Universidad Autonoma de Aguascalientes, and Ruth Ban, Barry University*

Balancing action research ethical principles and contemporary academic culture, *Andre Mottart, Ghent University, and An De bisschop, Ghent University*

“Social Action” or Cultural Imperialism? An (Auto)Ethnography of Service Learning in Cambodia, *Elena Esquibel, Southern Illinois*

Post-secondary Education Within a Non-Academic Setting: The Effects of a Multicultural Residence Community on Student Transition and Adjustment, *Uli Tse Ling Ng, Royal Roads University*

A program evaluation ordered by an educational program: An evolving collaborative model, *Shahar Gindi, Beit Berl Academic College, and Ilana Pauk-Binyamin, Beit Berl Academic College*

## **2006 Discourse, Narrative, and Counter-narrative**

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8:00-9:20

Everitt Lab 163

Chair: *Heather Forest, Southern Connecticut State University*

Love Alive, *Kaitlin Noelle Brooks, San Diego Christian College*

Dialogic Analysis and Interpretation of Childrens Non-standard Writing As Counter-Narrative to Traditional Writing Assessment Criteria, *Helen B. Slaughter, University of Hawaii*

The Inside Story: An Arts-Based Exploration of the Creative Process of the Storyteller as Leader, *Heather Forest, Southern Connecticut State University*

Mapping lived spaces of resistance in qualitative research contexts, *Mirka Koro-Ljungberg, University of Florida, Sheryl M. Howie, University of Florida, Cathrine Beaunae, University of Florida, Ivy Haoyin Hsieh, University of Florida, and Chiu-Hui Wu, University of Florida*

## **2007 Teacher Issues**

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8:00-9:20

Everitt Lab 165

Chair: *Astrid Birgitte Eggen, University of Oslo*

Attempting Critical Pedagogy in the Field Experience: Lessons Learned by Pre-service Teachers, *Edric Clifford Johnson, University of Wisconsin-Whitewater*

Action research for evaluation and assessment competence among teacher educators, *Astrid Birgitte Eggen, University of Oslo*

The co-construction of stories: A narrative exploration of process and insight in a multicultural group of women educators, *Chava Simon, Shaanan Teachers College, and Freema Elbaz-Luwisch, University of Haifa*

A Qualitative Evaluation of Preservice Teachers' Level of Media Literacy, *Remzi Y. Kincal, Canakkale Onsekiz Mart University*

The storied self: deconstructing the constructivist teacher, *Janice Kathleen Jones, University of Southern Queensland*

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**2008 Qualitative Research as Change Agent: Building Capacity, Developing Infrastructure and Enhancing Practice in a Clinical Setting**

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8:00-9:20

Everitt Lab 269

Chair: *Laurie Anderson Sathe, University of St. Thomas*

Building Capacity: Educating Health Care Practitioners to Develop a Qualitative Research Lens, *Laurie Anderson Sathe, University of St. Thomas*

Developing Infrastructure: A Hospital Responds to Qualitative Researchers' Needs, *Laura Sanchez Valdes, Gillette Childrens Specialty Care*

Enhancing Practice: Evolving as Researchers, *Jennifer Hutson, Gillette Childrens Specialty Care*

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**2009 Improvisation and Qualitative Research: Negotiating Spaces of Inquiry in Communities of Practice**

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8:00-9:20

Noyes Lab 217

Chair: *Lori S. Custodero, Columbia University*

Improvisation as a paradigm for research: Performing, Listening and Responding, *Liora Bresler, University of Illinois at Urbana-Champaign*

Beyond Idiom and Imitation: Researching Improvisational Spaces in Music Teaching and Learning, *Lori A. Custodero, Columbia University*

Listening in Research as Improvisatory Acts, *Akosua Addo, University of Minnesota*

Improvisation in the Work of University Professors: Listening to Voiced Thought, *Anna Neumann, Teachers College, Columbia University*

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**Plenary: Ethics, Evidence and Practice: Interdisciplinary  
2010 Perspectives**

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9:30-10:50

407 Union

Chair: *Frederick Erickson, University of California, Los Angeles*

Constructing Critical Inquiry as Ethical Challenge to Discourses of Evidence, *Gaile Cannella, Tulane University*

Evidence-based practice and qualitative research, *Lisa Given, University of Alberta*

Education Research, Politics, and the Rhetoric of Science, *Kenneth Howe, University of Colorado*

Evidence: A Critical Realist Perspective for Qualitative Research, *Joseph A. Maxwell, George Mason University*

The Footprint of Qualitative Inquiry in Mixed Methods Research, *John Creswell, University of Nebraska-Lincoln*

Discussant, *Frederick Erickson, University of California, Los Angeles*

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**2011 HIV Narratives and Discourse**

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9:30-10:50

210 Union

Chair: *Wendy Rickard, London South Bank University*

The African AIDS Discourse: Unveiling a Complex Nexus, *Phyllis Dako-Gyeke, Bowling Green State University*

Including the Experiential Knowledge of Black Women in HIV/AIDS Prevention Interventions, *Arlene E Edwards, Emory*

Following people with HIV: Longitudinal life history research, *Wendy Rickard, London South Bank University*

Stolen Intimacies: Narratives of \*MSM, HIV, Spaces and Sexualities  
\*men who have sex with men, *Max Biddulph, University of Nottingham*

The fan letters of Ryan White: The stigma of disclosure, *Christopher Todd Cummings, Indiana State University*

## **2012 Plenary: Mentoring Students**

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9:30-10:50

314A Union

Chair: *Carolyn Ellis, University of South Florida and Laurel Richardson, Ohio State University*

Participants, *Ronald J. Pelias, Southern Illinois University, Arthur Bochner, University of South Florida, D. Soyini Madison, Northwestern University, Laurel Richardson, Ohio State University, and Norman K. Denzin, University of Illinois at Urbana-Champaign*

## **2013 Spotlight: Promotion of Critical Qualitative Inquiry**

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9:30-10:50

404 Union

Chair: *María-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco and Addis Abbeba Salinas,*

Participants, *Himika Bhattacharya, University of Illinois at Urbana-Champaign, Grant Kien, California State University, East Bay, Janice Morse, University of Utah, Fernando Peñaranda, and James Salvo, University of Illinois at Urbana-Champaign*

## **Man-Up! Junior Women Faculty (En)counter Science-based Research**

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9:30-10:50

314B Union

Chair: *Joy L Wiggins, University of Texas at Arlington*

“Community? Whose Community!?!” - Feminist Principles of Research in the Community College Experience, *Michelle Proctor, College of Lake County*

Man-Up!: Junior Women Faculty (En)counter Science-based Research, *Brigid Beaubien, Eastern Michigan University, Stephanie Daza, University of Texas at Arlington, Michelle Proctor, and Joy Wiggins, University of Texas at Arlington*

“Boyfriends take time”: Feminist Discourse of place and power within the academy and community, *Joy L Wiggins, University of Texas at Arlington*

Collegiality in Black and White: Barriers to Access of Multiracial Networks Amongst Female Scholars, *Dannielle Joy Davis, University of Texas at Arlington*

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**2015 Qualitative Indigenous Methodologies**

9:30-10:50

406 Union

Chair: *Michael Kral, University of Illinois Urbana-Champaign*

Participatory Community Mapping for Indigenous Knowledge Production, *Craig Allen Campbell Jr., Northern Illinois University*

Historical Social Approach To Social Movements For Recognition Of Indigenous Rights In Contemporary Mexico, *José G. Vargas-Hernández, Instituto tecnológico de cd. Guzmán*

Indigenous Knowledge, Community Wisdom, and Suicide Prevention, *Michael Kral, University of Illinois Urbana-Champaign, and Lori Idlout, Embrace Life Council*

Native Language, School And Identity A study carried out in an intercultural bilingual educational institution in the indigenous NASA territory, *Geny Alexis Vidal, Universidad del Cauca, and James Rodolfo Rivera, Universidad Del Cauca*

Yarning About Different Types of Yarning in the doing of Indigenous Research', *Dawn Christine Bessarab, Curtin University of Technology*

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**2016 Approaching the “autotext”: An open dialogue on the process of creation**

9:30-10:50

405 Union

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

Panelists, *Robin Boylorn, University of South Florida, Laurie Lopez Charles, University of Massachusetts-Boston, Diana Denton, University of Waterloo, Killian Manning, University of North Carolina at Greensboro\_, and Larry Russell, Hofstra University*

## **2017 Qualitative Inquiry and IRBs**

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9:30-10:50

209 Union

Chair: *Noreen Sugrue, University of Illinois at Urbana-Champaign*

Inside the IRB, *Mary J Fambrough, Alliant International University, and Ana Guisela Chupina, Alliant International University*

No Kids Allowed!!! How IRB Ethics Undermine Feminist Qualitative Researchers from Achieving Socially Responsible Ethical Standards, *Melissa Lynne Swauger, Carlow University*

Performance Autoethnography in the Arts College, *Melissa Tombro, Fashion Institute of Technology*

## **2018 Spotlight: Poverty**

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9:30-10:50

215 Union

Chair: *Sharon M Keigher, U of Wisconsin-Milwaukee*

Poverty, violence and masculinity in children's discourse, *Alejandra Martínez, Universidad Nacional de Córdoba, and Aldo Merlino, Universidad Nacional de Córdoba*

The Tale of Three Studies: The ethics of requiring impoverished women to work themselves out of poverty, *Eugenie Hildebrandt, University of Wisconsin-Milwaukee*

HIV+ Mothers' Narratives of Using a TANF Program: A Qualitative Critique, *Sharon M Keigher, U of Wisconsin-Milwaukee, and Patricia E Stevens, U of Wisconsin-Milwaukee*

Poverty, violence and masculinity in children's discourse, *Alejandra Martínez, Universidad Nacional de Córdoba, and Aldo Merlino, Universidad Nacional de Córdoba*

## **2019 Participatory Action Research: Engaging Collaboratively with Those Who Have Experienced Disasters**

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9:30-10:50

403 Union

Chair: *Saliha Bava, Houston Galveston Institute*

Disaster-Related Inquiry, *Carolyn Y. Tubbs, Drexel University, Saliha Bava, Houston Galveston Institute, and Gonzalo Bacigalupe, University of Massachusetts*

Ethics and Action Research During and After Disaster, *Sue Levin, Houston Galveston Institute*

Ecological, Participatory Action Research: Re-visiting Strategies and Outcomes, *Carolyn Y. Tubbs, Drexel University*

Participatory Action Research in Post-Disaster Recovery: Collaborating from the Start, *Gonzalo Bacigalupe, University of Massachusetts*

Community Engagement for Disaster-Related Inquiry: An Insider's Act, *Salih Bava, Houston Galveston Institute*

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## **2020 The Complexities of Voice**

9:30-10:50

Everitt Lab 163

Chair: *Dee Giffin Flaherty, Antioch University*

Telling Our Stories: The Leaders Experience of Self-Disclosing, *Dee Giffin Flaherty, Antioch University*

A Study of Worldview: Voices of Religious Sisters of Mercy on Academic Freedom and Catholic Identity, *Martha Howland Ezzell, Carlow University*

Organizational Trauma: A phenomenological study of leaders in traumatized organizations, *Shana Lynn Hormann, Antioch University Seattle*

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## **2021 Teacher Education, Progressive Pedagogies, and Teachers Job Satisfaction**

9:30-10:50

Everitt Lab 165

Chair: *Musatafa Yunus Eryaman, Canakkale Onsekiz Mart University*

A Critical Evaluation of Interpretive Progressivism in Teacher Education: Teaching as Praxis, *Martina Riedler, University of Illinois*

A Mixed Method Evaluation of Job Satisfaction Levels of Public and Private School Teachers, *Mehmet G Sonmezer, Istanbul University*

A Mixed Method Analysis of the Factors Affecting the Job Satisfaction Levels of Elementary School Teachers, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University*

A Qualitative Evaluation of the Turkish Primary School Social Sciences Lesson Program Regarding the Acquisition Dimension: A Case Study, *Salih Zeki Genc, Canakkale Onsekiz Mart University*

A Qualitative Investigation of Adult Imprudent Behavior, *Ayse Aypay, Ankara University*

## **2022 Democratic Methodologies**

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9:30-10:50

Everitt Lab 269

Chair: *George Kamberelis, University at Albany*

“Could You Tell Them What I Think?”: Classroom-Based Ethnography as a Means for Children’s Empowerment, *Shiva Sadeghi, OISE/ University of Toronto*

Who knows? Compassionate Research through Empathic Design, *Deana C McDonagh, UIUC, and Carole Gray, Robert Gordon University*

Exploring gender issues in Pakistan with a Town Hall Forum, *Judith A. Sutter, Argosy University*

Social justice and the judge: A performance, *Carrie A Brooks, University of Memphis*

## **2023 Health Care and Mixed Methodology**

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9:30-10:50

Material Science 305

Chair: *Carmel M Martin, Laurentian University*

Unbounded opportunities and synergy: mixed methods and complex adaptive systems theories and complexity science in Health Care, *Carmel M Martin, Laurentian University*

Metasynthesis as a method of integrating various knowledge systems, *Merav Rabinovich, Ben-Gurion University of the Negev, and Lea Kacen, Ben-Gurion University of the Negev*

Telling the full(er) story - linking structure with meaning and back again, *Corinne Hart, Ryrson University*

Research Methodological Principles Involved In Conducting A Meta-Synthesis Of Completed Qualitative Research On Learners’ Experience Of Aggression In Secondary Schools In South Africa, *Marie Poggenpoel, Johannesburg, and Chris Myburgh, Johannesburg*

Shifting the Focus of Sex Work Research: Exploring How Policies Impact Health, *Jacqueline Lewis, University of Windsor*

## **2024 Questioning Evidence**

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9:30-10:50

Material Science 4101

Chair: *Sheilia R. Goodwin, Indiana University*

Ethical Challenges in Providing Interpretive Voice for Women from the Past: Whose stories are they?, *Sheilia R. Goodwin, Indiana University*

You can't judge a book by its e-reader: Rethinking the evident in evidence, *David A. Stone, Northern Illinois University*

Horizons of Possibility: Interpretive Methods & the Production of Knowledge, *Celine-Marie Pascale, American University*

Based on a "True" Story: Interrogating Truth, Ethics, Evidence, Power and Audience Responsibility In/Outside the Academy, *Christopher J. McRae, Southern Illinois University, Carbondale, and Jillian Ann Tullis Owen, University South Florida*

Exploring the epistemology of qualitative evidence: New methods and new challenges in qualitative analysis, *Dan Kaczynski, University West Florida, Kristi Jackson, and Linda Gilbert, University of Georgia*

## **Where everybody knows your (avatar's) name: Multi-voiced tale of a virtual ethnography**

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9:30-10:50

Noyes Lab 162

Chair: *Kakali Bhattacharya, University of Memphis*

TBA, *Mary Jo Palmer, University of Memphis*

The people stay even after the computer is turned off! A Narrative Analysis, *Eunice Harris, University of Memphis*

A familiar space of belongingness in a digital world: A performative analysis, *Karla Webb, University of Memphis*

I should really be writing a book: A personal tale, *Rita Weidman, University of Memphis*

## **2026 Ecology**

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9:30-10:50

Noyes Lab 217

Chair: *C.L. Cole, University of Illinois, Urbana*

How Green is the Green? A Discourse Analysis of Golf Industrys Publications, *C.L. Cole, University of Illinois, Urbana, and Diana Mincyte, University of Illinois, Urbana*

Climate Justice: Framing Labour and the Environment in British Columbia's Energy Sector, *Shannon Daub, Royal Roads University*

Community, Environment and Sustainable Development in Romania, *Larisa Puslenghea, University of Illinois at Urbana-Champaign*

Critical Environmentalism - An Epistemic Framework, *Craig Kyle Anz, Southern Illinois University Carbondale, and Keith Thomas McPeck, Southern Illinois University Carbondale*

## **2027 Policy Issues**

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11:00-12:20

407 Union

Chair: *Myra Washington, University of Illinois at Urbana-Champaign*

Reading Policy, Interpreting policy: a ritual-based cultural discourse., *Ruth C. Silva, Univ. of North Texas*

The Living Laboratory: From Experience To Policy, *Laura T Pineseault, Alliance for Children and Families, and Thomas E. Lengyel, American Humane Association*

One Lens Is Not Enough For Health Equity! Bifocals For Public Policy Design, *Andrea Maria Chircop, Dalhousie University*

Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao, *Carlos Calderón, Alza Health Centre. Osakidetza-Servicio Vasco de Salud, Amaia Bacigalupe, Santiago Esnaola, Jon Zuazagoitia, and Elena Aldasoro*

## **Five Ways of Caring: The Complexity of a Loving 2028 Performance**

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11:00-12:20

210 Union

Chair: *Jonathan Wyatt, University of Oxford*

Five Ways of Caring: The Complexity of a Loving Performance, *Ken Gale, University of Plymouth, Ronald James Pelias, Southern Illinois University, Larry Russell, Hofstra University, Tami Spry, St. Cloud State University, and Jonathan Wyatt, University of Oxford*

## **2029 Funded Qualitative Research**

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11:00-12:20

314A Union

Chair: *Julie Anne White, La Trobe University*

Friendship, schooling and chronic illness: connecting with young people or collection of data?, *Julie Anne White, La Trobe University, and Trevor Thomas Hay, The University of Melbourne*

Hopi Perceptions of Traditionalism and Cancer, *Charlotte Goodluck, Northern Arizona University*

Wisdom from fieldwork: Methodological issues in working with multicultural Asian immigrant families of children with severe disabilities, *Brinda Jegatheesan, University of Washington*

Assessing the quality of a school improvement program in special education schools in Mexico, *Edith J. Cisneros-Cobernour, Universidad Autonoma de Yucatan*

## **2030 Elicitation Methods**

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11:00-12:20

404 Union

Chair: *Jan Angus, University of Toronto*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men, *Jan Angus, University of Toronto, Jennifer Lapum, University of Toronto, Lisa Seto, University of Toronto, Ellen Rukholm, Laurentian University, and Isabelle Michel, Sudbury & District Health Unit*

Gospel lyrics as a form of elicitation data: An arts-based approach, *Nakeisha Owens, University of Memphis*

Violence Against Transgendered Individuals in the Midwest - Call for an Inductive View, *Daniela Franziska Jauk, University of Akron*

Subjectivities of narrative and interaction: Learning from writing about acquired brain injury, *Laura S Lorenz, Brandeis University*

Living with Brain Injury: The Survivors View, *Laura S Lorenz, Brandeis University*

## **2031 Evaluation Issues**

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11:00-12:20

314B Union

Chair: *Juny Montoya, U de Los Andes*

Qualitative Evaluation of Turkish K-8 Curricula, *Hayati Akyol, Gazi University Faculty of Education Elementary Education Department, and Mustafa Ulusoy, Gazi University Faculty of Education Elementary Education Department*

Social Justice and the Evaluation of a Child Welfare Program: Deconstructing the Gap between Research and Practice., *Jennifer Bak, Michigan State University, Katie Bozek, Michigan State University, and Kathleen Jager, Michigan State University*

Qualitative Evaluation of Programs for Professional Development of Public School Teachers in Bogota, *Juny Montoya, U de Los Andes, and Sonia Castellanos, U de Los Andes*

## **2032 Family Issues**

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11:00-12:20

406 Union

Chair: *Kristy Y. Shih, University of California, Riverside*

My Ghost Brother: Social Science and the Poetics of Inquiry, *Kurt Lindemann, San Diego State University*

Emotional Economies and Power in Chinese Immigrant Families: The Covert Resistance of Daughters-in law, *Kristy Y. Shih, University of California, Riverside, and Karen D. Pyke, University of California, Riverside*

Writing in Korean, Living in the US: A Screenplay about a Bilingual Boy and his Mom, *Hye-Young Park, U of I at U-C*

Not peasant, not townspeople, but somewhere in-between, *Xiao Rui Zhang, Meisei University, and Sheng Jie Chao, South-west University*

## **2033 Cross-Cultural Issues**

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11:00-12:20

405 Union

Chair: *Melissa Freeman, University of Georgia*

A Case Study of Issues Affecting Cross-Cultural Adaptation of International Graduate Students in the United States, *Ihsan Seyit Ertem, University of Florida*

Application of theory of technique to ethics requirements in cross-cultural research, *Guendalina Graffigna, Universita Cattolica, Karin Lou Olson, University of Alberta, and Albino Claudio Bosio, Universita Cattolica*

Meaning-making and Understanding in Focus Groups: A Hermeneutic Analysis, *Melissa Freeman, University of Georgia*

The Fish and the Stork: Narrative and Storytelling in Transition, *Kolleen Roberts, Arizona State University*

## **2034 Directions in Feminist Qualitative Research**

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11:00-12:20

209 Union

Chair: *Jennifer Esposito, Georgia State University*

The Dialectic Between Trusted Intimacy and Critical Questioning in a Feminist Ethnographic Study: The Challenges, Strategies, and Outcomes, *Donna Marie Meagher-Stewart, Dalhousie University*

Network creation and women empowerment: a feminist action research experience in Spain, *Fátima Cruz, of Valladolid, and Elena García Gómez*

Conducting Research with Vulnerable Populations of Women, *Elizabeth Ilah Rice, UW-Milwaukee, and Lucy Mkandawire-Valhmu, UW-Milwaukee*

Writing against Informants: Challenges to the Politics of Representation, *Jennifer Esposito, Georgia State University*

Conversations in Addiction, *Jodi Charlene Nettleton, University of South Florida, and Debra Bodden, University of South Florida*

## **2035 Directions in Interview Research**

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11:00-12:20

215 Union

Chair: *Stephen Andrew Linstead, University of York*

The Trade Fair as an Ideological Arena, *Margarita Savova Popova, "Architect Margarita Popova" design firm, and Lubomir Savov Popov, Bowling Green State University*

Permeable boundaries: Research subjects in excess of the interview, *Sophia Tatiana Sarigianides, Teachers College, Columbia University*

Dialogue without the Sound Bites: A Critical Examination of US Presidential Candidates Views on Health Policy, *Cynthia Marie Saunders, Health Services Cost Review Commission*

Listening for the Meaning, not the Transcript: Interviews as Flexible Soundscapes, *Stephen Andrew Linstead, University of York*

## **2036 Directions in Qualitative Social Work**

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11:00-12:20

403 Union

Chair: *Jane Gilgun, University of Minnesota and Karen Staller, University of Michigan*

African American Versus Dominant Culture Prescriptions for Disciplining Children, *Janet D. Carter-Black, University of Illinois*

The evidence and ethics of inquiry into corporations and human rights, *Tracy London, The University of British Columbia*

the use of qualitative methods in collaborating with activist groups to determine success in social justice work, *Elizabeth Whitmore, Carleton, Marleny Munoz, Calgary, and Maureen Wilson, Calgary*

An Anti-Oppressive Social Work Model with Recent Immigrants: A Grounded Theory Study, *Izumi Sakamoto, University of Toronto*

## **2037 Spatial Conceptualizations**

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11:00-12:20

Everitt Lab 163

Chair: *Francisco Vivoni, University of Illinois at Urbana-Champaign*

Material Place & Social Space: A qualitative case study of faculty work, *Aaron M. Kuntz, University of Alabama*

Performing Spatial Justice: Eco-Aesthetics and the Ethical Imperative of Trespassing in the Entrepreneurial City, *Francisco Vivoni, University of Illinois at Urbana-Champaign*

Perform Beyond the Curtains: Deconstructing the Socially Constructed Identities of International Students from Asia Through Theatre, *Jen Yin Lin, Arizona State University*

Theorizing Mobility Across Discursive and Narrative Research, *Heather Mikkelson Pleasants, The University of Alabama*

Art of resistance: New Graffiti phenomenon in Taiwan, *Wei Chen Chiang, University of Illinois*

## **2038 The Power of Observation**

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11:00-12:20

Everitt Lab 165

Chair: *Patricia Alvarez McHatton, University of South Florida*

Seeking Solitude, *Roseanne Vallice, University of South Florida*

My Treasure, *Angela Mucci, University of South Florida*

What you wish for, *Anna Robic, University of South Florida*

Poignant Strangers, *Joanne Manwaring, University of South Florida, and Anne Townsend, University of South Florida*

Lessons in Humility, *Maya Nasr, University of South Florida*

## **2039 Early Childhood**

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11:00-12:20

Everitt Lab 269

Chair: *HYUNJIN KIM, Oklahoma State University*

Perceptions of Candidate Teachers about Children's Rights, *Fatma Alisinanoglu, Gazi University, Emre Unal, Nigde University, Ozlem Simsek, Gazi University, and Neslihan Bay, Gazi University*

"Field Experience in Early Childhood Education" Course Lecturers' Opinions Regarding the Problems Faced During Field Experiences, *Gulhan Guven, Gazi University, and Betul Tokgoz, Gazi University*

Validity, Subjectivity, and Pervasive Constraints in Early Childhood Research Community, *HYUNJIN KIM, Oklahoma State University*

Rethinking Early Childhood Leadership: Developing a Methodology of Friction and Possibility, *Rosemarie Vardell, North Carolina A&T State University, and Cinthya M. Saavedra, Utah State University*

Communicative aspects of childrens art making, *Hyunsu Kim, The Pennsylvania State University*

## **2040 Poster**

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11:00-12:20

Colonial Room Union

The Schizophrenia of IRB: Small Sample Sizes and Qualitative Research, *A. Rae Clementz, University of Illinois*

Uncloseting the closet: Visual consumer identity, *Liz Edgecomb, Univ. of South Florida*

An Idiographic Analysis of Emotional Overinvolvement Among Mexican-American Caregivers, *Jorge A. Marquez, University of Illinois, Urbana-Champaign, and Jorge I. Ramirez Garcia, University of Illinois, Urbana-Champaign*

The Emerging Portrait of Evidence, *April Munson, University of Illinois at Urbana-Champaign, and A. Rae Clementz, University of Illinois at Urbana-Champaign*

Poster: Moving beyond the Evaluation Paradigm: Working with Community Partners to Produce Translational Evaluation, *Debra Ortloff, Indiana University, Indianapolis, Jill Bradley-Levine, Indiana University, Indianapolis, and Troy Crayton, Indiana University, Indianapolis*

“It’s Like Listening to Birds Singing”: Understanding the self through the experiences of transnational youth and constructing “safe spaces” for development, *Valerie A Futch, Graduate Center, CUNY*

The use of a shared dialogue journal in collaborative qualitative research, *Kristine E. Pytash, Kent State University, and Joanne L. Previts, Kent State University*

## 2041 Poster

11:00-12:20

Colonial Room Union

Cultural Competence: Experiences that Family Therapists had in Partnering with Parent Educators when Providing Community-Based Therapy, *Erica J Wilkins, Texas Tech University, and Richard Wampler, Michigan State University*

Risk Biographies: Making Sense of Cardiovascular Risk in Everyday Life, *Lisa Loyu Seto, University of Toronto, Jan Angus, University of Toronto, , University of Toronto, Ellen Rukholm, Laurentian University, and Isabelle Michel*

MSM, their sexual behavior and impact on women, *Lekh Nath Bhandari, National Vigilance Center*

From Shack to, House to Fortresse: the shifting meanings of home in a favela of Rio de Janeiro, *Mariana Cavalcanti, CPDOC, Getulio Vargas Foundation*

Assessing the Implementation of school reform in Southern Mexico: A research Case study, *Ivett Liliana Estrada-Mota, Universidad Autonoma de Yucatan, and Edith J. Cisneros-Cohernour, Universidad Autonoma de Yucatan*

## 2042 Poster

11:00-12:20

Colonial Room Union

Prejudices Towards Intercultural Education With The Teachers In Narva Region, Estonia, *Ekaterina Protassova, University of Tartu, Estonia, Anna Dzalalova, University of Tartu, Estonia, and Jana Tondi, University of Tartu, Estonia*

Gardens in Roam, *Nikki Lynn Pike, University of South Florida*

## Plenary: Ethics, Evidence and the Radical Critique of Healthcare

1:00-2:20

407 Union

Chair: *Geneviève Rail,*

Ethics and evidence in the modern confessional: Obesity discourses, BMI and biopedagogies, *Geneviève Rail*

Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void, *Dave Holmes, Stuart J. Murray, Amélie Perron, and Janet McCabe*

Ethics and Evidence in Crisis: Reflecting on the Rise of Biotechnologies, *Stuart J. Murray*

Ethics and the life extension project, *Alexandre Dumas, and Bryan Turner*

The gift of life?: Ethics, subjectivity, embodiment and facial transplant surgery, *Marc Lafrance*

**2044 Researchers as performers: embodiment, representation and the ethics of care in a collaborative ethnographic performance**

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1:00-2:20

210 Union

Chair: *Katriona (Kate) Jane Donelan, University of Melbourne*

Researchers as performers: embodiment, representation and the ethics of care in a collaborative ethnographic performance, *Katriona (Kate) Jane Donelan, University of Melbourne, Prudence Ellen Wales, National Institute of Education, Nanyang technological University, Christine Ellen Sinclair, Swinburne University of Technological, and Jane Melissa Bird, University of Melbourne*

**2045 Plenary: Narrative**

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1:00-2:20

314A Union

Chair: *Jim Denison, University of Alberta and Pirkko Markula, University of Alberta*

Holding the Places and Spaces of Storytelling, *Patrick Lewis, University of Regina*

Cancer and Death and Social Justice: Not a Love Story, *Nick Trujillo, California State, Sacramento*

Say Something, *Tami Spry, St. Cloud University*

Ranch Style: A History Told in Carpets, *Jean Halley, Wagner College*

Discussant, *Mike Madonick, University of Illinois at Urbana-Champaign*

## **Photovoice: Opportunities for Media Literacy 2046 Intergration across Participatory Realms**

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1:00-2:20

404 Union

Chair: *Patricia Alvarez McHatton, University of South Florida*

Biggs and Littles: Exploring an Urban Community through the Lens of Big Brother and Big Sister Mentors, *Robin Jones, University of South Florida*

A Girl Like Me: Exploring Issues of Being an African-American Female, *Anna Robic, University of South Florida, and Stephanie Martinez, University of South Florida*

Comunidad Latina: Using Photovoice to Explore Young Latina Women's Communities, *Patricia Alvarez McHatton, University of South Florida, and Jenna Pollard-Sage, University of South Florida*

Misperceptions: Life as an African American Male, *David Allsopp, University of South Florida, and Margaret Allsopp, University of South Florida*

## **2047 LGBT Issues**

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1:00-2:20

314B Union

Chair: *Johnny Saldana, Arizona State University*

Inclusiveness of Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues in Higher Education: A Mixed Methods Evaluation Project for Faculty, *Amanda Leigh Garrett, University of Nebraska, Tara Hart, University of Nebraska, Michael Scheel, University of Nebraska, and Sarah Thompson, University of Nebraska*

Ethics Conflict in Social Work: A Discourse Perspective, *Richard Matthew Justin, University of Washington*

Breaking Molds: GLBT Women "Come Out" of Their Labels., *Korrie E. Bauman, University of South Florida*

One of these things is not like the others, *Mimi Marinucci, Eastern Washington University*

## **2048 Freirean Methodologies**

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1:00-2:20

406 Union

Chair: *Claudio Moreira, University of Illinois at Urbana-Champaign*

Critical Mathematics Pedagogy: Three Teachers' Beginning Journey, *David Wayne Stinson, Georgia State University, Carla R. Bidwell, Georgia State University, Ginny C. Powell, Georgia State University, and Mary M. Thurman, Georgia State University*

Seeking Freires Theory on Critical Consciousness: A Look at One Preservice Teachers Field Experience, *Edric Clifford Johnson, University of Wisconsin-Whitewater*

Thematic Research As An Option For Health Education Research, *Fernando Peñaranda, Universidad de Antioquia, Adriana Litz Arango, Universidad de Antioquia, Miriam Bastidas, Universidad de Antioquia, Julio Nicolas Torres, Universidad de Antioquia, and Gloria Matilde Escobar, Universidad de Antioquia*

Radical Kindness: An Autoethnographic Reflection on Kindness and Qualitative Inquiry, *Zanne Cameron, Royal Roads, and Sharon Davidson, Royal Roads*

Race/Cultural Memory in Qualitative Research Using Autoethnographic Approaches, *Jill Renee Oglesbee, The Ohio State University*

## **2049 Teaching Social Justice**

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1:00-2:20

405 Union

Chair: *Kristen Hennessy, Duquesne University*

Social Justice Inquiry: Exploring Teacher Referrals for Special Education Services, *Kathy J. Wheat, University of Oklahoma*

Teaching Social Justice During A Crisis: Responding to a Campus Shooting, *Kristen Hennessy, Duquesne University*

Perceptions/Interpretations of Equity in Community College Degree and Transfer Programs: Ethical Dissonance or Epistemological Convergence?, *Sheilia R. Goodwin, Indiana University*

Regulations for equality: A qualitative content analysis of especial education norms in Argentina, *Carolina Najmias, Universidad de Buenos Aires*

The Black Male Athlete: Media and the Classroom, *Gilman Wayne Whiting, Vanderbilt Univ.*

## **2050 The Epistemic**

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1:00-2:20

215 Union

Chair: *A. Rae Clementz, University of Illinois*

Configuring the Epistemic/Political Dichotomy: Why it Matters, *Michael William Seltzer, Ph.D., Science & Technology Studies, Virginia Tech*

Context: The Makings of Qualitative Meaning, *A. Rae Clementz, University of Illinois, and Robert Stake, University of Illinois*

A Epistemic Place For A History Of Media Communication In Colombia, *Luis Evelio Alvarez-Jaramillo, University of Cauca*

Ethics in constructing and deconstructing validity in action research, *Angelo Benozzo, University of Valle dAosta, and Claudia Piccardo, University of Turin*

## **2051 Critical Reflections on Participatory Research**

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1:00-2:20

403 Union

Chair: *E. J. Milne, University of Bradford*

Who knows? Reflections of a Community Research Team in Bradford and Keighley, UK, *EJ Milne, University of Bradford, Sajid Karim, University of Bradford, Louise Kilburn, University of Bradford, Cherita Payne, University of Bradford, and David Wright, University of Bradford*

Using participatory methods to understand 'real life': Researching networks and community through participatory mapping, walking interviews and day-diaries, *Andrew Clark, University of Leeds, and Nick Emmel, University of Leeds*

Participatory research with older people, *Caroline Holland, The Open University Walton Hall Milton Keynes, and Sheila Peace, The Open University Walton Hall Milton Keynes*

## **2052 Writing as Inquiry**

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1:00-2:20

Everitt Lab 163

Chair: *Laurel Richardson, Ohio State University*

About Exploring the Layers in Told and Untold Stories, *Hilary Brown, Brock University*

Infusing Participants Voices Into Grounded Theory Research: A Poetic Anthology, *Brianna L. Kennedy, University of Southern California*

Troubling the Text: The Perils and Paradoxes of Performing Service-Learning in an Immigrant Community, *Gresilda (Kris) Anne Tilley-Lubbs, Virginia Tech*

Not Better, Just Different: The Uneasy Relationship of Deleuze and Guattari's Royal Science and Nomadic Science in Qualitative Inquiry, *Susan Nordstrom, University of Georgia*

Discussant, *Elizabeth St.Pierre, University of Georgia*

## **2053 Feminism and Education**

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1:00-2:20

Everitt Lab 165

Chair: *Himika Bhattacharya, University of Illinois at Urbana-Champaign*

Her lips say yes, but her body says no: Researcher reactions in a feminist qualitative interview study, *Christine Ann Mallozzi, University of Georgia*

In their Own words: The Lived Experiences of Women Faculty in Ghana's Academia, *Augustina Adusah-Karikari, Ohio University*

Interpreting Agency of Minority Teachers' Identity Using Asian Feminist Epistemology, *Gumiko Monobe, The Ohio State University*

I Had an Abortion (in the Classroom): Collective Critical Inquiry & Reproductive Education, *Sarah L. Rasmuson, The College of New Jersey*

Ways With and Without Words: The Intercorporeal Dimensions of Subjectivity and the (partial) Ineffability of Social Scientific Inquiry, *Kelly Clark/Keefe, Appalachian State University*

## **2054 Post 9/11 Qualitative Research**

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1:00-2:20

Everitt Lab 269

Silence as Evidence of Lapse: Public Health Nursing, Social Justice and the War, *Geraldine Mary Gorman, University of Illinois at Chicago, and Gabriel Culbert, UIC*

Being the 'Other' - Academia, Politics and Beyond, *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

Critical perspectives on advising international graduate students of counseling or clinical psychology, *Marco Gemignani, Duquesne University, and Reena Sheth, Duquesne University*

The Ethics of Archival Materials in Social Documentary, *Heather McIntosh, Pennsylvania State University*

## **2055 Social Justice and Health Care**

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1:00-2:20

Material Science 305

Chair: *Kathy Charmaz, Sonoma State University*

Health as a human right: The role of mixed methods research in global justice, *Elizabeth McGibbon, St Francis Xavier University, Josephine Etowa, Dalhousie University, and Charmaine McPherson, St Francis Xavier University*

Are disparities inevitable? - Looking at the health disparity and acculturative stress in a larger context, *Mijung Park, University of California, San Francisco*

Making the Case: Qualitative Evidence and Equitable Health Policy, *Beth E. Jackson, Public Health Agency of Canada*

Every woman & man for themselves? An autoethnographic comment on health care issues, *David Haldane Lee, University of South Florida*

A sad moment to be born to the medical profession in Mexico, *Carolina Martinez-Salgado, Metropolitan Autonomous University (Xochimilco)*

## **2056 Ethics, power and relationships in disability research**

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1:00-2:20

Material Science 4101

Chair: *Debjani Mukherjee, Northwestern University Feinberg School of Medicine*

Inclusion of adults with intellectual/developmental disabilities in research, *Teresa A. Savage, Rehabilitation Institute of Chicago*

Mitigating harm during research on sensitive topics, *Karen Kavanaugh, University of Illinois at Chicago*

Ethical and Emotional Issues in Engaged Community-Based Disability Research, *Susan Magasi, Rehabilitation Institute of Chicago*

Negotiating power differentials in international disability research, *Debjani Mukherjee, Rehabilitation Institute of Chicago*

Beyond Difference: Epistemic challenges in the study of physical disability from the perspective of a non-disabled researcher, *Christina Papadimitriou, Rehabilitation Institute of Chicago*

## **2057 Digital Spaces and Digital Mediation**

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1:00-2:20

Noyes Lab 162

Chair: *Ruth C. Silva, Univ. of North Texas*

Reflexivity as a methodology for unmasking knowledge about Korean teenage girls' cyber culture, *Michelle S Bae, University of Illinois, Urbana-Champaign*

Cultural Interface As An Approach To New Media Art Education, *Michelle Tillander, Univeristy of Florida*

Digital Space and Its Potential for Creative Learning, *Ani Amirmooradian Malhami, University of Ottawa*

TeaTeaching and learning in and through Cyberspace: Online delivery or Online teaching?, *Ruth C. Silva, Univ. of North Texas*

A Technography of Social Networks, *Jagris Nadia Hodson, York University*

## **2058 Foucaultian Methodologies**

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1:00-2:20

Noyes Lab 217

Chair: *James Hay, University of Illinois at Urbana-Champaign*

Evidence as Tool to Marginalize Women in Acute Pain, *Nance Killough Cunningham, University of Oklahoma*

Governmentality, student autonomy and nurse education, *Chris Darbyshire, Glasgow Caledonian University*

Trying on--being in-- becoming: Four women's "intergenerational" journey in feminist poststructural theory, *Gennie Harris, George Fox University, Karen Higgins, Oregon State University, Donna Kalmbach Phillips, George Fox University, and Mindy Legard Larson, Linfield College*

## **2059 Plenary: Indigenizing Social Justice**

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2:30-3:50

407 Union

Chair: *Tim Begaye, Arizona State University*

Participant, *Tim Begaye, Arizona State University*

Participant, *Denise Breton, Director, Living Justice Press*

Participant, *Sandy Grande, Connecticut College and Rockefeller Foundation*

Participant, *Wanda McCaslin, Law Society of Saskatchewan and Native Law Centre of Canada*

Participant, *Mary Weems, John Carroll College*

Participant, *Carolyn White, Rutgers*

## **2060 Reflexive Performance Ethnography**

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2:30-3:50

210 Union

Chair: *Desiree R Yomtoob, University of Illinois*

For the Love of Research, *April Suzanne Vannini, European Graduate School, and Phillip Vannini, Royal Roads University*

I am not the Ethnographer You are: An Open Letter to the Saintly Ethnographer, *David Alva Hanley-Tejeda, Southern Illinois University, Carbondale*

Smug Faces/Snug Places, *Desiree R Yomtoob, University of Illinois*

Inequality, Colonialism, and the Aboriginal Experience: An Autoethnographic (Re)Discovery, *Teresa Lynn Gulliver, Royal Roads University*

Tangled Theories: From Hair to Poetry to You, *Kristi Bruce Amatucci, University of Georgia*

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**2061 Spotlight: “Getting Lost” or Bust: Research after the “Gold Standard” Rush**

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2:30-3:50

314A Union

Chair: *Kate McCoy, SUNY New Paltz*

Research as Praxis 2.0, *Patti Lather, Ohio State University*

Dislocating Citizen-Subject Makings: A Post-colonial Feminist Reading of Korean/Asian American Women’s Narratives in US Higher Education, *Jeong-eun Rhee, Long Island University*

Epistemology, Ethics, and the Politics of Need: Discourse Analysis of Care Seeking by People Who Use Illicit Drugs, *Kate McCoy, SUNY New Paltz*

Discussant, *Wanda Pillow, University of Illinois at Urbana-Champaign*

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**2062 Interrogating Colonized Spaces and Postcolonial Identities: Transnationalism(s), Representation(s), Belonging(s)**

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2:30-3:50

404 Union

Chair: *Janet L. Miller, Columbia University*

Participant, *Naoko Akai, Columbia University*

Participant, *Jungah Kim, Teachers College*

Participant, *En-Shu Robin Liao, State University of New York-Fredonia*

Participant, *Antoinette Quarshie, Columbia University*

## 2063 Gender Issues

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2:30-3:50

314B Union

Chair: *Kurt Lindemann, San Diego State University*

Women Entrepreneurs, between innovation and gender discrimination: a case studies in Castilla y León (Spain), *Fátima Cruz, of Valladolid, Anastasio Ovejero, Valladolid, Amalia Rodríguez, Valladolid, and José Antonio Orejas, Valladolid*

Hardly Working: Masculinity, Autoethnography, and the Study of Organizational Life, *Kurt Lindemann, San Diego State University*

Tin women, in Oz?: Soldering Qualitative inquiry to Black womens lived experiences, *Rachelle D. Washington, Clemson University*

Silent no more: Feminist representations in combating domestic violence, *Augustina Adusah-Karikari, Ohio University, and Beauty Agbavor, Ohio University*

## 2064 Borders

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2:30-3:50

406 Union

Chair: *Barbara F. Sharf, Texas A & M*

Reexamining the Boundaries of the Bilingual Researcher, Reinforcing Reciprocal Relations with the Community, *Marcela Uribe, Virginia Tech*

Female sexual work at the amazonian colombo-ecuador border: case study, *Monica-Lucia Soto-Velasquez, Universidad de Antioquia, Margarita Perez-Osorno, Universidad de Antioquia, Ruben-Dario Gomez, Universidad de Antioquia, and Carlos Rojas-Arbelaez, Universidad de Antioquia*

Teaching Community Health Workers to be Ethnographers, *Barbara F. Sharf, Texas A & M, and Joseph R. Sharkey, Texas A & M School of Rural Public Health*

## 2065 Critical Pedagogy in Action

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2:30-3:50

405 Union

Chair: *Mary Gergen, Pennsylvania State University*

A Tinkerers Evidence in Drawing Club, *Vicky Grube, Appalachian State University*

The Ethics of Care and the Politics of Justice through the Eyes of Refugees: Collaborative Service-Learning Research Project, *Antonina Lukenchuk, National-Louis University*

The Clash of Alternative Meanings and Ethical Standpoints: Creativity in Art Education, *Kerry Anne Thomas, University of New South Wales*

Knowing, Doing and Being: Understanding Hermeneutics as a Guiding Pedagogy for Social Work Education, *Tara Earls Larrison, University of Illinois at Urbana-Champaign*

## **2066 Standards for Qualitative inquiry**

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2:30-3:50

209 Union

Chair: *Guillermo Alfonso Rojas, Universidad del Cauca*

## **2067 Literacies**

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2:30-3:50

215 Union

Chair: *Melinda Leigh Yeomans, Southern Illinois University*

Redefining Literacy: Service, Critical Literacy and the Citizen Orator, *Melinda Leigh Yeomans, Southern Illinois University*

Evidentiary Sleight of Hand: The High Stakes of Silencing Teachers, *Deborah Duncan-Owens, Arkansas State University*

Constitution Of The Cultural Profile Of The Ijuí In Lifes Quality Analysis, *Ruth Marilda Fricke, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul, João Teodoro Bourscheid, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul, and Elvio Mariano Bertolo, UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Infusing Critical Pedagogy into Elementary Schools and Elementary Methods Courses, *Eryca Neville, University of MO-Columbi, and Jonette Ford, West Blvd. Elementary School*

Rural Voices Winding through the Andes Mountains: A Collective Creative Literacy Research Project, *Gerardo Ali Contreras, University of Los Andes-Táchira-Venezuela*

## **2068 Photographic Methodologies**

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2:30-3:50

403 Union

Chair: *Gresilda (Kris) Anne Tilley-Lubbs, Virginia Tech*

Chaicuriri through the Lens: Envisioning Community-Based Development through PhotoVoice, *Gregory P. Spira, Royal Roads University*

Border Crossings: (Auto)Ethnography that Transcends Immigration/Imagination, *Gresilda (Kris) Anne Tilley-Lubbs, Virginia Tech*

Resegregation, Community Relevance, and Science Teaching Illuminated Through Photonarratives, *M. Jenice Goldston, The University of Alabama, and Sherry Nichols, The University of Alabama*

Photovoice: Marginalized Methods for Marginalized Voices, *Brigette L. Krieg, University of Regina*

## **2069 Arts Based Inquiry: Theory and Practice**

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2:30-3:50

Everitt Lab 163

Chair: *Shama Dossa, OISE/ University of Toronto*

Poetic Inquiry: A Critical Survey, *Monica M. Prendergast, University of British Columbia*

Implicitly Political! Articulating the 'Moral Imperative' in Arts-informed Research, *Shama Dossa, OISE/ University of Toronto, J. Gary Knowles, OISE/ University of Toronto, and Ardra Cole, OISE/ University of Toronto*

Pieceful Rendering: One (re)searchers journey through possibilities of finding and making meaning through fragments of metaphor, *Sarah Kate MacKenzie, Bucknell University*

Digitizing Difference: Creating Spaces of Possibility Through Arts-Based Educational Research, *Gerald Kenneth Wood, Northern Arizona University*

BETWEEN GORILLAS AND SUPERMEN: Paradoxical Homelands and the Poetry of Identity in Motion, *James Haywood Rolling, Jr., Syracuse University*

## **2070 Education and Technology**

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2:30-3:50

Everitt Lab 165

Chair: *Judith Davidson, University of Massachusetts-Lowell*

A Call for Pedagogical Change in Qualitative Methods Instruction: Integrating Computer Assisted Qualitative Data Analysis Software in the Social Science Classroom, *Sharlene Nagy Hesse-Biber, Boston College, and Jeannette Belcher-Schepis, Boston College*

Two primary schools, three mouses and a laptop: What can I do to integrate this stuff in my classroom?, *Roberto Santos-Fernández, University of Valladolid, Sara Lorena Villagrà-Sobrino, University of Valladolid, and Iván Manuel Jorrín-Abellán, University of Valladolid*

Open-source Software: A Solution for School Technology Integration?, *Shih-Chiang John Lin, Fo-Guang University, and Hui-mei Justina Hsu, Fo-Guang University*

Technology Support Services in Postsecondary Education: A Mixed Methods Study, *Thomas W Christ, University of Hawaii*

A collaborative research using digital technology with intellectually disabled women., *Ann-Louise Davidson, Carleton University*

## **2071 War and Discourse**

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2:30-3:50

Everitt Lab 269

Chair: *David Monje, Northeastern University*

‘Jebi Strani’: Resisting research in Bosnia and Hercegovina., *Rachel Muir, University of Bradford*

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S., *Hisako Matsuo, Saint Louis University, Sara Ruebelt, Saint Louis University, Wai H Cheah, Southern Illinois University at Edwardsville, Ajlina Karamelic, and Alma Poljarevic, Saint Louis University*

Resistance is Futile/Honor the Resistance: Questioning the Use of War Metaphors in Social Justice Discourse, *Amanda B. Lowe, Duquesne University*

“TV Freedom,” and Other Experiments for “Advancing” Liberal Government in Iraq”, *James Hay, Univ. of Illinois--Champaign-Urbana*

Using grounded theory to develop Just Peace Theory, *Susan J. Sutter, Theological Evangelical Seminary Osijek, Croatia, and Judith A. Sutter, Argosy University*

## **2072 Qualitative Health Research**

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2:30-3:50

Material Science 305

Chair: *Genevieve Rail, University of Ottawa*

The experience of repeated fatherhood during adolescence, *Geraldo Mota De Carvalho, São Camilo University, Miriam Aparecida Barbosa Merighi, São Paulo University, and Maria Cristina Pinto De Jesus, Minas Gerais Federal University*

Reproductive Health Experiences of Ethiopian Immigrant Women Who Have Undergone Female Genital Cutting, *Teri A. Strenski, University of Illinois at Chicago, Claudia Morrissey, UIC, and Nicole Warren, Loyola*

Employing Narrative Reflection In Evaluating a Family Medicine Residency, *Elissa Foster, Lehigh Valley Hospital, and Jay Baglia, Lehigh Valley Hospital*

Case studies from four corners of the swimming pool: Water exercise, quality of life and instructors who take our breath away!, *Geoffrey Andrew Meek, Bowling Green State University, and Kerstin Ruppel, Bowling Green State University*

Taste for falls prevention: a social-analytic perspective, *Lotte Evron, University of Copenhagen, Kirsten Schultz-Larsen, University of Copenhagen, Ingrid Egerod, and Tine Fristrup, The Danish School of Education, University of Aarhus*

## **2073 Rethinking Evidence and Validity**

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2:30-3:50

Material Science 4101

Chair: *John Creswell, University of Nebraska, Lincoln*

Alter-Narrative: The Jewish-Arab Conflict through the Eyes of Jews from Arab Countries, *Liat Amar-Arran, Ben-Gurion*

Enhancing the dialogue between qualitative researchers and research ethics committees, *Jane Stein-Parbury, University of Technology, Sydney*

Problematizing Diagnosis through Qualitative Research Synthesis: An Exploration of Reactive Attachment Disorder, *James W. Drisko, Smith College*

Hypocritical Researchers & the Savage Mind: do we treat the patient or the disease, *Theophilus Kofi Gokah, University of Wales, Newport*

Ethics of Exploring Evidence in a Risk Averse Environment, *Angela Fielding, Curtin University, S. Leitmann, and F. Crawford*

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## **2074 Architecture**

2:30-3:50

Noyes Lab 217

Chair: +Aziz Khalil Ali, *University of Illinois*

Spatial practices and the construction of place: Student trespassing on school grounds, *Elizabeth Mary de Freitas, Adelphi University*

Doing Architecture, *Carla Corroto, University of Wisconsin, Whitewater*

Architects as Autoethnographers, *Lubomir Savov Popov, Bowling Green State University*

From Building to Branding: A Focus on the Granger Library and the Union, #NAME?

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## **2075 IAQI International Advisory Committee Meeting**

2:30-3:50

Noyes Lab 162

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## **2076 Spotlight: (Auto)Ethnographic fiction as critical engagement**

4:00-5:20

407 Union

Chair: *Marcelo Diversi, Washington State University at Vancouver*

Evidence of humanity: Ethnographic fiction as path to inclusive social justice, *Marcelo Diversi, Washington State University at Vancouver*

Am I Fake?, *Claudio Moreira, University of Illinois at Urbana-Champaign*

AutoStories: Good Times in the Rust Belt, *Susan Finley, Washington State University at Vancouver*

Making a Living: The Gringo-Ethnographer-as-Pimp-of-the-Suffering in the Late Capitalist Night, *Samuel Veissière, University College of the North, Canada*

Discussant, *Carolyn Ellis, University of South Florida*

## **2077 Dance/Performance**

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4:00-5:20

210 Union

Chair: *Desiree Yomtoob, University of Illinois at Urbana-Champaign*

The Dance of Identity: Teaching Critical Consciousness Within Hip-Hop Culture, *Melinda Leigh Yeomans, Southern Illinois University*

Dance as Inquiry: Moving with African American women who live with HIV, *Ayse Dayi, Towson University, Pamela Young, and Sandra Perez, Towson University*

The Affordances of Dance, Beading, Music, Video, and More: A Social Semiotics Approach to Analyzing Data, *Amy Alexandra Wilson, University of Georgia*

Conversations with the Muses: Evidence and Inspiration, *Christopher Poulos, University of North Carolina at Greensboro, and Killian Manning, University of North Carolina at Greensboro*

## **2078 Risky Research: Investigating the Perils of Ethnography**

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4:00-5:20

314A Union

Chair: *H.L. Bud Goodall, Jr., Arizona State University*

Risky Research: Investigating the Perils of Ethnography, *H.L. Bud Goodall, Jr., Arizona State University*

Are You Serious? Striving Toward Theoretical and Disciplinary Legitimacy, *Sarah J. Tracy, Arizona State University*

Perilous Places: Drugs, Disclosures, and Dangers in a Raving World, *Aaron Hess, Arizona State University*

Don't Take My Picture! Photography as Risky Data, *Karen A. Stewart, Arizona State University*

**(Dis)Locating Narratives: Membranous Lines  
of Autobiographical Qualitative Research and  
2079 Transnational Inquiry**

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4:00-5:20

404 Union

Chair: *Janet L. Miller, Columbia University*

Participant, *Naoko Akai, Columbia University*\_\_

Participant, *Leigh Jonaitis, Columbia University*

Participant, *Jungah Kim, Columbia University*

Participant, *Joseph Lewis, Hamline University*

Participant, *En-Shu Robin Liao, State University of New York-Fredonia*

Participant, *Antoinette Quarshie, Columbia University*

**2080 Marriage: Narratives and Meanings**

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4:00-5:20

314B Union

Chair: *Tzu-Hui Chen, Arizona State University*

Facing Vulnerability while Resisting Injustice: When Intimate Stories are Revealed, *Karen Beverley Upton-Davis, The University of Western Australia*

Whose collection is it anyway?: an autoethnographic account of dividing the spoils upon divorce., *Jackie Goode, Nottingham*

Mail-order Bride as A Mother--Immigrant Mothers' Exercising of Agency and Identity Transformation in Taiwan, *Tzu-Hui Chen, Arizona State University*

Old World Balkan Immigrants: A Snapshot of a Marriage, *Lonnie Athens, Seton Hall*

## **2081 Counter-Narratives of Race and Nation**

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4:00-5:20

406 Union

Chair: *Phyllis Dako-Gyeke, Bowling Green State University*

Dismantling the Monoracial Mindset: Multiracial Solidarity and the Ideographs of Charles Michael Byrd, *Candice Janelle Munoz, Bowling Green State University*

Growing Up in the U.S. with Japanese Cultural Heritages: Understanding Multiple Meanings of Being/Becoming Japanese, *Fusako Yoneda, Ohio State University*

The "African AIDS" Discourse: Unveiling a Complex Nexus, *Phyllis Dako-Gyeke, Bowling Green State University*

Walking the Line: Experiences of Foreign-Trained Physicians in Search of Professional Integration, *Parto Pajoohesh, University of Alberta*

In the Black: Making a Case for Critical Personal Narratives, *Shante S Holley, National-Louis University*

## **2082 Community as Pedagogy**

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4:00-5:20

405 Union

Chair: *Miguel A. Guajardo, Texas State University - San Marcos and Sarah W. Nelson, Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program, *Enrique Garcia, Texas State University - San Marcos, Juan Jacinto Hernandez, Texas State University - San Marcos, Leticia Grimaldo, Texas State University - San Marcos, Jason Aleman, Texas State University - San Marcos, and Genese Henry, Texas State University - San Marcos*

Curriculum: Autoethnography, *Monica M. Valadez, Texas State University - San Marcos, and James M. Gividen, Texas State University - San Marcos*

Research: Community Stories, *Rosina Valle, Texas State University - San Marcos, Lisa Garza, Texas State University - San Marcos, Lara M. Bryant, Texas State University - San Marcos, James M. Gividen, Texas State University - San Marcos, and Daniel Vazquez, Texas State University - San Marcos*

The Experience of Primary School Teachers of an Integrated English Curriculum in Selected Schools in Eastern Thailand, *Saratid Tong Sakulkoo, Burapha University, Chalong Tubsree, Burapha University, and Suriyan Nonthasak, Burapha University*

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### **2083 Training, Evaluating, and Extending Qualitative Methods**

4:00-5:20

209 Union

Chair: *Anne Winkler, University of Alberta*

Interpretivism: A framework for meaning in qualitative research, *Kathryne Roden, University of Central Oklahoma*

On studying recipes, training under a master chef, and creating unique dishes: Teaching and learning qualitative research methodology at the graduate and post-graduate level in the context of the EQUIPP program, *Anne Winkler, University of Alberta*

Understanding qualitative research in a multi-national context: Reflections from Europe, *Laura C Engel, University of Nottingham, and John Holford, University of Nottingham*

Competing Ethical Principles in a Responsive Evaluation of a Leadership Program for Youth, *Melissa Freeman, University of Georgia, and Judith Preissle, University of Georgia*

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### **2084 Transformations**

4:00-5:20

215 Union

Chair: *Grace Ann Giorgio, University of illinois*

How Does the Museum Transform Me?: Visiting art, natural history, and children's museums., *Sunghee Choi, Penn State University*

Incorporating Thematic Analysis within Community Service Learning Pedagogy, *Marie Molloy, University of British Columbia - Okanagan*

Conjure: A Method and Object of Analysis, *J. Sean Callahan, The Unverisity of Georgia*

The Quantum Qualitative Researcher: Metaphysics transforming qualitative inquiry, *Grace Ann Giorgio, University of illinois*

Incorporating a transplanted heart: Phenomenology, identity and the 'gift of life', *Jennifer Mary Poole, Ryerson University, Patricia McKeever, University of Toronto, Margrit Shildrick, Queen's University Belfast, and Susan Elizabeth Abbey, University of Toronto*

## **2085 Photography and the Visual**

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4:00-5:20

403 Union

Chair: *Anindya Sen, Northern Illinois University*

Using the Lens of Photography to Develop New Models of Inquiry, *Karen Elizabeth Frostig, Lesley University*

Staged Photography as a Community-Based Participatory Research Method, *Izumi Sakamoto, University of Toronto, Natalie Wood, Independent Visual Artist, Aisha Chapra, University of Toronto, and Josie Ricciardi, Regent Park Community Health Centre*

Photographs: A Novel Method by Which Freshmen Students Express Their Views on Higher Education, *Anindya Sen, Northern Illinois University, and Omer Avci, NIU*

Walking with so many voices..., *Guylaine Racine, University of Montreal, and Merdad Antoine Hage*

## **2086 Life History**

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4:00-5:20

Everitt Lab 163

Chair: *Nelofer Halai, The Aga Khan University*

The History of Life and the Testimony. Two Uses of Biography in Qualitative Research, *Alexander Buendía, University of Cauca*

Life History: A Resurgence of Interest, *Nelofer Halai, The Aga Khan University*

The Multiple Locations of the Ethnographer: Autobiography, Global Connections, and Travels in South Africa, *Nadine Dolby, Purdue University*

Taming a Life, Domesticating a Biography, *Myrdene Anderson, Purdue University, and Devika Chawla, Ohio University*

Fiction and Autobiography: The Presumed Innocence between Reading and Writing, *Jungah Kim, Columbia University*

## **2087 Qualitative Case Studies on Education**

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4:00-5:20

Everitt Lab 165

Chair: *John W. Hunt, Southern Illinois University Edwardsville*

Future expectations of High School Dropout Returnees, *Sung Ah Bae, U of I at Urbana-Champaign, and Klaus G. Witz, U of I at Urbana-Champaign*

Narratives that Intertwine: Experiential Reflection on Academic Resilience through “Group Narrative-Making”, *Soon-Yong Pak, Yonsei University*

The Colorado Charter School Movement: A Case Study Involving the University Schools in Greeley, *John W. Hunt, Southern Illinois University Edwardsville, and Frances Karanovich, Southern Illinois University Edwardsville*

Media Practices in Schools in Cali, *Arturo Arenas, Santiago de Cali University*

Negotiating multiple dimensions of identity: work-based vs. relationship-based identity in Japanese young adults, *Chie Furukawa, University of Illinois at Urbana-Champaign*

## **2088 Hurricane Katrina**

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4:00-5:20

Everitt Lab 269

Chair: *Gaile S. Cannella, Tulane University*

Reflections on Race, Culture, and Cultural Competence: A Case Study of Service Delivery to Hurricane Katrina Survivors in a Host Community, *Holly Jeannette Bell, University of Texas at Austin*

Power Shifting at the Speed of Light: Critical Qualitative Research Post-Katrina, *Gaile S. Cannella, Tulane University, and Michelle R. Hughes, Tulane University*

Ethics, Evidence, Social Justice: The Social Construction of Hurricane Katrina Survivors Suffering, *Erma Jean Lawson, University of North Texas*

Educational Empathy: Broadcast Media Coverage of Hurricane Katrina, the Lessons Learned, and the Place of Narrative, *Jonathan Patrick Arendt, Ontario Institute for Studies in Education, University of Toronto*

**'Making ourselves (and each other) up as we go along':  
2089 fiction, fantasy and coming adrift.**

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4:00-5:20

Material Science 305

Chair: *Jane Speedy, and Ken Gale,*

Power to Be?: An auto-ethnographic exploration of power transitions in everyday negotiations of identity., *Artemi Sakellariadis*

To Look or Not Look : Absent Parents at Large – a work in progress,  
*Cindy Gowen*

Two Men Talking Two: Therapy, A Story, *Jonathan Wyatt, University of Oxford, and Ken Gale, University of Plymouth*

Video Haiku two: Touched by suicide and changed by researching it,  
*Jane Speedy*

**2090 Critical Communicative Methodology**

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4:00-5:20

Material Science 4101

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

The critical communicative paradigm, *Aitor Gómez González, Universitat Rovira i Virgili*

“Play, dialogue and resolution of conflicts”: overcoming conflicts in physical education through a communitarian model of conflict resolution. Design of a specific program for Learning Communities,  
*Marta Capllonch Bujosa*

Application of the critical communicative methodology in the 6th Framework Program of European Research: The INCLUD-ED study,  
*Sandra Racionero-Plaza, University of Wisconsin-Madison*

Ethical and political considerations of the (auto) qualification process in teacher education , *Alvaro Sicilia Camacho, Universidad de Almería, and Montserrat Martín Horcajo, Universidad de Vic.*

**Sapphire's runaway tongue talks back to the master**  
**2091 narrative: Performing Black female subjectivities**

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4:00-5:20

Noyes Lab 162

Chair: *Amira Millicent Davis, University of Illinois-Urbana*

In Search of Mother: Defining a mother-centered theory for understanding the mothering practices of poor and working class Black women, *Amira Millicent Davis, University of Illinois at Urbana*

I Love Myself Dancing...and Then Again When I am Standing Still and Enlightened, *Ruth Nicole Brown, University of Illinois at Urbana*

Creating What You Want to Create Where You Are: Black Female Political Subjectivity in Newark, NJ, *Zenzele Isoke, University of Minnesota--Twin Cities*

Rosie's Last Gift, *Thea Ford, John Carroll University*

Happy to Be Nappy but not a Ho, *Mary E. Weems*

**2092 Cinema and QI**

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4:00-5:20

Noyes Lab 217

Chair: *Caroline Joan Kay Picart, Florida State University*

Frames of Evil: Towards an Ethics of Spectatorship, *Caroline Joan Kay Picart, Florida State University*

Filmmaking as Invitation: Come On In; It's Nice Here, *Nathaniel Kohn, University of Georgia*

Translational Performances: Toward Relevant, Engaging, and Empowering Social Science, *Michelle A. Miller-Day, Pennsylvania State University*

A Letter To Whoever May Be Interested. Cinemagraphic language and qualitative research., *Jorge Prudencia Lozano, Comfacauca Tecnologies Institute*

The Fish and the Stork: Narrative and Storytelling in Transition, *Kolleen Roberts, Arizona State University*

## **2093 Spotlight: IIQI Collaborating Sites Roundtable**

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4:00-5:20

200 Ballroom Union

Chair: *Carolina Martinez-Salgado, Universidad Autonoma Metropolitana-Xochimilco*

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

Participant, *Lisa Given, University of Alberta*

Participant, *Judith Preissle, University of Georgia*

Participant, *Melissa Freeman, University of Georgia*

Participant, *Ian Stronach, Manchester Metropolitan University*

Participant, *Christina Ceisel, University of Illinois at Urbana-Champaign*

## **2094 QI2008 General Meeting**

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5:30-7:00

200 Ballroom



# Panel Abstracts

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## **1001 Journey from behind the scenes**

*Chair: Patty Alvarez-McHatton, University of South Florida*

Using a combination of autoethnography and performance this session will explore the paths of five educators at varying stages of life. The performances delve into the education system spanning from preschool through doctoral studies. Each closely examines the negotiations students need to make as they play the role of teenager, parent, daughter and teacher in addition to meeting the expectations of graduate student. The purpose of these performances is to raise awareness of the multiple issues every individual faces as each handles life situations while navigating through the educational system.

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## **1002 Youth in Text and Context: Discursive Practices of Sexuality and Queer Identities**

*Chair: Lisa Weems, Miami University*

Contemporary research on youth and sexuality tends to focus on the lived experiences of self-identified gay and lesbian youth, and as such tends to privilege discussions of sexuality relegated to the personalized meaning-making of self-identified sexual minority youth. Furthermore, when social context is taken into consideration within such research it typically focuses on sexual identities apart from other categories and contexts of subjectivity. In contrast, this panel brings together a collection of scholarship which both extends yet problematizes existing discourses on youth and sexuality by showing how queer identities are intersectional as well as articulated within and against dominant socio-historical discourses of heteronormativity, racism, diasporic citizenship and popularity. This panel session addresses the ways in which G/L/B/T/Q/A and “straight” youth suture identities out of cultural narratives of gender, sexuality, race and nationality. While each of the individual papers utilize ethnographic inquiry to analyze the local textual practices of identity-making, the panel collectively addresses how broader contexts of community, history, popular culture and space serve as mediating forces in shaping youth subjectivity. By privileging issues of discourse, power and resistance, we seek to illustrate how identities are socially constructed and relational and thus, open to negotiation and contestation on the part of both the participants and the researchers’ epistemological positions.

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## **1004 Creating a qualitative research group: Tracking our process of development**

*Chair: Kathleen Burns Jager, Michigan State University and Christopher*

*R. Latty, Central Michigan University*

Following our experiences at the International Congress of Qualitative Inquiry 2007, as we returned to our academic lives we recognized the meaning that qualitative research had for each one of us. We realized that collectively we wanted to be in an environment in which we could grow as qualitative researchers and we decided to do something about it. Over a one-year period the presenters formed a qualitative research group in a setting that did not offer any pre-existing structures. We had the common goal of developing a collaborative environment in which we could immerse ourselves in qualitative inquiry and praxis. Sparked by our observations of leaders in the Qualitative Congress, we established regular meetings in which we focused on methodology, our development as researchers, and the creation of a trustworthy collegial environment in which our ideas and questions could thrive. In order to chronicle our group construction, we described each meeting in summary case notes that were written as a group. Additionally, each of us kept individual journals to track personal reactions and reflections. This panel will present the collective experiences of our group, including auto-ethnographic accounts of our growth and struggles with this endeavor. Each of us will present an individual project that flourished through our group processes. Topics presented will include: 1) Socializing undergraduates to the field of family therapy; 2) Learning how to teach praxis in family finance; 3) Writing praxis in child welfare, and 4) Textual analysis linking personal and political narratives of crisis in child welfare.

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### **1008 Bodies of/in Inquiry: 3 Methodological Performances**

*Chair: Tami Spry, St. Cloud State University*

This panel puts on display a praxis of performative inquiry in which the academic body serves as auto/ethnographic fieldsite, as theoretical signifier, and as representational strategy. Through a fusion of word-and-stagecraft that simultaneously reflects and refracts core methodological issues in autoperformance, each panelist offers critical insight into the process and politics of body-centered scholarship. Spry challenges the concept of scholarly evidence through an autoethnographic praxis focusing upon how the body is read/used as evidence for dominant cultural narratives. Dark's performance of "I was an Academic Groupie" engages the relationship between eroticism and the female academic body. In "Navel-Gazing," Pineau theorizes her experience of hysterectomy in order to reconfigure the trope of the navel in autoethnographic scholarship.

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### **1009 Spotlight: Presentation of the Interview Self and Analytic Quagmires**

*Chair: Janice Morse, University of Utah*

In this session we will discuss the different types of data used by different qualitative strategies, and the analytic problems and discord these variations cause in qualitative inquiry. From this framework, each presenter will discuss critical problems and processes of analytic resolution within a variety of projects. The overall emphasis is on the ways interview data generated for health-related

studies contain a mixture of objective facts, perceptions, attitudes, tactics in positive self-presentation, and local constructions of knowledge. The qualitative researcher is challenged in the analytic process to reduce data while retaining multivocality in the presentation of various truths and moving toward applied solutions to health and healthcare problems.

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### **1010 Spotlight: Making a Case for the Worth of Our Work: New Strategies for Qualitative Researchers and Writers Seeking Tenure and Promotion**

*Chair: Bud Goodall, Arizona State University and Angela Trethewey, Arizona State University*

According to a recent study published by the NEA and featured in the November 20th issue of *The Chronicle of Higher Education*, tenured and tenure-earning faculty hold fewer than half of the faculty positions in North American universities. It is also the case that tenure has never been harder to achieve, particularly for faculty who do qualitative research and who often write personal narratives and/or performances. This panel discussion focuses on strategies for success amid the new political and economic realities facing colleges and universities. Panelists represent a broad range of teaching and research colleges and universities. Each one will be asked to address the questions: What does it take for qualitative researchers to gain tenure at your institution? Topics then discussed will include (1) metrics used to assess productivity?including the “impact” of one’s research; (2) building a tenure-eligible portfolio; (3) writing the personal statement for a tenure case; (4) courting and selecting external reviewers; and (4) using new media to make a case for the impact and value of one’s teaching, research, and service.

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### **1012 Through the Gendered Lenses of Borders & Migration: Feminist Qualitative Research In and Out of Focus**

*Chair: Sarah Amira De la Garza, Arizona State University*

This panel shares several qualitative studies seeking to understand borders and migration through feminist and gendered methodologies and standpoints. Methodologies often seek a focus on what can be seen in these contexts?and in particular, feminist approaches come armed with assumptions of what will be seen. Yet, the lenses of gender, borders and migration reveal both expected and unexpected images. These images are dynamic and linked narratively, resisting static representation and utilitarian application of knowledge. Taken for granted notions regarding such issues as labor, systems of justice, health care and immigration policies are clearly present in the research. These notions are easily tied to ideas of fragmented and ruptured identities; our research points to the coherent but complicated subjectivities that are in fact not fragmented but prismatic. The panel presents prismatic narrative identities as an evolving challenge to rigid representation in feminist research.

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## 1017 Spotlight: Voices that matter

*Chair: Nancy Elizabeth Spencer, Bowling Green State University and Pirkko Markula, University of Alberta*

In the recent New Hampshire primary leading up to the 2008 U.S. Presidential elections, Democratic hopeful Hillary Clinton pulled a stunning upset over previous leader Barack Obama. In her victory speech, Clinton proclaimed: “I want especially to thank New Hampshire, over the last week I listened to you and in the process, I found my own voice” (Horowitz, 2008, 3). The issue of finding our voices matters to many qualitative researchers who are urged to suppress our own voices and to “adopt the all-knowing, all powerful voice of the academy” (Richardson, 2000, p. 154). Practices that discourage our attempts to be heard convey the impression that the voices of qualitative scholars matter less than the dispassionate, third-person voices of science. In this session, we ask how certain voices come to matter more than others, and we explore how to employ writing practices that enable us to make our voices matter.

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## 1021 Ethical imperatives of critical qualitative researchers:

*Chair: Rozana Carducci, UCLA*

The contemporary era of “conservative modernization” (Apple, 2006) imposes both ideological and material constraints on critical qualitative scholars. The threats and consequences faced by “junior” critical scholars are particularly pernicious given the career-defining choices these individuals confront as they strive to promote social justice while simultaneously navigating institutional and governmental expectations for research quality and productivity. After reviewing the context of conservative modernization, panelists will present four intertwined narratives that address how this movement impacts their daily research and teaching practices as “junior” faculty. In addition to sharing individual stories of struggle and resistance, panelists will describe their collaborative development of The Disruptive Dialogue Project, a dialogic knowledge community dedicated to advancing the scholarship and practice of critical methodology within the education research community. The panel will conclude with an audience dialogue focused on identifying other strategies of resistance and transformation designed to advance social justice research within the academy.

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## 1023 Psychodynamic Theory and Reflexivity in Qualitative Research

*Chair: James W. Drisko, Smith College*

Reflexivity explores how a researcher’s own involvement with a study influences, acts upon, and informs ideas about one’s self, one’s understanding of others and one’s ideas of interaction. Reflexivity may address epistemology, social influences and contexts and personal attributes. This panel of four papers addresses how variants of psychodynamic theory can be applied in qualitative research, with particular attention to how self, others, and interactions are understood.

Each theory examines certain aspects of interaction in human development and psychotherapy, addressing the strengths, limitations and challenges of close personal interactions. The focal concerns of these theories address issues that also arise in qualitative research and may enhance or diminish our understanding of others. Beyond ways of conceptualizing self, other and interactions, each of these theories has generated techniques to enhance reflexivity that may be adapted to qualitative research. Psychodynamic concepts can also help guide the teaching and learning of qualitative research.

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### **1024 Cooperative Inquiry & The Politics of Evidence: Reports from an Online Learning Experience**

*Chair: Shoshana Simons, California Institute of Integral Studies and Jeffrey Martin, California Institute of Integral Studies*

This presentation outlines the emergent design, process, and outcomes of an experimental semester-long online graduate class in Action Research Methods & Cooperative Inquiry for students in the Transformative Studies Dept. at the California Institute of Integral Studies. It explores how the vehicle of the asynchronous, poly-vocal, online classroom, supplemented with regular teleconferences, was used to bring together geographically dispersed Masters and PhD students as active co-researchers around their own group-defined interests. Students working in four small Cooperative Inquiry groups engaged with John Heron's (1996) four ways of knowing and with a range of reflexive practices at the individual, small group and whole class level. This presentation introduces and frames these four inquiries within the context of a graduate online learning environment, while considering the relationship of Cooperative Inquiry to contemporary conversations about what counts as evidence. Heron, J (1996) *Cooperative Inquiry: Research into the human condition*. Thousand Oaks: Sage

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### **1039 Social Justice and Children in Conflict with the Law**

*Chair: Karen Staller, University of Michigan*

This set of four inter-related papers is based on interviews, observations, and case record reviews of a social service program located in the upper midwest of the United States. The clients of the program are children and their families where the children have experienced multiple adversities that put them at risk to become incarcerated in the juvenile justice system when they reach the age of legal accountability, which is ten years old. The goals of the program are to keep children out of the juvenile justice system and to promote optimal child and family development. The authors' role in the program was to develop a theory of change, which is a form of program evaluation. The papers build upon each other. The first describes and documents the conditions under which the children live their lives. The second is an in-depth analysis using critical race theory and critical discourse analysis. The third paper describes the conditions and situations under which children have various outcomes. The fourth recognizes the humanity of both clients and service providers in its consideration of the significance of humor in social services.

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## **1040 Applying and Extending Qualitative Inquiry to Internet Research: Processes and Techniques**

*Chair: Lois Ann Scheidt, Indiana University and Inna Kouper, Indiana University*

Researchers who study Internet spaces have sometimes to deal with additional levels of complexity during the processes of qualitative research design. These complexities must be addressed both within the initial design phase and then iteratively throughout the research process. The applicability of theoretical concepts as well as the adjustment of particular methods are among the issues that need to be addressed. Complementing its sister panel “Applying and Extending Qualitative Inquiry to Internet Research: Theorizing Language and Action,” this panel focuses on a more practical side of qualitative inquiry and examines the following processes and techniques: ethnographic internet-based research, online interviews and focus groups, online studies in developing countries, the implications of Terms of Service agreements on internet research, and reproducible data collection in internet qualitative research. As more researchers engage in Internet research, panels such as this one will be of significant value in providing a forum for discussing ideas, sharing experiences and working out solutions for the qualitative inquiry of the Internet.

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## **1041 Muslim Voices in School: Narratives of Identity and Pluralism**

*Chair: Michael Giardina, University of Illinois, Urbana-Champaign*

The dilemma of identity and voice construction of Muslim people within the minds of those in the West, from the past to the present, continues to be profoundly determined by the master-narrative of misconceptions, misrepresentations and dehumanization. This session will consist of a series of presentations focusing on school-related narratives that demonstrate the breadth of diversity within Islamic culture in schools in the West. The participants advocate the use of “counterstory” narratives utilized to empower and repair damaged group and individual identities occurring from dominant-group constructs of Muslim peoples. Through exchanges of narratives we hope to allow the audience an opportunity to hear Muslim voices that are not typically heard, while simultaneously creating space for oppressed groups to confront the master-narratives by sharing their own stories. By doing so, the stories of historically-oppressed groups become “...narrative acts of insubordination” (Lindemann Nelson, 2001). In mining the gaps between stories, and engaging in the complexities of in-between spaces characterized by tension, overlap, and paradox) we hope to not only make possible the reparation of dominant narratives on the collective memory of Muslims, but to also facilitate the conceptualization of the Muslim community in its plurality.

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## **1047 Plenary: Globalising research: what is ‘international’ about ‘international journals’?**

*Chair: Harry Torrance, Manchester Metropolitan University*

It seems as if social science in general, educational research in particular, is moving towards a more globalised ‘big science’ view of quality and utility. The theme of AERA 2007 in Chicago was ‘The World of Educational Quality’; and the conference had a noticeable emphasis on international links. ‘Standards’ for publishing in AERA journals have been established; and standards are also being discussed with respect to the quality of qualitative inquiry. Various research quality assessment exercises (particularly in the UK and Australia) are focusing attention on the need to publish research in ‘international’ journals, and particularly journals which are included in the Social Science Citation Index and Thomson’s ‘Web of Science’ and ‘Web of Knowledge’. A recent EU-funded international research ‘benchmarking’ project produced a list of ranked Humanities journals (including Education journals): the “European Reference Index for the Humanities (ERIH)”. What do we think of this? Where do we think it is taking us? Will there be potentially negative long term consequences with Europeans not publishing in some lower ranking US/Australian journals and Australians publishing only in UK and US journals? Do Americans have to publish overseas at all? Are similar lists emerging in USA/Australia/elsewhere? How will such a focus on journal publishing effect book publishing including edited collections? How will new fields of inquiry emerge and establish themselves with new journals in such a context?

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## **1049 Plenary: Queering Social Justice, Session One**

*Chair: Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

The sessions on Queering Social Justice are comprised of papers and performances that invoke, make use of and queer notions of what queer theory and social justice are and mean to do.

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## **1056 Spotlight: Researching Sex & Sexuality: Philosophy, Politics, Dilemmas, and New Directions**

*Chair: Wanda S. Pillow, UIUC*

This session addresses the unique problematics of doing sex/sexuality studies and the specific issues that arise with doing such research in school settings. While the use of qualitative methods and methodologies have become more common to study youth in school settings, researchers interested in studying youth sexuality often find their research encumbered by school policy, ethical concerns, and Human Subjects protocols that do not account for the study of youth sexuality. Sex researchers also face the dilemma of how to represent and talk about sexuality and sexual subjects without futhering voyeuristic or moral imperatives to control and contain these bodies. The panelists address these issues through

papers that variously explore philosophical positionings, IRB dilemmas, and representations that avoid containment.

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### **1061 Telling Tales out of School: Challenges and Opportunities in Teacher and Student-led Social Justice Research in Education**

*Chair: Noreen Sugrue, University of Illinois, Urbana-Champaign*

Research in the critical study of Education approaches to investigating justice issues are at times diametrically in tension with the politics (local and national) of the moment. The participants in this panel will include university researchers and teachers. Together, they will reflect on the call presented by Kincheloe & Steinberg to promote both teacher (1991) and student (1998) as active researchers. To what extent are teachers and students engaging in critical research that challenges the ways in which schools function - both in terms of knowledge production and transmission, to dominant cultural reproduction? What evidence would we require that would allow us to conclude that teachers and students and researchers are in fact contributing to the development of a critical justice-oriented stance in schools?

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### **1062 Spotlight: Remembering Richard Rorty: A Multidisciplinary Tribute**

*Chair: Arthur Bochner, South Florida*

This spotlight/plenary program focuses on Richard Rorty's contributions to qualitative inquiry across the human sciences. The panelists include distinguished scholars in Philosophy, English, Sociology, Social Psychology and Communication Studies whose work has been influenced by Rorty's writings.

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### **1063 Me, We, and Us: (Auto)Ethnographic and Allographic Performances of Selves, Sites, and Methods**

*Chair: Mercilee Jenkins, San Francisco State University*

This panel is a group of performances of allographic, ethnographic, and auto-ethnographic texts. We engage in fieldwork through personal narrative, memoir, and multimedia documentary to create performances of identity that are personal, communal, iconic, and cultural. A feature of our performances is the way we scrutinize how methodological praxis empowers and constrains creativity and knowledge. Our performances evoke selves and sites that range in time, space, and bodies from Tallulah Bankhead, to the 1962 mine fire in Centralia, Pennsylvania, to a first generation college student who became a professor.

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## **1064 Plenary: Evidence Questions of Evidence in Policy Research**

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

The objective of this plenary session is to present a lively debate among educational researchers and policy analysts from the UK and the US about how to engage each other in productive conversations about evidence in an age of scientifically based research. Demands to produce the evidence on which administrative, practical, and policy decisions are made have become pervasive. Yet the nature and status of evidence varies historically within and across disciplines. After decades of decline of the positivist tradition with its scientific rationality, we have recently seen its resurgence along with an uncritical belief that scientific claims can be grounded in theory-independent observation-brute evidence. How can educational researchers engage policy makers if we find ourselves in the perennial debate between interpretive accounts of evidence and knowledge and more or less traditional-rational, realist-epistemologies? What theories and politics of evidence might be useful at this historical juncture as we engage each other's work?

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## **1066 Plenary: Queering Social Justice, Session Two**

*Chair: Stacy L Holman Jones, University of South Florida and Tony E. Adams, University of South Florida*

The sessions on Queering Social Justice are comprised of papers and performances that invoke, make use of and queer notions of what queer theory and social justice are and mean to do.

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## **1069 Using Context to Build Methodological Rigor: Application to a Study of Change Processes in a Restorative Justice Intervention**

*Chair: Marilyn Armour, University of Texas at Austin and Jemel Aguilar, University of Texas at Austin*

Methodological stringency is increasingly used to provide the assurance that a study's findings are valid. This session presents a contextually-derived framework to determine actual or possible vulnerabilities and strategies that begin with an examination of the study itself rather than with a pre-determined list of standardized practices. The framework is applied to a study of mechanisms of action in an in-prison 12-week restorative justice group intervention that used participant observation in two small groups. A six-step process is used to assess the context of the study for threats to methodological rigor. Challenges posed by participant observation are identified, namely that observation was influenced by participant observers' participation as group members who concomitantly contributed to the group interaction and were recipients of the intervention itself. Strategies created to monitor the process of participant observation both for bias and for its contribution to understanding the change process are described.

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## **1073 Spotlight: Qualitative Studies in Turkish Education System**

*Chair: Mustafa Cinoglu, Kilis Yedi Aralik University*

In Turkey, there is a tendency for using quantitative methodology in educational researches because qualitative methodology is not seen as a scientific way by many researchers. This session aims to contribute to qualitative methodology by focusing on qualitative researches in Turkish education system. Each of the following five papers discusses a different educational problem in Turkey by using a variety of qualitative methods including participant observation, focus group, interview and content analysis of a memoir.

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## **1076 Spotlight: Ethics of teaching ethnographically: Knowing self, knowing others**

*Chair: Joy Pierce, University of Utah*

Undergraduate students are often confronted with their own misconceptions and perceptions of race, ethnicity and class for the first time when they enter a classroom. How do students come to learn about difference; about empowerment? Instructors who teach in a diverse classroom or on issues of diversity recognize that there is often a gap between students' lived experiences and the subjects they will engage not only in the classroom, but in the larger social environment. -Ethnography as pedagogy can bridge the gap by providing a forum for students to become engaged in their own processes of learning and connecting the personal to the social. This panel brings together scholars/teachers who actively address issues involving race/ethnicity, gender, social class, and other differences in the classroom. After brief presentations, panelists will invite audience participation in a roundtable discussion format.

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## **1079 The Negotiation of Multi-layered Identities within Interpretive Zones**

*Chair: Liora Bresler, University of Illinois at Urbana-Champaign*

This presentation examines methodological issues raised within the interpretive zone (Wasser and Bresler, 1996) of an inter-disciplinary project on "Performing Arts Centers as Experiential Educational Settings." The study, at the intersection of education, aesthetics, anthropology, and performing arts studies, draws on an arts-based inquiry to explore the various aesthetics involved in performing arts centers and the experiential learning they provoke and inspire. Interpretive zones refer to the intellectual realms in which researchers work together, including meanings created in interactions with participants.) It is in these unsettled locations, areas of overlap or contestation, that unexpected forces meet, new challenges arise (Wasser and Bresler, 1996), and identities shaped and expanded. Our presentations will address the mutual shaping of our roles (classroom teachers, performers, and educators); our various musical and artistic identities; and the ethnic/cultural identities and how they interact in meaning-making.

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## **1080 Plenary: Ethical Issues in Institutional Research**

*Chair: Janice Morse, University of Utah*

In this seminar we will discuss the interface between the IRB committee and qualitative research design and assumptions. While it has been documented that most of the IRB committees are accustomed to quantitative inquiry and clinical trials, special review committees of qualitatively informed members are rarely constituted for the review of qualitative submissions. As qualitative researchers often investigate hidden, value-laden topics with vulnerable populations, IRB committees frequently classify this researcher as risky. We use methods that are poorly understood and are perceived as unscientific, we select sensational and controversial topics, and often work with disempowered people. Yet in health care our research is important and morally essential. In this seminar, examples of “problematic” projects and the outcomes will be discussed, as well as the process of review. Finally, we will present an alternative model for reviewing and monitoring qualitative inquiry.

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## **1081 Spotlight: Future Vision: Next Steps in Performance, Autoethnography, Narrative, and Dialogic Inquiry**

*Chair: Carolyn Ellis, University of South Florida and Kenneth J Gergen, Swarthmore College*

The panel will discuss four forms of qualitative research -- performance, autoethnography, narrative and dialogic inquiry -- including our experiences creating, presenting and evaluating them. We will address the issue of what the future may bring in terms of their viability and growth. Questions to be addressed include those of ethics, inclusion, and accessibility. What is needed now in terms of pressing the borders of the potentials? Where are the dangers as well as the delights? This panel will take the form of a “fishbowl” discussion, during which audience members are invited to contribute their own comments and questions.

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## **1082 Critical Qualitative Research Problems and Methodologies: Is it Possible to Generate/Understand Inquiry that Unmasks Power?**

*Chair: Gaile S. Cannella, Tulane University*

Critical perspectives have certainly acknowledged the role of the research “construct” in the generation and perpetuation of power for particular groups. However, even though we recognize this research/power complicity, as academic cultural workers we are expected to conduct research (and must, because of the influence that it holds within dominant discourses). We continue to struggle with how to rethink our fields in ways that generate critically oriented questions and methods, as well as addressing issues like voice, representation, and avoiding new forms of oppressive power. Although qualitative perspectives offer possibilities for the generation of philosophies/methodologies that insist upon the examination of themselves, even qualitative inquiry creates power for, and a focus on,

the researcher. The papers in this session explore the generation of critical qualitative research perspectives and methods, while at the same time questioning the appropriateness of research as construct, even when the purpose is to illuminate power.

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### **1090 Spotlight: The Affective Turn into Dreamworlds**

*Chair: Patricia T. Clough, Queens College and The Graduate Center CUNY and Allen Shelton, buffalo state college*

In the early 90s new kinds of sociology were being developed that emphasized alternative theoretical templates, autoethnographic accounts, and performativity. The effect on mainstream sociology was minimal at the time but what could be described as an affective turn in the social sciences was slowly gaining traction. This fall *The Affective Turn*, edited by Patricia Clough and Jean Halley, *Ordinary Affect* by Kathleen Stewart, and *Dreamworlds of Alabama* by Allen Shelton were released independently from Duke University and University of Minnesota Press show a set of authors experimenting in similar ways with ethnographic representation, theoretical systems, and the politics of representation along the margins of their disciplines. This session will look at the affective turn into dreamworlds and what this foretells for social science, featuring Clough's and Shelton's work as a means of talking about experimental writing, the self, and the politics of representation.

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### **1091 The ethics and politics of educational research: whose needs, whose evidence, whose policy?**

*Chair: Liz McKinley, University of Auckland*

Researching social justice issues in an age of evidence-based policy making presents researchers with methodological, political, and ethical challenges. While there is a strong rationale for implementing evidence-based approaches in order to improve educational outcomes for marginalized groups, there are also political and ethical risks related to the ideological frameworks within which 'good judgement' is exercised by government policy makers. The four papers in this symposium explore issues of evidence, politics, ethics, and social justice in relation to youth, marginalized communities and educational institutions. The presenters will draw on a number of qualitative research projects, working largely with Maori (indigenous) and Pacific Island communities in Aotearoa New Zealand.

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### **1093 Visual Data and Qualitative Research Dissertation: Ethics, Evidence and the Politics of Academia**

*Chair: James W. Dotti, Jr., Ed.D., Middlesex Community College*

Until recently, qualitative research has made limited use of visual data, and thus discussions of ethics and evidence in this area have either lagged behind or been entangled with those related to textual data. This is particularly true

for qualitative research dissertations, where graduate students are caught in the tension between established and emerging standards of ethics and evidence. This presentation examines ethics, evidence and academic politics in the use of visual data within the genre of the dissertation. Three case examples provide a view of the issues involved in researcher-produced data, participant-produced data, and the ways new technologies offer new visualizing possibilities. A critical respondent will conclude the session with an analysis of themes presented. Our goal is to promote discussion and advance understanding of the ways visual data can be used by qualitative researchers (particularly doctoral students), despite academia's reluctance to embrace this research practice.

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## **2002 Boundary spanners revisited: A qualitative inquiry into cross-system reform**

*Chair: Laura Nissen, Portland State University*

While collaborative change models are gaining momentum in human services, little is known about those leading the changes. These "boundary spanners" (to use Dr. Harry Steadman's term) work among diverse, fragmented, even rival factions, often without formal authority, yet they nevertheless facilitate cross-system cooperation among multiple partners. In this participative, qualitative study, leaders from the Reclaiming Futures initiative reflect on their roles in collaborative efforts to improve substance abuse treatment and community involvement in juvenile justice. Findings revealed the characteristics and strategies of successful boundary spanners - valuable for those engaged in such work and for future workforce development.

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## **2008 Qualitative Research as Change Agent: Building Capacity, Developing Infrastructure and Enhancing Practice in a Clinical Setting**

*Chair: Laurie Anderson Sathe, University of St. Thomas*

Gillette Childrens Specialty Healthcare, a provider of health care for individuals with disabilities, began providing an onsite educational course on qualitative research methods in 2006 to increase their capacity to conduct vital research at Gillette, expand their knowledge of patient care needs and enhance their ability to implement evidence-based practices. We share our perspectives as instructor, research administrator and practitioner of the changes in student's approach to research, the infrastructure needed to support qualitative research and the benefits of qualitative research to enhance practice. We will specifically discuss the following outcomes: - An interdisciplinary group of health care providers can learn together and become a support for research development. - With a grasp of qualitative research methods and appropriate mentoring, practitioners were able to broaden their research practice to include both quantitative and qualitative methods. - Qualitative research methods offer providers new insights into their patients' care needs and effective practice patterns.

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## **2009 Improvisation and Qualitative Research: Negotiating Spaces of Inquiry in Communities of Practice**

*Chair: Lori S. Custodero, Columbia University*

This panel of papers explores the topic of improvisation as a viable and valuable mode of inquiry employed by researchers as well as by children, college students, teachers, parents, and professors - all people defined in some way by their interest in the formation of knowledge. Establishing improvisation as a key feature of qualitative research, Paper 1 traces interactions between self and world and improvisatory habits of mind that facilitate the investigative process. Next, two papers address applications of improvisatory strategies in nested research studies involving teaching and learning in international settings (Ghana and Greece). The final paper offers a cumulative “meta” view of improvisation in the lives of researchers. In this way, the arc of papers moves from the embodiment of improvisation as research process, to acknowledgement of its efficacious power in learning and application to practical inquiry, and the fluidity with which it resists obstacles to scholarly evolution and expands possibility.

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## **2013 Spotlight: Promotion of Critical Qualitative Inquiry**

*Chair: María-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco and Addis Abbeba Salinas,*

To reflect upon participants’ experiences about different aspects of the promotion of Critical QI that can help in finding ways to spread its philosophy and action for the benefit of IAQI and QIC goals, we will dialogue around four topics: What is and scope of Critical QI promotion. Problems to promote Critical QI. What works of what we do for Critical QI promotion. Perspectives of Critical QI promotion.

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## **2014 Man-Up! Junior Women Faculty (En)counter Science-based Research**

*Chair: Joy L Wiggins, University of Texas at Arlington*

According to the 2008 Qualitative Inquiry theme, focusing on ethics, evidence and social justice issues requires us to move beyond our immediate situations and geospatial considerations toward the acceptance of our interdependence and our responsibility to conceive of actions to advance the well-being of our communities. Taking-up this charge, our proposed symposium examines how five junior women faculty in very different institutional contexts use feminist perspectives to (en)counter the narrow view of science that is quickly becoming the norm in this era of research. We will examine how feminist methods and bodies shape, and are shaped by, the academy and our communities as we work within and against these often patriarchal contexts. We also will analyze how our differences, such as institutional context, race, sexual orientation, and ethno-linguistic affiliation, influence and challenge our solidarity and our feminisms.

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## **2016 Approaching the “autotext”: An open dialogue on the process of creation**

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

In our ongoing search for ethics, evidence, and social justice, many of us find ourselves turning toward creating, performing, and consuming “autotexts” (autoethnographies, autoperformances, autobiographies, etc.) as a way to re-center our agency, by connecting the autobiographical and personal to the cultural, social, and political. This panel will be in the form of an open dialogue about how we approach the writing and performance of autoethnography (or other performative “autotexts”). What paths do we follow? What journeys--mythic, imaginative, dreaming, visionary, physical, emotional, mental--do we embark upon in order to engage our writing/performance of our work? What rituals/actions do we perform to spark the creative heart within? How do we prepare ourselves to write/perform autotexts? How do we know where to begin, when we are onto something good, and when to end? Panelists will engage these and other questions, and bring the audience into the conversation.

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## **2019 Participatory Action Research: Engaging Collaboratively with Those Who Have Experienced Disasters**

*Chair: Saliba Bava, Houston Galveston Institute*

This panel is constructed from papers developed by members of the American Family Therapy Academy’s (AFTA) Action Research Team. AFTA is a non-profit organization of family therapy teachers, clinicians, and social scientists, dedicated to advancing systemic thinking and practices for families in their social context. Members of the Action Research Team have been working to create a community-based, collaborative research project that examines specific aspects of the Houston experience of the Hurricane Katrina disaster recovery.

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## **2020 The Complexities of Voice**

*Chair: Dee Giffin Flaherty, Antioch University*

Use of voice is a powerful tool for influence. However, use of voice is complex. Each utterance may be impacted by and may impact relationship, place, purpose, and topic. Authentic use of voice can be a process for empowering individuals and groups. Our primary purpose is to describe the use of voice by using a qualitative process to amplifying the speaker’s voices. In so doing, we might encourage greater consciousness in the use of voice. We have used the methodologies of hermeneutic phenomenology and rhetorical analysis to gain a deeper understanding of voice in context. This panel considers three research studies that use the narrative form. “Telling our Stories” describes the lived experience of leader’s use of self-disclosure by exploring the practice of what leaders decide to tell and not to tell. “Organizational Trauma” considers leaders’ perspectives about key conditions that allow organizations to withstand and heal from trauma. “A Study of

Worldview” considers the worldview that exists in the tension between academic freedom and religious identity in faith-based colleges.

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## **2021 Teacher Education, Progressive Pedagogies, and Teachers Job Satisfaction**

*Chair: Musatafa Yunus Eryaman, Canakkale Onsekiz Mart University*

This session consists of four papers about critical approaches to teacher education and teachers job satisfaction. Two of the presentations aim to show what factors affect the elementary and secondary school teachers’ job satisfaction levels. Other presentations focus on the promises and possibilities in approaches to teacher education and teaching profession that blend the boundaries of categorical distinctions such as critical pedagogy, multicultural education, reflexive teaching and what might be considered “progressive” teacher education? to take the best of each; enhancing each as a perspective on the other and to analyze the limitations of these approaches.

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## **2025 Where everybody knows your (avatar’s) name: Multi-voiced tale of a virtual ethnography**

*Chair: Kakali Bhattacharya, University of Memphis*

In this fast-paced digital age, more and more people are using technology as a way to form communities and have embodied relationships by participating in virtual spaces of social interactions such as chat rooms, blogs, social networking sites such as myspace and facebook. In what ways do the virtual become real and embodied for the participants in such environments? What role can qualitative methods play in trying to document experiences in such evolving, fleeting environment where avatars can change daily and anonymity offers both a chance to be what people cannot be in their face-to-face interactions, and also a chance to be uninhibited. Three members of this panel will present a three-way tale influenced by Margery Wolf’s Thrice Told Tale. The three tales will include a realist representation, a narrative analysis, and a performative analysis. The fourth member of the panel Rita Weidman, is a participant of the chat room where the virtual ethnography was conducted. More than being a source for member-check, Ms. Weidman will narrate her embodied experiences of being a participant in the chat room and the experiences of being a key informant of this study. The panel will discuss methodological issues of data collection and analysis in a virtual ethnography study and will interrogate the label of “virtual” when such digital environments can become a “reality” in the everyday lives of the participants.

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## **2028 Five Ways of Caring: The Complexity of a Loving Performance**

*Chair: Jonathan Wyatt, University of Oxford*

We write collaboratively, in call and response, across states and continents, sharing via email stories of love and loss. In so doing, we negotiate our friendships with each other: Coming together soon after QI2007, and with existing and varied relationships amongst us, our group of five inquires into writings power and limitations, both its capacity to renew and its inability to hold meanings - life - still. After Sandoval, hooks, Richardson and Cixous, we explore love - in writing - as methodology: loves thickness and heaviness in its carried responsibilities, and its healing properties for loss; and the lightness and fluidity in its creation of connection and validation. We tentatively hypothesise writing-love as an agent for change, that it might take us to places in our thinking and doing, in the performativity of everyday life, that pushes and interrupts understandings. In this performative space we will tell our tale(s), and invite others to engage with us as we share something of our embodied travels with each other through writing, an experience that has, variously, troubled us, brought relief and joy, and left us hesitant, like teenagers at a dance or children on their first day at school.

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## **2038 The Power of Observation**

*Chair: Patricia Alvarez McHatton, University of South Florida*

Observation and inference can allow one to develop a careful perception of an individual being. Through performance, this panel presents a collection of observations conducted in various settings in which the authors use the power of observation to interpret a minute portion of their selected stranger's day. This form of investigative learning allows the authors to study their strangers in action and deduce the reasoning behind their underlying acts whereby creating an identity for each individual.

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## **2044 Researchers as performers: embodiment, representation and the ethics of care in a collaborative ethnographic performance**

*Chair: Katriona (Kate) Jane Donelan, University of Melbourne*

This panel presentation involves the performance of a play and an accompanying paper. The performance is a theatrical representation of findings drawn from a collaborative research project investigating women and education at the University of Melbourne. Themes of resilience and commitment, multiple agendas and multiple roles, power and powerlessness, marginalisation and collaboration, the personal and the political are explored within historical and contemporary contexts of women's experiences of education at a tertiary institution, and are framed by the question: 'how did you get here?' The paper focuses on three critical areas of enquiry: ?

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## **2046 Photovoice: Opportunities for Media Literacy Intergration across Participatory Realms**

*Chair: Patricia Alvarez McHatton, University of South Florida*

This session will provide an overview of the integration of media and technology to enhance literacy through the use of Photovoice. The purpose of the session is to review the process of Photovoice that was used with a variety of students across multiple ages and diverse backgrounds. The authors will examine the rationale of using Photovoice as a technique to increase advocacy and participant voice in the community. The authors will also examine the process of using photography and other forms of media to address literacy beyond conventional techniques. The audience will gain an understanding of multiple techniques of teaching and utilizing literacy and media. The additional panel papers will provide insight into how the presenters used Photovoice and to demonstrate its feasibility with students.

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## **2051 Critical Reflections on Participatory Research**

*Chair: E. J. Milne, University of Bradford*

This aim of this session is to provide a space for critical reflection on the process of participatory research and the different research methods which such research employs. Using lessons learned in four different research projects (participation and community in housing estates; social networks and community in culturally diverse inner-city areas; older people and their social interactions; and older people and their experiences of age discrimination), the panellists seek to engage each other and the conference in discussion around the questions which such research raises. This includes questions of knowledge - most particularly whose knowledge is recognised; how methods can be changed in order to most benefit participants; and possible implications of participatory research on public policy and social change. The papers in this panel will be given by both project participants and academics to enable a critical discussion between all parties in the research process.

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## **2056 Ethics, power and relationships in disability research**

*Chair: Debjani Mukherjee, Northwestern University Feinberg School of Medicine*

Dynamic power differentials are acknowledged and often used strategically by qualitative researchers and participants. In this panel, multidisciplinary scholars from the fields of nursing, occupational therapy/disability studies, psychology and sociology, explore the ethical implications and complex relationships of researcher and "vulnerable" participant. The first paper addresses the ethical dimensions of inclusion of persons with intellectual disabilities in research. The second discusses minimizing harm in a project on decision-making in parents at risk for having an extremely premature infant. The third paper explores deeply-engaged community-based research on women with disabilities in transition.

The fourth explores power differentials in conducting community-based traumatic brain injury research in South Asia. The fifth paper examines epistemic challenges for the non-disabled researcher working with persons with traumatic spinal cord injury. The scholars address critical issues that should be considered when designing, carrying out, analyzing, and writing about qualitative research.

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## **2061 Spotlight: “Getting Lost” or Bust: Research after the “Gold Standard” Rush**

*Chair: Kate McCoy, SUNY New Paltz*

Papers in this session explore the relationship among ethics, evidence, and social justice by (re)theorizing empirical projects. By (re)theorizing “research as praxis,” research with people who use heroin and other illicit drugs, the complications of obtaining federal funding for projects with immigrants in the U.S., and the workings of U.S. orientalism that underpin citizenship in U.S. higher education research and practice, these papers explore the ambivalences, silences, complications, and complicities of doing research toward social justice aims. They show how fuzzy and unruly methodologies work in practice, how ethical commitments to social justice and “doing less harm” are negotiated amid the impossibility of innocent spaces, and how evidence produced in empirical studies is being rethought beyond transparent representations of reality. Each presenter will deliver her paper, then the discussant will make remarks to begin a discussion among session participants and attendees.

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## **2062 Interrogating Colonized Spaces and Postcolonial Identities: Transnationalism(s), Representation(s), Belonging(s)**

*Chair: Janet L. Miller, Columbia University*

Symposium members will problematize fixed notions of identity and difference in relation to transnationality, subjectivity, representation and notions of be(long)ing. Participants will explore postcolonial and poststructuralist challenges to conventional conceptions and enactments of belonging and unbelonging, place and displacement, territorialization and deterritorialization. We theorize what qualitative researchers must confront in acts of writing, researching, and representing in relation to shifting effects and manifestations of transnational flows and mobilities. Further, we grapple, individually and collectively here, with humanist notions of identity derived from physical affiliations of family and place as we examine our own investments in dislocating and belonging. Here, then, we wish to explore, especially through feminist narrative autobiographical perspectives, ways in which we, both individually and collaboratively, construct ourselves and our research, not as static instances of cross- or trans-cultural exchange of research stories across pre-determined borders, but rather as lived-spaces wherein subjectivities, difference, place, and representations are embodied, fluid, mobile, and always in the making. We here struggle with versions of “be(long)ing” that possibly could take place in spaces of in-between interconnections, where subjectivity is conceptualized as mediated by social/global/local pro-

cesses, and where “self,” “other,” and effects of transnational flows and mobilities are NOT known or constructed in irreducible ways.

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## **2076 Spotlight: (Auto)Ethnographic fiction as critical engagement**

*Chair: Marcelo Diversi, Washington State University at Vancouver*

This panel intends to showcase (auto)ethnographic fiction pieces and make connections between this genre and this year’s themes. We all share a common vision about the role of (auto)ethnographic fiction in challenging and expanding the dominant discourse in the politics of representation of the Other-in particular the politics of representation of the oppressed/marginalized Other. We explore our situatedness, inevitable writing standpoint, and challenges in representing the Other in humanizing ways. We discuss our privileges as the direct beneficiaries of our writings. We also articulate a rationale about how (auto)ethnographic fiction contributes to the construction of cultural narratives that expand the ring of social justice, advance notions of inclusiveness while challenging the dehumanizing effects of exclusiveness, evoke awareness of common grounds with the lived experience of Others, and ultimately offers the promise of an abstract sense of us that is more appealing than the concrete sense of them.

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## **2078 Risky Research: Investigating the Perils of Ethnography**

*Chair: H.L. Bud Goodall, Jr., Arizona State University*

Qualitative research is an inherently risky endeavor. Researchers are painfully aware of the risks associated with selecting qualitative methods in a time of increasing quantification. However, qualitative researchers, and especially ethnographers, infrequently discuss the layers of risks associated with fieldwork. Selecting research sites outside of disciplinary arenas, conducting research in dangerous settings, capturing participant deviance while collecting data, revealing personal secrets, and presenting highly-charged narratives are all risks qualitative researchers face. The consequences of these risks range from academic rejection to harming participants and researchers. Additionally, these risks can inhibit the reception of qualitative research, not only in universities but in the greater public. In the spirit of methodological dialogue, panelists will discuss current risky projects as well as presenting risky research in and out of academia.

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## **2079 (Dis)Locating Narratives: Membranous Lines of Autobiographical Qualitative Research and Transnational Inquiry**

*Chair: Janet L. Miller, Columbia University*

Performance/Symposium Participants are members of a narrative qualitative research study group of six-plus years duration, and work across geographical distances and “nationalities,” among many other differences. We here highlight methodological and epistemological “(dis)locations” and “(dis)locating” practices

that infuse our work “as” autobiographical narrative researchers whose countries of origin, educational backgrounds, or research sites/participants include Japan, Morocco, Botswana, the Caribbean, Taiwan, South Korea and the United States. Given the heterogeneity and rapid flux that now characterize global flows of people, technologies, commodities, culture and capital across constantly changing borders, discourses, and subjectivities, we here perform how we must move across, between, and with/in spatial, temporal, historical, social and cultural difference as we research and construct narratives of “self” and “other.” We are convinced that narrative inquiries must now respond to issues of globalization, where a key concept is worldwide interconnections, not homogenization, and, at the same time, to call into question any static notion or representation of “selves” within those interconnections. Therefore our performance/symposium will be situated along a membranous line that trails through our interconnections as well as (dis)locations within and between our fluid “selves.” We here variously conceptualize and investigate -- though acts of autobiographical qualitative inquiry that intersect as well as disrupt -- theories and methodologies that perhaps could enable normative and stereotypic narrative representations of “self” and “other,” “national” and “international,” “border” and “center” to be unfixed, mobilized, destabilized, and released.

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## **2082 Community as Pedagogy**

*Chair: Miguel A. Guajardo, Texas State University - San Marcos and Sarah W. Nelson, Texas State University - San Marcos*

Today’s school leader must to be sufficiently knowledgeable and agile to respond to the socio-cultural and political dynamics that are at the core of sound pedagogical theory. The educators who will lead the transformation of our schools must have a new skills-set that equips them to build strong schools and strong communities where every child and family is college and life-ready. This session explores how school leadership programs can utilize Community as Pedagogy to respond to the call for a new kind of leadership. This educational process is informed by critical pedagogy and guided by the principles of dignity, fairness, democratic participation, cultural identity, spirituality, agency and hope. Multiple approaches to incorporating Community as Pedagogy into school leadership programs will be explored. Alongside their students, professors will discuss Community as Pedagogy and how this concept has been incorporated into student recruitment, course curricula, and research.

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## **2089 ‘Making ourselves (and each other) up as we go along’: fiction, fantasy and coming adrift.**

*Chair: Jane Speedy, and Ken Gale,*

As we talk/write/dream/negotiate ourselves into different spaces within our research conversations (all taking place at the Centre for Narratives and Transformative Learning, University of Bristol, UK) we have found ourselves coming adrift and entering social and other spaces that we did not expect to enter or, indeed, did not even know were there. Haiku that started as ‘convenient’ distilla-

tions of traditional research texts began to rupture the thin membranes between our realities; stories that started as fantasy accounts began to engender 'real life' dis-eases; fictionalised auto-ethnographies of parenting and other relationships began at first to mirror and then impact on our home lives and frame-by-frame deconstructions of everyday power relations began to re-shape our sense of 'selves'. However hard we tried to produce these texts it seemed that the texts were intent on writing us right back.

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## **2090 Critical Communicative Methodology**

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

This panel focuses on the critical communicative methodology. The first paper presents the critical communicative paradigm, and points out the main differences between this paradigm and the objectivist (positivist) and subjectivist (interpretative) ones, as well as the paper explains the main characteristics of the critical communicative paradigm. In the second paper, a Spanish study on the communitarian model for conflict resolution is presented. This model for conflict resolution is used in the Learning Communities schools, and this study provides evidences on the efficacy of the critical communicative methodology in overcoming conflicts. The third paper explains how the critical communicative methodology is being used in the European Integrated Project INCLUD-ED, a study of great scope on the strengthening of social cohesion in Europe from education. The last paper proposes the (auto) qualification in teacher education through a dialogic model, directly related with the development of the critical communicative methodology.

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## **2091 Sapphire's runaway tongue talks back to the master narrative: Performing Black female subjectivities**

*Chair: Amira Millicent Davis, University of Illinois-Urbana*

Since first gaze, the Black female body has been burdened with images conjured within the collective imagination of a white, Protestant, patriarchy for purposes of control. Thus, Black female subjectivities emerge from the tensions of coercion and resistance. How we as Black women and girls live and move through the world in a body marked as deviant inspires critical creativity. In recent years, we have begun reconfiguring ourselves as empowered, self-determining actors and agents: as single mothers unashamed, as youth self-possessed, and as women who experience the value of their bodies in myriad ways unmediated by an ideal of womanhood that represents a reiteration of Western standards. In this panel we present performance texts written for, by, and about Black women and girls. More than talking back to master narratives, we perform our stories as political acts that allow us to revel in our shared experience of being.

# Paper Abstracts

**Abbey, Susan Elizabeth**, *University of Toronto*

Incorporating a transplanted heart: Phenomenology, identity and the 'gift of life'

See Poole, Jennifer Mary

**Aceros Gualdrón, Juan Carlos**, *Universidad Autónoma de Barcelona*

Becoming an Internet Researcher: Three Methodological Shortcuts to Improve Mapping, Writing and Interviewing

See Bona Beauvois, Yann

**Acevedo, Lucia Tamayo**, *Universidad de Antioquia*

Cáncer cervicouterino: más allá de lo que es, la percepción de las mujeres. Antioquia (colombia) y Colima (México), 2006

Introducción: El cáncer cervicouterino es un problema de salud pública en América Latina. Los aspectos socioculturales son relevantes para comprender percepciones y necesidades de las mujeres que determinan el acceso a los servicios de salud. Objetivo: Describir e interpretar las percepciones de las mujeres sobre cáncer cervicouterino, prevención y autocuidado. Métodos: Estudio cualitativo, a través del Grupo de Discusión, -estrategia metodológica-. Se realizaron 22 grupos entre Antioquia (Colombia) y Colima (México); con 108 mujeres. Resultados: Las descripciones e interpretaciones son construcciones colectivas, influidas por información del sector salud, medios de comunicación y familia. La mayoría no relacionaron el cáncer cervicouterino con infecciones cervicovaginales, comportamiento sexual y reproductivo. La aceptación o no de la citología es producto de experiencias y deber. Conclusiones: La equidad en el acceso considera diferencias culturales y necesidades específicas de las mujeres, rompe barreras culturales y abre espacios de participación en los servicios de salud.

**Acosta, Juan Jose**, *Universidad de Antioquia*

Implicaciones Éticas De Las Decisiones Médicas En Ambientes Controlados Por El Sistema General De Seguridad Social En Salud de Colombia - Medellín, 2005-2006.

La alta normatización del Sistema General de Seguridad Social en Salud ha propiciado la desaparición progresiva de la medicina como profesión liberal, y restringido la jurisdicción del médico, es decir, su autonomía y libertad para decidir. El ethos de las nuevas Empresas Promotoras de Salud ha transformado la identidad médica con efectos visibles en el ejercicio de la profesión: la imposición de valores corporativos sobre valores personales, el predominio de la racionalidad económica sobre la racionalidad clínica y la instauración de una estructura perversa de premios y castigos, obstaculizan la atención integral al usuario. En consecuencia, frente a errores y resultados subóptimos similares, la sanción por el incumplimiento negligente de la norma es mayor que la sanción por el cumplimiento negligente. De este modo, las normas actúan como razones excluyentes y crean una asimetría de poder y autoridad entre administradores y clínicos que deriva en contradicciones éticas del sistema.

**Adams, Tony E,** *University of South Florida*  
Autoethnography is Queer

See Holman Jones, Stacy L

**Addo, Akosua,** *University of Minnesota*  
Listening in Research as Improvisatory Acts

Listening is an essential aspect of all phases of qualitative inquiry and it is improvisatory. It demands a researcher's personal initiative to engage the improvised act, and the ability to produce a variety of ideas (ideational flexibility) for making sense of and contributing to the phenomenon under study in a variety of contexts. Intercultural interactions allow researchers and the researched to shift identities, embrace connected identities, and acquire new ones. Thus, acknowledging evolving identities demand improvisatory acts of meta-listening-compared and negotiated listening from different angles, always moving towards knowledge growth and yet only temporal in context. The purpose of this paper is to analyze listening as an improvisatory act in two intercultural and international scenarios: my listening experiences while conducting research among children in Ghana, and my observations of United States (US) students' listening while studying music and culture in Ghana.

**Adusah-Karikari, Augustina,** *Ohio University*  
Silent no more: Feminist representations in combating domestic violence

Domestic violence is a global phenomenon which requires global strategies for effective remedy. However, a collective action of the local citizenry is a crucial step in combating this menace to society. The struggle of domestic violence is part of a larger struggle for gender equality. Women face various acts of violence directed at them because of their gender. The situation is more aggravated in a patriarchal society as Ghana which reinforces women's subordination. In this presentation, we highlight the tireless efforts of local women's groups and print media in giving a voice to victims of domestic violence which led to the passage of Domestic Violence Act in 2007 by Ghana's parliament. Using secondary data from the national newspaper, we analyze the events that led to the passage of the Act. The Act is evidence of how women's problems as a group problem can be changed by political action and pressure.

**Adusah-Karikari, Augustina,** *Ohio University*  
In their Own words: The Lived Experiences of Women Faculty in Ghana's Academia

Women faculty in Ghana experience discrimination along race, class and gender lines due to the entanglement of patriarchy with colonialism. Postcolonial feminist theory which explains that women were double colonized by imperial and patriarchal ideologies offers a sensible place to understand the experiences of women faculty in Ghana's higher education. The use of interviews in this research was to highlight the importance of individual's voices on issues that affect them by paying specific attention to the language used by participants in expressing their lived experiences. The results showed a lack of prioritization of gender issues within the structures of the institutions. A majority of respondents cited the conflict of combining work with family responsibilities and undermining women's authority as key issues. This research seeks to contribute more in-

depth information to Ghana's educational policy makers who are responsible for designing effective reforms that integrate the gender equity dimension in policy formulation.

**Agbavor, Beauty**, *Ohio University*

Silent no more: Feminist representations in combating domestic violence

See Adusah-Karikari, Augustina

**Agudelo- Suárez, Andres A**, *Alicante*

Una Mirada Cualitativa Sobre La Discriminación En La Población Inmigrante Del Territorio Español

La inmigración en España exige análisis desde diversas perspectivas, una de ellas la constituye las condiciones de trabajo y su impacto en la salud y sus determinantes, entre ellos la discriminación. A través de la metodología cualitativa y el análisis narrativo de contenido de 84 entrevistas y 12 grupos de discusión se pretendió conocer las percepciones sobre discriminación y factores relacionados. De los testimonios, surgen conceptos asociados a experiencias de racismo, malos tratos, irrespeto, aislamiento y precariedad laboral, que permea en espacios cotidianos. Esta discriminación es sufrida por ellos mismos, o en otras personas de su misma raza o condición. Existen causas inherentes a los individuos por los estereotipos sobre determinadas culturas, y factores estructurales que dependen de las políticas de inmigración. Se requiere avanzar hacia la construcción de políticas y estrategias de integración que garanticen equidad, justicia social, y el mejoramiento de la situación de salud en estos grupos.

**Agudelo, Luz María**, *Universidad de Antioquia*

Representaciones sociales de Jóvenes infractores sobre actos violentos. Medellín 2005-2006

Esta investigación aborda el fenómeno de la violencia desde la perspectiva de victimarios, con enfoque cualitativo por medio de entrevistas a profundidad de jóvenes internados en el centro de atención al menor "Carlos Lleras Restrepo", Medellín. Se seleccionaron jóvenes de ambos sexos, entre 15 y 18 años quienes cometieron el delito de homicidio. El estudio se realiza desde la teoría de Representaciones Sociales (RS) propuesta por Moscovici y otros. Existen dos contextos principales en los que se desenvuelven los jóvenes infractores y que determinan sus acciones y sus RS sobre la violencia y los actos violentos: el contexto del "Centro" y el contexto barrial. Ellos conciben la violencia como un exceso en intensidad o como un acto innecesario. Sus actos los representan como una forma de justicia, en busca de equidad o venganza. Por otro lado los consideran como medio de adquisición de poder y ascenso en una jerarquía social.

**Aguilar, Jemel**, *University of Texas at Austin*

Assessing Context for Building Methodological Rigor in Research: Application to the Study of Change Processes in a 12-Week In-Prison Restorative Justice Group Intervention.

During Bridges to Life (BTL) surrogate victims and offenders interact in a prison setting in two formats: a large group presentation and small group facilitated discussions. The large group format includes a half-hour presentation of a "victim story". Then, in small groups, surrogate victims and offenders meet over

a 12-week period to share their own personal narratives, discuss the effects of crime and talk about topics such as restitution. Prior research using offender-participants' written comments about BTL suggests that the interactions between surrogate victims and offenders produce the lasting behavioral changes that result in the program's low recidivism rate. This presentation describes the context of the research including the research methodology and demonstrates how it was assessed for threats to rigor following six steps: demands of the research paradigm, foreknowledge and possible bias, potential for social desirability, areas of researcher unfamiliarity, tailored strategies, and review of common strategies for rigor.

**Aguilar, Jewel**, *University of Texas at Austin*

Threats to Rigor Posed by Methodology: The Use of Participant Observation to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention.

See Packheiser, Vicki

**Aguilera-Guzmán, Rosa María**, *Instituto Nacional de Psiquiatría Ramón de la Fuente M*

Presencia y significación del diálogo ético en la investigación cualitativa

La investigación cualitativa como episteme se sustenta en su carácter reflexivo y conceptual, que nos aproxima a un saber científico comprendido como parte de una realidad, narrada a través de sus propios actores. La investigación cualitativa plantea una relación sujeto-sujeto, es decir, se reconoce la alteridad de los actores y se prioriza el diálogo intersubjetivo. La enunciación de estos supuestos, nos permiten advertir las implicaciones éticas que conllevan, generalmente manifestadas en la empatía, en donde, suelen convertirse en cuestionamientos éticos, por ejemplo, la consideración de los supuestos mínimos de las relaciones humanas como respeto, igualdad entre personas y dignidad que permitan al participante colaborar en la construcción y transformación del objeto de estudio. Lo anterior deja al descubierto la necesidad de deliberar los aspectos éticos en la investigación cualitativa. Por ello, el propósito de este trabajo es reflexionar sobre el diálogo ético en dicha investigación.

**Aguilera-Velasco, María De los Ángeles**, *Universidad de Guadalajara*

Vivencias de jubilación y prejubilación en dentistas del Centro Universitario de Ciencias de la Salud de la Universidad de Guadalajara, México.

Se realizaron 12 estudios de caso cualitativos para conocer las vivencias de jubilación y prejubilación de Odontólogos de la Universidad de Guadalajara, durante agosto 2004 a julio 2007. Se utilizó muestreo por conveniencia y abierto. El análisis se realizó con el método fenomenológico. Los resultados revelaron que las vivencias de los jubilados se ubicaron en el presente, manifestando cuidados por sus cuerpos, sentimientos de alegría y júbilo, acompañados de seres queridos y en entornos agradables para ellos. Los prejubilados se manifestaron inconformes, imaginando un futuro mejor que el actual, con el presente lleno de malestares corporales y enfermedades, sentimientos negativos, estrés y desgaste laboral, convivencia social limitada al trabajo y la familia, y en contextos percibidos como incompletos. Se concluyó que disfrutar del tiempo libre, estar activos y participar en redes sociales, permite a los jubilados disfrutar su vida, olvidando y restando importancia a los problemas enfrentados en la prejubilación.

**Ahluwalia-Lopez, Guppy**, *Royal Roads University*

Diploma/r/tic Research: The Methods and Praxis of A/r/tography

Despite the increase in arts - based research, a/r/tography its young cousin, is still finding its legs in the qualitative inquiry, social science circles. The methodology of a/r/tography has been applied in 13 Doctoral dissertations from the University of British Columbia, Washington State University as well as the University of Canberra. "Diploma/r/tic Research" is a study that interprets a/r/tography through a meta analysis of four empirically based, doctoral dissertations that emphasize visual art (with an applied focus on image and text) in their a/r/tographic inquiry. This research paper will contribute to the bodies of knowledge in methodology, qualitative inquiry and the social sciences and will be sculpted and presented by the researcher's own interest in art, communication and culture.

**Akai, Naoko**, *Teachers College Columbia University*

Dismantling the pacts between the reader and the writer:

In this paper, I aim to examine and challenge the practices of writing and reading autobiographical research. This exploration urges me to question the reified notion of scientific writing and literature, because writing autobiographical research can be positioned in the interstices between scientific writing and literature. Drawn to poststructuralists' notion that language does not correspond to things and thoughts, I am also going to challenge the widely misconstrued belief that the scientific writing can convey the meaning from the author to the reader. St Pierre addresses the issue of writing and points at an impossibility to mean through writing. However, the discussion about this impossibility lacks at the other end of an act of writing: reader. With some of the reader response theories, I intend to highlight how the unstated relation between the reader and the writer fixes and freezes the practice of writing autobiographical research.

**Akyol, Hayati**, *Gazi University Faculty of Education Elementary Education Department*

Qualitative Evaluation of Turkish K-8 Curricula

The main purpose of this study is to introduce and evaluate the new Turkish curricula. Turkish National Education system has been experienced some fundamental changes since 2004. In this period, the Turkish course curricula was written in accordance with constructivist theory and experienced some essential changes. The learning areas of curricula reorganized as listening, speaking, reading, writing, visual reading and presentation. Texts were also organized based on thematic context. From first to fifth grade level, four compulsory and four elective themes were determined. Every theme includes four texts (at least one narrative, one informative, and one poetic). In the acquisition of reading and writing, instead of manuscript types of writing, students received cursive handwriting instruction. It is thought that cursive handwriting will help students write fluently and help them write error free samples. Cursive handwriting instruction changed the method of teaching reading from clause method to sound based clause method.

**Aldasoro, Elena,**

Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao

See Calderón, Carlos

**Aldasoro, Elena,** *Eusko Jaurlaritza-Gobierno Vasco*

La Investigación Cualitativa En La Evaluación De Impacto En Salud: La Experiencia De Un Plan De Reforma En Un Barrio De Bilbao

See Calderón, Carlos

**Aleman, Jason,** *Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program

See Garcia, Enrique

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

Queering as an Act of Social Justice: Brokeback Mountain as Subversive Queer Social Text

In this project, the act of queering a social text is not only a methodological off-shoot of queer theory seeking to unmask sexual erotics, same sex desire, or sexual deviancy in any particular text to denaturalize assumed natural social processes. An approach which always results in celebrating some assumed collective queer investment, but still leaves queer lives written between the lines or in the margins of the social text and consciousness to which it critiques. Nor is it just a re-articulation of the postcolonial project; an analysis that shows how cultural, intellectual, economic and political processes work together both to perpetuate and to dismantle colonialism. The method to which I am moving in this project uses the 2005 Academy Award winning film Brokeback Mountain directed by Ang Lee as proxy for an unreading of social, cultural, and political texts. A queer reading as an act of social justice in this case, is an attempt to deconstruct texts that covertly seek to perpetuate violence against queer lives, while maintaining human social relations that create hierarchies of race, class and sexual identity.

**Alfonso, García Monge,** *Education Faculty*

Learning How To Live A New Life: Integration Processes Of Immigrants In A Spanish School.

See Henar, Rodríguez Navarro

**Alfonso, Maryper,** *California Institute of Integral Studies*

Using Co-operative Inquiry to explore spiritual intelligence in daily interactions

See Chase - Daniel, Julie

**Ali, +Aziz Khalil,** *University of Illinois*

From Building to Branding: A Focus on the Granger Library and the Union

This paper is an exploratory qualitative research project that codes for two buildings on the University of Illinois campus. By coding I mean looking at the confluence of architecture, media, and visual technologies as they interact and shape a public space. Informed by technological critical theory, this project

looked at how particular commercial spaces are designed into the Union and Granger library. Drawing on advertising and semiotics literature, I present a project that bridges architecture, branding, and cultural identities in institutional academic space. This research gives me the opportunity to reflect on how the campus's brand shapes the students' lived experience and interacts via architecturally embedded technologies.

**Ali, Asma,**

Values based qualitative research

See Hagedorn, John M

**Alisanoglu, Fatma,** *Gazi University*

Perceptions of Candidate Teachers about Children's Rights

The purpose of this study is to learn the perceptions of teacher candidates on one of the basic children rights which is respecting children's opinions. To gather data, one hour long in-depth semi structured interviews were conducted. Three voluntary senior students from each department (social studies, early childhood, science, math, and elementary education) were chosen from one of the major Anatolian universities. High GPAs were the main selection criteria for the interviewees. The results of the study showed that respecting children's opinions is very important for all candidate teachers. Candidate teachers believe that teachers do not take children's opinions adequately when they are planning the course activities.

**Allen, Jacob Dean,** *San Diego Christian College*

Layered Identities: A Rookie's invitation to the Dialogue

When or where will I find a place of belonging beyond the playing field? Who am I to speak among these people? These are the questions I have been asking myself for the last several years. Until recently, the time I have spent sitting in plastic chairs side by side with other students has led me to believe that my voice is of little consequence. For as long as I can remember I have been an athlete. Since the age of eight, I have been known by my ability to perform with a ball. Years of hard work, dedication and success forged in me a strong identity as a soccer player. Throughout my life, different places have shaped me in ways that, until now, I could not identify. The room I grew up in, the high school I attended, the soccer fields I have played on, and the colleges I have attended. Each place has informed who I am and how I am valued. These places are representations of the people who encircled me and have informed who I am and who I am becoming. I no longer view myself solely as an athlete. I am a student--one with a voice longing to enter the dialogue.

**Allsopp, David,** *University of South Florida*

Misperceptions: Life as an African American Male

This project took place at an urban charter school serving predominately African American students in grades 6th through 8th. The school is located in a low income community experiencing gentrification in some areas shifting the make-up of the community. Through group dialogue about their community and personal experiences, participants chose to explore how African American males

are perceived within and beyond their communities. Using multimedia, including Photovoice, these young men tell their stories.

**Allsopp, Margaret**, *University of South Florida*  
Misperceptions: Life as an African American Male

See Allsopp, David

**Alpert, Bracha**, *Beit Berl College*  
The collaborative aspects of evaluation in educational settings

In this paper we explore various aspects of collaborative evaluation research that has developed in recent decades in relation to action research (Participatory Action Research - PAR) and evaluation of social and educational programs (Participatory Evaluation). The paper will present several models of collaboration between evaluators from a college of education in Israel and practitioners working in schools in various capacities. The analysis relies on four cases of collaboration involving school teachers and principals, teacher educators working with schools, and formal change agents working within a large system of schools. It has developed from the reflections and interpretations of the researchers-evaluators on their experiences in carrying out evaluation studies. We will describe the different models of collaboration, and the advantages as well as the challenges and difficulties that were involved in each one of them. The contribution of these models to advancing justice and equality in evaluation, particularly in relation to the distinction offered in the literature between practical participatory evaluation (P-PE) and transformative participatory evaluation (T-TE), will be discussed.

**Alvarez McHatton, Patricia**, *University of South Florida*  
Comunidad Latina: Using Photovoice to Explore Young Latina Women's Communities

A Latina Women's Group at a middle school was created to explore issues surrounding the successes and struggles of being a young Latina woman in America. The young women along with open forum discussions also used Photovoice as a technique to engage in advocacy and education about community and family issues. The young women infused the use of photography and literacy to provide a voice to describe and connect to the community they reside in. Session participants will explore the process of working with the Latina Women's Group as well as the outcomes of the photographic exploration and documentation.

**Alvarez, Luis Evelio**, *Universidad del Cauca*  
La Configuración como Alternativa Comprensiva de las Significaciones Imaginarias

La configuración se plantea como un recurso conceptual que obliga a poner como horizonte de comprensión los entramados de significaciones, las formas de interrelaciones, los intersticios, los umbrales. También se acentúa desde esta perspectiva la necesidad de visibilizar los procesos de creación y los entramados entre significaciones, a fin de poder comprender las mixturas, los desplazamientos de sentido, los nuevos juegos de relaciones que emergen en las prácticas culturales y que ponen en evidencia la dificultad para separar, cortar o dividir lo construido de lo creado, lo instituido de lo instituyente, lo social de lo individual. Es una propuesta relacional que integra construcción-creación en un movimiento

que se inclina unas veces más a lo social y otras más a lo individual, unas veces más hacia una significación y otras veces hacia otra significación que podría ser considerada su opuesta.

**Alvarez, Tiberio,** *Universidad de Antioquia*

Representaciones sociales de Jóvenes infractores sobre actos violentos. Medellín 2005-2006

See Agudelo, Luz María

**Alvarez-Jaramillo, Luis Evelio,** *University of Cauca*

A Epistemic Place For A History Of Media Communication In Colombia

This document contains a theoretical-epistemological reflection for the historical study of the social communication discipline, which can be replicated for other fields of particular study such as communication and education, organizational communication and cultural management. The viability of a history of this discipline is discussed from Fourcault's propositions, of an intellectual history or a conceptual history. The validity of the concept of style of knowledge, suggested by the author, is established in order to investigate the history of the discipline faced with the limitations of the concepts of paradigm, episteme and culture of knowledge. These theoretical references have been used for the study of communication for development -Functionalism-, Liberation Theology and the positions of Socialism with respect to Social Communication.

**Amar, Jose Amar,** *Universidad del Norte*

La Construcción De Identidad Social De Un Asentamiento De Desplazados Por Violencia Política En La Perspectiva De Su Restablecimiento Urbano En Cartagena - Colombia.

El desplazamiento forzado y el drama de los desplazados es un dilema apremiante para la sociedad colombiana actual. Por la intensidad del conflicto armado, nos mantenemos operando sobre lo inmediato tanto en el orden político como social. Se realizó en 12 meses una investigación etnográfica en 100 familias reubicadas en una comunidad llamada "el Revivir de los Campanos", en Cartagena. Se utilizó la observación, la entrevista en profundidad, el análisis comparativo y los grupos focales, cada uno con un protocolo de preguntas semi-estructuradas y abiertas, procesadas con el software Etnograph. Los resultados indican que la identidad de los desplazados está en constante cambio por el proceso de adaptación e integración al nuevo contexto; pero nos muestra las vicisitudes que ellos deben afrontar por una política de atención al desplazamiento interno descoordinada e incompleta.

**Amar, Jose Juan,** *Universidad del Norte*

La Construcción De Identidad Social De Un Asentamiento De Desplazados Por Violencia Política En La Perspectiva De Su Restablecimiento Urbano En Cartagena - Colombia.

El desplazamiento forzado en Colombia y el drama de los desplazados se ha convertido en el dilema más apremiante para nuestra sociedad en la presente década. Lamentablemente, por la intensidad del conflicto armado nos mantenemos operando sobre lo inmediato tanto en el orden de lo político como de lo social. Se realizó en 12 meses una investigación etnográfica en 100 familias re-

bicadas en una comunidad llamada “El Revivir de los Campanos” en Cartagena. Se utilizó la observación, la entrevista en profundidad, el análisis comparativo y los grupos focales, cada uno con un protocolo de preguntas semi-estructuradas y abiertas, que eran procesadas con el software Etnograph. Los resultados indican que la Identidad de los desplazados esta en constante cambio por el proceso de adaptación e integración al nuevo contexto; pero nos muestra las vicisitudes que ellos deben afrontar por una política de atención al desplazamiento Interno descoordinada e incompleta.

**Amar, Jose Juan, *Universidad del Norte***

La Construcción De Identidad Social De Un Asentamiento De Desplazados Por Violencia Política En La Perspectiva De Su Restablecimiento Urbano En Cartagena - Colombia.

El desplazamiento forzado en Colombia y el drama de los desplazados se ha convertido en el dilema más apremiante para nuestra sociedad en la presente década. Lamentablemente, por la intensidad del conflicto armado nos mantenemos operando sobre lo inmediato tanto en el orden de lo político como de lo social. Se realizó en 12 meses una investigación etnográfica en 100 familias reubicadas en una comunidad llamada “El Revivir de los Campanos” en Cartagena. Se utilizó la observación, la entrevista en profundidad, el análisis comparativo y los grupos focales, cada uno con un protocolo de preguntas semi-estructuradas y abiertas, que eran procesadas con el software Etnograph. Los resultados indican que la Identidad de los desplazados esta en constante cambio por el proceso de adaptación e integración al nuevo contexto; pero nos muestra las vicisitudes que ellos deben afrontar por una política de atención al desplazamiento Interno descoordinada e incompleta.

**Amar-Arran, Liat, *Ben-Gurion***

Alter-Narrative: The Jewish-Arab Conflict through the Eyes of Jews from Arab Countries

The Israeli-Palestinian conflict in particular, and Jewish-Arab conflict in general, have ancient historical, cultural and psychological roots. Extensive research of various disciplines endeavors to explain elements of the conflict and factors involved in its evolution. Jews originating from Arab countries hold a unique place in that context, and research of their role is still in its beginnings. Jews in Muslim-Arab countries have known days of co-existence, prosperity and amity with their neighbors, despite being largely protégés. Most of them had a unique Jewish identity, significantly influenced by the Arab environment. The narrative of these communities and their individuals has yet to be notably expressed within the prevalent historical-national narrative of the European-centered Zionist Jewry that evolved in Israel. This research examines the development of relations with the Arabs from the point of view of Jews from Arab Countries, through investigating the nature of their experiences in encounters with Arabs. From a psychological-sociological-historical point of view, an encounter occurs between the personal memory of each of the interviewees and the dominant national narrative, where the interviewees' identity is constructed and formulated. This case-analysis demonstrates the crossroads faced by qualitative research, between the personal and the collective, and between oral history and psychological interpretation.

**Amar-Arran, Liat**, *Ben-Gurion*

The Qualitative Researcher: Between Research and a Personal Journey

The researcher is one of the principal means of research. His subjective voice, alongside the ability to interpret and the choices he makes, determine the nature and substance of the research. Research often relies on personal experience, involvement and interest in the subject-matter. Delving into interviewees' stories and wishing to express their authentic voice often creates dilemmas for the researcher regarding the place given to his subjective voice. Many questions engage both the reader and the researcher: what are the reasons for choosing participants' accounts and theories as presented? What space was given to the researcher's voice as opposed to the interviewees' voices? How does the personal story contribute to the subject-matter and the understanding of research findings? To what extent was the researcher-interviewees relationship clarified? In this presentation I shall address these questions and the dilemma of moderate presence versus 'narcissistic' presence, through an example from my research regarding the relations between Jews and Arabs through the eyes of Tunisian Jews. That research stemmed from the process of investigating and formulating my personal Jewish-Tunisian identity, and the understanding of the complexity of my relationship with Arabs in general and Palestinians in particular. In striving to find the right combination of my place as a researcher and that of the interviewees, I have been and still am undergoing a lengthy process of clarifying the needs, expectations, and mostly my ability to truly listen to them and let their voice be heard. Our voices will be demonstrated in this presentation.

**Amatucci, Kristi Bruce**, *University of Georgia*

Tangled Theories: From Hair to Poetry to You

Combining poetry, personal narrative, senses of home and of heart, and how I perform my multiple selves, I wrestle with Butler, Foucault, Baudrillard, Derrida, Marx, Deleuze, Bhabha and others as I problematize liminality and the easy answers it affords. Through stories of family and teaching high school English, I look at myself at various points in time and space. I move from small town to classroom to the academy. I play with my hair and read Japanese poetry, contexts to these performative ethnographies. I write to please an amorphous you, a you who never appears but prefaces everything I have ever had to say.

**Amirmooradian Malhami, Ani**, *University of Ottawa*

Digital Space and Its Potential for Creative Learning

Digital space is considered by some to be an ideologically interested space: a space for control (Postman, 1993 & 1995). However, I do believe that in this world of globalization and the fast growth of technologies, we should focus on the potentials that these digital spaces embody for creating a unique way of learning. According to May (2005), Deleuze believes that we need to "create an ontology that answers to the question of how one might live rather than dictating its limits" (p. 17). In pursue my purpose, I will first indicate what it is about digital space, literacies and cyborg identities that interest me. Secondly, I will consider the issue of subjectivities in relation to digital space. Finally, I will attempt to analyze the question of what happens to me that evokes my hybrid cyborg identities and produces the desire to pursue my research interests within digital literacies.

**Anderson Sathe, Laurie**, *University of St. Thomas*

Building Capacity: Educating Health Care Practitioners to Develop a Qualitative Research Lens

Gillette Children's Specialty Healthcare has always had a powerful philosophy of holistic, patient (family)-centered and interdisciplinary care. To assist practitioners in their efforts to articulate how this philosophy is reflected in their practice patterns, I was asked to provide an onsite interdisciplinary, qualitative research course. The goal of the course was to develop qualitative research skills in clinical, quantitatively trained practitioners. More specific objectives were to develop qualitative research questions, interact with research participants, analyze qualitative data and publish the results in professional journals and advocacy publications. The pedagogy was both theoretical and practical, focusing on theoretical underpinnings of qualitative research, its history and application to health care, as well as specific skills to formulate their research ideas and to develop a research proposal. Students received mentoring throughout all phases of their research projects. The outcomes included an established qualitative research group, six research projects and changes in the hospital infrastructure to support qualitative research.

**Anderson, Kate T**, *National Institute of Education, Singapore*

Pointillistic Methodologies for Understanding the Natives of a Digital Singapore

We examine learning beyond schools in order to understand the reciprocal influences of technologies of engagement (smart phones, blogs, multi-player games) and informal learning. A rapidly unfolding technological landscape requires new strategies for understanding digitally-mediated activities that youth engage across eco-social systems. To investigate a dispersed collective that remains unbounded by traditional institutional borders we account for the shape of interactive trajectories to evade the partial, temporal perspective of a single lens or modality. A pointillistic methodology enables us to plot a landscape of how traditional tropes of learning are rescripted by Singaporean youth; patterned meanings of activity emerge through a multi-faceted constellation of episodes and nodes. Pointillistic methods generate data simultaneously in multiple dimensions and are guided by a journalistic habit of mind. We use these data with a discursive orientation in order to illuminate local meaning making around constellations of activity that cohere into such informal learning communities.

**Anderson, Myrdene**, *Purdue University*

Taming A Life, Domesticating A Biography

During our ongoing probing of Andersons ethnography, autobiography, and autoethnography, and through Chawlas textual analysis and biographical constructions, we expand our already voluminous database through mutual metaloguing. In metalogues, inspired by Gregory Bateson, we simultaneously address at several levels the implications of living a life, recollecting a life, and documenting a life, taking into account a plethora of constraints. Ethical and methodological issues conspire to make provisional each interim metalogue and essay. Each serial product leans on a particular logic for reduction: first?what is decanted, thematized, and thereby amplified; second?what is edited, omitted, or overlooked, taking into account living persons (including us), particular other readerships, or even actionable situations. Regardless of how we may privilege certain

angles and consumers, in the longer term we also recognize the overall integrity of lived experience, even as its leavening challenges any effort to sort out fundamentals of the project in a succinct fashion.

**Andes, Karen Louise,** *Emory University*

Of Carts and Horses: Integrating Technology into Introductory Courses on Qualitative Data Analysis

This presentation focuses on the challenges of integrating the “creative tools” that technology offers into a graduate-level qualitative data analysis course that introduces students to the substantive tools of analysis (e.g. segmenting, coding, memoing, searching, comparing). Students must learn to engage and interact with textual data in an iterative process, yet the learning process itself is a more linear one. Technology can facilitate the creative process, but only when students arrive at an understanding of how the various substantive tools fit together, and are comfortable enough with the technological tools to apply them fluidly. The presentation draws on my experience teaching three different cohorts of masters-level students who have collected their own qualitative data and are analyzing them as part of their thesis requirements. I discuss a set of exercises that use both technological and non-technological tools to guide students along the learning path to realize that, at the end of the semester, they have arrived at the beginning of their journey.

**Angera, Jeffrey J.,** *Central Michigan University*

Socializing Undergraduates to the MFT Field: From Inquiry to Outcome

See Latty, Christopher R.

**Anguila-Martínez, R.,** *University of Valladolid*

Fostering innovation dialogs: what technology can i use in my course?

See Rubia-Avi, B.

**Angus, Jan,** *University of Toronto*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men

Sex and gender differences in cardiovascular risk, disease patterns, and treatment outcomes have preoccupied clinicians and researchers for two decades. Without a critical analytic lens, many studies reproduce stereotypical and heteronormative perspectives on gender divisions of labour and social activity. This paper seeks to complicate and explore gender as a key contextual influence on cardiovascular risk modification. This critical ethnography used photo-elicitation to explore cardiovascular health related activities of 38 men and women from two regions of Ontario, Canada. Participants took photographs to depict everyday scenes, objects, and people that held significance in their efforts to initiate and maintain heart healthy behaviour changes. Subsequent individual interviews focused on contextual and personal meanings represented by the photographs. Although participants drew on stereotypical gender norms of ideal feminine and masculine comportment, the photo-elicitation exercise illuminated how the expression of these norms in everyday practices was contingent and often contradictory.

**Angus, Jan**, *University of Toronto*

A Story Mapped Out Before it is Told: Narrative Struggles of Heart Surgery

See Lapum, Jennifer

**Angus, Jan**, *University of Toronto*

Risk Biographies: Making Sense of Cardiovascular Risk in Everyday Life

See Seto, Lisa Loyu

**Annin, Collins**, *Ohio University*

Privileging Voices: Experience doing qualitative research involving female minors in a rural setting in Ghana

There is growing literature among many feminist researchers calling for the voices of women to be privileged in research. The central claim is that women's voices and perspectives have often been silenced or ignored; as a result the increase interest in active listening for gaps, absences in women's talk and considering underlining meanings to explicit speech is necessary (Hesse-Biber & Piattelli, 2007). Voices of children privileged in research present both challenges and opportunities. This presentation shares my personal experience as a male qualitative researcher in Ghana doing a study involving female children in a rural setting. In the study, I sought to understand girls' educational experiences from their own perspectives and in their own voices. My presentation will focus on four areas: 1) my challenges as a male researcher doing feminist research. 2) Experience selecting female participants. 3) Experience doing focus groups and interviews involving female children.

**Anz, Craig Kyle**, *Southern Illinois University Carbondale*

Critical Environmentalism - An Epistemic Framework

This research discusses the implications of Critical Environmentalism (CE) to propose a corresponding epistemological framework to wide-ranging environmental discourse. It focuses on socio-spatial productions of the built milieu and their relation within a greater epistemic domain for environmental endeavors. The issues therein are intrinsically linked with social patterns and community interactions, where meanings and habits are mutually learned, acted upon, and thus significantly shared as a single set of conditions. Fundamentally a critical-hermeneutic investigation, it seeks to elucidate mutual grounds, objectives, and modes-of-operation across knowledge domains, initiating an essential, environmentally-oriented scaffold as the basis for social productions. An inclusive theoretical perspective bridging multiple disciplines, CE situates the environment (Umwelt) as an interconnecting catalyst and promotes a multi-methodological, co-substantiating framework of knowledge that fosters ethical and participatory dynamics, productive interchanges, co-invested meanings, and communal vitality leading to an overall quality of knowing and being within intricacies of the greater, environmental life-place.

**Araki, Marci**, *Concordia University*

SLeducators: exploring the identity and practice of educators in Second Life

As increasingly more educational institutions are offering courses in Second Life, educators are having to construct their professional identity and practice in

this multi-user virtual environment. What is appropriate attire for an educator? Is it OK to appear as a furry creature or a fairy? Given the unique affordances that allow users unprecedented freedom to design their virtual selves, these are not merely aesthetic decisions. They strike to the heart of the multiple tools and practices available to educators to construct their identity. Following previous studies use of narrative research methodology to explore identity issues, and drawing on literature from fields such as education, game studies, and sociology, this study seeks to explore: \* How educators construct their identity and practice in Second Life; \* What influence their real life identity and practice have on their Second Life identity and practice; \* What it means to be an educator in Second Life.

**Aranda Barrera, Argentina**, *Universidad Autónoma Metropolitana, Xochimilco*  
La investigación del auditorio en el diseño editorial. Un enfoque cualitativo

México tiene el reto de fortalecer la industria editorial e incrementar el número de lectores; por lo tanto, es importante analizar el papel del diseño en la publicación de libros y revistas. Ésta ponencia es parte de un protocolo de investigación que tiene como objetivo analizar, bajo el enfoque cualitativo, las dos fases en las que el lector determina el sentido de un producto editorial: a) comprender los juicios, valores, creencias, hábitos de lectura y acuerdos de los receptores para conceptualizar la estrategia comunicativa del emisor y b) comprender la manera en que el público lector incorpora activamente el mensaje del producto editorial a su pensamiento. El sustento ético es publicar productos editoriales valiosos por la selección de sus contenidos, la manera en que llegará al mayor número de lectores, el incremento del capital cultural del auditorio y el cumplimiento de los objetivos socioculturales de las editoriales.

**Arango, Adriana Litz**, *Universidad de Antioquia*  
Thematic Research As An Option For Health Education Research

See Peñaranda, Fernando

**Aranguren, Juan Pablo**, *Facultad Latinoamericana de Ciencias Sociales - Argentina / CONICET*  
La Memoria Del Cuerpo Sufriente:cuestiones Metodológicas Y Conceptuales Sobre El Cuerpo Y La Tortura En Colombia

En esta ponencia se analizan los elementos conceptuales, contextuales y éticos que guían las herramientas metodológicas, de recolección y de análisis de testimonios de víctimas de tortura en Colombia en el período comprendido entre 1970 y 1985. Al analizar las formas de construcción del testimonio, plantea algunos elementos para el abordaje del cuerpo sufriente en tanto experiencia mnémica de los hechos de violencia política y en tanto posibilidad de resignificación subjetiva del hecho violento. El dolor, el silencio y la escucha se ponen en cuestión para la comprensión de estos correlatos corporales. La ponencia se enmarca en la investigación «Inscripciones significantes de la violencia en el cuerpo: Tortura, subjetividad y memoria en el contexto de violencia sociopolítica en Colombia (1970 - 1985)» desarrollada actualmente a través de una Beca del CONICET (Argentina).

**Arbeláez, Martha Cecilia**, *Universidad de San Buenaventura*

Propuesta Para Un Modelo De Intervención/investigación Clínico-social Sobre El Intento De Suicidio En Municipios De Antioquia, Colombia

See Schnitter, Mónica

**Arenas, Arturo**, *Santiago de Cali*

Prácticas Mediáticas en Colegios de Cali. Un Acercamiento Exploratorio Descriptivo

Este artículo es resultado de una primera aproximación de carácter exploratorio-descriptivo a un estudio sobre los medios de comunicación en instituciones de educación secundaria de Cali, Colombia. El propósito de la investigación es determinar bajo qué perspectivas pedagógicas y comunicativas se usan los medios de comunicación en colegios de la ciudad de Cali. Los resultados iniciales indican que cada día tienen mayor fuerza las experiencias de medios de comunicación en las instituciones educativas caleñas, esfuerzo que sin embargo no está acompañado de una claridad respecto de las perspectivas pedagógicas y comunicativas que debe tener, lo cual hace que dichos medios se usen en términos tradicionales con una orientación instrumental y funcionalista, que no propicia acercamientos críticos y transformadores. A partir de esta primer fase exploratoria descriptiva se procederá, en una segunda fase, a seleccionar cuatro experiencias, las cuales serán estudiadas a profundidad siguiendo para ello un enfoque cualitativo.

**Arenas, Arturo**, *Santiago de Cali University*

Media Practices In Schools In Cali

This article is the result of a first approach of an explorative-descriptive nature to a study about the media in secondary educational institutions in Cali, Colombia. The objective of the investigation is to determine under which pedagogical and communicative perspectives the media is being used in schools in the city of Cali. The initial results indicate that every day the experiences of the media in Cali's educational institutions are having a greater impact, which nevertheless is not accompanied by a clear direction with respect to the pedagogical and communicative perspectives that are needed, which results in these media being used in traditional ways with an instrumental and functionalist tendency that does not favour critical and transforming approaches. After this initial exploratory descriptive phase, four experiences will be selected in a second phase to be studied in depth following a qualitative approach.

**Arenas, Arturo Hernán**, *Santiago de Cali*

Medias Practices In Schools Of Cali Colombia: An Exploratory-descriptive Approximation

This article is a result of a first exploratory-descriptive approximation, of a research about media in institutions of secondary education in Cali, Colombia. The purpose of this investigation is to determine under which pedagogical and communicative perspectives, media is use in schools of Cali. Initial results indicates that each day the media experiences increase their force in the educative institutions, but these are used in traditional terms, with an instrumental direction, without using them in a critical and transforming way. After this first phase, this research will choose four media experiences, which are going to be deep studied following a focus of qualitative research.

**Arendt, Jonathan Patrick**, *Ontario Institute for Studies in Education, University of Toronto*

Educational Empathy: Broadcast Media Coverage of Hurricane Katrina, the Lessons Learned, and the Place of Narrative

Hurricane Katrina's landfall on August 29, 2005 coincided with the start of my cross-country trek from teaching high school in Houston to attending school in Toronto. As a native Louisianian, it threatened my family and cut off my route to Canada via Baton Rouge. For the next few days I had to rely on broadcast media coverage for any information and after the levees broke, what I saw on hotel televisions shocked and appalled me as destruction spiraled into unparalleled tragedy. The only thing more shocking and appalling were the callous attitudes of disconnected radio show callers, media pundits, and politicians, taking for granted their privilege to opine from air conditioned offices and studios. As narratives of affected individuals began to be told, the opportunity for more authentic empathy increased. The focus on and publication of these narratives is among the most potent and poignant methods of disarming the "politics of disposability" (Giroux, 2006) that dominates the sociopolitical landscape. In addition, what lessons can be learned for education? One case lies in the education of incarcerated students at the Juvenile Detention Center for Calcasieu Parish located in Lake Charles, Louisiana.

**Arendt, Jonathan Patrick**, *University of Toronto*

Distinguished Performances: The Educative Role of the Professions and Disciplines in Qualitative Research in Education

See Cooper, Karyn Anne

**Argüelles, Patricia Rosa**, *Universidad Católica San Pablo*

La descentralización de la educación según directores de escuelas: una aproximación cuantitativa y cualitativa

See Montes, Ivan

**Argüelles, Patricia Rosa**, *Universidad Católica San Pablo*

Equidad y justicia informativa con respecto al Sistema Nacional de Medición del Rendimiento en El Perú: Un estudio cualitativo en directores de escuelas públicas

See Montes, Ivan

**Arias, César Correa**, *University of Guadalajara*

La Entrevista A Profundidad De Base Fenomenológica En La Recuperación Socio-histórica De Los Formadores Dentro De Instituciones De Educación.

Originating of a qualitative methodology from a phenomenological - hermetic and reflective approach, this type of interview favors the recovery of the meaning and sense of the social-professional trajectories of the people and their experiences throughout their education. These social itineraries within the educative institutions, will allow us to identify and to analyze devices of configuration of social reality made by individuals and by different social groups. The interview as a conversational space favors the recovery of a particular type of information that is constituted in a specific product: the text. This paper will present

as follows: a) The framework of the in-depth phenomenological interview; b) History, Temporality and life stories as a production of sense; c) The experience as a phenomenological framework of the in-depth interview; and d) Two cases inside of educational institutions where this type of interview has been used.

**Arias, Francisco Javier**, *San Buenaventura*

Representaciones sociales de los jóvenes de la ciudad de Medellín sobre el consumo de sustancias psicoactivas en relación a sus escenarios

See Cano, Victor Hugo

**Armour, Marilyn**, *University of Texas at Austin*

Strategies to Enhance Methodological Rigor in Participant Observation: Application to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention.

The use of participant observation to study an intervention requires attention to researcher bias and personal change of the researcher as a result of involvement in the intervention. This presentation delineates five strategies used to monitor methodological rigor in a group intervention: (1) Use of two participant observers as a check and balance on each other's observations; (2) audiotaping debriefings between participant observers; (3) audiotaped team meetings with participant observers to interpret group members' personal narratives and interactions, process participant observers' experiences as participants, and clarify their roles as both researchers and participants; (4) interviews with group members conducted by external researchers about their personal changes and the group experience inclusive of the participant observers; and (5) use of a transcriptionist as a recorder and observer of participant observers' experiences and the monitoring process employed to enhance rigor.

**Armour, Marilyn**, *University of Texas at Austin*

Assessing Context for Building Methodological Rigor in Research: Application to the Study of Change Processes in a 12-Week In-Prison Restorative Justice Group Intervention.

See Aguilar, Jewel

**Arnason, Carolyn Leslie Rae**, *Wilfrid Laurier University*

Arts-Based Research in Improvisational Music Therapy

Arts-based research is perhaps the least known of qualitative research approaches. For the field of music therapy though, research must align with, and preserve, the musical and creative aspects of clinical practice that is situated in music improvisation. Arts-based research strives for an integration of intellectual and intuitive thinking through music, visual art, poetry, dance or other artistic media. It emphasizes an artistic approach to any or all parts of the research process. Drawing on creative forms in the research arena places a primacy on the arts for discovering information that might be unknowable by other means. In this paper, I will introduce the theoretical premises of arts-based research, describe artistic methods used in the research process and to present findings, and suggest epistemological issues in a research approach that relies on polarities and the ambiguity of not knowing. Examples of arts-based research in music therapy will be presented.

**Arndt, Angela E.,** *University of Cincinnati*

Artifacts and assemblages: Electronic portfolios in educational research

Electronic portfolios are flexible, versatile and powerful creative research tools offering multi-dimensional methods of generating, storing, analyzing and presenting data. As a documentary technique, e-portfolio create meaningful data groupings and displays for analysis as well as presenting information in digital formats that are easily shared on-line and in live presentations. Creators organize select and publish data in a unique to each specified audience. For pedagogical purposes in educational research, instructors conduct formative and summative assessments as a means of data analysis and to foster richer classroom discourse. Students build a body of unique digital artifacts to demonstrate their evolving learning processes as well producing authentic evidence of achieving course objectives. This presentation is about electronic portfolio use in educational research in the design of a graduate Human Learning course, with audio, video, still images and text documentation combining with reflective narratives to build a rich data source for understanding student learning.

**Arrastia, Lisa,** *University of Minnesota – Twin Cities*

It was the Buzzard Who Laid Me: Transgressing the black | indian Dialectic

This paper examines the topic of intra-racial-black-indian-contests to access the economic and cultural properties of liberalism, or whiteness. In the recent dispute between the Cherokee Nation and the descendants of Freedpeople over “authentic” citizenship and indian identity, Freedpeople declare “Indian by the blood we shed” while the principal chief of the Nation, Chad Smith, decries: “We see citizenship as an inherent right through blood lineage . . . It is unfortunate that some of these non-Indians chose to play a race card and choose to play victim.” Within this argument regarding who may and may not be a Cherokee citizen are reified Anglo-American, or liberal white cultural constructs of race, nation, membership, and belonging. As this debate rages on, the common political, economic and cultural constructions as well as historical and contemporary criminalizations of black/indian identities remain unacknowledged. Unscrutinized are the ways in which the Cherokee-Freedpeople citizenship debate relies on liberal narratives of progress, autonomy, ownership, blood, and soil—the very same nationalist discourses used to deterritorialize then reterritorialize, enslave, and criminalize both groups.

**Arruda, Carlos André Moura,** *UFC*

Aspectos Metodológicos De La Segunda Evaluacion Externa Del Programa De Capacitación En Epidemiologia Aplicada A Los Servicios Del Sistema Único De Salud De Brasil - Episus: Potencialidades Del Enfoque Cualitativo

See Bosi, Maria Lúcia Magalhães

**Arslantas, Haci Ismail,** *Kilis Yedi Aralik University*

Evaluation of the Preschool Education: A case study

The purpose of this study is to evaluate the concerns and issues of preschool education in Kilis, a small city in Southeastern Turkey. Data was collected through participant observation in three preschools and informal interviews with parents, teachers, students and school administrators. The study describes historical development of preschool education in Turkey and describes preschool

education in Kilis: number of schools, enrollment rate and characteristics of students, parents and teachers in preschools. The study also discusses concerns and issues of preschool education in terms of views of stakeholders. The results of the study show that preschools in Kilis work as childcare centers instead of education of children. Teachers' quality is not enough and many of them do not have a university degree. Finally the study gives some recommendations to improve preschool education in Kilis.

**Atehortúa, Juan Camilo Vásquez,** *Universidad Pontificia Bolivariana*

Procesos de reconfiguración del entorno doméstico: de la vivienda popular a la vivienda de interés social. El diseño como actor sociocultural

El proyecto "Hábitos domésticos en la vivienda de interés social" indaga por las desconexiones y contradicciones que aparecen entre el espacio arquitectónico de las Viviendas de Interés Social tipo 1, y el conjunto de hábitos domésticos de la cultura popular, para ubicar en dichas tensiones, patrones culturales que evidencien nuevas formas de vida al interior del entorno doméstico, que emerjen como producto de la interacción de sus habitantes con el tiempo y el espacio doméstico, y a su vez oportunidades para el planteamiento y ejecución de proyectos de diseño, enfocados al desarrollo de sistemas de equipamiento doméstico para viviendas de interés social tipo 1, y a su implementación productiva en la comunidad. Este artículo expone los resultados teóricos y prácticos que se obtuvieron al aplicar la metodología de diseño social en el desarrollo de productos de mobiliario doméstico para estas viviendas, a través de la participación activa de sus comunidades.

**Athens, Lonnie,** *Seton Hall*

Old World Balkan Immigrants: A Snapshot of a Marriage

During this tale, Father Constantine conducts a funeral service for Herikula Zaharias, a long-time member of his congregation. After delivering his incensed-filled eulogy, Father Constantine recalls the circumstances surrounding her immigration to Virginia from Samos, Greece, and life in America with her husband, Lombros, after their arranged marriage in 1924. Among other things, Father Constantine points out that while Samos is known for its beautiful women, Mrs. Zaharias' culinary skills even surpassed her great beauty. He also notes that by all counts their marriage was a successful one, although as was customary at the time, it was arranged. The funeral service ends at Riverview Cemetery, which is wedged between the city's larger white Protestant and black graveyards, with Lombros saying "goodnight" to his wife of 34 years for the last time.

**Austin, Wendy,** *University of Alberta*

Oversight, surveillance and the ethical researcher

In Canada, the need to ensure that research is conducted in an ethical way is engendering new calls for increased oversight, stricter monitoring, and greater ongoing surveillance of research and researchers. The ever-increasing reliance on surveillance as the major thrust of research ethics, however, seems ill-advised. Not only does it promote what has been termed "ethics creep," but a regulation-dominated approach is insufficient for addressing issues of risk and harm. Researchers, rather than practicing "cover your butt" ethics, need to cultivate

a deep understanding of vulnerability, responsibility, and what it means to be a trustworthy scientist. A relational ethics approach to research ethics is proposed.

**Avci, Omer, NIU**

Freshmen Students and Their Views on Higher Education as Revealed by Their Choice of Metaphors

Metaphors are powerful symbolic tools that can provide rich information about a person's emotional state, cognitive development, and socio-cultural background. In addition, the choice and framing of metaphors can also provide information about a person's language socialization status and even the epistemological and ontological lenses through which he or she views the outside world. In this study, students of a freshmen-level developmental reading course at Northern Illinois University were asked to express their perceptions of the various aspects of the educational process via written metaphors. The students were then asked in individual interviews to explain their metaphors. An analysis of the metaphors and the students' reasons for selecting those metaphors provided information about not only their views of higher education, but also information about their socio-cultural background, their current affective states, and even possibly their levels of cognitive development.

**Avci, Omer, NIU**

Photographs: A Novel Method by Which Freshmen Students Express Their Views on Higher Education

See Sen, Anindya

**Aypay, Ayse, Ankara University**

A Qualitative Investigation of Adult Imprudent Behavior

Imprudent behavior, indolence, dilatoriness, not be able to predict the result of behavior, perceiving the probable harm far less than its magnitude based upon cognitive distortion, etc. These are some reasons that lead individuals while committing risky behaviors without taking some precautionary measures and looking for simple and easier solutions which do not require a radical change in habitual behaviors. The goal of this study is adults evaluations of tendency of behaving prudently/imprudently, their awareness of their behavioral tendency, their observations and ideas of social and environmental responses to their behavioral tendencies, and exploring the reasons why they behave prudently/imprudently. Data collected through in-depth interviews the at the end of spring 2006. The results analyzed using a descriptive methodology. Findings indicate that imprudent behavior in general in the Turkish Society accepted as negative while prudent behavior is usually described as a positive behavioral tendency. Imprudent behavior is found to be more common than the prudent behavior. There are more social and environmental responses to prudent behavior. Both prudent and imprudent behaviors are resistant to societal responses. However, prudent behavior may have been reflecting a more stronger tendency than imprudent behavior.

**Bacigalupe, Amaia,**

Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao

See Calderón, Carlos

**Bacigalupe, Amaia**, *Eusko Jaurlaritza-Gobierno Vasco*

La Investigación Cualitativa En La Evaluación De Impacto En Salud: La Experiencia De Un Plan De Reforma En Un Barrio De Bilbao

See Calderón, Carlos

**Bacigalupe, Gonzalo**, *University of Massachusetts*

Participatory Action Research in Post-Disaster Recovery: Collaborating from the Start

Entry into a community or where the “other” is located often drives researchers towards agenda setting and methodological choices that may not involve the community with whom they are attempting to collaborate. We explore in this presentation some of the factors that constraint or facilitate collaboration at the start of the research project. We attend to the local and community politics, the professional and guild issues, and the academic expectations of those participating in the process. We share lessons that emerge from our team collaboration as we learned how to respectfully create a research agenda and address the politics of community entry.

**Bacigalupe, Gonzalo**, *University of Massachusetts*

Disaster-Related Inquiry

See Tubbs, Carolyn Y.

**Bae, Michelle S**, *University of Illinois, Urbana-Champaign*

Reflexivity as a methodology for unmasking knowledge about Korean teenage girls' cyber culture

This presentation will provide a reflexive practice for examining the experiences of Korean teenage girls as lived through digital image production on an ethnic website called Cyworld. The reflexivity, guided by a poststructural feminist perspective, enables an understanding of digital photos and texts by girls on their webpages that present the performance of their ethnic femininity. This methodology helps unmask the zone between the researcher and the girl participants which is marked by conflicts, contradictions, and disharmonies. The conflict zone is comprised of both the girl participants' lived experiences from the web and the researcher's subjective understanding of what configures the girls' cyber culture. The reflexive practice revealed in this presentation disrupts beliefs about the researcher and girls as unchanging and stable subjects and also about a hierarchical relationship between the researcher and the girls. Such a practice offers an alternative source of knowledge about the girls' cyber culture, one in which the girls are no longer voiceless and their culture is not a unidirectional constitution of the researcher.

**Bae, Sung Ah**, *U of I at Urbana-Champaign*

Future expectations of High School Dropout Returnees

The purpose of this study was to explore 1) high school dropout returnees' experiences and feelings when they were in public school, 2) their perceptions of why they dropped out including their feelings and descriptions of their conditions, family, substance-abuse, and peer group influence at that time, 3) their point of view on how their life looked as a dropout, and 4) how they view their

future as well as how their future expectations came about. The author interviewed 21 high school dropout returnees. The target population of the study was youth ages 18 through 25 attending a program for a high school diploma or a GED certificate. In order to give readers a deeper level of understanding of individuals, the results are presented by portraits, which were evolved on the foundation of essential inner aspects of persons and their development over their individual history.

**Bagchi, Subrata Sankar**, *BEC, University of Calcutta*  
Some Methodological Questions on Studying Non-Western Societies

In today's increasingly 'globalized' world people in non-western societies are facing a crisis of de-culturalization as observers believe that through globalization West is imposing its own views on how Third World societies, cultures, economy and/or politics should be arranged. Western methodological trysts with the non-western cultures, be in the form of holistic ethnography or thick description or other, are now facing the questions of legitimization and representation. On the other hand, non-Western associations with this effort have also created various tensions on the questions of collusion with the Western values and erasing colonial subjugation. The survival of non-Western identities in face of perceived equality has also been questioned. This paper will address key methodological issues related to the study of non-Western situations in the backdrop of present-day globalization with particular reference to a decade-long study in Kolkata, India.

**Baglia, Jay**, *Lehigh Valley Hospital*  
Employing Narrative Reflection In Evaluating a Family Medicine Residency

See Foster, Elissa

**Bak, Jennifer**, *Michigan State University*  
Social Justice and the Evaluation of a Child Welfare Program: Deconstructing the Gap between Research and Practice.

Evaluations of accredited Marriage & Family Therapy (MFT) Programs indicate existing limitations in trainee preparation for community-based work encompassing in-home therapy and multidisciplinary services collaboration (Adams & Maynard, 2000; Christensen, 1995; Brosman, 1990). The Families in Transition (FIT) program is committed to acknowledging issues of social justice and offers MFT doctoral students the opportunity to facilitate community-based family therapy practices with multi-stressed families involved in the foster care system. FIT faces the challenge of providing services that address the complexity of the multidimensional and often multigenerational problem of child maltreatment (Vandivere, Chalk, & Moore, 2003), while concurrently evaluating for "evidence" of effectiveness (Fixen, Naoom, Blasé, & Wallace, 2007; Small, 2005). Qualitative evaluation methods give voice to issues of social justice that are imperative in combating the cycle of inadequacy permeating the child welfare system that leaves vulnerable families and children even more vulnerable (House, 2005).

**Bak, Jennifer M.,** *Michigan State University*

Researchers, marriage & family therapists, advocates: Locating our role

The state of Michigan recently approved a senate bill designating a \$207.1 million reduction in funding for the Department of Human Services child welfare system (Michigans Children, 2007a). In Michigan, it is estimated that at any point in time, approximately 20,000 children are in foster care and 160,000 children are living in families investigated for suspected abuse or neglect (Michigans Children, 2007b). The reduction of resources perpetuates the cycle of inadequacy of the child welfare system, leaving vulnerable children and families subject to inconsistent, commonly ineffective, and at times harmful care (Fixen, Naoom, Blase & Wallace, 2007; Liebmann, 2006). This inquiry presents a layered analysis linking personal and political textual narratives in the construction of self as a therapist and qualitative researcher in the local context of crisis in the Michigan foster care system and organizational context of the field of Marriage & Family Therapy (Chase, 2005; Chenail, 2005).

**Balagué, Laura,** *Servicio Vasco de Salud - Osakidetza.*

Médicos Y Pacientes Ante La Promoción De Estilos De Vida Saludables En Atención Primaria

See Calderón, Carlos

**Balfanz-Vertiz, Kristin D.,** *Schwab Rehabilitation Hospital*

Best Practices for Decontamination with Special Populations: A Mixed-Methods Health Research Project

See Taylor, Kimberly M.

**Balfour, Janet,** *Wilfrid Laurier*

Extending the Action of PAR through Mutual Meaning-Making

See Mitchell, Terry Leigh

**Ballard, Robert,** *University of Denver*

Performing cop: Ethics and access during ethnographic fieldwork

The world of a patrol officer is a closed one to outsiders, rigidly guarded and maintained by members of the police. In order to conduct ethnographic work that accessed their lived experience, the author found himself “performing cop” in a way that challenged his own ethical construction and identity. Written in performative and autoethnographic style, this paper examines the author’s performativity related to gendered talk, heteronormativity, vulgarity, and storytelling during ride-alongs with patrol officers. It raises questions about the extent a researcher should go to access lived experience. The author’s behavior is both lauded and problematized, and important ethical questions about the boundaries of a researcher’s performance for access are raised. These questions include how far an ethnographer should go to capture the lived experience of the culture being studied and determining when it might compromise either the researcher or the access to the culture.

**Ballengee-Morris, Christine**, *The Ohio State University*  
Decolonizing Visual Interruptions for Qualitative Inquiry

See Sanders III, James H.

**Balliro, Michael**, *University of Texas at Austin*  
Assessing Context for Building Methodological Rigor in Research: Application to the Study of Change Processes in a 12-Week In-Prison Restorative Justice Group Intervention.

See Aguilar, Jemel

**Ban, Ruth**, *Barry University*  
Student testimonial on Practicum Experiences: a phenomenological study

See Torres Gonzalez, Juan Antonio

**Banerjee, Albert**, *York Unviversity*  
Ontological repertoires: Using 'nature' to challenge re-emerging scientism

This paper engages with debates around the re-emerging scientism that increasingly polices what counts as legitimate scientific research in ways that privilege quantitative, experimental methods. Against such methodological conservatism, qualitative researchers have long argued that notions of quality and ethical conduct need to be understood in ways that are authentic to the situated character of qualitative research. One drawback to this approach is that it locates the 'problem' in the peculiarities of qualitative research itself. In this paper, I argue that the debate may be better understood as having to do with the 'nature' of the world we live in. My claim is that, to varying degrees, qualitative researchers conduct science in a relational world governed by interconnection and emergence. This paper outlines some of the key differences between the relational and the modern world, understood as ontological repertoires. It takes up the challenge of emergence and shows how this has required qualitative researchers to move away from the procedural guarantees favored by methodological conservatives towards approaches that strive to ensure quality and ethics in practice.

**Bardy, Susan Mary**, *University of South Australia*  
Palliative Care and Hospice Nursing : A Vocational Transformation : Researching a Career Change

This presentation describes a story telling process concerning my entry into and sustained commitment to palliative care nursing (which was partly due to my life experiences of death and dying) and those of a number of palliative care nurse colleagues who had similar experiences underpinning their career choice. In order to explore this career transition and consolidation, I wrote my own story of coming to and remaining in palliative care nursing and invited my nursing colleagues with similar stories of death and dying life experiences to do the same. In order to create a meaningful interpretation of the narratives of my own career choice and those of my colleagues, I have then attempted to create an auto-ethnographic reading of my narratives using the insights of vocation and transformative learning theory and to provide a similar interpretative reading of the narratives and experiences of the palliative care nurses who had told their stories.

**Barnhill, Julia Janelle,** *University of South Florida*

“It Takes My Breath Away:” Raising and Losing a Child with a Disability from a Fathers Perspective

Rick Smith and his wife Rachel raised their daughter, Abby, until the age of nineteen when she died due to breathing difficulties with her trachea. Abby suffered from Mitochondrial Myopathy. I dedicate this paper to the interview I conducted with her father, Rick, and the insight gleaned from the world he described to me. I conducted an interactive interview (Ellis, 2004) with Rick. This is a story about a man trying to grieve in isolation and not accomplishing that task. Grieving in isolation does not usually produce positive results. Why Rick feels the need to grieve alone and not openly express his emotion is of concern. I will explain how social influences impact Rick’s grieving and demonstrate new ways of communicating with those who feel socially bound to keep quiet about their grief. Rick feels isolated and silenced; our interview was his opportunity to give voice to his experience and grieve openly for his daughter. In addition, creating that space for Rick to share his story gave me the opportunity to tell him about the loss of my brother, Jeremy. The results proved cathartic for us both.

**Basaran, Suleyman,** *Cukurova University*

Using Time Sequences in Memoirs to Teach English to Turkish Students: A Qualitative Case Study

It is difficult for language learners to comprehend the event sequences in reading classes because of the authors’ style, students’ lack of proper schemata and relevant background knowledge. So the genre that is used in reading classes with the purpose of teaching English is very important. We consider the memoir to be useful for and appealing to the students in reading classes. The artless and emotive language of the memoir can enhance much more oral and/or written language production. The purpose of the present study is to provide a brief content analysis of a memoir and develop some activities based on event sequences in memoirs. We also observed and reported the ways in which Turkish freshmen at a university in Turkey make use of this technique in English classes. Observations and interviews with students revealed that event sequences in memoirs enhanced student participation and output in foreign language classes.

**Bastardo, Jesús Rafael,** *Universidad Nacional Experimental Marítima del Caribe, Venezuela*

Magister sensorium: “episteme y experiencias investigativas”

See Jaramillo, Mlagros Del Valle

**Bastidas, Miriam,** *Universidad de Antioquia*

Thematic Research As An Option For Health Education Research

See Peñaranda, Fernando

**Bauman, Korrie E.,** *University of South Florida*

Breaking Molds: GLBT Women “Come Out” of Their Labels.

Even though GLBT people and issues are more visible than ever, a significant segment of the population has been neglected. Within the overall movement a hierarchy of silence exists where even within the marginalized, there is even

more marginalization. Many studies lump all GLBT people into one group and attempt to make generalizations. This essentialization of gay identity creates a polarized dichotomy where gays, lesbians and bisexuals have only the option to assimilate into the dominant, "correct" hetero culture and behavior patterns or remain deviant and isolated. Women, non-whites, lower socioeconomic classes, and others have been excluded from the history, rhetoric, and discourse in vivid ways. This study looks specifically at coming out stories from GLBT women in an effort to give the invisible a voice and insight into their lives and identity processes.

**Bautista, Edgar,** *Universidad Autónoma Metropolitana Xochimilco*

La investigación cualitativa como recurso de entendimiento y diálogo entre estudiantes del postgrado en medicina social y sus problemas de investigación.

El interés de los autores de este trabajo por la justicia social, nos reunió en una maestría de Medicina Social. Nuestros antecedentes académicos están vinculados con metodologías tradicionales. En el proceso de desarrollo de nuestros problemas de investigación nos encontramos con la investigación cualitativa crítica y se nos mostraron nuevas dimensiones de diálogo para mirar de una manera distinta nuestro problema de estudio (vg. yo-otros estudiantes; yo-directora de tesis; yo- conocimiento 'escolar'; yo- metodología; yo-yo). En este trabajo reflexionaremos sobre los cambios en las dimensiones implicadas en este diálogo, lo que nos llevará a una discusión sobre dos aspectos resultantes del mismo: la confusión y el entendimiento, como situaciones críticas que permiten mirar de distinta manera la realidad e iniciar el diálogo con nuestros problemas de investigación.

**Bautista, Edgar,** *Universidad Autónoma Metropolitana*

Qualitative Research: Means For The Understanding And Dialogue Between Social Medicine Posgraduates And Their Research Problems.

The authors of this work met in the master degree of Social Medicine because of our Social Justice interests. Our academic background is linked to traditional methodologies particularly medical methodologies. In the process of developing our research problems we encounter and revalued critical and qualitative research that showed us that new dimensions of dialogue could help to look for new facets to understand our research problem (vg. the links between: I -other students; I- thesis director; I- "school" knowledge; I- methodology; I- I). Some reflections about the changes in the dimensions involved in this dialogue will lead to a discussion about: confusion and understanding as a critical situation that enables to look reality differently and to begin dialogue with our research problems.

**Bava, Saliha,** *Houston Galveston Institute*

Community Engagement for Disaster-Related Inquiry: An Insider's Act

Shaping a Collaborative Research model that invites local participants to co-create an action research project and interventions respectful of their needs and local sensitivities is a process. This community engagement process is a flow between reflective leadership and community participation. The presenter, as an insider in Houston's recovery response to Hurricane Katrina disaster, will provide perspectives of community participation and leadership within a collabora-

tive research process. She will discuss how building on relationships, drawing on principles of social justice and reflexivity while taking a public stance were core aspects throughout the process. The presenter, both as an insider and outsider, will also focus on relational responsibilities of researchers as they engage in the collaborative research process from within a community impacted by disaster.

**Bava, Saliha**, *Houston Galveston Institute*

Disaster-Related Inquiry

See Tubbs, Carolyn Y.

**Bay, Neslihan**, *Gazi University*

Perceptions of Candidate Teachers about Children's Rights

See Alisinanoglu, Fatma

**Beaubien, Brigid**, *Eastern Michigan University*

Man-Up!: Junior Women Faculty (En)counter Science-based Research

This presentation will be jointly presented by two of the five panelists. It takes a critical look at the process of collaboration as new female tenure-track faculty write a million dollar earmark proposal for a civic/family literacy project. We draw on fieldnotes, meeting minutes, emails, proposal drafts, policy documents/practice, and personal communication with project collaborators to address the many challenges in doing funded research with/for immigrants. Specifically, we address how traditional discourses of power underpinned the process of producing the proposal. For example, our auto-ethnography makes clear the hegemony inherent in the structures of institutions in regard to women, immigrants, and people of color, namely instructing us in our professional and personal socialization and how we must participate in the academy.

**Beaunae, Cathrine**, *University of Florida*

Mapping lived spaces of resistance in qualitative research contexts

See Koro-Ljungberg, Mirka

**Becerra, Ana Cecilia**, *Universidad del Cauca*

La Formación de las Enfermeras para el Cuidado de la Salud

La escasez de trabajos de investigación sobre la formación universitaria que las enfermeras reciben en nuestro país ha sido uno de los principales motivos que me ha llevado a plantearme este tipo de reflexiones; con las cuales pretendo aproximarme a la enseñanza y el aprendizaje de la enfermería desde la perspectiva de significado de sus protagonistas con el fin de elucidar los supuestos epistemológicos y teóricos en los que esas prácticas se fundan y revelar el sentido que queda oculto por la cotidianidad de las mismas. Aquí pongo de manifiesto a la reflexión argumentos conceptuales desde la "formación", el "cuidado" y de cómo se evidencian estos aspectos en el desempeño de la profesión y el ejercicio de la enfermería en Colombia.

**Bechar, Shlomit**, *Beit Berl College*

The collaborative aspects of evaluation in educational settings

See Alpert, Bracha

**Belandria de Morales, Alba Regina**, *Los Andes, Venezuela*

Etnografía en salud: Intervención educativa en una población de adultos edentulos de una poblacion rural dispersa

See Perdomo de Flores, Bexi Judith

**Belcher-Schepis, Jeannette**, *Boston College*

New Qualitative Transcription Technologies: Highlighting the Benefits and Concerns Over Computer-Assisted Transcriptions with Qualitative Analysis

See Hesse-Biber, Sharlene Nagy

**Belcher-Schepis, Jeannette**, *Boston College*

A Call for Pedagogical Change in Qualitative Methods Instruction: Integrating Computer Assisted Qualitative Data Analysis Software in the Social Science Classroom

See Hesse-Biber, Sharlene Nagy

**Bell, Holly**, *The University of Texas at Austin*

Using Context to Build Rigor

See Rivaux, Stephanie

**Bell, Holly Jeannette**, *University of Texas at Austin*

Reflections on Race, Culture, and Cultural Competence: A Case Study of Service Delivery to Hurricane Katrina Survivors in a Host Community

In this presentation I reflect on my experience as a European American researcher and social worker during two and a half years of fieldwork with displaced survivors of Hurricane Katrina and local service providers in a host community. Using instances of my own discomfort as an interviewer and observer as a way to gain insight, I explore how service providers, mostly European American, interpreted and negotiated differences between themselves and their primarily African American clients. "Cultural differences" were invoked to explain client motivation, engagement, and outcomes in ways that both highlighted and concealed issues of race, class, and place, as well as the dynamics of discrimination and oppression. Examining both my own reactions and specific examples of service providers' efforts to address these differences, I reflect on lessons learned from this experience that can contribute to the enhancement of culturally competent research and social service delivery.

**Beltran salazar, Oscar Alberto**, *universidad de antioquia*

Estar críticamente enfermo y hospitalizado en Unidad de Cuidado Intensivo, una experiencia muy "dura"

Objetivo: Describir el significado para los pacientes gravemente enfermos de la experiencia de estar hospitalizado en una Unidad de Cuidado Intensivo (UCI). Metodología: Trabajo de investigación, con enfoque fenomenológico que incluyó a nueve personas adultas entre 24 y 80 años de edad que estuvieron críticamente enfermos y hospitalizados en una UCI. La entrevista en profundidad fue la técnica de recolección de la información. El estudio se llevó a cabo en la ciudad de Medellín, Colombia durante los meses de abril a octubre de 2006. El estudio se llevó a cabo en la ciudad de Medellín durante el 2006. Resultados: Este estudio

permitió describir “la dureza” de la experiencia y las dificultades que se presentaron durante el episodio de la enfermedad, así como también, con el sufrimiento físico y psicológico y algunas condiciones que contribuyeron para que el sufrimiento estuviera presente

**Benozzo, Angelo**, *University of Valle dAosta*

Ethics in constructing and deconstructing the validity of action research

On the basis of the analysis of literature we propose the following statement: the idea of validity is socially constructed, it is a product of a given social community. The discourses on validity are pervaded by local processes, contingent construction and negotiation of shared meaning. Different ideas of research validity exist according to the points of view and to the interests of the actors involved. To face the issue of validity means on one side, to deeply investigate the epistemological premises that orient the researcher’s methodological choices and on the other, to deepen the wider theme related to the research evaluation, that is of good practices in doing research. This theme is linked to a normative side related to how a research should be carried out and is also tightly interwoven to political dimensions. The paper underlines how every action research must deal with the interests of the different actors involved during the research and the intervention, we need to ask ourselves: what is good, right or wrong and for whom?

**Benozzo, Angelo**, *University of Valle dAosta*

Ethics in constructing and deconstructing validity in action research

On the basis of the analysis of literature we propose the following statement: the idea of validity is socially constructed, it is a product of a given social community. The discourses on validity are pervaded by local processes, contingent construction and negotiation of shared meaning. Different ideas of research validity exist according to the points of view and to the interests of the actors involved. To face the issue of validity means on one side, to deeply investigate the epistemological premises that orient the researcher’s methodological choices and on the other, to deepen the wider theme related to the research evaluation, that is of good practices in doing research. This theme is linked to a normative side related to how a research should be carried out and is also tightly interwoven to political dimensions. The paper underlines how every action research must deal with the interests of the different actors involved during the research and the intervention, we need to ask ourselves: what is good, right or wrong and for whom?

**Bergen-Aurand, Anne**, *National Institute of Education, Singapore*

Pointillistic Methodologies for Understanding the Natives of a Digital Singapore

See Anderson, Kate T

**Bernal Bustos, Claudio Raul**, *America*

Exploración Psicopedagógica Acerca De La Actividad Intelectual Que Se Promueve En Los Estudiantes Durante La Experimentación Científica

Este proyecto tuvo como propósitos, la conformación de un colectivo pedagógico, estudiar lo que sucede durante la enseñanza de las ciencias experimentales con énfasis a la formación del ingeniero y, especialmente, explorar métodos

de investigación, consolidando un aspecto teórico que lo pueda fundamentar. Fue indispensable trabajar en la estructura de una actividad que pudiera, con alguna razón, explorar las acciones materiales que emplea el estudiante durante la resolución de tareas y establecer un estado cognitivo que opera como <<restos>> de las funciones rudimentarias. En todo caso, definir una estructura de ese orden, es un asunto complejo, por tanto, una aproximación del cómo resuelven tareas nuestros estudiantes y su relación a las acciones docentes, podría ser una buena orientación para empezar por reestructurar las propias acciones docentes.

**Bernal Bustos, Claudio Raul,** *America*

Exploración Psicopedagógica Acerca De La Actividad Intelectual Que Se Promueve En Los Estudiantes Durante La Experimentación Científica - Fase 1.

Este proyecto tuvo como propósitos, la conformación de un colectivo pedagógico, estudiar lo que sucede durante la enseñanza de las ciencias experimentales con énfasis a la formación del ingeniero y, especialmente, explorar métodos de investigación, consolidando un aspecto teórico que lo pueda fundamentar. Fue indispensable trabajar en la estructura de una actividad que pudiera, con alguna razón, explorar las acciones materiales que emplea el estudiante durante la resolución de tareas y establecer un estado cognitivo que opera como <<restos>> de las funciones rudimentarias. En todo caso, definir una estructura de ese orden, es un asunto complejo, por tanto, una aproximación del cómo resuelven tareas nuestros estudiantes y su relación a las acciones docentes, podría ser una buena orientación para empezar por reestructurar las propias acciones docentes.

**BERRIO, ARGIRO,** *Procuraduría General de la Nación*

Tensiones En La Inspección, Vigilancia Y Control Del Sistema Colombiano De Salud

Este artículo corresponde a una de las categorías de la investigación "Decisiones médicas en ambientes controlados por el Sistema General de Seguridad Social en Salud", cuyo propósito es comprender la dinámica de la cadena de las decisiones médicas. Metodología: El estudio se realizó en seis ciudades colombianas, utilizando la metodología de Teoría Fundada. Se realizaron 150 entrevistas a médicos, administradores, enfermeras y 10 grupos focales de usuarios. Hallazgos: el sistema de inspección, vigilancia y control es necesario dentro del sistema de salud, sin embargo ha predominado la auditoría y el control centrado en la contención de costos, lo cual ha ido en detrimento de la calidad de los servicios prestados, con graves consecuencias en el derecho a la atención en salud de población y las condiciones laborales de los profesionales de la salud. De otro lado cuando la auditoría se usa para mejorar la calidad, produce efecto favorable en la reducción de costos.

**Bertolo, Elvio Mariano,** *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Constitution Of The Cultural Profile Of The Ijuí In Lifes Quality Analysis

See Fricke, Ruth Marilda

**Bertolo, Elvio Mariano,** *UNIJUI - Universidade Regional do Noroeste do Estado*

*do Rio Grande do Sul*

Conceptions Of Statistical Education In The Process Of Apprenticeship Of Reading Of The World

See Fricke, Ruth Marilda

**Bessarab, Dawn Christine**, *Curtin University of Technology*

Yarning About Different Types of Yarning in the doing of Indigenous Research'

Feldman argues the use of conversation to gather data can be problematic in that not all conversations can be considered as research, 'because they [conversations] are not systematic' and people engaging in conversation may not acknowledge or recognize it as research' (2000:10). Kvale says that the purpose of the research interview 'is to obtain descriptions of the life world of the interviewee' (1996:6). This presentation will explore how yarning as a culturally appropriate form of conversation has been utilised to engage with Indigenous participants to gather information. The presentation will discuss the different types of yarning as an interactive research method and identify how participants were able to recognise the difference between research yarning and social yarning.

**Betancourt, Alvaro**, *El Bosque*

Afrontamiento del cáncer a partir de las Prácticas y creencias religiosas

See Rangel, Mauricio

**Bhandari, Lekh Nath**, *National Vigilance Center*

MSM, their sexual behavior and impact on women

Objectives: A higher rates of HIV infections are transmitted through homosexual contact. Most MSMs are youth and are an incredibly diverse group, in terms of both their economic circumstances and sexual attitudes and behavior. Younger youth are more economically disadvantaged than older youth. Young students are often more subject to peer. Due to many reasons, MSMs are seduced by male sex workers (MSWs). Most of them are either married or will become married, thus having an impact upon womens reproductive health. Methods: On the one hand, Governments different strategies for national health program in terms of sexual health and HIV/AIDS has shaded a negative impact among such vulnerable population, on the other hand, due to a socio-cultural-religious reasons, those behaviors are to a large extent invisible, often difficult to access in terms of standard sexual health promotion framework of the nation. Result: The result is that those most needing information, education and counseling are driven underground. Men and women are not only at greater risk of being infected, but also HIV/AIDS affects women also as caregivers in the family. Conclusion: A urgent need to promote behaviors, which enable to adopt a lifestyle without risk of HIV and to provide counseling services is essential. When youth belong to an organization that helps them and provides opportunities, they better avoid risky behaviors, including those that might lead to HIV/AIDS. Every social sector should not discriminate/stigmatize them so that they can create an environment to change their behavior. Regardless, there should be ensured legal framework protections of human rights of those sexual minorities.

**Bhattacharya, Kakali**, *University of Memphis*

De/colonizing democratic digital learning environments: Carving a space for wiki-ology in qualitative inquiry

“Performing in an independent democratic learning environment felt like floundering in the darkness of uncertainty,” was the initial reaction of several graduate student participants who used wikis to create a qualitative methods repository of embodied knowledge, qualipedia, akin to Wikipedia. Currently, <http://qualipedia.wikispaces.com> is still a work in progress shaped by the graduate students in qualitative inquiry at the University of Memphis. In this paper, using a digital narrative format, the authors will discuss the findings of a two-year qualitative study of using wikis in two graduate qualitative methods classes to legitimize embodied forms of construction of knowledge that highlight new border crossings. The digital narrative will demonstrate both the learners’ and instructor’s perspectives as co-creators of a democratic learning environment. Of critical importance are voice, accessibility, and intelligibility that inform construction of knowledge in wikis. Additionally, the authors will interrogate the benchmarks of academic merit when wikis offer the potential of re-presenting ways of knowing through/with/against the boundaries of academia.

**Biddulph, Max**, *University of Nottingham*

Stolen Intimacies: Narratives of \*MSM, HIV, Spaces and Sexualities \*men who have sex with men

Stolen Intimacies is a performance ethnography investigating the interplay of messages about HIV, culture, behaviours, desires and settings in communities of MSM (men who have sex with men). In the UK with the passage of time, the sustainability of educational messages about HIV is now being called into question, MSM reporting that they are suffering from ‘message fatigue’. In this context, transgressions and intimate acts that go against the dominant discourses of social acceptability and safety can be said to become illegitimate or ‘stolen’ in some way. What remains hidden is the complex interaction of influences likely to affect decisions about condom use in these various settings. In this performance I illuminate some of these by drawing on a range of representations such as artefacts, observation, novels, interview transcripts, journals, blogs and community web sites as sources to construct a series of spoken fictional narratives juxtaposed with auditory and visual data.

**Bidwell, Carla R.**, *Georgia State University*

Critical Mathematics Pedagogy: Three Teachers’ Beginning Journey

See Stinson, David Wayne

**Biggs, Barbara Lousie**, *University of Technology Sydney*

From Autobiography to autoethnography

Ethnography is a construction of the ‘other’ through an outsider seeking to become an insider. Autoethnography is largely an insider self-construction. Autoethnography shares similarities with autobiography. This paper explores differences between the two, emphasizing what the autoethnographic process can bring to memoir. Barbara Biggs has published two autobiographical novels which reveal misunderstood emotional complexities experienced by victims of child sexual abuse. The novel form meant dramatic experiences regarding char-

acterization, plot, and dialogue, limited deeper analysis. An autoethnographic analysis will now be applied to the autobiographical work to spell out multi-layered phenomenon and meaning to sense of self. This methodology has the power to dispel myths, thus addressing social injustices occurring because of common misunderstandings by therapists, judiciary and survivors themselves. The combination of the freedom of autobiography and autoethnography, limited by ethical and other constraints, is a powerful tool for social change. This paper will discuss the process of moving from autobiography to autoethnography.

**Binns, Rachel A.,** *University of South Florida*

Football Stars as Modern Day Deities: What are we teaching our children?

It was once community churches that primarily brought communities together and religious leaders who purveyed our social ethics. Now, more than ever, communities are most unified by their professional sports teams. In turn, athletes have become parishoners of popular faith and fans the congregation. This paper is an examination of football players as socially constructed modern-day gods and how they, as individuals, understand those roles.

**Blanco Rodriguez, Jinyola,** *Universidad Antonio Nariño*

Síntesis De Una Investigación Cualitativa Sobre Sustracción Interparental De Menores

See Santacruz Lopez, Raul

**Blank, Jolyn,**

Seeing a Performing Art Center Through School Eyes: Introspection on Insider/ Outsider Stances as Modes of Playfulness

In this paper I reflect upon a performing arts center as non-traditional learning venue through a narrative of my experience as a researcher studying performances for children over the course of one performance season (nine months). Taking the view that research involves both making/doing and perceiving/interpreting, I situate inside and outside stances as dialogic rather than dichotomous (Bresler, 2006). I focus on examining my historical self as a former classroom teacher and current teacher educator in order to consider how these school insider stances gave tone to my dialogue with the data as researcher. This insider mode of engagement is contrasted with my outsider self as audience. These modes related to specific research purposes and influenced my interpretation of the center as non-traditional educative venue. I frame this consideration of inside/ outside stances as modes of engagement by suggesting the modes be understood as kinds of playfulness: free-play (audience self), rule-bound play (school insider self), and critical play (researcher self).

**Bloj, Cristina Elizabeth,** *Universidad Nacional de Rosario*

La dimensión cualitativa en etnografía: Resonancias de una investigación sobre participación político-ciudadana

La investigación cualitativa no es patrimonio de una disciplina sino que puede ser transitada desde diferentes campos del saber; hace alusión tanto a cierto tipo de abordaje de los fenómenos como a una dimensión específica de la experiencia social. Las reflexiones que compartimos en este espacio están ancladas en la práctica socio-antropológica y en la tradición etnográfica; partimos de consid-

erar que la investigación social ha estado dominada por reduccionismos, externalismos y disyunciones rígidas que han minimizado el interés en la dimensión cualitativa en favor de lógicas y racionalidades más cercanas al orden cuantitativo. A partir de aquí aspiramos a dejar planteadas para el debate al menos dos cuestiones derivadas de “hacer etnografía”: la intrínseca relación entre asumir una perspectiva cualitativa en etnografía y el rol que asignamos a los actores en la producción de los acontecimientos y del conocimiento y remarcar ciertas tensiones derivadas de esta lógica de construcción.

**Bodden, Debra**, *University of South Florida*  
Conversations in Addiction

See Nettleton, Jodi Charlene

**Bolívar, Ingrid Johanna**, *Los Andes*

Lucha Política y Lucha por la Conceptualización de La Experiencia: Investigación Cualitativa sobre Los Actores Armados en Colombia

Mi objetivo en la ponencia es describir los desafíos que “pensar con los datos” y no “sobre los datos” implica para la comprensión de la violencia política en Colombia. Uso distintas herramientas analíticas de la teoría fundamentada para analizar producciones verbales de los actores armados colombianos, FARC-EP y AUC entre 1998-2005. Muestro que en tales producciones verbales hay una experiencia de la política que las categorías analíticas prevalecientes y que hacen de la política un universo del diálogo racional y el consenso, nos impide comprender. Describo en detalle cómo y no sólo que dicen los actores armados. Sostengo que ellos hacen discursos emocionales sobre su lugar en el orden social y sobre lo que esperan del estado. Discursos emocionales que las conceptualizaciones predominantes condenan por “anacrónicas” o carentes de modernidad. Terminó recalcando la necesidad de re-conceptualizar la política atendiendo a la experiencia y las formas de comprensión de actores concretos.

**Bona Beauvois, Yann**, *Universidad Autónoma de Barcelona*

Becoming an Internet Researcher: Three Methodological Shortcuts to Improve Mapping, Writing and Interviewing

Internet Based Research (IBR) presents researchers with a range of methodological considerations. In this paper we will highlight some relevant moves in IBR that are transforming the way we used to think about territories, places, identities, groups and time. We will draw upon already existing research (this will be the case for Czarniawskas concept “Action Net” which aims to rethink mobile ethnologies) but also take a closer look to our ongoing research projects as ethnographers. In this sense, we will present three short examples of non-standardized (yet) methodologies that can improve our research on three different issues: writing fieldnotes, mapping cyberspace, and contacting (interviewing) people.

**Bong, Sharon A**, *Monash University*

?Re-imagining marriage and faith through the narratives of same-sex partners in Southeast Asia?

The aim of my research is to explore the ways in which LGBTQ persons in same-sex partnerships negotiate the tension between their sexuality and faith.

Through a study of narratives of same-sex partners, i.e. interview transcripts (using ATLAS.ti), I hope to be able to show how traditional notions of 'marriage' and by extension, 'family' as defined by cultures and religions (i.e. Islam, Christianity, Buddhism) are challenged by what is considered a 'deviant' life choice and in doing so, re-imagine not only the meaning of 'marriage' in religion but also religion in 'marriage'. In considering the moral and political tensions between sexuality rights and religion particularly within an Asian context, this study revisits the sensitive topic of LGBTQ sexuality and their faith. Do these lived experiences of same-sex partnerships merely challenge traditional notions of 'marriage' in exemplifying 'deviant' life choices or do they potentially offer transformative ways of being and becoming.

**Booton, Michael Ryan,** *University of Nebraska--Lincoln*

Autoethnography of a Gay Man Raised in a Straight World: A Performance of Traumatic Stress

My parents used to tease me that I liked the neighbor girl; in reality, my interest was with the boys on our street. With no representation of gay culture in my childhood, I kept these thoughts private. I portrayed feelings that were completely different from my own, causing near-constant distress, paranoia, and crisis of identity. In therapy as an adult, I was diagnosed with Post-Traumatic Stress Disorder (PTSD), resulting from a rape I experienced at age sixteen. Though this was an obvious cause of my PTSD, I soon realized that my symptoms existed long before the rape. Years of concealing my authentic feelings and adjusting my behaviors were the true source of my PTSD. Through an autoethnographic performance recollecting my own adolescence, I will show how parental assumptions of heterosexuality in a heteronormative society not only caused my PTSD but also created the situation where my rape occurred.

**Booton, Michael Ryan,** *University of Nebraska--Lincoln*

Growing Up Gay as a Traumatic Stressor: A Feminist Biographical Case Study

See Nitzel, Camie Lynn

**Bosi, Maria Lúcia Magalhães,** *UFC*

Aspectos Metodológicos De La Segunda Evaluación Externa Del Programa De Capacitación En Epidemiología Aplicada A Los Servicios Del Sistema Único De Salud De Brasil - Episus: Potencialidades Del Enfoque Cualitativo

Implantado en Brasil a inicios de la presente década, el EPISUS se consolida como programa de formación en epidemiología aplicada con características propias. Este trabajo se propone discutir las potencialidades del enfoque cualitativo-participativo en la evaluación de los servicios y programas de salud focalizando la segunda evaluación externa del EPISUS. Tres reflexiones se llevan a cabo en relación a los conceptos de evaluación, calidad y participación. En cuanto a la evaluación, su naturaleza confluye en torno a las propuestas de cuarta generación, por lo cual pasa de un carácter punitivo a otro de tipo propositivo. La dimensión participativa tiene sentidos distintos y aquí se la entiende en un sentido más decisorio. Lo cualitativo, a su vez, es concebido en una interfase con la subjetividad, y se refiere a informaciones que no se someten a la cuantificación, develando lo que se oculta en los relaciones humanas que constituyen las prácticas sanitarias.

**Bosio, Albino Claudio**, *Università Cattolica*

Analyzing social demand for psychological services in order to develop a new higher educational offer: a qualitative participatory study

In the neo-professionalism era there is not a direct and unique link between scientific knowledge and professional profiles: professions are the results of complementary and various disciplinary know how. Further, it appears important configuring professional offers based on the analysis of social needs and demands. This in particular as far as health and social care professions, as the Psychological ones, are concerned. From this perspective Participatory Qualitative Research seems particularly suitable to support the social construction of a higher education offer to train young psychologists. In this paper authors discuss a qualitative research experience carried on to support the programming of a new Department of Psychology training offer of in Italy. They will discuss the qualitative participatory methods they used in order to explore expectations and needs for psychological services in the community, as well as to participatory plan and develop the new psychology training program. Authors will conclude by underlining how this research approach allowed the development of new professional profiles in psychology, able to detect and to answer the community's demand.

**Bosio, Albino Claudio**, *Universita Cattolica*

Application of theory of technique to ethics requirements in cross-cultural research

See Graffigna, Guendalina

**Boudreau, Marie Claude**, *University of Georgia*

Faculty Learning Community: Experiences with Qualitative Data Analysis Software

See Gilbert, Linda S.

**Bourscheid, João Teodoro**, *UNIUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Constitution Of The Cultural Profile Of The Ijui In Lifes Quality Analysis

See Fricke, Ruth Marilda

**Bozek, Katie**, *Michigan State University*

Social Justice and the Evaluation of a Child Welfare Program: Deconstructing the Gap between Research and Practice.

See Bak, Jennifer

**Bradley-Levine, Jill**, *Indiana University, Indianapolis*

Poster: Moving beyond the Evaluation Paradigm: Working with Community Partners to Produce Translational Evaluation

See Ortloff, Debora

**Brent, Edward**, *University of Missouri - Columbia*  
Showcase Submission

Qualrus, made by Idea Works Inc, is a qualitative data analysis tool distinguished by its quick learning curve, unparalleled coding efficiency and flexible scripting language. Using artificial intelligence strategies, it suggests codes as you work, helping to make coding fast and consistent between different researchers or over time. Code suggestions assure more reliable analysis by providing an objective standard to minimize individual coder differences, coding drift, inattention, inexperience, and other threats to coding quality. Qualrus also has its own powerful scripting language that allows you to modify the program to fit your specific and evolving analytic needs. For more information, visit: [www.qualrus.com](http://www.qualrus.com)

**Bresler, Liora**, *University of Illinois at Urbana-Champaign*  
Embodied, Aesthetic Based Inquiry of Experiential Educational Settings

In a study that aims to understand the relationship between arts, performers, and audiences, and to explore the educative value of these relationships, the highlighting of the multi-layered selves including bi or multiple-aesthetics within and across researchers serves as an essential tool for understanding. Here, the grounding of qualitative inquiry in auditory, kinesthetic, and aesthetic sensitivities, and embedded in the lived experience, is intensified attention to those non-verbal modes of representation. The notion of embodied narrative centers on processes and spaces that facilitate the creation and communication of narratives in qualitative research. The distinction between narrative and narrative inquiry, I propose, parallels Barthes' distinction between text and textuality (in Csordas, 1999). Text is a material object that occupies space in a bookstore; textuality is a methodological field that is experienced as activity and production (Csordas, 1999, p. 145). Embodied narrative inquiry, I suggest, is a methodological field that can be tremendously powerful in researching across the human sciences.

**Bresler, Liora**, *University of Illinois at Urbana-Champaign*  
Improvisation as a paradigm for research: Performing, Listening and Responding

In this presentation, I suggest that improvisation, at the heart of many musical genres (e.g., Berliner, 1994; Nettl, 1998) is central to qualitative research, and that musical processes of improvisation, in particular, the space surrounding the experiences of performing, can illuminate significant aspects of qualitative research, including design, data collection, and data analysis. Examining the ways in which music provides rich and powerful models for perception, relationships and engagement for performers, I highlight their potential to cultivate habits of mind that are directly relevant to the processes and products of qualitative research. Good improvisation draws on an I-Thou connection within an aesthetic, cognitive/affective space. This connection, I argue, relates to empathic understanding, a central research goal in phenomenological research (e.g., van Manen, 1990). These dialogical relationships are intensified by the communication to an audience, creating a tri-directional relationship.

**Brooks, Carrie A,** *University of Memphis*  
Social justice and the judge: A performance

Through performance analysis, I will demonstrate how administration of “objective” forms of justice position judges in restrictive spaces of performance. I will demonstrate how understanding of justice takes on multiple subjective forms when judges are presented with professional development opportunities where they can think about their roles and their souls and their impacts on their decision making. Embedded within the professional development program are cooperative learning theories that create a safe space for the judges to discuss difficult topics such as bias, juvenile competency to stand trial, the cyclical nature of violent crimes/criminals, and un/earned privileges. Finally, I will discuss the role of qualitative research not only within the context of professional development programs for judges but also the implications it presents when interpreting issues of social justice.

**Brooks, Kaitlin Noelle,** *San Diego Christian College*  
Love Alive

The concept of love in communication accounts for a vast arena of study with many limbs stretching from it in all directions. Amongst the myriad of objective study on the subject of love is the living breathing reality of love alive. The purpose of this narrative is to highlight and examine a love movement that is beginning within the discipline of Communication at San Diego Christian College. Students are being swept up into this infectious lifestyle of love, and then turning around to lavish a new kind of love onto others, a kind of love that has infinite potential yet somehow still remains quite rare. There is a family forming within this particular group and it is a family and a love worthy of study and reflection. There are individuals with incredible stories of their own, each person brings so much value and wisdom to the collective whole as well as shared baggage and challenges. There is a need for the world to see the revolutionary movement of love and life that is occurring in this tiny communication community in El Cajon.

**Brown, Hilary,** *Brock University*  
About Exploring the Layers in Told and Untold Stories

The Mythic Journey begins with a call to adventure. In my self-study, I have been on a quest in search of personal meaning. The interesting part is not that I found personal meaning, the interesting part is revealed in all the stories, which I unraveled and unpacked before I ever got to where I was going. None of those, I believe, would have occurred had I had a proper map showing me the way towards my final destination. Using writing as a method of inquiry, I surrendered myself to the process using writing as a place of possibility. Rereading my collection of narratives in a circling motion brought repetition and familiarity but with every reread the interpretation was never exactly the same. The repetition of this cyclical process was part of the continual attempt for me to get closer to the unidentifiable center, a quest for personal meaning and the mystery that surrounds this call to adventure.

**Brown, Jason**, *University of Western Ontario*

Community-based research with homeless Aboriginal youth

In this project, a university professor and students partnered with staff of Aboriginal family services agencies and local inner-city residents to examine the experiences of homeless youth. This project was guided by the principles of participatory research. We used a modified version of an approach, called the mutual engagement model, in which academics collaborate with residents to carry out social research that generates results that can be used to improve the condition of the community. A variety of methods were used to develop rapport and depth in dialogue between the university and community groups. The purpose of this presentation is to describe the mutual engagement model and discuss strategies we used to support the goals of the research, and lastly, how we identified and overcame the obstacles in the research and change process.

**Brown, Ruth Nicole**, *University of Illinois at Urbana*

I Love Myself Dancing...and Then Again When I am Standing Still and Enlightened

This title, an obvious and sincere homage to Zora Neale Hurston signifies my autoethnographic performance as a conversation about research methods and black girls folk culture from one black woman to another. I situate my research practice in genealogies of black women scholar/artist ways of knowing to pay tribute to methodological muses who performed their research way before it was legitimated as performance ethnography, ethnodrama, arts-based research, or anything else. Through the use of photography, dance, and storytelling my intent is to conjure and interrogate meanings of black girlhood celebration based on my public work with Black girls.

**Bruning, Monica J**, *Iowa State University*

Teens, Technology, Career Exploration and PAR - The Challenges and Strengths

The purpose of this paper is to describe and discuss the ethical, epistemological, and methodological issues in the FREE (Female Recruits Explore Engineering) project, a three-year longitudinal PAR study supported by the National Science Foundation. FREE is a career exploration program for 120 mostly low-income, mostly minority high school girls. It aims to better understand, through the active engagement of its participants, how perceptions of engineering develop and how career decision-making evolves for female teens from grades 10-12. Unique features of this PAR project include a blended approach that involves face-to-face and technology-enabled interactions facilitated through the use of a wiki-type virtual learning environment, 24/7 connectivity, and the Blackberry® as a communication and research tool to gather "in-the moment" data. The design of the FREE study potentially has significant policy implications related to recruitment and uniquely contributes to the understanding of "why so few" women pursue engineering as a career choice.

**Bruno, Andreina**, *Catholic*

Designing professional situated practice: an ethnomethodological perspective in workplace learning

See Scaratti, Giuseppe

**Bryant, Lara M.,** *Texas State University - San Marcos*

Research: Community Stories

See Valle, Rosina

**Buendía, Alexander,** *Universidad del Cauca*

La Historia de Vida y el Testimonio. Dos Usos de lo Biográfico en la Investigación Cualitativa

Este texto aborda la importancia del testimonio y la historia de vida en las ciencias sociales. Se evidencia el papel que cumplen la memoria ‘individual y colectiva’ y la historia en la configuración de la historia de vida y el testimonio como metodologías de trabajo en la ciencias sociales y como una forma de “poner en escena” los resultados de una investigación cualitativa. Esta ponencia es fruto de una reflexión metodológica, desde la comunicación, en el marco de las ciencias sociales.

**Buendía, Alexander,** *University of Cauca*

The History of Life and the Testimony. Two Uses of Biography in Qualitative Research

This paper approaches the importance of the testimony and the history of life in social sciences. It is stated the role that memory (individual and collective one) and history play in the configuration of the life history and the testimony as methodologies of work in social sciences as well as a form “to put in scene” the out comes of qualitative research. This paper is fruit of a methodologic reflexion, from the communication, within the framework of social sciences.

**Buffam, Hamish Victor Bonar,** *University of British Columbia*

Darkness and the Ethnography Imaginary: Reconsidering the Injustice of Invisibility in Racialized Urban Spaces

Guised by a menacing darkness, racialized spaces of the city have come to connote a dangerous disorder in the public imagination. It is precisely this Manichean image of marginalized urban spaces that is invoked to warrant their ethnographic examination, often with the hope of ‘bringing to light’ the injustices that structure the lives of their residents. Through a discursive analysis of urban ethnographic texts I illustrate how the acquisition of knowledge about racialized spaces has long been animated by anxieties about the incivilities that take place in ‘dark’ spaces unperturbed by the regulating eye of the White public. I show how concerns about the invisibility of urban populations have been mobilized to affect their subjection to a racializing, disciplinary optic. To displace these Manichean connotations of darkness from the ethnographic imagination, I propose an alternative ethics for ethnographic research in which darkness and its attendant forms of invisibility are reconfigured as sites for the transgression of racist boundaries and the elaboration of a trans-cultural dialogue.

**Buffington, Melanie L.,** *Virginia Commonwealth University*

Becoming Qualitative Researchers: Teachers Struggles with the Process

In the era of No Child Left Behind and the endorsement of “scientifically-based research” for educational practices, teachers attempting to conduct research from a constructivist/interpretivist paradigm using qualitative meth-

ods may struggle because of the cultural primacy given to seemingly rigorous research studies. This paper focuses on a multi-site study of teachers enrolled in masters degree programs in art education and math education who are learning to become researchers. In particular, it focuses on their perceptions of the obstacles in place to their success as qualitative researchers. We analyze their struggles and growth as some change from seeing research as merely a class assignment to seeing research as a way to learn and to improve their own teaching practice. Through a grounded theory analysis of the teachers responses, we propose a framework for understanding their concerns about conducting research in their schools. Additionally, we address how teachers can use research as a means to develop an awareness of the impact of their teaching.

**Burns, Stacy Lee,** *Loyola Marymount*

The Social Construction of Social Problems Institutions: Diverting Drug Offenders into Court-Supervised Treatment

Over the last 100 years, the social construction of drug use and the system for handling drug problems have gone through a series of changes. In the past twenty years or so, provision of treatment for drug offenders within the criminal justice system has rapidly expanded. California's recently enacted Proposition 36 initiates for the first time on a massive scale the court-supervised drug treatment that began a decade earlier with the original drug courts. This paper compares two criminal justice programs for diverting non-violent drug offenders into court-supervised treatment: drug courts and Proposition 36. The study documents the construction of these two social problems institutions, tracking the development of legal control over the problem of substance abuse from a personalized care program in the original drug courts to a mass processing operation under Proposition 36. The research finds that offering treatment to more drug defendants created its own unanticipated consequences and problems, including significant changes in the day-to-day operations of the court and a dilution of many of the features which define the early drug courts.

**Bystydzienski, Jill M.,** *The Ohio State University*

Teens, Technology, Career Exploration and PAR - The Challenges and Strengths

See Bruning, Monica J

**Caballero García, Marta,** *instituto Nacional de Salud Pública de México*

Formas de respuesta al riesgo de ITS/VIH/SIDA en mujeres compañeras de migrantes, México

See Ochoa Marín, Sandra Catallina

**Caceres, Flor de Maria,** *Universidad Industrial de Santander*

Papel del Estado y los partidos políticos en la provisión de servicios de salud, Colombia 2007

See Molina, Gloria

**Cain, Trudie**, *Massey University*

Emergent relationships/ emergent consent: Multi-level consenting processes in researching clothing practices of fat women

Grounded in my on-going PhD dissertation, this paper explores issues around multi-level consenting processes introduced incrementally in a qualitative research project investigating the clothing practices of fat women. First, I discuss issues concerning the nature of ongoing consenting that was involved in this multi-layered research design. I describe how this process was accomplished and offer examples of problematics that arose, involving issues of trust, reflection and transformative capacity. Second, I discuss ethical matters arising from the potential use of the research data, in the forms of text, voice and image, beyond academic and into more public venues of use. Here, I discuss issues of boundaries of use, the limits of orthodox consent, and the ongoing negotiation of consent. I conclude with consideration of relational ethics as a framework for accomplishing ethical consenting in complex qualitative research.

**Cakal, Huseyin**, *Eastern Mediterranean University*

Research Across the Divide: Processes, Products and Ethics in Interdisciplinary Research

Qualitative research in minority groups has received much attention in the qualitative research literature. However the dilemmas of researchers conducting comparative research or researching the majority group have failed to attract the same attention. Based on multi-method strategy, the paper focuses on contact and ethnic prejudice inand the fundamental issues such as majority-minority relations, language and communication, ethnic identities of the researcher and the researched and the implications of these complexities on the findings of comparative and qualitative research arising from a multi-method comparative interdisciplinary research approach. Personal experiences of a researcher from the minority group are discussed from an ethical point of view where research and findings have long been ideological tools in the context of a divided society serving to demonize the “other”.

**Calderón, Carlos**, *Alza Health Centre. Osakidetza-Servicio Vasco de Salud*

Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao

Health impact assessment (HIA) is a tool to estimate health effects of policies and projects from an equity and social justice perspective. As part of an HIA on a regeneration project of a neighbourhood of Bilbao, a qualitative study was conducted to identify health impacts as perceived by neighbours. Information was gathered by participant observation, discussion groups and interviews to key informants. Analysis was performed from a sociological discourse analysis perspective. Results described three areas related to the socio-historic context of the neighbourhood, the dynamic nature of the project, and the perceived health impacts. Qualitative methods permitted to study in depth the meaning of those areas and the way they interrelate, making it possible to better understand the health impacts of the project.

**Calderón, Carlos**, *Alza Health Centre. Osakidetza-Servicio Vasco de Salud*

La Investigación Cualitativa En La Evaluación De Impacto En Salud: La Experiencia De Un Plan De Reforma En Un Barrio De Bilbao

La Evaluación de Impacto en Salud (EIS) es un instrumento que permite estimar los efectos de las políticas y proyectos en la salud de las poblaciones desde una perspectiva de equidad y justicia social. En el marco de la EIS de un plan de reforma de un barrio de Bilbao, se llevó a cabo un estudio cualitativo para conocer los efectos percibidos del mismo en la salud de los vecinos. La información se obtuvo mediante observación participante, grupos de discusión y entrevistas a informadores clave, y se analizó conforme al modelo de análisis sociológico del discurso. Los resultados configuraron tres áreas, relacionadas con el contexto socio-histórico del barrio, el carácter dinámico de la intervención, y las repercusiones percibidas en la salud. Los métodos cualitativos permitieron profundizar en el significado de dichas áreas y en el sentido de sus interrelaciones posibilitando una mejor comprensión del impacto en salud del plan.

**Calderón, Carlos**, *Alza Health Centre. Osakidetza-Servicio Vasco de Salud*

Médicos Y Pacientes Ante La Promoción De Estilos De Vida Saludables En Atención Primaria

La importancia de los hábitos y modos de vida en la salud de la población y las posibilidades de la Atención Primaria de Salud (APS) en su mejora, justificó llevar a cabo una investigación cualitativa para profundizar en las percepciones de los médicos de familia y de los pacientes acerca las actividades de promoción ante el tabaco, ejercicio, alcohol y dieta. La obtención de la información se realizó mediante dos grupos de discusión de médicos y dos de pacientes que habían participado en intervenciones previas. Como modelo de análisis se utilizó el análisis sociológico del discurso. Los resultados de la investigación permiten identificar los principales factores sanitarios y extra-sanitarios percibidos por los médicos y pacientes como condicionantes de sus comportamientos, y configurar un marco interpretativo del sentido de las actividades de promoción en la interrelación entre ambos agentes en el contexto de la APS.

**Callahan, J. Sean**, *The Unverisity of Georgia*

Conjure: A Method and Object of Analysis

Theophus Smith “employs the terms “conjure” or “conjuration” for its versatility as a “root metaphor” that encompasses black people’s ritual, figural, therapeutic transformations of culture” (1994, p. 4). This paper provides a brief background on conjure, highlighting its significance in black American society, and outlines the structural components of conjure as a framework for analyzing interview data. Using the lyrics of OutKast’s 1998 CD release, Aquemini, I will describe the conjuric structures underlying their music and draw implications in terms of the significance of conjure as a method and object of analysis in research that uses ethnographic methods.

**Cameron, Zanne**, *Royal Roads*

Radical Kindness: An Autoethnographic Reflection on Kindness and Qualitative Inquiry

Drawing from the literature on the pedagogy of hope, notions of power and weakness in society, relationships within community, personal ethics, notions of

success, and contemporary debates on the emancipatory and decolonizing role of qualitative inquiry, in this presentation we reflect on the role and value of kindness in qualitative research. In a co-constructed, autoethnographic examination of the role of kindness and caring in our own experiences we argue that kindness practiced as a societal ethic is a form of counterculture. Drawing upon a combination of hermeneutic and phenomenological theory we will examine our own experience and practice of kindness in our own lives, the dialectic between kindness as perceived weakness and power in society, the tension between moral agency, living a meaningful life, and contemporary models of consumption and wealth as success. Building upon Freire, Ellis, contemporary social visionaries such as Jean Vanier and Bayard Rustin, the ancient teachings of Lao Tzu, and examples of dispute resolution, we argue that contrary to common assumptions that nice guys finish last, last place is a matter of perspective. And that caring and kindness as a daily conscious practice is a form of radical activism that can empower individuals to negotiate new terms of success. With this paper we hope to build on the growing body of communications literature on kindness and contribute to a positive discourse of kindness and caring.

**Campbell Jr., Craig Allen**, *Northern Illinois University*  
Participatory Community Mapping for Indigenous Knowledge Production

Historically, mapping embodies knowledge sources, social connections, and power relations based on visual and textual descriptions of the world's geography. Today this concept has been enlarged to allow us to see our own path in the social construction of our life and as such our own location in that path. Based on this new infusion of local voice into the process, how has the mapping concept evolved to make space for indigenous knowledge and voice, and how can adult educators utilize Participatory Community Mapping (PCM) for knowledge production and documentation? Indigenous knowledge documentation is a fairly new concept with new techniques and directives emerging each year. Further research tools are necessary for documentation and promotion of culture and language resulting in preservation and revitalization. The purpose of this dissertation research is to explore Participatory Community Mapping (PCM) as an adult education research tool that promotes indigenous knowledge production along with an understanding of the power of local voice in mappings.

**Campbell, Sandra**, *University of Illinois at Chicago*  
Visual Evidence: Looking Through the Lens of Adolescence

I went to find what meanings high school holds for five students. It is a visual and verbal exploration. The classroom melts away as these young people photograph and speak about their high school experience. A certain freedom comes when we leave the confines of the classroom aside for a moment and focus on the world pounding against these intellectual barriers (Huebner, 1975). Visual ethnography is a way to tell a story or a way to get at the meaning of a place, time or situation. It is the understanding of this meaning that can influence our construction of curriculum. William H. Schubert (1992) writes about the way in which we can support human growth and development with cooperation, and that curriculum comes from life and the way in which we live our life. The way school is organized and the daily routine can be a lesson more powerful than the formal curriculum. (Schubert, 1992) Photographs taken by students portray a

significance that each student has created around their high school experience. It is through understanding and an awareness of how students present themselves in the world of high school that we can find a narrative for teachers who are looking to make a difference in the lives of adolescents. The photographs reveal an expression of how each student experiences school. They are by no means the whole story.

**Cannella, Gaile S.,** *Tulane University*

Power Shifting at the Speed of Light: Critical Qualitative Research Post-Katrina

Everyone is familiar with the critical reactions to hurricanes Katrina and Rita in 2005, whether related to the slow response of the U.S. government to life/death circumstances, the racism, classism, and sexism that have been evident in recovery plans, or recent colonialist discourses that create a diverse city like New Orleans as a den of violence. A range of “saviors” have traveled to sell “manufactured housing,” corporatize public schools in the name of recovery and achievement, or to research disaster experiences. Further, as various stakeholders and others interact within a context that fosters the fusion of physical/emotional survival with corporatization/profitteering, the dire circumstance can result in the shifting of power that is constant and irregular. Critical researchers (e.g. ethnographers) can be faced with data collection that is erroneous, illusive, and misleading. This paper focuses on the problems with critical and qualitative methodologies when all forms of “knowing” are challenged.

**Cannella, Gaile S.,** *Tulane University*

Critical Qualitative Research: Using Black Feminist Perspectives to Unveil the Corporatization of Disaster

See Salazar Perez, Michelle

**Cannella, Gaile S.,** *Tulane University*

Deploying Qualitative Methods for Critical Social Purposes

See Lincoln, Yvonna S

**Cano, Victor Hugo,** *San Buenaventura*

Representaciones sociales de los jóvenes de la ciudad de Medellín sobre el consumo de sustancias psicoactivas en relación a sus escenarios

Buscamos comprender el proceso de construcción de las representaciones sociales sobre el consumo de psicoactivos en relación a los escenarios, donde los jóvenes llevan a cabo su consumo, rescatando su experiencia intersubjetiva. El enfoque metodológico: interpretativo. Paradigma: constructivista. Las estrategias de investigación: observación participante, estudio cualitativo de casos y estudio documental. Técnicas empleadas: entrevistas abiertas, y a profundidad, observación etnográfica, y análisis documental. Muestreo: se identificaron jóvenes que participaran en ciertos escenarios (parques, conciertos y party's). Hallazgos: se aprecia que el conocimiento social, se construye a partir de elementos como son las actitudes, prejuicios, creencias, la propia experiencia frente al consumo como tal, entre otros, los cuales son centrales en la representación social de los contextos de consumo de sustancias psicoactivas. Estos indicadores, se revelan como los contenidos que definen un estatus de conocimientos sobre los escenarios donde los jóvenes llevan a cabo prácticas de consumo.

**Cañón, Stella -**, *Universidad Distrital Francisco José de Caldas*

Estudio De Caso Sobre El Fenómeno De Barras Bravas En El Fútbol: Una Mirada Desde La Escuela

El presente estudio Busca explicar ciertos tipos de comportamiento que están presentando estudiantes hinchas de equipos nacionales, que ejercen violencia permanente en una Institución Educativa Distrital de Bogotá. Como objetivo general se plantea analizar las expresiones de violencia escolar sucedidas en la Institución Educativa y su relación con el fenómeno creciente de barras bravas. La metodología empleada fue de corte cualitativo-participativo, con la aplicación del modelo de los Núcleos de Educación Familiar y la Prevención de las Violencias Difusas en Contextos Educativos (NEF). Los resultados mostraron evidencia clara de la participación de estudiantes en grupos de barras bravas que han venido generando violencia al interior de la escuela y fuera de ella con la vinculación de estas a grupos de pandillas, que agregan un ingrediente muy peligroso para la integridad de los estudiantes y para la tranquilidad de la escuela

**Cantera-Espinosa, Leonor**, *Autonoma de Barcelona*

Power Relationship on Conflict Situation in Romantic Attachment

See Meza-de Luna, Maria-Elena

**Cantera-Espinosa, Leonor**, *Autónoma de Barcelona*

Violence in romantic relationship: An epistemology matter

See Meza-de Luna, María-Elena

**Capllonch Bujosa, Marta**,

“Play, dialogue and resolution of conflicts”: overcoming conflicts in physical education through a communitarian model of conflict resolution. Design of a specific program for Learning Communities

The presence of immigration in educational centers, as well as the growing of conflicts in elementary schools, is at present one of the greatest concerns in education. This paper presents the principles that are used in the Spanish study “Play, dialogue and resolution of conflicts”, that seeks to identify the conflicts that emerge in physical education classes as a space of interaction, as well as to promote mechanisms for their resolution, using the critical communicative methodology as a basis to identify the possibilities that a “communitarian model of conflict resolution” can offer in physical education. The study focuses on schools that are carrying out the Learning Communities project, given the representation of immigrant students in classrooms and the dynamics of these schools in approaching conflicts through participation and egalitarian dialogue with all the members in the community.

**Caran, Karolina**, *George Mason University*

Biblio-ethnography: How books imprint themselves on everyday life

The paper examines biblio-ethnography, i.e. an ethnographic study of everyday life combined with the study of books that have influenced the study participant. I argue that just as images and photographs are used in visual anthropology to examine the links between the study participants and how they are represented, reading books that have influenced a person can greatly enhance our under-

standing of that person's reality and worldview. I first establish the rationale for the use of biblio-ethnography by discussing the power of books manifested in banning them in order to prevent the disruption of a social, political or religious belief system in various cultures. I then illustrate the use of biblio-ethnography in my study of a textile artist, and conclude the article with autoethnographic reflections on my reality influenced by the books I read.

**Caran, Karolina,** *George Mason University*

Becoming a mother: an autoethnography of writing my dissertation

This performance autoethnography reflects on the process of writing my dissertation. Since the entire process takes nine months, it is compared to the experience of being pregnant. Thus, in the first trimester, I prepare myself physically and spiritually for the study, strive to analyze human being, and find my voice of a poetess. In the second trimester I enjoy the interview and the write-up process. In the last trimester I reflect on how the study has shaped my identities of a researcher, a human being, and a mother of my dissertation.

**Carballo, Kimara Del Valle,** *Universidad Simón Rodríguez*

Fundamentos para un programa de Educación Ambiental a partir de las representaciones acerca de los animales venenosos

El propósito del estudio está orientado a conocer las Representaciones Sociales de una comunidad educativa rural acerca de los animales venenosos, en una zona donde, dadas sus características, han venido aumentando los accidentes con fauna venenosa debido al avance de la frontera agrícola y ocupación de espacios naturales. La investigación se ubica en el paradigma interpretativo, porque se desarrolla en una realidad dinámica y diversa. Es una investigación etnográfica ya que busca la descripción e interpretación de una situación observada en una comunidad educativa, cuya población está en contacto permanente con esta fauna. La información es recabada a través de la observación, entrevistas y cuestionarios; los informantes claves son los padres y representantes, maestros, director, obreros de la escuela y estudiantes. Esta etnografía busca ir más allá de la simple descripción e interpretación y plantea generar un programa de Educación Ambiental, aplicarlo en la comunidad del estudio y evaluarlo.

**Carballo, Kimara del Valle,** *Universidad Nacional Experimental Simón Rodríguez*

Fundamentos Teóricos y Metodológicos para un Programa de Educación Ambiental a partir de las Representaciones acerca de los Animales Venenosos en una Comunidad Educativa Rural

El propósito del estudio está orientado a conocer las Representaciones Sociales de una comunidad educativa rural acerca de los animales venenosos, en una zona donde, dadas sus características, han venido aumentando los accidentes con fauna venenosa debido al avance de la frontera agrícola y ocupación de espacios naturales. La investigación se ubica en el paradigma interpretativo, porque se desarrolla en una realidad dinámica y diversa. Es una investigación etnográfica ya que busca la descripción e interpretación de una situación observada en una comunidad educativa, cuya población está en contacto permanente con esta fauna. La información es recabada a través de la observación, entrevistas y cuestionarios; los informantes claves son los padres y representantes, maestros, director, obreros de la escuela y estudiantes. Esta etnografía busca ir más allá de la

simple descripción e interpretación y plantea generar un programa de Educación Ambiental, aplicarlo en la comunidad del estudio y evaluarlo.

**Carducci, Rozana, UCLA**

Surviving and thriving as “junior” critical education scholars: The Disruptive Dialogue Project

Establishing the context for the panel, this paper synthesizes recent scholarship on the politics of evidence with a particular focus on the qualitative research community’s response to calls for scientifically-based educational inquiry. Building upon this literature base and my own research and teaching experiences in the era of conservative modernization, I discuss specific strategies for navigating the institutional politics, disciplinary norms, and government regulations which serve to undermine the social justice mission of critical scholarship. The paper closes with a detailed discussion of a particular resistance strategy adopted by the panelists, the formation of a dialogic knowledge community entitled the Disruptive Dialogue Project which seeks to “disrupt” the norms of methodological conservatism via sustained scholarly collaborations, emotional support, and professional networking.

**Carless, David, Leeds Metropolitan University**

Who the hell was that? Stories, bodies and actions in the world.

In this performance autoethnography I explore the complex relationships between bodies and stories. To do so, I draw on my memories of a string of “partial meetings” re-presented in the form of a series of short interlinked vignettes. Through telling these stories, I try to show how bodies have the habit of intruding, and then intruding again, on both the personal stories we tell of our lives and the dominant narratives which permeate those stories. Also through the telling, I hope to evoke a feel for how ambiguous silences resulting from hard-to-share stories can come to impede the actions of bodies in the world. Stories and their silences, I conclude, exist in a two-way or bidirectional relationship with our body and its desires, our actions and inactions in the world.

**Carnes, Molly, UW-Madison**

Deconstructing the Glass Ceiling

See Isaac, Carol A.

**Carpenter, Sara, OISE/University of Toronto**

Institutional Ethnography: Contributions to Research in Education

See Mojab, Shahrzad

**Carrero de Blanco, Ana Itala, Universidad Pedagógica Experimental Libertador-Instituto Pedagógico de Caracas**

Técnicas Cualitativas Utilizadas En La Construcción De Un Programa Educativo Ambiental Para Comunidades Costeras Del Estado Miranda, Venezuela

El presente escrito describe las técnicas cualitativas utilizadas en la construcción de un programa educativo ambiental para comunidades que habitan en la zona costera del estado Miranda en Venezuela. Entre las técnicas utilizadas están: el diagnóstico participativo ambiental, el foro ambiental permanente, la

mesa técnica y el trabajo de campo. Estas técnicas demostraron ser muy eficaces para lograr el acercamiento entre investigadores y miembros de la comunidad, alcanzándose con ello el empoderamiento social que les permitió, posteriormente, un desempeño autónomo, a través de lo cual han venido desarrollando proyectos comunitarios sustentables.

**Carrero de Blanco, Ana Itala**, *Universidad Pedagógica Experimental Libertador-Instituto Pedagógico de Caracas*

Reflexiones s Sobre Algunos Métodos Utilizados En La Investigación En El Área De Educación, Ambiente Y Calidad De Vida: Caso Universidad Pedagógica Experimental Libertador-Instituto Pedagógico De Caracas

See García Tovar, Margarita

**Carrillo Rowe, Aimee**, *University of Iowa*

Belonging and Becoming: Migration, Unease and the U.S. Nation-State

This paper discusses the mediated constructions of gender and migration throughout the 2006-7 immigration debates over U.S. federal reform. While gender apparently plays a minor role in the struggles over immigration, this research suggests that the media narratives of conservatives and moderates actually make implicitly gender-based assumptions about immigration. By emphasizing gender as integral to discussions of belonging and becoming citizen or "legal" residents of the U.S. nation-state, this paper argues for a reconsideration of the importance of gender in representations of immigration discourse and the course of immigration debates.

**Carrillo, Alicia Rivera**, *Universidad de Guadalajara*

Acercamiento Al Programa Institucional De Tutorias De La Universidad De Guadalajara. Estudio De Caso: Departamento De Sociología.

See Garcia, Jose Luis Dueñas

**Carter-Black, Janet D.**, *University of Illinois*

African American Versus Dominant Culture Prescriptions for Disciplining Children

All parents must develop disciplinary strategies and techniques that will facilitate their children's growth and development, and also impart lessons that will foster achievement and success. Among African American parents this must be done while simultaneously keeping their children safe in a world that may perceive them as a potential threat on the basis of race. A myriad of studies have looked at discipline of children. Among earlier studies middle-class white families served as the prototype for assessing and evaluating effective child discipline. Adherence to the gold standard set by the Eurocentric family type implied appropriate socialization practices and a healthy, more positively functioning family system. Conversely, families who selected and practiced a variant culturally sanctioned form of discipline were held in question by child and family experts alike. African American families often found themselves at the epicenter of debate and controversy around the issues of acceptable/unacceptable or effective/ineffective forms of discipline. Numerous evaluative labels (harsh, punitive, reactive, parent rather than child-oriented) were commonly applied by researchers who determined Black families tended to preferentially resort to corporal punishment as

the disciplinary strategy of choice. Middle-class Black families participated in this qualitative comparative case study that investigated parenting practices that promote achievement orientations and success outcomes in children. The participating families incorporated a range of techniques in their repertoire of disciplinary measures, only one of which involved physical discipline. By presenting the reports of all the family members, we are able to determine whether or not the children accepted their parents' beliefs, values, and motivations around discipline as legitimate and/or viable. The opportunity to investigate the level of consensus versus dissonance between those receiving the discipline and those providing it was intriguing indeed.

**Carvajal, Diogenes, *University of Los Andes***

The (sometimes) Thin Line between Technology and Method: The Incidence of Computer Assisted Qualitative Data Analysis Software in the Way we Teach Qualitative Research and the Way our Students do it

Currently, many graduate and undergraduate students demand the training on any qualitative data analysis software as part of their formation as qualitative researchers. Most of them consider that nowadays it is a necessity for any qualitative researcher to use these software. But in the case of novice qualitative researchers there can be a risk: some of them might consider that qualitative data analysis is the same as computer assisted qualitative data analysis, and would not be strange to find out that some analysis processes are configured according to what the software allows the researcher to do, and not to what the researcher must do within a particular qualitative method. In this paper I outline issues we can find between qualitative data analysis, and the training in qualitative software; issues we must consider when including the use of qualitative software as part of our teaching of qualitative research, to avoid software-focused teaching and learning.

**Carvajal, Diogenes, *University of Los Andes***

Shadowing the Shadow and the Shadowed: Ethics and Personal Involvement in the Qualitative Shadowing Technique

Shadowing is a useful technique to gather information from a particular subject in his/her own context, allowing us to know his/her actions and the meaning they have in a scenario. In a study on students' engagement in our university, we decided to shadow a group of students for two weeks. Along this process it happened that the relationship between students and shadows became a friendship. How this change in the relation affected the data gathering? How shadows' own perceptions and interpretations were mediated by their relationship with the students? In this article we give some answers to these questions, from the point of view that it is impossible to avoid the emergence of any kind of friendship between shadow and shadowed. We also give advice about the place subjectivity can have in shadowing studies and the way it must be included as a special component of the data analysis.

**CARVALHO, GERALDO MOTA DE, *SÃO CAMILO UNIVERSITY***

The experience of repeated fatherhood during adolescence

This qualitative study utilized a social phenomenological focus to examine how adolescent fathers experience recurring parenthood during adolescence. In

total, five fathers between 16 and 19 years of age and with two children each, were interviewed. As an unveiling strategy of the phenomenon, we use the following directive questions: How did you feel becoming a first-time father? How did the birth of another child take place? How does it feel to be a father more than once? What do you expect of the future? Concrete categories of the experienced surfaced from the subjects statements: Contextualizing the perception about being an adolescent father; Experiencing losses; Experiencing gains; Seeking safety for the future; and Experiencing an ambivalent situation. The study suggested that recurring adolescent fatherhood is a complex phenomenon, with many perceptive possibilities, of which the diverse experiences depend on the social context that is defined by the wishes, plans, possibilities and meanings of each distinct social class.

**Cassiman, Shawn A.**, *University of Dayton*

Evidence and Quality in the Qualitative Dissertation: Who Decides?

This paper is interested in discussing evidence and quality in the dissertation along with the struggles particular to graduate students undertaking interpretive qualitative work in a primarily positivist environment. It touches upon mundane issues relevant to dissertators such as funding and timing. It also engages the discussion of how quality or what constitutes evidence in the dissertation fit within the larger debate on quality and evidence in research methods and within the social sciences. It argues that the salient issue of qualitative versus quantitative is more accurately located at the juncture of interpretive and positivistic. It concludes with suggestions of ways to approach and dialogue with committees, funders, and scholarly communities.

**Cassiman, Shawn A.**, *University of Dayton*

Everyday Resistance Strategies of Poor Disabled Single Mothers

This presentation draws upon the work of Scott (1985) on everyday resistance strategies in order to discuss the lives of a group of women living in poverty while raising children and living with disability. In my dissertation I utilize a typology developed by Hollander and (2004) to detail how the struggles of poor mothers with disabilities are rooted in oppositional stances. Data for the project consists of interviews and observations. Data was analyzed and coded into themes. Themes were organized by research question and include, conceptualizations of care, strategies to combat stigma, and types of resistance strategies. Resistance was the thread that bound the analysis into a cohesive whole. This research project served to not only to hone my analytic skills and educate me in the resistance that existed among this group of women, but provided a reflective space in which to examine strategies of resistance and conceptualizations of resistance.

**Castañeda, Gloria Esperanza**, *Fundación Universitaria Luis Amigo*

Representaciones sociales de Jovenes infractores sobre actos violentos. Medellin 2005-2006

See Agudelo, Luz María

**Castañeda, Hugo Nelson,** *Universidad de San Buenaventura*

Eficacia de las acciones tendientes a la inclusión social de la discapacidad en el Aburrá Norte

El presente artículo forma parte de la investigación denominada protección y alcance de los derechos de los discapacitados en el Aburrá Norte, cuyo objetivo es el de establecer el alcance actual de las medidas destinadas a la eliminación o reducción de las desigualdades en favor de las personas discapacitadas residentes en los Municipios de Barbosa, Copacabana y Bello con la finalidad de formular propuestas con las que se pueda lograr una mayor eficacia de los derechos de esta población, para esto se utilizó un enfoque metodológico cualitativo, consistente en entrevistas, derechos de petición y observación de los municipios que conforman esta zona, que arrojaron como resultado la existencia exigua de normas que reconocen derechos especiales de las personas en situación de discapacidad y la escasa eficacia que estas tienen, además del poco reconocimiento social de las personas que se encuentran en esta situación.

**Castañó, Alejandra,** *Universidad de Antioquia*

Ética en los estudios sobre televisión de interés público, social, educativo y cultural en Medellín

See Velásquez, Omar Mauricio

**Castellanos, Fabiola,** *Pontificia universidad Javeriana*

No se porque me enfermé...tal vez es la vida dura que he tenido que llevar

Estudio realizado en cinco barrios de los cerros nororientales de Bogotá, que tiene como objetivo explorar las causas que las personas mayores en situación de discapacidad atribuyen a la enfermedad como una manera de comprender las trayectorias de cuidado que ellos construyen para actuar frente a la enfermedad.. La metodología es cualitativa con enfoque etnográfico. Se visitaron 39 participantes con los cuales se realizó observación participante y entrevistas. Se realizaron entrevistas en profundidad a cinco de ellos. Hallazgos muestran que las personas mayores en situación de discapacidad de los barrios estudiados atribuyen la enfermedad a dos causas principalmente: las causas naturales entre las que se incluyen alteraciones del cuerpo, cambios de calor a frío, descuidos en la juventud y causas socioeconómicas entre las que describen: la vida de trabajo que han tenido que llevar, las costumbres que han mantenido de generación en generación y el contexto de pobreza que favorece condiciones para sufrir enfermedades.

**Castellanos, Sonia,** *U de Los Andes*

Qualitative Evaluation of Programs for Professional Development of Public School Teachers in Bogota

See Montoya, Juny

**Castillo, Matilde,** *Universidad Católica Santa Rosa*

La realidad social de una escuela venezolana vista por sus actores

La investigación consistió en la caracterización de la realidad social en una escuela venezolana desde la perspectiva de sus actores, con la finalidad de crear ambientes para la consolidación de una cultura para la paz. El estudio se

enmarcó en el paradigma socio crítico a través de una investigación acción participativa, crítica-reflexiva. Los logros se resumen en: (a) el personal docente, administrativo y obrero tiene elementos necesarios para identificarse con el entorno, expresarse y comunicarse y decidir lo que desean cambiar, (b) para los representantes y alumnos, la escuela es percibida como muy buena, con algunos elementos que son importantes revisar y (c) la visión que tienen los docentes de los conflictos en la escuela está enmarcada en cuatro grandes categorías: las interacciones humanas, los problemas personales, las dificultades organizacionales y las posibilidades de cambios en la organización. En la institución estudiada existe un modelo de convivencia poco democrático.

**Castro Osorio, Andrea Juliana**, *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

See Pulido Chaparro, Sandra Carolina

**Castro, Aura M**, *Universidad Pedagógica Experimental Libertador*

Una Alternativa En Investigación Cualitativa

En Ciencias Sociales la noción de paradigma alude a ciencia normal que se encuentra establecida, legitimada y reconocida por la comunidad científica que goza del privilegio de la científicidad oficial, atribuyéndosele la elección de los problemas y metodologías de investigación; así, se han venido presentando factores que están impidiendo la concepción, planeamiento y desarrollo de los trabajos de investigación, con el consecuente abandono y descuido hacia el proceso investigativo; siendo las causas escasa disposición, conocimiento y uso de un modelo alternativo apropiado para el desarrollo de la investigación bajo metodologías cualitativas. El propósito es proponer las características del Modelo Topológico, referido a un cuadro de inserciones y de relaciones entre cuatro polos: Epistemológico, Teórico, Morfológico y Técnico, considerando autores: De Bruyne (s/f); Erickson (1973), Lessard, Goyette y Boutin (s/f). Se usa el método de Comparación Constante (Glaser y Strauss, 1967). El resultado señala la descripción de los polos del modelo y la manera de aplicarlo a una situación deficitaria y problemática.

**Castro, Aura M**, *Universidad Pedagógica Experimental Libertador*

Una Alternativa En Investigación Cualitativa

En Ciencias Sociales la noción de paradigma alude a ciencia normal que se encuentra establecida, legitimada y reconocida por la comunidad científica que goza del privilegio de la científicidad oficial, atribuyéndosele la elección de los problemas y metodologías de investigación; así, se han venido presentando factores que están impidiendo la concepción, planeamiento y desarrollo de los trabajos de investigación, con el consecuente abandono y descuido hacia el proceso investigativo; siendo las causas escasa disposición, conocimiento y uso de un modelo alternativo apropiado para el desarrollo de la investigación bajo metodologías cualitativas. El propósito es proponer las características del Modelo Topológico, referido a un cuadro de inserciones y de relaciones entre cuatro polos: Epistemológico, Teórico, Morfológico y Técnico, considerando autores: De Bruyne (s/f); Erickson (1973), Lessard, Goyette y Boutin (s/f). Se usa el método de Comparación Constante (Glaser y Strauss, 1967). El resultado señala la

descripción de los polos del modelo y la manera de aplicarlo a una situación deficitaria y problemática.

**Castro-Osorio, Andrea Juliana**, *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

See Pulido-chaparro, Sandra Carolina

**Caton, Kellee**, *University of Illinois Urbana-Champaign*

Rethinking the Tension between Constructivism and Critical Theory

The philosophical literature on social research tends to emphasize contradictions between research paradigms. In contemporary practice, however, scholars are increasingly recognizing the value of combining ideas from multiple perspectives. In this milieu, constructivism and critical theory represent two approaches which have increasingly come to influence one another. Here, I explore what is at stake between these two perspectives, analyzing traditionally imagined areas of disagreement and suggesting further points of tension heretofore underemphasized. I then attempt to concretize the issues I raise within the context of my own work, which explores representation, understanding, and social justice in the practice of educational tourism. Ultimately, I argue for the value of combining constructivism and critical theory, in order to forge a social research tradition that is reflexive, critically and politically oriented, and respectful of participants and their lived experiences.

**Cavalcanti, Mariana**, *CPDOC, Getulio Vargas Foundation*

From Shack to, House to Fortresse: the shifting meanings of home in a favela of Rio de Janeiro

The paper follows the transformations in the built forms of Rio de Janeiro's favelas (shantytowns) in order to capture the shifting social field in and through which the in which the favelas are spatially reproduced. This social field is shaped at once by the rise of a burgeoning informal real estate market and a quotidian marked by drug trade-related violence. Based on eighteen months of field research and thirty in-depth interviews in one favela, I argue that "shack", "house" and "fortress" - all "native" terms to describe houses - encapsulate different moments in residents' personal trajectories that are inextricably linked to the larger conditions under which housing in Rio's favelas is produced, which in turn allude to distinct ways of inhabiting a favela.

**Cavel, Kara**, *Smith College*

Attachment Theory's Applicability to Qualitative Research: Internal Working Models of Self, Other and Interaction

Bowlby's (1969/1982) explorations of attachment revealed that people employ innate capacities structures and needs in interaction with others to develop internal working models of self, of others, and of interactions. In early child development, close personal interactions strongly shape the nature of these models. People may approach interactions with relatively more secure, more anxious, more avoidant or mixed models of interaction. For the researchers, reflexivity is enhanced by an understanding of one's own internal working models of interactions and how they draw us toward affirming experiences while protecting us

from stressful ones. Efforts to understand the internal working models of others more thoroughly can also enhance the credibility and verisimilitude of qualitative research. Differences in working models and experiences must be reflexively examined to avoid attribution of deficits where instead truly different world views exist. To do so adds to the credibility and trustworthiness of qualitative research

**Ch-vez, Karma R.,** *Arizona State University*

Tensions and Opportunities: The Gendered Labor of Immigrant Rights Activism

This essay considers the gendered dynamics of migrant rights activism on the U.S.-Mexico border. A long history of border activism has and continues to be enacted by women for both women and men. Activists' stories weave complex commitments to the movement, family and health, amidst struggles with sexism, racism and homophobia. Additionally, their stories demonstrate the complicated relationship activists have to the value of citizenship as both a supplier of rights and a constraining force—a fact women have historically experienced even as citizens. Finally, their narratives imply a simultaneous rupturing and affirming of the public-private divide that constitutes gendered labor.

**Chang, Chien-Ni,** *The Ohio State University*

Girls Who Are Suspended or Expelled from School: There is More to Know Than Demographics

This study aims to explore the life experiences of the girls who report that they have been suspended or expelled from school. We studied 290 girls, ages 15 - 16 years. A standardized self-report questionnaire was used to collect data on health and behavior (Child Health and Illness Profile-Adolescent Edition); for this study, we used the item asking about suspension or expulsion. A semi-structured interview of girls and adult informants (primarily parents) was used to collect information about life events (Life History Calendar). The themes emerging from the data analyses include: behavior problems, school problems, drug and alcohol use, trauma, and relationship issues. The findings reflect the complexities behind the girls' suspension/expulsions at school, indicating that more work should be done to address some of the contextual issues common across social class and ethnicity. This paper also discusses the advantages of using more than one type of data collection method.

**Chao, Sheng Jie,** *South-west University*

Not peasant, not townspeople, but somewhere in-between

See Zhang, Xiao Rui

**Chapela, Ma. del Consuelo,** *Universidad Autónoma Metropolitana (Xochimilco)*

El vínculo intersubjetivo como alternativa de cambio en las profesiones de la bidimensionalidad humana

Primero se presenta al ser humano como bidimensional, al cuerpo humano como territorio codiciado desde el poder dominante y como objeto de estudio y práctica de las profesiones de la salud. Enseguida se argumenta que el sustento de la enajenación del cuerpo es la unidireccionalidad de la inculcación de conocimiento seleccionado desde las agencias del poder dominante y que con esto se limita el capital, el espacio, y la producción del espacio, de las personas. Se

identifica a las metodologías críticas como constructoras y reconstructoras de espacio por la necesaria construcción del vínculo intersubjetivo y su consecuente bidireccionalidad de flujo de interpretaciones y verdades sobre el mundo. Finalmente se argumenta que las prácticas profesionales en el campo de la salud son una oportunidad de construcción de vínculos intersubjetivos, de capitalización y descapitalización para profesionistas e informantes.

**Chapela, María-del-Consuelo**, *Universidad Autónoma Metropolitana - Xochimilco*  
Body Inscriptions And Qualitative Inquiry. An Approach From Emancipatory Health Promotion

Paradoxically, market - medical approaches to health tend to make the human body invisible in its subjective dimensions and wholeness. In market - medical practices the body, seen as body-territory is appropriated by market - medical classifications, objects, practices and intentions. An approach from emancipatory health promotion seeks to understand the body as body-subject, the place where subjects' situation and experiences are inscribed, particularly the experience with power, and as space producing space. The study of the body encompasses the study of body inscriptions requiring QI understanding. QI of the body-subject also implies subject change insofar it triggers reflexive practices of freedom. An empirical example of this is provided by the description of body inscriptions of power and their change through QI.

**Chapra, Aisha**, *University of Toronto*  
Staged Photography as a Community-Based Participatory Research Method

See Sakamoto, Izumi

**Chase - Daniel, Julie**, *California Institute of Integral Studies*  
Using Co-operative Inquiry to explore spiritual intelligence in daily interactions

A group of online students undertook a project to learn the methods of Cooperative Inquiry by using the topic of spiritual intelligence. All participants were co-researchers who communicated via on-line collaborative journaling and weekly teleconferences. Informed by the concepts presented by Zohar & Marshall in *Connecting with our Spiritual Intelligence* (2000), this research considered spiritual intelligence to incorporate a soulful, internal experience with an outward sense of commitment to others and the natural world. The co-researchers journaled & engaged in reflexive dialogue on their personal experience of how spiritual intelligence impacted their decisions, interactions, experiences, emotions, energies, and environments. Based on the descriptions of John Heron this co-operative inquiry was a full form, outside, partitive inquiry, with open boundaries, using a mixed Apollonian and Dionysian approach. The early phases were divergent but became convergent in later phases. It had both transformative and informative aspects. Zohar, D. I. Marshall (2000) *Connecting with our Spiritual Intelligence* New York: Bloomsbury

**Chávez G, Blanca Myriam**, *Antioquia*  
Municipios saludables como política pública

Objetivo: Evaluar el proceso de formulación e implementación de la Política Pública de Municipios Saludables (PPMS) en Antioquia-Colombia en el periodo 2001-2005. Métodos: Tiene dos componentes: un estudio transversal en los

municipios con la PPMS, con una encuesta a los directores locales de salud y se revisó los planes de desarrollo municipales del periodo. Para el componente cualitativo se realizó entrevistas semiestructuradas y grupos focales con los actores clave departamentales, subregionales y locales involucrados en el proceso de formulación e implementación de la PPMS. Resultados: se encontraron factores como el incipiente desarrollo institucional, la inmadurez de los procesos políticos, la intención gubernamental sin viabilidad económica y técnica y los cambios de administración que afectaron la implementación de la política. Conclusiones: La decisión de implementar una política pública debe ser el resultado de un proceso incluyente con todos los actores para asegurar el logro de los objetivos. Palabras claves: política pública, municipios saludables, formulación, implementación.

**Chavez, María Guadalupe Guadalupe, Colima**

Cáncer cervicouterino: más allá de lo que es, la percepción de las mujeres. Antioquia (colombia) y Colima (México), 2006

See Tamayo, Lucia Stella

**Chawla, Devika, Ohio University**

Taming A Life, Domesticating A Biography

See Anderson, Myrdene

**Cheah, Wai H, Southern Illinois University at Edwardsville**

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S.

See Matsuo, Hisako

**Chen, Fang-pei, Columbia University**

Moving Out of the Parents' House: Assisting Mentally Ill Clients with Independent Living

The paper presents case managers' practices to help adult clients who have severe mental illness and who have been co-residing with their parents transition from the parent home to a living arrangement with more independence. This is a discovery in a larger grounded theory study examining professional practices in a community mental health program in the United States. As case managers conceptualize it, independent living has not only ideological significance but also practical implications to clients and their families. Case managers consider client conditions for independent living and client-parent relationships when helping clients move out of the parent home. The client-parent relationship in particular may facilitate or hinder the process of independent living. Case managers describe their assessment of the physical and emotional boundaries between the client and the parent and their work strategies of assisting client independent living when the parent agree or disagree with client independent living.

**Chen, Shujun, Lindsey Wilson College**

Construction of Transnational Identity: Studies about Immigration and Childrens Education

The purpose of this ethnography is to explore the issues in Chinese families immigration stories, from the mothers' perspective in particular, as well as Chi-

nese immigrant children's educational and cultural experiences in the United States. Taking into consideration the interaction of race, gender and ethnicity, the objective of the study is to learn about Chinese women's experiences of being a woman, being a Chinese, and being a mother and the construction of their identities in transnational context. Qualitative research methodology and ethnography are applied to disclose the impact of globalization and immigration on the lives of Chinese mothers. Research methods like participant observation and open-ended interviews are used. In addition to field notes and taped-interviews, informal conversations with participants were supplemented as a source for data analysis. A main thesis of this study is that being a woman, being a Chinese, and being a mother are not the static concepts, but rather dynamic, constantly changing phenomenon, which is influenced by many factors such as time, place, gender, race, ethnicity, educational background, and social economic status. Endarkened feminist epistemology together with poststructuralism and transnational feminism is used as the theoretical frameworks to explore the Chinese women's life experiences.

**Chen, Tzu-Hui, Arizona State University**

Mail-order Bride as A Mother--Immigrant Mothers' Exercising of Agency and Identity Transformation in Taiwan

"Mail-order brides<sup>1</sup>" in Taiwan are a group of foreign women from Southeast Asian countries who marry Taiwanese men and are perceived as victims of patriarchy in a global context and discriminated against as gold-diggers and inferior, helpless women. However, I argue that mail-order brides are not victims only. Instead, by engaging in this kind of marriage, they demonstrate various levels of agency. This feminist qualitative study investigates how mail-order brides in Taiwan exercise their agency from and in their mother role and how their identities are transformed from their mothering experiences: 1) how their multiple identities are changed from their mother role, such as cultural identity (e.g. Vietnamese to Taiwanese ) and gender identity (e.g. childless to mother) ; 2) how their changes promote or impede their exercising of agency? Ten "mail-order brides" from Southeast Asia were interviewed about their mothering practices and changes after they became a mother. This study applied Holland's et al. (1998) theory of identities and de Certeau's (1984) idea about tactics to explore such a process. The results show that mail-order brides' mother role and identity transformation is an intertwining, everlasting process which afford them new ways of thinking and resources to develop and exercise their agency in negotiating the difficulties from their mail-order bride status.

**Chen, Tzu-Hui, Arizona State University**

Korean and Taiwanese Immigrant Parents' Perspectives of Preschool in the U.S: Preschool Opens the Door to the American Dream

This is a qualitative study which employed a visual and multivocal ethnography (Tobin, Wu, & Davidson, 1989) method to investigate Taiwanese and Korean immigrant parents' perspectives of preschools. These parents were recruited through Taiwan and Korean heritage language schools. This study uses Weisner's (1984) ecocultural (ecological-cultural) theory to explore the extent to which beliefs involving education reflect the distinct cultural models of each ethnic group (Quinn & Holland, 1987). This comparative study also aims to inves-

tigate the similarity and difference of Korean and Taiwanese parents' adaptation experiences specifically in children's preschool education. The results suggested that both community immigrant parents reflected their available cultural models in their attempts to equip their children with skills and values based on the ecology of their community.

**Chen, Wei-Ren,**

Toward Being A Sympathetic Outsider: Making Meaning between Interviewing and Interviewed

What interpersonal dynamics takes place in interviewing and being interviewed for an outsider? How does the interpersonal dynamics engage an outsider in meaning making? As an outsider, I started to think of these issues in order to engage myself in a research project about a performing arts center. What I encountered was two-way interpersonal dynamics: (1) Interviewed by an "active listener," I changed from a speaker to a "spoken-er." I started to listen to my inner thoughts in order to make meaning of a performance's substance; (2) Conversely, interviewing an "active speaker," I changed from a listener to a "listened-er." I started to share my relevant experiences to make meaning of the performance. In this presentation, I draw on Kvale's (1996) notions of the reciprocal influences of interviewer and interviewee on a cognitive and an emotional level as an essential aspect of qualitative research interviewing in becoming a "sympathetic outsider".

**Chen, Yihsuan,** *National Taiwan University of Science and Technology*

Online teacher professional development: Individual agency and local contexts

In an effort to promote web-based learning through teaching based on the Nine-Year Compulsory Curriculum, the Ministry of Education in Taiwan made competitive plans to develop web-based professional development for teachers. This study focused on how a nationwide initiative affected teachers' capacities to become change-agents in their classrooms and districts, and how individual district contexts shaped the development of those capacities. Thirty science teachers who took online professional development courses at the K-12 Digital School in Taiwan were invited to participate in this study. We explored these teachers' perceptions by interviews and observations. Artifacts and documents generated throughout the online courses and interviews were also collected. Data were analyzed using constant comparative method (Glaser & Strauss, 1967). Our analysis of the data revealed that teachers experienced changes in their capacities as a result of K12 online professional development courses in the following areas: professional growth, reflective practice, and mentoring colleagues.

**Chesla, Catherine A.,** *University of California, San Francisco*

Working with culture - Practices and lessons learned from psychiatric mental health professionals working with Asian American patients and their families

See Park, Mijung

**Chiang, Wei Chen,** *University of Illinois*

Art of resistance: New Graffiti phenomenon in Taiwan

This paper focuses on contemporary graffiti phenomenon in Taipei city. It suggests that graffiti phenomenon is not only burgeoning in Taipei city, the mean-

ing of graffiti has changed and enriched continuously over time and now graffiti bear multiple cultural functions including expressing self, resistance and aesthetics. Through observing the graffiti activities in National Chengchi University and Xiaonanmen ruins in Taipei city and interviewing concerned graffiti painters, this study examines the changing meaning of graffiti and further revealing the nature of subculture in Taipei city. While it files two recent graffiti subculture activities which reflect the development of the meaning of graffiti, it also helps improve the understanding of the concept of subculture, which is not only a form of resistance but also a possibility of contemporary art practice.

**Chircop, Andrea Maria, Dalhousie University**

One Lens Is Not Enough For Health Equity! Bifocals For Public Policy Design

The purpose of my presentation is to share findings from an urban ethnography with low-income mothers living in a low-income neighborhood. Today, the majority of North American populations live in urban areas, and neighborhood has been recognized as a major determinant of health (CIHI, 2006). To capture the complexities of low-income mothers' daily negotiations of urban social and physical infrastructure, an eclectic approach to data collection and analysis has been used in this study. The findings from this study will offer policy makers with evidence through a complementary, ecofeminist lens that embraces individual voices and pictures. Public policies may not have been designed to create inequities; the effects however, of some policies may create unintended health inequities. Policies that are in tune with low-income mothers' realities rely upon evidence that is informed by more than one lens.

**Chiu, Teresa, University of Toronto**

Sequential and Simultaneous Transcription/Translation Methods: An Experimentation of Transforming Chinese Interview Data

This paper reports on an experimentation of how not to lose data richness during the translation and transcription processes. In a study of Chinese family caregivers, interviews were conducted in Cantonese. I was concerned that the original meaning of the data might be lost during the transcription process. To address the problem, I decided to experiment with two translation/transcription methods. The first method was simultaneous translation/transcription. While listening to the tapes, I translated the Chinese interviews and typed verbatim in English. The second method was sequential translation/transcription. While listening to the tape, I typed word for word in Chinese. The Chinese transcript was translated later. Method one was faster and was used more often. I switched to Method two when I was concerned that the meaning would be lost if I did not transcribe the interview content in Chinese. Switching between the two methods has added richness to the analysis process and kept the original meanings more intact even during the conceptualizing stage.

**Chiu, Teresa, University of Toronto**

Preserving Indigenous Expressions - The Use of Enriched English Texts and Chinese Phrases in Transcripts

This paper reports on an experimentation of how to represent English words and Chinese phrases used by Chinese interviewees. In a study of Chinese family caregivers, interviews were conducted in Cantonese. During the transcription

process, I created two methods to preserve the languages used by the interviewees. The first was preserving the occasional English words or phrases used by the interviewees. I typed these words in capital letters. The capitalized words visually separated what was said by the interviewees from what was translated. The second was preserving Chinese words or phrases. When I felt that the meaning of certain expressions would be lost by translation, I put the Chinese words in brackets following the English translation. These two preservation efforts have provided me additional cues regarding where the English terms came from and how close the translations were to the indigenous meaning expressed in the interview.

**Choi, Sunghee,** *Penn State University*

How Does the Museum Transform Me?: Visiting art, natural history, and children's museums.

How do visitors create their own interpretation about objects from their own lived experience at museums?; How could museum narratives be shaped for the interpretative process of visitors and how do visitors negotiate these museum narratives to make their own interpretation? To be answered in those questions, this presentation investigates my and my family's experience in the three different types of museums?Carnegie Museum of Art, Carnegie Museum of Natural History and Children's Museum of Pittsburgh?as the form of a story, incorporating autoethnography as a main research methodology. Namely, I will present my story about what I interact with my family in the three museums, walking through the museums and talking about objects with them. The stories are expected to reveal how experiences that our family made in the museums, negotiating museum narratives with our personal experiences, could transform me. The findings of my research could help museum professionals understand how a visitor could make the process of negotiation to transform her, through pursuing making her own interpretation.

**Christ, Thomas W,** *University of Hawaii*

Technology Support Services in Postsecondary Education: A Mixed Methods Study

Technology has a profound effect upon the lives of students with disabilities. This mixed methods analysis of technology supports began with factor analysis of national surveys followed by qualitative cross case analysis of three purposefully selected postsecondary institutions and a longitudinal follow-up of one site that saw 40% budget reduction. Qualitative thematic coding using grounded theoretical procedures were used with 40 interviews to confirm cross-validate and corroborate findings. Repeated sorting, coding and comparisons of themes created categories about technology in postsecondary education. Results from the three phases indicated technology was highly valued. The survey found that assistive technology was top priority, the cross case analysis revealed that appropriate technology and training reduced student dependency, and the longitudinal analysis showed the coordinators priority to improve technology by updating hardware and software, training and reconfiguring staff, and collaborating with departments across campus, continued to improve student success despite reduced funding and staff.

**Christ, Thomas William**, *University of Hawaii*

Creating an Appropriate Graduate Level Mixed Methods Research Course

Creating and teaching a mixed methods course is extremely challenging for new and experienced staff. This article presents how a class was designed and approved at a Research-1 University. EDCS780 Mixed Methods was created for students to determine the most appropriate research method for their interests. The course included an overview of paradigms, exploratory, confirmatory, embedded, and triangulation designs, nomenclature and symbol systems, and a outline format for diagramming and organizing mixed methods studies. Four concepts helped students define methodology: (a) the purpose of the study; (b) the intended audience; (c) if the study is exploratory or confirmatory, and (d) how the project is "bound". Methodological diagramming, the problem, purpose, overarching research question, methods statement and procedures were created in a five+ page outline form to be presented to students advisors as a way to determine potential flaws, problems with committee members, or inappropriate scope or breadth of the study.

**Christian, Becky**,

Hidden Truths and Multiple Realities: Misconstructions of Childhood Chronic Illness

Children and adolescents with chronic illness acquire an understanding and develop a personal meaning of their chronic illness and prognosis. Parents, families and healthcare providers contribute to these impressions, which children then filter through their limited cognitive ability, and manage through selective disclosures and concealment to minimize differences from peers. However, their perceptions about chronic illness may be discordant with those of parents and healthcare providers. Children's impressions and perceptions lead to social construction of the sick-self and a different reality including an expectation for early death, which may not be embedded in fact. Three grounded theory studies of children and adolescents with chronic illness will be used to explore perceptions and misconstructions about chronic illness. Thus, these multiple realities lead the qualitative analyst to search for hidden truths embedded in the children's stories about growing up with chronic illness.

**Chupina, Ana Guisela**, *Alliant International University*

Inside the IRB

See Fambrough, Mary J

**Churcher, Kalen Mary Ann**, *Pennsylvania State University*

Breaking in to the Louisiana State Penitentiary

For many of the 5,108 men serving sentences in Louisianas only maximum-security state prison, the road to the Angola penitentiary was short and direct. But for one woman, gaining access to what was once considered Americas bloodiest prison was a journey wrought with unexpected nuances. This paper explores the process of gaining access and institutional review board approval to conduct ethnographic research at the Louisiana State Penitentiary at Angola. In addition to offering insight into the process, I argue that researchers should not allow appendices and consent forms from preventing very necessary and very innovative research from being conducted. Too often, quality ethnographic research is

hidden behind a cloak of pseudonyms and generalities. I further propose the idea that in some instances, disclosing identifying information in research (a practice often shunned by IRBs) adds not only an essence of legitimacy, but provides empowerment to those participating in said research.

**Cinoglu, Mustafa,** *Kilis Yedi Aralik University*

Evaluation of Hasanbeyli Regional Boarding School in Turkey: A Descriptive Case Study

This research addresses some of the questions by offering a portrait of one boarding school in a rural province of Southeastern Turkey. The research focuses on the boarding arrangements at the school. Thus, the Hasanbeyli Regional Boarding School is only one of the 'new' consolidated schools in the district, offering education from grade 1 through 8. I used descriptive case study method in this research. Data was collected through fieldwork, school records and interviews with stakeholders in Hasanbeyli. Results provide information about Hasanbeyli Regional Boarding School but also give ideas as to what happens in others. The first part of the study is a description of the school. After that, I explored concerns and issues around the boarding school counting on the voices of parents, students, teachers and school administrators. Finally, the study includes some recommendations to improve the boarding school.

**Cisneros-Cohernour, Edith J.,** *Universidad Autonoma de Yucatan*

Assessing the quality of a school improvement program in special education schools in Mexico

This paper presents the findings of a study using a qualitative approach to examine the benefits, contributions and challenges of implementing the program Schools for Quality (Escuelas de Calidad) in special education schools in the southeast of Mexico. The study also attempted to clarify the construct educational quality within the context of the schools. Data collection involved document analysis, surveys, focus-group interviews, in-depth interviews and participant observation.

**Cisneros-Cohernour, Edith J.,** *Universidad Autonoma de Yucatan*

Assessing the Implementation of school reform in Southern Mexico: A research Case study

See Estrada-Mota, Ivett Liliana

**Cisneros-Puebla, Cesar A.,** *Uam Iztapalapa*

Emergent Approaches on Linking Qualitative Software to Qualitative Geography

Qualitative software is creatively shaping our ways of visualizing human, spatial and social process. As Qualitative Geography is increasing its presence in the current social science methodology debate, there is an interest to facilitate some georeferenced data analysis in newest versions of qualitative software programs. Thus the integration of GIS-CAQDAS is a crucial step forward to new approaches to generate knowledge. Nevertheless, there still are some current limitations of QDA software to integrate some GPS and GIS tools into the qualitative software. Qualitative GIS is appealing but challenging in different ways: it is not enough just to have geotagging tools in CAQDAS programs or be able

to manage geocoded text or images. Based on my own experience as qualitative researcher in this paper I will discuss about dilemmas and challenges of qualitative software to be integrated to new ways of thinking about space and behavior.

**Cisneros-Puebla, Cesar A.,** *Universidad Autónoma Metropolitana*  
metodología crítica para una sociedad periférica

Una sociología de nosotros mismos es ahora, más que nunca, necesaria. Aprendimos a hacer sociología del conocimiento, de la tecnología, de los movimientos sociales y de la vida cotidiana de otros, también. Pero una sociología de nuestras propias prácticas como científicos, cualitativos o no, aunque de carne y hueso, está aún pendiente. A eso apunta este texto, poniendo particular énfasis crítico en aquello que somos dentro de la globalización de la academia y de cara a la brecha digital entre países. Hoy nuestras vidas se definen por sistemas de evaluación y participación institucional dominados por un “interés instrumental” de becas, estímulos económicos y estrategias de permanencia y adscripción institucional que transforman la ciencia social de nuestra periferia. Apuntar hacia una sociología crítica de de nuestro conocimiento y acción como seres narrativos es la pretensión de este ensayo que recupera la noción del imperialismo en las categorías.

**Clark, Andrew,** *University of Leeds*

Using participatory methods to understand ‘real life’: Researching networks and community through participatory mapping, walking interviews and day-diaries

In this paper we reflect on participatory techniques we have used in on-going research to understand the everyday, real life experiences of individuals’ social networks, neighbourhoods, and communities. The research is being conducted in a socially, economically and culturally diverse inner-city neighbourhood in a large British city. Alongside relatively conventional ethnographic approaches such as participant observation and ethnographic interviews, we have used participatory mapping, walking interviews and a day-diary to understand the spatial and temporal dimensions of the networks and communities of twenty-four residents aged 18 to 30. We will comment on the insights we are gaining from the three methods, the limitations they impose, and the challenges they present and consider how different participatory methods might be synthesised to better understand how individuals engage in and articulate their connected lives.

**Clark, Lauren,**

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths

Marketing a fall prevention program to fit the perceived preferences of faith-based communities involved a series of steps. The first step was to assess the local needs, perceptions, and preferences of faith-based leaders and community members about falls among elderly residents and the best means of delivering a faith-based fall prevention program. According to stakeholders, the community would respond most positively if the fall prevention program avoided discussing falls and concealed the falls intervention as a social (i.e. food-, dating-, or beauty-related) event. A positive name, like strength training, was preferred to a fall prevention name for the program. Rivalries in the presentation of a community self characterized two stakeholder focus groups and the interactions within

the groups. Results will inform a new representation of a fall prevention initiative, with additional opportunities to explore perceptions of the planned initiative with older adults who qualify for study inclusion.

**Clark/Keefe, Kelly,** *Appalachian State University*

Ways With and Without Words: The Intercorporeal Dimensions of Subjectivity and the (partial) Ineffability of Social Scientific Inquiry

Working from research and personal experience, I push paint and tap text to render more complicating connections around the psychological experience of class in the social context of schooling. I move from brush to pen and back again, submissive to control, flirtatious with abandon. I write “working-class woman.” It turns to dirt- phrase blending into luscious shades of sepia igniting disadvantaging text yielding crimson cinders of capacity- compost for a years-worth of one family’s bounty. I walk away from my studio-office reflecting on what I experience as rapturously uncertain methods-methods of estrangement from mastery, composure, coherence. Placing philosophical and theoretical perspectives of embodiment, memory, and imagination alongside my feminist arts-based methodology in practice, this paper brings listeners/viewers into experimental contact with the intercorporeal and partially ineffable dimensions of classed and gendered subjectivity. In the spirit of Maggie MacLure’s (2006) “baroque method,” my intentions are toward interrupting the comfort and clarity of enduring humanist conceptualizations of interpretive inquiry, inaugurating a “productively irritating method” (p. 729) that confuses the binary structure of voice-as-verbal.

**Clementz, A. Rae,** *University of Illinois*

The Schizophrenia of IRB: Small Sample Sizes and Qualitative Research

One of the strengths of qualitative research is the thick description and rich interpretation it offers of one or a small number of well chosen cases. It wades eagerly into ambiguity or developing programs, presenting what is found back to readers in ways that invite them to experience the case themselves. Yet often IRB requires measures of confidentiality that make it practically impossible to actually report the level of detail and complexity uncovered in high quality qualitative research. This is further compounded when working in evaluative contexts where you are reporting to audiences intimately familiar with the program and its people, or in rural areas where even a basic description of a site can reveal its identity to those familiar with the character of the region. This paper considers the intent and the practice of IRB in the context of evaluation and qualitative research within the author’s own range of experience as a college administrator and educational evaluator.

**Clementz, A. Rae,** *University of Illinois*

Context: The Makings of Qualitative Meaning

Perhaps what qualitative inquiry offers best is thick description and situated interpretation. Context and our attention to it are largely responsible for the depth and richness of our work, but not enough attention is paid to the epistemology of context. This paper critically reviews the way notions of context are used in qualitative and evaluative paradigms and suggests three utilities by which

context fine tunes and frames the meaning of our evidence and interpretations for diverse audiences.

**Clementz, A. Rae,** *University of Illinois at Urbana-Champaign*  
The Emerging Portrait of Evidence

See Munson, April

**Clough, Patricia T,** *Queens College and The Graduate Center CUNY*  
Affect: Crossing into Dreamworlds

Where is the space between no place like home and you cannot go home again? What is its times, its rhythms or tempos? The architect Lebbeus Woods argues, “We cross a border in order to dwell there and chart the phenomena peculiar to that which lies in between. From a certain perspective what lies in between is ‘the relational composition emptied of its constituents: an abstract machine that breathes. It is an event/scene, awaiting, arising.” This is an apt description of Allen Sheltons Alabama: the places and the times of his life crossing the border into dreamworlds. Following Sheltons perspective which makes place and time a vital inorganic matter out of which events/scenes arise, our presentation considers the centrality of a turn to affect for such a perspective and its writing technology.

**Cloyes, Kristin,**

Prison Research Interviews and the Politically Defended Subject: “The Possibility for More Truth”

When research involves interviews with people who live and work in forensic units and prisons, questions of truthfulness and manipulation inevitably arise. This paper uses a more political, less psychological version of the “defended subject”, informed by the work of Laclau and Agamben, to argue that concerns about incongruities in interview data miss a critical point: Participants and researchers do things in interviews beside report experiences and generate data. Two sets of prison-based ethnographic interviews are explored. In the first, forensic prisoners and officers resist and rework conventional constructs of mental illness to articulate more acceptable identifications. In the second, workers in a youth prison question the reality of psychiatric disorders while insisting they know “real” mental illness when they see it. This approach reframes these interviews as dynamic and nuanced political practices. Thus, incongruities are recast as elements that construct, in Adrienne Rich’s terms, “the possibility for more truth”.

**Coe, Alice K,** *Univ. of North Texas*

Parental Role Perceptions as educational partners withing a Community School framework.

The purpose of this study is to ascertain parent perspectives of their role in their childs education based on nature of on-campus volunteering and other interactions in one delineated school environment. Using a qualitatively-based ethnographic and critical discourse methodology for conducting and analyzing of interviews, site observations and public domain document analysis the researchers expect to develop an insight into the culture withing within which minority group parent perspectives are formed and operate as border-crossers between the

school-home environment. Ultimately providing a multi-layered knowledge base for the development of culturally-relevant parent-involvement programs that support and enhance an authentic education community.

**Cole, Ardra**, *OISE/ University of Toronto*

Implicitly Political! Articulating the 'Moral Imperative' in Arts-informed Research

See Dossa, Shama

**Cole, C.L.**, *University of Illinois, Urbana*

How Green is the Green? A Discourse Analysis of Golf Industry Publications

Despite criticisms of golf's damaging impact on local environments, communities, and economies, golf is increasingly represented as environmentally friendly development. In this paper, we employ qualitative approach to content analysis --as defined by Foucault 1981 and Burnam and Parker 1993-- to examine the discourses of nature and environmental protection in the golf industry's mainstream publications. We have found that by defining golf as a solution to environmental issues, the discourses separate issues of human social justice from environmental concerns. Second, the content analysis reveals the extensive use of the rhetoric of ecological modernization that is widely embraced by (Western) environmentalism. By appropriating this rhetoric, the industry's mainstream promotional materials pose fundamental challenges for the environmental movement making it extraneous to on-going contestations over the control of nature and the World Bank's developmental politics.

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

Conducting Multi-Generational Research

This presentation provides a methodology to view multiple generations of African Americans, specifically those who were called or called themselves Negro, Colored, Black or African American (NCBAA). This methodology allows different generations of African Americans to describe their life and educational experiences across generations. This methodology also allows the researcher to address the following questions: (1) How are social and political contexts woven into the interpretation of life and educational experiences. (2) Given the social, political and educational climate experienced by each generation, what are the beliefs, assumptions, and intentions underlying the educational experiences of the NCBAA? (3) What differences and/or similarities exist in the constructed perceptions of NCBAA? (4) How does each view the experiences of the other generations?

**Colyar, Julia**, *University at Buffalo, The State University of New York*

Dealing with Gender in the Classroom: A Portrayed Case Study of Four Teachers

See Giraldo, Elida

**Contreras, Gerardo Ali**, *University of Los Andes-Táchira-Venezuela*

Rural Voices Winding through the Andes Mountains: A Collective Creative Literacy Research Project

This study was the result of a collective creative literacy research project of a rural community in the Venezuelan Andes. It followed a qualitative approach (Denzin & Lincoln, 2005) and made use of ethnographic and image-based research methods. To document people's uses and meanings of literacy, the research relied on the following data collection methods: participant observation, conversational interviews, field notes, visual methods, memoirs, poetry and other cultural artifacts. This study reveals some insights regarding: (1) the connection between people's religious devotional practices and popular literacy forms, and (2) literacy over time under a new kind of research method for studying literacy, one that embraces a multilayering of the visual and textual to offer what Garrett-Petts (2000) calls "rich perceptual experiences" as a methodological pathway to literacy studies. Finally, the study incorporates the idea of "collective creation" from Enrique Buenaventura (1985), a very well known dramatist, poet and painter from Colombia. The notion of creative suggests that a research project is an artistic endeavor that needs to be enriched by the fields of art and literature.

**Cook, Chanda R**, *American University*

Framing Same-Sex Civil Marriage in the Maryland Court of Appeals

Maryland's Court of Appeals case, *Frank Conaway et al. v. Gitanjali Deane et al.*, is the most recent state court decision to define the terms of civil marriage to the exclusion of all but heterosexual couples. In this paper, I analyze the oral arguments from the court hearing, which was broadcast live on the web in December 2006, as well as the Maryland Court of Appeals majority and dissenting court opinions published in September 2007. Drawing from Goffman, I examine the central frames employed by the plaintiffs, the state, and the Justices in their arguments supporting and resisting same-sex marriage. This paper explores how the legal framings of the debate construct the meanings of sexuality, family, marriage, citizenship, otherness, and privilege.

**Cook, Tina**, *Northumbria University*

The Purpose of Mess in Action Research: building rigour though a messy turn.

Mess and rigour might appear to be strange bedfellows. This paper argues that engaging in thorough, meticulous action research, research that can disturb both individual and communally held notions of knowledge for practice, will be messy. Investigations into the 'messy area', the interface between the known and the nearly known; between knowledge-in-use and tacit knowledge as yet to be useful, reveals the 'messy area' as a vital element of seeing, disrupting, analysing, learning, knowing and changing. The 'messy area' is where long-held views shaped by professional knowledge, practical judgement, experience and intuition are seen through other lenses, re-assessed and re-framed. It is here that new knowing that has both theoretical and practical significance arises; a 'messy turn' takes place. This paper argues that, if this is the purpose of mess, to give honest accounts of our work, its constituent parts need to be articulated.

**Cooper, Karyn Anne**, *University of Toronto*

Distinguished Performances: The Educative Role of the Professions and Disciplines in Qualitative Research in Education

Because society has invested in education to resolve numerous social problems relating to schools, neighborhoods and communities, educational research is of paramount significance. Qualitative research in education has, in the past several decades, experienced an explosion of new methodologies endeavoring to address the messy, complex and dynamic nature of life in this postmodern era. Consequently, education has drawn from conceptual and methodological theories in qualitative research from various disciplines and professions. This session offers video-clips of interviews with distinguished scholars such as Professors Zygmunt Bauman, Norman Denzin, Elliot Eisner, Clifford Geertz, Maxine Greene and William Pinar, who provide key insights into the educative role of professions and disciplines relating to qualitative research in education. This session will also provide the audience with a sense of the meta-cognitive process in the development and production of these video-interviews.

**Cordingley, Debbie**, *Manchester Metropolitan University*

Critiquing the links in abuse related theory and practice

See Piper, Heather

**Coronado, Jesús Alberto**, *Universidad de Los Andes*

Prevencion Y Promocion De La Salud Integral En Comunidades Excluidas: La Experiencia De La Universidad De Los Andes, Mérida, Venezuela

See Tona-Romero, Jose Rafael

**Correa, Cecilia Dolores**, *Atlantico*

Collective Construction Of An Interdisciplinary Dialogic Curriculum, Intermediated By The Action-participation Research.

The exclusion and to be left behind socially, justify this research in educative institutions of Barranquilla district, Colombia about: "the Collective Construction Of An Interdisciplinary Dialogic Curriculum, Intermediated By The Action-participation Research" in order to infer curricular conceptions and practices developed in such institutions, (1998-2005) and to promote the social change. From the IAP, it tried to oppose possible slopes in the critic comprehensiveness of the social reality, using strategies of cohabitation to obtain outstanding information that would demonstrate the exclusion situation of these conglomerated humans and the formative practices in the educative institutions. The collective action permitted the viability of the cause's recognition and the manners to face it, identifying the necessity to advance in a democratic work that could promote the commitment for the construction of an interdisciplinary and dialogic curriculum to respond to the students' formative process, facing towards the social reality where they interact.

**Corrente, Antonio Edson**, *UNIJUI - Universidade Regional do Noroeste do Estado*

*do Rio Grande do Sul*

Conceptions Of Statistical Education In The Process Of Apprenticeship Of Reading Of The World

See Fricke, Ruth Marilda

**Coroto, Carla**, *University of Wisconsin, Whitewater*

Doing Architecture

The following is an autoethnographic and visual sociological portrait of becoming an architect. Unlike other professions, I argue that identifying as an architect is not so much grounded in a knowledge base codified as a profession that resides with individuals, but is something “architects” do in social interaction. As such, identifying oneself as an architect is fundamentally about the self in relationship to people, the environment, and importantly, cultural objects. After earning degrees in architecture, I worked in firms designing buildings, which I will argue is not doing architecture because architects cannot agree upon what that means. Longstanding disputes persist within the profession between those who see architecture as an art, separated by its aesthetic preoccupation from technical matters of utilitarian building use, and those who see architects as the master of building construction. Using narrative and images, I tell the story of what it looks like to do architecture.

**Cortada, Josep Maria**, *Servicio Vasco de Salud - Osakidetza*.

Médicos Y Pacientes Ante La Promoción De Estilos De Vida Saludables En Atención Primaria

See Calderón, Carlos

**Cortés, Juan Alejandro**, *Universidad Pontificia Bolivariana*

Investigación A Través Del Método De Estudio De Casos Como Alternativa Para La Enseñanza Y Aprendizaje En Las Escuelas De Administración.

El método de estudio de casos es mejor conocido como una estrategia pedagógica, que como un método de investigación. Algunas veces subestimado (Yin, 2003) y catalogado como investigación sin diseño (Scholz & Tietje, 2002), sin embargo la investigación a través de éste método ha probado cumplir con los criterios de rigor, validez y confianza integrando no sólo conocimiento cualitativo, sino también cuantitativo contribuyendo a la generación de teoría y a una comprensión profunda de la realidad, no generalizada, sino particular. Partiendo de ambas perspectivas: la enseñanza (popularizada en las facultades de administración) y la investigación, el presente artículo presenta un modelo integrador para la enseñanza de la administración tanto en estudiantes de pregrado como postgrado, logrando desarrollar un pensamiento crítico y capacidades analíticas en los estudiantes, que aseguren el debate y la controversia alrededor de la disciplina administrativa desde un acercamiento a la realidad donde ella emerge: las organizaciones.

**Coufal, Traivs Joseph**, *San Diego State University*

A Change is Gonna Come: The Role of Caregiver as Advocate for People who are Developmentally Disabled

Historically, the relationship between persons who are developmentally disabled (DD) and society has been disconcerting. Strides have been made in the care for and acceptance of individuals who are DD. Unfortunately, persons who are DD continue to be stigmatized by society. Several factors contribute to this stigma. Outdated labels used to identify the DD have become a part of mainstream vocabulary, carrying with them negative connotations. Individuals who are DD have not gained full acceptance from society. Additionally, community members continue to hold negative attitudes toward the DD. Persons who are DD are not fully capable of promoting social change. While, several groups advocate for the DD, this study aims to examine specifically the ways that paid caregivers fulfill this role. Through their language choices, their treatment of the persons with whom they work, and their overall attitude regarding persons who are DD; caregivers have the potential to create positive social change. The present study utilizes interviews, participant observation, and reflexivity about my experiences as a volunteer at an organization for individuals who are DD.

**Covarrubias, Esmeralda**, *Universidad Autónoma Metropolitana Xochimilco*

La investigación cualitativa como recurso de entendimiento y diálogo entre estudiantes del posgrado en medicina social y sus problemas de investigación.

See Bautista, Edgar

**Covarrubias, Esmeralda**, *Universidad Autónoma Metropolitana*

Qualitative Research: Means For The Understanding And Dialogue Between Social Medicine Posgraduates And Their Research Problems.

See Bautista, Edgar

**Coverdill, James E.**, *University of Georgia*

Faculty Learning Community: Experiences with Qualitative Data Analysis Software

See Gilbert, Linda S.

**Cox, Susan Margaret**, *University of British Columbia*

Human Subjects Accounts of Research Participation

See Townsend, Anne

**Crawford, F.**

Ethics of Exploring Evidence in a Risk Averse Environment

See Fielding, Angela

**Crawley, Sara L,** *University of South Florida*

To Queer Theory Or Too Interested In Being Queer?: A Cautionary Tale of Misreading Queer Theory and a Recuperation of the Queer Prospects of Feminist Theory

Although queer theory argues against the possibility of being queer, nonetheless many activists and scholars seem to conceive of queer theory as the newest, most radical state of identity-another in the string of LGBTQQI possibilities. Further, some political activists have used the radicalness of queer theory to justify the creation of the identity transgendered and have also argued trans politics as a new politics. I am struck by the recognition that radical feminist critiques of oppression have been so disconnected from the history and future of the politics of transgendered movements. In this talk, I recuperate the queerness of lesbian feminism and suggest how feminist gender theory may inform the future of queer movements.

**Crayton, Troy,** *Indiana University, Indianapolis*

Poster: Moving beyond the Evaluation Paradigm: Working with Community Partners to Produce Translational Evaluation

See Orloff, Debora

**Cristancho Montenegro, Amparo Elizabeth,** *Fundación Universitaria Del Area Andina*

Representaciones sociales y prácticas sobre estrategias de prevención en neumonía asociada a ventilación mecánica en un grupo de terapeutas respiratorios

See MENDIETA IZQUIERDO, GIOVANE

**Cristancho, Sergio,** *University of Illinois, College of Medicine at Rockford*

The use of the Community Based Participatory Action Research to address indigenous health disparity: Lessons learned from a community-based assessment in the Colombian Amazon

Indigenous groups in various areas of the world face major barriers to access high quality healthcare and health promotion services due to various geographic, financial, and cultural factors. Increased participation of indigenous peoples in healthcare and public health planning and policy is critical to decrease health disparity. This paper uses the “vulnerability model” to understand how the confluence of community and external factors places this population at higher risks than other underserved groups. A case study of two rural indigenous villages in the Colombian Amazon is used to illustrate the challenges and opportunities offered by the use of a Community Based Participatory Action Research (CBPAR) approach to identify and address priority health issues in a culturally inclusive and competent manner. Qualitative results from a community assessment of perceived barriers to access healthcare, causes of illness, and use of traditional medicine are presented. Implications for international health policy affecting indigenous peoples and other underserved groups are discussed.

**Cristancho, Sergio**, *University of Illinois - College of Medicine at Rockford*  
Generational Transmission of Traditional Ecological Knowledge in Latin American Rainforests

We examined generational differences (old vs. young adult) in the process of transmission of Traditional Ecological Knowledge (TEK) in Uitoto, Leticiano (Colombian Amazon) and Itza' Maya (Peten region in Guatemala) communities. Using the developmental niche framework we sought to examine the influence of individual, cultural, and environmental factors affecting TEK transmission. We interviewed 83 adults from the three communities about the process of TEK transmission (settings, learning techniques, and frequency) and social networks of TEK transmission (relationship and demographic characteristics). Interview responses were content-analyzed. Generational differences were found in the social networks of TEK transmission. Findings suggest that generational change has brought emphasis on non-expert and more horizontal (in generational terms) social networks for the transmission of TEK. Results are discussed in terms of the developmental niche framework and cross-cultural psychology theories with some implications drawn towards the development of community-based programs to strengthen the intergenerational transmission of TEK.

**Cristancho, Sergio**, *University of Illinois, College of Medicine at Rockford*  
Listening to rural Hispanic immigrants in the Midwest: A community based participatory assessment of major barriers to health care access and use

See Garces, Marcela

**Crumpler, Thomas P.**, *Illinois State*  
Re-imagining Research In the Moment: Exploring Structures of Difference in a Teacher Study Group

During a study group investigating literacy for linguistically diverse students, a teacher articulated her ongoing concerns regarding "how to deal" with English learners in her classroom. Although we centered the study group around funds of knowledge, the teachers concerns were couched in deficit assumptions regarding bilingual students. Questions surfaced: Should we intervene? Do we let the event take its course? Might we unintentionally have reinforced a deficit view? Ultimately we redirected discussion. But, discomfort with this moment persisted as we analyzed data. As researchers we must address methodologically and analytically, not just theoretically how difference is constructed. Therefore, we reflexively examined our research practices on teacher development and second language literacy. Our research questions were: 1) How might we be complicit in re-enforcing normative ways of representing English Language learners? 2) If we challenge "difference as deficit" thinking, what are the methodological implications for doing research in the moment?

**Crunkilton, Dhira D.**, *Southeast Missouri State University*  
Cracking the "Black Box:" Journey Mapping's Tracking System in a Drug Court Program Evaluation

The researcher sought to address client perspectives on the Internet-based Journey Mapping (Barry Kibel) evaluation tool in a drug court program. Ten clients, who used the Journey Mapping tool for 3 months, participated in interviews and responded to a short questionnaire. The predominant qualitative data

analysis strategy was coding according to the constant comparative method. Clients reported that utilizing Journey Mapping initiated behavioral change, promoted cognitive change, tracked personal treatment progress, and created client voice. Client data suggested that Journey Mapping enhanced clients' treatment progress. The implications were that Journey Mapping not only uncovers program data but also provides individual clients with their own tangible achievement data.

**Crunkilton, Dhira D.,** *Southeast Missouri State University*

Journey Mapping's Tracking System in a Drug Court Program Evaluation

Theme 4. The impact of the digitization of qualitative data on collection, storage, analysis, and distribution of findings. (Journey Mapping is an online technology that can be used to collect, store, and share qualitative data relating to program evaluation.) Barry Kibel, the creator of the online technology called Journey Mapping, contends that Journey Mapping is ahead of other methods as the tool exploits the power of the Internet for capturing and sharing data as no other assessment or accountability tool has done. Journey Mapping is used to collect and store both qualitative and quantitative data, and the tools use promotes a positive, creative, humanistic orientation. The author analyzed, via the constant comparative method, client perspectives on the Internet-based Journey Mapping evaluation tool in a drug court program. Ten clients, who used the Journey Mapping tool for 3 months, participated in interviews. Clients reported that utilizing Journey Mapping initiated behavioral change, promoted cognitive change, tracked personal treatment progress, and created client voice. Client data suggested that Journey Mapping enhanced clients' treatment progress. The implications were that Journey Mapping not only efficiently uncovers program data but also provides individual clients with their own tangible achievement data.

**CRUZ, CARLOS JOHNNY CALLISAYA,** *UNIVERSIDAD MAYOR DE SAN ANDRES*

El Embrollo Metodologico: Etica En La Investigacion Social

Gran parte de las/los investigadores/as sociales, diseñan estrategias metodológicas cualitativas y/o cuantitativas, con el objetivo de abordar el "objeto" estudiado. En esto, dos aspectos permanecen aun "ocultos", traslapados en las formulaciones metodológicas formales, nos referimos a la ética y "complicación" del investigador en la investigación. La ponencia aborda específicamente esta dura experiencia, por la que el investigador transita, aunque no siempre la teorice. ¿Qué pasa cuando el investigador, además de implicarse en lo que estudia, se complica con él? ¿Cuáles son las consecuencias cuando el investigador es a la vez investigado? Ahí emerge la ética del investigador. Ahí la investigación puede resultar no ya un instrumento de objetivación y/o cosificación, y por ello de sometimiento, sino inversamente "manumisor". La Ponencia trata de una reflexión acerca del uso de la metodología cualitativa y de sus consecuencias en una investigación denominada: "Estratificaciones Simbólicas: Jerarquía y Diferenciación en las Prácticas y Representaciones Religiosas".

**Cruz, Fátima**, of *Valladolid*

Women Entrepreneurs, between innovation and gender discrimination: a case studies in Castilla y León (Spain)

In this research, through the discourse of entrepreneurs we try to identify and analyse the meaning and the power work has in women's lives. And how it does affect the way women are able to stay in the labour market, as well as their decision to start their own businesses. We ask ourselves about women's motivations to create an employment for themselves, about their responsibilities at home and outside the home, and the impact it has in their lives and in their businesses. In order to answer these questions, we have started with a large bibliography review on gender and labour world and we have done case studies to explore the symbolic universe and everyday life of five women entrepreneurs in Castille and Leon (Spain). The cases were selected trying to attend criteria of diversity and significance. Thus, two entrepreneurs work in cooperative companies, two are self-employers, and one of them employs other people. Through in-depth interviews we collect information on the context of the personal and professional life of the entrepreneurs. The qualitative methodology allows us to build a comprehensive acknowledgement (frame??) of the reality of the women's day-to-day life, and how they manage to develop their businesses and to achieve work and life balance.

**Cruz, Fátima**, of *Valladolid*

Network creation and women empowerment: a feminist action research experience in Spain

Though LEADER+, financed by EU, since 2002 we are carrying out an experience of feminist action research to create empowerment opportunities and women's groups networking in the "País Románico" (Spain). Thirteen women's associations are working together on sensitization and training activities related to gender and local development, exchange of experiences and support of economic initiatives. The action research is meant as a useful tool for empowerment, because it allows building up a new look on social process: the analytic point of view. The analysis of results leads us to the systematization of the two specific subjective processes present in women's empowerment: the identification with other women recognized as "equals", and the legitimation of self positions and perspectives. Those two processes give women strength and ultimately power regarding their own positions based on the positions constructed and reinforced in women's groups, which become reference and change spaces of their own.

**Cuellar, Fabiola**, *Santo Tomas*

Concepciones Sobre Educacion Ambiental De Los Docentes Que Dictan Biología Y Ciencias Sociales En Los Programas De Licenciatura En Educación Ambiental O Énfasis En Educación Ambiental. Universidad Santo Tomás, Universidad Antonio Narino Y Universidad Libre, Bogota. 2006,2007

Investigacion financiada por la Universidad Santo Tomas, aborda las concepciones que sobre educacion ambiental tienen los docentes universitarios que forman educadores en educacion ambiental en Colombia. Se trabajo una metodologia de caracter cualitativo a traves de una encuesta, la cual mostro que los docentes identifican comunmente educacion ambiental con ecologia, medio ambiente y la confunden con los Proyectos Ambientales Escolares PRAES. No

implementan la educación ambiental en los currículos de manera transversal, percibiéndola como asignatura o un tema de ciencias naturales o biología, lo que permite afirmar, que la mayoría de los docentes poseen concepciones erradas. Como resultado de esta investigación, se resalta la necesidad de una reflexión docente y una reconstrucción conceptual, siendo imprescindible elevar el nivel de conocimiento e información, de sensibilización y concientización por parte de los ciudadanos, docentes, estudiantes, investigadores, gobiernos y todas las organizaciones nacionales e internacionales que trabajan sobre pedagogía y ambiente.

**Cuello, Diana, *Duquesne***

Rage and Maternal Abandonment Case Studies: An Archival Thematic Analysis

This study proposes to find common themes among people who have experienced actual or perceived maternal abandonment and who have in some way struggled with rage. This kind of study lends itself to qualitative research and within it I will look at the evidence that remains from the journey of someone's life during a psychotherapeutic treatment. The data to be analyzed is archival data, and consists of the process/session notes for the length of the treatment. My three subjects are all in their early to mid twenties, have come to long-term psychodynamic therapy for the first time in their lives, and struggle with different experiences of anger. They have been in psychotherapeutic treatment with me for a range from 1 to 2 years at the foreseen onset of this study. They have all struggled with feeling abandoned in some way by their mothers. This study will utilize thematic analysis to analyze all of the data and look for common experiential themes during different phases of the treatment.

**Culbert, Gabriel, *UIC***

Silence as Evidence of Lapse: Public Health Nursing, Social Justice and the War

See Gorman, Geraldine Mary

**Cummings, Christopher Todd, *Indiana State University***

The fan letters of Ryan White: The stigma of disclosure

This study qualitatively examined the fan letters of Ryan White and his mother Jeanne White-Ginder. Letters were read and catalogued according to gender, state, theme, addressee, and recipient. Themes related to Ryan's health, disclosure and celebrity were discovered in his letters. Identification and the hero archetype were discovered in letters received by Jeanne White-Ginder. Findings were triangulated by Jeanne White-Ginder, Mark Hoyle, and Shawn Decker. Recommendations are provided for research in this area. The study centers on educational leaders and school boards who may eventually deal with students with HIV/AIDS in their schools. School leaders can develop HIV/AIDS knowledge to counteract the backlash that may be experienced by the enrollment of a student with HIV/AIDS in a public school.

**Cunningham, Nance Killough, *University of Oklahoma***

Evidence as Tool to Marginalize Women in Acute Pain

As Lorraine Code (1991) has made clear, rationalism, empiricism, and autonomy are themes of traditional epistemology that have succeeded in marginalizing many groups, including women. Nursing philosopher Sally Gadow (1996) has flushed out how these themes marginalize the elderly, Marilyn MacDonald

(2003) the difficult patient, and Susan Wendell (1996) the disabled. What has not been analyzed are the macro and micro educational efforts related to educating women about how to respond to acute procedural pain. Using the genealogical method developed by Michel Foucault (1977), the presenter will describe how the macro-educational effort of prevention, as well as the micro-educational effort in the informed consent process consistently portrays women's bodies as outside the norm and their pain responses as unreliable. The presenter will focus particularly on the professionally constructed diagnosis of "catastrophizing," (Sullivan et al. 2001) which is more likely to be given to women undergoing painful procedures than men.

**Cunningham, Nance Killough**, *University of Oklahoma*

Taking Care of Grieving Through Poetry: Memories of Palliative Care's Presence or Absence

Barbara Kruse (2004) describes the grieving during the dying process as "an open process that both the dying person and their family and caregivers cocreate" (p. 216). Because of the complexity of suffering at this time and the relational character of loss, according to Frederick Schmidt (2001), "We can only emotionally and spiritually navigate a loss of that kind; it will not go away" (p. 116). Although the professional caregivers can assist in this process, too often they are tempted to a language of science that reflects an unmoved mover, rather than what Stein (1990) calls "the most moved mover" (p. 24). The author of this paper will present an autoethnography of deaths in her family in the form of poems published by her husband about these deaths and the author's navigations through grief in the writing of letters to each of the subjects of the poems.

**Custodero, Lori A.**, *Columbia University*

Beyond Idiom and Imitation: Researching Improvisational Spaces in Music Teaching and Learning

Of all activities presumed to be music, improvisation may be the most intimately human, demanding a state of wakefulness to both the present moment and the potential for continued growth. A fusion of spontaneity and experience occurring in real time, the performer creates, interpreting and responding to expectations implicit in musical materials. Improvisation is borne of necessity (e.g., Lewis, 2006), and, children, compelled by what Feldman (1994) calls the transformational imperative, may be considered masterful improvisers. Responding to temporal spaces as musical opportunities, they draw upon affordances in musical materials and fellow performers to create rhythms and melodies to accompany their everyday lives. Drawing from my observations of children's music in public places and classrooms, and from Greek and US music teacher reports of improvisatory practices, I raise questions about the efficacy of explicit replication as a means of assessment and offer support for improvisation as an expression of intimate knowing.

**Cutts, Qiana M.**, *Georgia State University*

"But wait?we just got here.": An Autoethnographic Performance of Love, Loss, and Learning

After the unexpected death of a life history participant, a personal and research-based trip to Egypt became a catalyst to an in-depth personal/political

investigation of self, others, and race/ethnicity/culture. However, I struggled with ways to incorporate my personal stories into scholarly writing. How could I situate my stories within content analysis without being self-indulgent? I needed a method that would allow me to express my emotion, a method that valued my stories yet encouraged systematic reflection, a method that complimented my scholarly writing with my natural literary approach. "What I needed was autoethnography" (Duncan, 2004, p. 3). Autoethnography provided a comfort zone where I was able to explore my emotional grief and engage in scholarly reflection using narrative, poetry, photography, etc. Through this autoethnographic performance I will use poetic expression to explore transformative notions of self and engage the audience in an emotionally interwoven account of love, loss, and learning.

**D'AVILA, MARIA CRISTINA**, *UNIVERSIDAD DE LOS ANDES*

Realidad Del Enfermo Terminal Con Sindrome De Inmunodeficiencia Adquirida. Generación De Una Teoria.

See Mejia, Maria Arnolda

**Daiello, Vicki**, *The Ohio State University*

The "I" of the Text: A Lacanian Methodological Perspective on Subjectivity, Reflexivity, and Disciplinary Knowledge in Writing Research

"What is said is always in relation to what will never be expressed. At these extreme limits we recognize ourselves" (Edmond Jabès, 1993). This presentation explores gaps, inconsistencies, and paradoxical silences of written expression as evidence of researcher-researched positionalities and as purposeful, methodological work. The goal is ethical research that is reflexive about vulnerabilities of language, contingencies of subjectivity, limits of knowledge. Presentation shares Lacanian methodological heuristic and the resulting visual culture expression, created within my case study of criticism writing in an undergraduate-level art education course. As reflexive methodology, The I of the Text engages Lacanian psychoanalytic research methods and art education disciplinary suppositions to create space wherein the critical consciousness objectives of the writing assignment, paired with my research of students' experiences with this assignment, inform one another. This research is concerned with development of ethical, reflexive writing practices and research methodologies in visual culture art education.

**Dako-Gyeke, Phyllis**, *Bowling Green State University*

Examining the "home" ethnographic space: Understanding the dilemmas/tensions involved

In this paper I will intensely reflect on my ethnographic exploration of audience members' response to HIV/AIDS messages in the city of Accra, Ghana. I am concerned with the politics of representation not only of participants located within the African region, but also of their interpretations of HIV/AIDS. Even though I intend to obtain a wider audience for multiple interpretations of HIV/AIDS, I am also concerned that these constructions can be misappropriated to reinforce other free-floating orientalist notions about Africa. As a means of negotiating these dilemmas, this paper will explore power imbalances that may arise during fieldwork due to gender and class. In this milieu, I will also examine

my multiple locations as a researcher in relation to the research participants I will be engaging. Through this paper, I hope to highlight the uniqueness of ethnographic research conducted by postcolonial feminist scholars when they return “home” to engage their “own” people in research.

**Dako-Gyeke, Phyllis**, *Bowling Green State University*  
The African AIDS Discourse: Unveiling a Complex Nexus

So far HIV/AIDS discourses indicate the disease as a significant subject embedded in dominant cultural, social, political and economic ideologies. Consequently, cultural theorists have questioned the political functions of particular constructions of AIDS in Africa. Whether asserted overtly or not, discursive regularities of “African AIDS” narratives in Western media enforce particular constructions of the African. In this essay, I interrogate such “African AIDS” discourse published in four US newspapers during the 2004 and 2006 bi-annual International AIDS Conference. I discuss how these discourses represent an “origin” and “lack” story. In addition, this paper discusses how the “African woman” and the “African leader” are represented in these narratives. I conclude that rhetorical signals embedded in these discourses confirm AIDS as an epidemic with transnational meanings of signification.

**Dako-Gyeke, Phyllis**, *Bowling Green State University*  
The “African AIDS” Discourse: Unveiling a Complex Nexus

So far HIV/AIDS discourses indicate the disease as a significant subject embedded in dominant cultural, social, political and economic ideologies. Consequently, cultural theorists have questioned the political functions of particular constructions of AIDS in Africa. Whether asserted overtly or not, discursive regularities of “African AIDS” narratives in Western media enforce particular constructions of the African. In this essay, I interrogate such “African AIDS” discourse published in four US newspapers during the 2004 and 2006 bi-annual International AIDS Conference. I discuss how these discourses tell an “origin” and “lack” story. In addition, this paper discusses how the “African woman” and the “African leader” are presented in these narratives. I conclude that rhetorical signals embedded in these discourses confirm AIDS as an epidemic with transnational meanings of signification. Furthermore, I argue for the material consequences that such rhetorical pronouncements have on both the people affected by the disease and everybody else.

**Danaimo, Natasha**, *University of British Columbia*  
Human Subjects Accounts of Research Participation

See Townsend, Anne

**Darbyshire, Chris**, *Glasgow Caledonian University*  
Governmentality, student autonomy and nurse education

This paper is a report of a study that mobilised Foucault to explore how governmental practices operated in nurse education. Two governing practices are described: control and technologies of the self. These practices contribute to an overall system of governing student behaviour that creates tension between the avowed progressive empowerment discourse and taken for granted everyday educational practices. Students are subjected to a range of governmental and dis-

ciplinary strategies and, through a process of normalisation, ultimately become their own supervisors within the system. The tensions between the demands of a professional outcome-based nursing programme and notions of empowerment and student autonomy have not been resolved. Instead, present educational practice is characterised by normalising discursive practices that aim to produce a specific version of a student subject as autonomous learner. Thus, discourses of both empowerment and professional behaviour govern students.

**Dark, Kimberly**, *Cal State San Marcos*

I was an Academic Groupie

“I was an Academic Groupie” is an autoethnographic performance/story that posits erotic passion as a form of power and knowing. Drawing on Audre Lorde’s description of the erotic as “a resource within each of us that lies in a deeply female and spiritual plane?” I explore desire as both motivational and epistemic. The performance examines the process of university teaching/learning as physical and connective, not merely intellectual. The performance also examines women’s motivations to move into the mind rather than living in the body and asks the question: how do we live full lives in full contact with society, in females bodies?

**Daub, Shannon**, *Royal Roads University*

Climate Justice: Framing Labour and the Environment in British Columbia’s Energy Sector

Environmental issues are often reduced to a catch-22 in which policies aimed at environmental protection and regulation have disastrous implications for resource-sector workers. In Canada, many industry leaders and politicians claim government action on climate change will bring severe economic consequences. Despite these claims, the Communication, Energy and Paperworkers’ Union (CEP) has supported policies that would significantly reduce greenhouse gas emissions, beginning with its call in 2002 for Canada to ratify the Kyoto Accord and implement a “just transition” strategy. Using individual and group interviews with leaders and rank-and-file members, my research explores environmental framing processes within the CEP. I aim to understand members’ values, beliefs and emotions related to environmental sustainability and economic security. I also aim to contribute to the development of an environmental justice frame by Canadian social movements; the research is part of a broader, multi-disciplinary project that links academics and social movement organizations called “Climate Justice: Towards an Equitable and Sustainable British Columbia”.

**Davalillo, Lizzy Coromoto**, *Universidad Nacional Experimental Marítima del Caribe, Venezuela*

Magister sensorium: “episteme y experiencias investigativas”

See Jaramillo, Mlagros Del Valle

**Davidson, Ann-Louise**, *Carleton University*

A collaborative research using digital technology with intellectually disabled women.

This communication will present the collaborative methods that were used to gain knowledge about how a group of intellectually disabled women were using

digital technologies in their daily lives. Preliminary results in this research reveal that poor self-esteem and lack of important cognitive processes are contributing to slowing this group's digital inclusion. Recently, the subject of digital inclusion has attracted much attention and several large scale technology projects are being put forward by government, industry and researcher efforts. One such effort that continues to draw attention is the OLPC project aiming at providing One Laptop Per Child for developing countries. Even with the high rate of digital technology adoption in North America, many inequalities remain with regards to digital inclusion. There is still much to be known about the way socially marginalized individuals use technologies and about which technological competencies are necessary to become socially included in a high tech world.

**Davidson, Judith Ann**, *University of Massachusetts-Lowell*  
Contexts of Use with Qualitative Data Analysis Software (QDAS)

Although QDAS has been with us for a few decades, there has been little discussion on the variety of contexts where the software has been introduced and the different traditions of use that are growing up in these different contexts. In this paper we discuss the use of QDAS as it is evolving in two distinct contexts?academia and the commercial context. Cutting across these two broad contexts are similar forms of working situations - as a lone researcher, as a dyad and as various configurations of group or teamwork. In the academic realm we focus on the use of QDAS in the dissertation (a dyadic relationship) and in class instruction (a group relationship). Our discussion of commercial uses explores a range of ways firms have found QDAS useful (both as lone researcher and teamwork) and we hypothesize about possible future uses. In our paper we present guidelines for useage in these two arenas. As QDAS use widens, if we are to make full sense of the phenomenon, it is imperative that we consider the ways contexts shapes use and visa-versa.

**Davidson, Judith Ann**, *University of Massachusetts-Lowell*  
Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment:  
Team Curriculum Development of an NVivo Training Workshop

As Qualitative Data Analysis Software (QDAS) has entered the qualitative research scene over the last decade, the issue of delivery of training for the new tools has arisen. Online environments, as structured by Learning Management Systems (LMS), offer a delivery system that can be widely accessed by researchers around the world, but raise new issues for instructors as one tries to teach one kind of software application within another. This paper describes the way one team of experienced QDAS users collaborated on a curriculum development project to create a high quality training program for NVivo software within a Blackboard course container, examining the challenges that arose from: multiple perspectives of team members; technological challenges; and challenges to conceptualizing QDAS-based qualitative research. QDAS and online environments will inevitably be part of the qualitative research arena, and this paper takes a step toward deepening understanding of the issues present at their intersection.

**Davidson, Ph.D., Judith**, *University of Massachusetts-Lowell*

Visual Data and the Genre of the Dissertation: Processing an Approach to Guiding Doctoral Students

Long intrigued by the notion of genre and the conserving and elastic qualities of genre containers, I have applied this lens to my understanding of the ways the introduction of visual data to qualitative research dissertations has stretched and challenged perceptions of the dissertation for students, faculty members, and administrators in my program. In this paper, I provide a theoretical and historical context on the use of visual data in qualitative research dissertations for the subsequent cases that follow my presentation. I do this through providing a discussion of the use of visual data in qualitative research and the ways I have explored and introduced it to my doctoral students. I present a set of conclusions and recommendations about visual data use in qualitative research dissertations and the ways the lens of genre can be productive for understanding change in academic programs.

**Davidson, Sharon**, *Royal Roads*

Radical Kindness: An Autoethnographic Reflection on Kindness and Qualitative Inquiry

See Cameron, Zanne

**Davies, Barbara**, *Univ. of Ottawa*

Maternal decision making around birth location in a rural western Canadian community

See OBrien, Beverley A C

**Davis, Amira Millicent**, *University of Illinois at Urbana*

What we tell ourselves and our daughters about <ssshh!!!> hysterectomy

In December 2006, I underwent a hysterectomy. My uterus, fallopian tubes, cervix and one ovary were removed as a cure for fibroids. My post-surgery exploration revealed hysterectomy?the second most commonly performed surgical procedure in the U.S.?is an abuse of the female body that becomes more problematic at the intersections of race and class with more poor, Black women being hysterectomized thus placed at higher risk for death and complications. Research suggests that the majority of the almost 3/4 million hysterectomies performed annually are unnecessary. Little is known of the long-term physical, psychological and emotional trauma experienced by hysterectomized women. More importantly, however, hysterectomy is a form of torture and genocide, situated in the continuum of eugenic sterilization as a means of exterminating unwanted, racialized populations through female bodies. I use a qualitative/interpretive methodology to construct performance (auto)ethnography in order to make my private, personal trauma and recovery public.

**Davis, Amira Millicent**, *University of Illinois at Urbana*

In Search of Mother: Defining a mother-centered theory for understanding the mothering practices of poor and working class Black women

Rescuing the image of poor and working class Black women mothers from the discourse of deviance as advanced by Moynihan, first necessitates identifying

a suitable theoretical framework that bridges the gaps and sutures the ruptures within current Black women's feminisms. In assessing my own subjectivity as a working class, mother, I was uncomfortable with the current articulations of the experience of being a Black mother in the U.S. as formulated by middle-class Black women. Rejected were Hill-Collins lack of an in depth analysis of Black women's spirituality, Walker's Womanism which elevated the physical over the metaphysical, and Hudson-Weems' Africana womanism for its rejection of the divine feminine. African women, my ancestral sisters, most closely approximated my intuitive understandings of my location as a Black woman-mother with its grounding in mother-centeredness and spirituality. This autoethnographic performance piece is my theoretical offering at the altar of Black women's scholarship.

**Davis, Corrie L,** *Georgia State University*

If Only You Could Hear My Thoughts: Humorous Lessons in Race, Class, and Reflexivity

While conducting qualitative studies, researchers often reconcile the two voices that permeate through their minds. One voice embodies the language that builds rapport and sustainability while the other reflects personal opinions and perspectives about the phenomenon under study. These reflections are important as "researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings and so on, become data in their own right, forming part of the interpretation?" (Flick, 2006, p.16). This paper will present my reflections from a qualitative study of afterschool programs and the lessons I learned about race, class, and reflexivity.

**Davis, Dannielle Joy,** *University of Texas at Arlington*

Collegiality in Black and White: Barriers to Access of Multiracial Networks Amongst Female Scholars

By employing Black feminism as a theoretical framework, the author details the differences and similarities of two writing groups she established and their varied levels and types of productivity. The first writing group comprised women of African decent, and the second, women from various racial backgrounds. Overall, the Black group was more productive than the multi-race group in terms of success in collaborative publishing and grant writing, despite being from various academic fields and geographic locations. Comparison of relationships within the two groups reveals the importance of partnering in multiple formal and informal mentoring dyads, as well as building a multiracial professional network. The author maintains that Black feminism reveals a continued divide between women of differing racial and class backgrounds, which negatively influences the degree of power women possess within society as a whole. This critical view of race relations amongst women seeks to contribute to transforming the often arrogant, individualistic culture of academe, to an environment whose goals and outcomes include collaboration, growth, and academic productivity across racial lines.

**Dayi, Ayse,** *Towson University*

Dance as Inquiry: Moving with African American women who live with HIV

In illness narratives research, the verbal narratives are emphasized over bodily narratives. One way to bring out the nonverbal narratives is through dance. HIV/

AIDS constitutes the leading cause of death among African American women aged 25 to 44. To explore African American women's verbal and bodily narratives of HIV, we got together with four African American women who live with HIV and Towson University dance students in two story telling and movement workshops. We also performed a dance choreographed partly out of the participants' movements during workshops. In this paper, we discuss methodological implications of our findings for using art (dance/movement) as inquiry and activism: embodied knowledges that are enabled for participants and researchers through movement and how performance opens up inquiry and activism yet brings out ethical issues of voice, authorship(s), and voyeurism. The paper contributes to discussions in critical and auto-ethnography, performance studies, narrative research, and qualitative research in general regarding art as "evidence".

**Daza, Gilberto Rodriguez,** *Universidad Del Rosario*

Ecoterapia Y Rehabilitacion Integral En Un Contexto Natural Para Personas Con Discapacidad Mental Excluidas Por La Sociedad.

See Pardo Cubides, Andrea

**Daza, Stephanie,** *University of Texas at Arlington*

Man-Up!: Junior Women Faculty (En)counter Science-based Research

See Beaubien, Brigid

**De bisschop, An,** *Ghent University*

Balancing action research ethical principles and contemporary academic culture

See Mottart, Andre

**de Freitas, Elizabeth,** *Adelphi University*

The eyes of the building/the eyes of the skin: Intersections between architecture and the body

To the extent that the built environment governs spatial practices and subjectivity, and that these spatial practices "secretly structure the determining conditions of social life" (de Certeau, 1984, 96), research into buildings and their multiple forms of address is under-represented in qualitative inquiry. This presentation opens architecture to questions of perception, examines issues of phenomenological engagement between building and body, and explores the function of the visual in determining the contour and boundary between the inside and the outside.

**de Freitas, Elizabeth Mary,** *Adelphi University*

Spatial practices and the construction of place: Student trespassing on school grounds

This presentation examines school trespassing as a subversive spatial practice that targets the very buildings that organize, hierarchize and systematize student daily activities. Statistical studies on when and how these break-ins occur (Johnson, 2005) fail to unravel the complex psychological forces that inspire students to break into schools. I argue that we should read these break-ins as responses to the built environment and the spatial practices enacted therein. I draw on

postmodern theories of place to re-imagine school trespassing as a tactic of spatial misuse or “mischief” that strategically confronts the totalizing space of the school building. Instead of simply pathologizing these subversive acts as anti-social or anti-authoritarian, I suggest that we consider trespassing as a form of student resistance that inserts the body back into school architecture, thereby troubling the boundary between the inside and the outside.

**De la Garza, Sarah Amira**, *Arizona State University*

The Complexities of Migrant Identity: Challenging the Simplistic Notion of an American Dream

Legitimation of migrants through citizenship, authorized residency and legal labor practices have become the focal points for discussions of migration experience. Complicated narratives are difficult to incorporate into a public discourse that is gun-shy of what have become explosive & partisan social issues. Yet the reality is that migration results in prismatic identities rooted in the gender-rich and revealing stories of migrant experience. The light shed through these prismatic identities imply much about the gendered societies which migrants flee and encounter--as well as monolithic mythologies of the “American Dream.” Prismatic identities introduce complexities missing from bureaucratic policy and essentialist activist responses.

**de la Peña, Gloria Angelica Martinez**, *UAM-X*

El diseño para el tacto, una visión desde la ética

En el presente trabajo se expone una reflexión acerca de lo que concibo como diseño para el tacto, o diseño táctil. Si bien es cierto que esta “nueva” acepción de diseño no se encuentra todavía socialmente aceptada ni identificada como una clasificación o forma de hacer “diseño” trataré de explicar lo que desde mi punto de vista constituye esta nueva esfera de diseño y cómo ésta se fundamenta como una actividad responsable en el quehacer de los diseñadores, cuyo objetivo es facilitar la información de manera accesible para todas las personas y en especial para las que presentan discapacidad visual. El argumento que se presenta, tiene como fundamentación filosófica algunos planteamientos retomados de Emmanuel Lévinas. Texto procedente de mi trabajo de investigación del doctorado en ciencias y artes para el diseño, que lleva como título: la percepción háptica de las personas con discapacidad visual y su importancia en la generación de un diseño táctil que les facilite el acceso a la información”.

**de Rojas, Ninoska**, *Universidad Central de Venezuela*

La realidad social de una escuela venezolana vista por sus actores

See Castillo, Matilde

**Dean, Tami**, *Illinois State University*

Re-imagining Research In the Moment: Exploring Structures of Difference in a Teacher Study Group

See Crumpler, Thomas P.

**Dege, Carmen Lea**, *Freie Universität*

Reality, self, and empirical work - an emancipatory perspective

Social science theories are generally regarded as derived from social reality. In fact, what they represent are political forces that legitimize a certain discourse of research that is used to reconfigure reality guided by the interpretive descriptions of that very research. Our goal is to introduce an outline of an approach to doing social research that is not trying to represent reality as an affirmative practice but that studies human life in an emancipatory way. Emancipatory in that sense means to focus on action instead of description. Ethnographic work in particular and qualitative research in general would then be freed from an attempt to 'better understand' the social world and re-shaped towards a practice of active researcher-involvement with the goal of creating constant change by implementing agency. Agency, then, has to be reconceptualized towards a focus on action instead of an acting subject in a person-world relationship.

**Dege, Martin**, *Clark University*

Reality, self, and empirical work - an emancipatory perspective

See Dege, Carmen Lea

**Del Basto, Liliana Margarita**, *Universidad del Tolima*

Deliberaciones Acerca De La Tarea Pública Y Social De La Universidad: Ética Discursiva Y Ética Del Cuidado

Inquietudes generadas en torno a la función social y al servicio público que presta la universidad, asociadas a la responsabilidad en la formación de sujetos morales y políticos, motivaron la realización de una investigación social crítica de naturaleza cualitativa: estudio de caso múltiple o colectivo, enfoque hermenéutico, interpretativo-comunicativo-comprensivo, utilizando entrevistas no estructuradas y en profundidad (grupos focales), revisión de documentos y tres niveles de análisis complementarios: texto, contexto y metatexto. El objetivo general se orientó a identificar e interpretar los presupuestos de la TAC, como filosofía práctica, que posibilitan la comprensión del compromiso de la universidad con la consolidación de lo público y con el fortalecimiento de la sociedad civil, identificando las acciones que se promueven en cumplimiento de su misión. Uno de los hallazgos devela la necesaria complementariedad entre los presupuestos de la ética discursiva con la ética del cuidado en el ámbito educativo

**DeLeon, Abraham P.**, *University of Rochester*

Oh no, not the "A" word! Proposing an "anarchism" for education

Anarchist theory has a long-standing history in political theory, sociology, and philosophy. As a radical discourse, anarchist theory pushes us towards new conceptualizations of community, theory, and praxis. Early writers like Joseph Proudhon and Emma Goldman to more contemporary anarchists such as Noam Chomsky have established anarchist theory as an important school of thought that sits outside the Marxist discourses that have dominated the radical academic scene. Today, anarchists have been responsible for staging effective protests (specifically, Seattle 1999) and have influenced autonomous groups like the Animal Liberation Front (ALF) in their organizational and guiding philosophies. Interestingly, anarchism is glaringly absent from the literature in educational theory and research. In this paper, the author will highlight aspects of anarchist the-

ory that are particularly applicable to education, while also establishing specific ways that anarchist theory can inform our own educational praxis. Specifically the author employs the concept of sabotage and direct action: both which can move us towards resisting the oppressive practices found in public schools today.

**DeLyser, Dydia**, *Louisiana State University*

‘Attempting Participatory Historical Research: Shaping?and Failing to Shape?Engaged Social Memory at the Nanitta Daisey Monument in Oklahoma’

This paper describes empirical, methodological, and theoretical issues based upon one experience in participatory historical research. In 2005 I was contacted by a stranger about a proposed commemorative monument in Edmond, Oklahoma?the stranger asked me to intervene and stop the statue’s construction because the statue would commemorate an event that never occurred. This paper details my collaborative efforts at working with the stranger, at sharing our research findings with others in the community, at suggesting modifications to the monument’s plaque, at writing an article about the woman and the event set to be commemorated that revealed the fallacy in existing accounts, at working with reviewers’ comments though my “key informant” emphatically wished to remain anonymous, at failing to have the article published before the statue was dedicated, and, ultimately, at failing to shape the way white settler Nanitta Daisey would be commemorated in Edmond’s landscape.

**Denison, Jim**, *University of Alberta*

The Performing Body, Creating Change

Theories to enhance the body’s performative capabilities have predominantly come from the physiological, biomechanical, medical and psychological sciences. In this talk, I consider how social theory could play a part in the development of practices to enhance peoples’ movement experiences. Specifically, by drawing on the work of Norman Denzin and Michel Foucault, and with reference to my own experiences as an active, moving body, I examine how techniques used to make the body do could be transformed by social theory.

**Díaz, Alejandra I**, *Universidad Pedagógica Experimental Libertador*

Una Alternativa En Investigación Cualitativa

See Castro, Aura M

**Díaz, Sonia Margarita**, *Nacional Experimental Simón Rodríguez*

Proyecto Comunitario Consejos Comunales Comunal Capazón Centro. Municipio Obispo Ramos De Lora Del Estado Mérida

La presente investigación tiene como objetivo general mejorar la situación económica de los habitantes del sector Capazón Centro a través de la creación de un multihogar para el cuidado de los niños. El diagnóstico determinó como necesidad prioritaria en los habitantes del sector darles una atención integral temprana a los niños y niñas, fundamental para facilitar su desarrollo integral lo cual implica una forma alternativa de construir el multihogar. El tipo de investigación estuvo enmarcada en la investigación acción participativa, siguiendo el formato establecido por organismos de estado venezolano. La fundamentación teórica estuvo enmarcada en la teoría de las representaciones sociales de Moscovici - Hewstone. Se utilizaron técnicas como la entrevista, la revisión de

documentos y observación participante. Finalmente se consignó el proyecto para solicitar los recursos ante el organismo encargado. La disciplina en la cual se inscribe esta investigación es la Justicia Social, la ponencia es producto de un proyecto de investigación requerido en la materia Seminario del Trabajo Especial de Grado en la carrera de Administración mención Mercadeo para orientar a los estudiantes al servicio comunitario.

**diGregorio, Silvana,**

Contexts of Use with Qualitative Data Analysis Software (QDAS)

See Davidson, Judith Ann

**DiGuseppi, Carolyn,**

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths

See Clark, Lauren

**Diversi, Marcelo,** *Washington State University at Vancouver*

Evidence of humanity: Ethnographic fiction as path to inclusive social justice

Short stories, as a writing genre, has a unique potential to bring lived experiences unknown to the reader closer to his or her own struggles for humanization, to touch the emotions of people whose only channel of access to the Other's life is the ascetic representations of printed, televised, and cyber media. Dialogues and descriptions have the potential to move readers from abstract and sterile notions to lively imagery of otherwise distant social realities. Well written short stories, which create tension and voices that sound real (that create a sense of verisimilitude), have the power to allow readers to see themselves in the human dramas being represented—even if the specific circumstances shaping these human dramas are different from the circumstances shaping the reader's own dramas. Once connected in an emotional realm, human beings living in extremely different social contexts have more investment in expanding their notions of social justice.

**Dolan, Kevin,** *University of Illinois, Urbana-Champaign*

Confronting whiteness in the classroom

It's difficult, if not nearly impossible, to get a class of majority white students to engage questions of race and ethnicity without them first engaging the question: "What does it mean to be white?" But how do you them to do this, especially most white students who have never contemplated, much less seriously confronted, the question? I will address different strategies for getting students to engage the question, such as various writing assignments and the use of clips from television and films. The strategies are aimed at helping white students become aware of their whiteness, to question their whiteness, and ultimately recognize the fallacies supporting a fiction of whiteness. Particular attention will be paid to the possible pitfalls of these strategies; specifically the role and pressures on nonwhite students in the classroom who might be expected to share their pain and/or educate whites.

**Dolby, Nadine,** *Purdue University*

The Multiple Locations of the Ethnographer: Autobiography, Global Connections, and Travels in South Africa

In this essay, I examine my experiences in South Africa over the past sixteen years as a tourist, ethnographer, and member of a “networked” community?drawing on the work of Manuel Castells-- and reflect on how these three sites of identification interconnect and diverge. I present short sketches of my experiences in South Africa, illustrating how my relationship to a particular place?which itself is also always changing---has shifted over the years. My objective here is not to give validity to one location of identity over others, or to imply that one is more “authentic” or real. Instead, I suggest that analyzing these multiple positions is an important component of understanding how autobiographies influence ethnographers’ construction of the “field” and negotiation of an increasingly connected, though unequal, world.

**Donohoe, Kerry F.,** *University of Massachusetts Lowell*

Examining the Role of Voice in Portraiture: Illustrations of Three High-Performing Urban Schools

The failure of urban schools in the United States has long challenged educators, policy-makers and researchers who seek to improve the educational experience of urban students. While extensive research on urban schools exists and the literature demonstrates consistency in the characteristics and practices found within successful urban schools, the challenge remains. Urban schools are still failing. Drawing from a dissertation study which examined three high-performing urban charter schools in Boston, Massachusetts, this paper focuses on the power of Portraiture as a methodology. While Portraiture is not a new methodology, it is not widely used. In particular, this paper examines and illustrates the six ways voice can be utilized, as identified by Lawrence-Lightfoot and Davis (1997), to weave narrative and analysis in a way that deepens our understanding of successful urban schools without extracting the “characteristics” and “best practices” from the complexities of the daily life of a school. This is essential in informing practice.

**Donohoe, Kerry Frances,** *University of Massachusetts-Lowell*

Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment: Team Curriculum Development of an NVivo Training Workshop

See Davidson, Judith Ann

**Dossa, Shama,** *OISE/ University of Toronto*

Implicitly Political! Articulating the ‘Moral Imperative’ in Arts-informed Research

Arts-informed Research is a mode/form of qualitative research where the arts (broadly conceived) serve as a framework for research conceptualization, process and representation (Knowles& Cole 2007 in press). Through a critical analysis of selected works produced through the Centre for Arts Informed Research (CAIR) at the Ontario Institute for Studies in Education (OISE), this paper strives to understand and articulate the ‘Moral Imperative’ principle which drives the approach and serves as means of assessing the quality of work produced. It is this intrinsic principle which challenges researchers to ethically justify how their

artwork ‘makes a difference’. We conclude through our analysis that based on this broad commitment to make a difference through honouring diverse ways of knowing and making research accessible to communities beyond the academy (particularly through attention to form and audience engagement), arts-informed research has an inherent political and transformative agenda.

**Dottin, Jr., Ed.D., James W.,** *Middlesex Community College*

Participant-Produced Visual Data: Giving Voice to the Hidden Experiences of the Learner’s Inner Consciousness

Guided by the notion that transformational learning theories could enhance our understanding of adult learning, my qualitative dissertation of a graduate seminary program embraced both traditional and emerging methods of data collection and analysis. To elicit an in-depth response to the hidden experiences and multiple realities of the learner’s inner consciousness, I utilized the emergent approach of participant-produced visual images of photographs and drawings as prompts during the interview process. In this paper, I share my experiences with this emergent approach of empowering the participant’s voice in the research process. In our discussion, I bring attention to the tensions this methodology imposes in terms of establishing boundaries of ethical practice, validating visual data as evidence, and demonstrating to academic gatekeepers the systematic rigors used in the collection and analysis process. I conclude with the implications participant-produced visual data poses in advancing qualitative inquiry and the elasticity of the dissertation genre.

**Dow, Mirah Ingram,** *Emporia State University*

TBA

Social presence, a sub-area of communication theory, is an important factor in distance education and a significant factor in improving instructional effectiveness. To better understand social presence in online learning environments, a grounded theory case study was conducted of library and information science distance education students. Edward Fern’s guidelines for focus group tasks were adapted to design and conduct seven focus group interviews with 102 students. Analytic-inductive grounded theory technique processes inspired by Glaser and Strauss (1980) and Strauss and Corbin (1998) were used to organize narrative and to analyze responses. Presentation addresses complexities researchers encounter in planning and conducting focus group research with distance education students, and examples of what researchers should do and should try to avoid. Limits of focus group interviews and suggestions for non-traditional research tasks in online sites will be discussed.

**Drisko, James W.,** *Smith College*

Problematizing Diagnosis through Qualitative Research Synthesis: An Exploration of Reactive Attachment Disorder

Reactive Attachment Disorder is an American Psychiatric Association diagnosis which describes some major psycho-social challenges facing young children. Consistent with the claims of the “manuals” of psychiatric diagnosis, RAD should be based on a clearly defined set of symptoms and concerns. To examine how RAD is understood, Noblit and Hare’s (1988) metaethnographic techniques of “lines of argument” and “reciprocal translation” were applied to a large set of

publications. A wide range of diverse and inconsistent symptoms and concerns emerged. This inconsistency undermines a central claim of scientific rigor presumed in the marketing of evidence based practice as a public idea (Reich, 1988). Combined with Dixon's (2006) critical approach to the synthesis of qualitative research, a broader, more experience-near description of RAD is offered. This new description is interactive and relational. Qualitative synthesis troubles simple views of complex social problems and offers an empirically grounded way to improve their conceptualization.

**Drisko, James W.,** *Smith College*

Psychoanalytic Theory and Reflexivity: Revisiting the Personal Construction of Reality

This paper examines psychoanalytic theories of reflexivity and explores how techniques used in the training and supervision of psychotherapists parallel techniques used to develop reflexivity in qualitative researchers. Extending Kvale's (1999) exploration of the similarities between qualitative research and psychoanalysis, this paper explores how psychodynamic training techniques are applicable to learning and doing qualitative research. Psychodynamic theories presume personal and social developmental experiences shape our capacities to engage with self and others. In turn, our personal constructions of reality include lacunae and blind spots as we protect ourselves from painful experiences. The tension between how our personal needs, anxieties and interests sensitize us to topics while our anxieties and limitations in tolerating both painful affects and content undermine our ability to understand others is explored conceptually and practically. The utility of teachers, mentors, peer reviewers and others who love us while pointing out our blind spots and evasions is illustrated.

**Dumas, Alexandre,**

Ethics and the life extension project

In paper, we explore and critically assess recent developments in bio-gerontology which promise a delaying of the ageing process in human beings through some form of significant "life-extension." Various arguments for prolonging the human life span are being discussed intensely in the biomedical sciences: sociology has yet to make a tangible contribution to these debates. Although significant modifications to the human lifespan remain a futuristic goal, we argue that the life-extension project has immediate repercussions for contemporary society. Drawing on the available literature in the humanities and the social sciences, we discuss the value of the life-extension project and its social justice, human rights and ethical implications. For example, we consider, assuming the presence of economic scarcity, various aspects of increasing social inequality which would arise from any significant growth in life expectancy. We argue that this form of biomedical research has potentially far greater negative consequences for the status of humans than has been previously recognised, and conclude with a consideration of the religious and ethical implications of "prolongevity."

**Duncan-Owens, Deborah,** *Arkansas State University*

Evidentiary Sleight of Hand: The High Stakes of Silencing Teachers

Educational reform, particularly in the arena of literacy instruction, has been associated with striking consequences for teachers as well as researchers. The

National Reading Panel (NRP, 2001), a meta-analysis of reading methodology, became the foundation of Reading First, the reading component of No Child Left Behind. With its reliance solely on quantitative studies, the NRP canonized positivistic research. The term “scientifically based reading research” has become the mantra of policy makers. A consequence of the sanctioning of quantitative research has been that commercial program developers have carte blanche to dictate what constitutes research. A fundamental element of programs is a mandate for program fidelity. In spite of qualitative research demonstrating that teachers abandon program fidelity in order to meet the needs of their students, program developers promote their products based on empirical pre-test, post-test evidence. Qualitative evidence can threaten the validity of a program developer’s claims of effectiveness, revealing teacher autonomy and lack of fidelity. Therefore, the silencing of teacher narratives represents a sleight of hand in which evidence is effectively concealed. The author discusses the cost of this evidentiary redirection for school districts, administrators, teachers, parents, students, and the education profession.

**Durango, John Henry, *Antioquia***

Interpretación, análisis y categorización en los registros presentados por estudiantes adultos al momento de establecer razonamientos conjeturales y de pruebas en la clase de matemáticas

La ponencia es producto de la tesis de investigación de Maestría en Educación Matemática: “Razonamientos Inductivos, Deductivos y Abductivos: El Contexto de la Conjeturas y las Pruebas Matemáticas en el Aula de Clase”, la cual tiene como marco teórico: Teorías de la Prueba de Nicolás Balacheff, del Descubrimiento Matemático de Imre Lakatos y Enseñanzas para la Comprensión; también los criterios de rigor de la metodología cualitativa de la investigación: la credibilidad, la auditabilidad y la transferibilidad propuestos por Guba y Lincoln. Se pretende compartir con la comunidad internacional presente en University of Illinois, los criterios de rigor empleados en la metodología de la investigación: el análisis, la interpretación y categorización original de los datos; a partir de las dificultades, las conjeturas y las pruebas construidas por los estudiantes adultos en instituciones de Antioquia, Colombia; tomados a partir de una guía didáctica que previamente ha sido sometida a juicio de expertos.

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

Participatory Action Research in a Culture of Non-Participation - Challenges and Issues

Participatory action research (PAR) generally involves repositioning of objects of research as subjects and architects of critical inquiry emphasizing their right to produce knowledge (Fine & Torre, 2004). The process of democratizing research, however, takes different meanings in different contexts. A crucial issue here is the extent to which marginalized people/groups actually recognize and own the right to research. This paper critically examines the notions of commonly used PAR terms like ‘participation’, ‘repositioning’, ‘collaboration’, ‘research’, etc in a culture steeped in paternalistic and hierarchical traditions, that that systematically discourages participation. I also revisit the question of ‘informed consent’ in such contexts; how ‘informed’ is the informed consent? I will illustrate these issues with instances from my ethnographic work in the Garo Hills region of

Northeast India, a region defined by the dominant rhetoric of conflict, violence and underdevelopment.

**Dutta, Urmitapa**, *University of Illinois at Urbana-Champaign*  
Being the 'Other' - Academia, Politics and Beyond

The rhetoric of the world having changed post 9/11 privileges the experience of North Americans as unique. It assumes that forms of 'terrorism' with which other countries like Sri Lanka and India have been dealing with for years were contextual where as the attack on the US has been an attack on civilization itself (Das, 2005). In this paper I revisit these politics through an autoethnographic account of the different ways of 'othering' - silencing, invisibility and surveillance in the context of 'terrorism'. My account includes - a review of what transpired at a recent international conference on 'terrorism'; how my questioning of the constructs of 'terrorism' and 'counterterrorism' was delegitimized and silenced in that conference; my own experience of surveillance in a European Airport as a person of color during my return to the US from the conference; through these juxtapositions, I attempt to shed light on post 9/11 cultural politics with respect to the discourse of 'terrorism'.

**Dykens Callahan, Sara**, *University of South Florida*  
Exquisite Poverties: Impoverished Bodies in Social Justice Campaigns

This project questions the cultivation and deployment of (re)presentations of impoverished bodies in social justice campaigns. Specifically, I conflate images employed by AIDs campaigns with those used in campaigns addressing poverty. I use queer theory, performance, and visual rhetoric to interrogate how these images contribute to normalizing discourses and reify insidious social conventions concerning poverty and AIDs. Certain identities are (co)constituted and become recognized/recognizable through aesthetic configurations and spectacle, while other identities become obscured, oppressed, and subjugated in/through/by the same processes. Through the conflation of representations of impoverished bodies associated with AIDs and poverty, this project works to make visible otherwise obscure politics of class, race, gender, and sexuality latent in these social justice campaigns.

**Dzalalova, Anna**, *University of Tartu, Estonia*  
Prejudices Towards Intercultural Education With The Teachers In Narva Region, Estonia

See Protassova, Ekaterina

**Earls Larrison, Tara**, *University of Illinois at Urbana-Champaign*  
Understanding Professional Use of Self: Exploring the Teaching and Learning Processes in Social Work Education

My research seeks to understand how the concept "professional use of self" (use of self) intersects with the teaching-learning processes in social work education through the use of hermenutic inquiry and field study methodology. Data is generated through observation and interviews with social work faculty, field instructors, and students in an MSW program. The research explores the dialogical teaching-learning interactions and educational processes that intersect with the application, development and facilitation of use of self as a necessary

component for social work practice. Limited empirical knowledge about use of self has resulted in a de-emphasis of this concept for social work education. An increasing focus on outcomes and evidence-based practice has further devalued its significance as a component of practice competency. The research aims to build knowledge by increasing our understanding of the importance of this conception. An understanding of "practice" is extended to include the practice of teaching in professional education and in recognizing how use of self is a similar and parallel component. Theoretical and practical implications for professional and social work education are offered.

**Earls Larrison, Tara,** *University of Illinois at Urbana-Champaign*

Knowing, Doing and Being: Understanding Hermeneutics as a Guiding Pedagogy for Social Work Education

This paper presents hermeneutics as a guiding pedagogy for social work education. The framework offers an overarching educational model that brings together multiple teaching-learning conceptions for practice competency, including critical pedagogy, reflective learning, relational teaching, and evidence-based practice. Hermeneutics extends current contemporary teaching-learning discourse and provides an alternative to dichotomous art-science practice tensions by broadening the epistemological, ontological and methodological positions of "practice" as the integration of practitioner knowing, doing, and being. As a parallel process, which takes place within the dialogue and relationships between and among participants, an understanding of the evolving and interconnected nature of theory and practice as both an art and a science is enhanced. Through a narrative standpoint, the framework is not only modeled, but applied, as the process of understanding teaching-learning practices unfolds and evolves through a dialogical encounter. Practical implications are offered to highlight how hermeneutics aids the pedagogy of and inquiry into social work practice and education by bringing together many ways of knowing, doing, and being.

**Echeverri, Paula Andrea,** *Southern Illinois University*

Bridging the gap between Action Research and social justice using Critical Pedagogy

Critical Pedagogy and Participatory Action Research share fundamental features in their purpose and methods and in their goal of striving for social justice. The main goal of both theoretical frameworks is the emancipation and the empowerment of the researcher-subjects and, at the same time, they hope to help the members of a community to acquire the elements that are necessary to transform their context in a positive way. Yet while Critical Pedagogy and Action Research have overlapping goals and agendas, their literatures often remain distinct and their shared potential is lost. The purpose of this paper is to examine and reflect upon the relationship between the fundamental goals of action research, particularly PAR, and those of critical pedagogy. I also discuss the challenges in bridging these discourses in terms of such issues as understanding and translating the complex knowledge that critical pedagogy entails, articulating the problems that the target communities want to address through Action Research, transitioning between emancipation and empowerment, and dealing with social responsibility.

**Edgecomb, Liz**, *Univ. of South Florida*

To be liked or to follow the rules?: Ethnographic work with tweens at school

In any ethnographic project researchers must constantly negotiate their identities and roles with both their intended participants and others in the scene. In the case of working as a school volunteer with tweens in a private middle school, the parties involved include students, teachers, administrators, members of the board and others who fund the school, parents, other volunteers, and even cleaning staff. This work explores the ways in which one researcher has come to understand and negotiate her role in each of their eyes and how she has (and is) negotiating their various, and often conflicting, expectations. Especially tenuous is the balance between being “liked” by the students, something which often seems to involve allowing them to break at least some minor school rules, and being seen as a valuable volunteer by teachers and administrators.

**Edgecomb, Liz**, *Univ. of South Florida*

Uncloseting the closet: Visual consumer identity

This paper and slide show investigate the ways in which the closet is constructed in our contemporary U.S. consumer culture as an everyday performance of consumer identity. Consumer identity is largely understood by both self and others through visual display. The closet enables this display both within and outside of the home. Operating as both a public and private visual display of consumer identity, the closet aids and remains essential to public performances of self. In addition to aiding performances, the closet itself performs as an indicator of status and taste. Informed by the work of Erving Goffman, Eve Sedgwick, and Michael Brown, this work explores the ways in which the individual is personally and socially defined through the use of their closets as both display and storage vehicles for self. This work ethnographically and autoethnographically explores the closet and its relation to ideas of self through interviews and photographs.

**Edwards, Arlene E.**, *Emory*

Including the Experiential Knowledge of Black Women in HIV/AIDS Prevention Interventions

Black women are a growing segment of HIV/AIDS cases and significant focus of prevention interventions. Behavior change, new skills, access to healthcare, and finding the undiagnosed are intervention goals. Historically, Black women engaged in interventionist behavior to address health concerns, however, the majority of HIV/AIDS interventions exclude these key sources of social capital and local, ecological resources within Black communities. This study conducted qualitative analyses of HIV/AIDS prevention interventions aimed at Black women and of Black women’s historic and contemporary interventions aimed at improving health. Resulting themes indicate the absence of Black women’s experiential knowledge in the majority of HIV/AIDS prevention interventions, the differences in results when they are included as partners in the process and themes in Black women’s health oriented interventions. Findings support the need for relocation of Black women’s knowledge from the margin and inclusion of their knowledge HIV/AIDS prevention interventions.

**Efron, Efrat**, *National-Louis University*

Action Research in the Classroom: An Ethnography of Multiple ways of Collaboration

See Miskovic, Maya

**Egerod, Ingrid**,

Taste for falls prevention: a social-analytic perspective

See Evron, Lotte

**Eggen, Astrid Birgitte**, *University of Oslo*

Action research for evaluation and assessment competence among teacher educators

The paper is presenting the development of a nationwide program for evaluation and assessment competence for teacher educators, school leaders and teachers supported by the ministry of education. Action research projects with teachers and school leaders have been feeding information to develop the methodology and content of the national program for teacher educators. These projects have been developed in cooperation with municipal educational authorities and school communities. The paper focuses on the democratic challenges of evaluation and assessment in an era of market driven accountability, and hence multiple accountabilities of communities are discussed. The relevance of the traditional dichotomies of evaluation and assessment is questioned and boundary objects are introduced as alternatives. A democratic deliberative evaluation model based on an overall emancipative, developmental and progressive ideology is framing the grounded theory analysis of practices and discourses. A situated learning perspective has been applied in order to further emphasize evaluation as joint enterprise depending on shared vocabulary and repertoire of tools.

**Eisenhart, Margaret**, *University of Colorado- Boulder*

Teens, Technology, Career Exploration and PAR - The Challenges and Strengths

See Bruning, Monica J

**Elbaz-Luwisch, Freema**, *University of Haifa*

The co-construction of stories: A narrative exploration of process and insight in a multicultural group of women educators

See Simon, Chava

**Ellingson, Laura Lynn**, *Santa Clara University*

Conducting Qualitative Crystallization: Ethics, Validity, and Multi-Genre Representation

Crystallization reframes positivist methodological triangulation within post structuralism (Richardson, 1994, 2000). Crystallization brings together multiple methods and multiple genres (e.g., analysis, narratives, poetry) not to achieve objective validity but simultaneously to enrich findings and to demonstrate limitations of all knowledge claims. Juxtaposing different ways of knowing through crystallization reveals subtleties in data that single-genre representations mask. I explore ethical challenges of representing participants in a variety of genres. Researchers cannot claim simply to present "truth"; stories reflect perspec-

tives, typologies omit atypical examples, close readings of texts reflect theories. Hence when different forms of qualitative analysis and representation (reflecting divergent epistemologies) are brought together through crystallization, ethical challenges inevitably arise, prompting questions such as: Whose voices are highlighted or silenced? What political stances are advanced? How could representations harm participants? Who benefits? How might a story manipulate emotions? I explore such challenges and suggest ways to manage them in multi-genre texts.

**Emmel, Nick**, *University of Leeds*

Using participatory methods to understand 'real life': Researching networks and community through participatory mapping, walking interviews and day-diaries

See Clark, Andrew

**Engel, Laura C**, *University of Nottingham*

Understanding qualitative research in a multi-national context: Reflections from Europe

In recent years, the European Union has become (one of) the world's largest funders of cross-national social science research, particularly through the Framework Research Programmes (FPs). Many of these projects have involved qualitative methodologies, therefore providing a major vehicle from which researchers can learn about the potential of, and the problems which arise in, large-scale cross-national qualitative research. This paper reflects on and evaluates the process of qualitative research undertaken within a major EU FP project focused on education and training policy. Documentary research, undertaken by teams in 13 countries, was analysed and reported by a small co-ordinating group. This paper draws on team members' reflections (generated by a questionnaire, group discussions, and interviews) on the challenges involved in undertaking qualitative research in a multi-national context, including: How should key terminology (e.g., "lifelong learning") be translated? How is it conceptualised? How are discourses of power generated and conveyed? What is the impact of (power) relationships within the research team, and on what are these based?

**Engle, Karen**, *University of Windsor*

Love Letter

In the context of a discussion of memory and recollection, Aristotle refers to the anxiety one feels when recollection fails and the sought-after memory, or 'presentation,' does not materialize: "that recollection is a searching for an 'image' in a corporeal substrate, is proved by the fact that in some persons, when they have been unable to recollect it, it excites a feeling of discomfort, which persists in them especially in persons of melancholic temperament. For these are most powerfully moved by presentations." (616) This anxiety can erupt in several instances. In this piece, I explore the anxiety felt when the inability to recollect has not yet taken place - when it is still only a nightmare haunting us from the future. When we love, a part of us is stitched into the love object. When we know the object faces death, we understand Derrida's thought that we are always in mourning for the object before the fact of death. Knowing this, can we remember that part of ourselves that was produced through the intensity of our

interactions? This kind of remembering is anything but the Proustian errinerung; it is technological and deliberate. It is calculation responding to pain

**Erickson, Frederick**, *University of California, Los Angeles*

What Anthropology of Education Research Could Say in Current Policy Discourse

This paper will make two arguments: that qualitative researchers should incorporate evidence-careful reporting in terms of generalizing from case studies and that we should not play the conventional policy discourse game as it is currently defined. The former argument urges overall frequency distributions and the latter the value of socio-cultural analysis that may best be situated outside of claims to science in providing prudential knowledge for policy makers. Under conditions of “New Public Management,” perhaps it is best that the kind of policy-choice informing research we can do is not “science” at all bur rather situation specific illumination of grounding values: the very virtues of ethnographic case study.

**Ertem, Ihsan Seyit**, *University of Florida*

A Case Study of Issues Affecting Cross-Cultural Adaptation of International Graduate Students in the United States

The purpose of this study was to investigate international graduate student’s experience in the United States, how they perceive those experiences, what barriers they must overcome, and how they view these factors. The four international graduate students that voluntarily participated in this study were both enrolled in the graduate program at the University of Florida. A collective case study design was used in this study. Data collection methods included focus group interviews and individual interviews. The results of study show that social support and interaction was a major factor that contributes to the barriers presented to international graduate students. The study also found that an individual’s motivation, personal habits, social contacts, a new lifestyle, culture, academic work, and language issues provide barriers to cross-cultural adaptation of the international graduate students. In addition, the new international graduate students are receiving support from online social groups to diminish those barriers.

**Eryaman, Mustafa Yunus**, *Canakkale Onsekiz Mart University*

A Mixed Method Analysis of the Factors Affecting the Job Satisfaction Levels of Elementary School Teachers

This study aims to determine whether differences exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. If the differences exist, this study will also try to find out the reasons of these differences. Mixed method has been employed for data collection and analysis in this study. The findings of the study indicated that there are differences exist and the main factors that cause the differences were salary, social ranking, reputation, improvement, ability to use skills, administrator-employee affairs and creativity.

**Escobar, Andres Hernando Valencia**, *Universidad Pontificia Bolivariana*

Procesos de reconfiguración del entorno doméstico: de la vivienda popular a la vivienda de interés social. El diseño como actor sociocultural

See Atehortúa, Juan Camilo Vásquez

**Escobar, Gloria Matilde**, *Universidad de Antioquia*  
Thematic Research As An Option For Health Education Research

See Peñaranda, Fernando

**Escorcía, Dyanne**, *Paris X Nanterre*  
Análisis Cualitativo De Los Procesos Metacognitivos De Estudiantes Universitarios

Esta investigación trata de los procesos metacognitivos de estudiantes de primer año universitario. El objetivo, además de la descripción de sus metaconocimientos y estrategias de autoregulación, es determinar cuáles de éstos procesos están más relacionados con la producción de textos de calidad. Doce jóvenes que habían producido escritos fueron entrevistados según la técnica de explicitación. Sus textos fueron evaluados por dos profesores expertos con base en una escala construida por el autor. Un análisis de contenido permitió establecer un inventario de lo que los estudiantes conocen sobre sus características y sus estrategias redaccionales. La cuantificación de ítems llevó a identificar los estudiantes con nivel más alto y más bajo de componentes metacognitivos, antes de permitir determinar que solamente los metaconocimientos del sujeto, referidos a sí mismo y a sus métodos ( $\rho = 0,65$ ;  $p = 0,020$ ), tienen una relación de fuerte dependencia con la calidad de los escritos.

**Eskil, Murat**, *Kilis Yedi Aralik University*  
Teaching the History of Science and Technology According to New Curriculum in Turkey

Although the history of science is a well-established field of specialized subject, it has had a rather limited impact upon undergraduate and primary education. It seems to be an embellishment of a single discipline when the history of science is mentioned in coursebooks. It is likely that many science educators don't care about the isolation of the sciences from the humanities in Turkish culture or they don't realize how much history of science can effect to students' education. This study is concerned with student-teachers' opinions about educational problems in training primary school students about science history according to new curriculum in Turkey by Focus Group Methodology. This method gives the participants the opportunity to discuss the events face to face and be informed about the subject. The data was collected from student-teachers studying Science and Technology Teaching Curriculum at Collage of Education in Kilis/Turkey.

**Esnaola, Santiago**,  
Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao

See Calderón, Carlos

**Esnaola, Santiago**, *Eusko Jaurlaritzza-Gobierno Vasco*  
La Investigación Cualitativa En La Evaluación De Impacto En Salud: La Experiencia De Un Plan De Reforma En Un Barrio De Bilbao

See Calderón, Carlos

**Esposito, Jennifer**, *Georgia State University*

Writing against Informants: Challenges to the Politics of Representation

This presentation examines the methodological challenges inherent in the representation of informants lives. Specifically, it seeks to tease out the following questions: Is it ethical to “write against informants?” Is it possible to be a feminist researcher committed to social justice while still writing against informants? Because much of feminist research is predicated on giving voice to marginalized peoples, many researchers are careful to represent informants as they wish to be represented. The researcher is cognizant of representing informants in ways similar to how they represented themselves. Writing about informants in ways that honor them is both an ethical judgment and a way of being held accountable for knowledge produced. This methodological presentation troubles the situation that occurs when the researcher does not believe her informants and writes them up as they appear from her perspective. I call this “writing against informants.” The presentation is informed by my experiences on a 2 year interview study and samples from transcript data and journals.

**Esposito, Noreen**, *University of North Carolina, Chappell Hill*

When the topic is sexual assault

Sexual assault is a traumatic event for the survivor and laden with social issues of women’s value, victimization, oppression, power, politics and stigma. People, including those on funding and review committees, are not always comfortable discussing the topic of sexual assault. The topic may elicit emotional responses such as sympathy and protectiveness toward the participant or annoyance, anger or disgust toward the topic. Anticipating that some reviewers may respond to the proposal emotionally can help the researcher frame a strategic approach. Another area that may affect human subject review of sexual assault research proposals is the untoward interest of the justice system. Qualitative methods can produce detailed descriptions of events and observations of victim behaviors that can be of enormous interest to prosecution and defense attorneys. How can we secure data for initial and ongoing study while safeguarding them from judicial probes that will destroy confidentiality and violate participant/researcher trust?

**Esquibel, Elena**, *Southern Illinois*

“Social Action” or Cultural Imperialism? An (Auto)Ethnography of Service Learning in Cambodia

Last January I spent three weeks in Phnom Penh, Cambodia. As a researcher I worked with the undergraduate class, International Studies: Art and Social Action in Cambodia, from California State University, Long Beach. The students were required to complete several hours of service learning at neighboring non-government organizations (NGOs). All of the NGOs assisted children, but each center specialized in helping children from particular circumstances. For example, the NGO that I spent most of my time at housed rescued sex workers. The undergraduate students spent their time at the NGOs by facilitating “critical” art projects for social change. However, I am left with several questions; did we really create social change? Did we cause more harm or good? What is the relationship between service learning and cultural imperialism? The purpose of this study is to weave together ethnographic and autoethnographic methodologies

to investigate the time that I spent in Cambodia from a critical intercultural perspective.

**Estrada-Mota, Ivett Liliana**, *Universidad Autonoma de Yucatan*

Assessing the Implementation of school reform in Southern Mexico: A research Case study

The purpose of this study was to develop a better understanding of the implementation of educational reform in a secondary school in Southern Mexico. Research focuses on what are the challenges faced by the school in the process of implementing the reform? How different stakeholders conceptualize and understand the meanings and implications of the reform in the school? What planned and non planned consequences result from the implementation? What tradeoffs?

**Etowa, Josephine**, *Dalhousie University*

Health as a human right: The role of mixed methods research in global justice

See McGibbon, Elizabeth

**Etowa, Josephine B.**, *Dalhousie University*

Connecting the Politics of Evidence to Children's Public Policy and Social Justice: A Critical Social Science Perspective

See McPherson, Charmaine M.

**Eun, Young**, *Gyeongsang National University*

Launching an exercise program for older people in the community

Various community-based health promotion programs for older persons are being conducted in Korea, The aim of this study is to understand exercise trainers' perspectives on exercise program. Data were collected from 4 focus groups of exercise trainers (N = 21). The trainers were all female community health nurses, with a mean age of 44. They each had about 20 hours of trainer education, and 71% of them had no past experience as a trainer. Focus group questions were "How did you launch the exercise program?" and "What did you experience during the program?" Debriefing and field notes were analyzed using consistent comparative analysis. Trainers experienced five stages of the program, from novice to expert. They finally embodied the effects of exercise and became advocates for exercise. They also perceived several barriers: time constraints, and delicate group dynamics among participants. They perceived that participants in the program experienced more regularity in their lives and benefits from exercise In conclusion, the important factor to launch the program was the trainer's conviction of the program.

**Evans, Colleen**, *University of British Columbia - Okanagan*

Paradigms, identities and other potential fault lines in the thesis-driven journey

See Stack, Anne Marie

**Evans, Colleen**, *Univeristy of British Columbia*

Disability related research: A call for reflexivity and praxis

See Hole, Rachelle D.

**Evron, Lotte,** *University of Copenhagen*

Taste for falls prevention: a social-analytic perspective

We explored the modernization of the health care system by using social-analytic contemporary diagnosis to explain new tendencies in the health care system such as empowerment and self-care. A falls clinic situated in a Danish hospital was studied. We were interested in how new legal obligations such as rehabilitation plans were handled at the site. We analyse our interpretations from the meeting with people in the field using the so-called social analytic cartography. The maps allowed us to navigate in the field observing the world from different perspectives. Conflict structures were placed under a microscope and discussed as different forms of conflicts. The falls clinic seemed to focus on theoretical knowledge and to privilege people who were already able to take care of themselves and motivated for lifestyle changes. One way of dealing with the downsides of the modernization and radical individualization would be to include the patient experience and practical knowledge.

**Ezell, Martha Howland,** *Carlow University*

A Study of Worldview: Voices of Religious Sisters of Mercy on Academic Freedom and Catholic Identity

A creative tension exists between maintaining both a religious identity and academic freedom in many faith-based colleges and universities. This study considers various ways the Sisters in Mercy sponsored institutions attempt to sustain such a balance by qualitatively examining their worldviews of the intersection of Catholic identity and academic freedom. The study consists of observational inquiry and interpretive analysis into the symbolic language (metaphors and other tropes,) symbolic acts (rituals and narratives) and documents (mission statements). Studies that analyze arguable issues show that a discourse group uses consistent metaphors and narratives to make a case for their point of view. Current thinking posits metaphor as a matter conceptualizing the world as well as a way of expressing ideas about it. Thus, this method provides a rich description of the voices of worldview.

**Falla Ram6rez, Uva,** *Universidad Colegio Mayor De Cundinamarca*

Una Mirada A La Investigaci3n Social En El Contexto Del Trabajo Social Y De Ciencias Sociales

El Trabajo Social; como disciplina social, fundamenta su pr-ctica profesional en el conocimiento, en este sentido, le exige una aproximaci3n cientlfica a la realidad social, sin embargo, Èste no ha sido aut3nomo, ha estado influenciado por las diferentes tendencias de las disciplinas sociales. El artfculo inicia, mostrando, a grosso modo, la evoluci3n que ha tenido la investigaci3n en el campo de las ciencias sociales y su incidencia en los desarrollos del Trabajo Social, para finalizar, con algunas reflexiones que permiten comprender la necesidad de hacer investigaci3n a partir de dise0os cualitativos. Lo anterior debido a que la realidad social exige comprensiones holfsticas; es decir analizarla exhaustivamente; de tal manera que permita a las ciencias sociales en general, y al Trabajo social en particular, una mejor descripci3n y explicaci3n de los problemas sociales. La investigaci3n cualitativa sustenta la producci3n del conocimiento en una mejor compresi3n de la din-mica de c3mo son y c3mo ocurren los problemas sociales; porque al estar ubicada en el paradigma de la subjetividad, facilita el

entendimiento de las emociones, sentimientos, deseos, cultura y expectativas de los sujetos sociales generadores de conocimiento. Palabras claves: Investigación social, ciencias sociales, Trabajo Social, subjetividad, cultura.

**Falla, Uva,** *Universidad Colegio Mayor De Cundinamarca*

Una Mirada A La Investigacion Social En El Contexto Del Trabajo Social Y De Las Ciencias Sociales

El Trabajo Social; como disciplina social, fundamenta su práctica profesional en el conocimiento, en este sentido, le exige una aproximación científica a la realidad social, sin embargo, éste no ha sido autónomo, ha estado influenciado por las diferentes tendencias de las disciplinas sociales. El artículo inicia, mostrando a grosso modo, la evolución que ha tenido la investigación en el campo de las ciencias sociales y su incidencia en los desarrollos del Trabajo Social, para finalizar, con algunas reflexiones que permiten comprender la necesidad de hacer investigación a partir de diseños cualitativos. Lo anterior debido a que la realidad social exige comprensiones holísticas; es decir analizarla exhaustivamente; de tal manera que permita a las ciencias sociales en general, y al Trabajo social en particular una mejor descripción y explicación de los problemas sociales. La investigación cualitativa sustenta la producción del conocimiento en una mejor comprensión de la dinámica de cómo son y cómo ocurren los problemas sociales; porque al estar ubicada en el paradigma de la subjetividad, facilita el entendimiento de las emociones, sentimientos, deseos, cultura y expectativas de los sujetos sociales generadores de conocimiento. Palabras claves: Investigación social, ciencias sociales, Trabajo Social, subjetividad, cultura.

**Fambrough, Mary J,** *Alliant International University*

Inside the IRB

The increasing role of Institutional Review Boards (IRBs) in co-determining the future of qualitative research in US universities is rapidly becoming a topic of serious conversation on campuses and in scholarly journals. In most universities, qualitative research conducted in departments of applied behavioral science, education, and management is required to undergo IRB approval. If we are interested in the advancement of qualitative methods, as well as supporting ethical practices and understanding cross cultural and contextual differences, we must play an active role in influencing IRBs and their treatment and control of qualitative research. As members of a university IRB, we explore issues emerging as an increasing number of submissions of nontraditional qualitative research proposals begin to appear, disrupting the normal order of operations and challenging the taken-for-granted rubrics for evaluating participant and institutional risk, assessing potential value of outcomes, and determining the appropriateness and necessity of research design.

**Fernandez Piñeres, Patricia Elena,** *Universidad Del Rosario*

Ecoterapia Y Rehabilitacion Integral En Un Contexto Natural Para Personas Con Discapacidad Mental Excluidas Por La Sociedad.

See PARDO CUBIDES, ANDREA

**Fernández, Pastor Bonilla, INSP**

Percepción corporal y genero bajo la mirada de la teoría de las representaciones sociales de mujeres de santo domingo ocotitlán, en tepoztlán, morelos .México.

See Rivas, Daniela León

**Fernández, Pastor Bonilla, Instituto Nacional de Salud Publica**

Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica

See Monreal, Luz Arenas

**Fernández, Pastor Bonilla, Instituto nacional de Salud Pública**

Cambios en la alimentacion de mujeres mexicanas migrantes hacia Estados Unidos de Norteamerica

See Monreal, Luz Arenas

**Fernandez, Patricia Elena, Universidad Del Rosario**

Ecoterapia Y Rehabilitacion Integral En Un Contexto Natural Para Personas Con Discapacidad Mental Excluidas Por La Sociedad.

See Pardo Cubides, Andrea

**Fielding, Angela, Curtin University**

Ethics of Exploring Evidence in a Risk Averse Environment

We are university researchers who have been examining evidence and knowledge for social work practice. The project is based in a Social Work Department in a Public Teaching Hospital in Western Australia. The topic compares family and practitioner evaluations of interventions by the social work service when patients were very ill or dying. Because coping with death flags vulnerability the project required a high risk ethics application with consideration by both the full university ethics committee and the hospital ethics committee. Several strictures were placed on the project and the original design was compromised. Now some months into the project as a research team we find ourselves shaping our behaviours by second guessing how the ethics committee might view our behaviours. The paper considers how the project might have been ethically designed separate from an ethics committee - particularly in considering the unscientific practices of death and social work.

**Filmer, Alice, University of Illinois, Urbana-Champaign**

Being White in a Multicultural Society

This presentation is an account of a white teacher's experience co-facilitating an undergraduate dialogue course at the University of Illinois. Responding to questions like "When are you white?" "Can I feel okay?even proud?to be white without being oppressive to others?" and "How is it possible for a person of color to feel white?," a group of 18 students?predominantly white-identified?reflect upon and gain new insights on what it means to be white today in the U.S. For many students in the class, the nearly invisible qualities of whiteness are marked and brought to awareness for the first time. By reading relevant texts, listening to their peers' stories, and examining their own lived experiences, the majority of students express a greater appreciation of the costs and benefits

of whiteness and recognize more of the social, economic, and political challenges faced by Americans of color.

**Finley, Susan**, *Washington State University at Vancouver*  
AutoStories: Good Times in the Rust Belt

Using autobiographical narrative the author describes events that led up to the devastating violence to U.S. society that occurred in the late twentieth century when conservative politics overtook U.S. government. In the changing economy marked by the elimination of production, and embrace of a culture of greed, changes created conditions of poverty unkind to children globally. Specific stories relate to the auto industry, American labor history, and the demise of labor unions. Changes in everything from communication to parenting to globalization redefined what it means to work, to be at leisure, and redefined literacy. An overview of some of the issues of the time period are clarified through examinations of legislation that was passed that deliberately contributed to changing times. In this presentation, humor, short stories, poetry, and other narrative forms are explored in demonstrating what self-reflective methodologies mean for qualitative inquiry that goes beyond science in the 21st century.

**Fisher, Christopher Charles**, *Southern Cross University*  
A Journey to Respect

From Qualitative Research through Participatory Action Research to Collaborative Action Inquiry, this seminar/performance presents Outcomes and Reflections of a 10 year trans-disciplinary journey through science, education and arts, a quest to articulate & occupy decolonized methodologies & praxis that Respect and appropriately acknowledge Bundjalung Peoples, the traditional Aboriginal owners of the land and resources which Southern Cross University in Lismore now occupies. This journey has highlighted issues of control and ownership of outcomes and processes and the need to address these at the outset of any inquiry proposal which involves Indigenous Knowledge and heritage. Reflecting on this point and considerations of Indigenous Heritage Rights, appropriate methodologies and Indigenous ethics have motivated my convoluted postgraduate pathway. I have changed schools and supervisors, reviewed the focus and aims and extended the qualifying period of this Inquiry so issues of Indigenous heritage rights will be considered and addressed through this work.

**Fitch, Dale Kent**, *University of Michigan*  
Curricular Assessment Using Qualitative Data

This paper will discuss the use of Atlas.ti and other database technologies to analyze responses to a case vignette. This project was one aspect of a graduate school's reaccreditation effort. We used case vignettes to assess whether students acquired social justice competencies as they matriculated through the program. The resulting data was then triangulated with self-reported survey data from the same students. To minimize the amount of time it would take to manually code all the responses (n=122), we used the autocoding feature in Atlas.ti. We then created Code Families that operationalized aspects of social justice practice. Results: 1. By utilizing autocoding we demonstrated it was possible to analyze large amounts of qualitative data for curricular assessment purposes without it being a labor-intensive effort. 2. The coded vignette data did not look like the

self-reported survey data for the acquisition of social justice competencies. Implications for both will be discussed.

**Flaherty, Dee Giffin, *Antioch University***

Telling Our Stories: The Leaders Experience of Self-Disclosing

Leadership is a personal process that involves creating communities and influencing change through relationships of influence. This research explores one aspect of leadership, that of self-disclosing. The self-disclosure of leaders affects all aspects of leadership: Self-disclosure is personal in that people's voices are unique and come from their sense of self. The appropriate use of self-disclosure can facilitate increased self-awareness, and greater mental and physical health. Leaders can influence change by the strategic sharing of their disclosures. Communities are built when people can identify with leaders stories and be guided toward a shared vision. The purpose of this study is to explore the issues of self-disclosure context of leadership. A methodology of hermeneutic phenomenology was used to explore the essence of the experience of self-disclosing. Current leadership literature refers indirectly to self-disclosure, but does not describe it specifically or directly. The purpose of this research is to move deeply into the leader's experience of self-disclosing and to describe the essence of that experience.

**Flores Abreu, Marco Antonio, *Los Andes***

El Rol Del Odontólogo Como Investigador: La Opinión Del Estudiante De Primer Año En La Foula

See Perdomo de Flores, Bexi Judith

**Flores Fahara, Manuel, *Tecnológico de Monterrey***

Public Elementary School Teachers Building a Learning Community

See Rodríguez Bulnes, Ma. Guadalupe

**Flores-Ángel, Mario-Alberto, *Universidad de Guadalajara***

Simbois del turismo religioso y el comercio informal en Los Altos de Jalisco, Mexico

Lo presente es la secuencia de la tesis de maestría; "Perspectivas económicas del turismo religioso en el municipio de Yahualica, Jalisco, México", dada la importancia que reviste el comercio informal para la subsistencia de los pobladores de Los Altos de Jalisco, toda vez que en esta región mucha es la fe y poca la infraestructura para recibir a miles de feligreses, que son víctimas de abusos por comerciantes y prestadores de servicios. Se abordan algunos relatos en donde se presenta la paradoja de la informalidad gravitando sobre el desarrollo del comercio formal, ya que el ingreso que percibe la población por su trabajo en este último, es considerablemente inferior al obtenido por la oferta de bienes o servicios de dudosa calidad a un alto precio. Siendo importante el regular el comercio con el objetivo de mejorar este escenario; infraestructura incluida o no, generando con ello una mayor derrama económica.

**Ford, Jonette**, *West Blvd. Elementary School*

Infusing Critical Pedagogy into Elementary Schools and Elementary Methods Courses

See Neville, Eryca

**Ford, Thea**, *John Carroll University*

Rosie's Last Gift

African American females endured and still endure trauma, whether physical or psychological, yet we often manage to thrive. Amazingly, we seldom found or find comfort and support within the context of traditional venues associated with the white mainstream. This story examines the relationship among three African American females, three generations--a relationship marked by uncommonly profound love, tragic loss, and emotional resilience. What emerges is the subtle knowing, that the events shared are not unique, rather this story represents experiences that occur with too much frequency with the African American community.

**Forest, Heather**, *Southern Connecticut State University*

The Inside Story: An Arts-Based Exploration of the Creative Process of the Storyteller as Leader

Storytelling is one of humanity's oldest arts and an enduring educational method. Stories can spark and lead social change yet little empirical research has been reported about how a teller constructs and tells a story. As a professional storyteller, I phenomenologically explored the imaginal world of a storyteller's creative process by creating a storytelling work. The work, braiding memoir, history, folklore, and current events, is based on a personal diary written in Israel, in July, 2006, during a time of war, and is designed to encourage dialogue and choice for peace. Utilizing art making as an inquiry method, I mindfully became an embodied research environment and autoethnographically observed, described, interpreted, and named the steps in my creative process. Commonalities between the storyteller (composing and performing a complex tale) and a change leader (designing and communicating a change vision) emerged. This study identifies a palette of arts-based skills for change leaders.

**Forester, John**, *Cornell University*

A community food security surveillance model fostering action and local food security policies with a concern for social justice

See Gervais, Suzanne J.

**Forsythe, Lydia Londes**, *OSF SAMC College of Nursing*

Bringing the Tacit in to Voice: CMM, Simulation and Healthcare Communication: Creating a Culture of Safety

In healthcare developing a culture of safety requires safe spaces to practice, reflect and initiate change in the realm of task and team behaviors. At times there is a tacit understanding which occurs when teams are highly functional as a social construction. Simulation was used in the healthcare environment to create an increased understanding of this tacit team voice. Four qualitative action research studies were developed using social constructionism concepts of the

Coordinated Management of Meaning (CMM) by creating multiple simulation periods with teams of healthcare delivery professionals. Each event incorporated several discussions with the participants directly following the process to explore their observations and to define positive changes for increased effective interactions and standardization of task, process and language. By using reflexivity, co-joint meaning making is developed as related to simulation as a process, tacit team activities, and learning to bring the tacit in to voice.

**Foster, Elissa**, *Lehigh Valley Hospital*

Employing Narrative Reflection In Evaluating a Family Medicine Residency

The medical residency that is the context of this presentation is one of 14 programs across the United States that have been granted the opportunity to redesign how family practitioners are trained. This presentation describes innovations that the authors, Medical Educators, have employed in the implementation and evaluation of a relationship-focused family medicine residency. A range of qualitative approaches grounded in narrative reflection have been generated to capture the journey as well as to provide feedback to the residency community. The presentation will describe a range of narrative processes; including, the development of clinical competency standards, learning cycles for residents, faculty development, and the evaluation of clinical and didactic instruction. In our experience, employing narrative (a) grounds our inquiry in the lived experiences of physician faculty, residents, and other staff members, (b) facilitates collaboration, honoring of multiple perspectives, and flexibility of reporting format, and (c) gives us the ability to represent complex behaviors and processes without abstract reduction.

**Freeman, Melissa**, *University of Georgia*

Meaning-making and Understanding in Focus Groups: A Hermeneutic Analysis

Focus groups are a form of social dialogue and hermeneutic encounter where the understanding that is articulated by the participants is the result, among other things, of individual interests and values as well as group dynamics and conventions. This paper will explore how a hermeneutical perspective can inform the analysis of the collective meaning-making process exhibited by a diverse group of parents as they share their perceptions of testing and accountability in focus groups. Examining the contribution hermeneutics and focus groups can make to the development of cross-cultural dialogue and understanding seems crucial to the advancement of a socially-just world. This paper hopes to contribute to that understanding.

**Freeman, Melissa**, *University of Georgia*

Competing Ethical Principles in a Responsive Evaluation of a Leadership Program for Youth

Responsive evaluators confronted with diverse stakeholder perspectives are likely to face multiple ethical dilemmas in their work. Ethical theories provide guidelines for right human actions and for shaping a life worth living. Most ethical dilemmas, however, involve competing principles, and resolutions are challenging. Evaluators can form a stronger self-awareness of how the decisions they make affect the administration and outcome of their evaluation work by developing a clearer understanding of the ethical theories behind those decisions. This

retrospective account offers a critical analysis of the decisions made by a team of evaluators contracted to evaluate a week-long program designed to provide 30 religiously and culturally diverse high school students with the knowledge, skills, and values to act as leaders in their local communities against threats to religious liberty. At the core of this retrospective is an analysis of the competing ethical theories that guided our actions and inactions as we observed the implementation of a leadership program that professed to be about diversity and democracy, but instead adhered to an elitist and separatist conception of who is a leader and who is not.

**Freeman, Melissa**, *University of Georgia*

Faculty Learning Community: Experiences with Qualitative Data Analysis Software

See Gilbert, Linda S.

**Freidin, Betina**, *Buenos Aires*

Occupational Identity Work and Work Strategies of non-MD Acupuncturists in Argentina

Until recently practitioners of acupuncture offered treatments in a relatively unregulated occupational market, at the time that educational programs and credentials issued by local training schools in the discipline lacked official recognition. Since 2001 national regulations have restricted the legal practice of acupuncture to medical doctors. Given this legal divide and the unsettled occupational and professional status of practitioners of acupuncture who do not hold a medical degree, in this paper, I examine how non-MD acupuncturists have managed to work and build and sustain and occupational identity despite their institutional marginalization. The paper draws on open-ended, in-depth interviews conducted with 14 acupuncturists in Buenos Aires city during 2005 and 2006. This study is part of broader research project that examines the professional organization and practice of acupuncture in Argentina.

**Freitag, Vanessa**, *Universidade Federal de Santa Maria, Brasil*

La Entrevista A Profundidad De Base Fenomenológica En La Recuperación Socio-histórica De Los Formadores Dentro De Instituciones De Educación.

See Arias, César Correa

**Fricke, Ruth Marilda**, *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Constitution Of The Cultural Profile Of The Ijui In Lifes Quality Analysis

The literacy of the people does not turn it into consumer of the cultural ways, reflecting the lack of interaction between the knowledge conveyed in the school extent and in the social one. The evolution of a literate society would allow readers bigger number There show up relations of power that are hidden behind the net of social informations preventing the products of this society of information from being available to the residents whose habits of reading are less significant. This thinks about the degree of the most spacious understanding of a society limiting his levels of intervention in terms of citizenship. The quality of urbane life decreases along the time and there are standardized the forms of thinking and of considering socially, the social exclusion is strengthened reinforced by the

individuals themselves who are to the edges of the social benefits, victim and hangman at the same time.

**Fricke, Ruth Marilda**, *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Conceptions Of Statistical Education In The Process Of Apprenticeship Of Reading Of The World

The power attributed to the quantitative world and deterministic reinforces the schemes of social domination. The reading of the world contents itself with the spaces allowed by the facts like unquestionable determinants of the daily life. The redefinition of the bases of the social relations of the individuals with the society is modified when one rethinks the optics. The vision probabilistic can substitute the dominant deterministic, contributing with the space enlargement and storm of the world vision of educating and of the educators. To conceptions of Statistical Education it represents a removal of the parameters deterministic. This one needs to be available since when the employed methodology was even when centered in real bases of social phenomena it can be hidden allowing that the informations are manipulated. The subject stops being a subject to be an object of handling while not knowing the relations that were privileged in the statistics that are spread. With this care in the woof of informations to be understood and available it is possible which men and women collect essential elements for the understanding of the facts and phenomena.

**Frish, Yehiel y**, *Shaanan Teachers College*

Eliciting a personal attribute profile - a new admission system model for schools of education and teachers colleges - useful for nurturing effective teaching

See Katz, Sara

**Fristrup, Tine**, *The Danish School of Education, University of Aarhus*

Taste for falls prevention: a social-analytic perspective

See Evron, Lotte

**Fritsch, Aaron**, *San Francisco State University*

The Politics of Desire and Resistance

See Jenkins, Mercilee

**Frongillo, Jr., Edward**, *University of South Carolina*

A community food security surveillance model fostering action and local food security policies with a concern for social justice

See Gervais, Suzanne J.

**Frostig, Karen Elizabeth**, *Lesley University*

Using the Lens of Photography to Develop New Models of Inquiry

Following the death of the last of three family Holocaust survivors in 2004, I received a packet of sixty-eight letters written between 1938-1941 from my grandparents to my father. Becoming the latest guardian of these letters, I began the arduous process of reconstructing my family's history. I used a Nikon D70 digital SLR to clinically document an emotionally charged encounter with

Vienna, the city where my father grew up, and the outskirts of Riga, the city where my grandparents were murdered. The digital images are developed into a series of memory panels that read as dark time corridors. Mixing text with image, fiction with reality, I experiment with new methods of inquiry to narrate my family's history. The Vienna project integrates action-based research with arts activism and social justice theory. On a conceptual plane, the project deals with issues of belonging and displacement, mediated by the longing for a rehabilitated past and the construction of a transnational identity.

**Furukawa, Chie**, *University of Illinois at Urbana-Champaign*

Negotiating multiple dimensions of identity: work-based vs. relationship-based identity in Japanese young adults

Identities consists of multiple dimensions and it depends on contexts which aspect of an identity becomes salient (Jones, 1997). Still, it seems people's (including youth) identities in contemporary societies are overall predominated by work-based identities. However, some indicate (e.g. Newman, 1996, Araya, 2004) that individualized work-based identities and collective youth cultures are inextricably linked and become significant components together to construct identities and find a way to survive with a sense of stability. To confirm and further explore this point, I examine how work-based identities are such salient and even function as obsessive among Japanese young adults and how their work-based identities are related to other aspects of their identities, particularly an aspect of relationships. Analysis is based on in-depth semi-structured interviews for 15 Japanese young adults (ages 20-35), who study in English language schools in the U.S, about their study abroad experiences including their preceding and following life contexts.

**Futch, Valerie A**, *Graduate Center, CUNY*

"It's Like Listening to Birds Singing": Understanding the self through the experiences of transnational youth and constructing "safe spaces" for development

This study focuses on young adult immigrants who recently graduated from the Internationals Network Schools in New York and the challenges they faced with adolescent identity, starting school in a new language, and navigating complex social relationships. Group interview data and "journey maps" were gathered from 18 participants to investigate the critical contestations and tensions that occur during adolescence, the explicit social and dialogical nature of the self, and how such interactions exhibit "traveling power" to future contexts. Qualitative analysis reveals how young adult students interact with others and their surroundings to navigate environmental change and challenging situations, particularly with respect to their educational environments. The findings attest to the importance of the school environment as sitting at a juncture between the individual, society, and personal development. This research suggests future directions for understanding the self and other in context as well as creating "safe spaces" for individual development.

**Gale, Ken**, *University of Plymouth*

Five Ways of Caring: The Complexity of a Loving Performance

We write collaboratively, in call and response, across states and continents, sharing via email stories of love and loss. In so doing, we negotiate our friendships with each other: Coming together soon after QI2007, and with existing and varied relationships amongst us, our group of five inquires into writing's power and limitations, both its capacity to renew and its inability to hold meanings - life - still. After Sandoval, hooks, Richardson and Cixous, we explore love - in writing - as methodology: love's thickness and heaviness in its carried responsibilities, and its healing properties for loss; and the lightness and fluidity in its creation of connection and validation. We tentatively hypothesise writing-love as an agent for change, that it might take us to places in our thinking and doing, in the performativity of everyday life, that pushes and interrupts understandings. In this performative space we will tell our tale(s), and invite others to engage with us as we share something of our embodied travels with each other through writing, an experience that has, variously, troubled us, brought relief and joy, and left us hesitant, like teenagers at a dance or children on their first day at school.

**Gale, Ken**, *University of Plymouth*

Two Men Talking Two: Therapy, A Story

See Wyatt, Jonathan

**Gallagher, Sharyn Hardy**, *none*

Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment: Team Curriculum Development of an NVivo Training Workshop

See Davidson, Judith Ann

**Gallo, Luz Elena**, *Antioquia*

El movimiento corporal como noción antropológico-fenomenológica

Tradicionalmente, el término 'movimiento' tiene una definición muy concreta en las ciencias naturales: en física, el movimiento es el desplazamiento de un cuerpo en el espacio con respecto al tiempo y a un punto de referencia; es un proceso objetivo en el que un punto de masa varía de lugar en un determinado espacio de tiempo. Sin embargo, para comprender el concepto de movimiento corporal desde una perspectiva cualitativa es necesario entender que hay una diferencia esencial entre el movimiento de las cosas y el movimiento del cuerpo fenomenal que es un movimiento fenomenalizado, pues "este movimiento es un movimiento de un ser y no habría porque identificarse con un desplazamiento objetivo" (Barbaras, 1992). Desde una teoría fenomenológica, Husserl (1907) distingue el mover-se que incluye las circunstancias subjetivas y las motivaciones, que es un movimiento vivido-fenomenológico del cuerpo propio, cuerpo vivido, sintiente y fungiente (Leib), del ser movido que es un hecho objetivo e implica estar en movimiento y es un movimiento mecánico exclusivo del cuerpo tenido (Körper). La experiencia subjetiva del moverse incluye las experiencias del yo me muevo y del yo muevo algo, con esta experiencia accedo a la constitución de mi cuerpo yo y la experiencia objetiva del ser movido incluye el estar en movimiento

**Gambs, Deborah S,** *The Graduate Center, CUNY*

"Becoming Artistic": The Ethic(s) of the Experimental in Contemporary Art

Sociologists and cultural critics have shown how the proliferation of new technologies in the context of global capital are impacting the sociocultural landscape, both inside and outside academia. Scott Lash and Celia Lury argue that there is now a 'global culture industry.' Patricia Clough connects the development of teletechnologies to experimental writing and autoethnography and suggests that these experimental forms are producing new subjectivities. Nikolas Rose and Elizabeth Grosz separately argue for ethico-political perspectives to address these subjectivities. Rose encourages development of "practical and experimental arts of existence," while Grosz suggests that political projects need to be open to the unknown, open to "becoming unrecognizable, becoming other, becoming artistic." Experimental approaches also exist in contemporary art. Work by artists Daniela Rossell and Natalie Jeremijenko offer ethico-political responses to new subjectivities that are effects of the proliferation of technology in the context of advanced global capital. Specifically, in their willingness to experiment, these artists deploy affects of humor, surprise, shock and anger, thus illustrating a potential ethic for future politics.

**Garavito, Elizabeth,** *Universidad Distrital Francisco José de Caldas*  
Cultivares

De la pregunta por la investigación en arte surgen diversas posturas, algunas de ellas sustentan que investigar no forma parte del proceso creador, sin embargo surgen inquietudes cuando nos enfrentamos al acto creador en la generación de obra y vinculamos diferentes tipos de métodos que en muchos de los casos están muy cercanos a la investigación cualitativa. En mi propuesta desde las artes plásticas, vínculo procesos generados con algunas comunidades así como indagaciones de tipo teórico, exploración con diversos materiales, acciones cotidianas que alimentan la imagen plástica, etc. que se configuran en una obra, que a su vez genera una propuesta de acción colectiva.

**Garavito, Elizabeth,** *Universidad Distrital Francisco José de Caldas*  
Cultivares

See Garavito, Elizabeth

**Garces, Marcela,** *University of Illinois, College of Medicine at Rockford*

Listening to rural Hispanic immigrants in the Midwest: A community based participatory assessment of major barriers to health care access and use

Hispanic immigrants are increasingly residing in rural communities including the Midwestern United States. Limitations in the ability of rural Hispanics to access and utilize health care contribute to patterns of poor health and health disparity. A conceptual model of 'vulnerability' guides this community based participatory assessment project designed to explore rural Hispanics perceived barriers to accessing and utilizing health care. Findings from a series of 19 focus groups with 181 participants from three communities in the upper Midwest identified perceived barriers at the individual and health care system levels. The most commonly perceived barriers were the lack of and limitations in health insurance coverage, high costs of health care services, communication issues involving patients and providers, legal status/discrimination and transportation concerns.

Findings imply that these barriers could be addressed using multiple educational and health service delivery policy related strategies that consider the vulnerable nature of this growing population.

**Garcés, Marcela,** *University of Illinois - College of Medicine at Rockford*

The use of the Community Based Participatory Action Research to address indigenous health disparity: Lessons learned from a community-based assessment in the Colombian Amazon

See Cristancho, Sergio

**García Gómez, Elena,**

Network creation and women empowerment: a feminist action research experience in Spain

See Cruz, Fátima

**García Quintanilla, Magda,** *UANL*

Public Elementary School Teachers Building a Learning Community

See Rodríguez Bulnes, Ma. Guadalupe

**García Tovar, Margarita,** *Universidad Pedagógica Experimental Libertador-Instituto Pedagógico de Caracas*

Reflexiones s Sobre Algunos Métodos Utilizados En La Investigación En El Área De Educación, Ambiente Y Calidad De Vida: Caso Universidad Pedagógica Experimental Libertador-Instituto Pedagógico De Caracas

Este trabajo presenta una reflexión sobre los enfoques metodológicos que se han utilizado en investigaciones doctorales realizadas durante los últimos cuatro años o que están en desarrollo en la línea de investigación "Educación, Ambiente y Calidad de Vida" en el doctorado de educación del Instituto Pedagógico de Caracas (DE\_IPC), Universidad Pedagógica Experimental Libertador (UPEL). Metodologías de carácter interpretativoy sociocrítico son ilustradas por: historias de vida recopiladas de pensadores venezolanos en el área educativo ambiental; diálogos informales con la comunidad acerca del uso de plantas medicinales;entrevista, grupo focal y diagrama de afinidad en estudios sobre violencia en la escuela,calidad de vida institucional, actitudes ambientales, salud escolar, gestión de riesgo y manejo sustentable en parques recreacionales, entre otros.Finalmente la aplicación de investigación-acción en la promoción del empoderamiento sicial en comunidades escolares y extraescolares.

**García Tovar, Margarita,** *Universidad Pedagógica Experimental Libertador-Instituto Pedagógico de Caracas*

Técnicas Cualitativas Utilizadas En La Construcción De Un Programa Educativo Ambiental Para Comunidades Costeras Del Estado Miranda, Venezuela

See Carrero de Blanco, Ana Itala

**García, Bárbara -**, *Universidad Distrital Francisco José de Caldas*

Los Núcleos De Educación Familiar “nef”investigación Participativa Para La Prevención De Las Violencias Difusas En La Escuela, La Familia Y El Barrio

Los “Núcleos de Educación Familiar” (NEF), son grupos de investigación y participación social, surgen en escuelas de Bogotá para prevenir las violencias en la escuela, la familia y el barrio. Proponen una alternativa de relación entre familia y escuela para fomentar lazos sociales que aumenten la calidad de vida, y fomenten el capital social de la escuela. Es un modelo de investigación cualitativa, que aplica métodos participativos, específicamente, la Investigación Acción Participativa y la acción intersubjetiva. El NEF, articula una “red de conversaciones” de acuerdo con un plan sistemático que permite descubrir las problemáticas individuales, sociales y familiares que aquejan a un grupo especial de población, observando sus relaciones y dinámicas internas, reconstruyendo la historia de situaciones particulares, evidenciando los imaginarios sociales que comparte el grupo de referencia y proponiendo los cambios posibles y necesarios para que los sujetos involucrados se auto-asuman como principales actores de cambio social

**García, Bárbara -**, *Universidad Distrital Francisco José de Caldas*

Aplicación Del Modelo Nef En Educación Superior (Nes), El Trabajo Académico Del Profesor Universitario

See Ortiz, Blanca Inés

**García, Enrique**, *Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program

The Community Scholars program is based on the premise that the local communities surrounding a university are a rich source of potential graduate students. It was designed to tap into social and political networks to identify and recruit successful African American and Latino school practitioners and educational activists who are interested in pursuing advanced degrees. Once a group of individuals is identified, faculty members host a house meeting to introduce candidates to graduate programs and to explain the admissions process and through follow up interaction offer an opportunity to humanize the higher education and learning process for a segment of the population that has historically been under-represented in higher education. In this session, both faculty and students who participated in the Community Scholars program will discuss their experiences with the program and share their perspective on what makes the program work.

**García, Hector Manuel**, *Nacional de Colombia*

Salud Urbana Y Política De Biocombustibles En Colombia

El auge mundial de la producción de combustibles de origen biológico (agro-combustibles) como respuesta al fenómeno del cambio climático, se justifica esencialmente por la reducción de las emisiones de carbono y por los beneficios para el sector agrícola, principalmente en los países en desarrollo. Este discurso deja de lado los impactos potenciales sobre los ecosistemas, por la intensificación de monocultivos, y sobre la salud pública, por la emisión de sustancias tóxicas en las ciudades, al quemar el etanol mezclado con la gasolina. Mediante un enfoque cualitativo interpretativo, en este ensayo se examina cómo surge en Colombia la Política del Alcohol Carburante-PAC y cómo se contempla la dimensión salud en la PAC. Se usa el modelo de las “corrientes múltiples” propuesto por Kingdon

(agendas, alternativas y política) y el método narrativo como un instrumento útil para dar cuenta tanto del proceso como del contexto en el que se toma la decisión.

**García, Héctor Manuel**, *Nacional*

Salud Urbana Y Política De Biocombustibles En Colombia

El auge mundial de la producción de combustibles de origen biológico (agrocombustibles) como respuesta al fenómeno del cambio climático, se justifica esencialmente por la reducción de las emisiones de carbono y por los beneficios para el sector agrícola, principalmente en los países en desarrollo. Este discurso deja de lado los impactos potenciales sobre los ecosistemas, por la intensificación de monocultivos, y sobre la salud pública, por la emisión de sustancias tóxicas en las ciudades, al quemar el etanol mezclado con la gasolina. Mediante un enfoque cualitativo interpretativo, en este ensayo se examina cómo surge en Colombia la Política del Alcohol Carburante-PAC y cómo se contempla la dimensión salud en la PAC. Se usa el modelo de las "corrientes múltiples" propuesto por Kingdon (agendas, alternativas y política) y el método narrativo como un instrumento útil para dar cuenta tanto del proceso como del contexto en el que se toma la decisión.

**García, Jose Luis Dueñas**, *Universidad de Guadalajara*

Acercamiento Al Programa Institucional De Tutorías De La Universidad De Guadalajara. Estudio De Caso: Departamento De Sociología.

El Programa Institucional de Tutorías (PIT), en la Universidad de Guadalajara (UDG) inicia, formalmente, en 2001. El estudio del Programa surge de preguntas por la adecuación y cumplimiento de los objetivos de esta política, su impacto en indicadores de calidad y en general sobre la situación que guarda el Programa en la UDG. Es un acercamiento de tipo comprensivo, exploratorio y descriptivo de la implementación del PIT. Incluyó diseño, aplicación, captura y procesamiento de información obtenida mediante tres instrumentos. Los hallazgos plantean indicios generales de la operación del Programa y detección de tendencias que conducen a una segunda fase de clarificación y replanteamiento de las preguntas para la comprensión y explicación de la política en el caso del Departamento de Sociología (DS), con la realización de entrevistas a los actores. Los instrumentos fueron aplicados en el DS durante el semestre 2006 B, a 70 estudiantes, seis tutores y un funcionario.

**García, Margarita**, *Universidad Pedagógica Experimental Libertador*

La realidad social de una escuela venezolana vista por sus actores

See Castillo, Matilde

**García, Oscar Enrique**, *De Los Andes*

Arte como investigación cualitativa en la acción transformadora de la ciudad

Tomando el casco histórico de la ciudad de Mérida-Venezuela como espacio geográfico de análisis, se reconocieron algunos itinerarios de intervención artística evidenciados en el espacio público. En la experimentación de múltiples abordajes para la acción transformadora de la ciudad, nos ubicamos desde la mirada del arte y la sociología, analizando las acciones experimentales que desde estos ámbitos tocan el tema del hacer ciudad, desde la representación tanto

como de la percepción de la misma. Como elemento transversal del artículo proponemos algunas genealogías del arte urbano como dimensiones posibles entre la investigación cualitativa y la acción directa. Desde esta visión surgen tantas metodologías como artistas participan en ella, así la investigación artística se transforma en intervención urbana desde múltiples métodos. Insertando al arte como una dimensión estratégica para el desarrollo socio-cultural tanto como para las prácticas que inciden en la redefinición y transformación urbana.

**García-Sastre, S.,** *University of Valladolid*

Fostering innovation dialogues: what technology can i use in my course?

See Rubia-Avi, B.

**Garratt, Dean,** *Liverpool John Moores University*

The professionalisation of sports coaching - challenging discourses and shifting identities.

See Taylor, Bill

**Garrett, Amanda Leigh,** *University of Nebraska*

Inclusiveness of Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues in Higher Education: A Mixed Methods Evaluation Project for Faculty

Diversity and inclusiveness are goals that all institutions of higher learning aspire to achieve. While diversity objectives, including those pertaining to sexual orientation, within the university setting may be clearly articulated, it is less clear how faculty come to value and implement them through the curriculum. The purpose of this evaluation, a concurrent triangulation mixed methods study, is to appraise the diversity objectives in practice within a college at a large Midwestern research institution. An anonymous online faculty questionnaire was used to gather quantitative and qualitative data. This evaluation will be presented as a model of a formative self-evaluation plan for other institutions to assess the college climate and its investment in diversity regarding sexual orientation and gender expression. Stakeholders invested in the outcomes of such an evaluation include administrators, members of special interest groups, and faculty members.

**Garza, Lisa,** *Texas State University - San Marcos*

Research: Community Stories

See Valle, Rosina

**Geist-Martin, Patricia,** *San Diego State University*

Melancholy Speed

I lost my mom to cancer when I was 17. A series of losses throughout my life have focused my attention on the lingering grief?my melancholy. I have confined or masked this melancholy in a nonstop, multi-tasking, overachieving lifestyle. Melancholy speed is fast forward without looking back. My drug of choice. At the same time, melancholy slows me down as I become absorbed in a past where time with my mom is a lingering surreal speed?both ecstatic and sorrowful. In my memoir about my mom, Melancholy Speed, I write my way to a place where the embodied knowledge gained from this ever-changing speed--slow to

fast?allows me to discover in the moment something enriching, even inspired about myself and my mom.

**Gemignani, Marco,** *Duquesne University*

Critical perspectives on advising international graduate students of counseling or clinical psychology

In the experience of international students the relationship between advisor and advisee is frequently of paramount importance. This is especially true for professional trainings in fields as clinical and counseling psychology, in which strong emotional commitment and personal growth cannot (and should not) be separated from the process of learning. Nonetheless, at the same time, the advisor holds great degree of power over the advisee and, therefore, great responsibility in the process of acculturation, assimilation and subjectification of the foreigner to the dominant culture. Especially after 9/11, we think it is vital for advisors and mentors of international graduate students to be sensitive to the power dynamics that may be embedded in the political and cultural climate of the American educational system. From the perspective of critical pedagogy and critical multiculturalism, this presentation will interpret the preliminary findings from an empirical qualitative study on the advising needs and expectations of international graduate students of clinical or counseling psychology programs in the USA. The results are likely to suggest possible adjustments in the advising relationship between faculty members and international students of clinical/counseling psychology.

**Genc, Salih Zeki,** *Canakkale Onsekiz Mart University*

A Qualitative Evaluation of the Turkish Primary School Social Sciences Lesson Program Regarding the Acquisition Dimension: A Case Study

The main purpose of the study is to evaluate the Social Sciences Lesson Program in relation to acquisition dimension in Turkey. The study was carried out together with 20 primary school teachers working in the four primary schools located in the city of Canakkale in Turkey. The data collected through semi-structured interviews and observations. A descriptive analysis has been used in order investigate the data obtained from the study. Five major themes have been developed by analyzing the research data.

**Georgieva Ninova, Maya,** *Universidad Autónoma de Barcelona*

Becoming an Internet Researcher: Three Methodological Shortcuts to Improve Mapping, Writing and Interviewing

See Bona Beauvois, Yann

**Gervais, Suzanne J.,** *Cornell University*

A community food security surveillance model fostering action and local food security policies with a concern for social justice

A new model of community food security surveillance was developed using participatory action research in villages in Burkina Faso. Community and household decision-makers deliberated over food security issues inside and outside facilitated meetings, reflected on assumptions about causes of and solutions to food insecurity, produced food security assessments, and collected and analysed data that generated locally credible evidence for leaders and households to take

immediate action. Participant observations were analysed with Atlas.ti. Community policies were found to be enacted with a higher concern for social justice, and households better managed their resources resulting in less hunger. This is a promising model because it focuses on knowledge creation and social transformation in which community and household decision-makers make explicit their tacit knowledge about food security, reframe issues, internalise new knowledge, and take action. Conventional models that only transfer information to higher-level decision-makers for action cannot accomplish this, and would not have been useful here because higher levels could not respond.

**Ghosh, Shreelina**, *Michigan State University*

Dyslexia and Website Design: The Importance of User-based Testing

See Swierenga, Sarah J.

**Gil Alvarado, Nieves**, *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido Chaparro, Sandra Carolina

**Gil-Alvarado, Nieves**, *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido-chaparro, Sandra Carolina

**Gilbert, Linda**, *University of Georgia*

Exploring the epistemology of qualitative evidence: New methods and new challenges in qualitative analysis

See Kaczynski, Dan

**Gilbert, Linda S.**, *University of Georgia*

Faculty Learning Community: Experiences with Qualitative Data Analysis Software

Beginning in fall of 2007, the presenters have been participating in a faculty learning community on “integrating qualitative data analysis software into qualitative research and teaching.” Faculty Learning Communities (FLC) are a new initiative on our campus, sponsored by the Center for Teaching and Learning. According to their website, “An FLC consists of six to twelve faculty [members] from different disciplines who agree to meet about every three weeks to consider their topic of mutual interest and to learn from each other.” The initial announcement for this FLC promised that members would “?explore the use of qualitative data analysis software for their own research and generate potential learning activities for students engaged in qualitative research.” In this presentation, we will reflect on our learning experiences and our growing understanding of qualitative data analysis software and how to use it for research and teaching.

**Gildersleeve, R. Evely**, *Iowa State University*

Ethics & “Essentials” for Untenured Faculty: Critical Qualitative Inquiry Confronts Conservative Modernization in the Academy

“Submitting and receiving grants and contracts is an essential part of becoming an effective faculty member.” This was the opening statement on a letter from the dean of my college that encouraged me to attend a recent grant-writing workshop. An exemplar of the academic capitalist knowledge-regime (Slaughter & Rhoades, 2004) this statement effectively challenges the ethical imperative of critical qualitative research. As a critical scholar, my work seeks to engage in research that critiques the very social structures (i.e., capitalism) that allow for the undemocratic commoditization of knowledge inherent in my dean’s mandate. As a “junior” faculty member, I exercise academic freedom within certain material constraints (i.e., tenure & review). These constraints are in tension with my ethical imperative as a critical scholar working from grassroots movements within marginalized communities. In this paper, I describe how revenue-generating expectations form unique tensions for untenured faculty as we negotiate our ethical imperative as critical qualitative scholars with the broader conservative modernization of the academy.

**Gil-González, Diana**, *Alicante*

Una Mirada Cualitativa Sobre La Discriminación En La Población Inmigrante Del Territorio Español

See Agudelo- Suárez, Andres A

**Gilgun, Jane**, *University of Minnesota, Twin Cities*

A Framework for the Analysis of Children’s Anti-Social Behaviors

In this paper, the authors will describe a framework for assessment that accounts for the multiple layers of influence on children’s anti-social, dangerous behaviors. The assessment can be thought of as a set of nested circles. The inner most circle is a description of an anti-social act that child clients have committed. For example, a seven year-old boy kicked his teacher in the stomach and said, “I want to kill your baby.” She was seven months pregnant. The next layers are, successively, descriptions of the children’s experiences in their families, the family members’ social histories, and the social policies that affect families. The outer most layer is a theoretical analysis that looks at the children’s and families’ racialized, gendered, and class-based social locations, socio-economic justice issues, and theoretical issues such as research and theory on risk and resilience, neuroscience, and attachment. This framework does not discount the seriousness of children’s anti-social behaviors, but locates the behaviors into their contexts. This framework leads to the identification of multiple intervention points, each of which is also contextualized.

**Gilgun, Jane**, *University of Minnesota, Twin Cities*

The Documentation of “Good,” “Bad,” and “Poor” Outcomes of in Interventions for Children in Conflict with the Law

The third paper describes the pathways that children take over time as they receive services from a social service program whose goals include promotion of optimal child and family development and the diversion of children from the juvenile justice system. The authors will show the conditions under which chil-

dren do well over time in the program, what happens when children do not do well, and what happens when the children have mixed outcomes. Doing well not only means that the children have not become involved in the juvenile justice system but that they also are participating in positive ways in activities at school, home, and community. Not doing well means the children could be involved in juvenile corrections but they could also be struggling with maintaining pro-social behaviors in home, school, and community. They often are involved with gangs. Mixed outcomes include involvement in gangs, low-level involvement with juvenile justice, but also participation in pro-social activities including maintaining good grades in school, participation in athletics, and doing well at a job.

**Gilgun, Jane**, *University of Minnesota, Twin Cities*

The Use of Humor in Work with Children in Conflict with the Law

See Sharma, Alankaar

**Gilgun, Jane**, *University of Minnesota, Twin Cities*

Critical Perspectives on Children in Conflict with the Law

See Valandra,

**Gill, Hartej**, *The University of British Columbia*

Decolonizing Participatory Action Research

Where disenfranchised groups such as women, immigrants and people of color more generally were either excluded from the academy or not thought to have important 'stories' to tell, several qualitative methodologies now value these voices, in large measure because disenfranchised research participants have an understanding in their bodies of what it means to be exposed to patriarchy, racism, classism, heterosexism, ableism, xenophobia and other complex forms of oppression (Gitlin, 2008). The advocates of Participatory Action Research agree that the impetus of this method is to attempt to restructure power relations in the research process, to honour the knowledge and strengths within/of diverse communities, and to challenge the dynamics of inequalities by furthering the struggle for social justice. But how does Participatory Action Research participate in the process of decolonization? This presentation will explore the ethical, social and epistemological assumptions and values informing Participatory Action Research from the perspective of 'decolonization' of methodologies (Battiste, 2001, Brown & Strega 2005, Sandoval, 2000, Smith, 1999, Tandon, 1981) and 'de-colonial' critique (Mignolo, 2007, Quijano, 2000, Perez, 1999). This work will also highlight a praxis of "decolonialty" as employed in the researchers' present projects which aim to build dialogical spaces with marginalized families in school communities in Vancouver, B.C. Where disenfranchised groups such as women, immigrants and people of color more generally were either excluded from the academy or not thought to have important 'stories' to tell, several qualitative methodologies now value these voices, in large measure because disenfranchised research participants have an understanding in their bodies of what it means to be exposed to patriarchy, racism, classism, heterosexism, ableism, xenophobia and other complex forms of oppression (Gitlin, 2008). The advocates of Participatory Action Research agree that the impetus of this method is to attempt to restructure power relations in the research process, to honour the knowledge and strengths within/of diverse communities, and to challenge the dynamics of

inequalities by furthering the struggle for social justice. But how does Participatory Action Research participate in the process of decolonization? This presentation will explore the ethical, social and epistemological assumptions and values informing Participatory Action Research from the perspective of 'decolonization' of methodologies (Battiste, 2001, Brown & Strega 2005, Sandoval, 2000, Smith, 1999, Tandon, 1981) and 'de-colonial' critique (Mignolo, 2007, Quijano, 2000, Perez, 1999). This work will also highlight a praxis of "decoloniality" as employed in the researchers' present projects which aim to build dialogical spaces with marginalized families in school communities in Vancouver, B.C.

**Gindi, Shahar**, *Beit Berl Academic College*

A program evaluation ordered by an educational program: An evolving collaborative model

In this paper we will present the evolving collaborative model as an example of a cooperative interaction in program evaluations conducted within an educational program. The starting point for this interaction is the collaborative world view that has developed in the past few decades with respect to participatory action research (PAR) and to the evaluation of social and educational programs Participatory Evaluation (PE). A defining characteristic of the evolving collaborative model is the dynamic interaction between the change leader and the researcher that transform from a consumer-service provider interaction to a collaborative interaction. In a case example that will be presented, the transformation from one interaction model to the next was not an intentional decision but a natural evolution of the interaction due to the character of the evaluation, organizational characteristics, stakeholders needs, and the nature of the change-leader- researchers relationship. The paper will discuss the benefits of the evolving collaborative model in promoting cooperative and evenly balanced relationships in evaluations of social and educational programs, in facilitating implementation and in promoting further research.

**Giorgio, Grace Ann**, *University of illinois*

The Quantum Qualitative Researcher: Metaphysics transforming qualitative inquiry

With quantum physics on the edge of affirming metaphysical notions of existence, and thus reshaping our conceptions of materialism, subjectivity and knowing, the social sciences could get left behind. This paper asks how we can bring the new discoveries of the spiritual and physical worlds into qualitative inquiry. As a Buddhist/yogi/qualitative researcher who deploys autoethnography as a mode of inquiry, I explore the potential of this new way of thinking to create the experiences we need to promote a more just world. Through personal meditations and narrations, my project asks how the "quantum qualitative researcher" can attend to the normative and assumptive epistemologies of the social sciences that aim for social justice. I explore how a metaphysical conception of the self will expand our understandings of the ethics and evidence gathering of qualitative research and argue that notions of an all connected consciousness can deepen auto-ethnographic conceptions of the self.

**Giraldo, Clara Victoria**, *Universidad de Antioquia*  
Agencia de subrogada en la enfermedad de huntington.

Resultados parciales del estudio cualitativo multi-método de dos ciudades sobre los cuidadores familiares de la Enfermedad de Huntington (CsEH) en Colombia que explora la experiencia de CsEH a través de la cultura hispana del cuidado y desarrolla la teoría de la agencia subrogada basada en 5 etapas funcionales de EH de Shoulson y Fanh (1979). Conducido en dos regiones de Colombia, una de ellas con las cifras de incidencia mas altas del mundo. Se aplicaron 28 entrevistas, 6 grupos y 28 observaciones. Agencia humana es la capacidad de monitorear la acción propia. Se mostró por medio de los datos que la pérdida gradual y seria de todas las capacidades en PsEH tiene un efecto social en la agencia de los PsEH. La sobrevivencia del PEH depende de la subrogación que el CEH ofrece al PEH. El PEH retiene su sentido de identidad, es decir su agencia.

**Giraldo, Clara Victoria Victoria**, *Universidad de Antioquia*  
Representaciones Sociales Del Cáncer De Mama Para Un Grupo De Mujeres De Medellín Y El Área Metropolitana. Colombia, 2007

Avances del estudio cualitativo en grupo de mujeres de la ciudad de Medellín y su Área Metropolitana que busca comprender las representaciones sociales del cáncer de mama y cómo estas influye en la prevención del cáncer de mama y las prácticas de autocuidado. Se han realizado 13 entrevistas en profundidad con mujeres adultas que no han tenido cáncer de mama utilizando el criterio de máxima variación. Para el análisis se utiliza los lineamientos de la teoría fundamentada. Los hallazgos preliminares muestran que existe una representación social de las mamas como objeto de atracción y una representación negativa del cáncer de mama. Ninguna de estas representaciones favorece la prevención frente al cáncer de mama ni contribuyen a las prácticas de autocuidado tales como el autoexamen, el tamizaje clínico y la mamografía.

**Giraldo, Elida**, *Southern Illinois University*  
Dealing with Gender in the Classroom: A Portrayed Case Study of Four Teachers

This paper emerges from a qualitative case study that takes place in a preschool setting and explores teachers' influences on the construction of children's gender identities. According to postmodern theories of gender, identity is constructed and constituted through social interactions and performances. This study focuses on the gender identities constructed as preschool teachers and students interact and learn. In this portrayed case study, we combine the methodological elements of case study and portraiture. Portraiture methods enhance the traditional case study process, authorizing a more considered presentation of participants and context. Four teachers at one preschool setting are portrayed. Some of the findings include the teachers' awareness of the importance of their interactions with students and the impact they have on students' gender performances. We also suggest that teachers need more resources and self-awareness regarding their own gender performances; teachers' self-knowledge may be important in disrupting gender-stereotyped teaching and social constructions.

**Gividen, James M.,** *Texas State University - San Marcos*  
Curriculum: Autoethnography

See Valadez, Monica M.

**Gividen, James M.,** *Texas State University - San Marcos*  
Research: Community Stories

See Valle, Rosina

**Glennon, Ivy,** *Uillinois*  
Nurturing Qi: Studying taiji in middle America

Drawn to an exercise that eschews “no pain no gain” mentality and embraces balance, internal energy and holistic healing, many mid-western inhabitants have become devotees of the marshal art of taiji (formerly know as tai chi). Using informal interviews, a formal survey with 34 responses from Illinois, Indiana and Michigan as well as further e-mail exchanges, this paper presents the stories we use to explain what most of us understand as a phenomenological rather than cognitive experience. Framed by my own ten year study of taiji and qigong after a debilitating traffic accident, the paper teases out themes and tropes that inform our taiji tales.

**Gokah, Theophilus Kofi,** *University of Wales, Newport*  
Hypocritical Researchers & the Savage Mind: do we treat the patient or the disease

This paper is a direct response to an earlier paper on ‘doing social research in Africa.’ It takes the position that researchers in the field who turn a blind eye to seemingly life threatening events (which s/he could act upon) with the set mind that the data gathered will lead to the right policies to correct the situation are either hypocritical or people with a savage mind. Drawing on conceptual knowledge from Law, Anthropology, Sociology, Management and Ethnographic studies the paper discounts notions that researcher reciprocity in the field is unethical. The historical depth of reciprocity in specific social context e.g. African, it argues, is vast and their format differs greatly from western academic codifications. Pictorial Semiotics was the method used to demonstrate how the concept of reciprocity has become a philosophical concept evoking forms of social life within that context. The paper concludes by cautioning researchers about their (corporate) social responsibility and the legal implications of not intervening in certain situations. It suggests as a way forward the need to broaden the scope of research training if the object is to avoid being trapped between research theory and practice.

**Goldsmith, Dale Campbell,** *Independent Scholar*  
What is (not) said when the pastor is dying?

Death has symbolic significance which directs the way(s) in which it functions in various communities. Within the Christian tradition there are idiosyncratic meanings associated with death that do not always function practically. This is particularly the case when the person in the process of dying is the minister. In this qualitative study we examine several pastor death events through an auto-ethnographic lens (one dying pastor’s story is that of our sister/daughter), and

several other pastor death events utilizing an open-ended interview protocol to capture the stories and experiences of friends and colleagues. This article reviews the Christian view on death that could function positively in such an instance, acknowledges frequent failure, analyzes that failure using communication theory, and suggests ways in which the tradition can regain its positive function within the community experiencing terminal illness.

**Goldsmith, Joy Vanice**, *Young Harris College*  
What is (not) said when the pastor is dying?

See Goldsmith, Dale Campbell

**Goldston, M. Jenice**, *The University of Alabama*  
Resegregation, Community Relevance, and Science Teaching Illuminated Through Photonarratives

This study situated in a Southern resegregated Black middle school involved four Black teachers and two White science educators' use of photonarratives to envision culturally relevant science pedagogy. Two questions guided the study: 1) What community referents are important for conceptualizing culturally relevant practices in Black science classrooms? and 2) How do teachers' photonarratives serve to open conversations and notions of culturally relevant science practices? The research methodologically drew upon memory-work, Black feminism, critical theory, visual methodology, and narrative inquiry as "portraiture." Issues of positionality and identity proved to be central to this work, as three luminaries portray Black teachers' insights about supports and barriers to teaching and learning science. The community referents identified were associated with church and its oral traditions, inequities of the market place in meeting their basic human needs, and community spaces.

**Goldston, M. Jenice**, *The University of Alabama*  
Exploring Photonarrative Methodologies: A PhotoGallery for Culturally Relevant Research Possibilities

See Nichols, Sherry

**Gómez González, Aitor**, *Universitat Rovira i Virgili*  
The critical communicative paradigm

Traditionally, studies on oppressed groups have ignored those groups' voices in the research process, leading this exclusion to conclusions that, instead of contributing to overcome those groups' inequalities, have reproduced them. The critical communicative methodology, developed by the Research Center on Theories and Practices that Overcome Inequalities (CREA) in the University of Barcelona (Spain), shifts that situation, involving participants in the design and development of studies in a process characterized by the egalitarian dialogue between researchers and participants. That dialogue between society and science allows capturing dimensions of the reality studied that researchers alone could never get. In this paper, the move from the objectivist paradigm to more communicative ones is presented, stressing the consequences of each paradigm for the overcoming of inequalities and the improvement of social life. In that regard, the paper provides real examples from research studies and other experiences.

**Gómez Gutiérrez, Olga Lucía,** *Fundación FES Social*

Evaluación De Proceso De La Estrategia Escuelas Saludables: Evidencia De Necesidad De Información Para La Gestión

Se realizó una evaluación cualitativa de proceso de la Estrategia Escuelas Saludables en Cali, bajo el modelo de evaluación de Potvin. Se indagó sobre la coherencia conceptual entre los lineamientos de la EES y el discurso y práctica de sus promotores; la coordinación dentro de la Red de ES; y la auto-percepción de logros, limitantes y facilitantes. Se encontró coherencia entre los lineamientos y el discurso y práctica de los representantes del sector salud, docentes y directivas, poco en representantes de otros sectores. Falta mayor coordinación al interior de la Red. (Nivel municipal, local, escuelas). Los logros son el mejoramiento de la gestión escolar y la salud de los niños; como facilitantes la capacidad administrativa y el compromiso personal de directivos y docentes; los limitantes, la desarticulación intersectorial a nivel municipal y con los procesos comunitarios de cada entorno escolar. Se recomienda una perspectiva integral de evaluación de la EES.

**Gomez, Damaris,**

The use of the Community Based Participatory Action Research to address indigenous health disparity: Lessons learned from a community-based assessment in the Colombian Amazon

See Cristancho, Sergio

**Gómez, Jaime Arturo,** *Universidad de Antioquia*

Representaciones sociales de Jóvenes infractores sobre actos violentos. Medellín 2005-2006

See Agudelo, Luz María

**Gómez, Jorge Alberto,** *Politécnico Colombiano Jaime Isaza Cadavid*

La Investigación Cualitativa: Una herramienta para la reflexión integral sobre la inserción de las TIC en la enseñanza de la física

See Gómez, Julian Fernando

**Gómez, Julian Fernando,** *Politécnico Colombiano Jaime Isaza Cadavid*

La Investigación Cualitativa: Una herramienta para la reflexión integral sobre la inserción de las TIC en la enseñanza de la física

Las Tecnologías de la Información y la Comunicación (TIC) vienen jugando un papel preponderante en la vida moderna por las potencialidades que ofrecen en diversas áreas de desarrollo. En particular en el ámbito educativo se encuentra una fuerte tendencia mundial hacia la incorporación de aplicativos mediados por TIC. Si bien, estas herramientas presentan grandes potencialidades en el área educativa, no han sido miradas de manera integral en la construcción de procesos de enseñanza-aprendizaje efectivos e innovadores. En este trabajo, se lleva a cabo una reflexión que pone en un espacio privilegiado la investigación cualitativa por las potencialidades que ofrece para construir relaciones críticas entre los objetos que intervienen en un proceso de educación virtual; se identifican los factores a relacionar y se evidencian las particularidades de los mismos a partir

del proceso de incorporación de las TIC en la enseñanza de la Física en el Politécnico Colombiano Jaime Isaza Cadavid.

**Gomez, Ruben-Dario**, *Universidad de Antioquia*

Female sexual work at the amazonian colombo-ecuador border: case study

See Soto-Velasquez, Monica-Lucia

**Gómez-Arias, Rubén Darío**, *Universidad de Antioquia*

Mercado Y Riesgo: Escenarios De Transmisión Del Vih Entre Varones Con Comportamientos Homosexuales. Medellín 1993- 2006

See Posada Zapata, Isabel Cristina

**González Gómez, Yanine**, *Antonio Nariño*

Causas y consecuencias del fenómeno de sustracción interparental de menores en Bogotá. Una mirada psicológica

El objetivo que direcciona la presente investigación es identificar y explorar el fenómeno de Sustracción Interparental de Menores (SIM), entendido como el ejercicio arbitrario de los derechos de custodia o de visitas del menor por parte de uno de sus progenitores, después de haberse presentado ruptura de la relación de pareja y una instancia competente ha asignación la custodia a uno de los padres (Monton, 2003). El proceso se desarrolla desde la experiencia de los funcionarios: psicólogos, comisarios y defensores de las instituciones encargadas de proteger a la familia y a la niñez en Colombia, reconocidas como Centros Zonales del ICBF y Comisarias de Familia. Esta ponencia centra su atención en la exploración de la SIM desde el ámbito psicológico, utilizando la entrevista estructurada como instrumento para indagar el manejo institucional que se aplica ante la problemática, desde unidades de sentido como: Conocimiento (Causas/Consecuencias), Atención - Tratamiento y Prevención.

**González Gutiérrez, Luis Felipe**, *Santo Tomás*

Reflexiones Para Una Ciencia Social Performativa En Colombia

La intención de esta propuesta de investigación, anclada al proyecto actual desarrollado en la Universidad Santo Tomás, el cual tiene relación con los aportes de los géneros literarios en la vida social de las comunidades y personas, es caracterizar, discutir y visualizar una ciencia social performativa en Colombia. El Este recuerdo en la investigación cualitativa ofrece valiosas interpretaciones un fenómenos que caracterizar la identidad colombiana, por lo que un acercamiento un artes de del de partir la y la literatura es la condición el y esperada para los investigadores que quieren encontrar otras formas ideal del conocimiento del construir, diferente un la que ofrece el método científicos.

**González Posada, Carlos Mauricio**, *Antioquias University*

Las Problematicas Psicosociales En Medellín: Una Reflexión Desde Las Experiencias Institucionales.

Las reflexiones en torno a las experiencias de intervención psicosocial, organizada por la Mesa de Salud Mental de la Facultad Nacional de Salud Pública de la Universidad de Antioquia durante los años 2003 y 2004, y en la cual participaron 93 organizaciones e instituciones de naturaleza pública y privada, adscritas

a los sectores educativo, social - comunitario, salud y eclesiástico, permitieron conocer y comprender los conceptos de intervención psicosocial, los fundamentos teóricos, los enfoques de trabajo y problemas priorizados sobre los que fundamentan el trabajo psicosocial las instituciones y organizaciones participantes. La metodología cualitativa del estudio, se orientó bajo un enfoque hermenéutico, transcribiendo y analizando los relatos obtenidos en los grupos focales de cinco seminarios - taller.

**Goodall, Jr., H.L. Bud,** *Arizona State University*

Risky Research: Investigating the Perils of Ethnography

All ethnography involves some risk due to the contingent nature of fieldwork. One textual strategy to deal with the complexities of risk is to write reflexively about it, either in “confessional” or “surrealist” styles of personal narratives, yet often these writing styles are themselves considered risky by authors, host institutions, and public audiences. This paper presents three mini-cases that problematize how risk is operationalized as a narrative strategy when personal, institutional, and public constraints mitigate against ethnographic and performative work. The first case involves the controversial performance by Dustin Goltz of “Banging the Bishop,” a script about his spiritual quest as a gay man within the Mormon Church. The second involves risk associated with airing family secrets in published work by Chris Poulos, Lisa Tillman, and myself. The third case involves the ethical controversy about conducting fieldwork in Iraq, Afghanistan, and elsewhere that provides knowledge to military and intelligence organizations.

**Goode, Jackie,** *Nottingham*

Whose collection is it anyway?: an autoethnographic account of dividing the spoils upon divorce.

This paper examines competing meanings assigned to collected objects when spouses divorce. An approach to material culture that privileges the mundane and sensual qualities of artefacts as well as their symbolic meanings enables the unpicking of the subtle connections with cultural lives and values that are objectified through such forms. The paper illustrates the way meanings assigned to collected objects can be multiple and shifting, as well as the ways in which they are constitutive of relationships: between collecting practices, collections, and collector; between ‘things’ and ‘home’; between spouses, as issues of ownership become contested upon divorce; and of class and gender relations more broadly. Barnard talked of a ‘his marriage’ and a ‘her marriage’. This is a ‘herstory’ of the making and keeping of three collections, of their significance in the ‘dividing of spoils’ and of their place in the reconstitution of home post-divorce.

**Goodluck, Charlotte,** *Northern Arizona University*

Hopi Perceptions of Traditionalism and Cancer

American Indian women have higher mortality rates for breast and cervical cancer than non Hispanic white women and a survey conducted in 1993 confirmed that Hopi women had low cancer screening rates. The Native American Cancer Research Project (NAU and UA) conducted a community survey to collect information on knowledge, attitudes, behaviors, and beliefs on Hopi’s women’s breast and cervical cancer. A prior study (1993) was utilized as the basis of

the survey. In preparation for making the changes on the survey focus groups were implemented. Major findings from the focus groups, cross cultural issues in conducting focus groups in a rural reservation setting, strengths and limitations of the use of focus groups in this traditionally based community are discussed. Focus group methodology was utilized to elicit common patterns, themes, and factors associated with the use of traditional healers, Indian health service, and the locally based Hopi Women's Health Program.

**Goodwin, Sheila R.,** *Indiana University*

Ethical Challenges in Providing Interpretive Voice for Women from the Past: Whose stories are they?

Historical research requires locating, acquiring, and interpreting documents from the past. This act raises questions of ethics, evidence, and equity. Foremost is the reality that for the data to exist, they must have resulted from circumstances considered relevant to the creator and significant to the collector. A bias toward privilege exists?the data is constructed from a specific reality. The researcher gaining entry to the institution is projected from a modern, presentist perspective into the past. In shaping narratives from the past and constructing evidence, the researcher makes choices. In trying to provide a voice to women from the past, there can be conflicting perspectives of interpretation. Whose stories are these? Who is entitled to tell them? This paper articulates some of these ethical challenges.

**Goodwin, Sheila R.,** *Indiana University*

Perceptions/Interpretations of Equity in Community College Degree and Transfer Programs: Ethical Dissonance or Epistemological Convergence?

In a complex society, individuals lacking educational capital are at a disadvantage. The transformation of public four-year universities in the United States to "Research Universities" contributes to a widening gap in equity. Community colleges purport to offer a way of increasing educational equity through degree and transfer programs. This paper uses John Rawls' concept of justice in consideration of equity. From this perspective, community college programs provide equity because they provide access to higher education otherwise unavailable to the "least well-off." However, community college faculty are often less educated or more likely to be part-time. Does this precipitate an ethical conflict? Alternatively, is this compatible with justice for the "least well-off"? Does it really matter? If we wish to achieve genuine equity in higher education, it does matter. While community college degree and transfer programs may enhance educational equity, increasing faculty educational requirements adds to equity of outcomes for students.

**Gorli, Mara,** *Catholic*

Designing professional situated practice: an ethnomethodological perspective in workplace learning

See Scaratti, Giuseppe

**Gorman, Geraldine Mary**, *University of Illinois at Chicago*

Silence as Evidence of Lapse: Public Health Nursing, Social Justice and the War

Public Health Nursing (PHN) claims social justice as cornerstone yet the profession has remained largely silent as human rights have been systematically dismantled since 9/11. The proud tradition of PHN was characterized by civil disobedience and feisty advocacy on behalf of the disenfranchised. The passion of early reformers has been replaced by the docility of contemporary practitioners coerced into framing research questions to conform to current socio-political agendas. Concerns about human rights, health promotion and disease prevention are subjugated to contrived issues of bioterrorism, mass casualties and anthrax detection. Academicians dependent on research grants for career advancement tailor their "evidence based" work to meet the specifications of government funding. Meanwhile, the social service and primary care infrastructure is gutted, with little audible protest from the guardians of public health. Mounting death tolls abroad and increasing desperation within our communities evidence our silence as abandonment of our social justice mandate.

**Goss, Cynthia,**

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths

See Clark, Lauren

**Gowen, Cindy,**

To Look or Not Look : Absent Parents at Large – a work in progress

'I wonder what in the hell my parents were thinking!!! Why would they drag me halfway around the globe to see a concrete step? 'Oh look, here it is - the very step where they found you. Isn't this wonderful? This step started your journey into our lives. We are so excited!' In pursuing writing and auto-ethnography as inquiry, I construct a fiction that reveals the complexities of absent parents in the lives of my family. I wish to uncover the possibilities around looking for birth-parents in mainland China where the children I adopted were found. Exploring the absent parents in my children's lives also mirrors my sense of the absent parent in my own life. This exploration will include the fictionalized voices of young people, adoptive parents and birthparents to provide glimpses into each person's experience. I hope to expose cultural beliefs and deconstruct some assumptions held in Western cultures about international adoption and parenthood. I hope to evoke a curiosity about adoption and the absent parent(s) in our lives which includes the line, shape, color, form, and flow of parenthood

**Graffigna, Guendalina**, *Universita Cattolica*

Application of theory of technique to ethics requirements in cross-cultural research

In this paper authors discuss how qualitative research ethical requirements differ across cultures, and how these differences influence the research process and the achieved results. In particular they analyze the problems faced in a comparative qualitative research aimed at studying how young people perceive HIV-AIDS risk in two countries (Italy and Canada). The ethical requirements and assessment procedures for qualitative research differ in these two countries. This led to a different recruitment process and, thus, to a different selection of participants.

These aspects had a relevant impact on the comparability of collected data and, consequently, on the achieved results. Authors conclude by suggesting that a theory of technique approach (aimed at analyzing how tactical choices, made in the qualitative research implementation, influence findings) should be extended to the study of how ethical assessment procedures relevantly frame the comparability of cross-cultural qualitative research data.

**Graffigna, Guendalina**, *Università Cattolica*

Analyzing social demand for psychological services in order to develop a new higher educational offer: a qualitative participatory study

See Bosio, Albino Claudio

**Grajales, Carlos Valerio Echavarría**, *Universidad de la Salle*

Justificaciones Morales De Lo Bueno, Lo Malo, Lo Justo Y Lo Injusto De Niñas Y Niños Provenientes De Contextos Violentos Y No Violentos De Un Ciudad De La Zona Andina Colombiana

Este trabajo analiza las justificaciones morales de niñas y niños de contextos violentos y no violentos de una ciudad de la Zona Andina colombiana. Es una investigación que utilizó un diseño de estudio de caso múltiple de dos casos, trabajó en cada contexto con tres niñas y tres niños de grado cuarto de primaria y analizó la información desde la técnica del análisis del discurso propuesta por Teun A. van Dijk. Los resultados mostraron que las niñas y los niños de ambos contextos comparten algunas preocupaciones morales tales como preservar la naturaleza, proteger la vida y mantener el orden vigente. También se encontró que para las niñas y los niños de contexto violento su mayor preocupación era preservar la vida de los más cercanos, mientras que para las niñas y los niños de contexto no violento era conservar los bienes públicos y exigir los derechos.

**Grandes, Gonzalo**, *Servicio Vasco de Salud - Osakidetza*.

Médicos Y Pacientes Ante La Promoción De Estilos De Vida Saludables En Atención Primaria

See Calderón, Carlos

**Grant, Jill G**, *University of Windsor*

Researcher Identities in Qualitative Inquiry: Researching our own communities

Presented by two researchers who conduct qualitative inquiry with/in our own communities, this paper will explore the challenges, impacts, and considerations of researcher identities in research with/in one's own communities. Using examples of qualitative inquiry with mental health service providers who have used mental health services and LGBTQ people advocating for same sex marriage, we will explore the implications of researching shared identities on engagement, data collection, data analysis, interpretation and communication of findings. Within this discussion, we will explore how the various fluid identities we hold interact, contradict, and change during the research process. This will lead to a discussion of the influence of privileged identities on whose voices are acknowledged in qualitative inquiry. We will pay particular attention to the uses of critical theories and interpretation when conducting research with/in our own communities.

**Gray, Carole**, *Robert Gordon University*

Who knows? Compassionate Research through Empathic Design

See McDonagh, Deana C

**Grimaldo, Leticia**, *Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program

See Garcia, Enrique

**Grimes, Tanisha Simone**, *University of Georgia*

“A Breast Aint Nothing But a Sandwich” Narratives of Ella, an African American Breast Cancer Survivor

This paper presents constructed narratives of Ella, an African American female in her 50's and her experience with breast cancer. The narratives were constructed utilizing a black feminist theoretical approach, aiming to give voice and authority to Ella's experience. This approach is important in the testimonials of African American females, which have been absent in health research. This analytic method enables her story to be told in her own words which can help inspire other African American females who are coping with breast cancer. Prevalent themes in Ella's experience were her body's new identity, perceptions and expectations of women living with cancer, and the socialization of African Americans in cancer prevention. Her narrative offers insight on how the intersection of race and gender impacts breast cancer survival and has implications of the portrayal of African American females with breast cancer and future research in cancer prevention among African Americans.

**Grube, Vicky**, *Appalachian State University*

Authors Note

It should go without saying, qualitative research studies are in the realm of unswept breadcrumbs, crying for impossible vigilance, scrutinizing self -doubt, while overlooking the inevitable stray nuggets. The researcher, poised in the social mélange of his or her personal history, uses the side of her hand to sweep the table clean. Particles cling to the dampness of her palm and she finds what sticks curious and difficult to dislodge. Overtime, the residual crumbs become part of her hands, abrasive between her fingers, riding the backs of her knuckles, affecting her whole. This is an autoethnographic piece set in a preschool art room. I find myself writing stories in response to my feelings, blurred experiences and shared environment. I prefer to position this inquiry in a humanist ethnography, a methodology that is a slice of life: I study the artmaking of young children and learn about myself.

**Grube, Vicky**, *Appalachian State University*

A Tinkerers Evidence in Drawing Club

Qualitative research studies recognize the researchers way of seeing and the social location of his or her personal history influencing their interpretation of evidence. In this study the researcher/bricoleur is positioned in an after school childrens drawing club to observe how images travel from child to child, the social nature of learning and how narrative/performance ribbons through the bedrock of children's drawing. Seventeen children, avidly work in sketchbooks,

choosing their subject matter, and drawing mates. The researcher, reflecting on her personal history and tinkering with traditional methodologies, enters the child's reality through her imagination. She sees the room as an organism, children sitting elbow to elbow at the drawing table, a continual movement of visual and verbal dialogue, an unsilenced energy, an interconnectedness and a communion. This research as evidence of resistance, questions traditional education, where children, wrapped in cellophane, are fed mouthfuls of passivity, in courses of repetitiveness and uniformity.

**Guerrero Lara, Claudia**, *Instituto Nacional de Salud Pública de México*

Formas de respuesta al riesgo de ITS/VIH/SIDA en mujeres compañeras de migrantes, México

See Ochoa Marín, Sandra Catallina

**Guerrero, Javier -**, *Universidad Pedagógica y Tecnológica de Colombia*

Los Núcleos De Educación Familiar "nef" investigación Participativa Para La Prevención De Las Violencias Difusas En La Escuela, La Familia Y El Barrio

See García, Bárbara -

**Gulliver, Teresa Lynn**, *Royal Roads University*

Inequality, Colonialism, and the Aboriginal Experience: An Autoethnographic (Re)Discovery

The pathology of colonialism in Canada has led to a legacy of confusion regarding identity within First Nations communities and the families and lives interconnected with them. The presentation is based on my MA research in which I tell and relive my past and present identities as a non-statused Métis in British Columbia Canada. My story unfolds before me as I conduct a meta-analysis of ethnographies on First Nations identity. Little did I know that my own lived experience would interweave through the readings of academic text. The presentation is an Autoethnographic performance of my own identity, discoveries, and family secrets.

**Gust, Scott William**, *Westminster College*

Who the hell do you think you are? Performing FGC Identity and the Ethics of Autoethnography

Somewhere between the first day of my undergraduate education and the moment the doctoral hood was draped over my shoulders, I became a first generation college student (FGC). I have not been able to figure out exactly how I became an FGC, but I don't think it really matters. This performance is about how my attempts to tell the story of becoming an FGC have helped me understand becoming Canadian, becoming white, becoming a gay man, and struggling with the ethics of autoethnography.

**Gutiérrez Cárdenas, Alejandra María**, *Fundación FES Social*

Evaluación De Proceso De La Estrategia Escuelas Saludables: Evidencia De Necesidad De Información Para La Gestión

See Gómez Gutiérrez, Olga Lucía

**Guven, Gulhan,** *Gazi University*

“Field Experience in Early Childhood Education” Course Lecturers’ Opinions Regarding the Problems Faced During Field Experiences

The purpose of this study is to learn the perceptions of field experience lecturers and to determine the problems that are experienced by these lecturers during the field experiences. The sample of this study included eight lecturers that are selected by using purposeful sampling. One hour long semi-structured interviews were conducted with these lecturers to gather in-depth information. Interviews included questions regarding school management, course curriculum, and the problems experienced by teacher candidates during the teaching practicum in kindergarten. Then, emerged themes and issues were followed with an unstructured interview style. The results of the study revealed that lecturers had problems about finding kindergartens which accept field experiences of candidate teachers, receiving course support materials from kindergartens, and transportation to kindergartens. In addition, lecturers indicated that they had problems about cooperation between early childhood teachers and teacher candidates on the implementation of course plans.

**Habashi, Janette,** *University of Oklahoma*

Justice as Healing: Examining Three Restitution Outcomes in the Context of Two Distinct Cases

See Lloyd-Jones, Brenda

**Habicht, Jean Pierre,** *Cornell University*

A community food security surveillance model fostering action and local food security policies with a concern for social justice

See Gervais, Suzanne J.

**Hage, Merdad Antoine,**

Walking with so many voices...

See Racine, Guylaine

**Hagedorn, John M,** *UIC*

Values based qualitative research

Increasing the participation of marginalized groups in the research process is an important element of social justice. Participatory action research aims to increase the representation of community in the research process, but may happen without articulated values that guide the research. In this panel, researchers, students, and community members reflect on the year-long qualitative engaged research process in Chicago’s North Lawndale community. During 2007, members of the qualitative class engaged in values-based research in Chicago’s North Lawndale community, a rapidly gentrifying community on Chicago’s West-side. The central value guiding this engagement was that research should help the existing resident, and not harm them. After many stops and starts, a partnership was formed between the class, the university, and members of the Lawndale Alliance, a newly formed community group fighting gentrification in the area. (NEED 4 to 5 definite speakers and topics.)

**Halai, Nelofer**, *The Aga Khan University*  
Life History: A Resurgence of Interest

There has been a resurgence of interest in studying lives using life history method for investigating phenomena where in-depth open-ended interviews are used to elicit participants' stories, but at the same time emphasizes the social, political, and the organizational context of lives. Life histories allow and encourage the adoption of a broader understanding of phenomena by connecting the personal and the professional. It also encourages not taking for granted the ways in which childhood and previous experiences influence life choices. The success of this method depends on developing trust and rapport between the researcher and the, though often the perceived difference in power and authority between the researcher and the researcher can prevent this rapport-building. Ethical issues include intimacy generated by eliciting life stories, which may have the potential for harm. The benefits include self-awareness and the presence of a more symmetrical relationship between the researcher and the researched.

**Halai, Nelofer**, *The Aga Khan University*  
Life History Method: Possibilities and Challenges

This paper illustrates the life history method as employed in two educational studies. There has been a resurgence of interest in studying lives using biographical genre of research. In-depth, open-ended interviews are used to elicit participants' stories that at the same time emphasize the social and political context of lives. Life histories allow and encourage the adoption of a broader understanding of phenomena by connecting the personal and the societal/professional. It also encourages not taking for granted the ways in which childhood and previous experiences influence life choices. Ethical issues include intimacy and self-awareness as both can be helpful as well as harmful if participants divulge more than intended or self-awareness causes discomfort. The success of this method depends on developing trust and rapport but often the perceived difference in power and authority between the researcher and the researched can prevent this. Possibilities and challenges are discussed.

**Hall, Sarah**, *University of Colorado Denver*  
New Voices: An Autoethnography of Students' Transformational Discoveries

See Summers, Laura Lee

**Halley, Jean**, *Wagner College*  
Meat markets: The parallel lives of women and cows

In my presentation I draw from my research on the United States beef industry. I juxtapose the story of beef with my autoethnographic writing about my family, who were on one side cattle ranchers. What happens in the production of beef, and how it has changed over time, mirrors complicated truths in my personal history. I investigate the lives of cows, how they were and are bred, raised and slaughtered in the making of meat. I explore the connections between the beef industry that made my grandfather a powerful and wealthy man, and our family where he was also very powerful, powerful and violent. I argue that my family's ways of understanding and living success, love, religion and gender were inextricably connected to the modern beef industry. And both my family and the

beef industry were of, we mirrored the larger society and the social aspirations around us.

**Handsfield, Lara**, *Illinois State University*

Re-imagining Research In the Moment: Exploring Structures of Difference in a Teacher Study Group

See Crumpler, Thomas P.

**Hanks, Lawrence**, *Northeastern Illinois Univ. Jacob H. Carruthers Center For Inner City Studies*

Investigating the Correlations between

Over the past two years I've been studying the nature of these terms, how they correlate, and how they've been interpreted in this highly technical and globalized society. This paper will investigate how evolving and expanding concepts of "self expression" constitute the need to continually re-define "Social Justice."

**Hanley-Tejeda, David Alva**, *Southern Illinois University, Carbondale*

From Ethnographic Eyes to the Pornographic I: Charting a History of Constituent Genres

Scholars have often noted the epistemological and teleological similarities amongst ethnography and pornography (Nichols, Munoz, Russell, Williams). Ethical issues related to the body, representation, vision, realism, knowing, empathy, self-other, and power have historically mired in this pornographic-ethnographic confluence. However, where the (auto)ethnographic turn now leaves such affinities remains to be seen. Using (auto)ethnography as my method, I implicate myself within and among these mired processes. First, using my own problematic experiences in the field, I critique ethnography's problematic historical overlap with pornographic codes. Second, I examine pornography's ethnographic impulse found in its well-documented amateur tendencies which coincide with recent trends in (auto)ethnography. Finally, I call for an understanding of contemporary pornographies and (auto)ethnographies as constituent-body-genres to create a framework to advocate for the utopic potential this historically unavoidable nexus now confronts us with.

**Hanley-Tejeda, David Alva**, *Southern Illinois University, Carbondale*

I am not the Ethnographer You are: An Open Letter to the Saintly Ethnographer

Using performative writing as ethnographic technique, I use the open letter as apologia to problematize the desire for an ethical performance ethnography in the service of an imagined "Other." In conversation with Dwight Conquergood's "moral discourse," I infuse the letter with personal narratives that implicate my own ethnographic desire as a passing "white male" in the field when I studied a small segregated town in the Midwest as my ethnographic site. I purposefully deploy personal pronoun slippage as a tool to complicate flat ethnographic ethics and self-other logics. This play with personal pronouns attempts to summon a nuanced ethnographic empathy. Following Bryant Alexander's call to unpack the desire that motivates our research, I move to problemaize my own desire for ethnographic intimacy with an "exotic other" within a historical legacy of racism. I close the letter with call for empathy that defies ethnographic saintliness, and moves toward a critical acceptance of an other-self.

**Haoyin Hsieh, Ivy, University of Florida**

Mapping lived spaces of resistance in qualitative research contexts

See Koro-Ljungberg, Mirka

**Haring, Rodney C., SUNY at Buffalo**

Native American Performers in the Film Industry: A Qualitative Examination for Positive Organizational Development

Native American performers in the film industry are a minority of the minorities. To date, there has been no identifiable scientific research examining the behind the scenes experience of Native American performers on-set or their perceptions of being part of the mainstream entertainment industry. While there are basic quantitative data describing performer demographics and employment rates, what missing and crucially needed is an in-depth scientific investigation of Native American's experiences within today's film industry. The overall purpose of this research project was to qualitatively investigate how Native American performers conceptualize their experience in the film industry, revealing representative themes which will lead to the creation of a documentary of advocacy, diversity training mechanisms, and social justice.

**Haring, Rodney C., SUNY at Buffalo**

Describing the Process of Meaningful Change: Seneca Stories of Becoming Smoke Free

The use of recreational or commercial tobacco products (nonceremonial or sacred) in North American Indian populations is alarmingly high. A qualitative study using grounded theory and guided by social work principles was used to discover the method, strategies, and process 16 members from the Seneca Nation, Allegany and Cattaraugus Indian Reservations, New York, United States, used when they quit smoking. Of the 16 Native American tribal members, 11 were female and 5 were male. The Seneca members ranged from 25 to 82 years of age. One hundred percent of the participants involved with the project were enrolled members of the Seneca Nation of Indians. A five-step process was unveiled. These included becoming aware, internalizing realizations, considering health, "set in mind" to quit, and reflecting. Also of importance were the cultural and traditional knowledge that blanketed the entire process. The theory emerging from the project was named healthy mind-setting. The results provide Seneca communities with meaningful data that are useful for tribal health centers, inform culturally relevant intervention and theory development, and guide human service providers working with Seneca recreational tobacco users. Further, these results provide a framework that may have significant relevance with indigenous populations worldwide.

**Harris, Eunice, University of Memphis**

The people stay even after the computer is turned off! A Narrative Analysis

This paper will use the data from the virtual ethnography to create a fictional narrative. The sources of data will include chat room text, one-on-one private messaging, bulletin-board participation by the members of the chat room, emails, and telephone conversations. Through this narrative telling, I intend to highlight the intensity of the participants' experiences of being members of this virtual environment, of being involved in deeply romantic relationships, of making love

changing decisions based on embodied experiences of text and voice in an environment which should otherwise disappear when the computer is turned off. Through this form of data analysis and re-presentation I discuss the role qualitative research can play in an increasingly fast-paced lives of people where technological connections are the more practical and sustainable forms of maintaining friendships and membership in communities.

**Harris, Gennie,** *George Fox University*

Trying on--being in-- becoming: Four women's "intergenerational" journey in feminist poststructural theory

This is the narrative of four women in academia spanning a ten year relational journey in creating transitional space. Ours is a study of how "living and theorizing produce each other; they structure each other" (St. Pierre, 2001). Through journals, emails, and dialogue we are trying on, being in, and becoming feminist poststructural thinkers/inquirers/teacher educators. How has theory changed our subjectivities, lived-experiences and relationships, moved us from comfortable spaces of knowing to uncomfortable places of becoming? Our study experiments with exploration as we chart our own linked journey(s) in pursuing this question. As auto-ethnographers, we grapple with meanings and moments of loss, desire, guilt, and love as a practice of Hypomnemata (Foucault, 1983), "a means to establish as adequate and as perfect a relationship of oneself as possible" (p. 247). We will perform the results of our study as a threaded conversation re-presenting the complexities of theory, research, and interpretation.

**Hart, Corinne,** *Ryerson University*

Telling the full(er) story - linking structure with meaning and back again

This paper describes how a melding of dimensions of symbolic interactionism, critical realism and a structural perspective was used to study a group of gay men working as paid, personal support workers for other gay men with AIDS. The intent of this methodology was to enable a continual movement between meaning and structure in order to understand the underlying role that social factors have on the experience of low paid, intimate work. Specifically, this paper looks at how factors including gender, institutionalized homophobia, societal responses to AIDS, and relationships within the gay community played into the experiences of a group of men, providing paid home care services to members of their own community. In this way, the methodology allowed the research to move beyond traditional institutional understandings of personal support work, and to engage in a critical exploration of emotion work, the theoretical construct within which this work occurs.

**Hart, Tara,** *University of Nebraska*

Inclusiveness of Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues in Higher Education: A Mixed Methods Evaluation Project for Faculty

See Garrett, Amanda Leigh

**Haskins, Sara,** *University of Memphis*

Looking in the mirror for a "good" girl: An autoethnography

Religiously restrictive upbringings have a major effect on the way women see their sexuality. Religions tend to have very strict rules about what is and is not

acceptable sexually. Coming from a religiously restrictive environment myself, I can relate to ideals that thrust me into the position of being a “good girl.” I remain in permanent state of conflict between my sexual desires and my desire to be a “good girl.” Using an autoethnographic format, I show how my story blurs with the story of a participant of my research. Discussing certain elements of my spiritual and sexual journey, I show the connections I make to intersect with the stories of negotiations the participant of my study share with me about her spiritual and sexual identities.

**Hay, James,** *Univ. of Illinois--Champaign-Urbana*

“TV Freedom,” and Other Experiments for “Advancing” Liberal Government in Iraq”

This paper considers how “exporting” or “advancing” democracy in Iraq has occurred in part through the US-led Coalition Provisional Authority’s funding of the Iraqi Media Network and its first TV channel, Al Iraqiya., and subsequently the U.S. CIA’s funding of Al-Hurra--”The Free One” or “Freedom TV” or “TV Freedom.” The initiatives in part were supposed to represent the political and cultural modernization of a country where citizens had been forbidden and fined for owning satellite dishes that could import “foreign” broadcasting. This paper discusses Al Hurra’s relation to residual and emergent U.S. models of “propaganda” and “information warfare,” devoting particular attention to Al Hurra’s direction by the Broadcast Board of Governors (formerly the US Information Agency), its programming’s investment in recent models of “reality TV” (e.g., Al Hurra’s Terrorism in the Hands of Justice), and these projects’ relation to “neo-conservative” and “neoliberal” reasoning about “civic empowerment” through “public-private partnerships.” The paper asks to what extent Al Hurra is a significant departure from previous U.S. initiatives abroad that have conceived of broadcasting as an instrument fundamental to liberal, democratic citizenship and publics-and to “waging peace” that way.

**Hay, Trevor Thomas,** *The University of Melbourne*

Friendship, schooling and chronic illness: connecting with young people or collection of data?

See White, Julie Anne

**Hayosh, Tali,** *Beit Berl College*

The collaborative aspects of evaluation in educational settings

See Alpert, Bracha

**Hedley, Lisa,** *California Institute of Integral Studies*

The Power of Assumption on Human Interaction

See Morris, Will

**Hein, Serge Frederick,** *Virginia Tech*

The Being-Question and Its Significance for Qualitative Inquiry

Heidegger’s reopening of the question of Being is, arguably, the defining moment of twentieth-century continental philosophy. In retrospect, that century (and this one) have been ontological, a development more fundamental than

the interpretive turn that has often been regarded as central in the evolution of qualitative inquiry and the social sciences more generally. This turn amounts to making language, culture, and history the ground of all knowing (and of life itself). Being, however, exceeds all of these sources of difference. The Being-question, like any good question, has no answer in the conventional sense: It always remains open. Thus, there is a gap between Being and thought, so that Being is a matter for thought. If we follow the direction that Heidegger developed, and that Deleuze pursued in his own unique way, what might it mean for us as qualitative researchers to consider seriously the Being-question?

**Henar, Rodríguez Navarro,** *Education Faculty, Spain.*

Learning How To Live A New Life: Integration Processes Of Immigrants In A Spanish School.

Which are the key issues of the integration process followed by a new immigrant student in a Spanish school? Within a school based ethnographic research project, we carried out a case study with three immigrant students, with the aim of reaching a deep understanding of their own personal experiences. In this study, we detected some common stages in the personal processes of integration: 1st: Stage of ignorance, insecurity and receptiveness. 2nd: Stage of awareness of basic routines, 3rd: Stage of learning of vertical and horizontal codes, 4th: Stage of first definition of a social status within the group, 5th: Stage of consolidation of status within the group. We also describe a framework of vertical codes (emanated from the educational institution and its teachers) and horizontal codes (those regulating interaction among peers), both of which will have to be assimilated by new pupils and will be likely to give rise to culture shock. Finally, we will show the different aspects (cultural, institutional, teaching or personal in nature) that can either facilitate or hinder the process of integration.

**Hennessy, Kristen,** *Duquesne University*

Teaching Social Justice During A Crisis: Responding to a Campus Shooting

I taught an undergraduate course in the Psychology Department entitled "The Psychology of Social and Cultural Diversity" that addressed racism, sexism, heterosexism, classism, and ableism. In the beginning of the course the students dodged directly confronting their own reactions to the course material. Six weeks into the semester, five Duquesne University students were shot on campus. The resulting buzz became overtly racist as some blamed the Black Student Union for the shooting. Others minimized the magnitude of the tragedy by labeling it "just another example of blacks shooting blacks." Teaching a course on dynamics of racism, it felt absurd to me to not to process the shooting with my students and to problematize the talk on campus. I found that when I did so, I was faced with pedagogical, ethical, and theoretical dilemmas. In this paper, I ask: "What is the liberatory and transformative potential of critical theory when used in classrooms at times of crisis?"

**Henry, Genese,** *Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program

See Garcia, Enrique

**Hernán, Sanchez Ríos**, *Universidad del Valle*

Participativa (IAP) en los estudios de psicología política y de género (ADIS N. 212)

See Olga Lucia, Obando Salazar

**Hernandez, Colombia**, *Universidad de Antioquia*

Teen pregnancy, feminine identity and social exclusion

Based on the interviews, focus groups, life histories, demographic surveys and observations carried out with 17 Colombian pregnant teenagers that lived in contexts of poverty and exclusion and with the mothers of 7 of them, this presentation points out how they create their way of being a woman, what function plays pregnancy in the consolidation of their femininity and how their life histories sustain or modify patterns of teen pregnancy outlined by other investigators. These findings challenge the idea that teen pregnancy is always unwanted, not planned and traumatic, they provide evidence about the function that pregnancy plays in the consolidation of femininity patterns characteristic of certain contexts, they reveal mechanisms of marginalization that perpetuate the occurrence of these cases and they suggest important aspects to consider in order to help these teenagers achieve life projects not centered in juvenile maternity as an unavoidable destination.

**Hernandez, Flor Marina**, *Universidad Distrital*

: Desarrollo de la competencia didáctica con mediación tecnológica en programas de licenciatura en inglés en Colombia

Esta ponencia resume los aspectos más importantes de la tesis doctoral "El desarrollo de la competencia didáctica del futuro profesor de lengua inglesa mediante el uso de tareas con mediación tecnológica" y de una investigación en la línea cualitativa. La autora hace precisiones sobre las bases teóricas, describe el proceso de la investigación así como también las fases desarrolladas y relacionadas con la planeación, diseño, programación e implementación de una herramienta tecnológica que medie lo teórico con lo práctico en relación con la enseñanza y el aprendizaje del inglés. Esta herramienta tecnológica, consta de un software educativo, una página web y una plataforma virtual, se presenta como un complemento a la formación de maestros de inglés de la Universidad Distrital de Bogotá Colombia. La ponente ofrece a los participantes la posibilidad de interactuar con la herramienta tecnológica. La presentación finaliza con una discusión y reflexión entorno al transcurso investigativo realizado y el papel de la mediación tecnológica en la enseñanza del inglés en Colombia. Palabras clave: investigación cualitativa, c, aprendizaje autónomo, mediación tecnológica, formación de maestros

**Hernandez, Juan Jacinto**, *Texas State University - San Marcos*

Student Recruitment: The Community Scholars Program

See Garcia, Enrique

**Herrera Ochoa, Oscar Javier**, *Cooperativa y Distrital de Colombia*

Análisis Cualitativo Desde La Perspectiva De La Gestión Del Conocimiento En La Cadena De Abastecimiento De Alimentos Bogotá-Cundinamarca

Este trabajo presenta el análisis del sistema de Abastecimiento de la cadena de alimentos para Bogotá desde el departamento de Cundinamarca, teniendo como punto de vista la Gestión del Conocimiento como enfoque para determinar aspectos fundamentales de apalancamiento sistémico y sobre los cuales establecer estrategias que mejoren el desempeño competitivo de todo el sector con el beneficio en el usuario final de dicha cadena. Dicho análisis se establece desde una perspectiva de enfoque organizacional aplicado a la cadena del sector alimentos para la Bogotá, desarrollando una metodología holística Inductiva en cada un de los integrantes de la cadena de abastecimiento desde el punto de vista de la investigación cualitativa, de tal manera y como ya se dijo, facilite el establecimiento de estrategias que aumente la competitividad de todo el sistema y se supla la necesidad apremiante de los diferentes usuarios de dicha cadena.

**Hess, Aaron**, *Arizona State University*

Perilous Places: Drugs, Disclosures, and Dangers in a Raving World

Ethnography places researchers into unfamiliar and unpredictable sites. In my work with the harm reduction organization DanceSafe, I accompany volunteers to raves, all-night dance parties, where drug use is prevalent. In my research, I interact with participants who are often on drugs. The site and population are both inherently risky. Raves are frequently located in illegal locations and some drug users are not in control of their bodies and actions. Additionally, participants take risks by disclosing personal histories during interviews. However, through reflexive interactions with users and the establishment of organizational credibility, I am able to minimize the risks associated with my work. Honesty and openness with drug using populations has led to rich and rewarding interactions. Organizational goodwill, in the form of nonjudgmental communication about health, has promoted safety and trust with risk-prone individuals.

**Hesse-Biber, Sharlene J.**, *Boston College*

“Contingencies” of Self Concept, Self Esteem and body Image Issues among African American Females attending Predominantly White Colleges

We gathered a convenience sample of thirty five in-depth interviews with African American women attending a primarily white New England college. Prior research reveals this transition makes them vulnerable to self-esteem and body image issues as a result of exposure to white western norms of beauty. Our research suggests that the degree to which these students are exposed differs depending upon their specific set of race and/or gendered identity self -contingencies prior to college. Our analysis reveals four different contingency groups. Group one women’s self concept is contingent on their identification with white culture prior to college, and during college, making them more susceptible to body image dissatisfaction in college. Group Two identifies with black culture prior to attending and while attending college, protecting them from exposure to white Western beauty norms while in college. Group Three’s racial identity “floats” between Groups one and two both prior to and during college, making them susceptible to exposure to both white and black ideals of beauty. Group

Four's self concept contingencies does not include race as a primary contingency, making them less likely to adhere to the beauty ideals of either culture.

**Hesse-Biber, Sharlene Nagy**, *Boston College*

New Qualitative Transcription Technologies: Highlighting the Benefits and Concerns Over Computer-Assisted Transcriptions with Qualitative Analysis

Although technology has come a long way since Computer Assisted Qualitative Data Analysis Software (CAQDAS) was first introduced in the 1980's, the debate continues over its use in the Social Sciences. Given the increasing time and financial constraints involved in the qualitative research and transcription process in particular, many more researchers' have embraced the idea of using computer assisted transcription software, while others are still reticent to do so for a variety of reasons. In this interactive technology session, the presenters will highlight the experiences of researchers on both sides of the argument of computer assisted transcription software use in qualitative research, followed by a brief demonstration of features offered with the multi-platform, user-friendly qualitative transcription software, HyperTRANSCRIBE, which can be used with most audio/video recording files. The demonstration will show the ways in which HyperTRANSCRIBE saves time without sacrificing the integrity of the research process.

**Hesse-Biber, Sharlene Nagy**, *Boston College*

A Call for Pedagogical Change in Qualitative Methods Instruction: Integrating Computer Assisted Qualitative Data Analysis Software in the Social Science Classroom

The use of Computer Assisted Qualitative Data Analysis Software (CAQDAS) is a long debated topic in qualitative research methods. An assessment of course syllabi and instructors of qualitative research methods offered in thirty-five (35) competitive Graduate School programs indicates that students' introduction to CAQDAS is frequently a "one-shot" in-class presentation. Prior investigation of graduate students also indicates that CAQDAS tools are an essential to their education, especially for those intending careers in social research. To date, there is still a call for formal instruction in CAQDAS as part of qualitative methods course curriculum. Given the current disconnect between teaching, learning and practice that students career trajectories, many argue that a course-based "on-shot" approach is not optimal. The authors' advocate a dynamic, holistic learning environment, which integrates CAQDAS in qualitative methods coursework along with the reinforcement of particular software capabilities partnered with social theory and qualitative methods.

**Hidalgo, María Elena**, *UPEL*

Valoración del humedal Laguna Grande

La presente investigación tiene como finalidad proponer un programa de valoración del Humedal Laguna Grande a través del diseño de una unidad didáctica para su posterior aplicación y evaluación con la práctica de valores sobre la conservación del ambiente en el Humedal Laguna Grande, surgida de la apremiante necesidad de presentar nuevas opciones ante la difícil situación de contaminación ambiental. Dicha situación ha llegado a grados superlativos y precisa de una atención educativa y pedagógica adecuada para encontrar ideas, fomentar recur-

sos y tomar decisiones. El marco referencial contiene antecedentes de la investigación: Moncada (2006), Carrero (2005), Contreras (2006), Peleteiro (2005) y las bases teóricas y legales que lo sustentan. La metodología se fundamentó en una investigación de campo, un modelo de investigación acción validada a través de la triangulación con definición de su respectivo escenario, participantes, técnica de recolección de datos, instrumentos y procedimientos. Luego del trabajo de campo se logra el principal de sus fines, captar la atención de los involucrados a través de los cuales se pretende incluir a las instituciones del contexto.

**Hidalgo, María Elena, UPEL**

Resolución de conflictos estudiantiles

La presente investigación tuvo como finalidad proponer un programa para la resolución de conflictos estudiantiles a través del diseño, para su posterior aplicación y evaluación, de un Taller para la Resolución de Conflictos, con la inducción de Valores de la No-violencia hacia la Convivencia Ciudadana, en la UEN "Andrés Bello", surgido de la apremiante necesidad de construir nuevas opciones ante la difícil situación de violencia estudiantil de dicha institución, la cual había llegado a grados superlativos y que precisó de una atención educativa y pedagógica adecuada para encontrar ideas, fomentar recursos y tomar decisiones. El Marco Referencial contiene los antecedentes de la investigación, revisión bibliográfica del tema, así como las bases teóricas y legales que la sustentan. La metodología se fundamentó en una Investigación-Acción con paradigma cualitativo, validada a través de la triangulación con definición de su respectivo escenario, participantes, técnicas de recolección, instrumentos y procedimientos. Luego de su aplicación, el Taller para la resolución de Conflictos como logro principal de sus fines, captó la atención de los involucrados, quienes evolucionaron paulatinamente de la irrupción social hacia la canalización de los conflictos; de la piedra o el "peñonazo" y la "bomba molotov", hacia el diálogo con palabras y acciones para convencer, acordar, reparar, entablar y solucionar. Se logró la participación e implicación de instituciones como la Fiscalía General de la República y se creó la figura de una Fiscal Defensora Estudiantil y se recomendó a los docentes resolver conflictos con el fundamento de una visión objetiva del cambio, para fomentar valores de integridad, pertenencia, respeto y sobretodo, manteniendo la vigencia de la praxis educativa enfocada hacia el desarrollo social y en la solución de los problemas comunitarios.

**Higgins, Karen, Oregon State University**

Trying on--being in-- becoming: Four women's "intergenerational" journey in feminist poststructural theory

See Harris, Gennie

**Hildebrandt, Eugenie, University of Wisconsin-Milwaukee**

The Tale of Three Studies: The ethics of requiring impoverished women to work themselves out of poverty

The lives of single mothers living in poverty have been changed dramatically by welfare reform with its five-year lifetime limit of cash support. These women who have no cash safety net are an emerging population in the US. Cross-sectional data from the NIH funded qualitative study, R01 HD 054961-01-A2, will be presented. The study purpose was to gain in-depth understanding of experi-

ences of women who have been on work-based welfare. A narrative interview design was used. Forty women were recruited using targeted chain referral sampling. The instruments were a semi-structured interview guide and the HANES General Well-Being Schedule. Interviews were conducted with each woman, transcribed verbatim and analyzed using multistage narrative analysis. Data from this study will be discussed in relationship to data from two pilot studies. The findings suggest barriers that confront poor women include limited human capital and health challenges for themselves and their children.

**Hockman, Laura**, *Univeristy of British Columbia*

Disability related research: A call for reflexivity and praxis

See Hole, Rachelle D.

**Hodson, Jaigris Nadia**, *York University*

A Technography of Social Networks

Following in the footsteps of James Carey, and drawing on symbolic interactionism, grounded theory and media ecology, Technography, developed by Vannini, Hodson, and Vannini, attempts to provide a methodology for conducting an ethnography of the ways which technology influences human social action. To date, this method has only been applied to transport media, but it could be an invaluable tool for studying new communication media and online communities. In this presentation, I will apply technography to a study of Facebook, in an effort to bring ethnography into online spaces. I will show that Technography helps to fill gaps in current online studies by offering a detailed picture of the ways technology is being integrated into the lives of social actors.

**Hodson, Jaigris Nadia**, *York University*

TRANSformations: The ethics of qualitative research in the queer community

Judith Butler reminded us that to challenge gender, we must be willing to engage in performance activism. But if we dont take our performances out of the queer community, can we still make a difference? This paper examines the ethics of conducting visual qualitative research in a close knit community. We will examine the perceived conflict of interest that arises from being part of the community while researching it, and we will discuss how the roles of researcher, activist, and performer are constantly being negotiated among all members of the community, even those who are not part of a university. We conclude with a discussion on the benefits of participatory action research in this and similar research situations.

**Holbrook, Teri Peitso**, *Georgia State University*

Frame-Breaking the Scholarly Project: Multimodal Methods as Ethical Action

Markham (2005) urged qualitative researchers to re-examine the tropes of representation by claiming, "If the purpose is to break the frames we have arbitrarily set around the ways we present what it is we think we know, the form should also break the frame" (p. 822). Such frame-breakings are ethical actions that challenge norms of scholarship and inquiry. Concerned that conventional forms of data analysis and representation privilege some ways of knowing while stigmatizing others, I turned to methods of working with transcript data that strive to disrupt tacit privileging/deprivileging. I will discuss how I used imagistic

affordances of bricolage and hypermedia to “question taken-for-granted patterns of sense-making” (p. 815-816). Arguing that print-based forms of analysis and representation reflect “power relations” (Foucault, 1978) that serve to marginalize individuals with learning disabilities, I practice multimodal analysis and writing techniques to call for more equitable ways of conceiving the scholarly project.

**Hole, Rachelle D.**, *University of British Columbia*

Disability related research: A call for reflexivity and praxis

Disability related research, dating back to at least the 1950s, if not before, has contributed many important insights into disability issues. However, with the advent of disability studies and disability activism, pre-existing frameworks and philosophical assumptions guiding research production have been challenged and critiqued. In fact, current discussions problematize the theoretical and methodological underpinnings of historical and current research practices. In this paper, we will critically explore ethical implications of methodological commitments (e.g., an Emancipatory Research Methodology) in research practices with and for people with disabilities; and, we will discuss social justice issues that are both unique and/or heightened when conducting disability related research.

**Hole, Rachelle Deanne**, *University of British Columbia*

Contesting Deaf identities: Exploring the Contributions of Poststructural Readings

Deafness is a contested identity. For culturally Deaf individuals, hearing loss is a human trait that contributes to a valuable cultural diversity among humanity. However, the majority of individuals in the world are hearing and are either unaware or consciously reject the identity claims of the Deaf. Hearing is considered ‘normal’ and the view of hearing loss as a disability dominates the social and language practices of society. Thus, deafness is not experienced without some recourse to socially articulated norms that most often counter and marginalize Deaf cultural discourses. As such meanings of deafness are contested and different representations of hearing loss compete for recognition as ‘truth.’ In this paper, we discuss how poststructural readings applied in a qualitative study exploring Deaf cultural narratives expose the complex discursive practices that govern and regulate possibilities for Deaf cultural identities. As well, we explore the social justice implications of conducting poststructural readings in qualitative research.

**Holford, John**, *University of Nottingham*

Understanding qualitative research in a multi-national context: Reflections from Europe

See Engel, Laura C

**Holland, Caroline**, *The Open University Walton Hall Milton Keynes*

Participatory research with older people

This paper draws on recent experiences in the UK of involving older people as active participants in research. It draws on two recent projects that have involved older people in different ways. The first was a year-long study of social interactions in public places, in which pairs of local observers aged from 16 to

73 conducted structured and ethnographic observations in one English town, and contributed to analysis of the emergent findings. The second was a UK-wide study of age discrimination in which older people participated at several levels of involvement: as diarists, interviewers, panel respondents, and members of discussion groups. From this several smaller sub-projects emerged, stimulated by emerging findings and individual participants' interest in further study of specific issues. We set these two studies in the context of other recent work involving older researcher-participants, and a funding and policy climate that emphasises service user involvement in social research.

**Holley, Shante S,** *National-Louis University*

*In the Black: Making a Case for Critical Personal Narratives*

The major linchpins of racial hegemony in American classrooms are educators with deficit thinking (Marx & Pennington, 2003), marginal curricula that privileges White students and disenfranchises Black students (West, 1999) and a critical lack of supportive resources for minority students in general (Perry, 2003; Kozol, 2005). This paper strongly advocates for the inclusion and critical examination of Black narratives in American, mainstream curricula. In *Young Gifted, and Black*, Perry (2003) endorses a minority student achievement network of parents, teachers, and community working in concert to promote the self-efficacy of Black children. While the effort to generate collective support for underachieving students is laudable, the success of this strategy places the onus on individuals that have historically, collectively, and in some cases unwittingly contributed to the demise of educational opportunity for these children in the first place. What is needed is a deliberate, concentrated, infiltration of positive Black influence directly into the curriculum itself. It is here that Critical Personal Narrative has the potential to close that gap.

**Holman Jones, Stacy L,** *University of South Florida*

*Autoethnography is Queer*

Autoethnography, whether a practice, a writing form, or a particular perspective on knowledge and scholarship, hinges the push and pull between and among analysis and evocation, personal experience and larger social, cultural, and political concerns. Queer theory, something akin to a shifting sensibility rather than a static theoretical paradigm, hinges the push and pull between and among fluidity and disciplinary legitimation, dynamism and rigid categorization. In this project, we hinge autoethnography and queer theory, asking questions including, What can we learn if we consider autoethnography a queer method? What might autoethnography-as-queer do to, for, and in research? What happens when ambiguous bodies become politicized and privileged in scholarship? and What happens when findings are conceived of as political, playful, and incomplete, phenomena under perpetual revision?

**Holmes, Dave,**

*Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void*

Drawing on the work of Jean Baudrillard and Michel Foucault, this paper argues that nursing best-practice guidelines (NBPGs), along with the evidence-based movement (EBM) upon which they are based, are a dangerous technology by which healthcare organisations seek to discipline, govern, and regulate nurs-

ing work. The authors contend that the entire BPG movement is based on the illusion of scientific truth and a promise of ethical care that cannot be delivered in reality. The paper takes as a case study the Registered Nurses' Association of Ontario (RNAO), in the province of Ontario, Canada. Despite the remarkable institutional promotion of "ready-made" and "ready-to-use" guidelines, the authors demonstrate how the RNAO deploys BPGs as part of an ideological agenda that is scientifically, socially, politically, and ethically unsound.

**Hormann, Shana Lynn**, *Antioch University Seattle*

Organizational Trauma: A phenomenological study of leaders in traumatized organizations

While some organizations die when trauma erupts, others do not succumb. They live and even thrive. The purpose of this study was two-fold: 1) To learn from leaders their perspectives about key conditions that allow organizations to withstand and heal from organizational trauma; and, 2) To inform practice about building and strengthening these conditions in organizations. Participants were leaders for sexual assault programs who led their organizations during organizational trauma or who came into programs after the trauma occurred to facilitate recovery. Three themes emerged from the leaders' experiences: spirituality, commitment to anti-sexual violence work, and community. Leaders shared their experiences of secondary trauma and organizational trauma and expressed that at times the two were intertwined, affirming the need for interventions that bridge individuals and organizations. Their stories inspired a model to assist practitioners visually represent and understand entry points for trauma and entry points for healing within a system.

**Hou, Su-I**, *University of Georgia*

"A Breast Aint Nothing But a Sandwich" Narratives of Ella, an African American Breast Cancer Survivor

See Grimes, Tanisha Simone

**Howe, Melissa J. K.**, *University of Chicago*

Intergenerational Transmission and Union Formation in the Bridgeview Muslim Community

This paper employs original survey data collected from Muslim youth and their parents ( $n = 260$ ) in Bridgeview, Illinois, to explore how various aspects of Muslim identity, belief, and practice are associated with attitudes towards the process of union formation. Stages in the process of union formation include but are not limited to courtship and marriage. Attitudes about sex segregation, dating, and arranged marriage are discussed. I pay special attention to generational and gender differences. Due to the limited nature of survey data, the paper raises more questions than it answers. In particular, surveys cannot allow respondents to elaborate their religious and cultural rationales for their beliefs and practices. Thus, I conclude with a proposed interview guide for follow-up in-depth interviews and a sampling design. My analysis is informed by prior ethnographic work in the community. Methodological implications of my proposed mixed-methodology are explored.

**Howie, Sheryl M.**, *University of Florida*

Mapping lived spaces of resistance in qualitative research contexts

See Koro-Ljungberg, Mirka

**Hsu, Hui-mei Justina**, *Fo-Guang University*

Open-source Software: A Solution for School Technology Integration?

See Lin, Shih-Chiang John

**Hsu, Hui-mei Justina**, *Fo-Guang University*

Bridging the Technological Gap: A Qualitative Analysis of the Aboriginal School Students' Participation in a Web Contest

See Jiang, Guo-liang

**Huang, Wanju**, *University of Illinois at Urbana-Champaign*

Portraits of Instant Messaging in Taiwanese Children's Everyday Life

What does instant text message friends on Instant Messenger system (MSN, Yahoo!, or AOL) or strangers in online chat rooms mean to a child? What is the role of instant messaging in a child's moral and spiritual development? The researcher conducted in-depth interview with several fifth graders in Taiwan and analyzed the data using essentialist methodology. This paper presents portraits of Taiwanese children's use and perception of instant text messaging and discusses the influence of this Internet activity on their inner being.

**Hughes, Michelle R.**, *Tulane University*

Power Shifting at the Speed of Light: Critical Qualitative Research Post-Katrina

See Cannella, Gaile S.

**Humrickhouse, Robert**, *Schwab Rehabilitation Hospital*

Best Practices for Decontamination with Special Populations: A Mixed-Methods Health Research Project

See Taylor, Kimberly M.

**Hundley, Melanie Kittrell**, *Vanderbilt University*

Media, Method, and Message: The Ethics of Alternative Methodologies in a Digital Age

Richardson (2000) challenged researchers to rethink the form of traditional research writing, calling it an "unexamined trope" that structures the ways in which researchers work with their data (p. 157). Likewise, traditional research methodologies rely on conventional forms of representation that both reflect and reify sanctioned meaning-making formats. In an era when the constructs of meaning-making are being transformed by new and emerging technologies, tropes of analysis and representation can no longer continue unexamined. With digital and multimodal tools prevalent in qualitative research, new structures for analysis and representation are possible. These new structures use affordances of digital technology?links, movement, layers, interactivity?not available in conventional formats. In this presentation, the author demonstrates how she employs alternative hypermedia methodologies to analyze and represent traditional tran-

script data, arguing that the imperative to explore multimodal, digital methods of data analysis is an ethical call to 21st century qualitative researchers.

**Hundley, Melanie Kittrell**, *Vanderbilt University*

*Data in Motion: Ethics and Possibilities of Hypertext Use in Research Methods*

What can hypertext make possible for the representation of research data or findings? What are the ethical responsibilities associated with those possibilities? Like Morgan (2000), the author believes that while print is a product, "hypertext is necessarily a reader's performance, an event" (p. 131). Research as event or performance challenges the traditional linear representation of research findings. Building in the possibility of multiple lines of interpretation can alter the representation of data as well as the analysis of it. The repetition of the mouse click, the conscious choosing of each new layer of hypertext, both activates the text and undoes it as a traditional, coherent, linear form. The multiple possibilities of representation using hypertext offer options to layer crucial reading experiences in ways that print texts do not offer. Transgressive or contradictory data can be included. Hypertext allows for either or neither to be privileged and raises many ethical issues.

**Hunt, John W.**, *Southern Illinois University Edwardsville*

*The Colorado Charter School Movement: A Case Study Involving the University Schools in Greeley*

This paper examines the growing charter school movement in Colorado, which now involves seven percent of the public school population. Specifically, the transition of the University Schools, in Greeley, from a university laboratory school to a public charter school is analyzed. This work is based upon twelve interviews conducted in Denver and Greeley. The authors address the issue of whether the nature of the K-12 school changed as it moved to charter status, and if the University Schools can now serve as a state and national model in the charter school movement. A model for parental action in the development of future charter schools is proposed by the authors.

**Hurtado, Deibar Rene**, *Universidad del Cauca*

*Un lugar epistémico para el estudio de la Comunicación-educación*

Este escrito contiene una reflexión teórico-epistemológica para el estudio histórico de la disciplina comunicación social, el cual puede ser replicado para otros campos de estudio particulares como el de la comunicación y educación, comunicación organizacional y la gestión cultural. Se discute la viabilidad para una historia de esta disciplina desde los postulados de Foucault, de una historia intelectual o una historia conceptual. Se fundamenta la validez del concepto de estilo de conocimiento, sugerido por el autor, para indagar la historia de la disciplina ante las limitaciones de los conceptos de paradigma, episteme y estilo de conocimiento. Estos referentes teóricos han sido utilizados para el estudio de la comunicación para el desarrollo -Funcionalismo-, la Teología de la liberación y las posturas del socialismo con respecto a la comunicación social.

**Hurtado, Deibar Rene**, *University of Cauca*

The Configuration Like Understanding Alternative Of Imaginal Meanings

The concept of configuration is presented as a way of understanding the interweaving of meanings, their way of inter-relation, their gaps, their thresholds. It is a perspective that emphasizes the need to make visible the processes of creation and the interweaving of meanings in order to understand the mixtures, the mobility of meanings, the new relations that emerge in cultural practices and that make evident the problems of separating, cutting or dividing that which is constructed and that which is created, that which is institutionalized and that which is radical, the social and the individual. It is a relational proposal that integrates construction/creation in a movement that sometimes moves towards the social and some to the individual, that also moves between meanings that could be seen as opposed A movement that can also integrate a half-way point, that liminal place where things are neither in one extreme or in other, but become mixtures, hybrids, combinations.

**Hutson, Jennifer**, *Gillette Childrens Specialty Care*

Enhancing Practice: Evolving as Researchers

In recent years there has been a push for all healthcare practitioners to have evidence to support practice. As a result many healthcare practitioners that have not had formal training in research methods have been encouraged to take on research projects. For a clinician whose main focus is to provide direct patient care obtaining funding and finding time to develop a research study seems daunting. At Gillette Children's Specialty Healthcare, the practitioners with experience in research typically do not have training in qualitative research methods. As a result it is difficult for research newcomers to partake in studies that require qualitative methods. I will describe the studies that were developed as a part of the qualitative research course offered at Gillette. And, as a participant in the research class I will discuss the perspectives of the students of the course: how we evolved as researchers and how we changed through our participation.

**Ide, kanako**, *University of Illinois at Urbana-Champaign*

A Case study: Is This Gay Issue or Something Else?

This case study in a public fine arts school is an examination of a justice issue holding three dimensions: gay issue, curriculum issue, and democratic issue. The case originated as a gay issue when a guest artist was sexually harassed by a department head. However, the tension turned toward a curricular issue whether or not students should learn contemporary techniques. After the involvement of parents and students in the debate, a school administrator was in conflict with parents and students. Although the case holds various issues, the central point is: whether an art school should adopt more liberal ideas or sustain its traditions in order to achieve the school mission, developing students' creativities. I examine this case in terms of social justice in education.

**Idlout, Lori**, *Embrace Life Council*

Indigenous Knowledge, Community Wisdom, and Suicide Prevention

See Kral, Michael

**Isaac, Carol A.**, *University of Wisconsin-Madison*  
A Change of Mind

In my teens, I professed no animosity toward Christianity; however, there was a certain “in vogueness” to ridicule religion as I aspired to become an intellectual among my peers. To be certain, that need of the intellect was a smoke screen to hide a fragile ego that burned to excel in whatever way possible to avoid the sadness of losing my family after a divorce. In college I became entwined into a new religious movement entrenched in fundamentalism. Using thought reform terminology, their doctrine “trash compacted” my personality as I plugged into the “sacred science.” In abusive groups, loaded language is used for “thought-stopping” every time people reassert themselves. After ten years, I left that world with its narrow truth, and recreated my life. Recently, my studies of Hannah Arendt’s theoretical perspectives on assimilation reawakened those memories for this autoethnographic paper. For Arendt, experience can only be mastered if it is remembered and communicated, because only in this way can meaning emerge.

**Isaac, Carol A.**, *UW-Madison*  
Deconstructing the Glass Ceiling

The term “glass ceiling” gained traction as an apt metaphor for the widespread observation that despite entry of women into nearly all traditionally masculine fields, women remain virtually non-existent or present in token numbers in elite leadership positions. Typically, women in leadership positions assimilate into a masculine world reminiscent of the fact that women historically have been absorbed into the identities of their husbands, physically, emotionally, and financially. The effects of assimilation is revealed by professional women who suffer from internal conflict not only regarding family obligations but how to negotiate power in hierarchical institutions, making choices that do not traditionally impact men. This paper focuses on Hannah Arendt’s and Julia Kristieva’s writings on how power is negotiated and the effect on women’s identities around a feminist poststructural turn.

**Ishii, Drew K.**, *Whittier College*  
Becoming Qualitative Researchers: Teachers Struggles with the Process  
See Buffington, Melanie L.

**Isoke, Zenzele**, *University of Minnesota--Twin Cities*  
Creating What You Want to Create Where You Are: Black Female Political Subjectivity in Newark, NJ

This presentation sketches a portrait of Newark based on the narratives of twenty-nine African American female activists living and working in the Central Ward of Newark. The testimonials presented, including my own, go beyond accounts of Newark that are solely framed in terms of racialization, de-industrialization and ghettoization. Alternatively, Newark is embraced as a culturally rich “home” and a fertile site of resistance to various kinds of social marginality. Using black feminist standpoint methodology, Newark emerges as a place in which black women activists stories of “speaking up” “telling the truth,” “educating the community,” and community mothering illustrate how social capital is used to create transformative political space in the contemporary U.S. urban context.

**Ivashkevich, Olga V**, *University of Illinois at Urbana-Champaign*  
Girl Power Revisited: The Cultural Practices of Preadolescent Girls

Within third-wave feminist studies the discourse of Girl Power is often associated with the extensive commercialization of girlhood and economic privilege. As Aapola, Gonick, and Harris (2005) emphasized, Girl Power maintains rather than undermines gender, race, and class inequalities. Yet it also contributes to deteriorating the landscape of traditional girlhood with its focus on submissiveness and domestication. Examined through the qualitative lenses of hermeneutics and feminist and cultural studies, collaborative projects of preadolescent girls at the summer camp illuminate the discourse of Girl Power as a site of struggle, negotiation, and change. Presented paper looks at how a group of preadolescent girls remake the traditional girlhood and embrace the tendencies toward girl emancipation and self-empowerment, while also inevitably generating status hierarchies and economic concerns.

**Jackson, Beth E.**, *Public Health Agency of Canada*  
Making the Case: Qualitative Evidence and Equitable Health Policy

A thorough understanding of the contexts, issues and meanings that surround health/health care requires the critical synthesis of quantitative and qualitative research findings. This assertion is frequently repeated, but rarely acted upon - current work on the development of health indicators persistently focuses on quantitative data/data sources, to the exclusion of qualitative evidence. One reason for this may be that there is little consensus on how to conceptualize or operationalize qualitative indicators. This paper responds to this gap in two ways: 1) it raises epistemological, methodological and socio-political factors that mediate the systematic application of qualitative data in health policy contexts; 2) it critically reviews attempts to conceptualize and operationalize qualitative indicators for women's health and health care.

**Jackson, Kelly Faye**, *Arizona State University*  
Beyond Race: Examining the cultural identity of multiracial individuals

With increasing levels of racial integration the number of mixed-race people in the US will continue to grow (Root, 1992). Mixed-race individuals defy conventional monocultural and monoracial paradigms of understanding identity, and it is imperative that social scientists examine the many factors that contribute to the cultural identity of the multiracial person. This narrative study utilized life-stage timelines (Lieblich, Tuval-Mashiach, & Zilber, 1998) to extrapolate the unique stories of 10 multiracial individuals. Results from transcript and visual analysis confirm that the cultural identity of multiracial persons is highly complex and significantly influenced by: (1) personal experiences of racism and discrimination; (2) interrelationships with peers and family; and (3) the racial climate of the community. Study findings support more fluid, ecological models of identity, which are sensitive and more inclined to explicate some of the highly influential and complex contextual factors that impact a multiracial person's cultural identity development.

**Jackson, Kristi,**

Exploring the epistemology of qualitative evidence: New methods and new challenges in qualitative analysis

See Kaczynski, Dan

**Jacobs, An,** *Vrije Universiteit Brussel*

Learning about everyday and future ICT practices: with or without online diaries

In our applied research in collaboration with engineers and industry on the future of broadband technologies, we learn about the actual everyday use of ICT, as well as reflecting on the future use and domestication of these new technologies. Semi-structured diaries are an additional tool for auto-collecting memories and information for instance during a period between two in-depth interviews. We experimented with different kinds of diaries, offline and online, during different projects. When offered both offline and online diaries, people were inclined to use the paper-based version (e.g. portable, accessible). At the other hand we were confronted with target groups like frail elderly for whom writing was a challenge, but neither a PC version is an option. Active calling by us or voice recording could be a solution, but has drawbacks as well (e.g. time investment, ...), on which we will elaborate in this paper.

**Jacobs, Cynthia Wedekind,** *University of Massachusetts Lowell*

Evidence of Politics: Ethical and Social Justice Challenges in the Yield of a Chain Sampling Plan

An instrumental case study was undertaken to explore the presence and role of hope among teachers in a school district deemed underperforming by state and federal standards. Teachers' attitudes toward a growing Latino population were presumed to be important, given this subgroup's standardized test performance and given the strong presence among the faculty of Anglos with multi-generational histories in the district. A chain sampling plan was designed to reach from school leaders to teachers and from both of these groups to community leaders. The chain sampling plan as designed yielded no link from Anglo to Latino populations. A dilemma thus presented itself: to carry out the research strictly as designed, studying only the Anglo community, or to modify the sampling plan in order to cross the barrier into the Latino community. Do the results of the plan as enacted constitute evidence of injustice?

**Jacobs, Cynthia Wedekind,** *University of Massachusetts-Lowell*

Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment: Team Curriculum Development of an NVivo Training Workshop

See Davidson, Judith Ann

**Jacobs, Michelle Renee,** *Kent State University*

Resisting colonization in organizations and organizational research: a case study

Indigenous Americans are faced with a particularly difficult organizational dilemma: their ability to promote social change through collective action often is thwarted by their active resistance to accepted hierarchical, bureaucratic

forms of organization. In this paper I explore the complex nature of Indigenous organizing in Cleveland, Ohio. I have conducted a case study of an Indigenous social movement organization (hereafter, the Committee) that resists the Cleveland baseball franchise's abuse of pseudo-Indian imagery. I explore three themes which emerged from the data collected - the difficulties inherent in multiracial SMO membership, the small Indigenous population, and the ways in which colonization has discounted the organizational practices of Indigenous peoples. Although organizations such as the Committee often are overlooked in organizational research that purports the "efficiency" of bureaucratic organizational formulations, I suggest that research in this area resist the temptation to apply organizational models that ignore the bases of power in society.

**Jager, Kathleen,** *Michigan State University*

Social Justice and the Evaluation of a Child Welfare Program: Deconstructing the Gap between Research and Practice.

See Bak, Jennifer

**Jager, Kathleen B.,** *Michigan State University*

Writing Praxis in Child Welfare

"They terminated my rights," she said. "I can't be their mom, so I guess I need to do something that matters. I worry they don't have any good memories of us as a family." This becomes another refraction of light off the metaphoric crystal (Richardson, 1997) we use to understand our child welfare experiences. This parent's words reflect one angle of repose; her energy remaining with us. We wrestle with forces of talk about power, relativism, and feminism in attempt to act in what is "real" to advocate for social justice and to "do the right thing," knowing full well that there are many paradigms from which to punctuate the best interests of the children, and the benefit of services for parents. Through our writing we construct the ethics of representing our praxis of family therapy in the child welfare system and our struggle to fit into conventional academic constructs.

**Jager, Kathleen B.,** *Michigan State University*

Socializing Undergraduates to the MFT Field: From Inquiry to Outcome

See Latty, Christopher R.

**Jahng, Kyung Eun,** *University of Wisconsin-Madison*

Poststructural encounter with autoethnography: Voicing the majority self of a minority student teacher

We witness growing demands for diversity in teaching profession in this multicultural and multilingual society. In her study, Phillion (2003) uncovered the obstacles that a number of linguistic and cultural minority teachers face to becoming a teacher. As I worked as both practicum student and assistant teacher at the child care center affiliated with the major university for a year, self-assimilation process disciplined me to silence social obstacles and emotional turmoil that I experienced in the classroom. In order to make my marginalized, unspoken voice heard over self-deceiving silence, I used autoethnography which placed my lived reality in the central text. This autoethnographic writing uncovers multiple selves shifting within tensions that occur in my experience of being/becoming a minority teacher. The poststructural encounter with autoethnography also

de/re/constructs the texts by questioning self-consciousness and introspection. Such a challenging practice ultimately disturbs the strong belief in viability of diversifying the teaching profession through the normalizing practices of teacher education.

**Jaime, Julio Roberto**, *universidad surcolombiana*

Significado Sobre La Muerte De Los Niños Y Niñas Desplazados

Esta investigación aborda el Significado de las Representaciones sociales de la muerte bajo el enfoque cualitativo que pretende explorar, describir, interpretar y comprender este fenómeno a partir del Método Fenomenológico; así pues concluimos que el significado que construyen los niños y niñas en condición de desplazamiento es un fenómeno doloroso, desagradable e inevitable que irrumpe en su experiencia cotidiana, del que es mejor no hablar, practicándose enmarcado en los rituales funerarios de la tradición judeo cristiana; además se alimenta de los mitos de la región surcolombiana y del contexto del conflicto armado para plasmarse en sus narrativas e imágenes como causa, efecto, acción, finalidad, y definición de la cotidianidad de su experimentar es decir es causa, efecto, acción, fin y definición del vivir, de su sentido de vida, de su manera de comprender su realidad.

**Jaime, Julio Roberto**, *universidad surcolombiana*

Hacia Una Comprensión Del Significado De Las Rs Sobre La Soledad.en Las Mujeres

La investigación "Significado Sobre La Soledad Que Construyen Las Mujeres Entre 30 y 50 Años Residentes En La Ciudad De Neiva" tiene como objetivo principal comprender los significados de las representaciones sociales que construyen las mujeres con respecto a este fenómeno. Abordó el fenómeno de la soledad bajo el enfoque Cualitativo, a partir de la estrategia metodológica pertinente para el abordaje del estudio: el Diseño de relatos de vida. Concluimos que el significado de la soledad es caracterizado por la ruptura de vínculos con ellas mismas y con los significantes de su realidad, la inevitabilidad de la experiencia y la falta de certeza en su cotidianidad que lo complejiza como una experiencia displacentera que se acompaña de una desestructuración yoica y la falta de sentido en su vivir, y por lo tanto la necesidad de construir un lugar en el sistema patriarcal que atañe su mundo de la vida.

**Jaramillo Echeverri, Luis Guillermo**, *Cauca*

Investigación Y Subjetividad: Trayectorias De Formación En Investigación Cualitativa

En el presente estudio doctoral pretendí hacer un quiebre epistémico/metodológico acerca de la enseñanza de la investigación utilizando como eje fundante una actitud fenomenológica, se intenta de este modo, poner en situación y con intencionalidad, a los estudiantes de pregrado y posgrado en la realización de sus proyectos de investigación. Para tal fin, la tesis no se expone como una propuesta novedosa a aplicar, sino que, como dice Levinas: se ha «probado andando». En tal sentido, la tesis se apoya en los planeamientos filosóficos de subjetividad en autores como Levinas (1977) y epistémico/metodológicos en autores como Zemelman (2006), González Rey (2006) y Maffesoli (1999) entre otros. En los hallazgos se vislumbra como una propuesta de investigación debe

apoyarse en procesos creativos de configuración, que permita a los investigadores articular las diversidades entre sí y como éstas emergen en un tiempo y un lugar cruzados por una subjetividad de la cual le es imposible prescindir.

**Jaramillo, Carlos Mario**, *Antioquia*

Interpretación, análisis y categorización en los registros presentados por estudiantes adultos al momento de establecer razonamientos conjeturales y de pruebas en la clase de matemáticas

See Durango, John Henry

**Jaramillo, Luis Guillermo**, *Universidad del Cauca*

Investigación y subjetividad: Trayectorias de Formación en Investigación Cualitativa

En el presente estudio doctoral pretendí hacer un quiebre epistémico/metodológico acerca de la enseñanza de la investigación utilizando como eje fundante una actitud fenomenológica, se intenta de este modo, poner en situación y con intencionalidad, a los estudiantes de pregrado y posgrado en la realización de sus proyectos de investigación. Para tal fin, la tesis no se expone como una propuesta novedosa a aplicar, sino que, como dice Levinas: se ha «probado andando». En tal sentido, la tesis se apoya en los planeamientos filosóficos de subjetividad en autores como Levinas (1977) y epistémico/metodológicos en autores como Zemelman (2006), González Rey (2006) y Maffesoli (1999) entre otros. En los hallazgos se vislumbra como una propuesta de investigación debe apoyarse en procesos creativos de configuración, que permita a los investigadores articular las diversidades entre sí y como éstas emergen en un tiempo y un lugar cruzados por una subjetividad de la cual le es imposible prescindir.

**Jaramillo, Mlagros Del Valle**, *Universidad Nacional Experimental Marítima del Caribe, Venezuela*

Magister sensorium: “episteme y experiencias investigativas”

Los integrantes del Centro de Pensamiento Magister Sensorium (CPMS), de la Universidad Nacional Experimental Marítima del Caribe, proponen la realización de una mesa de trabajo que propicie la discusión acerca de las distintas posturas epistémicas que subyacen a la labor investigativa en el marco de las ciencias sociales; por consiguiente, existe la convicción de difundir la acción investigativa en contextos oportunos para el intercambio de la información, reflexión y discusión de los aspectos teóricos y metodológicos como formas aproximatorias al conocimiento. En tal sentido, La actividad se desarrollará en el marco de dos experiencias prácticas que guiarán la discusión y asumiendo el conocimiento científico, para efectos prácticos, desde tres perspectivas epistémicas amplias: Empirista- Inductivo, Racionalista- Deductivo e Introspectivo-Vivencial (Padrón 1998), las cuales aluden a la fundamentación filosófica para el análisis fenomenológico y la manera de producirlo.

**Jaramillo, Patricia Elena**, *Universidad de La Sabana*

Las TIC en el aula: Integración no es inundación

Este estudio de caso se refiere a una clase de estadística en la que participaron 16 estudiantes de Administración de Empresas de una universidad colombiana. Pretendemos mostrar los usos de las Tecnologías de Información y Comunicacio-

nes (TIC) en los ambientes de aprendizaje (AA), los roles que asumen los actores, las interacciones, algunos aprendizajes alcanzados y el papel que estas herramientas están cumpliendo. En este caso la profesora utilizó las TIC para administrar el curso y para apoyar su labor docente. Los estudiantes las usaron para resolver ejercicios. Estos usos apoyaron la estrategia pedagógica basada en la transmisión de contenidos y en la realización de ejercicios. Las TIC fueron fundamentales para la enseñanza pero su potencial para el aprendizaje no fue aprovechado. Se concluye que el objetivo no es usar más tecnología sino que el uso que se haga de ella debe favorecer unas mejores condiciones para el aprendizaje

**Jaramillo, Patricia Elena**, *Universidad de La Sabana*

Ambientes de aprendizaje con TIC: Imaginarios, Prácticas y Tensiones

See Ruíz, Mónica

**Jauk, Daniela Franziska**, *University of Akron*

Violence Against Transgendered Individuals in the Midwest - Call for an Inductive View

Gender-based violence is a major public health and social justice problem in the U.S. In particular, violence against transgendered individuals is increasing. The issue is not captured by official statistics, and not well researched from an inductive perspective, which renders this minority a hidden population. The proposed paper argues that a qualitative look at transgendered people is most needed. It is focusing on perceptions of safety in the underserved urban U.S. Midwest, and on intersections between (deviant) gender, sexualities, race, and space. I will elaborate and exemplify a qualitative multi-method approach employing grounded theory as analytical strategy, which includes participant observation, content analysis, and photo elicitation interviews. I will also show how these methods are able to answer the research questions on structural urban vulnerabilities that place transgendered people at risk for violence, as well as strategies to enhance safety and action radius for this hidden population.

**Jean-Charles, Alex**, *University of Illinois at Urbana-Champaign*

Young Black Males' Testimonial Experience on Surveillance, Power, and Identity

In the Summer of 2007, I conducted a participatory video research project in Chicago. I collected reflective narratives in the form of "video writings" of five young black males' views on the concept of control and power as it relates to the media, the government, and their parents. The participants in the focus group met to brainstorm issues such as identity, power, and video surveillance technology. They used these topics of discussion to create a theme for their video diary. The participants were also involved in high-level social and cultural discussions of their experiences with information and media technologies in the environment. The discussions were used to engage participants in a critical and self-reflective thinking process. The participants created a final video to share with their parents and the community. Through these processes, the participants not only learned about themselves, they also learned about their community while at the same time their community learned about them.

**Jecklin, Robert A,** *University of Wisconsin - La Crosse*  
Dichotomous Inquiry: Researcher as Distracted Instrument

This paper explains dichotomous inquiry as methodological response to challenges of researching informal education and learning. Unlike the formal education and learning occurring in schools, and unlike the non-formal education being used by other organizations to influence the learning of professionals, workers, patients, parents, and other non-students, the curriculum and instruction of informal education is not apparent, and the context for learning occurs almost anywhere at any time. The familiar thoughts and beliefs about formal and non-formal education complicate human efforts to explore informal education and learning. Dichotomous inquiry establishes a competing inquiry about a human predicament; the researcher and other participants are distracted from inquiry about informal education and learning in favor of the more compelling tasks of telling and hearing about a human predicament. This paper is based on the informal education and learning of six uninsured persons and how they accessed advanced health care.

**Jegatheesan, Brinda,** *University of Washington*

Using the essentialist methodology to understand a child's consciousness and spiritual development: A portraiture of a Muslim child with a sibling with autism.

How do we understand and talk about a child's moral and spiritual development in the field of child development? Data of an eleven year old Muslim boy who had a sibling with autism was collected during an ethnographic study of Muslim families of children with autism in the U.S (Jegatheesan, 2005). This paper re-analyzes the ethnographic data to consider the level of consciousness and spiritual development in the child using the essentialist methodology (Witz, 2003; 2007).

**Jegatheesan, Brinda,** *University of Washington*

Wisdom from fieldwork: Methodological issues in working with multicultural Asian immigrant families of children with severe disabilities

How do we work with disadvantaged Asian immigrant families who have children with severe disabilities? This paper is about wisdom gained from doing qualitative fieldwork with 25 Asian immigrant families living in the U.S. and who have children with developmental disabilities. The study was a funded project and its goal was to understand the needs and supports reported by Asian immigrant families of young children with developmental disabilities. The paper critically examines the challenges and ethics of working with these families and discusses native field wisdom.

**Jenkins, Mercilee,** *San Francisco State University*

The Politics of Desire and Resistance

This paper/performance will queer the relationship of intimacy, addiction and consumerism in a post-modern society. How are our cravings created, regulated and reproduced by the heteronormative capitalist enterprise that pervades every aspect of our lives and how can performance disrupt this hegemony?

**Jensen, Seini,** *Univerasity of Auckland*

Interpreting cultural inclusion in qualitative research

Commitment to being ‘culturally inclusive’ might be the first step toward social justice in the conduct and outcomes of educational research. Achieving such an aim can be difficult. In a project carried out in three large urban high schools in New Zealand, we used interpreters to bridge the language gap between Tongan and Samoan parents and the researchers. In this paper I explore my experience, as a woman of Tongan ancestry, interviewing Samoan and Tongan parents of high school students with the aid of interpreters. I draw on anecdotes from interviews and field notes to examine issues of privacy, confidentiality and informed consent, and how these issues were ‘worked through’ in the field. I will argue that these micro-ethical issues relate to the broader political tensions involved in conducting research that aims to ‘include’ and ‘interpret’ life experiences of those who are politically and culturally marginalized in Aotearoa New Zealand.

**Jesus, Maria Cristina Pinto De,** *Minas Gerais Federal University*

The experience of repeated fatherhood during adolescence

See Carvalho, Geraldo Mota De

**Jiang, Guo-liang,** *Fo-Guang University*

Bridging the Technological Gap: A Qualitative Analysis of the Aboriginal School Students’ Participation in a Web Contest

This qualitative study is to examine the program, Digital Hero, which supports aboriginal schools to participate in International Schools Cyberfair and to investigate its relation to the aboriginal participants’ cultural identity and the digital divide in their community. International Schools Cyberfair is an important international competition among elementary to high school students. It is also considered as a learning program for students to know about their culture and use the web technologies to express their understanding. It is hoped that through the participation of the competition, students will learn about their culture as well as improve their computer literacy. Aboriginal schools in Taiwan, which are used to being considered as low-tech, have been given a lot of resources such as computer hardware and software from the public and private sectors. Digital Hero is one of the programs which provide financial support to the participating schools and to the college students, Digital Spotlight, for their assistance in the process.

**Jirek, Sarah L.,** *University of Michigan*

Vicarious Traumatization and Vicarious Posttraumatic Growth: The Paradoxical Effects of Working with Survivors of Physical and Sexual Violence

Professionals in many different fields have long recognized that trauma affects not only the individual victims, but also those who assist them. Research on vicarious traumatization and burnout has documented the numerous and negative physical, emotional, and psychological effects of working with victims of trauma. Researchers, however, have only begun to explore the potential for positive changes to occur in the lives of helping professionals who work with traumatized populations. Using in-depth interviews with 29 advocates working on behalf of survivors of physical and sexual violence, I present data to suggest that, as a direct consequence of hearing countless stories of human brutality, suffering, and strength, staff members may experience both vicarious traumatization

and vicarious posttraumatic growth. This study is important because it expands upon our current understanding of both the occupational hazards and the personal rewards of the helping professions. This knowledge thus has the potential to enhance services for survivors of domestic violence and sexual assault, promote the well-being of staff members, and assist organizations to more effectively advocate for social change.

**Johnson, Edric Clifford**, *University of Wisconsin-Whitewater*

Seeking Freires Theory on Critical Consciousness: A Look at One Preservice Teachers Field Experience

In field experiences, preservice teachers may face the dilemma of having to model their mentor teacher even if that model contradicts what they have learned in my methods course. This qualitative case study considers how particular experiences within a particular field experience-based context can raise Freires (1970) perspective of critical consciousness that influences teacher practice concerning critical literacy and its strategic use when teaching social studies. This qualitative study examines one preservice teachers ability to develop and use critical literacy approaches in the middle childhood school social studies curriculum that helped raised her critical consciousness and skills as a critically literate teacher. Her critical awareness of the obstacles caused her to utilize their own problem posing situations as part of her learning.

**Johnson, Edric Clifford**, *University of Wisconsin-Whitewater*

Attempting Critical Pedagogy in the Field Experience: Lessons Learned by Pre-service Teachers

This qualitative study looks at the development of critical literacy for three pre-service teacher participants, relevant support systems, and pedagogies. It considers how pre-service teacher participants construct knowledge on critical literacy within the social studies methods course. The participants started with their own literacy histories in order to began developing internalization and critical consciousness within the methods and field experience course. Throughout the course, the participants attempted some instructional strategies in the methods course. However, the participants were still internalizing two essential components of critical pedagogy in their own teaching: problem posing and dialogue. They acknowledged the value of problem posing and dialogue in their own learning but had some difficulty using these methods in their own teaching. The implications from this study suggest that teacher educators and future teachers take a stance on critical education and push for structural changes in common teaching practices and school curriculum mandates.

**Jones, Janice Kathleen**, *University of Southern Queensland*

The storied self: deconstructing the constructivist teacher

Writing as research supports a teacher-researchers' inquiry into and articulation of her experiences, philosophies and practices of pedagogy. The researcher uses auto-ethnographic and narrative inquiry as a lens through which she explores place, time, space, and inter-personal and intra-personal relationships in the contexts of her role as a university educator of pre-service teachers, and during her practitioner research in an alternative community school with an entirely play-based curriculum. Reflexive inquiry has the potential to transform

her personal philosophy and practice of pedagogy. While there is a growing body of research into the use of reflexive practice as a pedagogical tool, few researchers have documented the impact upon pedagogy of narrative inquiry into the third space created by an educator's transition between traditional and non-traditional educational places: participatory action research in a non-traditional community school, and her role as a university educator of pre-service teachers. It seeks to voice the teacher-researcher and school community, documenting the process of research during her preliminary analysis of a bricolage co-constructed by the researcher and the school community. The multiple voices of that narrative are situated in space and place, providing a crystallized lens through which the teacher-researcher's personal pedagogies are interrogated during the research process, with the potential to transform her philosophy and practice of teaching.

**Jones, Robin**, *University of South Florida*

Biggs and Littles: Exploring an Urban Community through the Lens of Big Brother and Big Sister Mentors

Biggs and Littles: Exploring an Urban Community through the Lens of Big Brother and Big Sister Mentors Session Abstract: This session will explore the process of engaging undergraduate students in an Urban Studies class in the role of mentor through Big Brother Big Sister. Mentors were paired with students at a local elementary school setting. The mentors used a process of Photovoice to document community assets and needs. Mentors were asked to convey their mentee's perceptions of community assets and needs through photography. Mentors also photographed their personal perception of assets and needs of the student's community. Those photographs were juxtaposed to provide opportunity to communicate differences in perception of 'outsiders' versus 'insiders'. All participants created writing projects in conjunction with the photography. The culmination of the project was a presentation to the Big Brother Big Sisters Board.

**Jorrín-Abellán, Iván Manuel**, *University of Valladolid*

Two primary schools, three mouses and a laptop: What can I do to integrate this stuff in my classroom?

See Santos-Fernández, Roberto

**Justin, Richard Matthew**, *University of Washington*

Ethics Conflict in Social Work: A Discourse Perspective

The National Association of Social Workers (NASW) Code of Ethics states that it "does not specify which values are most important and ought to outweigh others in instances when they conflict." However its response to those conflicts is simply to refer workers to: "relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas." This paper focuses on one example of that conflict: religious conservatism and its frictions with GLBTQ populations that may cause particular quandaries for the field. Indeed ethics and religious practice as conceptualized by the field in this country have tended toward positivist readings which have done little to negotiate that conflict. Thus, this paper proposes that through discursive interpretations formulated by such theorists as Fairclough and Foucault, a new space for dealing with the ethical conflict under study may be invoked.

**Kacen, Lea**, *Ben-Gurion University of the Negev*

Metasynthesis as a method of integrating various knowledge systems

See Rabinovich, Merav

**Kaczynski, Dan**, *University West Florida*

Exploring the epistemology of qualitative evidence: New methods and new challenges in qualitative analysis

If research is to serve the community, the community must first accept the research process as valid. How can qualitative research make a strong case in the current evidence-based climate? What is evidence in qualitative research? How can it, and should it, be handled and presented? This paper explores the challenges that qualitative research faces with regard to evidence-based research, strategies for meeting those challenges - and new challenges, concerns, and opportunities emerging as a result of employing some of the new strategies. Particular attention is given in this discussion to the challenges of incorporating the use of qualitative data analysis software into research, and the role of software in the discussion of evidence and transparency.

**Kamberelis, George**, *University at Albany*

Excavating and Deconstructing Ideologies in Letters to the Editor About English Only Legislation

See Shim, Jenna Min

**kang, Youngsil**, *Gyeongsang National University*

Launching an exercise program for older people in the community

See Eun, Young

**Karamehic, Ajlina**,

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S.

See Matsuo, Hisako

**Karanovich, Frances**, *Southern Illinois University Edwardsville*

The Colorado Charter School Movement: A Case Study Involving the University Schools in Greeley

See Hunt, John W.

**Karim, Sajid**, *University of Bradford*

Who knows? Reflections of a Community Research Team in Bradford and Keighley, UK

See Milne, EJ

**Karina, Rodríguez Cortés**, *Universidad La Salle*

Investigación cualitativa base del desarrollo de una práctica reflexiva en los normalistas de la Universidad La Salle, el caso del D.F.

El objetivo de la ponencia es analizar la propuesta educativa que se ha implementado en la Universidad La Salle desde el año 2000, para que los educandos

realicen sus prácticas profesionales con base en un sustento teórico relacionado en lo metodológico con la investigación-acción, y en lo educativo con la práctica reflexiva. El trabajo está dividido en tres apartados: el primero, describe el diagnóstico que realizan los estudiantes para determinar el problema educativo a ser resuelto en el grupo; el segundo, presenta el proceso de sistematización de la práctica de los profesores en formación; y el tercero, el producto final que deben presentar los educandos como evidencia del trabajo desarrollado durante el último año de su carrera (documento recepcional). A manera de conclusión, se cierra con una serie de reflexiones que pretenden ubicar los puntos críticos de la formación de los profesores de educación primaria en el país.

**Katz, Sara, *Shaanan Teachers-College***

Eliciting a personal attribute profile - a new admission system model for schools of education and teachers colleges - useful for nurturing effective teaching

This study offers an engagement in debate on ethical and social-justice issues of applicants to teachers-colleges who belong to low socioeconomic-status and are rejected from studies by the existing standardized traditional admission system which focuses mainly on cognitive competencies. A set of qualitative tools and methodology is offered to elicit personal attributes of each individual, using a mixed methods design with two control groups. Ninety-nine applicants formed the research group. All construct validity aspects were checked by quantitative methods. Differences between groups were found significant. New constructs emerged in the teachers control group and rank order of their constructs significantly differed from that of the research group. Inter-rater agreement was 84.2%. This model delicately differentiates between individuals and groups, providing an applicant profile pool of competencies, useful for admission committees, as well as for empowering strengths of student-teachers during studies. These procedures can easily be taught and used by faculty members.

**Kaufmann, Jodi Jan, *Georgia State University***

The Constitutive Relation of the Body and Space: A Narrative Inquiry

Space and the body are mutually constitutive (Browne, 2005). Although this is understood theoretically, there is little empirical analysis of this relation. Therefore this narrative inquiry examined the constitutive relation of material and discursive space and the transsexual body/subject. The data for this analysis --2 biographical interviews (Erben, 1998), 2 photo narratives, 2 photo elicited narratives (Harper, 2005), 1 Yahoo web-profile -- was generated by two self-identified male-to-female transsexuals. One published autobiography, *The Lady Chablis: Hiding My Candy* (Chablis, 1996), was also considered data of equal status. Data was analyzed using narratology (Bal, 1999). It was found that the transsexual body/subject in this data was formed in the material and discursive spaces of religion, trans-narratives, and violence, while it was simultaneously situated as non-normative.

**Kavanaugh, Karen, *University of Illinois at Chicago***

Mitigating harm during research on sensitive topics

Investigators often face ethical dilemmas when conducting research on sensitive topics and with vulnerable populations, such as parents at risk for having an extremely premature infant (22 to 25 weeks gestation). This type of research

requires expertise to promote participation in research while minimizing harm to the participants. This paper will report the ethical considerations in the design and implementation of a qualitative, multi-site longitudinal study employing case study methodology to describe decision-making in parents at risk for having an extremely premature infant. The design of the study must consider the power differentials between patients/participants and researchers in recruiting and consenting parents at this critical point in the pregnancy. The interview can serve a therapeutic role in permitting the patient/participant to articulate concerns, fears, and myths, but it can also plant seeds of doubt about their care. Suggestions for mitigating harm for this type of research will be given.

**Kazyak, Emily**, *University of Michigan*

Rural Midwest?and Gay?: The Experiences of Gay, Lesbians, and Bisexuals in the Rural Midwest

In this paper, I present research from a qualitative study investigating the experiences of GLB-identified people living in rural areas in the Midwest, focusing specifically on the following research question: Why and how do GLB-identified people stay put in rural communities in the Midwestern United States? I address how respondents describe their rural town, emphasizing both positive and negative aspects. I then discuss respondents' experiences being in non-rural places. I argue that these stories illustrate how adopting new readings of themselves that come with being in the city rests on discounting their lived experiences in rural areas and the way they have made sense of rural places. I end by outlining the various experiences reported about what it is like to be gay in rural areas in the Midwest. I highlight how respondents' experiences challenge both academic and popular conceptions that imagine being "gay" and "rural Midwest" as an oxymoron.

**Keifer-Boyd, Karen T.**, *The Pennsylvania State University*

Adding the Junction of the Adjunct Visual in Cross-disciplinary Research

At the Third International Congress of Qualitative Inquiry, visual research was organized into arts-based research panels. Narrative inquiry was common to autoethnography panel series. When visuals are central to the methodology it is often subordinated by separation in an adjunct designation, such as "visual autoethnography." At the First International Congress of Qualitative Inquiry, I identified five distinctly different perspectives on what constitutes arts-based research. The hyphen suggests art is the base. The variations emphasize contiguous relationships with art such as: art-insight, art-inquiry, art-imagination, art-embodiment, and art-meaningful living. In recent literature on arts-based research, ideological territories are being drawn. By situating five different perspectives of arts-based research in their historical and theoretical underpinnings, and in providing examples, hopefully possibilities to intermingle with these five faces of arts-based research will open to cross-disciplinary research in which image-based multimedia inquiry conjoin with ethnographic approaches.

**Keifer-Boyd, Karen T.**, *The Pennsylvania State University*

Publishing Visual Culture

Visual Culture & Gender (VCG) @ <http://www.emitto.net/visualculturegender> is an online, multimedia, peer reviewed, international, scholarly, freely accessed

journal that uses visual images as the focus of qualitative interrogations about issues of gender. VCG exposes culturally learned meanings and power relations that surround the creation, consumption, valuation, and dissemination of images of gender in relation to race, age, sexuality, and social class. The ease of including text and images in color, and inserting hyperlinks, video, and podcasts is a hallmark of online journals. Our purpose is to push the potentials of the use of multimedia for analysis and presentation of qualitative inquiry. VCG co-editors will showcase VCG examples of visual and performative analysis presented as visually dynamic qualitative inquiry.

**Keigher, Sharon M.**, *U of Wisconsin-Milwaukee*

HIV+ Mothers' Narratives of Using a TANF Program: A Qualitative Critique

US welfare reforms in the mid-1990s posed dire choices for HIV+ low-income mothers losing their Aid to Families with Dependent Children (AFDC). The replacement program, Temporary Assistance to Needy Families (TANF), required work, and had one flat income benefit, time limits and sanctions. TANF implementation in Wisconsin occurred as the HIV virus began rapidly spreading through heterosexual transmission, catching women in monogamous relationships unaware. This narrative analysis examines the transcripts of ten lengthy interviews over 24 months with 9 urban HIV+ women who sought TANF benefits in 2001 -2004. Women detail wrenching personal struggles with addictions, risky sex, domestic violence, depression, and low self-esteem, the residual effects of life-long disadvantages, trauma, losses and vulnerabilities. Half of them had already relinquished some of their children. Each family had uniquely serious unmet material and emotional needs, each child accruing disadvantages each year. Several Moms revised their goals from employment to becoming disabled enough to qualify for Supplemental Security Income instead (\$600 per month in 2001), food stamps, and rental assistance; the long-term challenge for all becoming how to live decently with ever-fluctuating, indecently low incomes. Women's own assessments compare TANF unfavorably with genuine case management they attribute to local AIDS Service Organizations.

**Kennedy, Brianna L.**, *University of Southern California*

Student and Teacher Interactions in Community Day Schools

Students who are expelled from school clearly demonstrate their need for alternative learning environments. Teachers in such environments contend with multiple student needs while attempting to engage students in the learning process. This grounded theory study examines student and teacher interactions in community day school (CDS) classrooms in one urban school district in the Los Angeles metropolitan region. Through semi-structured interviews and observations, the researcher developed an emerging theory that describes the interactions between teachers and students. Interactions vary in nature depending on student and teacher characteristics, their self-definitions and beliefs, and the influence of support staff. Various interactions result in specific student outcomes, which can be both intended and unintended. This article explains the interplay between the categories listed above and gives concrete examples from classrooms about how student and teacher interactions can result in, or impede, growth for both students and teachers.

**Kennedy, Brianna L.,** *University of Southern California*

Infusing Participants Voices Into Grounded Theory Research: A Poetic Anthology

This article augments the author's grounded theory study of student and teacher interactions in alternative education classrooms by presenting additional data from the study. Specifically, the author/researcher seeks to portray more holistic views of the participants by using their voices to create poems that reflect their experiences. These experiences are omitted in the original study, which seeks to create a general theory out of individual experiences. In so doing, the grounded theory engages discourse that is familiar to social scientists, but which "stays at the more-or-less stereotypes- and categories-dominated level of viewing human beings and social objects," (Witz, 2007). By expanding the epistemological grounding for reporting data findings, the author builds the conceptual framework that supports the trustworthiness of these poems.

**Kilburn, Louise,** *University of Bradford*

Who knows? Reflections of a Community Research Team in Bradford and Hgley, UK

See Milne, EJ

**Kim, Hyunjin,** *Oklahoma State University*

Validity, Subjectivity, and Pervasive Constraints in Early Childhood Research Community

The purpose of this study is to touch issues regarding research validity and believability. In this paper I explore research subjectivities in both qualitative and quantitative research methodologies in teaching practices in early childhood education. First, I explore the struggles in the area of early childhood education, centering on "developmentally appropriate practices (DAP)" in particular. Second, I examine that how researchers' fixated subjectivities in interpreting and defending theories and perspectives are preventing us from further improvement in building a healthy research community in early childhood education. Lastly, this study explores power relationships within the research arena and its pervasive negativism as well as positivism for constructive endeavor to help all children, especially educationally marginalized groups of students.

**Kim, HyunKyung,** *university of illinois at chicago*

Launching an exercise program for older people in the community

See Eun, Young

**Kim, Hyunsu,** *The Pennsylvania State University*

Communicative aspects of childrens art making

The purpose of this study is to examine the communicative aspects of children's art making. It is easy to be misled about the nature and aspects of visual arts in the early childhood period. Even though the present study is based on the sociocultural influences in children's art making, this study will focus more on those interactive processes within the art-making process. Focusing on children's actions in researching that situation will provide a meaningful way to see the early development of communication in early childhood. There have been

numerous findings regarding child art, but we can clearly see that many studies have projected partial understandings into the results to understand children's art. To interpret the communicative function of children's drawings, I will use discourse analysis to understand the context and actual meaning of the art. To analyze discourses that are spoken, written, and visually made communication between people in the classroom context, I will focus on "the language in use."

**Kim, Hyunsu,** *Pennsylvania State University*

From outside to inside: Historical review of research methodology in studies on child art

See Kim, Minam

**Kim, Jungah,** *Columbia University*

Schizophrenizing Schizophrenia: Memories, (Im)Possible Narratives, Human Rights

Using Foucault's methods on *Madness and Civilization* (1988), my focus on this study is to explore the political economy of medical psychiatry and its disciplinary power and knowledge practiced to the human subject. For this, I specifically aim to grapple with three issues by interweaving the memories-(im)possible narratives-human rights nexus from the perspective of schizophrenizing schizophrenia. First, I will explore what is "reason" when society defines madness as opposed to the notion of sanity. Second, I aim to consider issues of human rights in relation to the medicalization of madness into mental illness. Third, I further intend to address the (im)possibilities of representing madness and madness narratives. As Foucault contends that schizophrenia is a creative notion of juridical regularities invented by the histories of psychiatry and psychology, I will demonstrate in the course of this paper that the concept of madness is the most inseparable companion of reason.

**Kim, Jungah,** *Columbia University*

Fiction and Autobiography: The Presumed Innocence between Reading and Writing

While I use my autobiographical writing as a method for my research inquiry, I call into question the boundaries between fiction and autobiography as well as the notions of the true and the false. By investigating the presumed innocence between reading and writing autobiography, I aim to raise questions about methodologies inherent in self-representative reading and writing practices as I contend that the interiority of the self is an effect of autobiographical storytelling and thus a function of "autobiographical narrative performativity" (Smith, 1998). Considering that our everyday reading and writing in the English classroom are governed by rules and rubrics, I am compelled to reconfigure how the research of writing autobiography can interrupt, challenge, and dismantle the markers of certainty?or the presumed innocence?inherent in our everyday narratives as both teachers and students count on the conventional ways of understanding and essentializing their stories.

**Kim, Minam,** *Pennsylvania State University*

From outside to inside: Historical review of research methodology in studies on child art

This research reviews methods used in studies on child art historically in order to proposing the emerging need to employ qualitative methodology. Childrens drawings have been considered to reflect childrens mental growth and conceptual understanding of what they draw. Therefore many researchers who are interested in child art give their studying focus on finding and discussing developmental issues in child art and have investigated children and childrens visual products isolated from the art-making context. Within this limited perspective without considering whole framework of childrens art, researchers are often outside observers in the use of quantitative methodology. However, in recent years, a few researchers have doubt previous approaches to consider childrens drawings as individual products and it is attempted to look at socio-cultural meanings in child art. Therefore, in this research it will be discuss which methodology would be proper to interpret child art within this shifted paradigm.

**Kim, Saeromi,** *Brown University*

Silences and Stories in Intake Interviews with Latina Mothers

This paper examines the impact of an institutionalized clinical frame on stories told by economically disadvantaged Latina mothers during semi-structured intake interviews conducted for a depression prevention program. I discuss an analytical strategy that focuses on the dialectic of silences and stories. I present case examples where I illustrate how constraints produced in intake interviews lead to silences, absences and failures in uncovering how each person goes beyond a formulaic and standard story about topics such as motherhood, immigration, and living in poverty. This requires paying close attention to the institutional site of interaction in which these silences and stories unfold, as well as the asymmetrical relationship between interviewer and interviewee. This paper thus addresses the impact of institutions on co-constructed narratives, as well as the creative use of narrative and reflexive methodologies for a study that aims to consider what is said in relation to what is not said.

**Kincal, Remzi Y.,** *Canakkale Onsekiz Mart University*

A Qualitative Evaluation of Preservice Teachers' Level of Media Literacy

Teacher educators have a concern about the level of content knowledge of their students about media literacy who enter teacher education programs. Many research studies also outline the concerns about pre-service teachers who graduate with insufficient information and media literacy skills, who are unprepared to teach these skills to their future students, and who do not understand the role of school teacher as an instructional and critical collaborator. This paper focus on a study into knowledge of preservice teachers on media literacy. 20 preservice teachers from Canakkale, Turkey participated in this study. Aspects of the students' level of understanding of media literacy were evaluated through a qualitative descriptive analysis of the data gathered through open-ended interviews and observations. Several themes have been developed after the descriptive analysis.

**Kita, Elizabeth**, *Smith College*

There's No Such Thing as a Research Subject: An Intersubjective Perspective on Researcher Reflexivity

Psychoanalyst and pediatrician D.W. Winnicott famously stated “there is no such thing as a baby,” contending that psychological development takes place within an inextricable relational matrix between caregiver and infant. This perspective influenced the development of Intersubjective theory, which emphasizes the interaction of the two subjectivities in the therapeutic dyad and the co-constructed third space. Because the third is the unique result of the conscious and unconscious contributions of both participants, the therapist is charged with reflecting on his own role in the co-creation of the therapy. This lends itself to an emphasis on reflexivity. Ideas from intersubjectivity in psychotherapy have utility in interview-based and participatory research. This paper explores the utility of Benjamin's (2000) intersubjective concepts of mutual recognition, doer-and-done-to, and thirdness for qualitative research.

**Knight, Wanda B.**, *wbk10@psu.edu*

(in)Visible Race(s): DNA Tests Identity Perceptions

“Who am I” and “Where do I come from?” are fundamental questions. Due to the transatlantic slave trade, many African Americans cannot easily trace their ancestry. Starting with a simple cheek swab, DNA ancestry tests can divulge tremendous amounts of quantifiable data. However, because things are not always as they appear, genetic ancestry test results may conflict with how we have historically identified ourselves. This qualitative inquiry concerns the impact of DNA tests on how we perceive our racial identity. Drawing upon a series of personal narratives about individualized processes of identity formation, by selected group members of the Pennsylvania State University Commission on Racial and Ethnic Diversity (CORED), this presentation chronicles how I as chair of the commission, used members' DNA test results to spur conversations about (in)visible race(s) and hidden identities in order to reconceptualize identity and diversity from the visibility that DNA test results paint.

**Knight, Wanda Bridges**, *The Pennsylvania State University*

(in)Visible Race(s):DNA Tests Identity Perceptions

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**Knowles, J. Gary**, *OISE/ University of Toronto*

Implicitly Political! Articulating the 'Moral Imperative' in Arts-informed Research

See Dossa, Shama

**Kohn, Nathaniel**, *University of Georgia*

Filmmaking as Invitation: Come On In; It's Nice Here

The coming together of strangers is at the heart of the film milieu, whether in the watching or the making. In this paper I recount the shooting of "Bottleworld," a new film that I am producing. Written and directed by first time filmmaker Alex Smith, "Bottleworld" is a human comedy set entirely in a liquor store, an irony-free zone where everyone likes everyone else. The film is not about plot, but character, and caring, and love. And in this odd world I find parallels with the world of filmmaking itself and of film watching. I explore the coming together of audiences to watch films and the coming together of cast and crew to make films: rare attractions in over-determined spaces, creating temporary communities, whose effects may linger, free of prediction. And I see something new, at least for my eyes - filmmaking as invitation: come on in; it's nice here.

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

Mapping lived spaces of resistance in qualitative research contexts

The purpose of this presentation is to map the lived spaces of resistance that becomes recognizable and historicized in the context of three separate qualitative research projects. Research projects investigating literacy in immigrant families, college students' experiences of tutoring immigrant children, oppositional behavior among White preservice teachers, highlight the interactions among spatiality, historicity, and sociality (see [1,2,3]) when resistance to dominant ideas and actions becomes possible by both participants and researchers. Giroux [4] defined resistance as "moral and political indignation" (p.107) that occur when one's lived experience (e.g. race/ethnicity, gender, SES, religion, age) conflicts with various structures of domination. Furthermore, the space of resistance is created by collective socially constructed identities and historically constructed hegemony of those who inhabit space [5,6,7]. Similar to Hoffman [8], we will investigate participants and researchers' "situational and cultural constructions of self that privilege intimacy" (p. 684). We conclude that our research will provide important insights about cultural re/productions of identities and spaces of resistance that becomes inevitable during research processes.

**Kotarba, Joseph A.**, *University of Houston*

The Reflexive Nature of "Vision" in an Educational Setting

The purpose of this paper is to examine the idea of "vision" sociologically as it is observed in an innovative educational setting. The current literature on the notion of "vision" in educational settings typically defines and describes it as a thing-like entity. Vision is something you can have, lose, share, caress, or reject. The present study analyzes vision from a contrasting phenomenological perspective that seeks an understanding of the ways teachers, administrators, students, planners, and staff actually use the term in very practical ways to make sense of everyday life in the schools. Data for this analysis are derived from a comprehensive, qualitative evaluation study of public high school reform in Houston,

Texas. "Vision" is experienced as personal. Members commonly use the term to convey a sense of who is empowered or privileged to have a vision. A vision says more about the holder than the qualities of the vision per se. Vision is based on moral values, and is something that should be preserved at all cost. Vision is above the group and its mundane culture. A reflexive approach to understanding educational/organizational phenomena like vision can lead to a more critical appraisal of school reform.

**Kral, Michael**, *University of Illinois Urbana-Champaign*  
Indigenous Knowledge, Community Wisdom, and Suicide Prevention

Native North Americans have the highest suicide rates on the continent. While some communities experience no suicides, others are devastated by the epidemic of youth suicide. In this presentation I will talk about an evolving participatory action research program with Inuit youth and their communities in Nunavut, the Canadian Arctic. When communities address youth suicide and well-being on their own, from their own points of view, suicides decrease or stop altogether. No interventions from the outside have come close to this level of efficacy. We are documenting this community action and the reclamation of control by Inuit of their lives. Our research is based on the philosophy of community wisdom, that the experts are already there for the gathering and use of knowledge. The community's points of view become the center of gravity for research and action.

**Krieg, Brigitte L**, *University of Regina*  
Photovoice: Marginalized Methods for Marginalized Voices

Marginalization, "the context in which those who routinely experience inequality, injustice, and exploitation live their lives" (Brown & Strega, 2005, pg.6), is indicative of not only experiences of injustice, inequality and exploitation but also lack of access to resources and power to create necessary change (Bishop, 2002). The use of Photovoice, a participatory action research method that enables local people to identify and assess the strengths and concerns of their community (Wang & Burris, 1997) has emerged as a potential tool for advancing knowledge around marginalization. It is the purpose of this paper to critically explore the potential of Photovoice in examining marginalization. Photovoice will be promoted as an appropriate tool for knowledge sharing based on both theoretical and methodological fit to anti-oppressive research, looking at both strengths and limitations of its process. Finally, current Photovoice projects that are ongoing in Canada will be used to support the claims to strengths and limitations through lessons learned.

**Krizek, Robert**, *St. Louis University*  
Panel Discussion

According to a recent study published by the NEA and featured in the November 20th issue of *The Chronicle of Higher Education*, tenured and tenure-earning faculty hold fewer than half of the faculty positions in North American universities. It is also the case that tenure has never been harder to achieve, particularly for faculty who do qualitative research and who often write personal narratives and/or performances. This panel discussion focuses on strategies for success amid the new political and economic realities facing colleges and universities. Panelists represent a broad range of teaching and research colleges and universities.

Each one will be asked to address the questions: What does it take for qualitative researchers to gain tenure at your institution? Topics then discussed will include (1) metrics used to assess productivity?including the “impact” of one’s research; (2) building a tenure-eligible portfolio; (3) writing the personal statement for a tenure case; (4) courting and selecting external reviewers; and (4) using new media to make a case for the impact and value of one’s teaching, research, and service.

**Kuckartz, Anne M., *Verbi GmbH***  
Showcase Submission - MAXQDA

According to the format of the showcase I will give a brief description of MAXQDA prior to the session. Besides that I will give within the scheduled time insights into basic functions of MAXQDA beeing ready to answer any upcoming questions from the audience.

**Kuntz, Aaron, *University of Alabama***  
Employing Conceptual Metaphor: Intersecting discursive and material worlds in qualitative inquiry

Often, researchers invested in eliciting authentic representations of participant experience overemphasize the role of “voice.” That is, participants’ words are interpreted without acknowledging that representations of experience are discursive constructions of reality with material correlates that often remain unrecognized. Because our embodiment of institutional structure is not entirely conscious, researchers need a way of interpreting subjects’ verbal representations of their experiences that links the discursive and the material. If participants tell me about their experiences, what I receive is a conceptual story, a frame. If I stop here, I remain at the level of the discursive. This paper offers conceptual metaphor as an heuristic that links discursive representations with daily material practices. Conceptual metaphor posits that the metaphors we use to understand and convey our realities are based in our material experiences and have material effects. In this way, nearly all of our discursive conceptual work is rooted in materiality.

**Kuntz, Aaron M., *University of Alabama***  
Material Place & Social Space: A qualitative case study of faculty work

The learned conceptualizations of faculty identity and practice, who faculty are and what they do as faculty within social and material contexts are the subjects of this research paper. Important to this study is an analysis of daily practices and their convergences with the material environments in which they are performed. This qualitative case study addresses the interaction of the material environment, identity, and faculty practices through a multi-layered analysis of ethnographic interview data, historical document review, and field observation of social science faculty at one large research institution in the United States. Data collection took place throughout the 2006-2007 academic year. The theoretical perspectives advocated by Michel Foucault (1991) and Pierre Bourdieu (1997) are used to emphasize the role of practices in social structuration. George Lakoff and Mark Johnson’s (2003/1980) theory of conceptual metaphor is used to link linguistic frames to material embodiment.

**Kuntz, Aaron M.,** *University of Alabama*

More than tools for the toolkit: The ethical imperative of teaching critical qualitative inquiry in the neoliberal classroom

This paper addresses the tensions implicit in the teaching of critical qualitative inquiry in a university system that privileges the instruction of qualitative “tools” over the theoretical perspectives and assumptions which inform our research. As one of two qualitative methodologists in my department, I am repeatedly faced with both students and faculty who demand a pedagogical focus on qualitative methods instead of methodology. Though the question of what to teach in a qualitative research seminar has been addressed in a number of publications, my role as a “junior” faculty member in a university culture that emphasizes results over process, achievement over means, uniquely positions me in the classroom. Throughout this paper, I interrogate the power-laden discourses of the academy as they are materially manifest in the classes I teach?the practices employed by students and faculty in the formation, articulation, and performance of the qualitative research curriculum.

**Kupsky, Dorothy D,** *The Ohio State University*

Qualitative Researcher’s positioning and challenges

See Wee, Jongsun

**Lafrance, Marc,**

The gift of life?: Ethics, subjectivity, embodiment and facial transplant surgery

In this paper, I examine how media representations of the world’s first successful facial transplant offer up a range of rich materials for thinking critically about selves and societies in an age of highly accessible and, perhaps most importantly, highly precise plastic surgery. This examination builds on my previous work that focuses on how mainstream television and film portray plastic surgery’s increasingly significant role in the production of sexed and gendered bodies. By using these portrayals as a way of accessing and exploring the present-day collective conscience, I show that contemporary Western societies are ambivalent about the proliferation of plastic surgical procedures. More specifically, I show that this ambivalence is articulated by and through the media’s consistently contradictory framing of plastic surgery as both a public good and a public evil. Indeed, on the one hand, this framing celebrates plastic surgery as a triumph of scientific rationality, medical technology and personal agency; on the other hand, however, it condemns plastic surgery for disrupting what Foucault calls “the order of things” - or, put slightly differently, for destabilising the social attitudes, relations and structures that animate and regulate human subjectivity. My work interrogates the many and diverse contradictions that condition media representations of this growing phenomenon. Drawing on photographic images, newspaper articles and the recent book *Le baiser d’Isabelle: L’aventure de la première greffe du visage*, I explore the paradoxes that pervade both what is and is not being said in the debate about facial transplant surgery. By exploring these paradoxes, I consider how the personal troubles of this particular transplant recipient are intertwined with public issues surrounding health care, science and technology. With this in view, then, my presentation has three primary objectives: first, to reflect on why it is important for social theorists to examine representations of facial transplant surgery; second, to show how a variety of social theories can help us to make

sense of how facial transplant surgery impacts selves and societies; and third, to make some preliminary observations about what makes facial transplant surgeries subjectively complex and socially problematic.

**Lafreniere, Darquise**, *University of British Columbia*  
Human Subjects Accounts of Research Participation

See Townsend, Anne

**Lagana-Riordan, Christine**, *University of Texas at Austin*  
Strategies to Enhance Methodological Rigor in Participant Observation: Application to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention.

See Armour, Marilyn

**Lapadat, Judith C.**, *University of Northern British Columbia*  
Library Technologies: Using Multimodal Literacies to Connect, Reframe, and Build Communities from the Bottom Up

In our electronic world, traditional modalities of communication - speech, print, gesture, and image - have lost their boundaries. Print literacy has undergone a transformation; it is technologically mediated and multimodally embedded within many people's everyday social practices. Democratization of access invites every person to author his/her own narrative and provides an electronic forum for the bottom-up creation of new literate communities. Yet, classrooms at all levels often lag in using technological tools to connect, reframe, and build communities. In this paper, I will present an example from a graduate qualitative methods class in which class members wrote and shared autobiographical narratives, then collaboratively analyzed these identity pieces using qualitative analysis software. These same individuals went on to form a professional and scholarly electronically networked working group, building on the initial collaborative qualitative research project. This micro example provides a model for global possibilities.

**Lapum, Jennifer**, *University of Toronto*  
A Story Mapped Out Before it is Told: Narrative Struggles of Heart Surgery

Discourses of surgical treatment map out expected trajectories before patients even enter the story. A hegemonic presence of technology in heart surgery manifests in routines of care and pathways of recovery leading to scripted narratives that channel patients' stories into particular patterns of progress. In this narrative inquiry, we examined how patients employ technologies of heart surgery. Sixteen patients completed interviews 3-4 days after heart surgery and 4-6 weeks after discharge. In this presentation, study results are discussed regarding how narratives of technology unfolded as two antithetical and closely interwoven patterns of employment. Technology was narrated as comforting and shaping optimistic perspectives of recovery. Alternatively, there were nuanced tellings of dissonance when participants' stories was at odds with scripted "endings" of progress. As participants receded from surgery the tapering of technology was woven into stories as a sign of recovery, but also resulted in vulnerability. By examining how narratives unfolded, complexities of stories were preserved while still unangling patients' struggles.

**Lapum, Jennifer**, *University of Toronto*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men

See Angus, Jan

**Larson, Elizabeth Ann**, *University of Wisconsin Madison*

Fighting the system: The experiences of parents of children with disabilities

Although the medical and educational systems are designed to serve children with special needs in a family centered way, the experiences of families often reveal problematic interactions within service providers. This may be in part due to the competing societal discourses about disability that permeate the service and health care system. These discourses include viewing disability as tragedy, as incurable medical reality, as opportunity for heroic overcoming, and as a socially-constructed obstacle to quality of life (Landsman, 2003). This paper will describe parents experiences in securing needed services for their children, the mismatch between the rhetoric of the service provision laws and services actually provided, the conflicts between care providers and parents in regards to the child's worthiness for care, and gaps in service delivery that compromise the caregivers' well-being and families' quality of life.

**Larson, Mindy Legard**, *Linfield College*

Trying on--being in-- becoming: Four women's "intergenerational" journey in feminist poststructural theory

See Harris, Gennie

**Lather , Patti**, *Ohio State University*

Research as Praxis 2.0

This talk will explore a "getting lost" sort of methodology (Lather, 2007) where we are not so sure of ourselves and where we see this not knowing as our best chance for a different sort of doing. What would such a thing look like, this fuzzing of the borders between science and philosophy or, perhaps more precisely, between doing and knowing, practice and theory, what I am starting to call "research as praxis 2.0" (Paras, 2006)? Based on a critique of my earlier formulation of research as praxis (Lather, 1986), I will delineate various "narrations of methodology" that flesh out what is on the horizon in terms of updating the concept. In short, the talk will offer a more disabused sense of how to go about knowledge projects called science where we try to be accountable to both the complexities of research for social justice and the limits of deconstruction.

**Lather, Patti**, *Ohio State University*

Engaging Social Science: Evidence Matters

This paper re-inscribes the concept of evidence that is at the heart of audit culture in order to explore how qualitative research for policy might contribute to an engaged social science defined by a refusal to concede science to scientism. Here evidence is seen as more interpretive, not less, a "philosophical ethnography" that is about the rigor of negativity and the detour through the sign. What would standards of evidence look like in such a place where the exclusions and fixities of what is/is not "scientific enough" is precisely the debate? Indeed, this

contestation is constitutive of the very scientific field within which we locate our work. This is a “constitutive equivocation” between interpretation and the empirical that functions as a generative undecidability re-inscribed as a good thing in shifting the intelligibility of qualitative research away from the neo-positivism that underpins hegemonic understandings of evidence, objectivity, reason, measurement and fact.

**Latty, Christopher R.,** *Central Michigan University*

Socializing Undergraduates to the MFT Field: From Inquiry to Outcome

Recruiting marriage and family therapists at the undergraduate level is important for the future to the field. This presentation will offer a qualitative analysis of the experiences of 40 upper level undergraduate students enrolled in an introductory MFT course. The researchers’ findings suggested that the class assisted students in discerning what career path to follow. Many noted they had a vague understanding of the MFT profession and the coursework, experiential activities and networking opportunities significantly assisted their post graduate decision making. The findings also support the value of the various academic and experiential activities as a tool for helping students discern their professional directions. Not only will professionals be provided with pragmatic suggestions on how to present MFT as a viable human services profession, this presentation will discuss how the qualitative research group assisted in the process of developing this project into a manuscript.

**Lawlor, Clare S.,** *Lewis*

A Language of Inclusion in Undergraduate Qualitative Research

Wagner (2004) argues that the growing nature and complexity of our world’s diversity requires continued examination of how academics search for answers. Regarding undergraduate research curricula, Wagner concludes that the way forward lies in universities establishing academic practice communities where knowledge is challenged and negotiated as academic power is shared among the members. In a qualitative research practice community, the professor and students researched the meaning of tragedy in the lives of first-year college students. The presenter will tell the story of this academic community through a focus on the thoughts, reflections, and meanings of the student researchers’ problem/process as it illuminates their struggle with questions of empowerment, inclusion, and balance. The presenter will integrate the academic community’s simultaneous conversation on the nature of knowledge. Through the use of Powerpoint slides and graphics, the presenter will describe and model this process as one basic to the establishment of language, choice, power, and balance within a qualitative research practice community.

**Lawson, Erma Jean,** *University of North Texas*

Ethics, Evidence, Social Justice: The Social Construction of Hurricane Katrina Survivors Suffering

Hurricane Katrina, a category 5 Hurricane caused catastrophic damage, resulting in 1,417 deaths. The inadequate and slow response by national, state, and private agencies evoked prolonged anguish, grief, and death. Similar to slavery, the victims of Katrina were and, for the most part, poor and dark-skinned. This paper examines the conditions of Katrina-related oppression and seeks to under-

stand Katrina survivor's resistance to the structures of local, state, and federal racial ideological hegemonic control. In doing so, this paper asks why FEMA failed to evacuate the Superdome or Charity Hospital, and why some survivors continue to suffer two-years post-Katrina. It also challenges Americans to question why did mostly Black poor older New Orleans residents starved in nursing homes, die in houses, and drown on streets, without massive international and national out-rage. Using DuBois concept of double consciousness- two realities- in relation to power inequities, this paper calls for a critical race qualitative perspective that explores the production of race/gender/poverty ideologies of oppressive power and its ability to produce Katrina-related suffering as well as illuminates the ways in which Katrina survivors achieved hope in order to inform social policy.

**Leal, Jesus,** *Universidad De Carabobo*

Realidad Del Enfermo Terminal Con Síndrome De Inmunodeficiencia Adquirida. Generación De Una Teoría.

See MEJIA, MARIA ARNOLDA

**Lee, David Haldane,** *University of South Florida*

Every woman & man for themselves? An autoethnographic comment on health care issues

In the United States, 47 million people go without health insurance. Those of us in academia can often obtain some type of health insurance through our institutions. But what about our loved ones who remain uninsured? When I moved to another state to go to graduate school I brought my girlfriend with me. Because of a pre-existing condition, she couldn't get health insurance, and we had to deal with chronic illness, debt, and medical bills. After one year we went our separate ways. Juxtaposing journal entries with theories of interpersonal communication, I consider the following questions: Might a lack of social safety nets foster demoralization, disengagement, and superficial ties? Has free-market fundamentalism trickled down to the micro level, once intimate relationships are calculated in purely "cost/ benefits" terms? I conclude on a hopeful note, describing the movement for universal health care in this country.

**Lee, David Haldane,** *University of South Florida*

Community-based care versus asset-based development: Some dilemmas of organizing

This paper is a qualitative, discursive analysis of community organizing models. Some community activists note the iatrogenic or harmful effects of otherwise well meaning social service. "Diagnostic imperialism" (Illich, 1975) suggests a process whereby communities are framed as problematic and in need of technocratic interventions, usually financed by tax revenue. By contrast, "asset-based" (McKnight, 1995) approaches seek to cultivate indigenous "social capital" (Putnam, 1995) that may already exist within so-called problem communities. Dilemmas arise when asset-based approaches are ideologically congruent with neoliberal policy. With public funds being spent on militarism, prisons, and budget deficits, free market fundamentalists seek to downsize publicly held social safety nets. In a conservative southern state, budget cuts in social service are characterized euphemistically as "community based care." How can asset-based

approaches be distinguished from a narrow, “cost-benefits” criteria? In this paper, a graduate student and activist considers some hidden discourses of public policy.

**Lee, Eunice**, *University of Illinois, Chicago*

Launching an exercise program for older people in the community

See Eun, Young

**Lee, Yoonhee**, *Arizona State University*

Korean and Taiwanese Immigrant Parents’ Perspectives of Preschool in the U.S: Preschool Opens the Door to the American Dream

See Chen, Tzu-Hui

**Lee, Yujin**, *University of Illinois at Urbana-Champaign*

Seeing both Sides of the Wall: Parallel Research Journeys

See Munson, April

**LeGreco, Marianne E.**, *University of North Carolina Greensboro*

Discourse Tracing as Qualitative Practice

As qualitative researchers continue to consider the ways in which we speak and write about our scholarship, opportunities for new and creative qualitative practices emerge. This paper illustrates one such innovative approach to qualitative inquiry by outlining a process called Discourse Tracing. Drawing extensively from process tracing, a qualitative method made popular in political science, Discourse Tracing attempts to document how individuals engage in discursive practices. Moreover, this approach also integrates qualitative advancements made in ethnography, critical language analysis, and participatory action research in order to focus on the use of text and language, especially during periods of change. In doing so, Discourse Tracing demonstrates how issues of ethics, evidence, and social justice have become increasingly important for both qualitative scholars and our participants.

**Leitmann, S.**,

Ethics of Exploring Evidence in a Risk Averse Environment

See Fielding, Angela

**Lemley, Christine Keller**, *Northern Arizona University*

Talking Forward: Critical Participant-Researcher Collaboration

The aim of this paper is to revisit steps taken in obtaining and maintaining access and entrée in an Indigenous community. The paper examines how a non-Indigenous researcher implemented participant-researcher collaboration (Mihsuah & Wilson, 1998) in an Indigenous community and used narrative inquiry (Clandinin & Connelly, 2001) to illuminate local “funds of [Indigenous] knowledge” (Moll, Amanti, Neff & Gonzalez, 1992) and local participant voices (Canagarajah, 1999) in the global educational research community. Although the research adhered to university protocol, and university institutional review board criteria, multiple tribal approvals were also required before, during and after the research project. This paper highlights the necessity to communicate

with research participants and other community stakeholders involved in regulating research.

**Lengyel, Thomas E.**, *American Humane Association*  
The Living Laboratory: From Experience To Policy

See Pinsoneault, Laura T

**Leslie, Jamie Lynn**, *University of Illinois at Chicago*  
Identification of philosophical paradigms through methodological analysis

Lincoln and Guba (2003) identify five philosophical foundations in research: positivist, post-positivist, critical theory, constructivism, and participatory research. They suggest seven criteria that describe a continuum for the philosophical paradigms: axiology, accommodation and commensurability, action, control, foundations of truth and knowledge, validity, and lastly voice, reflexivity, and postmodern textual representation. In this paper, I analyze 15 nursing references for their expression of these seven criteria and paradigms. Of the 15 articles, nine convey a post-positivist philosophy, four --critical theory, and two -constructivism; no articles portrayed a participatory research project. Control appears to be retained by the researcher; there is no reflexivity revealed; and there is no mention of relationships with participants. While some nurse researchers espouse alternative philosophies to positivism, these are not always evident in their writing.

**Leverette, Marc**, *Colorado State University*  
Theory Junky: The Academy as Fandom

In this paper we contend that the world of the academy (broadly) and the field of cultural studies (specifically) can be read as an instantiation of fandom. We begin by drawing on theories of subculture and fandom to establish the ways cultural theorists have approached the rhetoric, aesthetic, and material productions of fandom. Specifically, we conceive of mediated audiences as active collectives, which produce culture in complex ways. In recognizing these active cultures we seek to legitimize their production of texts by looking to our own production of academic work. In this turn we recognize that few differences exist between the production of fanzines, blogs, chat rooms, and websites by fans and our own academic activity. As scholars and critics, we have turned our tools into our culture. We devote our time, our money, and our love to that which we consume. We are no different than those masses so chastised by traditional humanism, the Frankfurt School, and the like, the only difference being the object of our affection?the academy. Ultimately, we advance the critical claim that the academy represents an example of fandom and fan culture that is an important area of study for its implications to the study of fandom and more importantly for the role academic fandom plays in the continual question in cultural studies of: What is Cultural Studies? It is at this site of our own fan discourse that we discover the importance of our constant (re)negotiation of the codes of conduct in the academe, define what is and, perhaps most importantly, is not scholarship, and derive the terministic screens that drive the pedagogical replication of self when we teach our students what cultural studies is and ought to be.

**Levin, Sue**, *Houston Galveston Institute*  
Ethics and Action Research During and After Disaster

The paper addresses both content and process of ethics and action research during and after disaster, using excerpts from the author's experiences in disaster response. The author worked in Sarajevo, Bosnia-Herzegovina, during the Balkan War, and in Houston, responding to people displaced by Hurricane Katrina in the immediate aftermath to this day. Academic versus community-based contexts provide different ethical guidelines and perspectives. Challenges to either approach to research ethics in post-disaster settings come from: the immediacy of the need for data collection; economics of funding for research; politics of who has access to respondents; and proximity to the disaster site. In addition to these challenges, trust, labeling and insider/outsider relationships will be explored and discussed in this paper.

**Lewis, Jacqueline**, *University of Windsor*  
Shifting the Focus of Sex Work Research: Exploring How Policies Impact Health

Over the past 30 years, Canadian researchers have come to recognize that health and well-being are affected by public policy in all social sectors. For sex work researchers, such a shift draws our attention to the impact of a wide-range of public policies and programmes. The research discussed in this paper raises awareness of both the direct and indirect impact of public policies on the work, health and well-being of sex workers. It indicates that the convergence of policies from several levels and sectors of government and their agencies creates a situation of competing jurisdiction which can impede the development of healthy public policy. Using data from 2 large scale community-based qualitative sex work research projects, this paper explores the benefits of adopting this type of approach to sex work research.

**Leyva Flores, René**, *Instituto Nacional de Salud Pública de México*  
Formas de respuesta al riesgo de ITS/VIH/SIDA en mujeres compañeras de migrantes, México

See Ochoa Marín, Sandra Catallina

**Lievens, Bram**, *Vrije Universiteit Brussel*  
Learning about everyday and future ICT practices: with or without online diaries

See Jacobs, An

**Lin, Gloria**, *University of British Columbia*  
Decolonizing Participatory Action Research

See Gill, Hartej

**Lin, Jen Yin**, *Arizona State University*  
Perform Beyond the Curtains: Deconstructing the Socially Constructed Identities of International Students from Asia Through Theatre

Performance is a space for people to meet themselves. Through performative actions such as storytelling, improvising, and images exploring, people re-imagine/replay/reformat their lives. In my project, I apply theatre as a tool to disman-

tle the socially constructed identities of international students. For many decades, international students have come to the United States to pursue their dreams of success as citizens in the academic nation. However, without sharing ownership in such a multicultural classroom, international students often lose their voices and visibilities in academic community. Employing concepts of performance studies' and critical race theory, such as cultural performance, performativity, liminality, and counter-storytelling, I aim to explore the ways in which a group of Taiwanese international students performs their identities by generating personal narratives and dialogues through theatre activities. I will also perform my project as a solo-performance in order to present the performative attributes of my research findings. By employing theatre as a medium for exploring transformation, my performance serves as a stage for international students from Taiwan to shake the socially constructed performance through their own voices.

**Lin, Shih-Chiang John**, *Fo-Guang University*

Open-source Software: A Solution for School Technology Integration?

Technology integration has claimed the major role in the school reform agenda. In the past ten years, the United States has spent more than \$40 billion dollars building the infrastructure and training its teachers in order to improve the speed and quality of technology integration at school (Dickard, 2003). Similar to many developing countries, however, the schools in Taiwan do not have sufficient budget to catch up with the technological investment in the U.S. Moreover, the Taiwanese educational ministry has been acting strongly against schools using illegal software in the protection of intellectual property. Consequently, many school administrators are faced with such a dilemma as to how to provide students with an environment with proper technologies. Open-source software, which is also called free software, literally charges schools no money for its use and becomes one handy solution for "cheap" technology integration. While lowering the cost, open-source software at the same time requires users to be equipped with better computer skills. Thus, technology integration using open-source software puts great demand on teachers' technical skills and sometimes makes teachers resistant to it. In addition, as the outside environment is using commercial software, it becomes difficult to sustain the use of open-source software.

**Lincoln, Yvonna S**, *Texas A&M University*

Deploying Qualitative Methods for Critical Social Purposes

Twenty years ago, in her famous Harvard Educational Review paper, Elizabeth Ellsworth questioned the assumption that critical perspectives were either empowering or transformative. Embedded within patriarchal forms of reason, enlightened logic, and male domination, the attempted construction of a critical lens can easily create an illusion of justice that actually reinscribes old forms of power. Further, such inquiry cannot be described using traditional research language like models, predetermined linear methods, or any form of unquestioned methodology as practice. Although there are contemporary researchers who claim to use critical qualitative research methods (and we may be among those), these practices often do not transform, or even challenge the dominant. This paper will be designed to discuss that scholarship asking the questions: How do we filter research through a critical lens? What does that mean for research

issues/questions, frames that construct data collection and analysis, and forms of interpretation and dissemination?

**Lindemann, Kurt**, *San Diego State University*

*My Ghost Brother: Social Science and the Poetics of Inquiry*

The social scientist gazes out his rainy office window and sees a double reflected back, a stranger whose fluid and prismatic view of the landscape just outside is flattened by the computer screen on which he composes his articles. Drawing on the work of Denzin, Richardson, and Pelias, this performative inquiry into the process of social science uses poetry and performance to interrogate the sometimes “double-life” led by qualitative researchers in the academy. In doing so, this paper continues the work called for by Bochner and Ellis to explore the gaps between “the drama of social life and the legitimized modes for representing it.” By embodying such poetic inquiry through performance, the social science researcher is able to move beyond the rainy office window into treacherous landscapes verdant with possibilities.

**Lindemann, Kurt**, *San Diego State University*

*Hardly Working: Masculinity, Autoethnography, and the Study of Organizational Life*

The study of masculinity in organizations has been approached from a variety of critical and traditional qualitative perspectives. While much existing research questions the seemingly inextricable links between identity and gender, work and self-worth, and emotion and rationality in a variety of organizational contexts, little of it challenges the more-or-less rational, social scientific approach on which it is built. Through an embodied, autoethnographic inquiry into work and family life at a small business, this paper begins to pull at the loose threads hanging from the tapestry of organizational communication research, challenging traditional research approaches and representations as well as affirming the commensurability of autoethnography and organizational communication theory. In the process, this paper exposes and interrogates the often elusive masculine subject position, illustrating the benefits of such an approach to studying gender and masculinity in organizational life.

**Linstead, Stephen Andrew**, *University of York*

*Listening for the Meaning, not the Transcript: Interviews as Flexible Soundscapes*

Whilst the interview continues to be the dominant mode of qualitative inquiry, especially in management and organization studies, the need to explore its potentialities more fully has been broadly acknowledged (Alvesson 2003). However, when recorded interviews are being transcribed, researchers typically listen for a “textual” output, rather than picking up on the much wider range of aural cues to attitude, mood, meaning, and the likely significance of the unsaid. This paper will use the example of the work of the producers of the original “Radio Ballads”, an ethnographically based radio series (1957-64) and the “Radio Ballads 2006” and will demonstrate with taped archive material how the producers/interviewers 1) saw the interview as a responsive method, to be varied according to the informant 2) treated their interviewing practice as experimental and unfolding 3) saw the process as intensive but recursive, and even fragmentary 4) adapted

it to personal psychological and collective socio-economic-political issues 5) saw the soundscape as a key part of the emotional landscape of the speaker - as "evidence" in the setting 6) pursued the "living emotion" in recounted events - seeking to recreate it in the interview conversation even where as long as half a century intervened. I conclude with some recommendations for "broadening the bandwidth" of the interview.

**Lloyd-Jones, Brenda**, *University of Oklahoma*

Justice as Healing: Examining Three Restitution Outcomes in the Context of Two Distinct Cases

The paper examines the construct of justice as an integral part of the healing process after crimes against humankind. Such a concept attempts to provide victims of historical and generational oppression with a way to overcome the detrimental effects of their domination and dehumanization. Experimentation with methods that achieve the goals set forth in this type of justice, however, has been shown to be limited. This manuscript will investigate three specific methods of achieving justice—reparations, truth commissions, and amnesty—and it will analyze these processes in the context of two historical events occurring in the lives of two distinct groups of people: African Americans and Palestinians. The essay will explicate the premises of African-American reparation in general and the denial of and need for reparations in a specific case—the Tulsa Race Riot of 1921. The practices and outcomes of truth commissions and amnesty will be featured in a discussion of a Palestinian example.

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

Wanting

In this performance I use personal narrative to query and queer the dynamics of desire and lack across three countervailing instances of wanting.

**Logan, Bridget Linehan**, *University of Massachusetts Amherst*

Partners and spouses: terminology to reflect current reality

In recent decades there has been an increasing acceptance of the variety of compositions of modern families, especially in regard to the adults in families. This is reflected in several U.S. states legalizing same-sex marriages and the broadening of the definition of domestic partner by some insurance companies. Yet much of the current research in healthcare on couples continues to use the term spouse instead of partner. This focus on spouses excludes a significant portion of today's society from which we could be learning, and whose experiences we are obliged to include. This paper compares the various uses of the term partner, which today has specific connotations. Researchers are encouraged to make use of the term partner instead of spouse when determining inclusion criteria, not only for the sake of a more accurate reflection of today's reality and an increased breadth of data, but also because we have an ethical obligation to do so.

**Logue, Jen**, *UIUC*

Méconnaissance and Passions for Ignorance: A Lacanian Approach to Queering Qualitative Inquiry

When subjects speak, what registers and what escapes us? If we desire to be recognized as embodying certain characteristics, what happens when we are not?

Challenging the way scholarly research fails to account for affect, I unearth some of the complications involved when we centralize the role of desire in what we see and don't see, learn and fail to learn in ethnographic research. The Lacanian contention that all knowledge is paranoid as it is constituted by a passion for ignorance is outlined and critically evaluated in terms of how it might inform qualitative inquiry on youth and sexuality. I examine how fantasy and resistance to difficult knowledge structure identities and how misrecognition constitutes knowledge of self and other, complicating understandings of self, other, and desire, as well as possibilities for reciprocity between the researcher and the researched.

**Logue, Jen**, *University of Illinois Urbana-Champaign*

What's Been Left Out is (Queer) Sex: Gay Space/"Straight" Talk

See Mayo, Cris

**Loh, Florence**, *Smith College*

Dispassionate Assessment and Emotional Commitment: A Self-psychological View of Reflexive Understanding

This paper explores Self Psychology's vision of how empathy and introspection combine to build understanding in all human interactions. While empathy is the means through which an observer/researcher grasps an internal "sequential process" within another person, reflexive introspection combines an empathic grasp of emotions and motivations with a cycle of cognitive reflection (Kohut, 1968, p. 95). Together they allow for a rich understanding of others. Awareness of emotions is vital: Kohut states that "The choice of theoretical viewpoint(s) which psychological observers make, depends not only on the dispassionate assessment of the merit of the particular position that chosen, but on emotional commitment to it (p. 92). Self Psychology offers ideas about how we can become more attuned to our own emotional commitments, and those of others. These ideas, and the associated practice techniques, offers ways to imagine and enhance reflexivity in qualitative research.

**Lomeli, Salvador Jimenez**, *Universidad de Guadalajara*

Acercamiento Al Programa Institucional De Tutorias De La Universidad De Guadalajara. Estudio De Caso: Departamento De Sociologia.

See Garcia, Jose Luis Dueñas

**London, Tracy**, *The University of British Columbia*

The evidence and ethics of inquiry into corporations and human rights

This paper will examine the implications of Jurgen Habermas' theory of communicative action and discourse theory of law and democracy for qualitative inquiry into corporate accountability for human rights. Corporations, non-governmental organizations, and governmental bodies communicate validity claims on whether corporations' deleterious impacts on global communities and the environment are matters of social justice. The social work researcher who is examining the legitimacy of corporations, non-governmental and governmental bodies' validity claims on ethics and evidence enters into a contested public sphere where the researcher's own ethics and evidence are subject to controversy. The social work researcher's justification of her argumentation as legitimate and

truthful requires her to apply methods that are democratic in both substance and procedure.

**Londoño, Silvia Elena**, *San Buenaventura*

Representaciones sociales de los jóvenes de la ciudad de Medellín sobre el consumo de sustancias psicoactivas en relación a sus escenarios

See Cano, Victor Hugo

**Lopez Daza, German Alfonso**, *Surcolombiana*

La Corte Corte Constitucional colombiana: ¿Un gobierno de los jueces?

La justicia constitucional en el mundo ha presentado una notable evolución y Colombia no ha sido ajena a esta tendencia global. Desde su entrada en funcionamiento en 1992, la Corte Constitucional colombiana ha sido protagonista del desarrollo de la Carta del 91' hasta tal punto que ha legado a afectar notablemente, presupuestos básicos intocables del anterior régimen legal, como la seguridad jurídica. Bajo los postulados de la defensa de la Constitución, del Estado Social de Derecho y de los derechos fundamentales, la jurisprudencia del tribunal constitucional colombiano ha enfrentado decisiones tomadas por los otros poderes y por jueces y magistrados, lo que ha generado el apelativo de gobierno de los jueces.

**López, Adolfo Alejandro**,

Representaciones sociales de Jovenes infractores sobre actos violentos. Medellin 2005-2006

See Agudelo, Luz María

**López, Alba Lucero**, *universidad Nacional de Colombia*

No se porque me enfermé...tal vez es la vida dura que he tenido que llevar

See Castellanos, Fabiola

**Lopez, Teresa**, *University of Guadalajara*

Conceptual dimensions about slenderness in mexican adolescents

See Lopez-Coutino, Berenice

**Lopez-Coutino, Berenice**, *Universidad de Guadalajara*

Conceptual dimensions about slenderness in mexican adolescents

Objective: To explore conceptual dimensions of slenderness in female adolescents of city Guadalajara, Jalisco, Mexico, in order to explain the relationship between concept and eating disorders. Methods: An exploratory study with 38 students selected by propositive sampling. It was applied semi structured interviews through free lists and pile sorts. It was investigated associated term of slenderness and groups of conceptual dimensions. It was applied consensus and dimensional analysis. Results: Consensus model showed high homogeneity of slenderness conceptions. The dimensions were: obsession for slenderness, eating disorders, to imitate models, to be health and to be accepted. Conclusions: The dimensions emphasized discrimination and exclusion shape of body; a vigilant form, cares, emotional and social believes in turn at body conditioned by mass media, family and school. The results would be integrated in prevention and

diagnostic programs of eating disorders and to explain some institutions influence in corporal image dissatisfaction.

**Lopez-Coutino, Berenice**, *University of Guadalajara*

Conceptual dimensions about slenderness in mexican adolescents

Objective: To explore conceptual dimensions of the slenderness of female adolescents of the city of Guadalajara, Jalisco, Mexico. Methods: An exploratory cross-sectional study was realized; 38 subjects of female students were selected by propositive sampling. It was applied semi structured interviews through free lists and pile sorts. It was investigated associated terms of slenderness and groups of conceptual dimensions. It was applied consensus and dimensional analysis. Results: Consensus model showed high homogeneity of slenderness conceptions. The dimensions were: obsession for slenderness, eating disorders, to imitate models, to be health and to be accepted. Conclusions: The dimensions of participants showed a holistic vision of slenderness. It emphasizes discrimination and exclusion about shape of body; a vigilant form, cares, emotional and social believes in turn at body conditioned by mass media, family and school. The results would be integrated in prevention and diagnostic programs of eating disorders.

**Lorenz, Laura S**, *Brandeis University*

Living with Brain Injury: The Survivors View

This photo elicitation study of lived experience with brain injury asked adult brain injury survivors to take photographs of living with brain injury from their perspective and talk about them with me. Their resulting visual narratives are evocative portrayals that resist current medical models for rehabilitation from brain injury, engage us in their contexts, and make us feel. Each narrative is a series of images and their interview texts centered on a common theme. A newly injured respondent shows us the disorder in his life and his frustrations around food?buying, storing, preparing, and tasting it. A survivor injured four years ago engages us in her ongoing struggle to reconcile what she calls the "darkness and light" of her life. A third, whose injury occurred 17 years ago, relates a narrative of identity in which she speaks in a "chorus of voices" as chef, gardener, librarian, and brain injury survivor.

**Lorenz, Laura S**, *Brandeis University*

Subjectivities of narrative and interaction: Learning from writing about acquired brain injury

Writing up research that used photo-elicitation and narrative analysis methods with adult acquired brain injury survivors in the United States shows the influence of emotions on the processes both of healing from brain injury and of learning by the social science researcher. For three of the 11 brain injury participants who participated in my study, I selected several photos and their accompanying interview text to form a participant's visual illness narrative, illustrating a theme that emerged during the photo taking and discussion process. Seeing, hearing, and reading participant data engaged my emotions, thus signaling topics?such as frustration, disruption, and passion?to reflect on in my own life, write about, and then explore further in the literature. Citing examples from three brain injury survivor visual illness narratives, this presentation will illustrate insights into

brain injury survivor healing, researcher learning, and policy that have emerged from writing this research.

**Lourie, Andrea,**

Girls Who Are Suspended or Expelled from School: There is More to Know Than Demographics

See Chang, Chien-Ni

**Lowe, Amanda B.,** *Duquesne University*

Resistance is Futile/Honor the Resistance: Questioning the Use of War Metaphors in Social Justice Discourse

Many of the metaphors used in social justice discourse invoke war, destruction, and punishment, and seem to lead to conceptualizing justice in terms of vanquishing an enemy--and thus, silencing the radically Other. Ironically, as in "militant utopianism" this enemy is often human conflict, aggression, and oppressiveness itself. In light of existential psychological theory, I will suggest that we can conceptualize aggression and oppressiveness not as enemies to be destroyed but as two common faces of ordinary human pain and fear. Further, I will discuss psychological practices that each individual can do to cultivate the ability to seek, honor, and make peace with the inevitability of human conflict--even in the face of radical incommensurability.

**Lozada, Héctor García,** *Nacional*

Salud Urbana Y Política De Biocombustibles En Colombia

El auge mundial de la producción de combustibles de origen biológico (agrocombustibles) como respuesta al fenómeno del cambio climático, se justifica esencialmente por la reducción de las emisiones de carbono y por los beneficios para el sector agrícola, principalmente en los países en desarrollo. Este discurso deja de lado los impactos potenciales sobre los ecosistemas, por la intensificación de monocultivos, y sobre la salud pública, por la emisión de sustancias tóxicas en las ciudades, al quemar el etanol mezclado con la gasolina. Mediante un enfoque cualitativo interpretativo, en este ensayo se examina cómo surge en Colombia la Política del Alcohol Carburante-PAC y cómo se contempla la dimensión salud en la PAC. Se usa el modelo de las "corrientes múltiples propuesto por Kingdon (agendas, alternativas y política) y el método narrativo como un instrumento útil para dar cuenta tanto del proceso como del contexto en el que se toma la decisión

**Lozano, Jorge Prudencia,** *Comfacauca Tecnologies Institute*

A Letter To Whoever May Be Interested. Cinemagraphic Language And Qualitative Research.

A epistemological reflection about methodological proximities between the proceedings of cinematographic production and those of qualitative research, starting with their processes of narrative construction, within which is central the concept of "action" as an ethical, esthetic, and ethnographic category. It is hoped that this proposal will have pedagogical and didactic implications, both in formal education (primarily in the study of the social disciplines) and in the non-formal areas through the expression of local esthetics, cosmovisions, ver-

sions of reality and in general the epistemologies that belong to cultural, social and diverse communities.

**Lozano, Jorge Prudencio**, *Instituto Tecnológico Comfacauca*

Carta a Quien Pueda Interesarle. Lenguaje Cinematográfico e Investigación Cualitativa

Reflexión epistemológica acerca de las proximidades metodológicas entre los procedimientos de la producción cinematográfica y los de la investigación cualitativa, a partir de sus procesos de construcción narratológica, dentro de los cuales es central el concepto de "acción" como categoría ética, estética y etnográfica. Se aspira a que esta propuesta tenga implicaciones pedagógicas y didácticas tanto en la educación formal (principalmente en el estudio de las disciplinas sociales) como en la no formal a través de la expresión de estéticas locales, cosmovisiones, versiones de la realidad y en general epistemologías propias de sectores culturales, sociales y comunitarios diversos.

**Lozza, Edoardo**, *Università Cattolica*

Analyzing social demand for psychological services in order to develop a new higher educational offer: a qualitative participatory study

See Bosio, Albino Claudio

**Lukenchuk, Antonina**, *National-Louis University*

Classrooms as Places of Enchantment: Can We Enlarge Our Conception of What Is Possible?

This paper presents philosophical analysis of fairy/folk tales, myths, and archetypal images from several cultural traditions and makes implications for the imaginative education and culturally inclusive curriculum. Collingwood's (1889-1943) "historical method" is central to the analysis. It challenges positivist epistemology and seeks knowledge (via Hermeneutics) through faëry fays?the work of enchantment. Through the re-enactment of our historical tales, we re-write our stories and we learn to understand who we are as inhabitants of present life-worlds. "When imagination works, everything works!" (Bachelard, 1884-1962). Conceived as imagination, in addition to its conventional goals, education should and will work! Educators ought to be on a "hero's journey." Classrooms are not only structured and orderly places where teaching and learning take place: they are animated by different characters?heroic, narcissistic, courageous, or wild. They are places of re-enactments of our stories. They are places of enchantment.

**Lukenchuk, Antonina**, *National-Louis University*

The Ethics of Care and the Politics of Justice through the Eyes of Refugees: Collaborative Service-Learning Research Project

This paper presents service-learning/participatory research project conducted by two graduate students and their instructor in Refugee Center. The project began as part of the research course assignment and continued throughout the academic year by the instructor. Progressive and emancipatory paradigms emerged out of the context of our engagement in the life of refugee parents and their two school-age daughters. The research unravels complex and "lived-through" issues of immigrant laws and rights, social justice, and ethical dilemmas that surround them. It demonstrates the power of service-learning as transfor-

mational philosophy and pedagogy within and beyond the university graduate studies. We pose new questions about teaching and learning in American school culture of diversity, conflict, and inequity, as well as of responsiveness, recognition, and acceptance. At the heart of this research are personal narratives?seven distinct voices of the participants. For all of us, it has become a life-transforming experience.

**Mabasa, Layane Thomas**, *University of Limpopo*

Selective Listening? Challenges and Difficulties in presenting Qualitative Research Results to Government Officials

This paper intends to present challenges and difficulties that qualitative researchers face in convincing government officials to accept the authenticity of qualitative research results. It is based on the study that was conducted in the Limpopo Province of South Africa. The study looked at the supply of learner support materials to secondary schools focusing on textbooks. A case study approach was used where five schools were visited in the Limpopo Province. Book suppliers, learners and officials in the department of education were interviewed. Documents related to the supply of learner support materials to schools were also consulted. The study found that the system is at the brink of collapsing. Meetings were arranged with a Member of Executive Council for education and other government officials in the Department to present the results. It is from these meetings that challenges and difficulties arose. The presentation will reflect on those challenges and difficulties.

**Macintyre Latta, Margaret**, *University of Nebraska-Lincoln*

Aesthetic Inquiry: "About, Within, Without, and Through Repeated Visits"

The emphasis on crossing intellectual and disciplinary boundaries is a fertile ground for aesthetic-based inquiry. Aesthetics, understood as attention to the act of creating meaning from within the act of creating itself, yields to process, challenging traditional disciplinary and institutional structures, striving for connections between and amongst disciplines, demanding continuous engagement in reflection and deliberation, and honoring inquiry as complex, creative, and developmental in nature. As such, a raw immediacy of concrete realities and relationships presents itself. Conceptions are reworked through negotiating these realities and relationships, manifested in ways of seeing, and then seeing again. The ongoing reflexivity between self and other(s) is the task embarked upon through aesthetic inquiry. It reminds participants that aesthetic engagement is about research practices that are inherently relational. The significances the aesthetic holds for learning, teaching, and researching are found within such ontological reciprocity. And, so, this presentation explores the aesthetic inquirer's rhythmic thinking movement of surrender and reflection. It examines the consequences of moments of synthesis, carrying forward into new relations. It reveals the role of imagination in order to consciously adjust new and old understandings through repeated visits. Thus, aesthetic inquiry deliberately expects and occasions embodied understandings. Indeed, its power and potential are found within such integrity to the nature of aesthetic experience.

**MacKenzie, Sarah Kate**, *Bucknell University*

Pieceful Rendering: One (re)searchers journey through possibilities of finding and making meaning through fragments of metaphor

(Re)search is a complicated word, made up of dreams, expectations, evaluation, and repetition. It is a word that is often, within the Academy, veiled in the hegemonic wrappings of Truth. Within this rendering of the process of (re)searching, I draw on the methodology of a/r/tography to explore the complexity of the experiences of being an artist, yogini, writer, poststructuralist and teacher who does (re)search within the Academy. Using glasswork as metaphor, I piece and repiece fragments of genre across the space of this visual and textual rendering as a means to highlight the possibilities of ambiguity and multiplicity that may exist within process and meaning making across the work of living and making sense of lives. These fragments pieced together are fluid and temporal, yet as they merge in color and form we may grow in aesthetic and soulful awareness of expectations and possibilities of process.

**Madison, Soyini**, *Northwestern University*

The Urgencies of Performance for Qualitative Research: Dwight Conquergood and Reflections on Pedagogy, Politics, and Performatives

The panel will comprise three generations of students and scholars of Dwight Conquergood who will pay tribute to the body of work and the life experiences that he bequeathed to all us upon his passing in November 2004. Professor Conquergood led the way in exemplifying through his precise intellect and undaunted praxis what it means to live fully on the ground with the problems that beset our world. This is evidenced in his work with Hmong refugees in Thailand, Palestinians in the West Bank, street gangs in Chicago, and in his fight to end the death penalty. As a teacher, administrator, scholar and activist, who held all these domains in high honor, he was committed to the radical interpenetrations between theory, practice, and praxis. Professor Conquergood's work embodies what it means to embrace the urgencies of performance in order to enter, perhaps inhabit, the politics and beauty of qualitative research and ethnographic inquiry. The panel will take up in varying tones, emphasis, and forms that are neither exclusive nor limited to Professor Conquergood's contributions relative to landscapes of Otherness, pedagogies of radical inquiry, tools of scholarly representation, and methodologies of creativity, critique, and citizenship.

**Madjar, Irena**, *University of Auckland*

Youth research ethics in the age of Bebo

In research with high school and university students we have been challenged to meet the often competing demands and expectations of institutional ethics committees, schools, research participants, and our own need to act with personal and professional integrity. Our experience has highlighted different understandings of informed consent, privacy and confidentiality, and commitment within a research project. In this paper we will outline some of the problematic issues, why they need to be considered seriously, and why adherence to principle-based ethics alone might not be an adequate response to the problem of research ethics involving young people in today's society.

**Magasi, Susan**, *Rehabilitation Institute of Chicago*

Ethical and Emotional Issues in Engaged Community-Based Disability Research

While Institutional Review Boards are designed to protect the rights of research participants, no such structure exists to protect the researcher from the physical, emotional, and ethical vulnerabilities created in deeply-engaged community-based research with people in crisis. In order to examine some of the ethical and emotional tensions that can arise in engaged field research, this presentation will draw on two 16-month long ethnographic cases studies of women with disabilities who were transitioning to community living after nursing home discharge. The liminality of the research relationship, responsibility to research participants during and after the study period, unequal benefits from the research endeavor, and the impact of secondary trauma raise ethical, emotional, and social justice concerns that warrant critical analysis and open dialogue among qualitative health and disability researchers.

**Makagon, Daniel**, *DePaul University*

Sonic Culture: Audio Documentary as Qualitative Research

This paper examines various forms of audio that can be used to record and represent fieldwork: soundscape recordings, soundwalks and sonic maps, radio diaries and audio essays, as well as audio documentaries and historical documentary using archival sound. Each of these sonic recordings provides a set of models for taking into account the possibilities of the audio form. Special attention is paid to the ways in which each approach can provide researchers with unique ways to expand their representational repertoire. Although audio most explicitly focuses on helping audiences hear culture in practice, implicit (and at times explicit) in the discussion is the ways in which audio also allows us to see and feel the environment that is being studied and how these approaches extend forms of observation, participant observation, historical research, and interviewing.

**Mallozzi, Christine Ann**, *University of Georgia*

Her lips say yes, but her body says no: Researcher reactions in a feminist qualitative interview study

The term feminist qualitative interviewing encompasses varied approaches but each involves tensions between maintaining empathy and honoring the differences between researcher and participant. As part of a multiple interview study that interrogated gender construction of female preservice teachers, the researcher will examine her reactions in word and in body to participants' responses about elementary school teachers. Gee's (1999) discourse analysis of interview transcripts and reflections revealed inconsistencies in the researcher's agreeing with participants in word but disagreeing more silently in bodily reactions. This examination raises ethical questions about the responsibilities that feminist researchers have to their work and to participants, as well as issues of rigor in how feminist research can be viable in the current culture of qualitative research critique.

**Mangieri, Rocco Mangieri**, *De Los Andes*

Arte como investigación cualitativa en la acción transformadora de la ciudad

See García, Oscar Enrique

**Manning, Killian**, *University of North Carolina at Greensboro*  
Conversations with the Muses: Evidence and Inspiration

See Poulos, Christopher

**Manrique Abril, Fred Gustavo**, *Universidad Nacional de Colombia*  
Conocimientos, atribuciones y acciones de padres y maestros frente al consumo de sustancias psicoactivas en adolescentes

See Rivera Alvarez, Luz Nelly

**Manwaring, Joanne**, *University of South Florida*  
You Are Invited?: A mother and daughter's journey through special education

A mother of a child diagnosed with a hearing impairment, concurrently pursuing a career in special education, traces their personal journey through special education in two states from diagnosis through eventual dismissal and deferment. Told in the two voices of mother and daughter, the performance presents the anxiety and anguish parents experience in IEP meetings, as well as the comfort felt when a good relationship is established between professionals and parents. The parent's experiences mirror the desire for communication and the quest for information that research has revealed as important factors in parent satisfaction in special education. The child's experiences provide insight into the feelings of children identified with a disability and how those experiences impact their educational lives.

**Manwaring, Joanne**, *University of South Florida*  
Poignant Strangers

The stories of two strangers, nearing the end of their lives, are intertwined. For an aged gentleman, his reflection on his life reveals regret, loss and confusion regarding his past choices and present life circumstances. Lying in a hospital bed, sharing her room with a dying old woman, an elderly woman muses about the loves and losses of her life. Together the stories capture the richness of lives well-lived yet also the sadness and solitude of old age. While one individual is blessed with physical health, his mental state does not share his fortune. In contrast, the other eagerly anticipates the future, despite her present hospitalization. Both stories offer solace for those who are lost in the loneliness of old age, and the idea that there is always hope in the connection of humans.

**Marinucci, Mimi**, *Eastern Washington University*  
One of these things is not like the others

Focusing on sameness between the sexes, liberal feminism dismisses traditionally feminine women as traitors to the ideal of equality. Focusing on differences between the sexes, lesbian feminism dismisses butch women and transgender men as traitors to the ideal of separatism. Meanwhile, the anti-essentialist perspective within queer theory seems at odds with the gender essentialism that underlies some expressions of both normative and transgender identities. Neither the hypostasization nor the elimination of sex, gender, and sexuality categories grants simultaneous legitimacy to butch and femme women as well as transgender men. It is therefore important to acknowledge that, although the selection criteria for designating some things as different from others may be empirically

underdetermined, the categories created by these designations have real implications. Queer theory resists essentialism to affirm the lived experiences of those for whom essentialist categories are problematic?not to deny the experiences of those for whom they are not.

**Markula, Pirkko,** *University of Alberta*

Movement-Vision? Dance as Performance Ethnography

In this paper, I examine how dance might act as performance ethnography that creates change in the ways we think of cultural theory. I focus specifically on how the process of making a contemporary dance piece can embody cultural-theoretical vocabulary specific to the body and as such provide new directions to think about movement as an impetus for social change. My paper draws heavily on Brian Massumi's (2002) philosophical work that allocates the body an active role as a catalyst for change in cultural theory. His concepts, body without image, quasi-corporeality and affect, have provided specific understanding of the possibilities of the dancing body to create change. I will conclude by examining the affect of using dance to spur cultural theory into action.

**Marquez, Jorge A.,** *University of Illinois, Urbana-Champaign*

An Idiographic Analysis of Emotional Overinvolvement Among Mexican-American Caregivers

Researchers have observed that the home environment to which mentally ill patients are discharged is associated with how they fare when returning to the community. Specifically, high levels of expressed emotion (EE) by family members of mentally ill individuals have been associated with psychiatric relapse. EE refers to the attitudes, behaviors, and affect given towards a mentally ill patient by family members. EE is comprised of criticisms and hostility, emotional overinvolvement (EOI), and positive remarks and warmth. Furthermore research has shown cultural differences pertaining to levels of EE domains. Utilizing a qualitative approach, this study attempted to reach a descriptive understanding of how Mexican-American caregivers navigate EOI when characterized as high on warmth and low on criticism. Qualitative analysis of three mother care-giver interviews demonstrated differences on behaviors such as over-protectiveness, self-sacrificing, communication, amount of contact, son's level of functioning and differences in how they cope with their son's illness.

**Martín Horcajo, Montserrat,** *Universidad de Vic.*

Ethical and political considerations of the (auto) qualification process in teacher education

See Sicilia Camacho, Alvaro

**Martin, Carmel M,** *Laurentian University*

Unbounded opportunities and synergy: mixed methods and complex adaptive systems theories and complexity science in Health Care

Mixed methods research has increasing potential to influence health systems with the rise of complex adaptive system theory and science. Health care reforms are limited by their inability to apply a static and reductionist evidence based to dynamic complex health systems, particular in the multidisciplinary patient-centred field of Primary Care. Complex adaptive systems are characterized by

(1) diverse agents that learn (2) nonlinear interdependencies (3) self-organization (4) emergence and (5) co-evolution. Current methods and design challenges and opportunities for innovation include the shifting base of quantitative research from static linearity and positivist qualitative methods to non-linear dynamic and interpretive models. On the whole, complexity theory and science represents an uncertain and dynamic reality with retrospective coherence with multiple lenses to make sense of dynamic emergent reality, which changes as we observe it. Embracing or reframing existing theories and designing research as we proceed will inform the dynamic health systems in which we operate.

**Martin, John**, *University of Wisconsin Madison*

Gaming and Reframing Experiences with Place-Based Inquiry

The Internet and video games have taken hold of our lives. The upcoming generation has been raised on video games. With so much time spent in virtual space, what will become of human connection to real places? Augmented Reality Games on Handhelds (ARGHs) -- GPS-enabled video games on mobile computers -- bridge the connection between real and virtual space by adding a layer of cultural data onto real places. My research at a deep woods camp for boys employs Place-Based Inquiry through a series of ARGH experiences that reframe space through community values, fostering a deeper connection to camp community and the cultures of place. This type of learning connects community content to meaningful practice in physical place. It taps into deeply embodied pedagogies of sensation through experiences -- not with bodies, but as sensing and moving bodies with cultural understandings that mediate most of our conscious experiences.

**Martin, Patricia Geist**, *San Diego State University*

Panel Discussion

See Krizek, Robert

**Martínez Carrillo, Esmeralda**, *Fundación Universitaria Del Area Andina*

Representaciones sociales y prácticas sobre estrategias de prevención en neumonía asociada a ventilación mecánica en un grupo de terapeutas respiratorios

See Mendieta Izquierdo, Giovane

**Martínez, Alejandra**, *Universidad Nacional de Córdoba*

Poverty, violence and masculinity in children's discourse

This paper shows reflections that provided a research work which main objective was to analyze how poor children, boys and girls, from 8 to 9 of Córdoba (Argentina), build discourse around their representations of gender norms (regulations that guide practices, expectations, ways of taking care of the body, etc.). In order to encourage children's discourse, we worked with focus groups in reception conditions (an animated film was shown during the study). We also interviewed teachers to find out aspects about children's characteristics and life style that could be interesting for the investigation. One of the study's conclusions is referred to how, in poverty situations, masculinity definitions are related to strong men bodies and violent behavior.

**Martínez, Alejandra,** *Universidad Nacional de Córdoba*  
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This paper shows reflections that provided a research work which main objective was to analyze how poor children, boys and girls, from 8 to 9 of Córdoba (Argentina), build discourse around their representations of "gender norms" (regulations that guide practices, expectations, ways of taking care of the body, etc.). In order to encourage children's discourse, we worked with focus groups in reception conditions (an animated film was shown during the study). We also interviewed teachers to find out aspects about children's characteristics and life style that could be interesting for the investigation. One of the study's conclusions is referred to how, in poverty situations, masculinity definitions are related to strong men bodies and violent behavior.

**Martínez, Alejandra,** *Universidad Siglo 21*

La problemática social de la convivencia y el respeto por las normas: Un estudio cualitativo sobre los modelos argumentativos y el manejo de la disonancia en el discurso sobre la situación del tránsito vehicular

See Merlino, Aldo

**Martínez, Anabertha Alvarado,** *Desarrollo Integral de La Familia*

Participatory action research to improve depression care in African-American and Latina domestic violence survivors

See Nicolaidis, Christina

**MARTINEZ, ANGELA BEATRIZ,** *Universidad Autónoma Metropolitana, Unidad Xochimilco*

Intentos de suicidio en jóvenes y sus significados

Este trabajo pretende dar cuenta de los avances de mi investigación doctoral sobre el intento de suicidio en jóvenes y sus significados. Primero presento los ejes teóricos desde donde trabajo (salud colectiva, estudios culturales y sociología de la juventud) en la búsqueda de entendimiento sobre cómo el pensamiento médico hegemónico ha influido en la producción del conocimiento científico sobre el suicidio. Después planteo la necesidad de construir una mirada que permita descubrir el significado que tiene para hombres y mujeres con intentos suicidas la muerte, el sentido de la vida, y la forma en que viven. Concluiré con algunos resultados iniciales de la interpretación de la información obtenida a través de entrevistas a profundidad a informantes que han intentado suicidarse contrastándolos con los significados de la medicina hegemónica.

**Martínez, Angela Beatriz,** *Universidad Autónoma Metropolitana, Unidad Xochimilco*

Significados de los intentos de suicidio en jóvenes de Tabasco. ADIS No.: 106

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**Martínez, Angela Beatriz, UAM-Xoch.**

significados de los intentos de suicidio en Jóvenes

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**Martínez, Angela Beatriz, UAM**

Significados de los intentos suicidas en Jóvenes

Este trabajo pretende dar cuenta de los avances de mi investigación doctoral sobre el intento de suicidio en jóvenes y sus significados. Primero presento los ejes teóricos desde donde trabajo (salud colectiva, estudios culturales y sociología de la juventud) en la búsqueda de entendimiento sobre cómo el pensamiento médico hegemónico ha influido en la producción del conocimiento científico sobre el suicidio. Después planteo la necesidad de construir una mirada que permita descubrir el significado que tiene para hombres y mujeres con intentos suicidas la muerte, el sentido de la vida, y la forma en que viven. Concluiré con algunos resultados iniciales de la interpretación de la información obtenida a través de entrevistas a profundidad a informantes que han intentado suicidarse contrastándolos con los significados de la medicina hegemónica.

**Martínez, Angela Beatriz, UAM**

Significados de los intentos suicidas en Jóvenes

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**Martínez, Jorge**, *none*

Importance Of Local Knowledge Approach To Comprehend Interactions In Agroforestry Systems Of Tropical Livestock Farms.

See Mora-Delgado, Jairo

**Martínez, Stephanie**, *University of South Florida*

A Girl Like Me: Exploring Issues of Being an African-American Female

See Robic, Anna

**Martínez, Stephanie A**, *University of South Florida*

On the Other Side of the Coin

This performance piece presents the transforming perception regarding education and the experiences of foster children. It shows how one individual starts out "In the darkness" by seeing only one side of the story as a teacher. She then moves to "Beginning to see the light" as she develops a working relationship with an employee of the group home where her students live. However, it is not until she becomes an advocate for children in foster care that she is "On the Other side of the coin, I am enlightened". This piece tells her story of how she begins to see how being in foster care impacts the education of these youth. She weaves into her story the voices of youth in foster care as well as the adults in these children's lives.

**Martínez-Salgado, Carolina**, *Universidad Autónoma Metropolitana (Xochimilco)*

Aproximaciones a la salud mental en un contexto de pobreza urbana

¿Tiene alguna importancia el mundo en el que nacemos para entender cómo se organiza y funciona nuestra mente? ¿cómo influye en nuestra estructuración psíquica la familia de la que formamos parte? ¿cuál es el peso de los recursos generados por la medicina occidental moderna sobre la aparición y el curso de los trastornos mentales? En este trabajo ofrezco una reflexión centrada en la situación de las familias populares urbanas y los estragos que esa modalidad solapada y anónima de violencia que es la pobreza llega a ocasionar en la salud mental de algunos de sus integrantes. Me refiero también a algunas de las vías de salida que en ocasiones logran llegar a abrirse a partir de su participación en ciertos estudios de naturaleza cualitativa.

**Martínez-Salgado, Carolina**, *Metropolitan Autonomous University (Xochimilco)*

A sad moment to be born to the medical profession in Mexico

The strong public health and social security network built in Mexico in the second half of the twentieth century, once a motive of national pride, is in a deep process of deterioration. Nowadays, the governmental preoccupation for the health of the population in conditions of poverty is reduced to a succession of sanitary programs oriented by the most doubtful evidences. In this paper I examine the narrations of a small group of medical students of a Mexican public university about their experiences during the obligatory annual medical social service. My purpose is to illustrate their upset when facing the precarious conditions of life of the families who inhabit the impoverished rural and urban zones to which they are assigned, and the violence done to the ethics of their profession

by the impossibility to carry out, in these conditions, the clinical and sanitary tasks they are in charge.

**Mathieson, Cynthia**, *University of British Columbia*

Contesting Deaf identities: Exploring the Contributions of Poststructural Readings

See Hole, Rachelle Deanne

**Matinez, Laura Carrillo**, *Universidad Autónoma Metropolitana-Xochimilco*

La evidencia en los estudios urbanos, el caso del centro histórico del Distrito Federal, México.

Introducción: el centro histórico de la ciudad de México presenta conflictos urbanos diversos, éstos han sido expuestos en infinidad de ocasiones por especialistas urbanos que han advertido los problemas de equipamiento, mal uso de suelo, ambulante y políticas urbanas entre otros; a pesar de lo anterior los estudios que se han acercado a explorar e indagar en los conflictos urbanos desde la mirada del ocupante con la finalidad de conocer sus procesos que le llevan a actuar han sido escasos. Objetivo: mostrar como el uso de nuevos métodos en los estudios urbanos puede ayudar entender los procesos urbanos populares en México. Método: Estudio de caso con entrevistas a profundidad a los habitantes del centro histórico de la ciudad de México.

**Matsuo, Hisako**, *Saint Louis University*

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S.

In the 1992-1995 Bosnian war, about one quarter of a million people lost their lives, and about 2.5 million Bosnians were displaced from their homes and became refugees all over the world. The US is one of ten nations that accepted Bosnian war survivors as refugees and with consequent status adjustment to permanent residency. It has been almost ten years since a large number of Bosnian refugees resettled in various parts of the US. Many of these Bosnian refugees tried to reconstruct a normal life in the new environment after being displaced from their own country. The data for this study were collected through face-to-face interviews with Bosnian refugees and analyzed, using grounded theory method. The study explored a question: what does it mean to be a refugee in a foreign country. Major themes emerged were resilience, sense of coherence, and spiritual healing.

**Maxwell, Joseph A.**, *George Mason University*

Evidence: A Critical Realist Perspective for Qualitative Research

The concept of "evidence" has been a problematic and contested one in qualitative research. Positivist and empiricist approaches to what constitutes evidence for research claims and inferences from qualitative data have been largely rejected by qualitative researchers, but there is currently no consensus within qualitative research on what constitutes valid or legitimate evidence, or even if the concept is appropriate for qualitative research. In this paper, I argue that critical realism, as a distinct alternative to both empiricism and constructivism, provides a perspective on these issues that is not only compatible with, but supports and augments, some basic premises of qualitative and interpretive research, including the

importance of individuals' meanings and perspectives, a focus on process, and the necessity of taking context into account. However, it also challenges other assumptions held by many qualitative researchers, including the rejection of a reality independent of, or entirely constituted by, social constructions.

**May, Virginia,** *alifornia Institute of Integral Studies*  
The Body and Online Learning

Using a co-operative inquiry methodology, three online students collaborated to research the relationship between their bodies and the online learning experience. Based on the shared experience of occasional disconnection, exhaustion, and resistance to engaging the online classrooms, the research assumption was that online learning is challenging because it feels disembodied. The researchers had diverse perspectives on what is meant by body and online learning as well as varied and creative ideas about how to collect and reflect on data. The inquiry therefore, allowed for divergent paths. Overall, this supported validity of all subjective experiences and maximum data generation. Skills defined by Heron (1998) - imaginal openness, radical memory, collaboration, presentational and informational communication, and heightened awareness of embodied presence - were utilized and developed. The research goal was to expand the understanding of the online experience and gain insights to improve students' capacities to be successful, happy, and integral learners.

**Mayo, Cris,** *University of Illinois Urbana-Champaign*  
What's Been Left Out is (Queer) Sex: Gay Space/"Straight" Talk

This paper examines the way that gay straight alliances become spaces for heterosexual students to simultaneously express complex sexual subjectivity but express limited ideas about "queer" subjectivity. Drawing on observations from high school gay straight alliances discussing the problem of heteronormativity and speculating on the barriers faced by young gay and queer people, this paper argues that heteronormativity is not simply a process of demarcating normative acts, heteronormativity can also be a process whereby the queerness in heterosexuality becomes centralized and the queerness of the lgbt students gets ignored. As discussion shifts away from discussing gay students, straight students' discussion indicates that their own sexuality, often more complicated than the simple term "straight" allows, is also missing from schools. Straight-identified young men want spaces to talk about "boy crushes." Self-identified straight girls identify with characteristics of lesbians—according to an article on how to know you're gay, being bored talking about boys may be an indication. But girls in the GSA respond, "that's stupid, everyone feels bored if you just talk about boys." Still conversation circles away from discussing what gay students might experience and turn back repeatedly to calls for curricula helping girls to negotiate condom use with boyfriends and shows self-identified straight students having difficulties imagining what gay students would want.

**Mayo, Cris,** *UIUC*  
Problems in Researching Queer and Ally Youth: Parental Consent and the Time of "Outness"

This paper examines various challenges to research queer and ally youth, arguing that parental consent forms intent on protecting youth are seen by youth

as creating additional risks for them. Drawing on research with queer and ally youth, I examine how the process of getting parental consent may raise difficult questions between parents and youth that potentially “outs” youth to their parents. In addition, the request for parental consent creates a situation where youth interest in sexuality?whether on the basis of their own identity and/or practices or based in their concerns about friends’ identities and/or practices?artificially stops the time of sexuality and fixes it as a particular kind of risk or problem. While youth themselves may be involved in questioning the meaning of sexuality, thinking about what alliance across sexual difference might mean, the potential crisis of the parental consent form interrupts their process and, as the students put it, call their sexuality into question as a settled issue.

**Mayora, Felix**, *Universidad Nacional Experimental Marítima del Caribe, Venezuela*

Magister sensorium: “episteme y experiencias investigativas”

See Jaramillo, Mlagros Del Valle

**McAindriu, Colm**, *California Institute of Integral Studies*

Going Home

This manuscript is both similar and dissimilar to published autoethnographic studies, such as Kay Picart’s *Inside Notes from the Outside* which examines the position of insider-outsider to several cultures,” this manuscript relies upon personal memories and interviews of teachers during a 2005 return home to Mississippi following an absence of 40 years, artwork, etc. as a means of reflecting on the context which formed the blueprint of my life. Issues concerning social justice are crucial to my work and are transformative, political and creative. I am a Black male who grew to maturity in segregated Mississippi from 1944 till 1963, and view this return home as a metaphor to capture its sacredness within decay.

**McCabe, Janet**,

Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void

See Holmes, Dave

**McCarthy, Jacob E.**, *Michigan State University*

Dyslexia and Website Design: The Importance of User-based Testing

See Swierenga, Sarah J.

**McCloud, Jennifer Sink**, *Virginia Tech*

Indigenous Documentary: A Transactional “Epistemological” Community of Practice

Indigenous actors from the Amazon to Australia participate in documentaries as a means to represent cultural identity, proclaim political goals and orchestrate change. Multimedia technologies have transformed the places/spaces for political and social agency as indigenous individuals transcend cultural and nation-state borders to fulfill social movement goals. In this paper, I argue that much of the literature concerning indigenous appropriation of technologies within social movement contexts has represented a dichotomous framing of indigenous identity, by attempting to ascertain whether the identity is authentically indigenous

or a product of Western Othering. In this paper I move beyond such framing and argue that we should instead evaluate documentaries as transactional, co-constructed sites of knowledge/identity production. I adopt the following lens of analysis: visual anthropology, situated learning in communities of practice and Deweyian transactionalism to examine the production and representation of indigenous identities in the documentary, *Flames in the Forest*.

**McCoy, Kate**, *SUNY New Paltz*

Epistemology, Ethics, and the Politics of Need: Discourse Analysis of Care Seeking by People Who Use Illicit Drugs

Drawing on Foucault and feminism, this paper utilizes data from several qualitative studies of illicit drug use to explore how needs talk around seeking medical care and drug treatment inscribes the bodies of people who use heroin as socio-cultural, political entities. The discourses of needs talk, both those authorized by service institutions and emanating from participants themselves, draw on competing assumptions about addictive drug use and are intricately informed by race, class, ethnicity, gender, age, health status, and other variables. In this data, needs talk both conforms to institutional expectations and refuses the identity formations implicit in them. This analysis aims toward a radical rethinking of needs talk against the formation of “docile bodies” and toward the recognition of and respect for “unruly needs.” This rethinking can form the basis for a more ethical social service provision and public policy practice for people who use heroin and other illicit drugs.

**McCullough, Amber**, *University of Memphis*

De/colonizing democratic digital learning environments: Carving a space for wiki-ology in qualitative inquiry

See Bhattacharya, Kakali

**McDonagh, Deana C**, *UIUC*

Who knows? Compassionate Research through Empathic Design

In every moment of our day we engage with the material landscape - the products and environments that shape our daily experiences. Increasingly Industrial Designers strive for functional products that also satisfy less tangible needs - emotional, cultural, social, and spiritual. There are a number of challenges facing the design community not least changing demographics, women living longer, verbal and visual oriented cultures. Currently the industrial design profession is predominantly male dominated, working largely within a positivist paradigm of inquiry. This paper will discuss the need for compassionate research methodologies that encourage and ensure authentic needs and desires are expressed by the very people who live with designed products and environments. Dialogic and visually oriented research methods may be more appropriate in eliciting and interpreting participatory design approaches, towards a shared understanding of design principles that question ways of knowing and ownership of knowledge.

**McDonald, Ruth**, *University of Manchester*

On being a grown up - or the politics of evidence in an English health policy setting

When our research was removed from the web due to interference by a government department whose policies it criticized, we began a process of negotiation and compromise. We congratulated ourselves afterwards on preserving our critical message. But reflecting on these events much later, what surprises me is not the interference, but the anodyne nature of our messages and the shaky foundations upon which they are based. Whilst taking great care not to let our dependency relationship with government funders blunt our criticism, we failed to reflect on the implicit assumptions (acknowledging political realities, being 'grown up' about our recommendations and so on) we brought to the research. As a result we engaged in a process of self-censorship, albeit at a level not consciously reflected upon. In this paper I outline these events and discuss the issues raised, with the aim of encouraging less 'grown up' approaches to researching policy and evaluating 'evidence'.

**McElroy, John M.**, *Michigan State University*

Transforming from Student to Teacher: The Rejection of "the Banking Concept of Education"

The largest religion in the world is not Islam, Christianity, or Buddhism; it is capitalism (Benn, 2007). This idea resonates with me as I begin teaching family finance next semester. It is sadly ironic that I find myself assuming this role of student educator at precisely the same time Americans' relationship with money is at its nadir. Briefly in the world of hyper-capitalism, consumer and public debt are at record level deficits totaling nearly \$13 trillion with workers experiencing unprecedented rates of personal bankruptcies and home foreclosures. However, teaching praxis as a global, cultural educator (Freire, 2005) is in direct conflict with many of dominant discourses in our communities and universities today (Golden, 2006). As a result, socializing new teachers to "choose the margins" (Denzin & Giardina, 2006) of praxis and to help students see the visible and invisible forms of discipline being exerted on them (Foucault, 1975) financially is increasingly rare in privatized higher education. Our qualitative research group has agreed to help me develop a process of 'praxis consciousness' and also to transform it into an active reality or "conscientization" (Freire, 1970). Auto-ethnographic narratives completed after each class and monthly interactions with the research group will serve as 'the balancing act' between telling, showing and consciously transforming power and socializing new teachers into knowledge of multiple active realities (Holman Jones, 2005).

**McGibbon, Elizabeth**, *St Francis Xavier University*

Health as a human right: The role of mixed methods research in global justice

The social movement to link health and human rights is relatively recent. The United Nations (UN) implemented the first worldwide public health and human rights strategy in the 1980s, through its global program in AIDS. Further, World Health Organization (WHO) initiatives in the 1990s, based on the UN Charter of Rights and Freedoms, brought health and human rights together in international law. Decades earlier, in the challenge of the Jim Crow laws, leaders in the civil rights movement in North America linked civil rights with the right to

health care, based on the lack of access to basic health care for African American people. The successful challenge of these laws led to the creation of a civil rights report card which detailed the results of human rights violations in the United States health care system. Social injustice has become increasingly linked to health and social policy, and poorer health outcomes, around the world. This presentation explores the relatively new global movement to combine qualitative and quantitative methods in the pursuit of health human rights.

**McGibbon, Elizabeth A.,** *St. Francis Xavier University*

Connecting the Politics of Evidence to Children's Public Policy and Social Justice: A Critical Social Science Perspective

See McPherson, Charmaine M.

**McHendry, Jr., George F.,** *Colorado State University*

Theory Junky: The Academy as Fandom

See Leverette, Marc

**McIntosh, Heather,** *Pennsylvania State University*

The Ethics of Archival Materials in Social Documentary

In 2006 Iraq War veteran Peter Damon sued Michael Moore for his portrayal in *Fahrenheit 9/11*. Damon claimed Moore incorrectly represented him and his opinions on the war. Had Damon signed a release for Moore, this entire lawsuit would be moot. But the footage of Damon first aired on NBC *Nightly News*, which subsequently licensed it to Moore. This case provides just one example of the increasing availability of archival footage, the increasing visibility of social documentary, and the intersection of the two. In this presentation I explore the ethical questions this case raises, in particular focusing on archival materials and social documentary. These questions include who created footage and how, who is represented in it and what is their role in its creation, who is using the footage and for what purpose, and how the current digital media environment forces reconsideration for both documentary makers and critical scholarship.

**McKeever, Patricia,** *University of Toronto*

Incorporating a transplanted heart: Phenomenology, identity and the 'gift of life'

See Poole, Jennifer Mary

**McKinley, Liz,** *University of Auckland*

The politics of evidence in social justice research

Evidence never speaks for itself. Because it requires an understanding of context and meaning for a particular situation, there are often debates about how to interpret previous research to inform educational policy. The current widespread use of evidence-based approaches to the evaluation of educational research has raised a number of issues for marginalized communities. This paper will explore issues around what counts as evidence, how evidence is chosen and by whom; the strength of the evidence base; the criteria by which the quality of the evidence is assessed; and the relevance of other forms of knowledge to various cultural contexts. The paper will also explore the tacit theories embedded in the push for evidence-based policy and practice, especially that of 'progress' towards

an 'effective solution' to the problem of inequitable outcomes of schooling. The paper will draw on current qualitative research projects designed to address 'high quality - low equity' educational outcomes and inform educational policy in Aotearoa New Zealand.

**McKinnon, Sara**, *Arizona State University*

Testimony Heard: Women, Asylum and the U.S. Immigration System

This performative presentation illuminates narratives of persecution for women seeking asylum. Specifically, the women in this study seek asylum on the basis of the experiences of gendered persecution in their home lands. For their experiences to be heard, their narratives must be framed by others (advocates, etc.) in order to be intelligible and appropriate to the language of the judicial space in which they are legitimated. Such framing, however, often misses the actuality and complexity of experience, which cannot be easily packaged within the conventions of judicial discourse. Through investigation of the narratives of women asylees, this presentation considers the challenges for feminists in aiding with the construction and packaging of these narratives toward both ethical and practical ends.

**McPeck, Keith Thomas**, *Southern Illinois University Carbondale*

Critical Environmentalism - An Epistemic Framework

See Anz, Craig Kyle

**McPherson, Charmaine**, *St Francis Xavier University*

Health as a human right: The role of mixed methods research in global justice

See McGibbon, Elizabeth

**McPherson, Charmaine M.**, *St. Francis Xavier University*

Connecting the Politics of Evidence to Children's Public Policy and Social Justice: A Critical Social Science Perspective

This paper will address the conference theme 'Ethics, Evidence and Social Justice' by considering the politics of evidence and children's public policy and social justice. A critical social science lens will frame the discussion that advocates a reformulation of the way in which the public service sector calls for and uses research evidence in public policy and service decision making. The overwhelming practice of using bio-medical ethical standards to judge qualitative research is discussed. The ethical and social justice impacts of this practice on two key domains is examined: (a) the dominance of the bio-medical model in health research priority setting and peer-review, and (b) the limitations of the bio-medical model on applied child health public policy research and social justice issues. An analysis of the politics of evidence and the central implications regarding the use of qualitative research in the pursuit of social justice issues for better child-focused public policy are advanced.

**McRae, Christopher J.**, *Southern Illinois University, Carbondale*

Based on a "True" Story: Interrogating Truth, Ethics, Evidence, Power and Audience Responsibility In/Outside the Academy

According to Barthes (1977) as soon as a fact is narrated?the voice loses its origin, the author enters into his own death, writing begins. Writing however, has consequences for readers and authors. This panel looks to the controversy surrounding the memoir *A Million Little Pieces* as a starting place for interrogating truth, ethics, evidence, power, and reader/audience responsibility. The phenomenon of Truth endorses an objective truth to be discovered, told and extolled. How do we understand such rigid expectations for truth, evidence, ethics, power and audience responsibility in light of a phony FEMA press conference, scripted audience questions to wannabe presidential candidates, and contrived evidence used for justifying war? What are the consequences of applying these concepts to qualitative research/writing? This interactive presentation will encourage action and promote questioning of the language of truth, ethics and evidence in culture and politics outside the sphere of the Academy.

**Meagher-Stewart, Donna Marie**, *Dalhousie University*

The Dialectic Between Trusted Intimacy and Critical Questioning in a Feminist Ethnographic Study: The Challenges, Strategies, and Outcomes

"For the (feminist) researcher the responsibility of engaging in a more personal relationship with those researched while collecting ethnographic and narrative data and writing the interpretive research text may be as difficult as it is joyful"(Bloom, 1998, p. 2). This paper presents the challenges, strategies, and outcomes of staying true to the reciprocity, responsiveness, reflexivity, critical questioning, and rigor called for in a feminist ethnographic inquiry with public health nurses (PHNs) in a large Canadian city. The purpose of this study, which was rooted in the interpretive and critical paradigms, was to understand the complex, everyday community development practice of PHNs with women in high risk environments from the standpoint of the nurses. I aimed to uncover and mediate meaning between the voices of the PHNs, myself as researcher, the scientific community, and the broader community. This research praxis was both a challenge and transformative experience in my 'becoming' as a feminist researcher.

**Medves, Jennifer M**, *Queens*

Maternal decision making around birth location in a rural western Canadian community

See O'Brien, Beverley A C

**Meek, Geoffrey Andrew**, *Bowling Green State University*

Case studies from four corners of the swimming pool: Water exercise, quality of life and instructors who take our breath away!

As the instructors we were more than well aware that most of the group attended a long-standing water exercise training (WET) program for seniors for health and well-being benefits. In reviewing previously completed surveys we found that there were seniors who were metaphorically in the four corners of the pool. Four seniors were identified from results of Medical Outcomes Survey (Ware, 1993), and the Well-Being Survey (Ryff, 1986) and were interviewed to

provide an insight into what it means to have extremes of quality of life and well-being and yet be active and committed to an early morning 'dip'! We also wanted to gain a perspective of how the program itself was analyzed as the bounded system for social acceptability (Foster & Mash, 1999). The themes that resulted from the collective case studies were that being in a corner is just a statistical figment, quality of life and well-being do not always relate, WET seniors are very highly positive towards quality of life and well-being, the program has health and hilarity benefits, getting up early sets you up for the rest of day, and finally the instructors were the most important aspect of client satisfaction in the social acceptability of the program. We also report our methodological impressions and challenges as researchers literally immersed in our own program!

**Meeker, Mary Ann**, *University of Buffalo*

Partnering to Empower East Side Family Caregivers

Guided by the tenets of community-based participatory research, the purpose of this ongoing project is to work in partnership with residents of inner-city Buffalo, New York, to design and pilot test a culturally appropriate, supportive intervention for African American caregivers who are providing care to an adult family member in their homes. The number of informal caregivers needed for older African Americans is increasing significantly. In Buffalo, African Americans comprise over 37% of the population and one third live below poverty level. Inner-city African Americans do the work of caregiving under constraints including health disparities affecting both care recipients and caregivers, higher levels of poverty, lower levels for utilization of formal supportive health care services, and a persisting legacy of discrimination. We will be reporting on the work of Year 1 of this study (1R21 NR010199) which has been to design the detailed content and format of the caregiver intervention.

**Mejia, Maria Arnolda**, *Universidad De Los Andes Facultad De Medicina*

Realidad Del Enfermo Terminal Con Síndrome De Inmunodeficiencia Adquirida. Generación De Una Teoría.

Esta investigación tuvo como propósito la generación de una teoría sobre la realidad del enfermo terminal con el Síndrome de Inmunodeficiencia Adquirida (SIDA). Es un estudio con enfoque complejo dialógico y fundamento epistemológico, con momentos cuantitativos y cualitativos. Se utilizó la propuesta fundamentada en los datos para la generación de la teoría, recomendada por Glaser y Straus; Straus y Corbin, denominada comparación constante, que incluye la codificación abierta, axial y selectiva. Se describió el fenómeno, con base a perspectivas múltiples, para luego constituir e interpretar el significado que tiene las vivencias, la enfermedad y proximidad de la muerte para el enfermo con SIDA. Los participantes de la presente investigación fueron 34 enfermos con SIDA, que sobrellevan una carga muy pesada e innecesaria por un sentimiento muy profundo de soledad que se mantiene en secreto, o se da a conocer selectivamente. El enfermo de SIDA vive un sin fin de experiencias que lo llevan a padecer durante un largo trayecto de su ciclo vital individual y familiar, que conducen a elaborar sus propias representaciones sobre esta enfermedad. Palabras claves: Enfermedad, enfermo terminal, realidad, pesar, experiencia cercana a la muerte, SIDA.

**Mejia, Robert**, *University of Illinois, Urbana-Champaign*  
On the Politics of Disciplinary Legitimacy

Perhaps, for those of the privileged sphere, the question of death and dying, of one's own existence is best met with a rebuttal. I, on the other hand, do not come from such a privileged position. The question of my existence has already been relatively determined: I do not exist. As a multiracial, white-skinned individual living in an ethnically polarized society, I believe my lived experiences serve as a useful analogy to the discursive history of the field of Communication Studies. Rather than this connection be seen as a moment of narcissistic, mental masturbation, it is my hope that such an embodied analogy will serve as a useful means for understanding the complicated identity politics of disciplinary legitimacy. The following paper traces the problematics of disciplinary existence through the contours of my flesh.

**Melendez, Lucia**, *Universidad Autónoma Metropolitana*  
Qualitative Research: Means For The Understanding And Dialogue Between Social Medicine Posgraduates And Their Research Problems.

See Bautista, Edgar

**Meléndez, Lucía**, *Universidad Autónoma Metropolitana Xochimilco*  
La investigación cualitativa como recurso de entendimiento y diálogo entre estudiantes del postgrado en medicina social y sus problemas de investigación.

See Bautista, Edgar

**Mendez, Ma. Guadalupe Chavez**, *Colima*  
Cáncer cervicouterino: más allá de lo que es, la percepción de las mujeres. Antioquia (colombia) y Colima (México), 2006

See Acevedo, Lucia Tamayo

**Mendieta Izquierdo, Giovane**, *Fundación Universitaria Del Area Andina*  
Representaciones sociales y prácticas sobre estrategias de prevención en neumonía asociada a ventilación mecánica en un grupo de terapeutas respiratorios

El presente artículo investigativo tiene como propósito identificar las prácticas y representaciones sociales de los TsRs, sobre las estrategias de prevención de NAVM en la Unidad de Cuidados Intensivos. La metodología utilizada es de carácter Cualitativo, descriptivo y explicativo, la población TsRs de las Unidades de Cuidado Intensivo, con una muestra de tipo cautivo por conveniencia conformada por 17 TsRs, a los cuales se les aplico una entrevista semiestructurada, utilizando la técnica de análisis de contenido. Hallazgos: Las prácticas y representaciones sociales de los TsRs están dadas en torno al paciente; se le debe evitar tiempos prolongados en ventilación mecánica, el procedimiento de succión debe ser realizado mediante técnica aséptica; por otra parte el estricto cumplimiento de protocolos de manejo de vía aérea, en tanto que debe ser norma para todo el personal el lavado de manos. Se concluye que la prevención de NAVM, están influenciadas por los referentes teóricos, no obstante, dichos actores no conocen la totalidad de las estrategias de Prevención para NAVM. Palabras Clave: Terapeuta Respiratorio. TsRs. - Representaciones Sociales. - Neumonía asociada a ventilación mecánica. NAVM. - Unidad de Cuidado Intensivo. UCI.

**Mérida, Sara Ruth Rosas**, *Universidad Nacional Autónoma de México*

Etic / emic: una propuesta de objetividad en la antropología

lo que presento es una reflexión metodológica, que parte de la propuesta de una corriente en antropología sobre la perspectiva emic / etic, para llegar a una objetividad en la presentación de los resultados sobre la investigación de cualquier grupo. si bien la recolección de datos a partir de esta perspectiva, es necesaria e incluso obligada, su resultado no es la objetividad.

**Merighi, Miriam Aparecida Barbosa**, *São Paulo University*

The experience of repeated fatherhood during adolescence

See Carvalho, Geraldo Mota De

**Merlino, Aldo**, *Universidad Siglo 21*

La problemática social de la convivencia y el respeto por las normas: Un estudio cualitativo sobre los modelos argumentativos y el manejo de la disonancia en el discurso sobre la situación del tránsito vehicular

Este artículo presenta los resultados iniciales de una investigación en curso, que se orienta al análisis de un problema creciente en la Argentina, como lo es el irrespeto por las normas de tránsito, que se manifiesta en un incremento de la tasa anual de mortalidad por accidentes que involucran a conductores de automóviles. En el presente artículo, y a partir de una respuesta tipo, obtenida en el trabajo de campo, se analizan los modelos argumentativos utilizados por los sujetos (conductores) para justificar sus conductas, y se los vincula los desarrollos más recientes sobre la teoría de la Disonancia Cognitiva. Finalmente, se proponen conclusiones preliminares acerca del alcance de la investigación cualitativa en la identificación y análisis de los modelos argumentativos sostenidos por los entrevistados y su relación con el esquema de reducción de la disonancia que los sujetos en estudio presentan.

**Merlino, Aldo**, *Universidad Nacional de Córdoba*

Poverty, violence and masculinity in children's discourse

See Martínez, Alejandra

**Merlino, Aldo**, *Universidad Nacional de Córdoba*

Poverty, violence and masculinity in children's discourse

See Martínez, Alejandra

**Mero-Jaffe, Irit**, *Beit Berl College*

The collaborative aspects of evaluation in educational settings

See Alpert, Bracha

**Meza-de Luna, Maria-Elena**, *Autonoma de Barcelona*

Power Relationship on Conflict Situation in Romantic Attachment

An exploratory investigation is presented with a qualitative focus on the power relationship in the romantic attachment. Objective: Analyze the power strategies on conflictive events in the couple relationships (heterosexual, homosexual or bisexual). Methodology: Trough Grounded Theory has been analyzing narratives

of ten interviewed people. Results: The power relationships in conflictive events observed common strategies over the different subjects in the investigation. This strategies were actions intending to control the partner, and were activated when they felt their believes were confronted. Empirically, we found that the control was projected over: Information, body, resources, emotions, and partner's time. Conclusion: Independent of the sexual orientation, sex, or gender, the subjects in this investigation were involved in power relationships in which some times they try to take control and in some others they are controlled. In the power practice, as Foucault (2005) pointed, there is resistance associated to it. Finally, the power is not necessary a democratic issue.

**Meza-de Luna, María-Elena,** *Autónoma de Barcelona*

Violence in romantic relationship: An epistemology matter

Nowadays violence seems to be a fashion issue, it is studied, categorized, statistically dimensioned, etc. However there is not a common definition available, nor a consensus between theorists. Objective: To analyze, from a critical point of view, the relation of power-knowing-truth in some violence definitions and its practical approximation in a national study on violence in Mexican couples. Methodology: To compare the concept of violence in different studies and discuss the contradictions in the National Mexican Study on Violence in Homes (ENDIREH, 2004). Results: Violence is a term that has extended its area of competence. In the ENDIREH (2004) survey, men were excluded as subjects of study, making an omission of the reality with underlying epistemological and practical implications. Men are seen as aggressors and women as victims. Conclusion: The way a problem is approached, or the manner in which questions are asked, entails serious ethical and practical consequences. It is important to look for the prejudices inherent in the investigations. In the romantic partner violence theme women and men with different sexual orientations must be included to have a more realistic idea of the problem.

**Michel, Isabelle,**

Risk Biographies: Making Sense of Cardiovascular Risk in Everyday Life

See Seto, Lisa Loyu

**Michel, Isabelle,** *Sudbury & District Health Unit*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men

See Angus, Jan

**Miller, Katrina R.,** *Emporia State University*

No More I Love Yous (Language Is Leaving Me In Silence): Accounts Of Deafness, Shame, And Criminal Behavior In A Group Of Texas Inmates

See Twersky Glasner, Aviva

**Miller, Montana**, *Bowling Green State University*

Consent of the Avatars: Real versus Virtual Human Subjects Research and Review

As qualitative researchers, we share and negotiate a common set of ethics and principles. In the study of human behaviors, expressions, and experiences, a growing subset of researchers has adopted the virtual world as a field site. Since 2003, when Linden Lab launched "Second Life," an online "metaverse" of millions of "residents," I have observed a growing disconnect and breakdown in communication between the traditional social science community and scholars of cyberculture. "Avatars"?visual representations of Internet users' personae?are an emerging new class of human subjects. Yet the academic community and Institutional Review Boards are largely unfamiliar with the expanding "alternate realities" in which some of their colleagues are conducting interviews, taking surveys, and venturing into complicated participant-observations among informants for whom privacy, anonymity, identity, risk, and experience have radically changing meanings. Is it necessary, or even possible, to get signed consent from an avatar?

**Miller-Day, Michelle A.**, *Pennsylvania State University*

Translational Performances: Toward Relevant, Engaging, and Empowering Social Science

Former United States Vice President Al Gore won the 2007 Nobel Peace Prize for his efforts to disseminate greater knowledge about man-made climate change (Nobel Foundation, 2007). International recognition of these kinds of efforts and the efficacy of films such as "An Inconvenient Truth" to disseminate scientific information is an important step toward increasing diffusion of knowledge. This essay will point out why, as we embark on the 21st century, researchers must adapt their delivery systems for sharing scientific information with the public and move beyond the boundaries of written reports. This presentation will discuss translational performances as a method of investigation and an information delivery system, but also as a way to meaningfully apply research discoveries to important social problems. The author will share multi-media examples of funded translational research and offer some guidelines for the evaluation of these performances.

**Milne, EJ**, *University of Bradford*

Who knows? Reflections of a Community Research Team in Bradford and Kighley, UK

In 2007, Bradford University's International Centre for Participation Studies began an innovative research project with two UK housing estates, employing and training residents as 'community researchers', to facilitate an estate-wide process of self-research into resident involvement in local decision-making. Drawing on grounded theory and participatory action research, the project aims to involve residents in genuinely participatory research: deciding research questions, methods, analysis and dissemination. In this paper we reflect on the value of this approach. Our research raises questions of who is seen to have knowledge, even at a very local level. After years of fighting to be heard and being ignored or 'patronised' these same individuals are now recognised as having the potential to speak out for their communities and engender change. We ask what

implications this has for processes of social change and what role participatory research can play in exploring and challenging these perceptions.

**Min, Young-Kyung**, *University of Illinois at Urbana Champaign*

Yearning for Learning: The Social and Cognitive Dimensions of Participatory Learning

I will trace the five-year trajectory of my graduate school life and the resulting identity shift. I came to the US originally to pursue advanced degrees in TESOL (Teaching English to Speakers of Other Languages) methodology. But my experiences as an ESL writing instructor, a consultant at the university's Writing Center, and a graduate student in composition studies have greatly impacted my scholarly interests and worldview. In particular I have become interested in the confluence of the practices of writing and social-cultural identity construction. I will examine how my identities were formed in the process of participating in the teaching, consulting, and scholarly activities in graduate school. I will also explore the relationship between the social dimension and the cognitive dimension of learning and how the interaction and intertwining of both types of learning shifted my professional identities from an ESL student to an ESL instructor and composition studies scholar.

**Mincyte, Diana**, *University of Illinois, Urbana*

How Green is the Green? A Discourse Analysis of Golf Industry's Publications

See Cole, C.L.

**Miskovic, Maya**, *National-Louis University*

Action Research in the Classroom: An Ethnography of Multiple ways of Collaboration

We present a study that explores the effectiveness and usefulness of educational research courses in empowering our pre-service and in-service students to become practitioner researchers in their own classrooms and schools. We posed these questions: How do the teachers view themselves as practitioner researchers? What is the meaning of action research for them? What research strategies and behaviors do these teachers employ in their classrooms? What are the teachers' concerns and what could be done to support their efforts? Relying on a nine-month ethnography that included unstructured observations, individual and group interviews, and reflective journals, the university researchers and teachers participants engaged in a multiplicity of collaborative possibilities. Whether understanding research as a means to grow professionally and personally through the development of assessment tools or adopting a reflective orientation and learning how to become more culturally responsive teachers, we confirmed that "teacher knowledge is irreducibly mediated by multiple discourses while preserving a commitment to the idea that individual teacher's experience can be a source of novel and useful knowledge."

**Mitchell, Terry Leigh**, *Wilfrid Laurier*

Extending the Action of PAR through Mutual Meaning-Making

While Participatory Action Research (PAR) principles have guided research design, data collection and dissemination; power relations continue to be uncritically enacted and/or replicated in text. In this paper, we extend the notion of

action espoused in the tenets of PAR by exploring the significance of both data analysis and text creation as a site in which ruling relations may be either further disrupted or sustained. We argue that the process of text making objectifies, displaces and deactivates the researched and the researcher even within participatory research projects. In our consideration of text as the currency of the academy, we argue that power relations are reaffirmed at the very point at which text is created. We hold ourselves suspect as researchers in reproducing un-equitable power relations through the transformation of participants' (voices) into "data" for the production of journal articles -- the currency of 'our' institutions and vehicles-- for 'our' career advancement. We discuss the need for greater demands for participatory analysis and co-creation of texts. We challenge ourselves and other PAR researchers to consider how vigorous, engaged participation in both data analysis and text creation can, in and of itself, be considered as a vital and relevant form of transformative local action.

**Mkandawire-Valhmu, Lucy**, *University of Wisconsin-Milwaukee*

The relevance of studying abroad: Perspectives from nursing students studying community health in Malawi

The concept of studying abroad for health sciences students in the United States is becoming increasingly popular as interest in global health increases. Reasons for encouraging students to study abroad include the need to increase their awareness of global affairs, to promote cultural sensitivity and to ultimately develop compassionate graduates with a deep sense of responsibility to the cause of mankind. The purpose of our qualitative inquiry was to describe the professional growth of nursing students who participated in a study abroad program focusing on community health in Malawi, South East Africa. This study used a feminist lens and qualitative content analysis to critically analyze the journal entries of 22 nursing students who participated in a two week program. Results indicate the professional growth of students resulting from the experience and offer information that could be helpful to faculty members engaged in the development and conduct of study abroad programs.

**Mkandawire-Valhmu, Lucy**, *UW-Milwaukee*

Conducting Research with Vulnerable Populations of Women

See Rice, Elizabeth Ilah

**Módena, María Eugenia**, *Centro de Investigaciones y Estudios Superiores en Antropología Social*

Sujetos sociales y utilización de técnicas cualitativas y cuantitativas en una investigación sobre el padecimiento en el proceso de abandono de la ingesta de bebidas alcohólicas en la región mazahua de los Estados Unidos Mexicanos

El presente trabajo es una síntesis de los métodos y técnicas que utilicé y utilizo en la investigación sobre los procesos que se articulan en los intentos de abandono del consumo de bebidas alcohólicas en un grupo de AA y en una Iglesia Bautista de la región mencionada. Los niveles descriptivos y analíticos que articulamos en esta investigación -y que implican discusiones entre diferentes aproximaciones disciplinarias, construcciones del objeto de investigación, pertinencias teórico-metodológicas y triangulaciones entre métodos y técnicas- fueron los siguientes: 1) El nivel macro social, la ingesta alcohólica y las fuentes secundar-

ias. 2) El nivel regional y local. Consumo de alcohol, consecuencias registradas y representaciones sociales de ellas. Morbilidad y Mortalidad. 3) Localidades, grupos y sujetos. Cuestionarios, entrevistas y observación. Los aportes y dificultades que me brindaron las distintas aproximaciones técnicas a estos niveles serán el núcleo de esta presentación.

**mohan, paula r**, *University of wisconsin, whitewater*

Deconstructing the Kokopeli Conundrum and Re-centering Indigenous Subjects and Communities

In this paper, I would like to describe some of the flaws in the ways in which social scientists have done research in indigenous communities which essentially reproduce historical/anthropological misconceptions and perpetuate stereotypes, even while claiming to be correcting errors in previously done flawed research. The glaring examples of ill-conceived research programs- like the Fort Lewis College research who published "The Kokopeli Conundrum"- will be used as a platform for more subtle, but equally misconceived forms of social science research. Using the work of Linda Tuhiwai Smiths Decolonizing Methodologies, I try to lay out what alternative types of community-centered and driven research agendas would look like. Beyond the methodology alone, I'd also like to explore some of the theoretical presumptions that can further reproduce colonial patterns in euro-american/indigenous relations. Political scientists- of which I am one- reproduce and constrain the practical realizations of indigenous sovereignty, for example, by stating as given the notion that tribal governments are subject to and derive their power and legitimacy from the federal government without problematizing the initial colonial premises that led to that legal/political framework and therefore, preventing a more critical analysis of what realized sovereignty could mean. I will also draw upon my fieldwork with some native communities in the Great Lakes areas when articulating my arguments.

**Mojab, Shahrzad**, *OISE/University of Toronto*

Institutional Ethnography: Contributions to Research in Education

This paper introduces the terrain of institutional ethnography as a unique and important method of inquiry for researchers in the field of education. Historically associated with feminist sociology, institutional ethnography offers a complex set of modes of inquiry, discovery, and learning to better understand the inner-connections between the actual experience of people and the social organization of work and relationships in all arenas of education. By fully situating the researcher in intellectual traditions of historical-dialectical materialism, institutional ethnography allows researchers to work from the daily experiences of research participants in order to better understand the social organization of their work. Drawing from two on-going institutional ethnography research projects on citizenship education in Canada and the United States, this paper will introduce the theory and practice of institutional ethnography with special emphasis on how institutional ethnography has informed our actual practice as educators, researchers, and scholars.

**Molina Marin, Gloria**, *Universidad de Antioquia*

Hermenéutica e historia

See Osorio Molina, Javier Alonso

**Molina, Gloria,** *Universidad de Antioquia*

Papel del Estado y los partidos políticos en la provisión de servicios de salud, Colombia 2007

Este paper corresponde a una categoría de análisis que emergió de la investigación denominada Decisiones medicas en ambientes controlados, en el contexto del Sistema General de Seguridad Social en Salud (SGSSS) colombiano. Metodología: La investigación se llevó a cabo utilizando la Teoría Fundada, en seis estudios de caso, ciudades capitales, donde se realizaron en total 155 entrevistas en profundidad a médicos, enfermeras y administradores pertenecientes 96 instituciones de salud y 10 grupos focales con usuarios de los servicios. Hallazgos. El nexo histórico entre Estado-partidos políticos y la provisión de servicios públicos se refleja en el sistema de salud actual. Las relaciones e intereses de los partidos políticos y de las élites económicas dominan la gestión de procesos clave del sistema de salud. La descentralización y el SGSSS han contribuido para que el clientelismo político y el poder de grupos económicos influyan en procesos tales como la asignación de recursos y de subsidios para salud, los planes de salud y la gestión del personal vinculado a las instituciones de salud, entre otros.

**Molina, Gloria,** *Universidad de Antioquia*

Ethical issues in relationships between the State and the political parties in the provision of health services, Colombia 2007.

This paper presents one of the analytical categories that emerged from a research called "Health decision making within a restricted health environment created within the social security system for health", in Colombia. Methodology. The research was carried out using Grounded Theory in six case studies. 155 in-depth interviews were conducted to physician, nurses and health managers from 96 institutions of six Colombian big cities. Also, 10 focus group with users were conducted. Findings. The historical link between the Colombian State with the traditional political parties affect accessibility and quality of health services. There are constant and deep conflicts of interest and ethical dilemmas of rulers and health managers. The relationships between government, political groups and economic elite domain the key health management processes. Therefore, allocation of resources, allocation of subsidies for public services and health human resources management are based on political patronage, which reproduces inequity. Individual interests of rulers are in conflict with health needs of the population.

**Molina-Valencia, Nelson,** *Pontificia Bolivariana*

Vínculos Entre La Investigación Cualitativa Y La Cultura De La Paz. Estrategia Metodologica Para La Convivencia.

Los fundamentos ontológicos y epistemológicos de la investigación cualitativa constituyen un marco de referencia excepcional para la investigación en cultura de paz y promoción de la convivencia. Así las implicaciones éticas y políticas que siguen los investigadores cualitativos, derivados de las premisas filosóficas, suponen marcos de referencia comunes hacia el favorecimiento de la diversidad, el respeto por las tradiciones, la negación de cualquier principio superior en la argumentación, y el favorecimiento del diálogo como mecanismo de interacción, conocimiento y construcción de realidad. De este análisis se derivan por lo menos dos consecuencias. La primera es que los estudios relativos a cultura

de paz y promoción de la convivencia deberían ser propuestos siempre desde modelos de investigación cualitativos. La segunda alude al compromiso directo e indirecto de los investigadores cualitativos con la construcción de una cultura de paz a través de sus prácticas favorecedoras de la multi-vocalidad.

**Molloy, Marie**, *University of British Columbia - Okanagan*

Incorporating Thematic Analysis within Community Service Learning Pedagogy

Community Service Learning (CSL) pedagogy offers a powerful teaching methodology to inspire transformative learning and incite social justice interests and action. Incorporating thematic analysis within CSL pedagogy may enhance and deepen students cognitive awareness, understanding, empathy and compassion towards others whose life realities significantly differ from their own. This paper will introduce and discuss a proposed model for incorporating thematic analysis within CSL pedagogy.

**Mondragón, Liliana**, *Instituto Nacional de Psiquiatría Ramón de la Fuente M*

Presencia y significación del diálogo ético en la investigación cualitativa

See Aguilera-Guzmán, Rosa María

**Monje, David**, *Northeastern University*

Race and Political History in the Classroom: When Students Fight

This is a narrative, auto-ethnographic, account of the my recent experience teaching Theories of Rhetoric and Communication at a large private university in New England to a group of students who were engaged, opinionated, and at times aggressively confrontational with one another. On one memorable occasion, two students—an African American woman and a mixed race Hispanic man—began a disruptive and alarming shouting match over race and the politics of poverty in the United States. After regaining control of the classroom, I realized that I had, by engendering an open and ‘democratic’ tone for discussion, enabled this verbal fight between two students. This paper is an account of the event, what I learned from the experience, and how I have changed my classroom teaching strategies since in order to facilitate productive discussion and debate while keeping tempers under control.

**Monobe, Gumiko**, *The Ohio State University*

Talking with Two Languages Means Showing Whom We really Are

Although there are many people from diverse linguistic backgrounds living in the US, English is the official or dominant language. Moreover, many legitimate research papers in academics have been done and presented in English over and over again. As the result, the people, whose first language are not English or who have multiple language backgrounds, sometimes not only have been apoliticized, misjudged, or silenced, but also have had only limited access to present who they really are including their culture, collective memory, cultural/historical heritage, philosophy, spirituality, and so on. Therefore they need to negotiate who they are in dominant society (Kanno, 2003). This narrative research about three female Japanese descendant teachers has been conducted with two languages and will be present using both English and Japanese in order to more respectfully and authentically represent the research participants and researchers’ souls and

voices. The presenter will provide creative, performative, and interpretive support to audience in the presentation.

**Monobe, Gumiko**, *The Ohio State University*

Interpreting Agency of Minority Teachers' Identity Using Asian Feminist Epistemology

The proposed paper presentation is to share the voices of two successful and committed teachers of linguistically and culturally minority students. These two teachers, a mother and her daughter, are politically minority in each of their schools with multiple ways: both of them are Japanese descendant, female, and ESL teachers. The goal of this study is to understand their teacher identities and their ways to negotiate their agency across different racial, linguistic, cultural and political contexts in order to be effective and successful teachers of linguistically and culturally minority students. Their way to use their agency is *Shinayaka way*: strong but flexible like bamboo. The researcher, who is also a Japanese descendant teacher and teacher educator, used Asian feminist theory and epistemology, in order to understand, interpret and represent their knowledge and wisdom better.

**Monreal, Luz Arenas**, *Instituto Nacional de Salud Publica*

Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica

Objetivo. Describir los procesos involucrados en la alimentación de mujeres mexicanas con experiencia migratoria hacia Estados Unidos de Norteamérica. Material y método. Estudio cualitativo basado en la teoría fundamentada. Participaron mujeres con experiencia migratoria, residentes del Estado de Morelos, México. Se realizaron 47 entrevistas en profundidad de febrero a julio 2005. Resultados. El patrón de alimentación de las mujeres entra en un proceso dinámico y se modifica: por un lado continúan cocinando comidas tradicionales de la cultura de origen pero incorporan otros alimentos, sobre todo de las llamadas "comidas rápidas". La incorporación de estos alimentos se favorece por el mayor poder de compra, accesibilidad, por influencia laboral, social y de la pareja. Se incrementa el consumo de carbohidratos simples, grasas y alimentos de origen animal. Conclusiones. Es necesario incorporar en la discusión sobre alimentación y migración, la influencia que ejerce el espacio laboral, social y físico en la alimentación.

**Monreal, Luz Arenas**, *Instituto Nacional de Salud Publica*

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**Monreal, Luz Arenas, INSP**

Percepción corporal y género bajo la mirada de la teoría de las representaciones sociales de mujeres de santo domingo ocotitlán, en tepoztlán, morelos .México.

See Rivas, Daniela León

**Montaña Dominguez, Jaime Alberto, Universidad El Bosque**

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido Chaparro, Sandra Carolina

**Montaña-dominguez, Jaime Alberto, Universidad El Bosque**

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido-chaparro, Sandra Carolina

**Montaña-dominguez, Jaime Alberto, Universidad El Bosque**

Estrategias Desarrolladas Por Los Niños Para Afrontar El Castigo. Un Dialogo Entre La Psicología, La Teoría De Redes Sociales Y El Interaccionismo Simbólico: Parte I.

See Pulido-chaparro, Sandra Carolina

**Montes, Ivan, Universidad Católica San Pablo**

La descentralización de la educación según directores de escuelas: una aproximación cuantitativa y cualitativa

Esta investigación estudió las actitudes, expectativas y percepciones que hacia la descentralización de la educación tienen directores de escuelas públicas. Se desarrolló en 3 provincias de la Región Arequipa (Perú) y asumió una perspectiva metodológica cuantitativa y cualitativa, bajo un enfoque de complementariedad. Los resultados indicaron la no existencia de diferencias significativas en cuanto a las actitudes y expectativas según nuestras variables independientes o factores. El estudio cualitativo permitió apreciar gran diversidad de significados hacia el fenómeno en estudio, e incluso, vislumbrar el sentido de los resultados cuantitativos. Se evidenciaron actitudes favorables hacia la descentralización; asimismo, bajas expectativas (desesperanza) con respecto al accionar del Ministerio de Educación en esta materia, debido a la corrupción en el sistema educativo. Por último, se resalta a lo largo de los resultados la valía e importancia de la aproximación cualitativa para comprender esta problemática.

**Montes, Ivan,** *Universidad Católica San Pablo*

Equidad y justicia informativa con respecto al Sistema Nacional de Medición del Rendimiento en El Perú: Un estudio cualitativo en directores de escuelas públicas

La Unidad de Medición de la Calidad Educativa ha demostrado progresos importantes al incorporar un conjunto de innovaciones vinculadas con el diseño de las pruebas nacionales de rendimiento. Sin embargo, este desarrollo en el plano técnico - metodológico no siempre habría estado acompañado por esfuerzos comunicacionales pertinentes que informen acerca de los resultados obtenidos y den luces para su uso apropiado para diseñar políticas institucionales de mejoramiento. En este sentido, y a pesar de los recientes esfuerzos comunicativos, se considera que la información que se maneja en el propio sector educación y en la sociedad en general habría sido muy fragmentada. En este contexto se desarrolló un estudio cualitativo sobre la base de 20 entrevistas semi - estructuradas en directores de instituciones educativas estatales de Arequipa (Perú). Se espera que este estudio ofrezca insumos de relevancia de cara al desarrollo de políticas comunicacionales fundadas en la equidad y en la justicia informativa.

**Montoya, Juny,** *U de Los Andes*

Qualitative Evaluation of Programs for Professional Development of Public School Teachers in Bogota

This research report presents findings from an evaluation of the program for professional development of public school teachers, designed and implemented by the Secretaria de Educación del Distrito de Bogotá (Bogotá Office of Education). The evaluation consisted of 5 case studies of schools where participation in SED programs was wide. In-depth interviews were conducted with participants in the 2006 program, school principals and academic coordinators. Population sample of 516 schools' teachers was also surveyed using semi-structured questionnaires. The Secretaria de Educación' professional development programs for teachers aimed to the pedagogical transformation of the school. However, the research findings show that teaching is still conceived as an individual matter and not as a collective enterprise. This hampers the efforts to use institutional needs as a guide for teaching development and it also hinders the team work between professors and school administrators aimed to implement and follow proposals for change.

**Montoya, Juny,** *University of Los Andes*

Shadowing the Shadow and the Shadowed: Ethics and Personal Involvement in the Qualitative Shadowing Technique

See Carvajal, Diogenes

**Montoya-greenheck, Felipe,** *Universidad de Costa Rica*

Percepciones, Conocimiento Local Y Expectativas De Campesinos Cafetaleros En Puriscal, Costa Rica

See Mora-delgado, Mora

**Mora-Delgado, Jairo**, *Universidad del Tolima*

Importance Of Local Knowledge Approach To Comprehend Interactions In Agroforestry Systems Of Tropical Livestock Farms.

This article was done under grounded theory and local knowledge approaches, therefore it consist in a interpretation and systematization of local knowledge systems, perceptions, practices and Myths and relationships between local people and their environment. This article discusses three cases of three countries related with the local knowledge on agroforestry systems. It was based in the applications of interviews, observations and workshops with the local communities, following a qualitative inquiry. The farmers of Cañas and Río Frío (Costa Rica) and Rivas y Bulbul (Nicaragua) had a broad knowledge of the tree species; they use them as live fences, timber, fence posts and firewood. The Alto Beni farmers (Bolivia) expect to obtain, in order of importance, timber, fruit, enhanced soil conditions and medicine from the shade trees in their cacao farms. Their knowledge of the interactions between crops, trees, grass and cattle was too rich in all study areas.

**Mora-Delgado, Mora**, *Universidad del Tolima*

Percepciones, Conocimiento Local Y Expectativas De Campesinos Cafetaleros En Puriscal, Costa Rica

Se realizaron entrevistas en profundidad para indagar la percepción sobre el estado actual de la caficultura y las expectativas para el futuro. Las entrevistas se desarrollaron en 39 fincas cafetaleras del cantón de Puriscal, Costa Rica. El estudio tomó elementos de los procedimientos y técnicas de enfoques cualitativos como grounded theory y sistematización de experiencias. Los temas abordados fueron enfocados hacia tres tópicos: estado actual y futuro de la caficultura; opiniones sobre la caficultura orgánica, y expectativas y necesidades de capacitación. A pesar de que el mayor número de enunciados sugiere una actitud pesimista frente a la crisis de esta actividad, casi la mitad de ellos denotan una actitud optimista frente a esta actividad. Un mayor número de enunciados evidencia una actitud optimista frente a la producción orgánica. La mayor parte de percepciones denotan la necesidad de capacitarse en manejo de abonos orgánicos y control de enfermedades.

**Morales, Oscar Alberto**, *Universidad de Los Andes*

Prevencion Y Promocion De La Salud Integral En Comunidades Excluidas: La Experiencia De La Universidad De Los Andes, Mérida, Venezuela

See Tona-Romero, Jose Rafael

**Morales, Oscar Alberto**, *Universidad de Los Andes*

La Inclusión En Salud Y Participación Protagónica. Motor De Justicia Social

See Tona-Romero, José Rafael

**Moreira, Claudio**, *University of Illinois at Urbana-Champaign*

Am I Fake?

In this performance autoethnography I re-present through my class, race and gender-based accounts of growing up poor, with a focus on how disembodied knowledge construction still tends to reproduce the very oppression it intends

to challenge. Am I a fake scholar or a real subject? Neither? Both? Troubling “my Bad English” I try to show that folks like me, without an educated upbringing, can enter the decolonizing dialogue through lived experience. Higher education is not about transforming, training and “educating” the oppressed/colonized Other into some White stuff. My intention is to participate in the Postcolonial movement in academia not only as subject of research but also as producer of knowledge. I am offering my visceral knowledge to advance decolonizing discourse that may lead to more inclusive notions of social justice. I do not write anecdotes with few quotes to give it a scholarly cliché. I write about lives and painfully marked bodies!

**Morgenthaler, Deirdre**, *University of Colorado Denver*

New Voices: An Autoethnography of Students’ Transformational Discoveries

See Summers, Laura Lee

**Morris, Will**, *California Institute of Integral Studies*

The Power of Assumption on Human Interaction

Utilizing the co-operative inquiry method for research, we undertook a project to assess the power of assumption and its effects on human interaction. It is our belief that assumptions play a large, although not entirely acknowledged role, in human interaction. It was our desire to discover a working definition of assumption and then test this definition within a larger framework of interaction with others. We hoped to discern how assumption challenges communication and how it can be confronted and nurtured so that human interaction can be as supportive and cooperative as possible. Through several cycles of reflection and action, we gleaned information about assumptions, coded it, and then revisited it with more in-depth, reflexive discussion. This rendered invaluable information about the nature of assumption, providing insights as to how assumptions could be overcome in order to create more constructive interaction between human beings.

**Morrissey, Claudia**, *UIC*

Reproductive Health Experiences of Ethiopian Immigrant Women Who Have Undergone Female Genital Cutting

See Strenski, Teri A.

**Morse, Janice**, *University of Utah*

The Control of Qualitative Research by IRBs

Protection of human subjects should take priority over the researchers’ agenda, and IRBs are charged with the authority to protect participants, to monitor research, to proactively anticipate the potential for harm and to intercede. However, it becomes a moral issue when this authority is used inappropriately albeit innocently to modify research designs and hence invalidate the research, or to misguidedly prohibit the conduct of research. In these cases, IRB actions result in harm. Using examples of several projects in which the IRB was unaware or uninformed of the assumptions of qualitative inquiry, overzealous in their role of protection of subjects, and uninformed about the research context, IRB conditions interfered, delayed or altered the research. The ramifications of the nature and the extent of such interference will be discussed.

**Morse, Janice M.**, *University of Utah*  
Perception, presentation and interview data

The types of knowledge that are found in interviews are distinct and selectively incorporated into each of the major qualitative methods. It is this variation that undermines agreement between qualitative researchers for establishing qualitative validity and instigates quarrels between various factions of methodologists. This is confounded by the participants' presentation of the interview self, creating analytic quagmires. In this presentation we will explore how various methods elicit different evidences in interview data, participants re-present realities, and how, despite this, analysts may construct credence in qualitative inquiry.

**Mortenson, Joani Margaret**, *University of British Columbia Okanagan*  
The Never Ending Closet: Performing Lesbian Motherhood

This paper is delivered through a 'performance' which combines theory, poetry and prose to explore and question the praxis of lesbian (m)otherhood in the context of post-modernity and queer theory. Understanding the process and material effects of being 'othered' in cultural representations of lesbian mothers is explored and shown to be complicated by our containment within a patriarchal system of discourse. Drawing upon Judith Butler's cogent work in "Undoing Gender" (2004), I will discuss the implications of these issues in the everyday lived experience of lesbian parents, in particular focussing on the questions of what makes a 'liveable life' and what makes a 'grievable life'. By addressing the socially and discursively articulated norms which govern what form families must take in a culture of compulsory heterosexuality, I also consider more fundamental and political questions of identity and performance; such as who is viable and counts as "real" in our society.

**Mottart, Andre**, *Ghent University*  
Balancing action research ethical principles and contemporary academic culture

Qualitative research in general and action research in particular are today entangled in a fight with academic politics. Action research and social work both drive on the ethics of change, empowerment and long-time results, contemporary academic culture asks short-time results and detaches the social from the scientific relevance of research proposals. As a result, action research as an ethical research choice is no longer an opportunity for young researchers. Rather than fighting the battle, we try to balance these two forces. To do this, we will argue, one has to be extremely self-conscious, careful in argumentations towards academia and explicit in choices and standpoints towards researched groups. In our research on community arts projects in Flanders and South Africa we involve researched groups in the proces of data-interpretation at the different research domains involved (science, politics, press and practice). By layering the interpretation process into different stages, each one based on another research technique (text analysis, interviews and focus groups), the interpretation process shifts from researcher-based to researched group-based. In doing this we started from a theoretical framework of critical discourse analysis (Fairclough, 2003) and interpretative repertoires (Potter & Wetherell, 1990).

**Moyo, Otrude N.,** *University of Plymouth*

Ethical Issues in Conducting Ethnographic Research with African Immigrants

The proposed presentation will explore ethical issues associated with ethnographic research with African immigrants, refugees and asylum seekers (new immigrants). This presentation draws on the experience gained from an ethnographic study with African new immigrants in southern Maine. The presentation will consider issues regarding informed consent, language and translation, anonymity and managing expectations of the research process as part of a dialogue around rights based social justice.

**Moze, Mary Beth,** *California Institute of Integral Studies*

The Body and Online Learning

See May, Virginia

**Mucci, Angela,** *University of South Florida*

My Treasure

The story of a man in search of his treasure will be performed. From the lens of the observer, this performance will assume a first person perspective in capturing a man's experience on a beach in the cold early morning hours. The author uses observation as a tool to capture the actions and events as well as infer upon the emotions of this man in search of his treasure. This performance invites the audience to reflect on the different treasures in their own lives that they hope to find.

**Mueller, Benjamin,** *University of Illinois, College of Medicine at Rockford*

Listening to rural Hispanic immigrants in the Midwest: A community based participatory assessment of major barriers to health care access and use

See Garces, Marcela

**Muir, Rachel,** *University of Bradford*

'Jebi Strani': Resisting research in Bosnia and Hercegovina.

The often stated aim of conflict resolution research is to 'learn' from and about conflict and post conflict situations, in order to improve the efficacy, timeliness, and successes of interventions to contribute to building peace and prevent future violence. Often underlying these aims are tacit commitments to social justice and non-violence, and as such, the value and necessity of field research is largely treated as self-evident by conflict resolution scholars. This paper revisits these assumptions, and draws on 11 months spent in Bosnia and Hercegovina in 2006 through to 2007. It gives a reflexive and visual account of 'being' and 'becoming' a researcher in a complex and difficult 'post'-war environment. It tells of an individual journeying through ontological politics in a country besieged by researchers, and asks some uncomfortable questions about a disciplinary pretence that our presence as researchers has little effect. 'Jebi strani' broadly translates as 'fuck foreigners', a phrase I sometimes heard used in relation to researchers and internationals working for international non-governmental organisations (INGO's).

**Mukherjee, Debjani**, *Rehabilitation Institute of Chicago*  
Negotiating power differentials in international disability research

Power differentials in the interview process are dynamic and affected by various factors including personal characteristics and the location and content of the interview. The situation is further complicated in international research with potentially “vulnerable” populations. In this presentation, the author will draw upon her experience as a bilingual South Asian-American researcher examining long-term adjustment to traumatic brain injury in Kolkata, India. She will use case examples to explore shifting power that is influenced by where the interview is conducted, the others present, the languages used, communication styles, and emotional reactions to recounting injury and adjustment stories. The presentation will also explore how the researchers multiple identities: ethnic, gender, religious, professional, and national affected the interview process and collection of data from persons with traumatic brain injury and their family members.

**Munoz, Candice Janelle**, *Bowling Green State University*  
Dismantling the Monoracial Mindset: Multiracial Solidarity and the Ideographs of Charles Michael Byrd

On the 2000 census, individuals were allowed to check one or more racial/ethnic category for the first time in history. The debates leading up to this decision prompted a growing discourse by multiracial organizations and traditional civil rights groups. This analysis focuses on the discourse used by multiracial activist Charles Michael Byrd and it uses McGee’s (1980) ideographic criticism to analyze two speeches given by Byrd during the Multiracial Solidarity Marches. Additionally, this analysis identifies the use of ideographs in Byrd’s speeches in order to determine the ways in which they connect to the overall themes that are embedded in the argument for the inclusion of a multiracial category on the 2000 U.S. Census. As a result, this paper addresses 2 major research questions: 1) What ideographs exist in Byrd’s speeches? and 2) How are the ideographs being used to justify or oppose the push for a multiracial category on the U.S. Census?

**Muñoz, Diego**, *Universidad del Nariño*  
Importance Of Local Knowledge Approach To Comprehend Interactions In Agroforestry Systems Of Tropical Livestock Farms.

See Mora-Delgado, Jairo

**Munoz, Marleny**, *Calgary*  
the use of qualitative methods in collaborating with activist groups to determine success in social justice work

See Whitmore, Elizabeth

**Munson, April**, *University of Illinois at Urbana-Champaign*  
The Emerging Portrait of Evidence

The focus of this session is the exploration and understanding of the face of evidence. Ideals are challenged, including: How do we determine what constitutes evidence; what criteria do we employ when identifying evidence; how do we choose to present evidence, and how do we construct meaning from evidence? Attendees will be invited to explore and critique the many layers of

evidence?as constructed by themselves and others. The parameters of evidence will be disputed as QI participants construct a sculptural representation of the face of evidence.

**Munson, April**, *University of Illinois at Urbana-Champaign*  
Seeing both Sides of the Wall: Parallel Research Journeys

When two individuals engage in the same research, multiple perspectives emerge and individual differences are highlighted. In 2006 and 2007 the two authors independently conducted the same research project. This dialogic paper deconstructs the varying realities the authors experienced during their research. Engaging in a discussion of the parallel research, there is particular focus on the implications for identity, race, and gender. The strong contrast in the authors' backgrounds provide platform for analysis of the situated insider/outsider in research.

**Murga, Maria Luisa**, *Universidad Pedagogica Nacional-Ajusco*  
La investigación cualitativa como forma de intervención. Reflexiones sobre el principio ético de la investigación en ciencias sociales

En este trabajo se propone el análisis del principio ético que oriente el desarrollo de las investigaciones cualitativas, anclado en la reflexión de la responsabilidad que tenemos de dotarlas de referentes conceptuales congruentes con la construcción del conocimiento, relacionado con los significados complejos que los sujetos otorgan a sus acciones. Con esta discusión se incluye la propuesta de concebir a la investigación cualitativa como acto de intervención que como proceso de construcción de conocimiento, esta animada por cierta voluntad de verdad; misma que tendrá que ser abandonada para acceder al conocimiento que de sí y del mundo generan los actores. Y como acto que incide en las condiciones locales de ocurrencia de los fenómenos, el análisis y la discusión de sus resultados deberá incluir la reflexión acerca de los efectos que como intervención, la investigación cualitativa genera.

**Murray, Stuart J.**,  
Ethics and Evidence in Crisis: Reflecting on the Rise of Biotechnologies

This paper draws on the late work of Michel Foucault to argue that there is an emerging crisis in healthcare. Traditional conceptions of medical ethics and evidence are increasingly challenged by the rise of biotechnologies. This is because biotechnologies force us to do away with the traditional form of rational subjectivity upon which medical ethics and evidence are based. While the healthcare industry and policymakers work anxiously to reconstitute the traditional subject, who is thought to be autonomous, rational, and free, in practice such a subject is less and less viable, and new forms of medical ethics and evidence are called for. The paper takes as a case study genetic screening for the breast cancer genes, BRCA-1 and BRCA-2. It argues that this and similar biotechnologies inaugurate "genetic subjects"—subjects of technology—and that the patient is uncoupled from traditional forms of ethical choice and decision-making.

**Murray, Stuart J.**,  
Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void  
See Holmes, Dave

**Myburgh, Chris**, *Johannesburg*

Research Methodological Principles Involved In Conducting A Meta-synthesis Of Completed Qualitative Research On Learners' Experience Of Aggression In Secondary Schools In South Africa

See Poggenpoel, Marie

**Myers, W. Benjamin**, *USC Upstate*

Shopping the Shopper: Retail Surveillance and Performances of Consumerism

This project explores retail surveillance through an investigation of the practice of mystery shopping. Using ethnographic data, this project works to understand the impact that this type of retail surveillance has on the ways that consumerism is performed ritually in the everyday lives of customers. Mystery shopping literature generally approaches the subject from a market perspective. This paper instead explores this subject through an investigation of how this practice influences the ways that consumers perform and whether or not this surveillance influence is ethical. At the heart of this ethical inquiry are questions of how the strategies of mystery shopping intend to limit agency in performances of consumption. Retail surveillance tries create predictable performances that ensure maximum consumption. The mystery shopper is a part of this surveillance apparatus that intends to close down options.

**Najmias, Carolina**, *Universidad de Buenos Aires*

Regulations for equality: A qualitative content analysis of especial education norms in Argentina

The Salamanca Statement and Framework for Action on Special Needs Education (1994) urged countries to work for an inclusive education, an education for all. For those with special education needs, governments were supposed to make possible the access to regular schools and offer equal learning opportunities. From that first UNESCO document countries had written and implemented different laws and policies. Our objective is to reflect about the possibilities of qualitative content analysis to evaluate the argentine case. The proposal is to gather together special needs education norms implemented in this country, and systematize and analyze them. We will take into account the specific contextual characteristics, reflecting about the effective opportunities that norms propel for deaf and hard-of-hearing students. Our main question is how norms affect the construction of equal learning opportunities and if, perhaps, instead of helping reaching equality, they may have turned into an obstacle.

**Nasr, Maya**, *University of South Florida*

Lessons in Humility

In this performance, the author, captures the change in the nonverbal language of a seemingly confident man in a coffee shop. Compared to almost all customers who came in the shop, that gentleman was there for a purpose besides that of buying coffee. As the events unfold, this man's confidence turns into anxiety, and anxiety turns into arrogance. Through the power of observation, and based on personal and individual experiences of the author, this piece reveals to the audience the manner in which the author manages to capture the unique motives driving the gentleman's thoughts, intentions and emotions.

**Nessi, Lorena**, *Nottingham Trent University*

Mexico: Identity Representation in Social Networks, Analysing The Elite

I attempt to combine visual methods, online and offline ethnography, questionnaires and in-depth interviews, and a reflexive approach based on the narratives of my own experience as an active member of MySpace, Facebook and Hi5. During my research process, I have faced problems of different nature. Choosing a methodology for internet research is a problem itself, that is mixed with subsequent difficulties related to the selection of profiles and groping samplings; ethical issues of privacy, age, location, and management of information of the internet users; copyrights of the material of the online spaces; the lack of research in developing countries regarding this topic; the large social, cultural and economic inequalities among the youth Mexican internet users, which makes more difficult to get a sense of the patterns and norms of representation and participation in online social spaces. I feel I can offer a perspective from the online research in developing countries like Mexico, where we can find bigger problems of access to these technologies, and this implies a number of obstacles that need to be addressed and analysed.

**Nettleton, Jodi Charlene**, *University of South Florida*

Conversations in Addiction

Methamphetamine is one of the fastest growing drug epidemic in the United States and women make up almost half of its victims - a rate much higher than found with any other illicit drug (Rawson & Ling, 2007; Lorvick et al 2006); however, the number of studies which focus on women has not kept this same pace (Lorvick et al 2006; Parsons et al 2006). This paper is a reflective qualitative look at the personal side of methamphetamine addiction, as well as the process of researching this very taboo topic in populations of women that are recovering from their addiction. In a conversational style presentation, we will be demonstrating interactive interviewing (Ellis 2004; Ellis et al. 1997), and will give a real and very personal look at the experiences women face in methamphetamine addiction and recovery.

**Neumann, Anna**, *Teachers College, Columbia University*

Improvisation in the Work of University Professors: Listening to Voiced Thought

Drawing on interviews with 40 recently tenured professors in the arts/humanities, social sciences, sciences, and applied/professional fields at four major research universities I will discuss academic career making - constructions of teaching, research, service - as personal, improvisational activity that differs, distinctively, from common representations of these three "work roles" within the normative (tenured, professional, organizational) careers. Through an "insider" view, I will describe how some professors construct their work - improvisationally - so as to respond to continuous shifts in its meanings to them. Yet scholars, in jobs and professions as professors, must respond also to tensions between the personal impulses that give life to such meanings and the professional/organizational norms that, through reification, threaten the personal scholarly voice. I will then speak to scholars' needs to assert "rights to improvise" throughout their work lives - indeed, amid the crystallization (reification) that their tenuring universities often strive for.

**Neville, Eryca**, *University of MO-Columbi*

Infusing Critical Pedagogy into Elementary Schools and Elementary Methods Courses

How can you incorporate critical literacy into the elementary school classroom? How can preservice teachers be encouraged to include critical literacy and social justice concepts in their future classrooms? This action research project will outline how a fifth grade classroom collaborated with an elementary social studies methods course to create museums to showcase and highlight their new thoughts about the Civil Rights Movement and American Indians. This work represents a collaborative effort to create curriculum that challenged and engaged “at promise” children while also providing preservice teachers with positive models for curriculum creation that emphasizes critical multicultural education. Paulo Freire’s *Pedagogy of the Oppressed* and *Literacy: Reading the Word and the World*, critical literacy and multicultural education serve as the supportive theories for this work.

**Newton, Chazmith**, *alifornia Institute of Integral Studies*

Using co-operative inquiry to study the influence of self-awareness on relationships

See Noyes, Sarah

**Newton, Christie**, *alifornia Institute of Integral Studies*

Using Co-operative Inquiry to explore spiritual intelligence in daily interactions

See Chase - Daniel, Julie

**Ng, Uli Tse Ling**, *Royal Roads University*

Post-secondary Education Within a Non-Academic Setting: The Effects of a Multicultural Residence Community on Student Transition and Adjustment

This research investigates the effects of a multicultural residence community on post-secondary student adjustment and transition. The focus is on International House, an intentional residence that actively builds awareness of differing cultures and international issues. The residence deliberately houses 60% international students with 40% domestic students; setting an ideal arena for multicultural interaction and absorption to occur on both an interpersonal as well as a greater global scale. This initiative is further supported by calculated programs that focus on global education, intercultural training, and interactive symposiums on important world issues. Events are co-created by staff and residents, with constant consultation to ensure the cultural relevance and personal significance of these programs. My personal connection involves initially being a resident, and later an employee, in the International House at the University of Alberta. This opportunity provided me with extensive firsthand experience on the complexities of living and working within a multicultural student environment and how it affects the overall sense of community.

**Nichols, Sherry**, *The University of Alabama*

Exploring Photonarrative Methodologies: A PhotoGallery for Culturally Relevant Research Possibilities

This poster presentation draws on research involving Black middle school teachers, students, and two White science teacher educators exploring issues of culturally relevant pedagogy through digital photography. Our research is guided by an overarching question: How do participants' images of community evoke narratives and critique about culturally relevant teaching and learning? Subsidiary questions include: a) What referents within the images do participants' view as relevant to community and learning? b) How might photogalleries serve as forum for community critique? c) How does the use of photonarrative methodology create and constrain possibilities for researchers concerned about equity issues in education? In this session, we highlight uses of teachers' and students' photonarratives (e.g., photo walls, science photostories and digital story museums) as a way to transcend written representations. Alternatively, we draw upon visual methodologies to engage the mind, release the voices of their images and stretch our educative imaginations.

**Nichols, Sherry**, *The University of Alabama*

Resegregation, Community Relevance, and Science Teaching Illuminated Through Photonarratives

See Goldston, M. Jenice

**Nicholson, Jody S**, *University of Notre Dame*

Choosing to Care: Informing Scholarship and Services

See Scott, Stacey B

**Nicolaidis, Christina**, *Oregon Health & Science University*

Participatory action research to improve depression care in African-American and Latina domestic violence survivors

We formed a community-academic partnership to develop a depression care program for African-American (AA) and Latina domestic violence (DV) survivors. Academic and community members were collectively involved in all aspects of the study design, recruitment, data collection, and data analysis. We conducted 9 focus groups with 30 African-American and 31 Latina depressed DV survivors. Evidence gathered about beliefs, perceptions and experiences associated with depression, violence, healthcare and racism was consequently mobilized to design a depression care intervention located within AA and Latina DV agencies. Both Latina and AA survivors felt that violence greatly affected their physical and mental health. Both wanted counseling and advocacy, but were weary of medications. AA women discussed the image of the "Strong Black Woman" as a barrier to care, while Latina women discussed the acceptance of "life as suffering". AA women voiced greater distrust of Whites and interpreted negative experiences with the healthcare system as examples of racism. Latinas were more concerned about lack of health insurance and Spanish-speaking providers.

**Nieto, Jose Orlando**, *Autonoma De Manizales*

Representaciones Sociales Que Orientan La Experiencia De Algunos Grupos De Jóves De La Ciudad De Manizales Frente Al Riesgo En El Año 2006

See Vergara Quintero, Maria Del Carmen

**Nilakanta, Rema**, *Iowa State University*

Teens, Technology, Career Exploration and PAR - The Challenges and Strengths

See Bruning, Monica J

**Nissen, Laura**, *Portland State University*

Boundary spanners revisited: A qualitative inquiry into cross-system reform

While collaborative change models are gaining momentum in human services, little is known about those leading the changes. These "boundary spanners" (to use Dr. Harry Steadman's term) work among diverse, fragmented, even rival factions, often without formal authority, yet they nevertheless facilitate cross-system cooperation among multiple partners. In this participative, qualitative study, leaders from the Reclaiming Futures initiative reflect on their roles in collaborative efforts to improve substance abuse treatment and community involvement in juvenile justice. Findings revealed the characteristics and strategies of successful boundary spanners - valuable for those engaged in such work and for future workforce development.

**Nitzel, Camie Lynn**, *University of Nebraska--Lincoln*

Growing Up Gay as a Traumatic Stressor: A Feminist Biographical Case Study

He arrived for his psychotherapy session bursting to share a powerful insight: "It wasn't the rape that gave me post-traumatic stress disorder; it was the process of growing up gay in this culture." This Feminist Biographical case study is an exploration of the difficult coming-of-age narratives of a gay male client by his psychotherapist. One man's hypotheses regarding the traumatic stress he experienced as a result of growing up gay were recorded in his psychotherapy sessions and captured in his creative writings. A Critical Theory lens is used to conduct a thematic analysis that elucidates the intersection of heteronormative social environments with internalized homophobia and traumatic minority stress. Emancipatory communitarian approaches in psychology are advanced through this inquiry by integrating the empirical knowledge of reality as experienced by the oppressed with a leader's critical reflection and reflexivity. This project stands as a revolutionary and cooperative effort toward mutual liberation.

**Nitzel, Camie Lynn**, *University of Nebraska--Lincoln*

Autoethnography of a Gay Man Raised in a Straight World: A Performance of Traumatic Stress

See Booton, Michael Ryan

**Noffke, Susan E**, *UIUC*

Action research and the struggle for social justice: Whats the connection?

Action research is frequently articulated as advancing practices that are more socially just. The vision of social justice varies a great deal, though, both in theoretical groundings and in terms of the research-practice relationship. First, the

degree to which a historical claim can be made for a close connection between action research and the struggle for social justice will be examined. Second, the definitions of social justice as well as the theoretical frameworks used to construct the vision of socially just practice will be examined. Both theories that are frequently used as well as those less visible will be examined. Finally, through analysis of the practices of doing action research by teachers, community groups, and activist organizations, the degree to which these are consonant with academic-based theories is addressed, forming a base for addressing the contradictory potentials for action research in relation to advancing social justice agendas.

**Nontaña Dominguez, Jaime Alberto**, *Universidad El Bosque*

Estrategias Desarrolladas Por Los Niños Para Afrontar El Castigo. Un Dialogo Entre La Psicología, La Teoría De Redes Sociales Y El Interaccionismo Simbólico: Parte I.

See Pulido Chaparro, Sandra Carolina

**Nonthasak, Suriyan**, *Burapha University*

The Experience of Primary School Teachers of an Integrated English Curriculum in Selected Schools in Eastern Thailand

See Sakulkoo, Saratid Tong

**Nordstrom, Susan**, *University of Georgia*

Not Better, Just Different: The Uneasy Relationship of Deleuze and Guattari's Royal Science and Nomadic Science in Qualitative Inquiry

Drawing on her research journals in which the author comes to loggerheads while attempting to think traditional qualitative research practices with a Deleuzoguattarian theoretical framework, this theoretical paper explores the difficult place of negotiating the contradictory but potentially complementary practice of qualitative research. In *A Thousand Plateaus*, Deleuze and Guattari outline two types of science: Royal Science, or major science, a positivist oriented framework that seeks to reproduce the social landscape into universals, and nomadic science, or minor science is a science that follows the flows of events and how these flows produce new concepts. Viewing traditional qualitative research as a type of Royal Science, the author details how a nomadic science buttressed by a Deleuzoguattarian theoretical approach necessarily looks different in all aspects of the qualitative research process thereby producing a minor qualitative science - not a better science, but a different science that broadens qualitative research knowledge production.

**Nordstrom, Susan**, *University of Georgia*

Rhizoanalysis: A Methodological Tool for Living and Thinking with/in/around Complexity

This methodological paper provides a theoretical framework for performing a rhizoanalysis. While numerous scholars have used rhizoanalysis to analyze their data, little work has been done to explicitly discuss the theoretical dimensions of such a project. Rhizoanalysis is focused on what data does, instead of on the hidden, latent meanings researchers tend to identify in data. To allow data to do its work, rhizoanalysis employs four terms: cartography, asignifying rupture, connection and heterogeneity, and multiplicity. These four terms, working both in

concert and in a non-linear fashion, produce concepts that help researchers work with ever-straining categories and heterogeneity of exploding social and spatial boundaries. Rhizoanalysis, a Deleuzoguattarian analytical strategy, demands a rigorous intellectual and empirical pursuit. Based on Deleuze and Guattari's collective and singular work as well as other scholarly contributions to the thinking around rhizoanalysis, this paper develops a framework to encourage and enable such an inquiry.

**Noyes, Sarah**, *alifornia Institute of Integral Studies*

Using co-operative inquiry to study the influence of self-awareness on relationships

Using a co-operative inquiry methodology, a small group of online students researched how self-awareness in situations that evoked an emotional reaction might influence the outcome, thus possibly positively influencing our relationships. All participants were co-researchers who communicated via online collaborative journaling and bi-weekly teleconferencing. We assumed that emotionally charged situations decreased self-awareness, and could negatively impact personal relationships (LeDoux, 2003). Our co-operative inquiry was full-form and included internal initiation with outside inquiry, open boundaries, allowed for divergent paths, used Apollonian (with Dionysian tendencies) for recording and presenting data, and was propositional and transformative (Heron, 1996). The goal was to allow for a transformation of personal awareness (Presence) and action (Practical), through five cycles of action and reflection. Le Doux, J. *The Emotional Brain, Fear, and the Amygdala Cellular and Molecular Neurobiology* Volume 23, Numbers 4-5 October, 2003 pp 727-738

**O'Brien, Beverley A C**, *University of Alberta*

Maternal decision making around birth location in a rural western Canadian community

Institutional ethnography was used to explore how women living in a rural and remote Western Canadian community make decisions about where to give birth. With the community as the institution, a perspective of birthing is described. Volunteers (birthing women, hospital managers, maternity nurses, physicians, community activists) participated in individual or group interviews (n=19). Consistent with the methodology, informal meetings were also held with community members/leaders and written materials available to consumers were collected. Social relationships within the community were mapped and included social, professional, and political relationships, most of which also extended beyond the borders of the community. Insights into choices, resources, geography, culture, and other aspects of rural life that influence decisions for birthing families were illuminated. Choices for women were perceived by many stakeholders to be limited and dependant on both physician assessment of maternal risk and physician availability. Variables such as weather, personal finances, and both the availability and safety of midwifery services were also perceived to influence maternal decision making.

**Ocampo, Luz Haydee Gonzalez,** *Universidad de los Llanos*  
Imaginarios de Ciencia y Tecnología

Con el fin de convertir el ejercicio de la coordinación departamental del programa Ondas en reflexión permanente del proceso de formación de los niños y niñas, en el departamento del Meta; el equipo pedagógico formuló un proyecto de investigación, cuyo propósito fundamental es indagar por los imaginarios de Ciencia, tecnología e investigación que tienen los niños, niñas y jóvenes que participan en Ondas en el departamento del Meta, y el papel que cumple la escuela frente a las realidades que viven; en tanto desde la psicología social, los imaginarios se constituyen en elementos claves para entender el funcionamiento de las comunidades. Así mismo, el proyecto pretende mirar si realmente el programa forma una cultura ciudadana en ciencia y tecnología. En este sentido se presentan resultados parciales de los primeros hallazgos.

**Ochoa Marín, Sandra Catallina,** *Universidad de Antioquia*

Formas de respuesta al riesgo de ITS/VIH/SIDA en mujeres compañeras de migrantes, México

Analizar formas de respuesta al riesgo de infecciones de transmisión sexual (ITS) y VIH/SIDA en mujeres cuyos compañeros migran a los Estados Unidos de América (EUA). Entre octubre 2004 a mayo 2005, se entrevistaron 60 mujeres parejas de migrantes, residentes en dos comunidades (rural y urbana) de México con alta migración. Resultados: La confianza en la pareja es clave para la percepción de riesgo a ITS y VIH/SIDA. El riesgo lo expresan como un conjunto de temores asociados a cambios en sus relaciones afectivas vinculadas con la migración de la pareja. Las formas de respuesta al riesgo incluyen: obtener información del comportamiento sexual de su pareja en los EUA, negociar el uso de condón y buscar atención en los servicios de salud. Discusión: Considerar las formas de respuesta al riesgo de las mujeres facilitaría la adopción de medidas preventivas para las ITS y VIH/SIDA en comunidades con alta intensidad migratoria.

**Ocon, Carmen,** *UIUC*

(De)Sexualizing Latina Bodies: Narratives of homeplace and immigration

Through an autho ethnographic account of immigrant Latina's youth bodies, this paper traces narratives of homeplace, immigration, innocence, desire, shame, and subjectivity. Utilizing Chicana feminism as an epistemological lens of critique and hope this paper gives voice to the contradictory messages that immigrant Latina's receive and are trapped by; messages that simultaneously construct and contain young immigrant Latina's as innocent yet inherently oversexualized. In response to this binary, a binary that produces Latina sexuality for public consumption, the narratives in this paper work to reclaim Latina sexuality and specifically speak to what this means for young immigrant Latina's in public school spaces.

**Oglesbee, Jill Renee,** *The Ohio State University*

Race/Cultural Memory in Qualitative Research Using Autoethnographic Approaches

Historically Native Americans have been less than marginalized, they have been relegated to an almost invisible status. This paper considers a new hope for

a people who have not been afforded their past and their heritage. What would it mean to remember in a space that would foster healing. It means that we put broken lives together into one body. The ability also to draw upon the future, to re-member the future, is it seems to me a very rich notion; so many people have the idea that memory is merely dredging up the past. And especially in the sense of affliction, a down putting, the memory of past wrong, of death, of separation of families of personal humiliations. (Berrigan, Hanh,(2001).

**Olaya, Eucaris, Universidad de la Salle**

Perspectiva ético-política en la investigación social

Se pretende hacer una reflexión crítica sobre el ejercicio científico e investigativo en el campo de las Ciencias Sociales. La responsabilidad ética-política de investigadoras e investigadores sociales requiere de cuestionamientos sobre la realidad, la lectura crítica sobre la realidad, los fundamentos y debates que alimentan la realidad. Estos aspectos se constituyen en elementos fundamentales para enfrentar las exigencias y propuestas que defienden una supuesta “neutralidad” o donde “todo vale” y se llega al relativismo. Se espera que el ejercicio científico refleje la verdad de una realidad social, evidencie una producción humana con historia, y responda con mayor rigurosidad a las necesidades humanas.

**Olaya, Gustavo Adolfo Higueta, Universidad Católica de Oriente**

Análisis De La Línea Jurisprudencial De La Corte Constitucional Colombiana Sobre La Libertad Sexual De La Cónyuge: Una Perspectiva De Género

La presente ponencia consiste en la presentación de un informe de avances del proyecto de investigación sobre el análisis de contenido de las sentencias que componen la línea jurisprudencial de la Corte Constitucional colombiana sobre el tema de la libertad sexual de la cónyuge desde una perspectiva de género. El mismo, hace un balance entre el planteamiento del problema, los objetivos propuestos, la metodología y los principales hallazgos que se han dado hasta el momento.

**Olaya, Gustavo adolfo Higueta, universidad catolica del Oriente**

Análisis De La Línea Jurisprudencial De La Corte Constitucional Colombiana Sobre La Libertad Sexual De La Cónyuge:una Perspectiva De Género

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**Olga Lucia, Obando Salazar, Universidad del Valle**

Participativa (IAP) en los estudios de psicología política y de género (ADIS N. 212)

En la investigación e intervención de problemáticas sociales es usual el uso de metodologías cualitativas, por la capacidad que éstas poseen para acercarse, a través de un análisis de tramas de sentido, a los factores que desencadenan

tanto la aparición de los problemas, como el desarrollo de posibles alternativas de solución a los mismos. Basado en los hallazgos de tres investigaciones en el campo de la psicología política y de género, se expone en esta ponencia cómo la propuesta de la Investigación Acción (IA), en su modalidad latinoamericana de una Investigación Acción Participativa (IAP), se constituye en referente metodológico cualitativo interesante y valedero para el ejercicio de la investigación e intervención, en problemas que aparecen como resultado de fenómenos como el racismo, el maltrato de mujeres y la desvinculación de niños y jóvenes del conflicto armado. Palabras claves: investigación acción, psicología política, psicología y género, antirracismo, identidad femenina, desvinculado del conflicto armado, jóvenes, niños

**Olson, Karin Lou**, *University of Alberta*

Application of theory of technique to ethics requirements in cross-cultural research

See Graffigna, Guendalina

**Onishenko, Dawn**,

Researcher Identities in Qualitative Inquiry: Researching our own communities

See Grant, Jill G

**Orejas, José Antonio**, *Valladolid*

Women Entrepreneurs, between innovation and gender discrimination: a case studies in Castilla y León (Spain)

See Cruz, Fátima

**Ortiz, Blanca Inés**, *Universidad Distrital Francisco José de Caldas*

Aplicación Del Modelo Nef En Educacion Superior (Nes), El Trabajo Académico Del Profesor Universitario

La presente investigación indagó sobre las representaciones sociales que tiene el profesor de la Universidad Distrital acerca del trabajo académico. El análisis muestra: el concepto de trabajo académico sus características y los elementos y modalidades que lo constituyen; la mirada de los protagonistas, los profesores universitarios, es decir las visiones que el profesor ha construido sobre su trabajo y como ellas intervienen en la comprensión del trabajo que realiza, en la caracterización, en la relevancia que le asigna, y en la construcción que ha elaborado de la profesión docente; y la bondad de la metodología, su aplicación, y los resultados obtenidos. Esta investigación se realizó adecuando el Modelo Metodológico NEF, denominándolo Núcleos de Educación Superior: 'NES'. Los NES son entendidos como una red de unidades que permiten configurar un entramado de relaciones y facilitan la comprensión de los significados construidos por los sujetos participantes.

**Ortiz, Meivis**, *Agricultural Research and Higher Education Center (CATIE)*

Importance Of Local Knowledge Approach To Comprehend Interactions In Agroforestry Systems Of Tropical Livestock Farms.

See Mora-Delgado, Jairo

**Ortloff, Debora**, *Indiana University, Indianapolis*

Poster: Moving beyond the Evaluation Paradigm: Working with Community Partners to Produce Translational Evaluation

This poster details the idea of translational research as applied to funded qualitative evaluations conducted by the Center for Urban and Multicultural Education. Translational evaluation allows us to work with community partners to develop research designs which not only meet the requirements of the funding agencies on which many of our non-profit educational providers depend, but also serve to engage in ongoing, formative dialog aimed at improving program development. The poster will highlight the design, process and implementation of translational evaluation by featuring the three projects which work with under served youth. The first details work on peace education project for incarcerated youth, the second an after school program for at-risk youth and the third a character education program for truant youth.

**Ortloff, Debora Hinderliter**, *Indiana University, Indianapolis*

From Brussels, to Munich, to Franken: A Habermasian framework for understanding European citizenship education policy production and practice

This paper examines citizenship education policy across local, sub-national, national, and supranational political spheres through a comparative analysis of one federalized European state: Germany. While previous studies have tended to focus on national responses to and implementation of EU initiatives, they often disregarded the complex relationship sub-national actors have with national and supranational actors. The author argue that citizenship education policy can no longer be conceived as part and parcel of nation-state processes alone, but rather must focus on the nature of the "territorial complexity" that is engendered "by the interaction of four levels of government (EU, national, regional or local)" (Closa & Heywood, 2004, p. 86). In order to do this, however, new theoretical and methodological tools need to be developed.

**Osorio Molina, Javier Alonso**, *Universidad Nacional de Colombia*

Hermenéutica e historia

La hermenéutica contemporánea es un ejercicio inacabado. Toda forma cultural dentro de la civilización occidental ha tenido un sistema de interpretación: métodos y formas de rastrear el lenguaje, el cual plantea dos sospechas. El lenguaje no dice exactamente lo que dice, pues protege, encierra, encubre y transmite otro sentido; de otro lado, desborda su forma propiamente verbal, pues hay muchas otras cosas en el mundo que hablan y no se articulan de una manera verbal. Estas dos sospechas ponen en evidencia como el problema de la interpretación es inacabado. Ella no es algo fijo, inamovible y preestablecido, sino que es un corpus simbólico que constituye a cada sociedad y por medio de la cual cada sociedad se piensa, se comprende y se explica así misma, es decir, toda sociedad se interpreta históricamente y esa interpretación es construida en esa historicidad. El ejercicio hermenéutico contemporáneo de descomponer una sociedad, no pretende encontrar la esencialidad de los signos que componen ese imaginario simbólico, sino comprender la dinámica interpretativa de una sociedad y la construcción histórica de ese corpus interpretativo.

**Ostrander, Noam**, *DePaul University*

Precarious positions: Balancing research ethics, professional ethics, and legal responsibilities in qualitative health research

Health care clinicians who conduct qualitative research may face increased ethical dilemmas due to professional codes of conduct. Additionally, qualitative health researchers often explore topics that require greater focus on the emotional and physical safety of both participant and researcher (Morse, 2007). The question arises: when does a disclosure create a professional liability for clinicians conducting qualitative research? This presentation puzzles through that question drawing on the presenter's research experiences with current and former gang members who were recently shot and paralyzed. During the course of the research interviews, participants disclosed not only comments indicating a threat to themselves or others, but also comments that may implicate themselves in unsolved crimes. These comments placed the presenter, who is a clinical social worker, in a precarious balance among research ethics, professional ethics, and legal responsibilities. By exploring this balance, the presenter will suggest guiding principles for qualitative researchers in similar situations.

**Oswald, Laura R**, *U. of Illinois*

The Social Economy of Inalienable Wealth in Minority Cultural Contexts

When minority cultural capital, including informal rituals, traditions, and social behaviors, becomes the group's inalienable wealth, it has the potential to generate real wealth for the group and risks being assimilated by the inexorable reach of white consumer culture. An obvious example is the ambivalent relation of African-American hip-hop artists to the mainstream culture upon which they thrive. Hip-hop music is a form of minority cultural capital that both grew out of the poor, urban African-American experience and also grew into a profitable cultural currency for selling inner-city mythology to suburban, white consumers (McLeod 1999). McLeod points out that twenty years after the release of the first hip-hop recording, hip-hop has become assimilated into mainstream pop culture, prompting the artists themselves to draw boundaries around their ethnic authenticity. Authenticity discourses within hip-hop culture, such as "keeping it real," are a means of claiming and consolidating cultural treasures as inalienable wealth for African Americans in the inner city, and also, ironically, preserving the "trade value" of such treasures in the mainstream market. The enduring survival of minority culture and the success of minority individuals thus depends on the dialectic of "giving for keeping/keeping for giving" in a variety of contexts.

**Ouano, Evelyn**, *California Institute of Integral Studies*

Using Co-operative Inquiry to explore spiritual intelligence in daily interactions

See Chase - Daniel, Julie

**Ovejero, Anastasio**, *Valladolid*

Women Entrepreneurs, between innovation and gender discrimination: a case studies in Castilla y León (Spain)

See Cruz, Fátima

**Oviedo Córdoba, Myriam, Surcolombiana**

Una mirada a la soledad

Este texto presenta una investigación realizada por el grupo CRECER, reconocido por COLCIENCIAS, dentro de la línea INFANCIA, VÍNCULOS Y RELACIONES a partir de la cual se construyó conocimiento en torno al significado de las Representaciones Sociales (RS) sobre la soledad que poseen niños, niñas, adultos/as y ancianos/as de Neiva y Pitalito. El estudio fue realizado por un equipo conformado por profesores (2) estudiantes (19) y una egresada del programa de Psicología vinculada al proyecto como joven investigadora, lo cual la constituye también en una experiencia de formación en investigación. La diversidad de situaciones que ocurren en torno a la soledad, obraron como elementos de motivación para la realización de este estudio, el cual pretende develar las RS que existen frente a la Soledad en los habitantes de la zona urbana de Neiva y Pitalito, comprender sus significados y apreciar las diferencias que existen en torno a estos aspectos entre géneros, ciclos vitales y municipios. Para cumplir con los objetivos se eligió para su realización el enfoque cualitativo con un diseño metodológico denominado: el relato de vida. Se contó con la participación de 266 actores sociales, entre niños y niñas de 7 a 12 años, adolescentes de ambos géneros entre los 13 a 17 años; adultos y adultas entre los 30 a 50 años y ancianos hombres y mujeres entre los 60 a los 75 años, de las zonas urbanas de Neiva y Pitalito, municipios escogidos por presentar altas tasas de suicidio, e intentos de suicidio problema que se ha asociado con la soledad. Como técnicas de recolección de la información se utilizaron: la entrevista focalizada, la entrevista en profundidad, las técnicas proyectivas, los talleres. En general los sentidos otorgados a la soledad están en relación con la historia y la vivencia personal de cada uno de los actores, encontrándose diferencias relativas a la edad el género y la experiencia vital. Además es una situación común a todos los grupos de edad que se expresa como falta de reconocimiento.

**Oviedo, Paulo Emilio, Universidad de la Salle**

El cambio de las concepciones y prácticas de enseñanza-aprendizaje de los ingenieros como docentes universitarios mediante la resolución de problemas como estrategia didáctica

En esta investigación se presenta los resultados de una investigación cualitativa, siguiendo la espiral autorreflexiva de: planeación, acción, observación y reflexión del modelo de investigación-acción propuesto por Carr y Kemmis (1991). Se capacitó al grupo de ingenieros docentes en resolución de problemas como estrategia didáctica a través del seminario permanente de investigación-acción y se aplicó con miras a propiciar los cambios en las concepciones y prácticas de enseñanza y aprendizaje. El marco teórico, en su componente epistemológico, partió de las aproximaciones deductivas constructivistas basadas en los aportes de Poper (1962), Kuhn (1972) y Lakatos (1983); en relación con lo pedagógico, se fundamentó en las ideas acerca de la educación y la conceptualización en torno al aprendizaje como cambio conceptual, metodológico, actitudinal y axiológico (Gallego y Pérez, 1994) y en lo referente a la didáctica, se partió del examen de los distintos modelos de enseñanza de las ciencias de Gil y Martínez-Torregrosa (1983). El análisis de los resultados de la experiencia demostró que la resolución de problemas como estrategia didáctica tuvo éxito para cambiar las concepciones y prácticas de enseñanza y aprendizaje de los ingenie-

ros como docentes, en comparación con las que tenían antes de trabajar con la resolución de problemas como estrategia didáctica.

**Oviedo, Paulo Emilio, *La Salle***

La resolución de problemas y el cambio de las concepciones y prácticas de enseñanza-aprendizaje de los ingenieros como docentes universitarios

Esta investigación se realizó siguiendo la espiral autorreflexiva de planeación, acción, observación y reflexión del modelo de investigación-acción propuesto por Carr y Kemmis (1988: 197). El marco teórico, en lo epistemológico, partió de las aproximaciones deductivas constructivistas basadas en los aportes de Popper (1962), Kuhn (1972) y Lakatos (1983); en lo pedagógico, se fundamentó en las ideas acerca de la formación de docentes y en la conceptualización en torno al aprendizaje como cambio conceptual, (Gallego y Pérez, 1994); en lo didáctico, se partió del examen de los distintos modelos de enseñanza de las ciencias según Gil y Martínez-Torregrosa (1983). El análisis de los resultados de la experiencia mostró que la resolución de problemas, como estrategia didáctica, es efectiva para cambiar las concepciones y prácticas de enseñanza-aprendizaje de los ingenieros como docentes. Palabras claves: resolución de problemas, enseñanza-aprendizaje, investigación-acción, formación de docentes, didáctica de la ingeniería.

**Owen, John, *QSR International***

Qualitative information is everywhere. The changing face of research and the role of software.

YouTube currently hosts over 100 million videos. Every day more than 8.5 million pictures are uploaded on the Flickr website. And more than 88 million blogs worldwide are facilitating online discussions. In this digital age, qualitative information is everywhere. Can today's QDA software help the qualitative researcher to harness and glean insight from these rich information sources? QSR International CEO, John Owen will explore how technology can assist researchers through every stage of the project lifecycle. From managing and organizing this rich information, to working with it and sharing research findings. Imagine a world for example where a researcher shares their research findings, including audio or video clips, and segments of documents, with a colleague via a mini website? And the future? We'll also explore how visionary technologies may impact qualitative research, and the opportunities this presents.

**Owens, Nakeisha, *University of Memphis***

Gospel lyrics as a form of elicitation data: An arts-based approach

In this paper I will illustrate how gospel lyrics can serve as a form of elicitation when collecting data during qualitative interviews. The methodological literature in qualitative inquiry has discussed the role of photo-elicited data in various studies. Extending the idea of the elicited data from photo-elicitation, I use gospel lyrics data to explore how women who attend church regularly describe their inspiration to return to school in order to complete their G.E.D. or other degrees in higher education. Thus, in this paper I specifically look at the role of gospel-elicited data in constructing knowledge in qualitative inquiry. Moreover, I provide discussions of how using gospel-elicited data in qualitative inquiry needs to be driven through a robust research design aligning epistemology, research design, data collection, analysis, and re-presentation.

**Ozgan, Habib,** *University of Gaziantep*

A Qualitative Case Analysis of Conflicts between Teachers and Students

The purpose of this qualitative case study is to explain the sources and management of conflicts between teachers and students. The study was conducted at a primary school in Kilis, Turkey. Data was collected through participant observation and informal interviews. These techniques provided us with details about perceptions of participants. The findings were analyzed with a perspective of conflict management. Analyses enabled us to conclude that the main cause behind student-teacher conflicts is poor communication and the dominant attitudes of teachers.

**Pabón Giraldo, Liliana Damaris,** *Universidad De Medellín*

A Propósito De La Justicia Material

See Ramírez Carvajal, Diana María

**Packheiser, Vicki,** *University of Texas at Austin*

Threats to Rigor Posed by Methodology: The Use of Participant Observation to a Study of Change Processes in a 12-Week Restorative Justice Group Intervention.

Although participant observation is a potent tool for studying change processes, it generates threats to rigor because it relies so heavily on the perceptions of the researcher. This presentation exemplifies the delineation of such threats by focusing on the vulnerabilities created by participant observation as a data collection instrument for the study of interventions. In the BTL study, one observer did not have extensive experience with prisons or violent offenders. Thus her observations could be biased by her assumptions about offender populations and prison environments. The other observer was a male of color, similar to many of the offenders, and this background influenced their responses. A further complication was observers' potential to influence the intervention through their participation as group members when the intervention might otherwise not yield any appreciable changes. Finally the impact of the intervention on the observers themselves potentially skewed their observations.

**Pajer, Kathleen,**

Girls Who Are Suspended or Expelled from School: There is More to Know Than Demographics

See Chang, Chien-Ni

**Pajoohesh, Parto,** *University of Alberta*

Walking the Line: Experiences of Foreign-Trained Physicians in Search of Professional Integration

Very little research has been undertaken to explore the current status and experiences of foreign-educated medical graduates in Canada. These highly trained individuals who are granted immigration status, must pass through a lengthy career path again in Canada in order to practice. The stages range from credential recognition, medical qualifying exams, a language proficiency exam, and performance assessment to licensure eligibility. This problem which is rooted in an array of political, economic and social conditions, require the physicians to anticipate significant financial and personal commitment to pursue licensure. I

aimed to understand the experiences of foreign-trained physicians as they pursue accreditation to practice after immigration to Canada. Through narratives, I will share some of their stories as they unfold the affective, social and economic challenges they have encountered in their life in Canada.

**Pak, Soon-Yong**, *Yonsei University*

Narratives that Intertwine: Experiential Reflection on Academic Resilience through “Group Narrative-Making”

Academic resilience refers to academic achievement when such achievement is rare due to adverse circumstances. Through narrative research, I approach the topic of academic resilience by focusing on its relevance to cultural competence of three North Korean refugee students who have undergone adjustment processes in a completely drastically social and education system of South Korea. For them, it has been extremely hard to make a successful transition from a strictly controlled socialist track of education to an open competition-based capitalist education system. My research finds that successful transformational potential and academic resilience of the students rested on acculturation preferences that reflect their attitudes and encounters. The process of my research required what I tentatively term “group narrative-making”, as I allowed a series of group narrative sessions following individual ones. The experiential contexts of each student were presented to one another that enabled each informant to find meaning in their narratives.

**Palacios, Fátima Flores**, *UNAM*

Percepción corporal y genero bajo la mirada de la teoría de las representaciones sociales de mujeres de santo domingo ocotitlán, en tepoztlán, morelos .México.

See Rivas, Daniela León

**Palacios-Espinosa, Ximena**, *Universidad El Bosque*

Estrategias Desarrolladas Por Los Niños Para Afrontar El Castigo. Un Dialogo Entre La Psicología, La Teoría De Redes Sociales Y El Interaccionismo Simbólico: Parte I.

See Pulido-chaparro, Sandra Carolina

**Palmer, Mary Jo**, *University of Memphis*

TBA

In this paper, I will demonstrate a realist representation of a virtual ethnographic study of chat room designed primarily to discuss current events. However, members of this chat room have been attending the chat room from anywhere between three to eleven years and the topic of discussions ranged from very personal details of people’s lives to a smattering of current political events. Participants formed marital and romantic relationships, lifetime friendships, and in some cases also met face-to-face. This realist representation will demonstrate how participants made “real” meanings of their conversations which occurred mostly in textual and auditory forms.

**Pando-Moreno, Manuel**, *Universidad de Guadalajara*

Vivencias de jubilación y prejubilación en dentistas del Centro Universitario de Ciencias de la Salud de la Universidad de Guadalajara, México.

See Aguilera-Velasco, María De los Ángeles

**Papadimitriou, Christina**, *Rehabilitation Institute of Chicago*

Beyond Difference: Epistemic challenges in the study of physical disability from the perspective of a non-disabled researcher

The extent to which a qualitative interview or ethnographic study will produce results that are reliable, valid, and generalizable depends in large measure on the nature and quality of the relationship formed between the researcher and the research subject. When the researcher is able-bodied and the subject is disabled, the onus for helping to co-create a relationship that will sustain and engender a high degree of intersubjective understanding falls almost entirely on the researcher. This paper, which is based on the experience of an 18 month ethnographic study of persons recovering from traumatic spinal cord injury, elaborates a combination of techniques at once phenomenological, reflexive, and empathic, which permit the researcher to take what I term the least-able-bodied attitude into that relationship. Practical, methodological and epistemological concerns will be addressed in such that researchers can address the epistemic challenges that disability presents to research and to society in general.

**Papadimitriou, Christina**, *Rehabilitation Institute of Chicago*

Reconceptualizing injustice and disadvantage in epistemic terms: A social justice approach that demands the use of qualitative methods

See Stone, David A.

**Páramo Morales, Dagoberto**, *Del Norte*

Influencia De La Cultura En La Relación Entre El Consumidor Colombiano Y Su Tienda Tradicional

El estudio se originó en la ausencia de esfuerzos de investigación sobre las tiendas y su papel en la vida nacional. La pregunta de investigación fue: ¿Cuál es el papel de la cultura y sus dimensiones en la relación entre el consumidor colombiano y su tienda tradicional?. Se utilizó un enfoque etnográfico bajo la perspectiva del método PRODIN (Bergadaá et Amraoui (2006), en la corriente epistemológica de las investigaciones cualitativas naturalísticas (Guba, 1978), "orientada al descubrimiento". La información fue validada haciendo triangulaciones entre informantes, investigadores, expertos, y métodos (Altheide y Johnson, 1998). Se utilizaron diarios de campo (Sandoval, 2003). Las categorías detectadas siguieron la rigurosidad requerida (Strauss y Corbin, 1990). Según los resultados el futuro de las tiendas está asegurado. Se reafirma el carácter sociocultural que distingue a las tiendas transformadas como centro social de las capas menos favorecidas. El tendero hace parte del vecindario, del tejido social. Las relaciones son de confianza, conveniencia, amistad, familiaridad, trato personalizado, inmediatez, economía, cercanía social.

**Pardo Cubides, Andrea,** *Universidad Del Rosario*

Ecoterapia Y Rehabilitacion Integral En Un Contexto Natural Para Personas Con Discapacidad Mental Excluidas Por La Sociedad.

**OBJETIVO:** Explorar experiencias de vida, emociones, fenómenos culturales e interacción social de personas con discapacidad mental en un contexto natural dentro de un proceso de rehabilitación integral. **METODOS:** Estudio cualitativo (teoría fundada) de 40 personas colombianas entre 20 y 64 años de edad, con discapacidad mental que fueron habitantes de calle, sin redes de apoyo familiar ni social, participantes en anteriores tratamientos con pobres resultados desde el año 2004 a la fecha estas personas hacen parte del programa de Ecoterapia en modalidad de hogar completo. **RESULTADOS:** Emergieron las siguientes categorías: (a) Ecoterapia más que un proyecto, (b)ocupación y autorrealización, (c)entorno natural, (d)más que un equipo, (e)familia sana, (f)venciendo paradigmas, (g) psicofármacos naturaleza y afecto una buena combinación, (h) Ecoglosario. **CONCLUSIONES:** Se ha construido un modelo de rehabilitación innovador para personas con discapacidad mental donde las fortalezas son la comunidad, el entorno natural y el trabajo terapéutico basado en el afecto.

**Pardo Cubides, Andrea,** *Universidad Del Rosario*

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**Pardo Niño, Liliana,** *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido Chaparro, Sandra Carolina

**Pardo-Niño, Liliana,** *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido-chaparro, Sandra Carolina

**Park Nelson, Kim Ja**, *University of Minnesota, Twin Cities*

Community, Identity and Ethnography among Korean American Adoptees

Korean American adoptees are born in Korea as racially Asian, then raised, usually in white communities and families, in the United States. This paper discusses the collection of 73 adult Korean adoptees' life stories in three locations: 1) Minnesota, home to the largest concentration of Korean adoptees in the U.S.; 2) the Pacific Northwest, home to the many of the "first wave" of the oldest living Korean adoptees now in their 40s and 50s; and, 3) Seoul, Korea, home to hundreds of adult Korean adoptees who have traveled back to South Korea to live and work. Drawing on these oral histories, this paper explores the Korean American adoptees' national, cultural and racial identities and ties them to over fifty years of Korean adoption to the United States. I will also explore the importance of using this community-based methodology in order to understand Korean adoptees with respect to American race relations and geopolitics between the United States and South Korea.

**Park, Hye-Young**, *U of I at U-C*

Writing in Korean, Living in the US: A Screenplay about a Bilingual Boy and his Mom

To enhance the sensory richness of my bilingual data, I chose a screenplay form of experimental writing. I took my academic prose and transformed it, using multilayered scenes to better portray the voices of my bilingual son and me. Our voices often squeak with conflicts resulting mainly from differences in our linguistic/cultural understandings. As Orwell observes, we remain ignorant of our surroundings even when the evidence is staring us in the face (Chomsky, 1986); like this, I was unable to recognize my son's bilingual/cultural dilemma until I stopped evaluating him through a monolingual lens. In this piece, I take readers on a journey into the everyday world of our parent-child interactions. Using the genre of screenplay contributes to the emerging construction of new traditions in scholarly writing with bilingual data, while promoting the decolonization of bilingual research from the standard monolingual/cultural perspective.

**Park, Mijung**, *University of California, San Francisco*

Working with culture - Practices and lessons learned from psychiatric mental health professionals working with Asian American patients and their families

As the number of immigrants and multicultural families increase in the U.S., the issue of cultural competency in health care becomes critical. Lack of cultural competence can result in poor quality care including inappropriate treatment choices, miscommunication, and premature treatment closure. The purpose of this paper is to illustrate the clinical reality of culturally competent mental health care for Asian American (AA) populations. Findings of this hermeneutic phenomenological study with 20 ethnically and professionally diverse providers illustrated they assumed multiple roles when working with AA populations, including: 1) cultural brokering, 2) supporting families in transition, 3) recognizing and treating culture-bound syndromes, and 4) becoming Zen (like) practitioners. Articulating the knowledge developed via practice is important in describing the breadth of multicultural psychiatric practice. Such breadth requires mental health program and funding support, and has implications for training future practitioners.

**Park, Mijung**, *University of California, San Francisco*

Are Disparities Inevitable? - Looking At The Health Disparity And acculturative stress in a larger context

The purpose of this presentation is to illustrate health care providers' and Asian American (AA) families' struggles with the mainstream mental health care system in the United States. Berry argues that the attitudes of a host society towards immigrant populations influence individual and group acculturation strategies and outcomes. The rigidity of the current health care system, particularly in its ontological stance, forces immigrants to give up their own ontological views or be marginalized from health care. Such institutional inflexibility may increase health disparities in minorities. To clearly illustrate the clash between individual-centered mental health care and family-centered care prevalent in the AA community, interview narratives from 6 AA families who cared for a mentally ill member and 20 ethnically and professionally diverse mental health care providers will be presented. Berry's multi-level model of acculturation and its implication for these analyses of health disparity will be discussed.

**Park, Seo Jung**, *University of Illinois at Urbana-Champaign*

Teachers perspectives on content-area literacy instruction

The purpose of this study is to explore teachers perspectives on content-area literacy instruction. This study used qualitative case studies to see how ESL teachers and regular classroom teachers respectively view content-area literacy instruction. The researcher worked with two ESL teachers in one elementary school and two regular classroom teachers in another elementary school. The researcher collected data for two months by using three methods: classroom observations, interviews, and written materials. The researcher found that all four teachers were quite different from, and at the same time similar to, one another in terms of their perspectives on content-area literacy instruction. Two ESL teachers thought content-area literacy instruction was one of various ESL teaching programs, and felt that this mode of instruction was effective. They emphasized both the teaching of the content areas and the teaching of the English language at the same time. On the other hand, two regular classroom teachers thought it was normal to teach content-area literacy in their classes. Even though they tried to incorporate the content areas into literacy instruction, there was not a strong connection between the content areas and literacy instruction.

**Park, Seo Jung**, *University of Illinois at Urbana-Champaign*

Content-based ESL instruction in the lower grades

The purpose of this study is to investigate teachers approaches in teaching content-based ESL. This study employed qualitative case studies and data were collected in a second- and a third-grade ESL classroom by using three methods: observations, interviews, and written materials. The researcher found several commonalities between the teachers in their teaching of content-based ESL. Both teacher had made their own instructional books and materials during their years of teaching ESL and their materials were flexible. Another characteristic of their content-based ESL approach was to use various hands-on experiences. Through these experiences, the students in two classes learned a great deal about both the content knowledge and the English language. Besides, two teachers connected their content-area lessons to the students daily lives. Finally, both teachers agreed

that in addition to using effective strategies, emotional factors played an important role in students content-based ESL learning.

**Parrado, Alvaro**, *Universidad Nacional de Colombia*

Diagnóstico Participativo Del Uso Y Manejo De Los Recursos Agua, Suelo Y Especies Forestales Utilizados En El Sistema De Producción De Panela, En Cuatro Municipios Del Occidente De Cundinamarca

En este estudio se identificaron mediante metodologías participativas las principales relaciones que establecen las comunidades productoras de panela (jugo de caña concentrado) con su ambiente, en especial en lo que se refiere al uso y manejo del agua, el suelo y las especies forestales, así como la valoración que le dan a dichos recursos. Se utilizaron metodologías de investigación participativa, en cuatro municipios de Cundinamarca, Colombia. Se identificaron cuatro grupos poblacionales de acuerdo a las relaciones que establecen con los recursos naturales, ligadas principalmente con el tamaño de finca y la tenencia de trapiche (planta agroindustrial). Reconocen que existe una alta dependencia del uso de especies forestales en la producción de panela. El uso del agua y del suelo en estos sistemas productivos es menos intensivo, pero se les da un manejo extractivo que amenaza su disponibilidad y calidad a futuro.

**Pascale, Celine-Marie**, *American University*

Horizons of Possibility: Interpretive Methods & the Production of Knowledge

This paper begins with the premise that all research methodologies are historically produced social formations that reproduce relations of power even as they seem to reveal oppression and inequality. The epistemic foundation of any methodology directs our attention to certain ‘realities’ and not to others and thereby determines the horizon of possibilities for any research project?what can and cannot be seen as well as what can and cannot legitimately be argued. From this premise, I examine the ability of interpretive frameworks to apprehend routinized relations of privilege. I argue that without a grasp of the ontological and epistemological underpinnings of research methodology, we lose an important basis for understanding the fundamental concepts of reality and intelligibility that are central to the production of knowledge. This is especially relevant to our ability to develop research strategies that are congruent with contemporary concerns for human rights and social justice.

**Pasque, Penny**, *University of Oklahoma*

Addressing dangers in social justice research: Performances of junior faculty from a critical inquiry perspective

As Milner (2007) states, “when researchers are not mindful of the enormous role of their own and others’ racialized positionality and cultural ways of knowing, the results can be dangerous to communities and individuals of color” (p. 388). Milner goes on to describe the seen, unseen, and unforeseen dangers in research projects, of which researcher positionality may help to address. However, junior faculty often are encouraged to “publish or perish” - to forgo a critical research approach and any reflexive thought regarding positionality in order to obtain tenure. In this paper, I argue that when considered through a critical lens, performances of and by junior faculty have the potential to illuminate myriad complexities regarding the politics of evidence as related to social justice

research. What are the ways in which junior faculty address seen, unseen and unforeseen dangers in research within the current context of academic capitalism and pressures of tenure?

**Pasque, Penny A**, *University of Oklahoma*

The reflexivity of researchers: Adding catalytic validity to qualitative research regarding multicultural teaching in diverse classroom environments

Positionality strengthens quality qualitative research and researcher reflexivity is interrelated to discussions of positionality (Jones, Torres, Arminio, 2006; Salzman, 2002; Richardson, 2005; Rossman & Rallis, 2003). Further, Lather (2003) reconceptualizes traditional notions of quality as she asserts that the rigor and trustworthiness of openly ideological research processes can be established through “catalytic validity” (p. 206). In this paper, I draw upon Lather’s reconceptualization of quality by asking researchers to reflect on their own positionality within a research project. The goal of this research project focuses on faculty who have been identified as advocates for multicultural teaching in diverse classroom environments. This project includes 10 researchers (faculty, graduate and undergraduate students) who interviewed 64 faculty spanning the humanities, social sciences and natural sciences. The focus of this paper is on the reflexive writings of the researchers involved in the research team and how reflexivity added catalytic validity to the research project.

**Patiño de Peña, Luceli**, *UNiversidad de IBagué*

Una experiencia en formación de docentes universitarios a través de la investigación cualitativa

Este texto es el resultado de la reflexión sobre algunos ejercicios de investigación cualitativa en programas de formación de docentes universitarios. El propósito ha sido constituir la investigación como eje para la reflexión pedagógica, a través de la escritura y la observación de la práctica docente, para proponer transformaciones al quehacer diario en el aula de clase. Este trabajo se ha desarrollado en la universidad en programas de desarrollo profesoral en los cuales se aborda la investigación sobre la práctica pedagógica, como elemento sustancial del ser docente. Por lo tanto, ubica al docente en relación con la tradición para considerar lo positivo de las prácticas pedagógicas e innovar sobre rutinas que ya no significan. Resaltar, por tanto, la importancia de la investigación sobre la práctica docente implica reconocer el espacio de la experiencia como punto de partida para la reflexión sobre los modos de ser de la docencia.

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**Patiño, Carlos Darío**, *San Buenaventura*

Representaciones sociales de los jóvenes de la ciudad de Medellín sobre el consumo de sustancias psicoactivas en relación a sus escenarios

See Cano, Victor Hugo

**Patiño, Carlos Darío**, *Universidad de San Buenaventura*

Propuesta Para Un Modelo De Intervención/investigación Clínico-social Sobre El Intento De Suicidio En Municipios De Antioquia, Colombia

See Schnitter, Mónica

**Patiño, Luceli**, *De ibagué*

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**patterson, donna**, *University of Regina*

Teaching with Ethical Generosity

Neither ethics nor teaching slip easily into stepwise procedural or technological processes even as nostalgia pushes the pursuit of such certainties. Since ethics and teaching happen only in relation, what counts is how to become more responsive and responsible for and to one another. Bridging “what is known” and “what is good” challenges both teaching and ethics and as importantly teaching ethically. This presentation struggles with generosity and how it constructs such bridging, enabling ethical teaching. Inspired by Franks *The Renewal of Generosity* (2004), efforts to teach in an ethically generous manner and students comments interact as voice and countervoice, initial steps in infusing generosity into teaching ethically within an educational faculty.

**Pauk-Binyamin, Ilana**, *Beit Berl Academic College*

A program evaluation ordered by an educational program: An evolving collaborative model

See Gindi, Shahar

**Paul-Binyamin, Ilana**, *Beit Berl College*

The collaborative aspects of evaluation in educational settings

See Alpert, Bracha

**Payne, Cherita**, *University of Bradford*

Who knows? Reflections of a Community Research Team in Bradford and Keighley, UK

See Milne, EJ

**Payne, Elizabeth**, *Syracuse University*

Heterosexism and Popularity: Young Lesbians Experiences of the High School Social Scene

This paper explores the ways in which high school girl popularity is constructed as heterosexual and normatively gendered, leaving lesbian adolescents on the periphery of the high school social scene. Based on data from a larger critical life history study with adolescent lesbians, this paper explores their experiences of school, friendship, and their attempts to “fit in” with social groups in school. The young women in this research associated “popular” with “straight” and “attractive” sometimes using the words interchangeably, and identified the required characteristics of a popular girl as “looking perfect,” and a fluency in “boy-talk.” Girls less concerned with their appearance or with boys were marked as outsiders in the high school culture. How schools participate in reproducing heterosexist popularity is also discussed.

**Peace, Sheila**, *The Open University Walton Hall Milton Keynes*

Participatory research with older people

See Holland, Caroline

**Pearce, Patricia F.,**

What Do You Do When The Numbers Don't Add Up? Consider Asking The Right Question

Evidence from this descriptive-qualitative research with adolescents negates the prevailing viewpoint regarding their capacity to effectively understand and report physical activity. Quantitative researchers focused on understanding adolescents' physical activity typically use self-report questionnaires, with results that "don't add up" and lack statistical significance, concluding that adolescents do not understand and cannot report physical activity. Researchers have attributed this lack of significant findings to adolescents' lack of understanding. In this study, adolescents were asked about their notions of physical activity, and were provided a venue to freely discuss their thoughts and understanding. Although their understanding parallels the well-known, scientific definition of physical activity, researchers do not include the usual activities that adolescents expect. In reviewing questionnaires, these adolescents noted their lives were not reflected - their activities were missing, format was non-intuitive, and words not understandable. As eloquently stated by one adolescent, "whoever wrote the questionnaires didn't ask the right question."

**Peladeau, Normand, *none***

Technology development in CAQDAS: How much computer assistance are we really willing to accept?

In the last few decades, we have seen many new developments in domains related to text analysis, such as natural language processing, computational linguistic, information retrieval and text mining. Many of those developments have been designed to provide new tools to analyze large collections of text data, extract information, identify patterns and discover hidden relationships. Some may consider them as complementary tools and others as alternatives to computer assisted qualitative data analysis software. Do they represent a real threat to the work of qualitative researchers and to authors of CAQDAS? Could we see in those new technologies an opportunity for developing more efficient qualitative analysis tools and adopt some of them to the way qualitative researchers usually work? If we think so, then some of the central questions are quite likely related to what kind of assistance we really need and how much of this assistance are we willing to accept. We will illustrate some of those dilemmas by examining some of the features of QDA Miner and a few other software that integrate technologies from those other domains as well as other potentially new developments one could think of.

**Peled, Einat, *Tel Aviv University***

External review as a battlefield in the science wars

This presentation will analyze the process of an external review process of a social work school in a major research university in Israel as a case study of paradigmatic coercion. The evaluation committee nominated by the Israeli Council for Higher Education, consisted of prominent Israeli and US social work researchers and a senior social work service director. Its final output was a report on the examined field of study and each of the particular programs and a proposal of standards for social work studies. Based on a careful analysis of the evaluation process and this material, we propose that the committee attempted

to impose on the school its own post-positivistic paradigm and cultural-organizational framework, as exemplified in three key areas: the theoretical underpinning of the program, the schools management and decision making, and teaching methodology. The implications of this political clash on the status and performance of schools of social work within the higher education systems are discussed.

**Pelias, Ronald James,** *Southern Illinois University*

Five Ways of Caring: The Complexity of a Loving Performance

See Gale, Ken

**Pelletier, David L.,** *Cornell University*

A community food security surveillance model fostering action and local food security policies with a concern for social justice

See Gervais, Suzanne J.

**Peña Contreras, Marlyn Jassive,** *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

See Pulido Chaparro, Sandra Carolina

**Peña Contreras, Marlyn Jassive,** *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

See Pulido-chaparro, Sandra Carolina

**Peña, Cesar Augusto,** *Universidad de los Andes*

Bogotá exCéntrica - Eccentric Bogotá

La investigación tiene como marco la ciudad de Bogotá entre los siglos XVI y XVII y busca demostrar que su proceso de conurbación se dio a través de un proceso complejo y policéntrico, que ocupa el área física actual de la ciudad. Se parte de entender la ciudad, como una suma de entidades que conforman un polígono de fuerzas que configuran la extensa área física de la ciudad actual. Esto se sustentó mediante el empleo de herramientas metodológicas como la cartografía histórica, la paleografía y la diplomática, tomando como caso de estudio uno de los antiguos pueblos de indios, aldeaño a Bogotá. El territorio y las formas de habitarlo, delimitarlo y darle uso, se presentan como la materialización de un fenómeno social que explica la perpetuación del uso de la violencia como forma de legitimación, en donde el principal motivo para ejercerla es la ambición por la propiedad de la tierra.

**Peñaranda, Fernando,** *Universidad de Antioquia*

Investigación Temática Como Una Opción Para La Investigación En El Marco De La Educación Para La Salud

La ponencia presenta una experiencia de investigación participativa en el marco de la educación para la salud. Siguiendo los postulados de Freire sobre investigación temática, entendemos la dimensión participativa más allá de lo instrumental, para comprenderla como un asunto ontológico y social. Según

Freire la educación liberadora y problematizadora debe ser investigativa y en este sentido, la investigación es educativa. La investigación es participativa porque tanto investigador como participante son sujetos que investigan sobre sus vidas y la realidad para comprenderlas mejor y poderlas transformar, en la medida que se transforman. No es solo que la investigación sirva a los participantes para comprender mejor su forma de pensar y actuar, sino que sirve al investigador para comprender mejor cómo hacer una investigación comprometida con la transformación humana y social. Constituye una investigación basada en la praxis, cuyo fundamento del análisis es la reflexión.

**Peñaranda, Fernando,** *Universidad de Antioquia*

Thematic Research As An Option For Health Education Research

The paper presents an experience of participatory research in health education. Following Freire's contributions about thematic research, we understand participatory research beyond its instrumental boundaries, to conceive it as an ontological and social issue. According to Freire, education should be based on research, which means that research is educative. Research is participatory because both, researcher and participant, research about their lives and their realities to understand them better as a path to change them and themselves. It is not only that research is useful for participants to understand better their way of thinking and acting, but also as a mean to help the researcher develop a better way to make its research useful for social and human change. Research is understood as praxis, basing analysis on reflection.

**Peng, Ping-chuan,** *none*

Politics of Field Making: The Sovereignty of the Field

I started my "multi-sited" fieldwork in 2002. It studied the acculturation of children from intermarriage families in Taiwan. By "following" the subjects everyday cultural and spatial practices, the study examined their diverse trajectories of becoming "New Taiwanese." With Foucault's insight of the power implication behind spatiality, this paper reviews ethnic and political conflicts and methodological challenges in my efforts of field making from its pilot stage. Issues begin with the identifiability of a researcher and potential research participants at the beginning. Then, as the fieldwork was unfolded, a sequence of trade-offs and role-transitions for practical reasons were involved. The research was, thus, enabled, yet, with substantial cost. Clearly, "following" is a political recognition of the subjects territorial sovereignty which involves a researchers a posteriori spatial practice of "diplomatic" negotiation and engagement.

**Penna, Ed.D., Stacy,** *QSR International*

Visual Data and the Qualitative Dissertation: Evidence Gathered through Photos by Middle School Social Studies Teachers and the Researcher

In this paper, I describe how visual data was used as one of the research methods in a qualitative dissertation about how the educational practices of four urban eighth grade social studies teachers were affected by the educational resources of a historical site. I focus on three areas: (1) how participant-produced and researcher-produced photos were used as visual data and helped form the evidence for key findings in the dissertation; (2) concerns over ethical issues raised by using visual data; and (3) explanation of how the academic culture at

my university perceived visual data as a research method for a qualitative dissertation. The most compelling evidence came from the participant-produced photos. These photos showed how resources from the historical site helped the teachers enhance their classroom instruction, pedagogical content knowledge and in school collaboration. The photos were also used to elicit more detailed information during the teachers' interviews.

**Perdomo de Flores, Bexi Judith, *Los Andes Venezuela***

Etnografía en salud: Intervención educativa en una población de adultos edentulos de una población rural dispersa

Existen comunidades rurales con acceso limitado a los servicios de salud. En este contexto surgió la presente investigación en un enfoque etnográfico y de investigación-acción; una vez diagnosticados problemas de salud bucal en pacientes edéntulos asociados, a la carencia de programas educativos y preventivos adecuados a sus necesidades. En este estudio, los investigadores, a través de la convivencia con la comunidad en intervalos de tiempo intercalados, conocieron de cerca sus costumbres, conceptualizaciones del proceso salud-enfermedad y sus prácticas de salud bucal y diseñaron estrategias educativas para promover en los pacientes un cambio conductual en lo relacionado con el uso y cuidado de las prótesis dentales. Aún cuando la intervención no ha concluido, se han podido apreciar resultados parciales reflejados en mayor disposición de los pacientes para ser atendidos y cambios actitudinales en cuanto a la necesidad del uso de prótesis realizadas por profesionales y no por empíricos, entre otros.

**Perdomo de Flores, Bexi Judith, *Los Andes***

El Rol Del Odontólogo Como Investigador: La Opinión Del Estudiante De Primer Año En La Foula

La Facultad de Odontología de la Universidad de Los Andes (FOULA) incluye dentro de su plan curricular, el eje de investigación en los cinco años de la carrera. Sin embargo, no se ha investigado la opinión del estudiante del odontólogo como investigador; el objetivo de esta investigación fue explorar dicha opinión. Los datos se recolectaron a través de sesiones de grupo monitoreadas por los investigadores y se documentaron en textos escritos por los estudiantes. Los resultados indican que los estudiantes reconocen la importancia de la investigación como parte de su formación integral. Las respuestas de los alumnos se orientaron las siguientes categorías: (1) el odontólogo como investigador cumple mejor su función social, (2) es un profesional actualizado en su área de trabajo, (3) es un generador de conocimiento y (4) está más capacitado para resolver los problemas de sus pacientes; siendo las categorías 2 y 4 las más frecuentes.

**Perdomo de Flores, Bexi Judith, *Los Andes***

Caracterización Del Comportamiento Del Paciente Pediátrico En Una Comunidad Rural Dispersa

See Simancas Pereira, Yanet Claret

**Perdomo, Bexi Judith, *Universidad de Los Andes***

La Inclusión En Salud Y Participación Protagónica. Motor De Justicia Social

See Tona-Romero, José Rafael

**Pereira, José Moises**, *Nacional Experimental Simón Rodríguez*

Proyecto Comunitario Consejos Comunales Comunal Capazón Centro.  
Municipio Obispo Ramos De Lora Del Estado Mérida

See Díaz, Sonia Margarita

**Perez Rojas, Niurka**, *La Habana*

Utilidad del uso de la historia de vida en algunas investigaciones del Equipo de Estudios Rurales de la Universidad de la Habana

El Equipo de Estudios Rurales fue constituido en 1983 con el objetivo de ofrecer evidencias que permitieran la toma de decisiones políticas sobre las transformaciones agrarias en Cuba, analizadas a partir de las diversas formas organizativas agropecuarias del país, las mujeres, los jóvenes y las comunidades rurales. Ha realizado investigaciones en doce provincias de la Isla, en las producciones de caña, cultivos varios (viandas y vegetales), ganadería, tabaco, café y forestales. La ponencia presenta el uso que en algunas de sus investigaciones ha hecho de la historia de vida. Una de las más importantes se realizó en el contexto de un proyecto internacional comparativo sobre los cambios en la economía agraria de tres municipios cubanos, en los períodos capitalista, socialista con predominio estatal y de crisis y transformación hacia una economía agraria mixta. Esta investigación, junto a otras, muestra la utilidad del uso de esa técnica para la política social.

**Perez, Alison Stern**, *Ben Gurion University of the Negev*

Individual and societal resilience in the Israeli context: What 'drives' bus drivers who experienced a terror attack?

This research is based on the conceptual framework of salutogenesis and the literature on psychological resilience, and explores the phenomenological experiences of Israeli bus drivers who experienced a terror attack on their bus. Extensive qualitative interviews were conducted, with attention paid to understanding the drivers' discourse and exploring how they narrate their experiences and create meaning in their lives. A preliminary discourse analysis was conducted on one interview, with these basic analytical questions: How is the terror attack described by the interviewee, and how is this narrative constructed?; How does the interviewee describe and attach meaning to his process of coping with fear?; Which speech/grammatical patterns repeat throughout the interview, and what is their meaning?; and, How do central themes express themselves latently vs. as manifest content? Analysis of these texts involves a contextualization of resilience within personal, communal, societal, and cultural forces. Qualitative, discursive methodology is employed to achieve a multi-dimensional perspective on resilience in this context, and perhaps to generalize these findings toward understanding how Israeli society remains resilient in the face of ongoing terror threat.

**Pérez, Kimberlee**, *Arizona State University*

Belonging and Becoming: Migration, Unease and the U.S. Nation-State

See Carrillo Rowe, Aimee

**Perez, Marlen**, *Dessarollo Integral de la Familia*

Participatory action research to improve depression care in African-American and Latina domestic violence survivors

See Nicolaidis, Christina

**Perez, Sandra**, *Towson University*

Dance as Inquiry: Moving with African American women who live with HIV

See Dayi, Ayse

**Perez-Osorno, Margarita**, *Universidad de Antioquia*

Female sexual work at the amazonian colombo-ecuador border: case study

See Soto-Velasquez, Monica-Lucia

**Perkins, Lawrence Leslie**, *Texas A&M*

An "Outsider's View": From the Inside Out.

This presentation is an attempt to give a short, quick glimpse of what the Minority-person sees on a daily basis and an attempt to portray not only the view, but a small portion, perhaps, of the feelings from their perspective. It covers "otherism" and "invisibility" focusing on general aspects of being "one of them." The emphasis is on such things as not fitting into or being accepted into a group (socially or for other reasons-nationality, race, ethnicity, and so on). It covers some of the emotions involved when others in your group realize you are not actually one of their "preferred group", one of "those", whom they have been belittling, ridiculing, or whatever. It deals with the awkwardness of both sides in the aftermath of the revelation and in view of their previous comments. Also included are some inclusions into a group by invitation and the rationale behind the invite/inclusion.

**Perron, Amélie**,

Nursing Best-Practice Guidelines: Reflecting on the Obscene Rise of the Void

See Holmes, Dave

**Peter, Elizabeth**, *University of Toronto*

A Story Mapped Out Before it is Told: Narrative Struggles of Heart Surgery

See Lapum, Jennifer

**Peters, Karen**, *University of Illinois*

Listening to rural Hispanic immigrants in the Midwest: A community based participatory assessment of major barriers to health care access and use

See Garces, Marcela

**Peters, Karen**, *University of Illinois*

The use of the Community Based Participatory Action Research to address indigenous health disparity: Lessons learned from a community-based assessment in the Colombian Amazon

See Cristancho, Sergio

**Peyrot, Mark,** *Loyola College in Baltimore*

The Social Construction of Social Problems Institutions: Diverting Drug Offenders into Court-Supervised Treatment

See Burns, Stacy Lee

**Pflugfelder, Ehren Helmut,** *Purdue University*

The Art of Appropriate Silence: Online Lurking as Naturalistic Inquiry

Though “lurking” has been traditionally represented as a negative phenomenon of online groups, and some critics see lurkers as nuisances to functioning internet communities, lurking is an under-theorized, but valuable research strategy. While James Sosnoski explains that academics need to develop an “art of appropriate silence,” and contends that our postmodern double agency means we already inhabit positions as lurkers, I suggest that lurking can also exist as a formalized strategy that acknowledges its ethical implications. Nonnecke and Preece identify reasons why lurkers lurk, including for research purposes, and others have investigated how lurking can allow participants entrance into specific discourse communities. In developing a heuristic for organized lurking, I suggest that lurking fits into what David Erlandson et al. and Yvonna Lincoln and Egon Guba identify as naturalistic inquiry. 140 words.

**Phalen, Steve Patrick,** *University of South Florida*

Father and Son: A narrative exploration of the loss of a father and the development of relationships with the deceased.

In *Last Writes*, Laurel Richardson captures in emotional detail the impact the death of her friend Betty Frankel Kirschner had on her friends and family. While reading her story, I contrasted the unexpected death of my father when I was five with Laurel’s experience of losing Betty to terminal illness after a long friendship. Death often comes unexpectedly. When it does, it has the power to end relationships before they begin and leave us without an opportunity to say goodbye. In the years after he died, I grew envious of those in my life who had developed a relationship with my father, while I, his son, had just begun to develop a relationship with him. Using autoethnographic narrative, I tell the stories of the death of my father, coming to terms with his loss, and how I constructed a relationship with a man who no longer is among us through the friends and family who knew him.

**Phillips, Donna Kalmbach,** *George Fox University*

Trying on--being in-- becoming: Four women’s “intergenerational” journey in feminist poststructural theory

See Harris, Gennie

**Picart, Caroline Joan Kay,** *Florida State University*

Frames of Evil: Towards an Ethics of Spectatorship

The central thesis of *Frames of Evil: The Holocaust as Horror in American Film* (Picart and Frank, Southern Illinois University Press, 2006) is that American filmmakers appropriate the “look” of horror in Holocaust films and often use Nazis and Holocaust imagery to explain evil in the world. We challenge this classic horror frame—the narrative and visual borders used to demarcate monsters and

the monstrous from the “ordinary.” We propose an “ethics of spectatorship”?one that argues that multiple frames are needed to account for evil and genocide, and that complex stories, rather than simple binaries, are necessary, to avoid “acting out” (compulsively re-enacting) as opposed to “working through” (coming to terms with the “wounds” spawned by) collective traumas of violence, such as the Holocaust. Even more appropriately, for this conference, with its emphasis on ethics and social justice and qualitative evidence, *Frames of Evil*, which is augmented by thirty-six film and publicity stills, also explores the commercial exploitation of suffering in film and offers constructive ways of critically evaluating this exploitation. We suggest that audiences will recognize their participation in much larger narrative formulae that place a premium on monstrosity and elide the role of modernity in depriving millions of their lives and dignity, often framing the suffering of others in a manner that allows for merely “documentary” enjoyment.

**Picart, Caroline Joan Kay**, *Florida State University*

*The Politics and Ethics of Terratologies: Monsters In and Among Us*

*The Politics and Ethics of Terratologies: Monsters In and Among Us* Expanding upon the framework in *Monsters in and Among Us* (Picart and Greek, 2007), this paper focuses on topics rich in terratologies and the symbolic order. The key argument in *Monsters in and Among Us* is that the contemporary construction of “evil” not only sustains, but also disrupts, the imagination of what is “good.” As Edward J. Ingebretsen (2001) writes: “Monstrous bodies are the remarkable presences that appear as signs of civic omen, or trauma, and which demand interpretation: they offer a bit of each, apocalypse as well as utopia.” Indeed, the etymological roots of the term “monstrous” may be arguably traced to their Latin roots, *monere* (to warn) and *monstrare* (to point to) (Picart, 2001), though monsters, as former portents of the divine, have a more complex genealogy than such an etymology can capture (Hanafi, 2000). Nevertheless, it is important to track the most gripping and recurrent visualizations of the “monstrous” in the media and film in order to lay bare the tensions that underlie the contemporary construction of the monstrous, which ranges in the twilight realm where divisions separating fact, fiction, and myth are porous. It is important to note the tensions of this narrative: the “monster” or contemporary “fallen angel” is simultaneously a figure of horror and repulsion, as it is of fascination and charisma; both subhuman and superhuman; and remarkably similar to the “normal” and strikingly deviant at the same time. The subjects that Greek and I study in this collection of essays, *Monsters In and Among Us* are monstrous figures in contemporary popular culture, who powerfully evoke not only our deepest fears and taboos, but also our most repressed fantasies and desires: among them are the serial killer, the vampire, the rogue cop, the gangster, the noir detective, the Frankensteinian monster, the monstrous mother, the priest-as-pedophile, the terrorist, among others. The book engages multiple approaches, ranging across film criticism, criminology (including actual effects on public policy, both qualitative and quantitative), rhetorical criticism, and critical and cultural studies. The ongoing fascination with evil, as simultaneously repellent and irresistibly attractive, both in the Hollywood film and criminological case studies, points to the emergence of a “gothic criminology,” with its focus on themes such as blood lust, compulsion, godlike vengeance, and power and domination. Rather than assuming that film is a medium that tells us little about the reality of criminological phenomena,

gothic criminology as sketched in that book, recognizes the complementarity of academic and aesthetic accounts of deviant behavior, aims to map the evolving characterizations of “monsters” versus their implied civic Apollinian twins: good citizens. The dangers of a “Gothic criminology” that is built on moralistic binaries is obvious. The book thus traces the complex rhetorical battles employed in producing simple narratives of “fact” and “fiction,” and “Good” versus “Evil,” based on “evidence” of what such “monsters” “are.” Its conclusions are open-ended, rather than closed, as each essay arrives at its own resolution of how to live with monsters in and among us.

**Piccardo, Claudia**, *University of Turin*

Ethics in constructing and deconstructing the validity of action research

See Benozzo, Angelo

**Piccardo, Claudia**, *University of Turin*

Ethics in constructing and deconstructing validity in action research

See Benozzo, Angelo

**Pierce, Joy**, *University of Utah*

Real Faces Thinking about Virtual Spaces: Discussing race, ethnicity, gender and religion on the World Wide Web

Research that speaks of and to an underrepresented population coming to new technologies through institutional instruction requires an appreciable level of exploration without expectation. Discussions of racial, gender, class and religious [mis/under]representation may magnify the level of expectation, boundary, and judgment among students and instructor. How does an instructor connect with students, particularly in a learning environment where the professor is the racial, gender and/or religious minority? The principle of a postmodern ethnography is to seize that which we take for granted; explore wider implications and connotations, and emphasize context to a specific set of conditions. I use auto-ethnography as a way to transcend the power dynamic apparent in higher education to gain trust in the classroom. The goal is to use the politics of evidence, through past qualitative research, to promote a discourse of ethics surrounding social justice in virtual spaces.

**Pike, Nikki Lynn**, *University of South Florida*

Gardens in Roam

Gardens in roam is an interactive project which allows viewers to become participants by taking away with them a mobile garden. These adopted plants are an opportunity to reconnect people with their food source. All approved adoptive parents will commit to a minimum 90 day relationship with their plant. The commitment requires feedback by providing text and images via the internet or mail about the gardens journey. Adoptions can roam as parents see fit. Some options and suggestions on how one might create a life for their plant is by gifting them, living with them, propagating them, or planting them in unexpected places and visiting them. Information labels provide the care instructions for each specific plant and information on the benefits of sustainable agriculture, buying locally, and the positive aspects of growing ones own food. Throughout the project, we will be collecting donations for adopted plants. The total dona-

tions will benefit the local community by creating a garden the proceeds. This garden will become an organic program in which participants will be naturally exposed to the constructive process of growing, healing, and maintaining life through plants.

**Pillow, Wanda, UIUC**

Researching Sex In an Abstinence Only State of Mind

This paper explores the politics and challenges of researching teen sexuality and teen pregnancy at a time when "Abstinence Only" education and educational policy is the norm. The state of Illinois, like many other states in the US, is mandated as an Abstinence Only state, meaning that any course or information on sex and sexuality public schools provide must adhere to abstinence only guidelines. So how does a sex researcher study teenage sexuality in an Abstinence Only state/school? Does an abstinence only policy delimit sexual discourse? What kind of talk about sex and sexuality occurs in formal and informal school settings? These questions and others are explored as the author relates her experiences and findings from researching sex in an abstinence only state.

**Pineau, Elyse, Southern Illinois University**

Navel-Gazing: A Methodological Play

Responding to the ongoing critique of autoethnography as solipsistic navel-gazing, this presentation reconfigures the trope of the navel as a site of reflexive interconnection between self and others. Through an autoethnographic examination of radical hysterectomy, I theorize the material and metaphoric import of the scarred belly. I argue that a meticulous and critical investigation of one's own bodied terrain, however intimate, is neither narcissistic nor isolated from the larger cultural landscape. Rather, the 'eye of the navel' is conceptualized as a site of 'gazing in and out without blinking', for the intellectually rigorous and critically minded autoethnographer.

**Pinilla Gómez, Elvinia, Universidad Industrial de Santander**

Servicios De Salud Sexual Y Reproductiva Ideales Según Los Adolescentes Varones

Introducción: Los adolescentes se desenvuelven en un modelo de masculinidad, donde el hombre delega a la mujer la responsabilidad de la salud sexual y reproductiva. Estas condiciones, no permiten conocer las necesidades sentidas por los adolescentes varones, respecto a los servicios de S.S.R. Objetivo: Caracterizar las necesidades básicas y expectativas, desde su percepción, respecto a servicios de SSR. Proceso metodológico: estudio cualitativo, estrategia Grupos de Discusión, participaron 52 adolescentes en 7 grupos focales con escolarizados y no escolarizados, de 2 instituciones de educación pública y 1 privada, con edades de 13 a 18 años de Bucaramanga, de diferentes estratos. Interpretación: los adolescentes concuerdan en sus percepciones, necesidades y expectativas dando como resultado 4 categorías: Experiencias sobre servicios de SSR, Ideales sobre servicios de SSR, Pornografía y Sexualidad. Conclusión: Es evidente la invisibilidad de los servicios de SSR y la percepción no favorable, desde la experiencia de los que la conocen.

**Pinilla, Elvinia -**, *Universidad Industrial de Santander*

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**Pinilla, Victoria Eugenia**, *Universidad de Manizales*

Significado de lo público para un grupo de jóvenes universitarios

Se busca comprender los significados de “lo público” para un grupo de universitarios en sus acciones cotidianas y a partir de la narrativa de experiencias. Es un estudio hermenéutico, analiza las narrativas en el contexto de la dialéctica de la comprensión y explicación propuesta por Ricoeur. Se abordan la juventud, lo generacional, relaciones adulto-joven, lo público y la narrativa. Las relaciones adulto-joven muestran desencuentros, caracterizados por un control al que los jóvenes reaccionan con una subordinación simulada. Lo público se constituye como el ámbito de confluencia de lo común y lo privado, espacio de interacción permanente entre los jóvenes y los otros (sociedad y adultos). El entre en el que los jóvenes priorizan sus “sí mismo”, lo subjetivo sobre lo colectivo en una urgente búsqueda de autodeterminación como un reclamo directo por su reconocimiento en un ámbito de lo público que los relega a la periferia.

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**Pinney, Amy**, *Georgia College & State University*  
Ephemeral Evidence, Icons, and Allographs: Performing Bankhead

Tallulah Bankhead announced upon more than one occasion, "Nobody can be exactly like me, even I have trouble doing it." Fortunately, I am not attempting to "be exactly like" her. In her essay "Femicons," Regina James claims that an icon "signifies because of what it is in itself; it partakes of the character of its own dynamic image." This performance foregrounds the myths and shared cultural knowledges that attend, engulf, and even eclipse an icon.

**Pinsonneault, Laura T**, *University of Wisconsin Madison*  
Re-visiting Shared Housing and the Self-Sufficient Family Form

An increasingly normative, care-oriented view exists towards individuals living in shared housing during "appropriate" cycles within the lifespan among those living in privileged social classes. The perception of low-income individuals in shared housing is decidedly more negative; shared housing among low-income families is commonly thought to be a form of dependency and evidence of failed self-sufficiency. This notion of shared housing is driven by the use of co-residence and self-sufficiency constructs as demographic descriptors rather than multifaceted aspects of family life. Using a living laboratory of child and family service agency constituents and staff, published, on-line narratives of family life within the context of welfare reform generated a snapshot of low-income persons living in shared housing. A multi-dimensional typology offers evidence of self-sufficient, interdependency that will inform the discourse on self-sufficiency, and the changing construction of family within the US cultural context.

**Pinsonneault, Laura T**, *Alliance for Children and Families*  
The Living Laboratory: From Experience To Policy

The Alliance for Children and Families' Faces of Change project resulted in the collection of more than 400 narratives of poor men and women struggling to create a stable quality of life for their families within the uncertain context of welfare reform. As a result, this project discovered the unanticipated consequences of policy, and provided a springboard for advocacy for the poor. The Faces of Change methodology is unique in that it effectively utilized the resources of a living laboratory of child and family serving organizations. This network of providers and research partners resulted in rich narratives covering the full ecological impact of living poor in America from basic needs to emotional well-being. This workshop will trace the journey of the Faces of Change project from conception to publication of living data to policy documentation that give voice to parts of our national community who seldom speak directly to us.

**Pinzón, zoraida Ordóñez**, *de la Salle*

La importancia de la sistematización en el conocimiento y comprensión de las prácticas con y para jóvenes. El caso de Colombia

En la investigación social, la metodología cualitativa constituye un gran apuesta epistémica, gnoseológica y ontológica para describir y comprender (ideografía) procesos de tipo sociocultural como es el caso de las prácticas sociales. Dentro de esta apuesta, la sistematización de experiencias, representa un método apropiado para la reconstrucción ética de las prácticas, a partir de la visualización del significado que esta tiene para los diversos actores que participan en

ella desde sus propios marcos de referencia. Es así, como la presente ponencia da cuenta de lógica que oriento la aplicación de este método en una investigación sobre experiencias significativas con y para jóvenes, realizada por un equipo interdisciplinario de la Universidad de la Salle, durante dos años. Para ello, se presenta la fundamentación, el procedimiento que oriento su operacionalización (ejes, categorías y campos de indagación, técnicas de recopilación, organización y procesamientos), y los principales aprendizajes metodológicos derivados del estudio.

**Piper, Heather**, *Manchester Metropolitan University*  
Critiquing the links in abuse related theory and practice

We seek to identify and discuss what we consider to be underlying arguments and approaches currently promulgated, in teaching and training, in relation to abuse. Our focus is the assumption that all violence is linked, especially the belief that those who harm animals will harm people. This under theorised but overtly applied phenomenon is referred to as ‘the links’, and is increasingly evident on both sides of the Atlantic. We draw attention to current teaching (and practice) in this area, which we consider to be flawed as well as unethical and unjust. We critique both the cycles of abuse models of the past and also more recent versions which are responsible for retrospective constructions of profiles of so called abusers, dubious professional practice, and infringements of human rights purportedly supported by ‘science’. While our argument is theoretical we provide current examples of the consequences of this unethical practice.

**Pleasants, Heather Mikkelson**, *The University of Alabama*  
Theorizing Mobility Across Discursive and Narrative Research

Within and across areas of inquiry, social science researchers “live by” their metaphorical understandings of mobility (Lakoff and Johnson, 1980). Qualitative researchers who centralize mobility have often framed the concept by drawing on either a sedentarist or nomadic metaphysics (Clifford, 1992; Deleuze & Guattari, 1986; Maalki, 1992). However, the binary produced by these perspectives has overshadowed a need to theorize beyond essentialized notions of space/place and mobility (Cresswell, 2006). In the conceptualization and representation of qualitative research, attention to the dialectic between space/place and mobility is central to practicing ethically and socially just research. In this presentation, I pay close attention to the role of gender, race and class in qualitative researchers enacted metaphors of mobility, and I explore the ways in which persons, discourses and narratives are subsequently represented across micro and macro levels of analysis.

**Poelman, Marcia**, *Vrije Universiteit Brussel*  
Learning about everyday and future ICT practices: with or without online diaries

See Jacobs, An

**Poggenpoel, Marie**, *Johannesburg*

Research Methodological Principles Involved In Conducting A Meta-synthesis Of Completed Qualitative Research On Learners' Experience Of Aggression In Secondary Schools In South Africa

Although meta-synthesis has been published on research conducted by different researchers utilizing different research methods we have utilized it in our team research project on "learners' experience of aggression in secondary schools in South Africa. The objective of this meta-synthesis was to obtain a broader understanding of learners' experience of aggression in secondary schools in different contexts in South Africa as well as possible ways to assist learners to address the experienced aggression. More than ten completed research projects were purposively sampled. Data was collected for this meta-synthesis by utilizing the following headings: objectives, sampling, research design, research method, research results and guidelines. The results were placed into tables for each of the headings. After each table a synthesis was provided. At the end of the meta-synthesis process the results of the experience of learners of aggression and the guidelines for learners to cope with aggression were depicted in schematic format (151 words).

**Poljarevic, Alma**, *Saint Louis University*

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S.

See Matsuo, Hisako

**Pollard-Sage, Jenna**, *University of South Florida*

Dear Teacher?

This performance auto-ethnography presents the experience of a student disillusioned with academia and struggling to conform in school. It incorporates auto-ethnographical data with personal stories from high school students to form an interpretation of the experiences of students traversing academia. The piece culminates with the perspective of being in the position of the educator influencing students. The audience will gain perspective into the insights of students and the impact and influence of teacher interactions. It is intended to remind the audience that as educators we not only have an impact on the academic achievement of our students but on their personal growth and development. This performance will provoke you to recall the teachers in your life that have influenced the choices you have made and the students whose life you may change.

**Pollard-Sage, Jenna**, *University of South Florida*

Comunidad Latina: Using Photovoice to Explore Young Latina Women's Communities

See Alvarez McHatton, Patricia

**Pontes, Ricardo José Soares**, *UFC*

Aspectos Metodológicos De La Segunda Evaluación Externa Del Programa De Capacitación En Epidemiología Aplicada A Los Servicios Del Sistema Único De Salud De Brasil - Episus: Potencialidades Del Enfoque Cualitativo

See Bosi, Maria Lúcia Magalhães

**Poole, Jennifer Mary, Ryerson University**

Incorporating a transplanted heart: Phenomenology, identity and the 'gift of life'

Many know the 'gift' of heart transplantation presents challenges such as physiological rejection, but few are aware that many heart recipients also report significant emotional problems, compliance with treatment regimens is poor and return to work rates are low. Information about these problems is not routinely provided to prospective recipients, raising serious questions around rights/informed consent. In addition most related research has been conceptualized psychologically and used quantitative methods. Taking up these issues, we are conducting a study that is conceptualized according to the phenomenology of Merleau-Ponty and uses qualitative visual methods. Arguing that to modify or transform the body with the heart of another is to modify the sense of self, we use semi-structured interviews and video-observations with transplant recipients and individuals on the waiting list. Insights gained could be used to educate transplant professionals, develop more effective interventions/supports for patients and most importantly, improve the process of informed consent prior to transplantation. Potential recipients have a right to know that the new heart may come with significant strings attached and this study promises to reveal the nature of some of those 'strings'. This presentation will focus on the methodological challenges and rewards encountered during data collection and preliminary data analysis phases of the study.

**Poole, Jennifer Mary, Ryerson University**

Behind the marketing of hope: Critical discourse analysis, social justice and the recovery vision for mental health

The recovery vision for mental health has become very popular in the U.S. and Europe. Taking a page out of the psychiatric patient rights movement, it rejects the notion that those diagnosed with mental illness can never be well, claiming that with hope and support, every patient can recover. With a store of longitudinal 'evidence', recovery has fashioned itself as a socially just response to a marginalizing medical system, one that brings mental health talk back to rights. Yet politicized Canadian patients have been surprisingly slow to jump on the recovery bandwagon and there continues to be very little critique in the literature. Working with Foucault to explore these issues, I carried out a critical discourse analysis that analyzed recovery talk and text in Canada. Going behind recovery's marketing of hope, I found powerful players, discursive battles and oppressive rules. I also found that despite its progressive claims, recovery may actually be undermining patient rights and social justice issues, raising troubling questions around this new vision for mental health policy and practice.

**Poole, Mary Catherine, University of South Florida**

Disenfranchised Grief - Mourning the Death of an Ex-Husband

When my ex-husband and the father of my two children was diagnosed with a terminal brain tumor and died, the intensity of my grief stunned me. We had not been together for over twenty years, and although I expected to support my grown children through their loss, I didn't anticipate my reaction. This autoethnographic paper explores my experience of the death of my ex-husband, and the process of grieving this loss in a climate where my loss was not legitimized.

There was no space where my loss was recognized, and no role for me to play in the ensuing end of life rituals, leaving me marginalized and alone in my grief.

**Popov, Lubomir Savov**, *Bowling Green State University*  
Architects as Autoethnographers

Currently there is an increased interest in designerly ways of knowing, design (and art) as research, and practice as research. Because of the “soft” nature of designerly knowledge and the knowledge about design users, textbooks and guidebooks are not always available to assist design decision making. The goal of this paper is to make a contribution to this mode of knowledge production in design by tracing parallels between the ways architects develop their knowledge about buildings and their users on the one hand, and autoethnography on the other hand. Architects very often have to develop their own personal knowledge based on experience. They also engage in empathy with building users to corroborate their own experiences. Experience is translated into knowledge by reflection and introspection. The paper will suggest ways of utilizing epistemological principles and techniques from autoethnography for improving the quality of architect’s personal knowledge and developing architectural research methods.

**Popov, Lubomir Savov**, *Bowling Green State University*  
Time for Reflection: Emerging Methodologies and Epistemological Support

Historically, scholarly methodology has emerged as perfection and professionalization of everyday inquiry methods. Even the most rigorous positivist techniques that we know today, have their roots in common human inquisitive behavior. Later they underwent extensive reflection and epistemological justification. The process is similar in the Human Sciences/Humanities. However, researchers do not pay enough attention to developing epistemological principles, criteria and, terminology. This situation helps detractors to criticize and object many qualitative methods. Another problem is a very liberal and relativistic reference to methodological traditions and approaches. The goal of this presentation is to make a case for developing the epistemological foundations of emerging methodologies. If we develop and explain better the epistemology of new qualitative approaches and methods, this will lead to improved methodological decisions, more productive teaching and instruction of new researchers, and a much stronger foundation for legitimating qualitative inquiry.

**Popov, Lubomir Savov**, *Bowling Green State University*  
Participatory Design as a Qualitative Methodology

See Popova, Margarita Savova

**Popov, Lubomir Savov**, *Bowling Green State University*  
The Trade Fair as an Ideological Arena

See Popova, Margarita Savova

**Popova, Margarita Savova**, “*Architect Margarita Popova*” design firm  
Participatory Design as a Qualitative Methodology

Participatory design is a unique approach that allows building users to speak out their needs, voice their concerns, defend their interests, and take part in the

design decision-making process. Although more than 40 years old, this approach still has to gain ground, in particular in conjunction with renewed attempts to foster participatory action research, citizen participation, and community development. The purpose of this paper is to initiate a discussion on developing epistemological and methodological principles of participatory design using the accumulated expertise of qualitative methodological traditions. Our work in both areas indicates that there are a number of issues in participatory design that can be resolved more efficiently by analogy with qualitative research and participatory action research methodologies. The presentation will inform qualitative researchers about the participatory design process, its major steps, concerns, and considerations, and will discuss how some of its current problems can be resolved from the standpoint of qualitative research thinking.

**Popova, Margarita Savova,** *“Architect Margarita Popova” design firm*  
The Trade Fair as an Ideological Arena

The International Fair Plovdiv is the major event of its type in Bulgaria. During its peak, it attracted exhibitors from 60 to 70 countries. Our goal is to present a sociocultural history of the trade fair and to construe its main functions during the Cold War, espousing the ideological rivalry and fierce competition for the minds and hearts of ordinary Bulgarians. Our study utilizes Symbolic Interactionist methodology and Grounded Theory techniques. The main data sources are in-depth, guided interviews, stories of contemporaries, and narratives developed by personal recollections. The researchers have construed the major themes, topics, and messages. The messages of the exhibitions, the official media, and the institutions are compared with the expectations, interests, and ideological affiliations of the ordinary people in attendance at the fair. The paper concludes with an analysis of the positioning of the Plovdiv Fair in the propaganda continuum and the total ideologization of everyday life in Bulgaria during the Cold War standoff.

**Popovic, Megan,** *The University of Western Ontario*  
Our Arenas of Emotion: Autoethnography and the Universal Singular

From his first day of hockey Mark has been a defenseman, quiet and calm, sharp-minded and physically-gifted. Even two decades ago it was not hard to envision him taking the puck up the centre ice, end-to-end, with both the fluidity of dancer and the strength of a warrior, competing with some of the best players of his time. While Mark was the sole hockey player on our team, it was his participation in the activity that much of the history of my family is grounded in, and yet the game permeated our lives in a deeper way than simply watching Mark play. Emotions were experienced within the family dynamic as each person qualified automatically to be part of the team and has been a player, a coach, a leader, and a spectator in our game. This autoethnography will use Denzin’s ‘universal singular’ concept to explore the experiences of love, joy and pain using a narrative framework. My intention is to peel back the layers of my family’s history to illustrate the ways in which the sport of hockey impacted the game of our lives.

**Porter, James E.,** *Michigan State University*

Dyslexia and Website Design: The Importance of User-based Testing

See Swierenga, Sarah J.

**Posada Zapata, Isabel Cristina,** *Universidad de Antioquia*

Mercado Y Riesgo: Escenarios De Transmisión Del Vih Entre Varones Con Comportamientos Homosexuales. Medellín 1993- 2006

Objetivo. Comprender las condiciones en que los Hombres que tienen Sexo con Hombres (HSH) manejan sus riesgos. Metodología. Estudio cualitativo basado en el interaccionismo simbólico. Realización de grupos focales y entrevistas. Resultados. Los escenarios de riesgo para VIH de los HSH se construyen y regulan por los mismos usuarios, en contextos de mercado, cuya legalidad se impone al comportamiento individual, restringiendo la capacidad para protegerse de los riesgos de infección. La homosexualidad es sancionada socialmente y los HSH crean escenarios especiales, donde el ejercicio de la sexualidad sea menos difícil. Para el mercado los HSH son consumidores con capacidad de pago, y se genera una oferta creciente de escenarios, donde se mezclan la necesidad y el riesgo. Conclusión. Las decisiones subjetivas de protección y riesgo cuestionan el paradigma del consumidor racional. La vulnerabilidad en contextos de exclusión social, conforman una compleja red que debe ser asumida por las políticas sanitarias.

**Poulos, Christopher,** *University of North Carolina at Greensboro*

Conversations with the Muses: Evidence and Inspiration

As those of us engaged in ethnography and autoethnography often discover, epistemological, methodological and social justice issues are rarely separable. Where do the current efforts to judge qualitative research in terms of scientifically based criteria leave our conversations with the Muses? How do we, in our teaching, writing, and performing, negotiate between the truths our subjects “tell” us and the truths revealed to us by the daughters of Zeus and Mnemosyne? What are our responsibilities to memory, to voices otherwise condemned to dysfunction and secrecy, and to inspirations borne of discipline and improvisation? In the first part of this panel we will explore these questions through performance, with an eye towards creating an ethics of revelation. In the second part, we will invite the audience to participate in their own exploration of responsible creation-creation that is joyous, meaningful, playful, heart-felt, as well as accountable and just.

**Powell, Ginny C.,** *Georgia State University*

Critical Mathematics Pedagogy: Three Teachers' Beginning Journey

See Stinson, David Wayne

**Pozos-Radillo, Blanca Elizabeth,** *Universidad de Guadalajara*

Vivencias de jubilación y prejubilación en dentistas del Centro Universitario de Ciencias de la Salud de la Universidad de Guadalajara, México.

See Aguilera-Velasco, María De los Ángeles

**Preissle, Judith**, *University of Georgia*

Competing Ethical Principles in a Responsive Evaluation of a Leadership Program for Youth

See Freeman, Melissa

**Prendergast, Monica M.**, *University of British Columbia*

Poetic Inquiry: A Critical Survey

This paper articulates the findings of a two-year Canadian federally-funded postdoctoral study - Poetic inquiry: A Critical Survey - on the use of poetry in social science qualitative research practices. Based on an annotated bibliography gathered into a critical anthology as the data for this project, the discoveries emerged that are expressed below. For each statement given in the first section of this paper a detailed footnote is provided that refers directly to the 1000+ page [200,000 words+] anthology of poetry published in peer-reviewed social science journals. The bibliography consists solely of poems found in this multi-disciplinary project, supported by abstracts and brief contextual notes. Selection criteria for included studies were journal contributions only, bracketing out anything that had appeared in book form [cited in a separate Appendix] and also excluding poems appearing in theses or dissertations. These criteria were made simply to limit the scope of the study to a manageable scale. Most of this material has appeared in the past decade, although some entries date as far back as the 1970s and 80s.

**Previts, Joanne L.**, *Kent State University*

The use of a shared dialogic journal in collaborative qualitative research

See Pytash, Kristine E.

**Proctor, Michelle**, *College of Lake County*

“Community? Whose Community!?” - Feminist Principles of Research in the Community College Experience

In this presentation, I discuss the findings of student and teacher experiences and explore the challenges of navigating the power dynamics of research both in and out of the classroom. Conclusions from the inquiry include the following 1) collaborative research with student participants enabled reflective skills that will add to teacher development, 2) feminist principles of research created an ethical space from which to explore power dynamics of research for both researcher/institution and researcher/teacher/student participants and 3) feminist principles of research also helped teacher/researcher clarify and better view teaching practices that align or do not align with student culture. Moreover, cultural norms of what constituted “real” research were evident not only in student participants but also in my colleagues and me. As a junior faculty member in the community college setting, I faced many challenges from my own institution regarding the validity of “doing research” as well as from colleagues at other (so-called research) institutions. Finally, I conclude that this research illuminates how feminist methodologies help clarify the political nature of knowledge and as such, better ground the research process and adds to the “scientific validity” of the inquiry.

**Proctor, Michelle,**

Man-Up!: Junior Women Faculty (En)counter Science-based Research

See Beaubien, Brigid

**Protassova, Ekaterina,** *University of Tartu, Estonia*

Prejudices Towards Intercultural Education With The Teachers In Narva Region, Estonia

Among 1.37 million people living in Estonia, Estonians constitute 68%, Russians 26%. About 100 teachers and school principles were asked about their views concerning bilingual education. The results show that the general opinion about learning many languages in parallel is positive, but the tangible implementation of this point lacks multilingual competence and tolerance with the teachers. They are sensitive about well-being of the pupils, but they have very rigid attitudes about the changing world. A proper model harmonizing intercultural relationships is needed. Models of behaviour in interethnic and intercultural communication should be corrected. Regional and local initiatives to overcome exclusion should be highlighted. The main areas of scientific research are different aspects of the multiculturalism and multilingualism in society, backing the current educational policy of Estonia, studies in historical and contemporary intercultural relations, especially Slavic and Estonian contacts.

**Pulido Chaparro, Sandra Carolina,** *Universidad El Bosque*

Estrategias Desarrolladas Por Los Niños Para Afrontar El Castigo. Un Dialogo Entre La Psicología, La Teoría De Redes Sociales Y El Interaccionismo Simbólico: Parte I.

La investigación tuvo como objetivo identificar las estrategias desarrolladas por veinte niños entre los 7 y 12 años, de un barrio del sur oriente de Bogotá, para afrontar el castigo, y adaptarse a su entorno sociocultural. Para una conceptualización general de la problemática la investigación se abordó desde la antropología y psicología. A través de las siguientes técnicas: entrevistas semiestructuradas, historias de vida, observación de campo, Sistema de Simulación Cultural versión 5 (SSC5). El castigo es una práctica a través de la cual la unidad doméstica prepara a los más pequeños para su independencia y para que se inserten en las redes sociales de su familia y de su barrio. Por otra parte, la seguridad de los niños dependerá del tipo de red que tengan los padres, si es abierta o cerrada. Si es cerrada, el niño contará con la protección de personas diferentes a su unidad doméstica, sino, estará a merced de los conflictos que se dan al interior de su contexto social.

**Pulido Chaparro, Sandra Carolina,** *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

La presente investigación tuvo como objetivo describir las pautas, creencias y prácticas de crianza relacionadas con el castigo y su transmisión generacional en cuatro familias. Se utilizaron entrevistas semiestructuradas, historias de vida, observaciones de campo y el Software Atlas.ti para analizar los resultados. Se encontró que las pautas de crianza relacionadas con el castigo están enmarcadas en el rol del abuelo(a) como cuidador entre semana, del padre/madre como cuidador de fin de semana y del niño(a) como el travieso. Las creencias se rela-

cionan con las creencias en torno al niño como fuerte y frágil; a la crianza como fácil y difícil, y al castigo como formador, ambivalente, maltratante y temido. Las prácticas están asociadas con el castigo físico instrumental e impulsivo. Finalmente, se encontró que en la transmisión de estos componentes de crianza influyen factores culturales. Palabras clave: pautas de crianza (SC 08660), creencias de crianza (SC 08810), prácticas de crianza (SC 08820), castigo (SC 42320), transmisión generacional (SC 54005), aprendizaje social (SC 42280).

**Pulido Chaparro, Sandra Carolina**, *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

objetivo de este estudio es conocer las representaciones sociales de los hombres universitarios sobre la resolución del conflicto en sus relaciones de noviazgo. Esta investigación es de tipo exploratorio descriptivo, utilizando técnicas cualitativas como la entrevista semi-estructurada a profundidad, guías de discusión e instrumentos de registro. Los participantes fueron 20 hombres estudiantes universitarios entre los 17 y 25 años de edad pertenecientes a diferentes carreras. El procedimiento se realizó en cuatro fases: 1) entrenamiento y observación de campo; 2) elaboración de instrumentos; 3) selección y aplicación y 4) análisis de datos. En los resultados se realizó un pre-análisis y codificación de la información para crear categorías inductivas y deductivas de forma manual y se utilizó la herramienta informática Atlasti para establecer cadenas lógicas de evidencia; luego se realizó el proceso de triangulación para legitimizar el conocimiento y se encontró que los hombres identifican tres tipos de mujeres, las “puras” las “fáciles” y las “intensas”, con las primeras establecen una “relación seria” o “libre”, con las segundas una “relación pasajera” y con las “intensa” una “enfermiza/tormentosa”. En cualquiera de estas relaciones resuelven los conflictos que se presentan de forma “asertiva”, “pasiva” o por medio de la “agresión instrumental”, hallándose que la más utilizada es la “asertiva”. En conclusión, a pesar que los participantes son de ésta generación aún conservan un pensamiento tradicional y buscan establecer un tipo de relación ideal.

**Pulido-Chaparro, Sandra Carolina**, *Universidad El Bosque*

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“libre”, con las segundas una “relación pasajera” y con las “intensa” una “enfermiza/tormentosa”. En cualquiera de estas relaciones resuelven los conflictos que se presentan de forma “asertiva”, “pasiva” o por medio de la “agresión instrumental”, hallándose que la más utilizada es la “asertiva”. En conclusión, a pesar que los participantes son jóvenes aún conservan un pensamiento tradicional.

**Pulido-Chaparro, Sandra Carolina**, *Universidad El Bosque*

Estrategias Desarrolladas Por Los Niños Para Afrontar El Castigo. Un Dialogo Entre La Psicología, La Teoría De Redes Sociales Y El Interaccionismo Simbólico: Parte I.

La investigación tuvo como objetivo identificar las estrategias desarrolladas por veinte niños entre los 7 y 12 años, de un barrio del sur oriente de Bogotá, para afrontar el castigo, y adaptarse a su entorno sociocultural. Para una conceptualización general de la problemática la investigación se abordó desde la antropología y psicología. A través de las siguientes técnicas: entrevistas semiestructuradas, historias de vida, observación de campo, Sistema de Simulación Cultural versión 5 (SSC5). El castigo es una práctica a través de la cual la unidad doméstica prepara a los mas pequeños para su independencia y para que se inserten en las redes sociales de su familia y de su barrio. Por otra parte, la seguridad de los niños dependerá del tipo de red que tengan los padres, si es abierta o cerrada. Si es cerrada, el niño contara con la protección de personas diferentes a su unidad doméstica, sino, estará a merced de los conflictos que se dan al interior de su contexto social.

**Pulido-Chaparro, Sandra Carolina**, *Universidad El Bosque*

Pautas, Creencias Y Prácticas De Crianza Relacionadas Con El Castigo Y Su Transmisión Generacional

La presente investigación tuvo como objetivo describir las pautas, creencias y prácticas de crianza relacionadas con el castigo y su transmisión generacional en cuatro familias. Se utilizaron entrevistas semiestructuradas, historias de vida, observaciones de campo y el Software Atlas.ti para analizar los resultados. Se encontró que las pautas de crianza relacionadas con el castigo están enmarcadas en el rol del abuelo(a) como cuidador entre semana, del padre/madre como cuidador de fin de semana y del niño(a) como el travieso. Las creencias se relacionan con las creencias en torno al niño como fuerte y frágil; a la crianza como fácil y difícil, y al castigo como formador, ambivalente, maltratante y temido. Las prácticas están asociadas con el castigo físico instrumental e impulsivo. Finalmente, se encontró que en la transmisión de estos componentes de crianza influyen factores culturales. Palabras clave: pautas de crianza (SC 08660), creencias de crianza (SC 08810), prácticas de crianza (SC 08820), castigo (SC 42320), transmisión generacional (SC 54005), aprendizaje social (SC 42280).

**Purru, Kadi**, *The University of British Columbia*

Decolonizing Participatory Action Research

See Gill, Hartej

**Puslenghea, Larisa,** *University of Illinois at Urbana-Champaign*  
Beyond Vanity: Women's Perceptions of Beauty

This paper investigates different conceptualizations of the value of beauty ('natural' versus 'artificial' appearance, inner versus outer beauty) and the way Eastern Europe women navigate through these formulations in the process of negotiating their identities. The study elaborates on traditional, feminist and postmodern theories of the body and then uses this broad framework to analyze self-reflexive female beauty perceptions. Drawing on in-depth interviews with Romanian women ages 20 to 54, this work emphasizes the complex and often contradictory relation women hold to their bodies oscillating between deception and authenticity, dealing with putting on multiple masks at the same time and relating repeatedly and in a decidedly nonlinear fashion to both 'cultural' and 'natural' forms of beauty. In exploring these narratives the essay focuses on issues of oppression/empowerment, social justice, media influence and cultural 'normalcy'. Finally, discrepancies between the East European and the American context where most of the existing scholarship on the body has originated are highlighted and a broader discussion about generating and appropriating knowledge is broached.

**Puslenghea, Larisa,** *University of Illinois at Urbana-Champaign*  
Community, Environment and Sustainable Development in Romania

This research project is a work in progress that examines the implementation of the EU sustainable agriculture policies in Romania - a new EU member state - with a focus on ecotourism. The aim of this study is to investigate the implementation of ecotourism and its subsequent effects in markedly different social, cultural, environmental and economic systems from the Western European context where these policies originated. I am exploring three main directions in my research: (1) the impact on communities; (2) the extent to which locals perceive the environmental dimension of this new type of tourism promoted by the EU and (3) the impact it has on the environment. At the same time, I focus on issues concerning social justice as it relates to environmental policy and I am particularly interested in the role played by gender issues in this case. I delved into all these questions during my field research in the village of Sucevita where I conducted in-depth interviews with owners of ecotourist pensions, government officials, local community members and tourists. In short, I am studying the consequences of the implementation of EU ecotourism policies on the social, environmental and economic structures of rural communities.

**Pyke, Karen D.,** *University of California*  
Does Controlling Imagery of Asian and White Masculinities Shape Racialized Desire?

This study directs attention to racialized gendered stereotypes of Asian American and white males that can shape racialized desire among heterosexual Asian American women. In an analysis of 100 interviews with Korean and Vietnamese American women, I examine how these stereotypes inform some respondents' accounts of Asian American men whom they regard as inferior to white men and less desirable romantic partners. While some respondents overlook contradictions to these stereotypes or discount them as atypical, others admit they do not know many white or Asian American men but nonetheless believe the ste-

reotypes are true. Some critical race feminist scholars argue that women of non-Western origins strategically engage notions of white hegemonic masculinity to resist patriarchy (Kim, 2006). This study finds, however, that these controlling images result in an exaggerated perception of Asian American patriarchy and White gender egalitarianism, and in so doing bolster while male privilege.

**Pyke, Karen D.,** *University of California, Riverside*

Emotional Economies and Power in Chinese Immigrant Families: The Covert Resistance of Daughters-in law

See Shih, Kristy Y.

**Pytash, Kristine E.,** *Kent State University*

The use of a shared dialogue journal in collaborative qualitative research

In contrast with the lone ethnographer model of qualitative inquiry, calls have been made for more collaborative approaches to the conduct of interpretive research. As nascent professionals in the academic world we recognize the importance to explore and utilize a variety of research tools. One particular tool, a Shared Dialogue Journal, enabled us to maintain on-going communication during our initial research endeavors. The journal was essential in negotiating the field of qualitative research in education because our 'written conversations' provided a space to: record thoughts, conduct analysis, pose questions, formulate conjectures, craft additional plans of action, and reflect upon the progress of our research. This continuing conversation was employed for the duration of two research projects pertaining to teacher education. As we situate ourselves as qualitative researchers, we look towards the collaborative nature of research as a means to co-construct knowledge through our shared experiences. Through this poster presentation, we raise questions about the importance of collaborative meaning making in qualitative research, and offer a tool and our experiences as a way to think critically.

**Quintero Mejia, Marieta,** *Universidad Distrital Francisco José de Caldas*

La Narrativa Y El Relato De Lo Trágico En Situación De Desplazamiento Forzoso

En esta ponencia se presentan los resultados de un proyecto de investigación de naturaleza cualitativa orientado a conocer las narraciones y los relatos de miembros de las familias (adultos hombres y mujeres, jóvenes y niños) que han sufrido el desplazamiento forzado como consecuencia del conflicto interno en nuestro país. Estas narraciones se entienden como pequeñas piezas épicas a partir de las cuales se hizo posible escuchar las voces de los que no tiene voz, pero que a pesar de ello sus derechos aún no han cesado. Asimismo, la narración permitió interpretar el derrumbamiento paulatino que sufren los desplazados. Es decir, con el relato trágico se ahondó en la expresión de la subjetividad y se reconoció la singularidad de los sujetos que en situaciones de violencia se convierten, siguiendo la metáfora de Arendt (1990) en "hombres en tiempo de oscuridad".

**Quirk, Nika,** *alifornia Institute of Integral Studies*

The Body and Online Learning

See May, Virginia

**Rabinovich, Merav**, *Ben-Gurion University of the Negev*

Metasynthesis as a method of integrating various knowledge systems

The purpose of this presentation is to describe and illustrate a metasynthetic method that constructs a theoretical integration from two polarized bodies of knowledge about transference phenomenon and its cognitive expression. The metasynthetic method mixes procedures to categorize themes and to classify their relationship: 1. CCRT (Cure Conflictual Relationship Theme) measure, used for mapping transference components and 2. Meaning Units analysis, used for mapping other themes. This method was applied to a database of 33 transference case illustrations which were included in published articles. The results compare and connect two concepts: transference (psychodynamic therapy) and overgeneralization (cognitive therapy). The method serves as a tool to reveal the complementary nature of therapeutic polarized terms thus contributing both theoretically and practically. This method can be adjusted and generalized to other knowledge systems

**Racine, Guylaine**, *University of Montreal*

Walking with so many voices...

"I am walking to revive, to collect my pieces again?" These words spoken by Amir, one of the non-status immigrants who took part in the Walk on Ottawa - No One is Illegal, accompany the opening sequence of Citizens without papers, a documentary we made to disseminate the results of our analysis of this walk. By putting people who usually live behind the scenes at centre stage, this film provides an alternate narrative that challenge prevalent representations of asylum seekers. While we were working on the film, however, we were?and still are?preoccupied a set of questions related to the ethics of representation. Such questions as "How are we representing these people? Whose story is it? Whose voice is it? Were we successful in opening our work to the voices of the participants in the walk?" were constantly on our minds. Those are questions that we will address in this communication.

**Racionero-Plaza, Sandra**, *University of Wisconsin-Madison*

Application of the critical communicative methodology in the 6th Framework Program of European Research: The INCLUD-ED study

INCLUD-ED (2006-2011), Strategies for inclusion and social cohesion from education in Europe, is an Integrated Research Project within the 6th Framework Program of Research of the European Commission. INCLUD-ED analyses the educational strategies that contribute to overcome inequalities and promote social cohesion, and those that generate social exclusion, particularly focusing on vulnerable and marginalized groups. The project also provides lines of action to improve educational and social policies in this area. INCLUD-ED is coordinated by CREA-University of Barcelona, and the research team is composed by institutions from 14 European countries. The research methodology of the project is the critical communicative methodology, already applied in other European research. In this paper, we present INCLUD-ED, how the critical communicative methodology is being used in it, and its implications. With this methodology, the vulnerable groups studied are directly and actively participating in the research. This for example occurs through the Advisory Council.

**Rahman, Aliya**, *Purdue University*

Reading Lagaan in Terre Haute: pop culture, queer nationality, and the non-resident Indian identity

Drawing on ethnographic research with undergraduate students in the United States who self-identify as Indian, this paper explores “non-resident Indian” (NRI) as a queer national identity and highlights the role of popular culture technologies, from college bars to Carrie Bradshaw, in creating safe spaces where that identity may be negotiated. Queer theory is applied here to explore the ways in which globalization elucidates the separation between citizenship, an “essential” attribute regulated by such technologies as passports and marriage licenses, and nationality, a culturally available performative category that is manipulated through the use of popular culture texts. Of general concern is the mutually affecting relationship between macro-level global economic forces-particularly their impact on the conflation of national, sexual, and social class identities-and students’ micro-level personal decisions regarding the material uses of identity and queerness.

**Rail, Geneviève**,

Ethics and evidence in the modern confessional: Obesity discourses, BMI and biopedagogies

Favouring a particular ideology and excluding certain types of “evidence,” obesity scientists have established a dominant obesity discourse within which obese bodies are constructed as lazy and expensive bodies that should be submitted to expert surveillance, investigation and regulation. In the first part of this paper, I look at how obese subjects are formed in and through a range of enunciative practices as well as how obesity, as a fiction, is materialized through discourse and through the de/re/establishment of boundaries and zones of abjection (via the BMI). I use Foucault’s formulation of the modern confessional to discuss the current urge to speak about fat, and I deconstruct a number of “confessions of the flesh” stemming from current popular culture to show the ethical logic and the performativity of the confessional utterance. In the second part of the paper, I discuss and provide empirical examples of the new forms of normalizing practices that I and colleagues have termed “biopedagogies.” Informed by Foucault’s notion of biopower, these pedagogies of bios (life) sustain obesity discourse and form part of an apparatus of governmentality that centres upon regulating life: how to live, how to eat, how to move, how to look. Biopedagogies are focused on controlling bodies to reduce obesity and to protect everyone from the “risks” of obesity. In the final part of the paper, I examine the embodied effects of obesity discourse and biopedagogies as regimes of truth in the Canadian healthcare system.

**Ram ak, Mojca**, *Ljubljana Graduate School of the Humanities*

Anonymity of people and place in research on attacks on the honour and good name

Anonymity and anonymization are ethical issues in qualitative researches. Using pseudonyms and omitting all identification marks about the participants in ethno-historical researches should be taken for granted. But what do we get when we also conceal the place? And why would it be required? In what situations should we do that and what does such decision bring or take away from

research findings? The research on attacks on honor and good name in an isolated village was based on the lawsuits, i.e. civil and criminal cases from the archives of Slovene court of justice. The court of justice let me read all the cases connected with my research under one condition: to respect total anonymity of all subjects of the investigation. Besides that I also concealed the place and even the region where attacks on honor and good name have occurred. In the paper I explain why I took all possible precautionary measures.

**Ramírez Carvajal, Diana María,** *Universidad De Medellín*  
A Propósito De La Justicia Material

Frecuentemente encontramos una tendencia a sustentar peticiones, decisiones y pretensiones en la prevalencia de la justicia material. ¿Cómo explicar racionalmente esta posibilidad? Hasta la aprobación de la Constitución del año 1991 en Colombia, el derecho procesal se estudió y aplicó con la perspectiva de la escuela científica italiana que promueve éste como un instrumento para la aplicación del derecho sustancial. La entrada en vigor de las normas constitucionales modernas, llevan a establecer unas fuertes tensiones en la relación derecho procesal-derecho sustancial. Un sector de la doctrina defiende y promueve las teorías antiformalistas con mayor fuerza, hacia la ruptura en la aplicación tradicional del ordenamiento jurídico. En tanto la Constitución establece como principio la prevalencia del derecho sustancial, pero a su vez impone el debido proceso como derecho fundamental. Esta reflexión trata sobre estas tensiones e intenta perfilar la función contemporánea del derecho procesal en relación con la justicia material.

**Ramirez Garcia, Jorge I.,** *University of Illinois, Urbana-Champaign*  
An Idiographic Analysis of Emotional Overinvolvement Among Mexican-American Caregivers

See Marquez, Jorge A.

**Ramírez Mahecha, María Lucero,** *Antonio Nariño*  
Causas y consecuencias del fenómeno de sustracción interparental de menores en Bogotá. Una mirada psicológica

See González Gómez, Yanine

**Ramirez, Andres Armando,** *Procuraduría General de la Nación*  
Implicaciones Éticas De Las Decisiones Médicas En Ambientes Controlados Por El Sistema General De Seguridad Social En Salud de Colombia - Medellín, 2005-2006.

See Acosta, Juan Jose

**Ramírez, Juan Pablo,** *Universidad Javeriana.*  
La Narrativa Y El Relato De Lo Trágico En Situación De Desplazamiento Forzoso

See Quintero Mejía, Marieta

**Ramírez-Martínez, Carlos**, *Universidad de Costa Rica*

Percepciones, Conocimiento Local Y Expectativas De Campesinos Cafetaleros En Puriscal, Costa Rica

See Mora-Delgado, Mora

**Ramos, Alberto Novaes**, *UFC*

Aspectos Metodológicos De La Segunda Evaluación Externa Del Programa De Capacitación En Epidemiología Aplicada A Los Servicios Del Sistema Único De Salud De Brasil - Epísis: Potencialidades Del Enfoque Cualitativo

See Bosi, Maria Lúcia Magalhães

**Rangel, Mauricio**, *El Bosque*

Afrontamiento del cáncer a partir de las Prácticas y creencias religiosas

El cáncer es la enfermedad crónica que mayor mortalidad genera, por lo que se ha despertado gran interés en su tratamiento, tanto físico como psicológico. La espiritualidad y la vivencia de la religión (religiosidad) juegan un importante papel en las conductas de afrontamiento de esta enfermedad; la presente investigación buscó indagar acerca de la forma en la que las creencias y prácticas religiosas se involucran en el manejo del cáncer. Se realizaron seis entrevistas semiestructuradas a partir de las cuales se construyeron perfiles para estos pacientes, a partir de esto se pudo establecer que se presentan en los pacientes con cáncer contenidos verbales en los cuales se ve de manera general un reporte de sus creencias religiosas y su espiritualidad desde la perspectiva del afrontamiento de la enfermedad.

**Rasmusson, Sarah L.**, *The College of New Jersey*

My Ebay, My Method: Ebay as Archive, Evidence & Fetish

“1940s-Seamless-Ad-PinUpGirl-WOW!” “1910s-Garters-Ad-Flapper-Funny!” “2000s-Uniform-HootersGirl.” Ebay is a trusty supplier of primary sources on the history of hosiery in the U.S., fashion fears and fantasies about young women, and the petrochemical industry's nude and ‘invisible’ nylon technologies for white legs. Original DuPont advertisements, 1940s War Bonds promotions with pantyhose, and 1950s thrifty darning kits are all available to the highest bidder. Despite the obvious fetishism of this traffic in images of Betty Page in fishnets (one viewed 536 times with no bids?), savvy sellers stipulate “COMPLETE SOURCE GIVEN TO WINNING BUYER” and impose watermarks on scanned images to prevent easy use. Will the future of critical inquiry require a PayPal account? Would this research be more legitimate if done in the Smithsonian? Is it still historical research while shopping on the Internet? This paper explores the methodological, political, and ethical implications of Ebay's evidence.

**Rasmusson, Sarah L.**, *The College of New Jersey*

I Had an Abortion (in the Classroom): Collective Critical Inquiry & Reproductive Education

After five years teaching an introductory-level womens studies course, “The Politics of Sex,” I'm still learning from more than one thousand undergraduate students about how reproductive politics shape their lives in racially, economically, and locally contingent ways. Each semester, the topic of abortion always

goes off like a bomb in my classroom. Pro-life and pro-choice camps quickly divide to dig in their heels. Both repeat the tired slogans that get too much press as Americas national controversy and election debate. Teaching abortion can be murder! This poster, drawing on theories of transformative pedagogy and third wave feminists generational and autoethnographic approach to sexual politics, showcases one peaceful and productive resolve: students collaborative writing and tentative publication of a book project, "ABORTION U: 53 Dumb Myths About Sex, Education & Reproductive Politics Challenged in the Classroom."

**Ravid, Ruth**, *National-Louis University*

Action Research in the Classroom: An Ethnography of Multiple ways of Collaboration

See Miskovic, Maya

**Reed, Beth Glover**, *University of Michigan*

Curricular Assessment Using Qualitative Data

See Fitch, Dale Kent

**Reid, Benjamin**, *Henley Management College*

Trust, Beef, the Beef Trust and The Jungle: Upton Sinclair and the emancipatory possibilities of evidence

See Spinks, Nigel

**Reilly, Leigh**, *Teachers College, Columbia University*

Writing Home: Narrative Representation in Times of Crisis

This paper explores, through qualitative narrative inquiry, the phenomenon of crisis and issues of representing that crisis for a Zimbabwean woman writing about her home. The author proposes that crisis is experienced as a time when words are not enough. Representing a crisis would then mean trying to find the words to say it. Crisis is also experienced as something that drastically alters the story you thought you would be living. She poses the question: How do I represent my experiences of crisis, if crisis is when words fail and when stories have been ruptured?

**Reynoso, Nelson**, *Bronx Community College, CUNY*

Collaborative Interviewing as Qualitative Inquiry: A Study of Dominican Immigrants

See Utakis, Sharon

**Rhee, Jeong-eun**, *Long Island University*

Dislocating Citizen-Subject Makings: A Post-colonial Feminist Reading of Korean/Asian American Women's Narratives in US Higher Education

This paper problematizes simplistic and essential readings of citizenship in US higher education research and practice. Drawing from auto-ethnographic work conducted in US higher education, I analyze how vastly different Korean American women's subjectivities, identities, and histories are under erasure. The purpose is not to develop redemptive criticism in which Asian subjects become included or assimilated successfully as part of pluralist US national building proj-

ects. Rather, this paper explicates what is made unthinkable and unsayable when minority narratives are subsumed only as domestic racial and ethnic minority experiences in the US. My analysis highlights how post-colonial feminist readings of these women's narratives reveal the simultaneous workings of US Orientalism and imperial projects, Korean nationalist historical accounts, and continuing neocolonial relations between US and Korean societies. I argue that the makings of Korean American citizen-subjects require continuous dislocations of post-colonial Korean subjects, denial of neo-colonial histories, and education of imperial desire.

**Ribero Salazar, Fabio Andres**, *Fundación Universitaria Del Área Andina*  
Comunicación Para Todos

La idea de desarrollar un proyecto de comunicación en la FUNDACIÓN UNIVERSITARIA DEL ÁREA ANDINA, surgió de encontrar salidas a la disminución de la información que tiene la comunidad de influencia de la Organización, frente al desarrollo de programas académicos, científicos e investigativos. Se encuentran que las comunicaciones internas interrumpidas y deficientes ayudan a la falta de pertenencia hacia su lugar de trabajo y/o estudio. La estructura entonces se identificó como triangular vertical, definiendo la información en diferentes canales, que desafortunadamente muchas veces no llegaba a su verdadero destinatario. Se concentraba en definir estrategias que construyera elementos comunicativos igualitarios sin tener en cuenta la necesidad de cada uno. Estos roles se identificaban por tener cada uno de ellos comportamientos y perfiles totalmente distintos. El papel que debería cumplir sus integrantes en cada uno de sus comportamientos determina la verdadera reacción de la información y su respectiva retroalimentación.

**Ricciardi, Josie**, *Regent Park Community Health Centre*  
Staged Photography as a Community-Based Participatory Research Method

See Sakamoto, Izumi

**Rice, Elizabeth Ilah**, *UW-Milwaukee*  
Conducting Research with Vulnerable Populations of Women

Conducting research with participants who have been deemed vulnerable is an important issue for researchers. This presentation provides information on an array of issues that impact researchers and clinicians who conduct research with various populations of vulnerable participants. Issues to be discussed include; consent procedures, recruitment and retention challenges, confidentiality, research payment, and manuscript completion. The presenters of this panel will discuss their own experiences as feminist scholars who conduct research with two particular groups of vulnerable populations, low-income women from Malawi, and women from the US who have been diagnosed with schizophrenia and violence. The inclusion of vulnerable populations in research is an important topic for social justice researchers. This type of research may lead to improved clinical outcomes and the development of informed policy changes that enhance the health of people who may otherwise be ignored or 'protected' to their detriment.

**Rice, Elizabeth Ilah**, *UW-Milwaukee*

Self-Management of Violence among Women Diagnosed with Schizophrenia

Women with disabilities experience significant amount of violence in their everyday lives. Although a heterogeneous group, violence remains a major health and social justice problem that transcends type of disability. Estimates of violence rates against these women range from 33 to 83%. Women diagnosed with schizophrenia have especially high rates of violence. Although violence is particularly problematic for this population of women, they have devised methods to overcome barriers and minimize or extricate themselves from violent people and situations. Providers and researchers too often overlook these self-devised methods when interventions are designed. This narrative, feminist research focuses upon the resiliency of women who live with both chronic illness as well as social adversity instead of maintaining a focus on vulnerabilities and inadequacies. This presentation will present the self-management strategies that women who have been given a disability of schizophrenia have devised to increase their safety and autonomy in community settings.

**Richardson, Stephanie**, *California Institute of Integral Studies*

Using Co-operative Inquiry to explore spiritual intelligence in daily interactions

See Chase - Daniel, Julie

**Rickard, Wendy**, *London South Bank University*

Following people with HIV: Longitudinal life history research

Through extended UK oral histories and photographs recorded in 1995-9 and again with the same people in 2006-7, this paper aims to unearth, with blunt honesty, the themes and tensions most prominent in their words, as time inexorably moves on. It explores memory, as we witness how people describe their lives differently between when they thought they had months or only a few years to live, to when they outlive their parents, give birth to a new generation of children, live long with chronic pain or face existential crises and unrivalled uncertainty. The paper assesses possibilities of longitudinal methods in oral history and looks at the development of original project outcomes that are ethical, participative and enjoyable. HIV is entirely preventable. The paper ends by considering the use of archival data for future prevention initiatives.

**Riedler, Martina**, *University of Illinois*

A Critical Evaluation of Interpretive Progressivism in Teacher Education: Teaching as Praxis

The focus of this presentation is an analysis of the current literature on progressive teacher education, situating the analysis within ongoing debates in related areas such as reflective practice, critical pedagogy, practical wisdom and critical theory. First, some of the problems with current notions of reflective teaching and progressive teacher education are identified. The author analyzes and compares the traditional-technical and interpretive literature on teaching and teacher education. None of these conceptions deal with teaching and teacher education in a reflexive way. Some of the identified problems lie in the history of the concept of “reflective teaching” and its interpretive underpinnings. The author challenges the prevalent conceptions of interpretive reflective teaching, and proceeds to offer a critical framework for further reconstruction of the

theory and practice of reflective teaching. The final section offers an alternative conceptualization of teaching and teacher education as a post-foundational and moral-political philosophy.

**Rinehart, Robert E.,** *Washington State University*

“Performing” Sport: Re-visioning Sport Practices in an Age of Global Conflict

This paper will attempt to create a series of alternative scenarios, based in current sport practices, where the naturalized aims of sport will be challenged. Might we, by challenging such deeply-held ideologies that much of sport promotes, begin to see sport as potentially liberatory, cooperative, and a means to promote understanding for the increasingly divided societies of the world?

**Ripamonti, Silvio,** *Catholic*

Designing professional situated practice: an ethnomethodological perspective in workplace learning

See Scaratti, Giuseppe

**Rivas de Rojas, Ninoska Josefina,** *Nova University*

Reflexiones s Sobre Algunos Métodos Utilizados En La Investigación En El Área De Educación, Ambiente Y Calidad De Vida: Caso Universidad Pedagógica Experimental Libertador-Instituto Pedagógico De Caracas

See García Tovar, Margarita

**Rivas, Carlos Enrique,** *Universidad Santo Tomás*

Walking In My Shoes - Póngase En Mis Zapatos: Una Mirada A Los Discursos De Los Seguidores De Depeche Mode Como Elementos Constructores De Cultura A Partir De Las Emociones Suscitadas Y Los Significados Que Se Tejen Alrededor Del Grupo, Su Música Y Sus Letras.

Inspirado por los recientes esfuerzos de la comunidad investigativa orientados hacia la música, el estudio que se presenta a continuación propone una interrelación entre el estilo New Wave y la cultura que se co-construye a partir de este estilo musical, entre el grupo Depeche Mode (representante del New Wave) y sus seguidores. Como resultado, se propuso comprender Cómo las emociones intervienen en la selección de un estilo de música particular, y a su vez, tales procesos inciden en la construcción de significados como generadores de cultura a partir del leguaje. Desde de las narrativas generadas a partir de un foro de discusión (versión online de un grupo de discusión), se logró hacer una propuesta de descripción acerca de cómo se interrelacionan las tres categorías principales de análisis, el estilo musical, las emociones y los significados.

**Rivas, Daniela León,** *INSP*

Percepción corporal y genero bajo la mirada de la teoría de las representaciones sociales de mujeres de santo domingo ocotitlán, en tepoztlán, morelos .México.

Objetivo. Analizar las representaciones sociales que las mujeres de Sto. Domingo Ocotitlán construyen en relación a su cuerpo, al sobrepeso y a la obesidad, para identificar elementos útiles en el diseño de material de comunicación en salud para la prevención de enfermedades crónicas. Material y métodos. Estudio de tipo cuanti-cualitativo bajo el enfoque de la teoría de Representaciones

Sociales, con mujeres del programa Oportunidades, en Santo Domingo Ocotitlán, Tepoztlán, Morelos. México. De agosto a diciembre de 2007. Resultados. La percepción corporal construida por estas mujeres, está marcada por significados relacionados con la autoaceptación y el servicio a los demás. Las barreras para adopción de prácticas saludables están marcadas principalmente por la diferencia de género por parte de su pareja y la crítica de las mismas mujeres de la comunidad. Conclusión. Los elementos encontrados utilizando la teoría de representaciones sociales permiten utilizar la información encontrada como evidencia que habrá de utilizarse para la reconstrucción de significados a través del diseño de material de comunicación para la prevención de enfermedades crónicas que ponen en peligro su salud y la de su familia.

**Rivau, Stephanie**, *The University of Texas at Austin*  
Using Context to Build Rigor

Qualitative inquiry has historically been plagued by a lack of agreement about the criteria for judging the adequacy of the research endeavor. Methodological stringency is increasingly used to provide the assurance that a study's findings are valid. The result is a pre-determined inventory of established practices, e. g. member checking, that, applied routinely and uncritically, may miss the idiosyncratic challenges to rigor that inevitably emerge. This presentation presents a framework for determining threats to methodological rigor and strategies to enhance the accuracy of results that derives from a systematic examination of the phenomenon under investigation, researcher experience, participants' characteristics, requirements of the qualitative paradigm chosen to answer the research question and the interaction among these constituent parts. This contextually-built approach requires a more fully informed analysis of the challenges, creativity in thinking and action, thoroughness, and a system of accountability tailored to the demands of the particular study itself.

**Rivera Alvarez, Luz Nelly**, *Universidad Nacional de Colombia*

Conocimientos, atribuciones y acciones de padres y maestros frente al consumo de sustancias psicoactivas en adolescentes

El proyecto describe Conocimientos, atribuciones y acciones de padres y maestros frente al consumo de sustancias psicoactivas en adolescentes, La metodología cualitativa se desarrollo con 8 grupos focales, para el análisis se empleó la Teoría Social Cognitiva. Cabe destacar el desconocimiento y desinformación existente de las sustancias por docentes y padres; los posibles mecanismos de prevención del consumo y la distribución de responsabilidades entre Estado, Escuela, Familia y Joven, junto con la desresponsabilización frente a la prevención y a la intervención del consumo de SPA en los jóvenes; las acciones particulares que se visualizan es una participación activa o la indiferencia frente a la problemática. Por ultimo las propuestas de padres y docentes para prevenir el consumo, van desde la formación en el tema y en estrategias tanto para padres como estudiantes hasta la atención a través de la asesoría psicológica o el buen manejo del tiempo libre.

**Rivera, James Rodolfo**, *Universidad Del Cauca*

Native Language, School And Identity: A study carried out in an intercultural bilingual educational institution in the indigenous NASA territory

See Vidal, Geny Alexis

**Rivera-Márquez, José Alberto**, *Universidad Autónoma Metropolitana (Xochimilco)*

¿Qué hemos aprendido en América Latina sobre las intervenciones alimentarias en etapas avanzadas del ciclo de vida y cómo desde la mirada cualitativa es posible re-orientar el rumbo de los programas?: experiencias en México, Chile y Argentina

La inclusión de las necesidades de alimentación-nutrición de la población adulta mayor como prioridad dentro de las agendas sociales latinoamericanas es un asunto de ética y justicia social. En la actualidad, prácticamente no existe país en la región que por lo menos ponga en marcha acciones mínimas y puntuales para combatir la inseguridad alimentaria durante la vejez. Sin embargo, no es común preguntar a priori a los grupos potencialmente beneficiarios sobre sus preocupaciones respecto a la satisfacción del hambre, como tampoco lo es evaluar las intervenciones haciendo valer la voz de los sujetos. Este trabajo reconoce los éxitos de algunas intervenciones alimentarias y nutricionales dirigidas a ancianas y ancianos de México, Chile y Argentina, pero también muestra cómo desde una mirada cualitativa que se centra fundamentalmente en la voz de las y los viejos es posible hacer crítica, llenar vacíos y reorientar las acciones en esta materia.

**Rivera-Velazquez, Celiany**, *Univeristy of Illinios, Urbana-Champaign*

Cuiar Como Verbo, Queer as Verb: Feminist Cultural Resistance and Media Production in the Spanish Caribbean

In my work on the insular Spanish Caribbean, I document a selected group of lesbian, bisexual and queer-identified female artists that are creating nuanced understandings of Cubaness, Dominicaness and Puerto Ricaness through different mediated audiovisual methods. While I employ the notion of queerness in a broad manner—that is, to reflect on actions that go against the grain and whose divergence might (or not) have to do with GLBT sexualities—I also recognize the impossibilities that this EuroAmerican notion encounters as it is reshaped in third world locations across the Americas. Central to my work is the acknowledgement of audiovisual media in the configuration of contemporary national identities, especially as it relates to the ways women are refashioning feminism toward their own ends through an active participation in popular culture. I argue against the notion that queer cultural production should be made only under such label. Considering the regions simultaneous post and neocolonial legacies, I build upon the prioritization of womens realities, and the subsequent questioning of fatigued ideas of what normality and tradition implies, as a viable enterprise to “cuiar” social justice discourses within the physical and imagined space of these Islands.

**Roberts, Kolleen**, *Arizona State University*

The Fish and the Stork: Narrative and Storytelling in Transition

Aesthetics and evidence, ethics and controversy are unresolved dualities that appear repeatedly in interpretations of *Out of Africa* (1937). The novel has been

deconstructed from postcolonial, feminist, biographical, philosophical, and intertextual perspectives. This study takes the 1985 film version as a reference point for comparative analysis. I propose an argument that adaptation is a form of criticism and reevaluation of social and cultural determinants in a story. Conclusions are that the film illustrates themes through juxtapositions and symbolic interactions; its narrative is character-driven and unambiguous. By contrast, the novel uses liminal places and events to advance themes, characterizations, and conflicts. A nonlinear structure allows the text itself to become a contested terrain. The presentation asks if scholars have allowed themselves to be limited by an ethnocentric categorization of the novel as pastoral, ignoring images that could be analyzed cross-culturally.

**Roberts, Kolleen**, *Arizona State University*

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**Robertson, Jr., Ed.D., Stuart P.**, *Robertson Educational Resources*

Thinking Visually/Visually Thinking: The Role of Visual Data and Models in a Doctoral Dissertation

A doctoral dissertation is likely to contain charts, tables, and graphs. However, photographs, drawings, and models are not commonly found. As a doctoral candidate analyzing data and compiling evidence for my emerging research findings, I found that photographs and models provided support for some of my key ideas. Drawing on the techniques used in visual sociology and visual anthropology as support, I included these data forms in my dissertation. The photographs I chose to include became primary data sources, telling a part of the story that words alone could not. Further, models provided a concrete representation of abstract thoughts. This paper explores bringing the visual into the doctoral dissertation from the perspectives of evidence, ethics, and the academic landscape.

**Robic, Anna**, *University of South Florida*

What you wish for

Created from observation, this piece designates identity to a family based on their conversation, body language and other non-verbal interactions in a familiar setting. The observer uses her knowledge of families and interpersonal relationships to help construct this identity. The piece is written from the lens of the observer and incorporates her conceptions and beliefs regarding family as well

as her own lived experience as a daughter, mother and wife. The performance invites others to consider how they frame a family's identity, as well as making connections to observations commonly witnessed in public settings.

**Robic, Anna**, *University of South Florida*

*A Girl Like Me: Exploring Issues of Being an African-American Female*

In this session participants will hear about how a group of African-American Female middle school students researched topics related to being a "Girl like Me". These young women explored issues that they deal with on a daily basis, such as media portrayal. Various methods were used including visual and performing arts. This paper focuses on the projects that used Photovoice as the method. In this session participants will learn the process by which participants selected the topics to explore, and the questions they wanted to answer. Additionally, the audience will be able to see the final photos and the stories these young women selected that answered their research questions.

**Robic, Anna**, *University of South Florida*

*Shared Journey, Separate Experiences*

See Townsend, Anne

**Robinson, Ellen**, *University of Colorado Denver*

*New Voices: An Autoethnography of Students' Transformational Discoveries*

See Summers, Laura Lee

**Roden, Kathryne**, *University of Central Oklahoma*

*Interpretivism: A framework for meaning in qualitative research*

This study explores interpretivism, a qualitative orientation that seeks to gain understanding through inquiry and the process of meaning making (Denzin & Lincoln, 2000). The purpose of this study examines the nature of interpretivism in light of the recent research concerning the use of film in the university classroom (Roden, 2007). Findings are discussed in relation to the role of interpretivism as a research design. Results confirm specific principles of interpretivism that include the researcher as the primary instrumentation, role of perceptive observation, practice of inductive reasoning, role of process, progression of meaning making, translation of meaning that calls for rich description, and connecting meaning to theory. From these principles, three issues of interpretivism were revealed. The issues include complexity, trustworthiness, and value. Each of these issues of interpretivism was analyzed with respect to the previous study and the literature and appears to contribute to understanding and meaning-making.

**Rodríguez Bulnes, Ma. Guadalupe**, *Universidad Autónoma de Nuevo León*

*Public Elementary School Teachers Building a Learning Community*

The study reported here is part of a wider multi-sited collaborative work between researchers and graduate students from higher education institutions and teachers and administrators from the public elementary school system in Nuevo León, Mexico. The specific focus of this paper is to describe the process of research as well as some findings. It also tries to address the emergence of patterns of collaboration given among teachers as they try to improve their teach-

ing practices. The research question that guided this project was: What happens when teachers engage collaboratively in projects related to improve their teaching practices? We believe that answering this question would provide evidence about the process involved in building a collegiality (Hargreaves,1994) where teachers can work collaboratively in order to improve their educational practices and eventually expand this effort to other schools creating learning communities.

**Rodriguez Daza, Gilberto**, *Universidad Del Bosque*

Ecoterapia Y Rehabilitacion Integral En Un Contexto Natural Para Personas Con Discapacidad Mental Excluidas Por La Sociedad.

See Pardo Cubides, Andrea

**Rodríguez, Amalia**, *Valladolid*

Women Entrepreneurs, between innovation and gender discrimination: a case studies in Castilla y León (Spain)

See Cruz, Fátima

**Rodriguez, Angela Maria**, *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido Chaparro, Sandra Carolina

**Rodriguez, Dalia**, *Syracuse University*

Teaching Race: Students of color in white classrooms

This paper addresses how to complicate voice and silence in the classroom. More specifically, I address specific strategies students of color use in dealing with racism in the classroom (including colorblind ideology) and try to answer the question: how are these strategies connected to voice and silence? When students remain silent, they often do so as a means of survival. When do students choose to come to voice? When do students remain silent, and what does this silence mean? Through autoethnography, I also address how my own personal experiences, as well as the ethnographic research I conduct in classrooms has impacted my teaching.

**Rodríguez, Myriam Ruiz**, *Industrial de Santander*

Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica

See Monreal, Luz Arenas

**Rodríguez, Myriam Ruiz**, *Industrial de Santander*

Cambios en la alimentacion de mujeres mexicanas migrantes hacia Estados Unidos de Norteamerica

See Monreal, Luz Arenas

**Rodríguez-salamanca, Angela Maria**, *Universidad El Bosque*

Representaciones Sociales De Los Hombres Universitarios Sobre La Resolución Del Conflicto En Su Relación De Noviazgo

See Pulido-Chaparro, Sandra Carolina

**Rojas Molina, Sandra Liliana**, *Universidad Nacional de Colombia*

Las Actitudes Lingüísticas Frente A Formas De Habla Locales: Estudio Sociolingüístico En La Trifrontera Brasil-colombia-perú.

Este trabajo tiene como objetivo el describir y analizar las actitudes lingüísticas de los habitantes de la trifrontera Brasil-Colombia-Perú frente al portugués y español del área, así como frente al fenómeno de alternancias e interferencias lingüísticas surgidas del contacto. A través de la técnica de la entrevista y la observación directa, se describen las actitudes desde sus dimensiones cognitiva afectiva y conductual, y se descubren altos porcentajes de valoraciones y autovaloraciones negativas frente a las formas de habla estudiadas, lo cual sugiere una situación de discriminación lingüística sumado al de discriminación social existente. Se propone, entonces, el comienzo de discusiones que apunten a la promoción de las formas de habla locales a través de los medios de comunicación existentes y los escenarios educativos, con el propósito de garantizar procesos de consolidación de la democratización lingüística y, en consecuencia, de equidad y justicia social.

**Rojas Trujillo, Guillermo -**, *Universidad Distrital Francisco José de Caldas*

La Auto-interrogación Como Estrategia Metodológica Para Indagar Sobre Valores Ciudadanos Y Democráticos En Estudiantes Universitarios

A partir del reconocimiento de los límites de los estudiantes de la Universidad Distrital en sus conductas ciudadanas y democráticas y, de la necesidad que desde la universidad se aborde esta temática, se estudiaron los valores relativos a esta realidad en estudiantes recién ingresados a las carreras de educación, mediante un enfoque cualitativo interpretativo, basado en la estrategia de la auto-interrogación. La ciudadanía la concebimos como inserción participativa en espacios públicos y la democracia como estilo de vida que debe expresarse en diversas dimensiones del sujeto. La ciudadanía es consustancial a la democracia. Se observa que los estudiantes se auto-perciben como sujetos activos de la sociedad, que podrían ayudar a transformarla; se muestran orientados por la democracia y la participación, pero no se deciden claramente a emprender acciones para hacer realidad esta dimensión socio-política. Parece ser que el enjuiciamiento que hacen de políticos y gobernantes del país por las medidas que han tomado y que se han expresado en mayor inequidad social, incremento de la violencia política y mayor corrupción, así como la desconfianza hacia los mismos, ha incidido para que se presente la encrucijada en que se encuentran.

**Rojas, William**, *Universidad del Valle*

Sentimientos de inhumanidad: estudio de Caso

En esta ponencia se presentan los resultados de un estudio émico que tuvo por objetivo reconstruir los sentimientos de inhumanidad de un grupo de trabajadores. En especial se buscó describir "fidelmente" las creencias y las representaciones establecidas en la situación objeto de estudio. El trabajo de campo requirió un lapso de tiempo entre tres y cuatro años. Las expresiones que se pre-

sentan guardan una completa relación con el sentimiento y/o vivencia descrito en cada uno de los momentos relatados. En todas las situaciones presentadas se buscó, por un lado, mantener un respeto por los valores y los principios de actuación señalados por los entrevistados, y por el otro, identificar las intenciones y los medios que dirigían la decisión que originó la situación que se estaba estudiando. El objetivo es ofrecer un referente crítico que pone en tela de juicio los postulados del humanismo administrativo.

**Rojas-Arbelaez, Carlos**, *Universidad de Antioquia*

Female sexual work at the amazonian colombo-ecuador border: case study

See Soto-Velasquez, Monica-Lucia

**Rolling, Jr., James Haywood**, *Syracuse University*

Between Gorillas And Supermen: Paradoxical Homelands and the Poetry of Identity in Motion

The poetry of Derek Walcott provides a starting point to argue the efficacy of positionlessness as it paradoxically provides a site for supplanting the assumption of homogeneity as a model of homeland. An America that has not adopted me as a familiar, becomes homeland in my agency to recode home as an extension of the narrative of an identity in motion. My own itinerant imaginings wend their way through a bastion of assumptions opposing my presence. Walcott stands at the nucleus of a plurality of epistemologies come together, a disparity of stories that must be traversed if sense is to be made of the liminality of the Black Diaspora. Walcott's poetry co-writes itself anew with my own personal narrative to address and communicate the paradox of a homeland that does not require belonging, and a positionlessness that does not confer exile.

**Rolling, Jr., James Haywood**, *Syracuse University*

Invisibility and In/di/visuality: The Relevance of Art Education in Curriculum Theorizing

This presentation investigates how representation attaches meaning to bodies and how certain bodies are categorically misrepresented. Misrepresented bodies are bodies made invisible. Brief narratives of three kinds of invisibility are presented as they are manifested in educational practice and visual culture-those deemed to occupy lesser physical bodies, lesser bodies of knowledge, and bodies lesser-than-normal. The author argues the relevance of art education as a transformative pedagogical practice that can inform and promote social significance, or what the author terms as in/di/visuality, the agency to reinterpret misrepresented bodies. In the face of masking practices that unleash the squalls of invisibility and inequity throughout sites of curriculum practice and contemporary visual culture, the exercise of in/di/visuality acts as a watershed, displacing invisibility and affording a greater breadth of inclusion in educational concerns.

**Rolling, Jr., James Haywood**, *Syracuse University*

Margin-Writing: Tracing a Qualitative Inquiry of African American Identity in Western Visual Culture

This presentation traces the preparation of the manuscript for an image-based qualitative inquiry to be published in 2008 by AltaMira Press. CINDERELLA STORY: A Scholarly Sketchbook About Race, Identity, the Human Spirit, and

Other Stuff That Matters is scholarly work of narrative nonfiction, researching the critical reinterpretation of African American identity from stigma to self-validation as is evidenced in the art collections at certain Historically Black Colleges and Universities, in contemporary visual culture, and in my own practice as an artist. This “scholarly sketchbook” is constituted as an intersection of qualitative methodologies including autoethnography, critical race theory, performance studies, narrative inquiry, historiographic and arts-based research; the reader/viewer is invited to negotiate figures/bodies of evidence in contemporary art, visual culture, and personal creative and studio arts practices that tell of the agency to reinterpret a socially constructed identity historically defined and delimited by others.

**Romero, Mary**, *Arizona State University*

The Complexities of Migrant Identity: Challenging the Simplistic Notion of an American Dream

See De la Garza, Sarah Amira

**Ronda-Pérez, Elena**, *Alicante*

Una Mirada Cualitativa Sobre La Discriminación En La Población Inmigrante Del Territorio Español

See Agudelo- Suárez, Andres A

**Rosenbloom, Al**, *Saint Xavier University*

Investigación A Través Del Método De Estudio De Casos Como Alternativa Para La Enseñanza Y Aprendizaje En Las Escuelas De Administración.

See Cortés, Juan Alejandro

**Rosu, Luisa Maria**, *University of Illinois at Urbana-Champaign*

Teaching Quality and the Ethics of School Accountability

When students' scores for standardized tests are employed as evidence of school quality, immediately there is a need to know how the two are correlated. In education, we need to inquire qualitatively the validity and consequences of assessing schools and teaching with standardized student achievement tests. This paper questions the official but artificial linkage mechanism between standardized testing and the assessment of teaching quality. It offers illustrations of how this mechanism affects the ethics of accountability of schools, especially of teaching. We argue that the politics of evidence has powerful implications for the ways teacher knowing develops. Standardized tests are rather indirect measurements and they obscure teaching efforts. In such a climate, the teacher's thinking is deterministically and rigidly relating pedagogy to content thus affecting any creative initiatives to expand teaching knowledge. Consequently, teachers are restricted in their research initiatives and, equally, are ours.

**Rubia-Avi, B.**, *Universtiy of Valladolid*

Fostering innovation dialogs: what technology can i use in my course?

The University of Valladolid in Spain is promoting the integration of ICT in some of its courses. One of the major reasons for this change is compliance with the provisions of the Bologna Declaration, to which Spain is a signatory along

with 25 other European countries. We are currently focussing on and evaluating these innovations implemented by faculty members to help in face-to-face courses. In this paper we present the results of the evaluation carried out in six of these courses. One of the remarkable contributions has to do with the set of decisions taken by the faculty in order to carry out their innovations. In this sense, we reflect about the choices done regarding the selection of the more suitable technologies for their particular needs. Moreover, we put in dialog the educative characteristics of each innovation with the decisions taken about the on-line technologies to be used in the evaluated settings, with the aim of fostering connections between innovations and technologies.

**Ruebelt, Sara**, *Saint Louis Univeristy*

We did not choose to be here but we have to survive: Bosnians trying to find a niche in the U.S.

See Matsuo, Hisako

**Ruiz, Mónica**, *Universidad de La Sabana*

Las TIC en el aula: Integración no es inundación

See Jaramillo, Patricia Elena

**Ruíz, Mónica**, *Universidad de La Sabana*

Ambientes de aprendizaje con TIC: Imaginarios, Prácticas y Tensiones

Este artículo corresponde a la descripción de un ambiente de aprendizaje estudiado durante una investigación que se ha venido realizando en dos universidades colombianas con el objetivo de caracterizar diversos ambientes de aprendizaje en el que las TIC son utilizadas e integradas de formas particulares. El ambiente de aprendizaje que ocupa la atención de este documento muestra un nivel de integración de las TIC propuesto por el profesor en el que sus imaginarios sobre ellas, sobre la enseñanza y el aprendizaje configuran unas prácticas de aula y fuera de ella centradas en su saber disciplinar. Sin embargo, es el estudiante quien a partir de sus propios imaginarios y prácticas en el ambiente de aprendizaje el que hace que el nivel de integración de las TIC trascienda a un nivel superior, yendo más allá de los objetivos de aprendizaje planteados originalmente.

**Ruíz-Requies, I.**, *University of Valladolid*

Fostering innovation dialogs: what technology can i use in my course?

See Rubia-Avi, B.

**Rukholm, Ellen**, *Laurentian University*

Risk Biographies: Making Sense of Cardiovascular Risk in Everyday Life

See Seto, Lisa Loyu

**Rukholm, Ellen**, *Laurentian University*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men

See Angus, Jan

**Runquist, Jennifer**, *University of Wisconsin-Milwaukee*

The relevance of studying abroad: Perspectives from nursing students studying community health in Malawi

See Mkandawire-Valhmu, Lucy

**Ruppel, Kerstin**, *Bowling Green State University*

Case studies from four corners of the swimming pool: Water exercise, quality of life and instructors who take our breath away!

See Meek, Geoffrey Andrew

**Russell, Larry**, *Hofstra University*

Five Ways of Caring: The Complexity of a Loving Performance

See Gale, Ken

**Ryosho, Natsuko**, *Virginia Commonwealth University*

The experience of racial and cultural conflicts of minority and immigrant certified nursing assistants (CNAs) working in a nursing home.

This poster presents the findings and implications of a qualitative research with a group of female minority and immigrant certified nursing assistants (CNAs) working in a nursing home. Using semi-structured, face-to-face interviews, the study explored CNAs' experience of perceived ethnic and racial conflicts with residents, residents' families, coworkers, and supervisors. Findings suggested that CNAs often experience racism and ethnic discrimination at work. The poster describes the challenges and lessons learned from conducting a qualitative research with this population as well as the future research implications for promoting social justice and well-being of CNAs who represent the majority of direct care workers in nursing homes.

**Saavedra, Cinthya M.**, *Utah State University*

Critical Transnational Feminist(s) Methodologies: Navigating through the Geopolitics of Research

This paper charts, through personal and academic experiencias, how transnational feminist(s) methodologies contribute/challenge the dynamics, complexity and discourses of research (dominant/feminist/critical). Performing research practices that are intimately tied to my critical perspectives is a daunting task that requires a personal, political and epistemological search for multiple critical compasses (Sandoval, 2000) for navigating through the geopolitics of (critical) research. As a Chicana feminist who straddles and traverses (sometimes by choice, sometimes for sheer survival) multiple languages, cultures, nationalities and epistemologies, I often find difficulty embodying and unlearning research practices and methodologies. My search for a critical compass has lead me to in(corp)orate the tactics, strategies and methodologies of feminist(s) without borders (Mohanty, 2003). Herein I discuss how transnational feminist(s) perform and embody multiple methodologies. In particular: 1) flexibility in thinking, 2) fluid standpoints, 3) critical reflexivity, and 4) spiritualism as just some examples that may offer nuevas posibilidades for research.

**Saavedra, Cinthya M.,** *Utah State University*

Rethinking Early Childhood Leadership: Developing a Methodology of Friction and Possibility

See Vardell, Rosemarie

**Sadeghi, Shiva,** *OISE/University of Toronto*

“Could You Tell Them What I Think?”: Classroom-Based Ethnography as a Means for Children’s Empowerment

This paper is based on a classroom-based ethnography that took place in five elementary classrooms in a major urban centre in Ontario, Canada. Based on classroom observations and interviews with students, teachers, principals and parents, the study aimed to investigate and explore the role of bilingual education in promoting citizenship and preserving Canada’s political discourse of multiculturalism. Fieldnotes and interview transcripts revealed that children perceived this study as a forum where diverse views on multiculturalism, cultural identity and citizenship can be shared and exchanged. This paper shows how conducting qualitative interviews with children enhances their awareness of bilit-eracy and cultural identity and raises their openness to become actively engaged in the process of ethnographic research. The argument I wish to present here is that, from the children’s perspective, classroom-based research may indeed become a vehicle for critical engagement with classroom learning and becoming part of the dialogue on cultural pluralism and civic literacy.

**Sakamoto, Izumi,** *University of Toronto*

Staged Photography as a Community-Based Participatory Research Method

Arts-based research allows those directly affected by the issue (i.e., in this case women/transwomen who have experienced homelessness) to document and express their concerns and worldviews effectively (Finley, 2005), as opposed to the exclusive use of words. Arts as research products have a far greater potential to move people to action than words in conventional journal articles likely would. The proposed presentation will focus on the use of staged photography as a community-based, participatory action research method (Israel et al., 1998), and explore the possibilities of this research approach for empowerment and social action. A university-community collaboration, ‘Coming Together: Homeless Women, Housing and Social Support’ explored how women and transwomen build support networks with each other when housing is the issue. Through painting, costumes, theatre and photography (staged photography), women/transwomen created scenes depicting their own visions of inclusion, friendship and safe space. Various dissemination and action strategies will be discussed.

**Sakamoto, Izumi,** *University of Toronto*

An Anti-Oppressive Social Work Model with Recent Immigrants: A Grounded Theory Study

While there is a growing body of literature on social work with immigrants, the literature still lacks coherent theoretical and ideological frameworks necessary to inform effective models of service delivery. With the rapidly increased presence of professional immigrants in North America, are immigrants finding social services with immigrants to be effective? A grounded theory study (Charmaz, 2000) was conducted using in-depth interviews (n = 29) and four

focus groups (n = 29) with recent Mainland Chinese skilled immigrants, and 13 key informant interviews with service providers. To cope with prevailing employment challenges and other inter-related issues (e.g., poverty, depression), most participants had accessed social service programs specifically designed for new immigrants but were largely dissatisfied, pointing to a disjuncture between immigrants and service agencies. Based on the research findings, an anti-oppressive approach to social work with immigrants is proposed.

**Sakellariadis, Artemi,**

Power to Be?: An auto-ethnographic exploration of power transitions in everyday negotiations of identity.

Fuelled by inquisitiveness and issuing from a recent encounter with perceived powerlessness, this paper seeks to examine notions of power, authority and status in the context of normal everyday interactions. Challenging conventional notions of 'identity' as fixed and of 'self' as reliable and consistent author of one's thoughts and acts, this paper traces key moments in a particular sequence of events and focuses its lens on power relations assumed and implicitly offered, seized, contested or otherwise constructed. Framed as an auto-ethnographic inquiry, the paper aspires to be both entertaining and thought-provoking, attempting to deconstruct discursive connections almost still by still, scrutinising synapses of interaction and foregrounding power-obtaining manoeuvres couched within the ordinariness of everyday interactions.

**Sakulkoo, Saratid Tong,** *Burapha University*

The Experience of Primary School Teachers of an Integrated English Curriculum in Selected Schools in Eastern Thailand

English now is a global language. It is an urgent problem affecting many countries, including Thailand. This qualitative research was aimed to describe the experience of teachers participating in the First Integrated English Project ever occur in the nation at selected primary schools in the eastern region, Thailand. Nineteen participants in the 5 schools adopted the integrated English Project, being in-depth interviewed and observed. The results were presented into three sections; 1) experience toward the training program 2) experience of using English in their teaching and 3) experience toward the outcome of the program. The results were that initially, participants were anxious and frustrated when teaching in English especially in Mathematics and Science. Teaching materials from other language did not correspond with Thai curriculum contexts. Success and barrier were the outcome of the program. The success was the positive perception which was the happiness and the feeling of self development.

**Salamanca, Oscar Mauricio,** *Universidad tecnológica de pereira*

¿El Arte Es Una Ciencia?

La ponencia reflexiona sobre el problema de la investigación aplicado al arte, y la manera como los procesos de indagación y elaboración artística no tienen el debido reconocimiento frente a los sistemas de evaluación académica en nuestro país. Se trata de establecer una dinámica de estudio consistente en la confrontación de procesos y sistemas provenientes de la historia del arte y las ciencias de la cultura, que permita consolidar la investigación cualitativa a partir del dialogo equiparado entre creación e investigación. La ponencia tiene por objetivo coady-

uvar no sólo en el proceso del reconocimiento de nuestra actividad como artistas, sino también ofrecer un extenso campo de desarrollo en materia de líneas y objetos de investigación con beneficio para el mundo de la academia y de sustento esclarecedor para los entes reguladores de la investigación en Colombia.

**Salas, Lorraine Moya**, *Arizona State University*

Machismo is not a Cultural Value: Mexican Immigrant Mothers Reflections on Gender Ideals

This study engaged twelve first generation Mexican immigrant mothers in ongoing focus groups to understand how cultural values evolve with acculturation. Through dialogue, reflection, and structured group activities mothers shared how gendered behavior is evolving in Mexico and the United States. They revealed the heterogeneity that existed in previous generations and that exists now. Mothers identified the gender ideals of *mantener la familia* (maintain the family) and *mantener la unión de la familia* (maintain family unity). Although mothers acknowledged the existence of machismo, they were adamant that machismo was not a cultural value. The role of language in perpetuating a stereotypical representation of Mexican immigrant families is discussed and the consequence of labeling machismo as a cultural value rather than a societal norm is addressed.

**Salazar Perez, Michelle**, *Arizona State University*

Critical Qualitative Research: Using Black Feminist Perspectives to Unveil the Corporatization of Disaster

The urgency to reestablish schools for children to attend after Hurricane Katrina devastated communities across the gulf coast created a momentum for corporate entities such as outside consulting firms, academic assessment institutes, facility planning corporations, and charter school companies, to have a dominant presence in the rebuilding of public education in New Orleans, Louisiana. Research produced by these corporate entities about what has been coined as “the great experiment” relies heavily on the reinscription of racist and colonialist accountability standards for teachers and administrators, the use of measurement through standardized testing to normalize the achievement of students, and the construction of privatized charter schools as a model for success. This paper uses Black feminist perspectives to construct a framework for critical qualitative research that reconceptualizes research questions and methodologies in order to reveal power structures existing within the corporatization of public education in New Orleans.

**Salazar, Claudia Jimena**, *Universidad de San Buenaventura*

Propuesta Para Un Modelo De Intervención/investigación Clínico-social Sobre El Intento De Suicidio En Municipios De Antioquia, Colombia

See Schnitter, Mónica

**Salcedo, Javier Ricardo**, *La Salle*

La práctica pedagógica en relación con la huella indicial: una propuesta para rastrearla

La práctica pedagógica en relación con la huella indicial: una propuesta para rastrearla. Esta disertación configura la posibilidad de visibilizar las acciones

impensadas que ocurren en escenarios de incertidumbre, además, se propone como dispositivo epistémico que confronta lo seguro e instituido con las ideas creativas; con las acciones inconscientes del mundo de la educación, dadas en la práctica pedagógica y las ideas que contribuyen a superar la indiferencia frente a la cultura de la cotidianidad. Se trata de esa dimensión inédita del pensamiento del docente subalterno, en la cual se centran, quizás, nuestros “modos de ser” como profesionales de la educación, es producto de una reflexión teórica que se ha construido desde el año 2005 por el docente Javier Ricardo Salcedo Casallas, configurando un texto cuyo título posible es Pensamiento indicial, las huellas e indicios en los dominios de acción del docente investigador. Universidad De La Salle, Facultad de Educación.

**Salcedo, Javier Ricardo**, *La Salle*

La Práctica Pedagógica En Relación Con La Huella Indicial: Una Propuesta Para Rastrearla

La práctica pedagógica en relación con la huella indicial: una propuesta para rastrearla. Esta disertación configura la posibilidad de visibilizar las acciones impensadas que ocurren en escenarios de incertidumbre, además, se propone como dispositivo epistémico que confronta lo seguro e instituido con las ideas creativas; con las acciones inconscientes del mundo de la educación, dadas en la práctica pedagógica y las ideas que contribuyen a superar la indiferencia frente a la cultura de la cotidianidad. Se trata de esa dimensión inédita del pensamiento del docente subalterno, en la cual se centran, quizás, nuestros “modos de ser” como profesionales de la educación, es producto de una reflexión teórica que se ha construido desde el año 2005 por el docente Javier Ricardo Salcedo Casallas, configurando un texto cuyo título posible es Pensamiento indicial, las huellas e indicios en los dominios de acción del docente investigador. Universidad De La Salle, Facultad de Educación.

**Saldana, Johnny**, *Arizona State University*

Mentoring the “LGBT Studies” University Student

What roles does a gay faculty member play in the mentorship of a gay student’s senior capstone performance project for his certificate in “LGBT Studies”? Professor Saldana explores this question with students in his Spring 2008 Ethno-theatre course at Arizona State University.

**Salinas-Urbina, Addis-Abeba**, *Universidad Autónoma Metropolitana (Xochimilco)*

La inesperada evidencia de la injusticia social en la interlocución población-médico-investigador. Hablando de sexualidad

Al abordar el tema de los significados de la sexualidad con los pasantes de la carrera de medicina se presentan un sin fin de situaciones inesperadas cuando estos jóvenes se establecen en diversas comunidades para iniciar su práctica profesional. El hostigamiento y violencia sexual que viven los pobladores emergen en los espacios de encuentro entre médico y paciente, lo cual refleja las condiciones de vulnerabilidad e ilegalidad que rodean la vida cotidiana. El médico al carecer de elementos para enfrentar y dar salida a estas complejas situaciones se convierte en un testigo mudo, dicha sensación será experimentada también por la investigadora cuando escucha estos relatos en la voz de una pasante. ¿Qué hacer ante estas evidencias? ¿Cuál es el papel del investigador? Para dar respuesta a

estas interrogantes se subrayan en la entrevista, las situaciones en las cuales los aspectos éticos fueron rebasados como reflejo de las marcadas condiciones de injusticia social.

**Sampson, Deborah A,** *The University of Michigan*

Blending Genetics and Sociocultural Historical Inquiry: Ethics, culture and human subjects protection in international cross cultural research.

We discuss ethical challenges encountered when researchers from a westernized culture implement an interdisciplinary research project in a non-western nation. Using a research project conducted in Mali as case study, we describe the difficulty combining perspectives of quantitative research and qualitative paradigms while simultaneously assuring compliance with Institutional Review Board (IRB) requirements, ethical considerations for scientific research on human subjects. We analyze the sociocultural constraints affecting the gathering of data concerning health and illness. Race, class, gender, geography, climate and structures of social hierarchy can cause conflict in unexpected ways. We argue that IRB requirements, which are culturally bound in western attitudes, may not translate well to support the implementation of ethically based research in non-western cultures and the insights of a sociocultural qualitative researcher facilitates successful implementation of cross cultural research.

**Sanabria, Luis Bayardo,** *Pedagógica Nacional*

Método Cualitativo De Análisis Verbal Para Estudiar La Configuración Del Espacio

La necesidad de recolectar y analizar datos en un contexto de acciones complejas referidas a la representación configuracional que una persona hace del espacio, ha incluido la investigación cualitativa en el estudio de los procesos de razonamiento de invidentes, relacionados con varios contextos donde se analizan los datos verbales como: explicaciones, entrevistas, reportes retrospectivos, protocolos verbales, observaciones, grabaciones de vídeo. El análisis además de incorporar sus transcripciones verbales, también incluye esquemas hápticos, y gestos con el fin de obtener una comprensión completa de sus habilidades. Por supuesto, tanto los datos verbales como los datos observacionales, han sido utilizados ampliamente por algún tiempo, en investigación de simulación cognitiva, y en estudios antropológicos (Chi, 1997). El propósito de este documento es mostrar una aplicación del método cualitativo de análisis verbal en el estudio de la configuración del espacio como una aproximación al método planteado por Chi (1997).

**Sánchez Contreras, César Augusto,** *Universidad popular del Cesar, Observatorio del Caribe Colombiano*

Infancia E Historias De Barrio En Valledupar: Un Analisis A Partir De Los Materiales Del Proyecto Para El Estudio Del Español De España Y De America (Presea-internacional)

En el presente artículo se hace una descripción del contexto social y cultural de la Ciudad de Valledupar-Colombia, a partir de los discursos de tres generaciones sociales teniendo en cuenta sus vivencias, percepciones y formas de vida o cotidianidad. Se toma como base la Sociología del Lenguaje que se sirve del uso lingüístico para determinar la dinámica de los comportamientos sociales y

se prioriza en aspectos como la Infancia y el Barrio, con el fin de tener un mayor acercamiento a la cotidianidad de una sociedad en particular en tres momentos históricos. Se presenta un recorrido por la Infancia de la primera, la segunda y la tercera generación social de Valledupar mostrando las particularidades de cada una y evidenciando los diferentes modelos de comportamiento y cosmovisión según la época. Por último, se aborda al barrio como el principal espacio de interacción social (entre las generaciones), y de cierta manera como generador de crecimiento Urbano y cambio social.

**Sanchez Valdes, Laura**, *Gillette Childrens Specialty Care*

Developing Infrastructure: A Hospital Responds to Qualitative Researchers' Needs

Gillette Children's Specialty Care, through its Research Administration Department, is developing the infrastructure to support their provider's efforts to integrate qualitative research into their practice. The Research Administration Department provided educational opportunities in qualitative research methods through presentations at the Research Education Day, interdisciplinary courses and mentoring sessions. Gillette Research Administration Policy Resources emphasize compliance with internal and federal regulations. We are in the process of creating a handbook for investigators to guide Gillette staff through the whole process of doing research. Gillette contracts with the University of Minnesota Institutional Review Board (IRB) to oversee the protection of human subjects in our research studies. I will describe my experience in providing individual support in reviewing qualitative research protocols and advising on the completion of IRB applications, consent forms, and interview questions. Other departments have also contributed support to this initiative including internal grants for research time, acquisition of high-tech digital recorders and software to capture and transcribe interviews. Examination of the organizations responses, changes and challenges will be discussed.

**Sánchez, Alvaro**, *Servicio Vasco de Salud - Osakidetza*.

Médicos Y Pacientes Ante La Promoción De Estilos De Vida Saludables En Atención Primaria

See Calderón, Carlos

**Sánchez, Dolly Octavia**, *Instituto de Estudios e Investigaciones*

La legitimación política y el contrato social en Colombia

Conocían los colombianos el significado del contrato social, las libertades, derechos y medios a través de los cuales realizaría individual y colectivamente sus fines con la constitución del Estado? El proceso histórico colombiano demuestra que las decisiones más importantes sobre las que se edificó la institución del Estado, no fueron fruto de una reflexión consensuada e informada por parte del pueblo, respondió, por el contrario, a una abrupta irrupción de modelos foráneos, que si bien concebían los principios fundamentales de libertad, justicia y fraternidad comunes a todos los pueblos, no correspondió a una construcción surgida de los intereses y necesidades de un pueblo multicultural y diverso en el que su esencia y consenso fueran las bases de un proyecto político común. Este ensayo busca ilustrar cómo este proceso histórico de conformación del Estado

surgió en Colombia a partir de una breve comparación con algunos modelos políticos foráneos.

**Sanchez-Valdes, Laura,** *Gillette Childrens Specialty Healthcare*

Qualitative Research in a Hospital: Developing Infrastructure and Enhancing Clinical Practice.

Gillette Childrens Specialty Healthcare provides health care to individuals with disabilities through its hospital and clinics in Minnesota, USA. In an effort to integrate qualitative research into their providers' practices Gillette administration started a course in qualitative research in 2006 that promotes evidence-based practice. This presentation mentions: the infrastructure required to support this initiative through the Research Administration Department; the contributions of the different departments at Gillette; the internal research policies; the acquisition of high-tech digital and software; and the relationship between Gillette and the University of Minnesota Institutional Review Board (IRB). Examination of the organizations responses, changes and challenges are discussed. It mentions the studies originated through the qualitative research courses, and the benefits to the providers clinical practice. Gillette Childrens Specialty Healthcare cuenta con un hospital y clínicas en Minnesota, EUA, para atender las necesidades médicas de individuos con discapacidades. En sus esfuerzos por integrar investigación cualitativa en las prácticas clínicas de su personal, en 2006 se inició un curso en Investigación Cualitativa; que promueve la práctica basada en evidencia. En esta presentación se menciona: la infraestructura requerida para apoyar esta iniciativa através del Departamento de Administración de la Investigación; la contribución de los diferentes departamentos en Gillette; las políticas internas de investigación; la adquisición de alta tecnología digital y software; y la relación con el comité ético (IRB) de la Universidad de Minnesota. Se examinan las respuestas, cambios y retos en esta incorporación de infraestructura organizativa. Se mencionan los estudios originados del curso de Investigación Cualitativa, y los beneficios a la práctica clínica.

**Sanders III, James H.,** *The Ohio State University*

Decolonizing Visual Interruptions for Qualitative Inquiry

Qualitative inquirers' Powerpoint® and published prose performances frequently question those distributions of power and authority that disserve minority populations. The tools of the alpha-numeric text alone, however, may be inadequate when one is working to reposition subjects' subaltern states. In this session the authors explore how visual representations and theatrical devices can serve as destabilizing tactics that incite and inspire audiences' new ways of seeing and thinking about qualitative inquiry that works toward the ends of social justice. Queerly interrupting normative representations, the authors discuss Brechtian distancing devices used to tease out tension between identities, ideologies, and political power performances; aiming to communicate more than the written word alone could allow. The authors then seek to engage participants in critically (re)examining how intellectual property laws commercially colonize visual technologies, limit who can know, has access to knowledge, or can (re)produce that knowing in ways that empower the oppressed.

**Sanders III, James H.,** *The Ohio State University*  
(re)Searching Queer Youth's Visual Self-Representations

The Journal of Lesbian, Gay, Bisexual and Transgender Youth seeks to improve the quality of life for lesbian, gay, bisexual, transgender, and questioning youth. The quarterly journal (formerly the Journal of Gay & Lesbian Issues in Education) presents peer-reviewed scholarly articles, practitioner-based essays, policy analyses, and young peoples' narratives, providing a forum for youth explorations across a broad array of media and technologies. Its authors explore youth on-line communities, entertainment industry representations of LGBT youth, and queer youth subcultures through visual analyses of film and television, web-based social networking, apparel, and performing arts, among others. The journal cultivates crucial LGBT youth perspectives by spotlighting their writings, art works and visual culture analyses. In this session an associated editor explores the challenges faced in publishing adolescent minor's self-representation, and discusses the work of qualitative researchers who seek to make young queers visually intelligible in an academic publishing environments characterized by litigious contagion.

**Sanders, Tonya,**  
Values based qualitative research

See Hagedorn, John M

**Santacruz Lopez, Raul,** *Universidad Antonio Nariño*  
Síntesis De Una Investigación Cualitativa Sobre Sustracción Interparental De Menores

La investigación cualitativa sobre Sustracción Interparental de Menores - SIM, (violación al derecho de visitas o de custodia), se inició en febrero de 2005 y culminó en febrero de 2007. En este lapso pudo establecerse, con las entrevistas realizadas a los funcionarios involucrados en la atención y solución de los conflictos generados por este fenómeno y mediante el estudio de la legislación existente sobre el tema, que aunque el Estado colombiano ha procurado proporcionarle soluciones adecuadas, esto no ha resultado eficaz. Los procedimientos previstos son muy lentos y las consecuencias, en cambio, muy veloces y lamentables: con el transcurso del tiempo se produce un rompimiento del vínculo afectivo del menor con la familia de donde fue sustraído y esto hace que la decisión de separarlo de su nuevo hogar y regresarlo al de origen, se convierta en una respuesta inadecuada por la posibilidad de generarle traumas.

**Santamaria, Juan Diego Sanin,** *Universidad Pontificia Bolivariana*  
Procesos de reconfiguración del entorno doméstico: de la vivienda popular a la vivienda de interés social. El diseño como actor sociocultural

See Atehortúa, Juan Camilo Vásquez

**Santana, Nathalia Judith,** *Universidad Nacional de Colombia*  
Diagnóstico Participativo Del Uso Y Manejo De Los Recursos Agua, Suelo Y Especies Forestales Utilizados En El Sistema De Producción De Panela, En Cuatro Municipios Del Occidente De Cundinamarca

See Parrado, Alvaro

**Santorio, Patrick**, *Southern Illinois University, Carbondale*

Aestheticizing Ruin: Multimedia Performance Possibilities of Site and Self

In *Critical Ethnography*, D. Soyini Madison advocates bridging ethnographic fieldwork, social justice, and performance, creating what she calls a “performance of possibilities.” This, Madison argues, is a staged, cultural performance where “the possible suggests a movement culminating in creation and change” (172). “Aestheticizing Ruin: Multimedia Performance Possibilities of Site and Self” utilizes documentary and auto/ethnographic methods to investigate the 1962 mine fire of Centralia, Pennsylvania. In so doing, the performer parallels Centralia’s still raging fire to the identity fires of his own life. Ultimately, this multimedia performance explores the aesthetic nature of physical and human ruin as a means of creating possibility--empowerment--for the residents of the town as well as the researcher.

**Santos, Doris Adriana**, *Universidad Nacional de Colombia*

Wording in higher education: towards a discourse of powerlessness

As stated by Kinchloe and McLaren (1994), cited in Carspecken (1996:9), critical epistemology must include a theory of symbolic representation. In exploring this issue, results derived from the use of Critical Discourse Analysis (CDA) in two interview-based critical ethnographies carried out in the Colombian higher education in 2005 and 2007 are presented. These findings are related to one specific aspect of the textual analysis proposed in CDA, this is, the identification of how people lexicalize the world, how different discourses structure the world differently (Fairclough, 2003:129). Based on the semantic relationships between words, discourses on autonomous learning and competency-based education in this context of study are discussed.

**Santos, Emmanuel**, *Universidad Autónoma Metropolitana Xochimilco*

La investigación cualitativa como recurso de entendimiento y diálogo entre estudiantes del postgrado en medicina social y sus problemas de investigación.

See Bautista, Edgar

**Santos, Emmanuel**, *Universidad Autónoma Metropolitana*

Qualitative Research: Means For The Understanding And Dialogue Between Social Medicine Posgraduates And Their Research Problems.

See Bautista, Edgar

**Santos-Fernández, Roberto**, *University of Valladolid*

Two primary schools, three mouses and a laptop: What can I do to integrate this stuff in my classroom?

Only 6’3% of the Spanish primary school teachers use ICT (Information and communication Technologies) to promote collaboration between their students. There are some feasible reasons to explain this fact. For instance, Spanish schools do not have enough financial resources to face the high cost of the existing commercial platforms, hardware and software to give technological support to their requirements. For example, we can find that there is only a computer available every 12 students. In addition, the available technologies have been normally designed without taking into account the special needs of primary

schools scenarios. Hence, deep analyses of real environments are needed in order to help designers in the creation/selection of the more suitable technologies for the primary schools needs. In this paper we show two case studies that are helping us to detect some of the demands posed by primary schools that could help us to facilitate a more contextualized integration of ICT in these particular educational settings. In this sense, Case Study methods, constitute a good way to provide a deep understanding of the main issues concerning the effectiveness of teaching and learning while implementing an innovation, by using technology, in a primary school.

**Sarigianides, Sophia Tatiana,** *Teachers College, Columbia University*  
Permeable boundaries: Research subjects in excess of the interview

Poststructural critiques of qualitative research methods trouble knowledge claims based on interview data. Interviews are “artefacts” [sic] of discourse, “a joint accomplishment of interviewer and respondent,” (Dingwall, 1997, cited in Rapley, 2004, p. 16). The work of interpretation must focus on the data generated within the bounds of an interview exchange. But perhaps verbal data is not all that comes out of interviews. Teachers in my literacy coaching study claimed interviews as the most effective professional development in our work together. Though poststructuralist methodological frames underscore the constitutive effects of discourses, they do not focus on the ways that the subject positions created through interviews possibly extend beyond this specific discursive experience. In what ways is the discursive “artefact” [sic] of the interview event a permeable project? How might the performances of subjectivities in interviews leak beyond the boundaries of this event?

**Saunders, Cynthia Marie,** *Health Services Cost Review Commission*  
Dialogue without the Sound Bites: A Critical Examination of US Presidential Candidates Views on Health Policy

Given the brevity of explanation during the 2008 United States presidential debates, Kaiser Family Foundation (KFF) launched a dialogue with ten candidates (although all were invited) for one hour about health reform ideas. Interviews were webcast live with archived transcripts, podcasts, and videos available at the KFF and candidate websites. All candidates were told of opening and closing questions although the remaining dozen inquiries were specific to their health plan in the campaign. The dialogue had the qualities of a comprehensive exam as journalists led the candidate to the inevitable political, economic, and moral tradeoffs that are necessary for health systems reform. Through a content analysis, key similarities and differences will be highlighted between the two parties and among the candidates within the same party. In addition, political strategies to pass health reform will be examined with hypotheses generated about the probability of success after the January 2009 inauguration.

**Saunders, Sharon K,** *The Ohio State University*  
Ethical issues in online qualitative inquiry: Lessons learned from the “field.”

See Winterwood, Fawn C

**Savage, Teresa A.**, *Rehabilitation Institute of Chicago*

Inclusion of adults with intellectual/developmental disabilities in research

In the research literature, there are very few published studies involving adults with intellectual/developmental disabilities (I/DD). Historically this group has been either exploited in research or excluded. Institutional Review Boards carefully scrutinize studies aimed at “vulnerable groups”. Although there are federal regulations pertaining to other groups, e.g. pregnant women, children, and prisoners, there are no regulations for persons with I/DD. This paper will explore the ethical complexities in designing, recruiting, consenting, and including adults with I/DD in research. Issues of acquiescence, attrition, surrogate decision-making, and agency gate-keeping will be addressed. Power issues abound in the negotiation of access, recruitment, voluntariness, and inducements. The attention and interest displayed during the research process, especially with qualitative methods like interviews and focus groups can blur the boundaries of the researcher/participant relationship. Suggestions for addressing the power differential will be offered.

**Savaya, Riki**, *Tel Aviv University*

External review as a battlefield in the science wars

See Peled, Einat

**Scaratti, Giuseppe**, *Catholic*

Designing professional situated practice: an ethnomethodological perspective in workplace learning

**Objectives:** The paper discusses an intervention of reorganization conducted in a complex organization that manages networks of services for child education. The main issue was to introduce a new professional role to sustain the link between the two original ones (the pedagogical and the administrative axes): a “unique co-ordinator” able to run the services with less superimposition and with better proximity with the stakeholders. **Methods:** The paper underlines the ethnomethodological device and tools applied in making knowledge concerned the ways through which the new professionals shape a situated practice in dealing with new role. **Results:** The paper highlights the poignant points of the new professional practice, obtained through ATLAS.Ti and T-LAB analysis of data base collected.

**Scheel, Michael**, *University of Nebraska*

Inclusiveness of Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues in Higher Education: A Mixed Methods Evaluation Project for Faculty

See Garrett, Amanda Leigh

**Scheidt, Lois Ann**, *Indiana University*

Terms of Service Agreements and Research Design

The proliferation of online Web 2.0, social utilities, has created a fertile ground for internet research. Research in Web 2.0, social utility sites, brings a new layer of complexity to research design, in that before researchers can access participant data they must - in most cases - agree to abide by the sites Terms of Service or Terms of Use (hence forth ToS). The ToS' for popular social utility sites like Face-

book, MySpace, Second Life, LiveJournal, and Google (dba Blogger and Orkut) have limited or excluded uses of their sites for non-core activities, which limits or excludes the possibilities of academic research in these sites. Like shrink-wrap license agreements before them, ToS' have been designed to outline what can and cannot be done with online proprietary software and websites. However, unlike shrink-wrap license agreements, there has yet to have been a successful challenge against social utilities. There has been little discussion among internet researchers on the ethics of conducting or not conducting research in social utility sites with ToS'. This paper will begin this discussion by look at the ethical issues ToS' raise within qualitative research. The ToS' from major social utility sites will be reviewed and discussed as we investigate the effect of ToS' on qualitative research design.

**Scheleski, Sonia Regina,** *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*

Conceptions Of Statistical Education In The Process Of Apprenticeship Of Reading Of The World

See Fricke, Ruth Marilda

**Schneider, Joseph,** *Drake University*

Affect: Crossing into Dreamworlds

See Clough, Patricia T

**Schnitter, Mónica,** *Universidad de San Buenaventura*

Propuesta Para Un Modelo De Intervención/investigación Clínico-social Sobre El Intento De Suicidio En Municipios De Antioquia, Colombia

El aumento en las tasas de intento de suicidio en Antioquia, plantea la necesidad de estudiar el problema conjuntamente con la Dirección Seccional de Salud. Además hay indicadores psicosociales que justifican pensar como intervenir interdisciplinariamente. La propuesta de intervención/investigación pretende atender esta problemática con una metodología cualitativa de caso clínico e investigación experiencial, para comprender el problema y posibilidades de intervención a través de historias de pacientes por profesionales que atendieron los eventos. La primera fase recoge datos y propone el modelo para registro, recolección y seguimiento de casos cuyo análisis permita proponer lineamientos de promoción, prevención y atención. La segunda consiste en un proceso de co-formación con profesionales según hallazgos. Las categorías parciales Se sabe que hacer pero no se hace y Como se piensa se interviene, dan cuenta de que en la intervención de los profesionales se imbrica su posición e historia personal, sin que se tenga conciencia de ello, lo que a su vez tiene efectos en la atención

**Schultz-Larsen, Kirsten,** *University of Copenhagen*

Taste for falls prevention: a social-analytic perspective

See Evron, Lotte

**Schwandt, Thomas A.**, *University of Illinois at Urbana-Champaign*

Evidence & Decision Making: Between “As you like it” and “Elementary my dear Watson”

In much the same way that successfully navigating our way through everyday life depends (in part) on our ability to distinguish (however imperfectly) probability from certainty; data from assertions; rational belief from superstitions; and science from legend, we depend on our capacity to discriminate evidence from spin or propaganda. Any normative theory of evidence (including how it ought to figure in decision making) must begin from this simple and (fairly) reliable kind of discrimination. This is another way of saying that a theory of evidence is best grown practically-out of the ways in which we profitably conduct our lives together-rather than by first exploring some grand epistemological questions surrounding that nature of knowledge or some imposing ontological questions concerning the nature of reality. This paper takes some first steps in the direction of sketching several key components of such a practical theory of evidence.

**Scott, Stacey B.**, *University of Notre Dame*

Choosing to Care: Informing Scholarship and Services

The number of grandparents acting as primary caregivers for grandchildren has increased in recent years. The current project examines this population descriptively through qualitative interviews and paper and pencil surveys. Grandparents were drawn from a local support group and longitudinal study. Findings provide nuanced description of the lived experience of raising grandchildren; Striking themes include their special relationship and names, expectations for the future, sources of social support, and relationship with children’s parents. Survey data assessed social-wellbeing, perceived stress, and parenting stress, in addition to demographic and caregiving context data. Characterizations such as these can provide tools to better tailor assistance programs for grandparent caregivers and address the issues they face, specifically focusing on their needs and resourcefulness in having these needs met. This paper describes the strategies and challenges in returning these findings to the support organization and aiding it in utilizing research to secure funding and modify programming.

**Seltzer, Michael William**, *Ph.D., Science & Technology Studies, Virginia Tech*

Configuring the Epistemic/Political Dichotomy: Why it Matters

Few of us would argue against the claim that “science” somehow involves politics, and we would be joined by many in other disciplines, including history of science, philosophy of technology, and science studies. Moreover, even some in the philosophy of science, which gave us a legacy of maintaining the epistemic superiority of quantitative “scientific” methods over qualitative methods, hold such a position. I argue that the view of “postmodern naturalism” I develop using the works of Joseph Rouse and Hans-Jörg Rheinberger provides a strong argument for why the epistemic/political dichotomy must be replaced with an epistemic politics based on narrative analysis. I outline how this view can make sense of the practice of science as irreducibly political by showing how radiation protection standards were developed in the 1950s, and explaining its relevance to a number of contemporary examples of epistemic politics, thereby legitimating our pursuits for social justice.

**Sen, Anindya**, *Northern Illinois University*

Photographs: A Novel Method by Which Freshmen Students Express Their Views on Higher Education

Photography is a fascinating yet relatively infrequently used tool for qualitative data collection and analysis. In this study, students enrolled in a freshman-level developmental reading course at Northern Illinois University (NIU) were asked to take photographs to express their conceptions of and feelings about higher education (in general), the academic institution that they are attending (NIU), their expectations of NIU and the process of education as students, and the perceptions of their many roles (both academic and non-academic) while attending college. The students were then interviewed on an individual basis about the photographs that they had taken to get additional information as to why they took the photographs that they did and what messages they wanted to convey via those photographs. The final outcome of this project was a better idea of what these freshmen students thought of the institution that they are attending, the process of education in general, and what academic and non-academic roles they think they have while attending an academic institution like NIU.

**Sen, Anindya**, *Northern Illinois University*

Freshmen Students and Their Views on Higher Education as Revealed by Their Choice of Metaphors

See Avci, Omer

**Senese, Guy**, *Northern Arizona University*

Throwing Voices: A Case Study in the Challenge and Promise of Critical Autoethnography

In this paper I describe the ten year adventure reconfiguring my research in several areas to encompass autoethnography, and to discuss the effort that goes into critical reflexive research, and the long difficult process of preparing for publication. The resulting book is, *Throwing Voices: Five Autoethnographies in Postradical Education and the Fine Art of Misdirection*. Each chapter was a different experience in the research, the writing, and dissemination around different experiences: Car Salesperson, Jazz Musician, Research Comedian, Lost Evaluator, and Administrative Slam Poet, each with an effort to address critical education issues at a cultural site. This research challenged my scholarly identity, and my humanity. It grappled with the volatility of cultural happenings under my nose. "Throwing Voices" emphasized self-reflexivity; an awareness that as scholars we are ourselves caught up in the social current of our environments. It was exhausting, frustrating, and in the end, exhilarating.

**Serna Ramírez, María Aceneth**, *San Buenaventura*

Desplazamiento Forzado, Patrimonio Cultural E Identidad

Presento en esta ponencia los principales resultados de la investigación "Salvaguardia del Patrimonio Cultural inmaterial de una comunidad en situación de desplazamiento localizada en Bello - Antioquia" realizada por el grupo de investigación Derecho, Cultura y Ciudad de la Facultad de Derecho de la Universidad de San Buenaventura. Seccional Medellín (Colombia). Su propósito esencial fue salvaguardar algunos de los rasgos característicos del patrimonio cultural inmaterial de una población de cincuenta personas en situación de desplazamiento

por causa del conflicto armado interno. Es una investigación socio-jurídica que permite la aproximación a problemáticas jurídicas en contextos socio-económicos, culturales y políticos. Su metodología propia de las Ciencias Sociales y desde disciplinas como la Antropología y el Derecho y enfoques como el Etnográfico y la Investigación-Acción-Participación, posibilita el trabajo de campo en el cual se obtiene información de primera mano, producto del contacto directo con las comunidades con quienes se adelantan las investigaciones.

**Seto, Lisa**, *University of Toronto*

Complicating gender in cardiovascular health research - Undisciplined women and domesticated men

See Angus, Jan

**Seto, Lisa Loyu**, *University of Toronto*

Risk Biographies: Making Sense of Cardiovascular Risk in Everyday Life

Individual interpretations of educative messages about cardiovascular risk are deeply intertwined with daily activities and social relationships. The purpose of the study was to examine how contextual factors influence the initiation and maintenance of health behaviour change in people at high risk for coronary heart disease. Twenty participants participated in focus groups, a photographic exercise, and subsequent photo-elicitation interviews to capture the everyday context within which they incorporated new health patterns such as changing diet and incorporating exercise regimens. Participant photos represented specific places and situations that acted as barriers or facilitators to their health behaviour changes. In telling of their struggles to interpret abstract biomedical concepts of risk, participants constructed "risk biographies" (Lupton, 2000). The photos along with the biographical accounts demonstrated ways in which the body was a contentious site of control over risk. Participants demonstrated how they used their embodied knowledges to challenge experts and create logics to their risky behaviours.

**Shamus-Wright, Ellen**, *University of Colorado Denver*

New Voices: An Autoethnography of Students' Transformational Discoveries

See Summers, Laura Lee

**Sharf, Barbara F.**, *Texas A & M*

Teaching Community Health Workers to be Ethnographers

In order to study nutritional patterns among Mexican-American families who live in colonias, desolate, impoverished settlements along the Rio Grande border, we developed an ethnographic design incorporating 3 promotoras or female community health workers. These promotoras are college educated or well-paid, but are nonetheless eager to develop professionally and assume new responsibilities. Each promotora was paired with an epidemiologist or a nutritionist. All were taught about ethnography, including objectives, observational skills, field note writing, and assigned practice experiences discussed by the research team. All are fluent in Spanish, and some are English bi-lingual. Using a detailed observational guide, participant-observers made three home visits, totaling 16 observational hours, with four families in two neighborhoods. After individually writing field notes following visits, team members met together to

de-brief. Our report will focus on the challenges, resourcefulness, and poignancies experienced by our ethnographic teams, as well as the unique contributions of the community workers.

**Sharkey, Joseph R.**, *Texas A & M School of Rural Public Health*  
Teaching Community Health Workers to be Ethnographers

See Sharf, Barbara F.

**Sharma, Alankaar**, *University of Minnesota, Twin Cities*  
The Use of Humor in Work with Children in Conflict with the Law

Work with children and their families when children are in conflict with the law is highly stressful for social service providers. In this paper, the authors will document the various ways that staff in a child diversion program use humor to cope with the difficulties of their jobs. We will show how program staff use humor for a spectrum of purposes that include relieving stress, regulating clients' behaviors, regulating each others' behaviors, highlighting aspects of clients' situations they might otherwise have overlooked, and signaling inclusion, belonging, and emotional connection. The consequences of this humorous coping style include prevention of burn-out and staff solidarity and teamwork. In this paper, the medium will be the message, meaning that the paper itself will be humorous and not a ponderous tome on humor.

**Sharma, Alankaar**, *University of Minnesota, Twin Cities*  
A Framework for the Analysis of Children's Anti-Social Behaviors

See Gilgun, Jane

**Sharma, Alankaar**, *University of Minnesota, Twin Cities*  
Critical Perspectives on Children in Conflict with the Law

See Valandra,

**Sharma, Alankaar**, *University of Minnesota, Twin Cities*  
The Documentation of "Good," "Bad," and "Poor" Outcomes of in Interventions for Children in Conflict with the Law

See Gilgun, Jane

**Shelton, Allen**, *Buffalo State College*  
You are worth many sparrows

For Benjamin a dreamworld was the phantasmagoria that sprang up in the shopping arcades of the 19th-century where dream fetishes and commodity fetishes were so intertwined as to be indistinguishable. The effect was bedazzlement in the face of an intensely luxuriant ecosystem with new creatures like combs that swam in aquarium like display cases and with faces on billboards steadily growing into gigantic smiles. Benjamins dreamworld was made from dreams, commodities, and memory compressed under pressure. Elizabeth Hubbard, a southern diarist writing at the same time, was obsessed with animals, vines, and personal grief. Out of Hubbard's obsession with the Confederate war hero John Pelham something terrible, beautiful, and at times humane developed. But what if Benjamin's and Hubbards landscapes were overlaid like transparent

maps on the same terrain? Dreamworlds of Alabama is another name for the mysteries of capital reaching into memory and the ecosystem around Pelham.

**Shepard, Benjamin Heim**, *City Tech/ City University of New York*  
Ethnography, Participant Observation, and Social Work Research

In recent years, social welfare scholars have come reassess the efficacy of ethnography as a means to contribute to social knowledge. As the social safety net dwindles, the ironies of service provision in a post-welfare neo liberal city require new methods in which to assess, document, and make sense of social reality in constant flux. While social welfare researchers have historically relied on surveys and quantitative systematic observation in order to describe, measure, and infer patterns and trends, increasingly scholars have turned to modes of participation to use their own experience to answer questions about meaning, significance and cultural difference. The proposed paper will offer both historical and contemporary examples. It will assess the historic limitations as well as the possibilities of collecting data via qualitative means to answer questions pertaining to meaning and lived experience. In addition, the paper addresses the ethical issues related to participant observation. It concludes with applications for teaching.

**Sheth, Reena**, *Duquesne University*

Critical perspectives on advising international graduate students of counseling or clinical psychology

See Gemignani, Marco

**Shih, Kristy Y.**, *University of California, Riverside*

Emotional Economies and Power in Chinese Immigrant Families: The Covert Resistance of Daughters-in law

This study examines power, resistance, and solidarity between mothers, their married sons, and daughters-in-law in Chinese immigrant families. Drawing on the interview accounts that 15 Chinese-American daughters-in-law provide of their families emotional economy of gratitude, entitlement, and obligation, we find mothers-in-law attempt to maintain power through the intergenerational transmission of gendered activities to daughters-in-law. Many daughters-in-law feel obligated to feign compliance out of respect to mothers-in-law but resist covertly in their absence. Some respondents who describe gratitude for their mother-in-laws assistance, especially with child care, feel more obligated to comply and ambivalent about resisting. Finally, we find generational solidarity across gender between husbands and wives in challenging patriarchal family traditions but little gender solidarity between mothers- and daughters-in-law.

**Shildrick, Margrit**, *Queen's University Belfast*

Incorporating a transplanted heart: Phenomenology, identity and the 'gift of life'

See Poole, Jennifer Mary

**Shim, Jenna Min,** *University at Albany*

Excavating and Deconstructing Ideologies in Letters to the Editor About English Only Legislation

Integrating strategies from semiotic analysis, narrative analysis, and critical discourse analysis, we investigated the ideologies embedded in letters to the editor written by Latino adults (parents and/or adults who experienced bilingual education programs) in response to California's Proposition 227. The goal of the study was to understand whether Latinos believe that English Only is ethical and promotes their own political, social, and economic goals. Findings from the study showed that an overwhelming majority of Latino adults support English Only and are radically opposed to bilingual education. These findings raise a complex set of questions central to ethics, evidence, and social justice in the context of qualitative inquiry. Chief among these are the following: Are academics' assumptions about the benefits of bilingualism valid? Or might they actually undermine social justice imperatives? Does equal access to language also mean equal access to learning? Are subalterns simply ventriloquating dominant language ideologies? Or might their experience-based perspectives reflect the fact that English immersion programs actually facilitate economic and social success within imperialist regimes? After a brief discussion of the study's findings, we explore these questions in detail.

**Shivpuri, Smriti,**

Girls Who Are Suspended or Expelled from School: There is More to Know Than Demographics

See Chang, Chien-Ni

**Shrigley, Tina Leanne,** *University of Western Ontario*

Experiences of community advocates following the E.coli water contamination in Walkerton, Ontario, Canada

The experiences of community members who engaged in an advocacy role following the May 2000 E.coli water contamination are examined in this presentation. This research project was guided by community-based research methods. Non-professional community members who stepped into an advocacy role following this community crisis were interviewed about their experiences of personal empowerment. Key informants were selected to collaborate on the methodology of this study. The results can be used to educate mental health professionals, disaster relief teams and researchers alike. The purpose of this presentation is to describe the researcher's process of engagement with the community. The role of researcher was new to the presenter, who had considerable previous experience in the community, was affected personally by the contamination, and helped other families recover in her role as a helping professional. Other goals of this presentation include describing the application of community-based research with respect to the purpose of the research, and commenting on obstacles in the research and implications for further research.

**Siccama, Carolyn Jean,** *University of Massachusetts-Lowell*

Teaching Qualitative Data Analysis Software (QDAS) in a Virtual Environment: Team Curriculum Development of an NVivo Training Workshop

See Davidson, Judith Ann

**Sicilia Camacho, Alvaro**, *Universidad de Almería*

Ethical and political considerations of the (auto) qualification process in teacher education

The process by which teachers face qualification still is a silenced issue. Apart of very few occasions (Fernández-Balboa, 2005; López, 2006; Pascual, 1996), educators seem to be reluctant to show the forms by which they try to integrate in a coherent way the qualification within the evaluation and teaching processes. That teachers' reaction is related to the opposed aims that sometimes this process entails. In this paper we present, as educators of future teachers, our proposal of qualification, framed within the dialogic model that grounds our pedagogical practice. Besides, this proposal serves to reflect on the necessity of considering both the ethical and the political elements involved in any process of qualification.

**Sierra Ospina, Graicy**, *Universidad De Medellín*

A Propósito De La Justicia Material

See RAMÍREZ CARVAJAL, DIANA MARÍA

**Silva, R C**, *Univ. of North Texas*

Parental Role Perceptions as educational partners withing a Community School framework.

See Coe, Alice K

**Silva, Ruth C.**, *Univ. of North Texas*

TeaTeaching and learning in and through Cyberspace: Online delivery or Online teaching?

Dodge and Kitchin's, (2001), description of the Internet began by identifying space in conjunction with time as the essential framework within which we live and interact. This primary and central space-time relationship, they argued, is in the process of reconfiguration within the new information and communication technologies (ICTs). Acknowledging the growing use of the internet to deliver Higher Education courses, this paper is an exploration and analysis of the pedagogical and social assumptions undergirding teaching and learning in general and juxtaposing them with the assumptions undergirding online learning. It is a review of the progress of theorising the use of cyberspace as a teaching medium-of whether the practice is moving in advance of the theory, without the scaffold of critical problematising processes. At the macro level this review is framed broadly within the Dodge & Kitchin's model, but more specifically within a post-structuralist, rather than post-modernist approach. In addition to allowing for a multiplicity of explanations and narratives, it will allow an exploration of the processes of meaning-making at the core of their explanations and narratives. This meaning-making surround will support the examination of the nature, structure, and processes of online teaching and learning.

**Silva, Ruth C.**, *Univ. of North Texas*

Reading Policy, Interpreting policy: a ritual-based cultural discourse.

This paper focuses on a critical exploration of language use and its manipulations by both the originating culture within which the policy was formulated,

and the culture within which the policy will be interpreted. It provides a framework for making explicit the inbrications between the negotiation of meaning and the reification of meaning. To achieve this purpose critical discourse analysis will be used. Critical discourse analysis, as defined by Fairclough, (1992), is both a theory and a method - for exploring language use and its relation to power and ideology. Additionally, it also reviews the relationship between language and the social system. This relationship brings into play the cultural dimension of policy-making process, and the attendant multi-semiotic propensity of the policy in question. A current policy in the field of education will be used as both a scaffold for discussion and elucidation.

**silva, Sandra johana**, *universidad tecnologica de pereira*  
¿el arte es una ciencia?

See salamanca, oscar mauricio

**Simancas Pereira, Yanet Claret**, *Los Andes*

Caracterización Del Comportamiento Del Paciente Pediátrico En Una Comunidad Rural Dispensa

La comunidad rural de los Nevados en Mérida, Venezuela se caracteriza por estar desatendida en cuanto a servicio odontológico. En este sentido la Facultad de Odontología de la Universidad de Los Andes diseñó un programa itinerante ara atender a esta población. En este contexto surgió el presente estudio etnográfico cuyo objetivo fue evaluar el comportamiento del paciente pediátrico de esta comunidad. Para tal fin, se programaron visitas periódicas a la comunidad, durante las cuales se conoció de cerca la realidad socio-cultural de las comunidades. Se usaron las técnicas de la entrevista y la observación participante y no-participante del odontólogo, los datos se recolectaron en la historia clínica, videos y fotografías. Se observó que el paciente pediátrico de esta población presenta un mejor comportamiento y aceptación al tratamiento en comparación con poblaciones urbanas. Se concluye que puede haber factores sociales y culturales que influyen en esta conducta.

**Simon, Chava**, *Shaanan Teachers College*

The co-construction of stories: A narrative exploration of process and insight in a multicultural group of women educators

This presentation focuses on the process and insights attained via the co-constructed production of stories told by the presenters as participants in a multicultural group of women educators engaged in narrative research. We explore themes that emerge in the stories; show how stories are further co-constructed by the group; express insights gained through the narrative discourse that emerges in the telling and retelling of stories under existing group norms. This process questions and challenges teaching and educating in a multicultural society (Connelly and Clandinin 2000; Elbaz-Luwisch 2006, Bloom, 1998) that functions under the constraints of standardization. We examine the tacit process of the selection of themes appropriate for telling in our multicultural group. We ask: What is the nature of listening that facilitates deep engagement with the stories? How does listening for what is not told promote the creation of new co-constructed stories formed within the groups unique ambience?

**Simsek, Ozlem**, *Gazi University*

Perceptions of Candidate Teachers about Children's Rights

See Alisanoglu, Fatma

**Slaughter, Helen B.**, *University of Hawaii*

Dialogic Analysis and Interpretation of Childrens Non-standard Writing As Counter-Narrative to Traditional Writing Assessment Criteria

This paper presents a reanalysis of childrens writing samples in response to a writing prompt on a standardized test. The children were participating in a Hawaiian language immersion program and had not had formal school training in English writing. Their writing, often in the form of Hawaiian creole English, revealed an attempt to negotiate the prompt which was based upon a premise with which they disagreed, with the test administrator and the school principal. The interpretation of the merit and worth of their responses when based upon the childrens culture and sense-making rather than on a standard rubric based on the assumption that the prompt was appropriate (which it was not) yielded a higher interpretation of the childrens ability. This analysis which was forwarded to school district officials was partly responsible for the writing results to be declared null and void.

**Smith, Linda Tuhiwai**, *University of Waikato*

Working the interface of indigenous marginality and agency, institutional research practices, and evidence-based government policy

Researchers are frequently confronted with the complex issues of meeting the demands of discipline and institutional practices, the needs of powerful stakeholders such as Government agencies, and the expectations of raw voices of marginalized minorities including youth and M?ori. This paper reflects on the lessons learnt from two decades of research with youth and Maori in Aotearoa New Zealand and presents some key challenges for researchers and policy experts in making meanings for marginalized groups in society.

**Smith, Phil**, *Eastern Michigan University*

Social Justice and Disability: Using Portraiture and Visual Ethnography to Explore Self-Determination

Families who have members with a disability frequently have limited choice, control, and power in their lives - all essential elements in understanding self-determination. Often, professionals in human service and education industries control the kinds of supports that families receive in order to live the lives they want and need - supports that are oppressive and iatrogenic at best. Family control of school and community supports is essential for creating real social justice, especially for those with disabilities. Framed as a right and not a skill, self-determination means something different to each person, each family. Using a kind of doubled methodology, employing portraiture and elements from the field of visual ethnography, I created written and graphic images of one family's struggle to take back control of those supports and of their lives. They describe the importance of strength-based supports, respect, and real systems change, in which families create decision-making models and support structures.

**Smith-Shank, Deborah**, *School of Art Northern Illinois University*  
Artifacts as (Multi-) Cultural Signifiers

With enough care and attention, old artifacts can be brought to life. They can tell us cultural, instructive, cautionary, and other stories through the interrogation and interpretation of their signs and symbols. Through investigation of the artifact's signifiers we can understand more about the old cultures and we can interrogate our own. In this paper and presentation, I will consider the importance of visual artifacts as historical document(s), with multiple time- and culture-based context(s) and as clues and/or conceptual arrows pointing toward beliefs, lifestyles, and/or habits of the people who made and lived with them as well as and those who interpret them from the distance of time.

**Smith-Shank, Deborah**, *Northern Illinois University*  
Publishing Visual Culture

See Keifer-Boyd, Karen T.

**Sommerfeldt, Susan**, *University of Alberta*  
Maternal decision making around birth location in a rural western Canadian community

See O'Brien, Beverley A C

**Sonmezer, Mehmet G**, *Istanbul University*  
A Mixed Method Evaluation of Job Satisfaction Levels of Public and Private School Teachers

This study aims to determine whether differences exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. If the differences exist, this study will also try to find out the reasons of these differences. Mixed method has been employed for data collection and analysis in this study. The findings of the study indicated that there are differences exist and the main factors that cause the differences were salary, social ranking, reputation, improvement, ability to use skills, administrator-employee affairs and creativity.

**Soto-Velasquez, Monica-Lucia**, *Universidad de Antioquia*  
Female sexual work at the amazonian colombo-ecuador border: case study

This case study examines the characteristics of the direct sexual work developed by women working in brothels at Puerto Asis and Lago Agrio, two municipalities of the Amazonian area at the Colombo Ecuadorian border and their life conditions that have lead to sexual work. The characteristics of this type of work in the Amazonian area were reconstructed with visits and interviews to the brothel administrators and the life conditions were explored thorough structured surveys applied to 166 female sexual workers and in depth interviews to 13 of them. The sexual work in the border zone although is not illegal, is no decent and irregular. The life conditions of sexual workers of both countries was characterized by material or affective deprivation and lack of options that allow them to govern their own lives: access to technical and university superior education, access to decent work and support for raising the children.

**Spears, Peter**, *Univeristy of British Columbia*  
Disability related research: A call for reflexivity and praxis

See Hole, Rachele D.

**Speedy, Jane**,

Video Haiku two: Touched by suicide and changed by researching it

As part of an ongoing project on the ‘young men’s suicide epidemic’ I have been part of a long-term collective biography group with women, including myself, whose lives have been touched by suicide. Influenced by the work of Bill Viola (visual haiku) and Susanne Gannon (poetic representations), I attempted some distillation of words, memories, gestures and ways of being into a series of visual and verbal haiku. I used the voices and faces of others as well as digital images we created, to represent us, but found that somewhere in between installation, representation and distillation, I had created another space in which a re-telling became a different story and through which both the original narrators and the women representing them on film saw themselves differently. The juxtaposition of moving and repeated visual and textual exchanges changed both the texts we were reading and the ‘body of work’ we were writing.

**Spencer, Nancy Elizabeth**, *Bowling Green State University*  
Making our voices matter for social change

In 2006, Home Box Office produced a one hour documentary entitled Billie Jean King, Portrait of a Pioneer. In the program, King was lauded for her role in producing social change for girls and women following her victory over Bobby Riggs in the celebrated “Battle of the Sexes.” Thirty-five years after King’s victory, she continues to advocate for social change through programs such as “No Child Left Behind,” Elton John’s AIDS Foundation, and the Grameen Bank’s attempts to eliminate poverty. King acknowledged that her ability to bring about change was linked to being No. 1, saying: “it was very clear that unless I was No. 1, I wouldn’t be listened to?” In a society where the voices of former celebrity athletes matter so much, what are the roles of scholars who wish to bring about social change through our scholarship? How do our voices matter in the scholarship that we do?

**Spinks, Nigel**, *Henley Management College*

Trust, Beef, the Beef Trust and The Jungle: Upton Sinclair and the emancipatory possibilities of evidence

There is a growing interest in the possibilities offered by Critical Realism (CR) to underpin evidence-based policy research as an alternative to dominant, scientific modes of inquiry, whilst preserving the capability for radical, emancipatory, qualitative critique. At the heart of the CR project is a structured social ontology which simultaneously accommodates epistemological relativism and judgemental rationalism. This paper explores the potential of CR as philosophical ‘underlabourer’ to policy research through a historical examination of the attempt by novelist Upton Sinclair to draw attention to the conditions of workers in the early 20th century Chicago meat-packing industry, through his novel *The Jungle*. Through analysis of how a protest over worker rights was transformed into outrage over consumer rights, the case of *The Jungle* shows how evidence is both open to multiple interpretations but can also provide a back-stop against any

'slide' in ethical and emancipatory explanation to a point of ultimate indeterminacy. The paper concludes by showing how this analysis can be applied to the current Corporate Social Responsibility movement.

**Spira, Gregory P.,** *Royal Roads University*

Chaicuriri through the Lens: Envisioning Community-Based Development through PhotoVoice

This paper explores a participatory communication advocacy approach that allows communities in developing countries to actively guide international development efforts. The PhotoVoice method has been widely used, inter alios, in health promotion projects located in both developed and developing nations. However, its use as a tool for broader formative needs assessment and community empowerment has been limited. This paper discusses a PhotoVoice project developed in a Bolivian highland community where previously marginalized Aymara indigenous residents worked to reclaim their political voice and become active subjects pursuing social justice. Community members photographed and discussed pressing community issues, and identified potential solutions. Presented to politicians and development agencies, the images and dialogues will serve to influence which development projects come to the region. Through this Participatory Action Research project residents developed their critical consciousness - Paulo Freire's notion of conscientização - and thereby became self-empowered to direct their community's future development.

**Spry, Tami,** *St. Cloud State University*

Bodies of Evidence

This performance/essay presents the researcher's location in the production of autoethnography, and the literary crafting of autoethnography as ethical imperatives to autoethnographic work. These ethical imperatives are illustrated/embodyed by explicating the materiality of racialized bodies in exploring how silence can be deployed by persons of color as an act of strategic agency in the soundscapes of white privilege.

**Spry, Tami,** *St. Cloud State University*

Five Ways of Caring: The Complexity of a Loving Performance

See Gale, Ken

**St. Pierre, Elizabeth A.,** *University of Georgia*

The Truth About Evidence

The call for scientifically based research (SBR) in education is now accompanied by the call for evidence, as if educational researchers have not always based their scientific claims on evidence. Some educators are content to give up the descriptors "science" and "evidence" while others, following Spivak, worry that, if we give up this old language, we "run the risk of forgetting the problem or believing it solved." The problem, we believe, is truth—"Show me the evidence from which you've made a truth." With Foucault we "believe too much in truth not to believe that there are different truths and different ways of speaking the truth." But our concern is not the truth about evidence—what is it, what does it mean? Rather we ask—how does evidence function, where is it to be found, how

does it get produced and regulated, what are its effect? This paper will engage these questions.

**Stack, Anne Marie**, *University of British Columbia - Okanagan*

Paradigms, identities and other potential fault lines in the thesis-driven journey

This paper is a collaborative project that seeks to represent the separate yet parallel journeys of two graduate students who shift positions of theoretical certainty as postpositivists engaged in community development to uncertain, “messy” but potentially emancipatory positions within postmodern and feminist poststructural academic inquiry about social change and justice. In this paper we address a number of questions. How do various academic disciplines and methodologies constitute our own “identities”? What are the potential ethical implications of maintaining a materialist stance and preserving solid identity categories for the purposes of social change and advocacy versus troubling those categories and acknowledging the inherent danger of foreclosure of subjectivities that such language practices entail? How do we, as anti-oppressive practitioners negotiate the tension between embracing our emerging “identities” as “researchers” constituted by the academic discourse and exploring the edges of our own subjectivities?

**Staikidis, Kryssi**, *Northern Illinois University*

Visual-Privileging: Subjectivity in Collaborative Ethnography

This presentation focuses on a series of four paintings by Mayan artist Paula Nicho Cumez, entitled *My Second Skin*. In Battiste, *Reclaiming Indigenous Voice and Vision*, Duran states, “In order to have a true integration of thought we must make room for nonlinear thinking, which will yield a true hybrid postcolonial way of expressing subjectivity. As we move into the next millennium, we should not be tolerant of the neocolonialism that runs unchecked through our knowledge-generating systems” (p. 101). Privileging text, as a form for investigation in qualitative inquiry is a knowledge-generating system marked by ethnographic colonialism and eurocentrism. In this paper, investigation privileges the visual, moving it from the margins into the mainstream. Also privileged are the first voices of the artists. Collaborative ethnography takes place as two Mayan female artists-scholars discuss iconography in this series of paintings. Paintings as signifiers of feminist perspectives in Mayan cultures are contemplated.

**Stake, Robert**, *University of Illinois*

Context: The Makings of Qualitative Meaning

See Clementz, A. Rae

**Stake, Robert E**, *University of Illinois at Urbana-Champaign*

Teaching Quality and the Ethics of School Accountability

See Rosu, Luisa Maria

**Starr, Chelsea**, *University of North Carolina Wilmington*

How does a white woman become Chicana? and other questions of identity

Ever since Gloria Andalzua popularized the concept of “border crossing” identities, the question of Chicana identity has been informed by the idea that two

separate and concrete worlds are hybridized to produce this identity. By interviewing Chicana artists about how their paintings “came to be”, this method elicited a complex view of identity. Using art as an ethnographic method can elicit responses that a normal open-ended interview might not uncover.

**Starritt, Dana**, *alifornia Institute of Integral Studies*

Using co-operative inquiry to study the influence of self-awareness on relationships

See Noyes, Sarah

**Stein-Parbury, Jane**, *University of Technology, Sydney*

Enhancing the dialogue between qualitative researchers and research ethics committees

Many qualitative researchers complain that members of research ethics committees are not able to understand methodologies that lie outside of traditional research paradigms. This is especially true for qualitative researchers in the health care arena where the RCT reigns supreme as the best form of evidence. The result is that qualitative researchers become frustrated by the research ethics approval process as the onus is placed on them to justify and explain their research methods. While some researchers may balk at the idea that it is they who must explain, there is an opportunity to inform ethics committees of both the merit and rigour of qualitative research. It is my experience as chairperson of a research ethics committee that qualitative researchers do not seize this opportunity fully, providing less than adequate explanations about research methods. This is frustrating for me as a qualitative researcher in health care. In this paper I will discuss the issues in the dialogue and offer some insights into how qualitative researchers can dialogue productively with research ethics committees.

**Stein-Parbury, Jane**, *University of Technology Sydney*

From Autobiography to autoethnography

See Biggs, Barbara Lousie

**Stevens, Patricia E**, *U of Wisconsin-Milwaukee*

HIV+ Mothers' Narratives of Using a TANF Program: A Qualitative Critique

See Keigher, Sharon M

**Stewart, Karen A.**, *Arizona State University*

Don't Take My Picture! Photography as Risky Data

Ethnographers encounter distinct risks when using photography in the field. The camera explicitly marks the researcher as observer, but also as observer capable of exposing and circulating identifiable “proof” of events. Participants vary widely in their acceptance of cameras. Some become apprehensive, resentful, or paranoid when made the focus of a mediated gaze, while others release their inner-exhibitionist and over-perform for the camera. The camera can also position the researcher as voyeur by situating the observer behind the lens instead of in the event, and the consumption of the resulting images, especially photographs which are visually suggestive, can position the viewing audience as voyeurs as well. In this presentation I discuss my own efforts to balance photographic data

collection against participant hesitancy and voyeurism during my field work at the photography-sensitive counterculture festival, Burning Man.

**Stich, Amy E.** *University at Buffalo*

The democratization filter: Elite knowledge in public higher education

This research is concerned with the production, dissemination, and cultural manifestation of “elite knowledge” within public institutions of higher education and the related processes involved in the preservation and perpetuation of inequality, settling within the larger system of higher education - one that is increasingly stratified by social class. More specifically, this qualitative research study seeks to understand student responses and reactions to art as structured rather than originating from internally produced personal epiphanies or discontents/distastes, but rather as a series of architectures built up by similar social experiences and ways of seeing. This research asks: How and in what ways does an urban public institution of higher education in a new economic context produce and transmit “elite” knowledge in the form of the fine arts and how do students, faculty of the arts, administration, and gallery staff articulate their experiences with and perceptions of the arts as part of higher education?

**Stinson, David Wayne.** *Georgia State University*

Critical Mathematics Pedagogy: Three Teachers’ Beginning Journey

This study reports the effects of a graduate-level mathematics education course that focused on critical theory and teaching for social justice on the pedagogical philosophies and practices of three mathematics teachers (middle, high school, and 2-year college). The study employed Freirian participatory research methodology; in fact, the participants were not only co-researchers, but also co-authors of the study. Data collection included reflective essays, journals, and “storytelling”; data analysis was a combination of textual analysis and autoethnography. The findings report that the teachers believed that the course provided not only a new language but also a legitimization to transform their pedagogical philosophies and practices (and research agendas) away from the “traditional” and toward a mathematics for social justice.

**Stone, David A.** *Northern Illinois University*

You can’t judge a book by its e-reader: Rethinking the evident in evidence

Evidence, from the Latin, *videre*, to see; that which is patent, obvious, plainly visible. But as it stands with evidence today, evidence must be provided, made manifest, drawn out from opaque fogs of information, data, complexity, or even everydayness if it is to provide a basis for practice or decision making. Such is the standard: make it third-person, objectively verifiable so that anyone can see it and anyone can follow it. And so researchers do, even many qualitative researchers do. But should they? Must they? This paper argues that case for evidence and for its objectivist standards is predicated on the perceived needs of a fictionalized generic knower/actor/decision maker. It will provide qualitative researchers with ways of turning this perceived weakness into a strength by allowing them to make evident foundational elements of evidence that heretofore objectivist science has failed to make evident.

**Stone, David A.,** *Northern Illinois University*

Reconceptualizing injustice and disadvantage in epistemic terms: A social justice approach that demands the use of qualitative methods

Over the past 10 years, Miranda Fricker has introduced the concept of epistemic injustice: the claim that persons and groups can be wronged on the basis of a) a pre-existing prejudice that devalues their credibility (testimonial injustice); or b) circumstances whereby the collective interpretive resources of a community are inadequate to make sense of their social experience (hermeneutical injustice). The concept of hermeneutical injustice explains why efforts to give voice to the disadvantaged (e.g., the poor, the disabled, the mentally ill, the chronically ill, ethnic and linguistic minorities) by trying to eradicate the bases for testimonial injustice have fallen short - it's not that the majority will not listen, rather, their collective interpretive frameworks prevent them from being able to hear and understand. This paper will more fully present hermeneutical injustice and outline a range of ways in which qualitative research can take a leading role in identifying and redressing this form of injustice.

**Stout, Candace Jesse,** *The Ohio State University*

Teaching a Graduate Course in Experimental Writing: Notes From My Debut

This presentation focuses on the debut of a graduate seminar on Experimental Writing in Qualitative Research, a course inspired by Yvonna Lincoln's workshop on New Experimental Writing Forms. Integrated into the discussion is a review of the syllabus, intertwined with the complexities of course development, including my meta-narrative fears on subverting traditional writing. Chronicled too are highlights of students' interactions with course content, peers, and the instructor during the quarter-long class. Questions raised and problems identified during the course encompass the interrelated issues of subjectivity, authority, authorship, reflexivity, representational form, and, essentially, the ethical/moral dilemmas and consequences integrated within it all. With permission from the students, passages from dialogue journals, quotes from class conversations and writer's workshops, and excerpts from their initial forays into experimental writing in conjunction with their own dissertation projects will be shared. Audience participation is strongly encouraged.

**Strenski, Teri A.,** *University of Illinois at Chicago*

Reproductive Health Experiences of Ethiopian Immigrant Women Who Have Undergone Female Genital Cutting

The number of Ethiopian refugees in Chicago is growing. In addition to the social and economic strains of recent immigration, Ethiopian refugee women '90% of whom have undergone female genital cutting (FGC)? must cope with reproductive health providers who are inexperienced with FGC. To assist health providers serving this Ethiopian immigrant population to understand the cultural significance of FGC, the perceived long-term health consequences, and how reproductive healthcare services are viewed, qualitative in-depth interviews were conducted with Ethiopian immigrant women. The interviews reveal a wide range of experiences, from satisfaction with care to humiliation due to provider ignorance. Interview results are being used to inform clinical care guidelines that are clinically and culturally appropriate.

**Stucky, Nathan,** *Southern Illinois University*

Panel Discussion

See Krizek, Robert

**Summers, Laura Lee,** *University of Colorado Denver*

New Voices: An Autoethnography of Students' Transformational Discoveries

Graduate students from an Introduction to Qualitative Inquiry Course at the University of Colorado Denver will share their discoveries from a semester-long exploration of qualitative inquiry. This paper illustrates the teaching process that Dr. Summers used to introduce the student to qualitative inquiry and reflects on the intertwined process of how reflexivity and transformation occurred as each student learned how to analyze and write qualitative research. Students discuss how their research perspectives changed as a result of hearing underrepresented and marginalized voices as they captured a variety of stories including a participant's initiation into Second Life; a volunteer nurse's experience in Vietnam; parent's reactions to their students failing state standardized assessments; preschoolers' concepts of school in their own words; career explorations of African Males; an immigrant crossing the border; and the process of using "Gateway" methodology.

**Sutter, Judith A.,** *Argosy University*

Exploring gender issues in Pakistan with a Town Hall Forum

Forty professional Pakistani women participated in a Forum in Islamabad in August 2007 to develop strategies for creating a more just work environment. As the 'lead speaker' I chose the 'town hall' approach to insure participant voices would be heard and recorded accurately. I will discuss the process as well as the outcomes of the forum. I will show how a collaborative approach with emphasis on capacity building results in empowerment and ongoing commitment to seek solutions by those able to carry out change.

**Sutter, Judith A.,** *Argosy University*

Using grounded theory to develop Just Peace Theory

See Sutter, Susan J.

**Sutter, Susan J.,** *Theological Evangelical Seminary Osijek, Croatia*

Using grounded theory to develop Just Peace Theory

Drawing upon the works of theologians, ethicists, philosophers and activists, and using texts, biographies, case studies, and historical events, I will show that peace alone will not suffice. Justice and reconciliation are the foundation for addressing war and evil at all levels from the personal to the global. Personal experiences of living through the war in former Yugoslavia in the 1990s conflict provided the inspiration for my personal quest for understanding. Scholarly research for a Ph.D. provides the foundation and grounded theory the structure. I will discuss the process of moving from questions to the search for explanations on to a platform for action.

**Swauger, Melissa Lynne,** *Carlow University*

No Kids Allowed!!! How IRB Ethics Undermine Feminist Qualitative Researchers from Achieving Socially Responsible Ethical Standards

Institutional Review Boards (IRBs) undermine the efforts of qualitative researchers to achieve feminist ethical standards by making it difficult to “give voice” to disadvantaged populations, especially poor persons and children. In this paper, I explore the limitations of human subjects research review, drawing on experiences in my study of working class and poor adolescent girls and their mothers. I argue that IRB policies and procedures that are meant to protect “vulnerable” subjects, also serve to block the voices of economically disadvantaged girls, homogenize them as research subjects, empower adults as gatekeepers for children, and limit the dissemination of research. I conclude that current IRB policies may steer researchers away from qualitative studies of marginalized groups like children and working-class and poor adults.

**Swierenga, Sarah J.,** *Michigan State University*

Dyslexia and Website Design: The Importance of User-based Testing

The paper is based on our usability evaluation of the Michigan.gov website with users who have reading disorder or dyslexia. A usability evaluation is a research approach used to assess the quality of user experience with the product under review, which in this case was a website. Recent studies show 5-17% of school-aged children and about 80% of the US population suffer from reading disorder (Shaywitz & Bennett, 2001). Participants with dyslexia were asked to perform real tasks and their activities were recorded (audio and videotaped). The test aimed at learning what dyslexic users expect to find in websites. Conducting user experience evaluation ensured the collection of systematic, recorded, quantifiable data, and behavioral observation. The paper analyses of results of the evaluation to explore how dyslexic users interact with a website. How do they behave differently from non-dyslexic users? Which features work, don't work and should be included in websites to make them more usable for dyslexic users? [Shaywitz, Sally E.; Bennett A. Shaywitz (Aug 2001). “The Neurobiology of Reading and Dyslexia” (National Center for the Study of Adult Learning and Literacy)?]

**Tait, Shannon P. W.,** *Royal Roads University*

Mixed messages: Identity and intergenerational communication through handwritten recipes.

Handwritten family recipes are a type of material culture at risk of being lost in our digital age. As evidence of lives lived, they are gifts that foster inter-generational communication between one's past, present and future. Viewing or holding a handwritten recipe can evoke feelings, memories and stories leading reflexively to both personal and socio-cultural awareness. Applying Ellis's “systematic sociological introspection” and “emotional recall” techniques, I use an autoethnographic approach with a layered account to create a narrative that engages the audience and alternates them between personal stories, recipes, quotes and theoretical discussion.

**Takhteyev, Yuri V**, *UC Berkeley*  
Progressive Transcription

Traditionally, interview researchers transcribed their interviews into text early, before the analysis and then relied primarily on the transcription - an approach that we could call "transcribe-and-discard." I consider a new emerging approach, enabled by digital audio, which I call "progressive transcription." In this approach, the audio is actively used throughout the analysis, and is kept closely synchronized with text, which provides an index into the audio. This approach allows the quality of the transcription to vary from one passage to another depending on the needs of the analysis. The passages can gradually move from rough outline to word-for-word transcription, allowing for analysis of larger quantities of recorded audio than is possible with the traditional approach. I discuss the current availability of software support and the organizational challenges presented by this approach, such as the those of integrating hired transcribers into the workflow.

**Tamas, Sophie Elizabeth**, *Carleton University*  
Sketching the other

This autoethnographic paper addresses the research relationship from the perspective of the scrutinized other. The author compares being a figure drawing model to being researched, and finds in this juxtaposition unusual insight into some of the ethical and practical problems at the heart of representation. Issues of power, embodiment, purpose, expertise, and egalitarianism are probed in a playful and perhaps disquieting performance which de-centers the researcher and challenges our assumptions about exposure. The author considers the subject positions we adopt in representing others and being represented, and offers suggestions for ethical practice.

**Tamayo, Lucia Stella**, *Universidad de Antioquia*

Cáncer cervicouterino: más allá de lo que es, la percepción de las mujeres. Antioquia (colombia) y Colima (México), 2006

Introducción: El cáncer cervicouterino es un problema de salud pública en América Latina. Los aspectos socioculturales son relevantes para comprender percepciones y necesidades de las mujeres que determinan el acceso a los servicios de salud. Objetivo: Describir e interpretar las percepciones de las mujeres sobre cáncer cervicouterino, prevención y autocuidado. Métodos: Estudio cualitativo, a través del Grupo de Discusión, -estrategia metodológica-. Se realizaron 22 grupos entre Antioquia (Colombia) y Colima (México); con 108 mujeres. Resultados: Las descripciones e interpretaciones son construcciones colectivas, influidas por información del sector salud, medios de comunicación y familia. La mayoría no relacionaron el cáncer cervicouterino con infecciones cervicovaginales, comportamiento sexual y reproductivo. La aceptación o no de la citología es producto de experiencias y deber. Conclusiones: La equidad en el acceso considera diferencias culturales y necesidades específicas de las mujeres, rompe barreras culturales y abre espacios de participación en los servicios de salud.

**Taylor, Bill**, *Manchester Metropolitan University*

The professionalisation of sports coaching - challenging discourses and shifting identities.

This paper examines the changing landscape of professionalism in the field of sports coaching, at a time when discourses around the transitions between volunteerism and professionalism are becoming increasingly rigid and inflexible. New benchmarked standards, increased commercial engagement and systems of formal accreditation have evolved as part of a series of treatments prescribing solutions to otherwise unique and individualised professional challenges. The paper thus examines the tensions that are manifested in practice across different areas of sport, and moves to understand differences emerging between contemporary reforms, situated practice and coaching traditions. Drawing extensively on Bourdieuan and Foucauldian philosophy, the analysis reflects upon the experiences of coaches and stakeholders operating at the levels of voluntary and community-based practice in the north-west of England. It examines notions of resistance and compliance in situ, external factors that have impacted on sports coaching, and analyses the complexities that inhabit the profession as a whole.

**Taylor, Jacquelyn Y**, *The University of Michigan*

Blending Genetics and Sociocultural Historical Inquiry: Ethics, culture and human subjects protection in international cross cultural research.

See Sampson, Deborah A

**Taylor, Kimberly M.**, *Schwab Rehabilitation Hospital*

Best Practices for Decontamination with Special Populations: A Mixed-Methods Health Research Project

Emergency plans are generally created for individuals who can hear and speak English, and who have the ability to walk or drive. However, there are large segments of the population who cannot do one or more of these. They are more vulnerable when disaster occurs. Based on the information gleaned in post-drill focus groups, this presentation offers suggestions for best practices for future decontamination situations. These enhancements have a Universal Benefit, making existing plans more suitable for ALL individuals.

**Temur, Turan**, *Gazi University, Faculty of Education*

Evaluation of Teachers' Perceptions About Factors Affect the Word Power

In this study, teachers' perceptions regarding factors affect the word power of students were investigated. The questions used in this study was determined after reviewing the related literature. One hour long semi-structured interviews were conducted with eight teachers. The research results showed the following things as important elements in the development of word power. These are: a) reading books, b) Writing practices that are initiated by students themselves, c) Reading newspapers daily, d) Using the language effectively, e) Friendship groups, f) The relationship between success in content area courses and the word power, and g) Parents' educational levels. Interview results revealed that students' family atmosphere, and their friendship groups were seen as important factors in the development of word power. Teachers concluded that as the girls are fond of more emotional activities such as memorizing the lyrics, and reading emotional books, they have richer word power.

**Tezoquipa, Isabel Hernández,** *Instituto Nacional de Salud Pública*

Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica

See Monreal, Luz Arenas

**Tezoquipa, Isabel Hernández,** *Instituto Nacional de Salud Pública*

Cambios en la alimentación de mujeres mexicanas migrantes hacia Estados Unidos de Norteamérica

See Monreal, Luz Arenas

**Themane, Mahlapahlapana Johannes,** *University of Limpopo*

The evaluation of the effectiveness of the WIML project on women in management and leadership position

This paper reports on the evaluation of the effectiveness of women in management and leadership positions in 2 regions of the Limpopo Province, South Africa. The goal of the evaluation was to examine the effectiveness of the project on women who had undergone the Women in Management and Leadership (WIML) positions training. A qualitative evaluation approach was used for the study. Two methods of data collection were used, namely document review and focus group interviews as well as individual. The results of this study give us an in-depth and detailed picture of what the experiences of these women are regarding women issues in leadership and management. In the tradition of qualitative research, this report is at the same time fully embedded in a narrative of these women's' experiences, giving us a picture not only of women's struggles in leadership and management issues but also the effect of the WIIM project.

**Thomas, Gloria,** *Queen's University*

Netogye: nyohto:k ogwanigoha: So it remains in our mind

The purpose of this paper is to investigate how the act of reclaiming memory through research moves Indigenous people through decolonization to healing, autonomy and self determination. To engage in the act of reclaiming, I use my own lived experience at Hyei Niyohwejage, Six Nations of the Grand River Territory, using a series of photographs to reformulate memory and dialogue associated with images of my home. Each photograph is a celebratory rite against which to tell my story of liberating practice and discourse to move understanding of Indigenous people and culture beyond the experience of colonization. Tracing personal and collective acts of memory about growing up Hodinohso:ni: (Iroquois), I engage autoethnography with cultural criticism to interpret experiences which are embedded in my culture. In this way, research contributes to social justice, autonomy and cultural identity for Indigenous nations and for individuals.

**Thomas, Kerry Anne,** *University of New South Wales*

The Clash of Alternative Meanings and Ethical Standpoints: Creativity in Art Education

This paper presents two grounded narratives that form part of the investigator's current ethnographic study of creativity in art education. The study is culturally situated in Australian art classrooms as art teachers their and senior school students navigate the making of artworks for high stakes final year grad-

uating assessments. The narratives reveal how agencies beyond the students' creative mental resources, that involve their capacities to tactfully negotiate the sociality of classroom exchanges, contribute to shoring up the originality of their artworks and the recognition that all desire. Creative autonomy is shown to be a fiction. Nonetheless it is one worth preserving as an ideal of truth, which is virtuously upheld while all do what they can to take advantage of the contextual inputs that are available. Qualitative methods, including observations, interviews, semantic analysis, video documentation and the configuration of the grounded narratives are outlined, along with the socio-cognitive framework of the study, which is informed by Pierre Bourdieu's theories of the habitus, symbolic capital and misrecognition.

**Thomas, Stefan,** *Free University of Berlin*

Subjectivity Matters in Social Science - a Notoriously Problematic but Necessary Relation

Concepts and categories in Critical Theory must be bound to the social practise. The fallacy of social science is that analytical concepts remain to often artificial in regard to the empirical life world. On the one hand, one main task of theory is the scientific reformulation of lay concepts in a systematic way, generally known as understanding. On the other hand, to build-up these common sense concepts to scientific notions is necessary to transcend and criticise the shortcomings, ideologies and self-misunderstandings of social practise itself, generally known as explaining. Nancy Fraser & Axel Honneth stress the importance of such dialectic between immanence and transcendence for social theory. In my paper, I want to highlight some methodological implications of this dialectic approach exemplified by a research project on poverty and exclusion in detail.

**Thompson, Sarah,** *University of Nebraska*

Inclusiveness of Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues in Higher Education: A Mixed Methods Evaluation Project for Faculty

See Garrett, Amanda Leigh

**Thoreson, Sallie,**

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths

See Clark, Lauren

**Thurman, Mary M.,** *Georgia State University*

Critical Mathematics Pedagogy: Three Teachers' Beginning Journey

See Stinson, David Wayne

**Tillander, Michelle,** *Univeristy of Florida*

Cultural Interface As An Approach To New Media Art Education

Technology's rapid change and shifting of knowledge, perception, mediation, and representation of culture through expressive forms demand different educational approaches from art educators. This research is a study of how a cultural interface approach to digital new media expands and limits the context of art education and technology. The research was conducted in the real-world

environments of three public high-school art education classes involving teachers with a range of technology backgrounds. The qualitative research design explores emergent theory and engages in a critical, reflexive analysis. The analysis uses an Actor-Network Theory (ANT) lens and examines the interfacing of expressions, experiences, and inscriptions of technology to inform by empowering translations. Through this lens, translation takes on a specialized meaning where a relation provokes entities into coexisting. I attempt to create a multilayered, metastory with the experiences of what happened with embedded evaluations combining ANT and art education perspectives.

**Tilley-Lubbs, Gresilda (Kris) Anne, *Virginia Tech***

Troubling the Text: The Perils and Paradoxes of Performing Service-Learning in an Immigrant Community

This paper explores certain complexities of partnering university students with members of the Mexican and Honduran community. In this context, the “good intentions” of the instructor resulted in a situation that reinforced social hierarchy through practices that established students as “haves” and community members as “have-nots.” By troubling practices and performances that underscored the ensuing relationships emerging from the class, I reflect on service-learning as a relationship builder, but one which requires continual consideration to avoid the often hidden perils inherent in creating a space for disparate groups to come together. After serious painful reflection based on writing as a method of inquiry, I realize the importance of constant deliberation while facilitating such an experience to avoid the very concept against which the course takes a stand: Othering of those perceived by mainstream society as marginalized.

**Tilley-Lubbs, Gresilda (Kris) Anne, *Virginia Tech***

Border Crossings: (Auto)Ethnography that Transcends Immigration/Imagination

This performance (auto)ethnography presents the intertwining of the lives of five young Mexican women and their families in the United States and Mexico with a White middle aged university researcher. Through photographs and alternative literary forms, immigrant life and the life left are presented through the eyes of the women, their families, and the researcher, spanning an eight-year period that included experiences in the US and visits to the women’s families in Mexico. Combining autoethnography with writing as a method of inquiry, this paper is inspired by the work of Laurel Richardson, Carolyn Ellis, and Art Bochner, seasoned with emotion as described by Ron Pelias and vulnerability as defined by Ruth Behar.

**Timmmons, Vanessa, *Bradley-Angel House***

Participatory action research to improve depression care in African-American and Latina domestic violence survivors

See Nicolaidis, Christina

**Tokgoz, Betul, *Gazi University***

“Field Experience in Early Childhood Education” Course Lecturers’ Opinions Regarding the Problems Faced During Field Experiences

See Guven, Gulhan

**Tolich, Martin**, *Otago University*

An Inclusion/Exclusion Paradox: IRB's Representation of Qualitative Ethics Review in the 2007 Australian National Statement and NHMRC Ethics Committee Training

The 2007 Australian National Statement (co-issued by the National Health and Medical Research Council, the Australian Research Council and the Australian Vice-Chancellors' Committee) is the equivalent of Canada's Tri-Council ethics document. It now legitimates qualitative research. This ethnographically informed paper audits the inclusion/exclusion paradox for qualitative research within both the national statement and a presentation made by an editor of a high impact Australian and New Zealand qualitative journal to an IRB chairs-only briefing at the 2007 NHMRC ethics conference. The presentation defined qualitative research narrowly, in two ways: first, as a strict linear progression from literature review establishing the research design, inclusive of random sampling and the deliberate avoidance of "fluffy" quotes in the text; and second, within a hierarchy used in the assessment and subsequent publication of qualitative research articles. This assessment incorporated four lineal levels from Generalizable studies (highly recommended); Level 2 Conceptual studies; Level 3 Descriptive studies; to Level 4 Single Case Studies (not recommended). The positioning of this presentation within the IRB Chairs briefing, at the NHMRC sponsored conference, raises issues around inclusion/exclusion criteria for assessments for qualitative research outcomes, and disciplinary, methodological, academic, and publication power relations. The analysis raises concern around the resulting exclusion of issues that are usually important to those people in society where the problems are of greatest human concern, and where qualitative research methodology is the premium research design.

**Tombro, Melissa**, *Fashion Institute of Technology*  
Performance Autoethnography in the Arts College

My research studies the implications of a performance ethnography based curriculum in composition classes in a fine arts college. Research participants in the study are students in the English 121 English classrooms at the Fashion Institute of Technology in New York City. I have been working with approximately 80 - 160 students looking at the writing and performances they create as part of an autoethnographic performance curriculum. The writing and performances in English 121 English Composition at the Fashion Institute of Technology are process-oriented, which means students have multiple opportunities to revise their projects and improve them. The project focuses on these processes and products - what kind of writing is produced when performance ethnography methods are introduced and utilized. The importance of using non-textual methods in the writing classroom is assessed for its value. I investigate how student performance pieces affect critical thinking, community engagement and writing. I argue they more engaged in the writing process and producing higher quality writing when they are allowed to build on previous personal experience and use non-textual oral based methods. This paper is part of a larger project investigating the value of performance ethnography in composition or writing heavy classrooms.

**Tona-Romero, Jose Rafael**, *Universidad de Los Andes*

Prevencion Y Promocion De La Salud Integral En Comunidades Excluidas: La Experiencia De La Universidad De Los Andes, Mérida, Venezuela

Con el cambio curricular experimentado en la Facultad de Odontología de la Universidad de Los Andes se pretende dar respuestas a las crecientes exigencias de la sociedad actual y transformar la dramática realidad respecto de la salud bucal y general. Se diseñan, ejecutan y evalúan programas de intervención y proyectos de investigación en y con las comunidades participantes, generalmente desfavorecidas y excluidas socioeconómicamente. El presente trabajo describe y analiza una experiencia de intervención e investigación que integra la universidad con las comunidades y potencia en estas últimas la posibilidad de convertirse en protagonistas de su proceso de salud enfermedad mediante la adquisición de conocimientos y habilidades para el mantenimiento de una adecuada salud bucal y general. A partir de esta experiencia los estudiantes realizan proyectos de investigación que documentan la realidad encontrada y los cambios ocurridos en los conocimientos, conductas y hábitos dirigidos hacia la mejora generales de salud

**Tona-Romero, José Rafael**, *Universidad de Los Andes*

La Inclusión En Salud Y Participación Protagónica. Motor De Justicia Social

En Venezuela mucha parte de la población estuvo históricamente excluida de la participación social y fuentes de información, menor en la actualidad por la organización de la sociedad para ser responsable y participar de manera protagónica en la solución de sus problemas, especialmente en el área de la salud. El propósito de esta investigación-intervención fue promover la participación ciudadana en la resolución de sus problemas de salud. Bajo la concepción de la investigación basada en el problema. Se identificaron problemas buco dentarios en una comunidad, se intervino brindando motivación, educación, capacitación de los participantes. Se encontró gran participación, y organización, posterior elaboración de proyectos para intervenir de manera preventiva en la población infantil de la comunidad y reducción de caries, mal oclusión y edentulismo prematuro. La atención y desmonopolización del saber odontológico junto a la participación popular es una herramienta eficaz para la solución de problemas bucodentarios.

**Tondi, Jana**, *University of Tartu, Estonia*

Prejudices Towards Intercultural Education With The Teachers In Narva Region, Estonia

See Protassova, Ekaterina

**Tonos B, Ricardo J**, *Los Andes*

El Rol Del Odontólogo Como Investigador: La Opinión Del Estudiante De Primer Año En La Foulá

See Perdomo de Flores, Bexi Judith

**Torres Gonzalez, Juan Antonio**, *Universidad Autonoma de Aguascalientes*

Student testimonial on Practicum Experiences: a phenomenological study

This phenomenological study seeks uncover how pre-service teachers describe their first practicum experience in view of mediational experiences with both

peers and mentors in the internship. In the first internship course in this Bachelors of Arts degree in an English Language Teaching program in a Mexican university students work as teacher assistants in different levels of English teaching. Initial questions surrounding if and how some students were mediated by more expert teachers and / or peers drove inquiry into and subsequent testimony by the internship students. Data was collected through student autobiographies and ongoing journal entries on an electronic discussion board that allowed for reflection on their experiences. These journals provided an ongoing forum for interaction between all of the participants in the study; including all practicing teachers and their mentors. Follow up interviews took place to provide further insight into what the pre-service teacher were thinking when they made their discussion board postings.

**Torres, Carmen Beatriz**, *Universidad Distrital Francisco José de Caldas*  
La Violencia Femenina En El Ambito Escolar. Un Estudio De Caso En Una Institución Educativa Distrital De Bogotá

La violencia escolar femenina es un fenómeno que afecta la vida de la escuela, sus manifestaciones en este espacio, han aumentando considerablemente y han puesto en evidencia necesidad de analizarla mediante su caracterización, como un medio para evidenciar su impacto en el ambiente familiar, escolar y barrial. Para ello se utilizó un diseño metodológico cualitativo participativo, cimentado en los Núcleos de Educación Familiar y la Prevención de las Violencias Difusas en Contextos Educativos, NEF, donde 14 adolescentes del sexo femenino de los grados octavo a décimo y la coordinadora de una Institución Educativa, abordaron el fenómeno, apoyadas en diferentes escenarios (sujeto, familia, escuela, barrio) y etapas (encuentros, exploratorios, recorridos, desplazamientos y transformaciones) que se trabajaron en sesiones. Al finalizar el proceso se construyeron propuestas de intervención mediante proyectos que contribuyan a mejorar la vida personal de las investigadoras, el clima institucional y la convivencia escolar, familiar y barrial.

**Torres, Julio Nicolas**, *Universidad de Antioquia*  
Thematic Research As An Option For Health Education Research

See Peñaranda, Fernando

**Torres, Teresa**, *University of Guadalajara*  
Conceptual dimensions about slenderness in mexican adolescents

See Lopez-Coutino, Berenice

**Torres-López, Teresa Margarita**, *Universidad de Guadalajara*  
Vivencias de jubilacion y prejubilacion en dentistas del Centro Universitario de Ciencias de la Salud de la Universidad de Guadalajara, México.

See Aguilera-Velasco, María De los Ángeles

**Tovar, María Juana González,** *Universidad de Guadalajara*

Trabajo y salud el caso de las conductoras de transporte público en Guadalajara, Jalisco. México.

**RESUMEN** Esta ponencia se desprende de la investigación: Trabajo femenino: el caso de las conductoras del transporte público de la ZMG, el cual tuvo por objetivo analizar las relaciones de género en actividades económicas que se consideran tradicionalmente masculinas, desde el enfoque de género. A partir de 10 entrevistas profundidad a conductoras del transporte público en Guadalajara, realizadas en el periodo de febrero a julio del 2005. En los relatos, las conductoras exponen como les afecta su salud este trabajo, dado que sus horarios son prolongados y los tiempos de descanso entre vuelta y vuelta son muy cortos, ocasionándoles estrés, además de los riesgos como son los asaltos y las riñas a las que se enfrentan ya que es una actividad que se realiza en la calle y no cuentan con ninguna protección.

**Townsend, Anne,** *University of British Columbia*

Human Subjects Accounts of Research Participation

Given the current emphasis on the role of ethics in research, and the contested status of evidence, there is little empirical data that focuses on how human subjects experience research participation, and perceive ethical issues. In an attempt to gain core ethical and methodological insight into the research process, this paper draws on the accounts of 39 human subjects who have participated in a range of health research studies. Here, we discuss key themes emerging from the accounts. Subjects describe concerns, which go beyond the traditional issues of risks and benefits and informed consent. The accounts feature talk that spans the research process, indicates a range of reasons for participation in health research, and reveals a blurring of boundaries, both around the subject/research-worker relationship, and the stages of research. We submit that the human subject perspective carries core implications for fostering an enhanced relationship between evidence, ethics, and social justice.

**Townsend, Anne,** *University of South Florida*

Shared Journey, Separate Experiences

This presentation is an autoethnographic performance of two doctoral students as they navigate through their program in special education. Using the process of individually chronicling their journey, themes were identified and used to frame the final product. These themes include that of self, family and negotiation between self-expectations and the reality of life events that occur during doctoral studies. This resulted in the use of both found poetry and narrative dialogue which documented the individual as well as shared experiences of these students.

**Townsend, Anne,** *University of South Florida*

Poignant Strangers

See Manwaring, Joanne

**Tracy, Sarah,** *Arizona State University*

Panel Discussion

See Krizek, Robert

**Tracy, Sarah J.,** *Arizona State University*

Are You Serious? Striving Toward Theoretical and Disciplinary Legitimacy

I vividly remember my doctoral advisor suggesting that I change the title of my first sole authored article from “Smile, You’re at Sea,” to “Becoming a Character for Commerce.” The second title was more serious, and worked to camouflage what some might judge as a peculiar research site - a commercial cruise ship. The decision of research site has crucial consequences for ethnographers, affecting our data, the theories that might be examined, and our researcher well-being. In the presentation, I discuss several risks of choosing “non-traditional” organizations for my emotion labor research in the organizational communication discipline. These venues include a 911 call-center, two correctional facilities and a commercial cruise ship. These choices have posed risks in three ways: 1) my safety as a researcher; 2) the perceived seriousness and transferability of my research; and 3) the chance that sensational data can subsume or distract from theoretical contributions.

**Tracy, Sarah J.,** *Arizona State University*

Discourse Tracing as Qualitative Practice

See LeGreco, Marianne E.

**Tsai, Ching-Chung,** *National Taiwan University of Science and Technology*

Online teacher professional development: Individual agency and local contexts

See Chen, Yihsuan

**Tubbs, Carolyn Y.,** *Drexel University*

Disaster-Related Inquiry

The succession of disasters in the U.S. since 2001 gave rise to various venues for recording the psychosocial impacts of the catastrophic events beyond the immediacy of survival. Participatory Action Research (PAR), Action Research (AR), Community-Based Participatory Research (CBPR), and Collaborative Research/Inquiry, the research designs of choice for social scientists interested in capturing the data/preferred stories of survivors, helpers, and other informants, as well as their own, have at times been skewed toward informants as subjects/characters in historical events rather than as shapers/narrators of those events. This presentation reviews the design and goals of disaster-related inquiry.

**Tubbs, Carolyn Y.,** *Drexel University*

Ecological, Participatory Action Research: Re-visiting Strategies and Outcomes

This paper examines the challenges of conducting participatory action research when (1) the “researcher” is an organization rather than an individual academic, (2) the anticipated outcomes are yet to be decided, and (3) the collaborative effort is viewed as a potential framework for future disaster-specific interventions. In this model, we observe the importance of the ecological contexts in which the organization researcher/participant and community-based researchers/participants exist and co-exist, and in which the disaster occurred and shaped.

**Tubsree, Chalong,** *Burapha University*

The Experience of Primary School Teachers of an Integrated English Curriculum in Selected Schools in Eastern Thailand

See Sakulkoo, Saratid Tong

**Tullis Owen, Jillian Ann,** *University of South Florida*

Emotionality, Ethics, End-of-Life Research and the Human Data Collecting Instrument

Conducting qualitative research is as rewarding as it is mentally and emotionally exhausting. The mental and physical health of researchers creates certain dilemmas that frequently go unacknowledged by Institutional Review Boards, whose sole focus lies with the safety of participants. In this paper, the author explores the consequences of conducting ethnographic research in emotion laden settings including a cancer center and a hospice. Through several fictionalized narratives, the author reveals the challenges of upholding the social norms surrounding the open expression of emotions while ensuring self-care, thus calling into question the ethical responsibility a researcher has to herself as well as her participants. The author considers how the suppression of emotions potentially compromises the depth of insight necessary for effective qualitative research. The audience will be encouraged to share techniques for conducting healthy, holistic, and ethical research, particularly in end-of-life settings.

**Tullis Owen, Jillian Ann,** *University South Florida*

Based on a "True" Story: Interrogating Truth, Ethics, Evidence, Power and Audience Responsibility In/Outside the Academy

See McRae, Christopher J.

**Turner, Bryan,**

Ethics and the life extension project

See Dumas, Alexandre

**Twersky Glasner, Aviva,** *Bridgewater State College*

No More I Love You's (Language Is Leaving Me In Silence): Accounts Of Deafness, Shame, And Criminal Behavior In A Group Of Texas Inmates

There exists a small population of criminals who have not been the focus of criminological theories. This population is comprised of deaf criminal offenders. A number of important sociological and psychological factors that result from linguistic developmental delays are unique to the deaf and hard of hearing population (Miller, 2001b; Wheeler-Scruggs, 2003). These factors need to be taken into account to understand the development of criminality in deaf and hard of hearing criminals. The isolation and loneliness of deaf inmates is increased, because where hearing inmates can engage in discourse with other inmates through spoken language, deaf inmates cannot. One can imagine the sense of isolation they feel when the cell doors close for the night and they are left with no means of verbal communication and an inability to hear others. This paper examines these topics through a content analysis of narratives from a group of incarcerated deaf offenders.

**Ulusoy, Mustafa**, *Gazi University Faculty of Education*

Evaluation of Teachers' Perceptions About Factors Affect the Word Power

See Temur, Turan

**Ulusoy, Mustafa**, *Gazi University Faculty of Education Elementary Education Department*

Qualitative Evaluation of Turkish K-8 Curricula

See Akyol, Hayati

**Unal, Emre**, *Nigde University*

Perceptions of Candidate Teachers about Children's Rights

See Alisinanoglu, Fatma

**Upton-Davis, Karen Beverley**, *The University of Western Australia*

Facing Vulnerability while Resisting Injustice: When Intimate Stories are Revealed

An examination of the self as it fits (or misfits) within the socio-cultural political worlds it inhabits is the task of autoethnographic writers such as myself. Because we operate in, on and through the world our stories inevitably involve others. My story - of the rise and fall of intimacy in my now defunct marriage places my ex-husband as a central character. In this presentation I sketch out the ongoing research tensions between on the one hand, sensitively and ethically addressing the vulnerability we both face in the revelation of an often shabby tale, and on the other hand using this method to expose and resist the social injustices and systems of oppression that stand in the way of community transformations and personal healing.

**Uribe, Marcela**, *Virginia Tech*

Reexamining the Boundaries of the Bilingual Researcher, Reinforcing Reciprocal Relations with the Community

Researchers address translation issues as a methodological technical task, explaining that translation needs to be "neutral," "honest," and "objective;" undermining complexities in situations where the researcher plays a central role in inquiry related to monolingual, non-English speaking research participants (Shklovov, 2005). Taking into account the notion of "microethics" (Guillem & Gillan, 2004); I describe everyday ethical issues that arise in the field for a bilingual researcher, such as when simultaneously serves as researcher and translator at the same time, with resultant significant ethical implications. In this paper I propose that as bilingual researchers we need to consider 1) ethics of caring and 2) genuine reciprocal relations in conducting qualitative research to maintain integrity of research and to honor the experiences of research participants in the community.

**Utakis, Sharon**, *Bronx Community College, CUNY*

Collaborative Interviewing as Qualitative Inquiry: A Study of Dominican Immigrants

Individuals assess their experiences differently in different social contexts, and say different things to different listeners about the same topic. Also, stories in an

interview may unfold in a nonlinear way. We present material collected for the Dominican Oral History Project at Bronx Community College. We collected life histories from Dominican immigrants in New York. In many cases, two interviewers were present: a male, Dominican American counseling faculty member, a native speaker of Spanish, who conducted interviews primarily in Spanish, and a female ESL professor, not Latino, and not fully fluent in Spanish, who conducted interviews primarily in English. We found that having two interviewers often had positive results. An interviewer familiar with the interviewee's culture facilitated the emergence of the interviewee's story, while an unfamiliar interviewer elicited more detail. Having interviewers with insider and outsider perspectives allowed the interviewee to share his or her story in a meaningful way.

**Uzcategui, Coromoto Romero, *Los Andes***

Caracterización Del Comportamiento Del Paciente Pediátrico En Una Comunidad Rural Dispersa

See Simancas Pereira, Yanet Claret

**Valadez, Monica M., *Texas State University - San Marcos***

Curriculum: Autoethnography

Freire (1970), Maturana and Varela (1987), Spindler & Spindler (2005) and others have written about the development of the self from historical, biological, cultural and political perspectives. This presentation brings transdisciplinary theoretical perspectives to a vortex and transforms the theory into practice. The dialogue will culminate at the praxis level where theoretical underpinnings will meet practice and inform actions of individual lives, communities, organizational and educational actions. Two questions frame the three samples of autoethnographies to be explored: 1) how can educational leaders use and build connections between educators, educational institutions and communities; and 2) how can personal stories paired with pedagogy be employed to enhance the development of self, the educational process and build strong learning environments and communities? We will also highlight how using a transdisciplinary framework can help facilitate the change process and inform new practices in the field of education and community building and organizing.

**Valandra, *University of Minnesota, Twin Cities***

Critical Perspectives on Children in Conflict with the Law

This second paper builds upon the first. In this paper, the authors will take perspectives based on critical race theory and post-structuralism to engage in a critical discourse and semiotic analysis. We will examine the symbolic meanings of blackness. Specifically, we will look at the symbolic meanings attached to being an African-American father, mother, boy, girl, and female and male teens in families where at least one of the children has committed serious anti-social acts. We will examine "critical incidents" or "pivotal moments" in family and community life where family members act out narratives that can be connected to culture-wide symbols and meanings. For example, previous research has identified "the Cool Pose" as a tactic of accommodation that black males have adapted in response to the grand narratives to which they have been exposed. Other symbolic meanings attached to black males are over-sexed, dangerous, and irrespon-

sible, to black women both “super-competent” and sluts, to black teenage girls as sexy and available, and to little black boys and girls as sweet and adorable.

**Valandra, University of Minnesota, Twin Cities**

The Documentation of “Good,” “Bad,” and “Poor” Outcomes of in Interventions for Children in Conflict with the Law

See Gilgun, Jane

**Valandra, University of Minnesota, Twin Cities**

A Framework for the Analysis of Children’s Anti-Social Behaviors

See Gilgun, Jane

**Valandra, University of Minnesota, Twin Cities**

The Use of Humor in Work with Children in Conflict with the Law

See Sharma, Alankaar

**Valencia, Astrid Ramírez, Distrital**

La Práctica Docente: Un Espacio Para La Reflexión Y La Investigación En El Proyecto Curricular De Educación Básica Con Énfasis En Inglés Como Lengua Extranjera

Este documento presenta el informe de actividades y procesos desarrollados en esta investigación. Este estudio se desarrolló en instituciones donde se realiza las prácticas docentes y los sujetos de análisis eran practicantes, directores de práctica, profesores titulares y coordinadores o directivos de las instituciones educativas. Para realizar el estudio se aplicaron encuestas, talleres y se hizo un análisis de los resultados. Mediante este análisis se halló información sobre las percepciones de la práctica, reflexión, innovación y la investigación en el contexto de las prácticas docentes, definiendo la práctica como un espacio en el que el practicante reflexiona, investiga y propone cambios o adaptaciones para el mejoramiento del proceso de enseñanza/ aprendizaje. Finalmente, es necesario aclarar que esta es una investigación que combina perspectivas cualitativas y cuantitativas, dado que se basa en el análisis de los diarios de clase realizados por algunos participantes y luego se hace un estudio de los resultados.

**Valeras, Aimee,**

In The Space Between: Using Narrative Construction and Analysis of Narratives to Understand the Hidden Disability Experience

This paper examines the application of narrative construction and analysis of narratives used in conjunction to relay the personal, emotional, and insightful self-narratives of six adults, each of whom grew up with an unapparent physical medical condition. By allowing two juxtaposed forms of narrative research methodology to dance around each other, we (participants, readers, and I) explore the powerful cultural and social meanings inherent in the identifier “disabled.” Persons with a “hidden disability,” one that is unapparent to the unknowing observer, make daily decisions about which story to tell - which identity to embrace - and face the reverberating effects on self-concept, relationships, and the way one interacts with the world. These stories reveal the multiplicity and malleability of identity, revolting against societal pressure to dichotomize, segregate,

gate, and pigeon-hole people into clear-cut categories. It is of theoretical, political, and social significance to use narrative research methodology to explore the hidden disability experience.

**Valle, Rosina**, *Texas State University - San Marcos*  
Research: Community Stories

Community Stories is a project based on the use of PAR in the form of critical ethnography and oral history. This initiative serves to collect and preserve the local educational history of the community so we might begin to understand how we have arrived at the current state where some children are significantly less well served than others by public institutions in the community. It is the goal of Community Stories to catalog and record for posterity stories that have formed the composition and identity of the community. Hungerford & Volk (1990), and Guajardo and Guajardo (2004) believe students should not only practice in the investigation of their world, but also in actions that allow them to become a part of the knowledge, creation, and change processes. The stories of three communities with overlapping histories will be shared. Students and faculty who conducted the research and produced the video will discuss the experience and the impact it has had on their work as school leaders.

**Vallice, Roseanne**, *University of South Florida*  
Seeking Solitude

Written from the lens of an observer, the author describes an encounter with an individual who emotes sadness and desolation in a popular coffeehouse. The author infers the identity of this stranger through investigative learning and by recalling the author's own lived experience. This observation allows the audience to deduce their own perceptions of the underlying acts of the stranger based on details and inferences created by the author.

**Van den Broeck, Wendy**, *Vrije Universiteit Brussel*  
Learning about everyday and future ICT practices: with or without online diaries

See Jacobs, An

**VanKatwyk, Trish**, *Wilfrid Laurier*  
Extending the Action of PAR through Mutual Meaning-Making

See Mitchell, Terry Leigh

**Vannini, April Suzanne**, *European Graduate School*  
For the Love of Research

"For the Love of Research" is an autoethnographic performance structured around a two person play. Phillip, an academic scholar, is giving a presentation on the role of the body in morally lived research. He has been studying his informant, April. April is a graduate student who has been experiencing some major setbacks in her own scholarly work and is questioning her own position as an up-and-coming scholar and her own moral character. Within the presentation Phillip introduces different video clips in order to demonstrate to the audience how research is lived through the researcher's body. These video clips are actually

performed by April on stage. Through each video segment April retells accounts of struggles and tribulations she has faced as a young scholar. Drawing from theatrical techniques of epic theatre and theatre of the oppressed in order to break the wall between actor and audience the audience will be asked to participate as active members in order to explore their own moral and ethical dilemmas as researchers. Ultimately the performance goes through the emotional struggles of conducting morally lived research and explores how it can be achieved or if it can ever be achieved.

**Vannini, Phillip**, *Royal Roads University*  
Technography as drama

To engage with the world of everyday life from an ethnographic perspective is to engage with a sensuous world of textures, shapes, sizes, colors, sensations and to interact with both human and non human agents as consequential and meaningful actors. The social world is a material world, a world made both by nature and nurture for grabbing, handling, tasting, gazing, hearing, manipulating, interacting. The materiality of the social world, encountered through mundane acts as simple as operating a microwave garden, making music, gardening, and carrying things is discovered and modified in use: in actual, situated, embodied acts of forming a world of meaning and purpose. Discussed in this presentation are the consequences of this view for the performative ethnographic study of material culture as technoculture and drama, of physical objects as social objects, and of everyday life as mundane technological existence.

**Vannini, Phillip**, *Royal Roads University*  
For the Love of Research

See Vannini, April Suzanne

**Vardell, Rosemarie**, *North Carolina A&T State University*  
Rethinking Early Childhood Leadership: Developing a Methodology of Friction and Possibility

Current early childhood leadership (ECL) discourses and programmatic initiatives are predominately corporatized, managerial, pragmatic and non-critical. There is sparse evidence of dialogue rooted in leadership as critical social justice and empowerment work. Further, dominant leadership discourses negate if not erase the leadership experiences that occur in the peripheries and margins of early childhood education. Using the "means we have at our disposal" (Grogan, 2004) writing, research and speaking, we examine and confront the dominant discourse of exclusion and corporatization and offer a counter-narrative by moving beyond checklists, Likert scales and personality inventories that "measure" leadership over and against dominant ideas of leadership and leader. Herein, we use multiple lenses to (re)examine and (re)search the idea of ECL and who is allowed, denied and privileged by its discursive practices. We explore the friction and conflict in uncharted spaces, localities and the everyday conversations of people navigating the geopolitical landscape of ECL.

**Vargas, Gilma Stella, EAFIT**

Caracterización De Las Percepciones De Los Funcionarios De Una Institución Pública De Salud, De Ii Nivel De Atención, Acerca De Las Dimensiones De La Trilogía Administrativa. 2003

Se revisa un esquema administrativo y nuevas funcionalidades en organizaciones a la luz de postulados humanistas con inclusión del ser, que supere la racionalidad en actos gerenciales. El escenario es una institución de salud, teniendo en cuenta que la comprensión de la dinámica y la forma como se desarrollan las interacciones, se soportan en estructuras nacionales dando respuesta a la legislación y al mercado de salud. Se buscó caracterizar percepciones en funcionarios de una Institución de Salud a partir de dimensiones de la Trilogía Administrativa de René Bedard con niveles de responsabilidad y no de jerarquía: Gobierno-Interés General, Protección - Seguridad, Producción - Creación. Es un estudio cualitativo, tipo exploratorio. Se evidenció que en una institución sometida a las leyes del mercado, persiste el mecanicismo, siendo difícil aplicar el humanismo en la administración. Se buscó profundizar en métodos que permitieran emerger las categorías sugeridas por René Bedard, centradas en la comprensión de percepciones del sujeto; se trascendió el método positivista y aunque hubo búsquedas hipotético- deductivas, el propósito fue comprender las respuestas de los entrevistados.

**Vargas, Julián, Universidad de Antioquia**

Calidad Y Acceso A Los Servicios De Salud Y Su Relación Con Justicia Social En Seis Ciudades De Colombia

En el marco de la Investigación: "Decisiones médicas en ambientes controlados por el Sistema General de Seguridad Social en Salud" bajo la metodología de la Teoría Fundada, se presenta un estudio de caso de seis ciudades de Colombia: Barranquilla, Bucaramanga, Bogotá, Leticia, Medellín y Pasto alrededor de las características de la calidad y las dimensiones del acceso a los servicios de salud y su relación con el contexto político, económico y cultural que determinan condiciones de injusticia social según apreciaciones de los médicos, enfermeras, administradores y usuarios del sistema. Se describen las condiciones críticas en las que se encuentra el acceso a los servicios de salud y el deterioro en la calidad de los mismos y cómo la politiquería, el clientelismo y la corrupción, aunados a los determinantes de la pobreza estructural de la mayoría de las regiones inciden en el débil desarrollo del sistema de salud colombiano.

**Vargas-Hernández, José G., Instituto tecnológico de Cd. Guzmán**

Instrumentación De La Nueva Economía Política En La Transformación Institucional Del Estado-nación

El propósito de este trabajo es analizar la racionalidad instrumental de la Nueva Economía Política en la transformación Institucional del Estado, a partir de un abordamiento conceptual y metodológico transdisciplinario que implica la interacción de lo económico y lo político. La racionalidad se analiza desde sus componentes individual y social, para desprender sus implicaciones en la teoría de la acción colectiva y en la racionalidad económica de las decisiones. Se hace especial énfasis en la implementación de los principios del neoinstitucionalismo y la Nueva Economía Política, que proporcionan los fundamentos teóricos met-

odológicos y el instrumental necesario para los procesos de cambio y transformación institucional del Estado

**Vargas-Hernández, José G.,** *Instituto tecnológico de cd. Guzmán*  
Historical Social Approach To Social Movements For Recognition Of Indigenous Rights In Contemporary Mexico

This paper iam to analyze the hIstorical social approach of social movements for recognition of indigenous rights in contemporary México.

**Vasconcelos, Suziana Martins,** *UFC*  
Aspectos Metodológicos De La Segunda Evaluacion Externa Del Programa De Capacitación En Epidemiologia Aplicada A Los Servicios Del Sistema Único De Salud De Brasil - Epibus: Potencialidades Del Enfoque Cualitativo

See Bosí, Maria Lúcia Magalhães

**Vazquez, Daniel,** *Texas State University - San Marcos*  
Research: Community Stories

See Valle, Rosina

**Veissière, Samuel,** *University College of the North, Canada*  
Making a Living: The Gringo-Ethnographer-as-Pimp-of-the-Suffering in the Late Capitalist Night

This paper is excerpted from an experimental ethnographic novel in which I present a post-colonial analysis and experiential exploration of Brazilian sexscapes and street livelihoods from the point of view a gringo ethnographer who, inevitably, is deeply implicated in this transnational political economy of desire, violence, and suffering. Through an unrestrainedly literary and embodied form of ethnography in which I feel, suffer and desire with the other, I pose, examine and re-inspect the questions of power between “destitute” street populations in the Global South and the “radical” ethnographers who seek to “empower” them through their writing. I agonize, wonder, despair, and suffer over these questions without pretending to resolve them, and much less to have resolved them through my encounters with the hookers and hustlers of the late-capitalist night streets in Salvador da Bahia.

**Velasco, Laura,** *El Colegio de la Frontera Norte*  
Luchas por la identidad regional: una experiencia de intervención sociológica en una región agro-exportadora del noroeste de México.

El objetivo de la ponencia es reflexionar sobre las posibilidades metodológicas que brinda la “intervención sociológica” como vía para estudiar la identidad regional. La investigación se enfoca en los actores sociales movilizados en torno a diferentes demandas laboral, étnica y residencial en una región agrícola en la frontera México-Estados Unidos. El método confronta a actores sociales que son aliados y opositores, buscando las líneas de poder y dominación que organizan las relaciones sociales y el proyecto de región. En la investigación se introdujo una etapa preeliminar de definición del sujeto del movimiento, recuperando las posibilidades que el método brinda para explorar los tres principios básicos de la acción colectiva: la identidad y heterogeneidad, la oposición y la totalidad. El

método permitió documentar que la contienda por la identidad regional es un eje de lucha tan importante como la línea de confrontación de clase o étnica.

**Velásquez, Laity Alvinzy**, *Ummiversidad Militar Nueva Granada*

Análisis De Procesos De Planeación E Implementación De Un Ambiente Virtual - Red Académica De Investigación En Educación A Distancia -

La ponencia presenta las acciones realizadas dentro del marco de la metodología de la Investigación- Acción Educativa, del proyecto de la RAIED el cual diseña, implementa y evalúa la construcción de un proceso académico, pedagógico y administrativo, que desarrollará el componente de investigación del Modelo Pedagógico del Instituto de Educación a Distancia -INSEDI, de la universidad Militar Nueva Granada, tiene entre sus objetivos, interconectar, difundir, recopilar y poner al servicio de la comunidad académica, el aprendizaje, el conocimiento y la experiencia, producto de las prácticas académicas, pedagógicas y de investigación de sus miembros inicialmente, posteriormente de otras comunidades académicas, para enriquecer el diálogo de saberes, la investigación y el desarrollo experimental. La red genera, facilita la comunicación, crea un ambiente virtual, es un medio y una mediación pedagógica.

**Velásquez, NATalia**, *UNiversidad de Antioquia*

Calidad Y Acceso A Los Servicios De Salud Y Su Relación Con Justicia Social En Seis Ciudades De Colombia

See Vargas, Julián

**Velásquez, Omar Mauricio**, *Corporación Universitaria Lasallista*

Ética en los estudios sobre televisión de interés público, social, educativo y cultural en Medellín

Esta ponencia resulta de la revisión documental de estudios sobre percepción de Televisión en Medellín, y está encaminada a señalar indicadores que, deliberada y anti éticamente, inciden en resultados que maximizan los impactos positivos del medio. Evidencias de lo anterior se encuentran en la formulación de preguntas, pues, dependiendo de su enunciado, incrementan o disminuyen el margen de error en los resultados y, además, obedecen a retóricas que aumentan la posibilidad de respuestas políticamente correctas. Asimismo, la aplicación del Grupo Focal para el análisis de la percepción de televisión, despoja a los individuos de su condición de televidentes, al limitarlos a ver un programa seleccionado por el medio interesado, influyendo así en su lectura. Finalmente, los resultados que arrojan dichos estudios son presentados de forma viciada, al entregar una interpretación que resalta el impacto positivo del medio y que difieren sustancialmente de otras muestras periódicas sobre percepción de televisión.

**Vélez Zapata, Claudia Patricia**, *Universidad Pontificia Bolivariana*

Aportes De La Etnografía Al Mercadeo: El Etnomarketing

Asistimos a un cambio acelerado en la cultura y una transformación de la cotidianidad que afecta los valores, las expectativas y las formas de interacción entre las personas, en pocas palabras las prácticas sociales A estas condiciones no escapa el mercadeo y por tanto sus apreciaciones y métodos tradicionales resultan inapropiados obligando a ser repensadas en función del contexto cultural contemporáneo. Este estudio pretende a través de la metodología investigación

documental revisar lo propuesto por el Etnomarketing, como una ejercicio de vanguardia en el campo del mercadeo y que se sirve de la etnografía como método de estudio de la antropología, revisar los aportes que hace a los problemas teóricos - empíricos complejos que suscita la comprensión del consumidor en el mercadeo.

**Vélez Zapata, Claudia Patricia,** *Universidad Pontificia Bolivariana*

Caracterización De La Práctica Funeraria Como Actividad Económica De Servicios

La comprensión que el hombre tiene del muerto, del morir y la muerte, su ritual y ceremonia propicia en la modernidad empresas dedicadas a la manipulación del cadáver, su disposición final y la celebración del ritual mortuorio. Las empresas funerarias, viven bajo una economía de mercado, dentro del cual se estructura un sistema de intercambio entre oferentes y demandantes. Para éstas el contexto cultural determina su eje y define lo que podría considerarse decisivo en el mercadeo. La problematización para esta investigación se centra en el contraste de expectativas entre familia/ sociedad y las organizaciones funerarias frente al cadáver, a la muerte y el morir y su incidencia en la actividad empresarial; ésta ponencia presenta parte de los resultados obtenidos mostrando la caracterización de la práctica funeraria como actividad económica, a través de la utilización del método etnográfico y sus diferentes herramientas.

**Velez, Consuleo,** *Autonoma De Manizlaes*

Representaciones Sociales Que Orientan La Experiencia De Algunos Grupos De Jóves De La Ciudad De Manizales Frente Al Riesgo En El Año 2006

See Vergara Quintero, Maria Del Carmen

**Verdial, Francys,** *University of Notre Dame*

Choosing to Care: Informing Scholarship and Services

See Scott, Stacey B

**Vergara Quintero, Maria Del Carmen,** *Autonoma De Manizlaes*

Representaciones Sociales Que Orientan La Experiencia De Algunos Grupos De Jóves De La Ciudad De Manizales Frente Al Riesgo En El Año 2006

El objetivo fue comprender las representaciones sociales con relación al riesgo que poseen los jóvenes pertenecientes a grupos juveniles de la ciudad de Manizales durante el año 2006. Es un estudio cualitativo con enfoque comprensivo, realizado en el año 2006 con 5 grupos de jóvenes pertenecientes a diferentes grupos de la ciudad de Manizales. Se realizaron grupos de discusión y entrevistas en profundidad, utilizando un protocolo de preguntas abiertas que permitiera conocer, que es salud, riesgo, factores protectores, factores de riesgo y cuales eran las fuentes de información que le permiten a los jóvenes construir sus representaciones. Los resultados mas relevantes fueron: las representaciones que tienen los jóvenes frente al riesgo están asociadas a una falta de apoyo familiar, a un problema de género dado que los problemas asociados normalmente a la sexualidad, los jóvenes los ven como problemas de las mujeres y no de los hombres, son ellas quienes deben cuidarse y no ellos, además de que los jóvenes ven en sus pares, la mejor fuente de información para conocer y afrontar el riesgo.

**Vida, Geny Alexis**, *Universidad del Cauca*

Escuela lengua e identidad: el centro intercultural bilingüe en territorio indígena Nasa

Una vez se da el llamado Descubrimiento de América, la conquista y colonización del Nuevo Reino encuentra su Torre de Babel en los territorios Colombianos, su pluralidad cultural y lingüística se convierte en una de las barreras de conquistadores y misioneros. Durante siglos la empresa evangelizadora utiliza las lenguas indígenas como instrumentos de conversión; la castellanización como estrategia de empoderamiento español termina desplazando, marchitando el jardín lingüístico y cultural. A pesar de ello y tras una resistencia permanente de los pueblos indígenas, a finales del siglo XX y alborada del siglo XXI, el tema de la diversidad y la multiculturalidad empieza a ser materia de preocupación académica y política en Colombia; las diferentes comunidades que hacen parte del gran abanico intercultural de este país, enfocan sus esfuerzos de supervivencia en alcanzar una justicia social evidenciada en el respeto y reconocimiento de sus prácticas culturales, su lengua, su escuela, su identidad.

**Vidal, Geny Alexis**, *Universidad del Cauca*

Native Language, School And Identity: A study carried out in an intercultural bilingual educational institution in the indigenous NASA territory

During centuries the evangelizing company has used the indigenous languages as conversion instruments; displacing, withering the Colombian linguistic and cultural garden; in spite of it and after a permanent resistance, the indigenous Nasa people were able to introduce the Colombian government into the discussion and awareness of the diversity and interculturality existing in the country. That is why this indigenous community has focused its efforts of survival in reaching a social justice evidenced in the respect, recognition and revitalización of its cultural practices, its language, its school, its identity. This document is the result of a study carried out inside the qualitative approach that uses the ethnography with descriptive and explorative ends aiming to identify and to understand the relationship among language, school and identity in an intercultural bilingual educational institution in the indigenous NASA territory with the end of revitalizing the indigenous identity of this community, by strengthening the pedagogical practices used for the teaching of its native language: Nasa Yuwe.

**Vidarte, Jose Armando**, *Autonoma De Manizales*

Representaciones Sociales Que Orientan La Experiencia De Algunos Grupos De Jóves De La Ciudad De Manizales Frente Al Riesgo En El Año 2006

See Vergara Quintero, Maria Del Carmen

**Villagrà-Sobrino, Sara Lorena**, *University of Valladolid*

Two primary schools, three mouses and a laptop: What can I do to integrate this stuff in my classroom?

See Santos-Fernández, Roberto

**Vining, Joanne**, *University of Illinois at Urbana Champaign*  
Generational Transmission of Traditional Ecological Knowledge in Latin American Rainforests

See Cristancho, Sergio

**Vivoni, Francisco**, *University of Illinois at Urbana-Champaign*  
Performing Spatial Justice: Eco-Aesthetics and the Ethical Imperative of Trespassing in the Entrepreneurial City

Recent urban development in Chicago's South Loop follows widespread trends of neoliberal governance through the built environment. A noteworthy transformation from a postindustrial landscape of warehouses, surface parking lots and rail yards to high-rise luxury condos, specialty boutiques and big-box stores is underway in this neighborhood. The emerging South Loop built environment furthers gentrification as a space-crafting practice that deepens existing social inequalities. Although seemingly irreparable, challenges to the social injustices reproduced by neoliberal spatial regulation abound. This paper argues for the possibility of performing spatial justice through a qualitative case study of urban ecological struggles and alternative art initiatives in Chicago. Through a critical ethnographic lens, this study explores linkages among disparate spatial tactics such as urban farming, street skateboarding, ecological art and refuse recycling in order to produce counternarratives to neoliberal urban governance invested in the political potential of trespassing and communal land rights.

**Walby, Gary William**, *University of South Florida*  
Living the Stigma: When Social Justice and Mental Illness Meet

Issues of social justice and community stigma were explored with individuals labeled as severely mentally ill using participant observation, semi-structured interviews and impromptu 'group talks' at a local drop-in center. Issues of belonging, giving back, being 'visible' and identity (both self-defined and other imposed) were found to illuminate the intersection of social justice and stigma for individuals with mental illness. Surprising allies and unexpected adversaries were highlighted as the participants defined their shared concept of social justice and how it influences day-to-day existence. This paper details the process of a 3-month immersion into the participant's world at a community mental health center, their homes, and frequented locations. A grounded theory approach was used along with member checking, triangulation, thick description and disconfirming evidence to validate and add richness to the analytic process.

**Walster, Dian E**, *Wayne State University*  
Techno-centrism and Qualitative Inquiry

A friend of mine conducts research on the hegemony of the English language. I was reminded of her work when reading the preconference theme. "Technology" may be taking on hegemonic status in research as it has in society. Techno-centrism has become the norm rather than the focus of a peculiar few. As a representative of the few whose research, theorizing and thinking has involved the uses, misuses and abuses of educational communications and technology (formerly media, formerly audiovisual, sometimes computers), it surprises me how complex concepts and processes have been reduced to "technology". Is it akin to Innis' bias of communication or is it like McLuhan's medium is the message?

Could Ong's work on orality and literacy be applied? Using "technology" frames a discourse that excludes some questions, implicitly focuses on other issues and may inhibit thinking about values by concentrating on the "technology".

**Walster, Dian E,** *Wayne State University*

Considering the Culture of Autoethnography Writing

Whether one traces autoethnography conceptually back 500 years, looks at the probable first published use of the term in 1975 or considers the critical mass of writing that accumulated from the 1980s forward, autoethnography has become a permanent part of qualitative inquiry. Who writes autoethnography? From which disciplines and professions do the writers emerge? How and to where has it diffused? How do writers of autoethnography use language? In other words, what is the culture of autoethnography writing? As a relative newcomer to autoethnography in 2005, I asked myself similar questions and began a two year journey writing an autoethnography about my developing understandings of the culture of autoethnography writing. Some questions are answered: More questions are posed. Can a work be an autoethnography if the writer is not consciously writing autoethnography? Is there such a thing as "accidental autoethnography?"

**Wampler, Richard,** *Michigan State University*

Cultural Competence: Experiences that Family Therapists had in Partnering with Parent Educators when Providing Community-Based Therapy

See Wilkins, Erica J

**Ward, Jennabeth,** *California Institute of Integral Studies*

The Power of Assumption on Human Interaction

See Morris, Will

**Warren, Nicole,** *Loyola*

Reproductive Health Experiences of Ethiopian Immigrant Women Who Have Undergone Female Genital Cutting

See Strenski, Teri A.

**Washington, Rachelle D.,** *Clemson University*

Tin women, in Oz?: Soldering Qualitative inquiry to Black womens lived experiences

Black women's lives are lived at the tumultuous intersection of race, class, gender, religion, age, sexuality, and various other subject groups. The role of "tin women"?soldering research to stories, lives and subjectivities - holds that a reproduction of rich, chronicled stories that illuminate the experiences of Black girls and Black women can occur. Qualitative inquiry is an appropriate outlet for understanding the self as it is (re)presented by cultural patterns of experience. Within qualitative inquiry, oral narratives are ideally suited to reveal the multilayered textures of the lives of Black women in general and Black women's schooling experiences in particular. Oral narratives as a mode of inquiry are malleable, much like tin, making them counterintuitive to traditional structures used for inquiry. Using a Black feminism/womanism framework provides a

means through which Black women can work to have their lives and experiences included in the collective narratives of the larger culture and society.

**Watson, Cate**, *University of Aberdeen, Scotland*

Participant self observation. Critical autoethnography and the (re)turn to the baroque.

This paper outlines a methodological approach developed as a means to explore institutional identifications. Participant self observation (PSO) examines self-as-subject in relation to discourse in order to arrive at an understanding of processes of institutional identification and from this to examine how and where resistance and agency are possible. In this way the approach aims to go beyond the purely personal to provide a critical account of subjectivization. As methodology PSO is located within the metaphor of the baroque 'Wunderkammer', the cabinet of curiosities, and involves the collection and artful display of textual, visual and kinaesthetic 'research objects'. It is a method which deconstructs the fiction of the linear, rationally planned research project; and which seeks to disrupt the metaphysics of closure which discourses attempt to impose while recognizing reflexively that research itself is an activity which is deeply implicated in this process.

**Watt-Watson, Judy**, *University*

A Story Mapped Out Before it is Told: Narrative Struggles of Heart Surgery

See Lapum, Jennifer

**Weadock, Briana M**, *American University*

Third Wave Zines: A Riot Grrrl Ontology

This paper explores the production of subjectivity in an important cultural artifact of third wave feminisms: zines. Zines, small-scale, self-published compilations of writings, have been popular in third wave feminism since the early 1990s when Riot Grrrl burst onto the scene and encouraged young feminists to self-publish using borrowed computers and photocopiers. Drawing on post-structural feminist theory as well as queer theory, third wave feminists strive to make space for fluid identities beyond hegemonic categories of race, class, gender and sexualities by resisting dichotomous social categories. How are subjects produced in feminist zines without bounded, oppositional categories of gender and sexuality? How are discourses of sexuality and gender produced in third wave feminist zines? Utilizing poststructural feminist content analysis, this paper begins to explore these questions in an effort to analyze how the experiences of third wave feminists simultaneously challenge and (re)produce discourses of race, class, gender and sexuality.

**Webb, Karla**, *University of Memphis*

A familiar space of belongingness in a digital world: A performative analysis

This paper will re-present a performative analysis of data collected in a two-year virtual ethnographic study of a chat room. This performance analysis simultaneously allows me to intensify re-presentations and provide a medium in which I can engage in the cultural understandings of bodies in digital spaces and interaction amongst these bodies. I will demonstrate how social and cultural pressures of single parenthood, dis/abilities, and diagnosed mental illness influ-

ence participants' sense of belongingness in a virtual environment, a conscious withdrawal from their daily material "realities." Consequently, this performative analysis will interrogate the borders between "virtual" and "real" experiences and evidences of "truth" spoken through text and voice.

**Wee, Jongsun**, *The Ohio State University*  
Qualitative Researcher's positioning and challenges

Positioning is a reciprocal process. Harré, R., & van Langenhove, L. (1999) stated that people position themselves and are positioned by others. Bakhtin's notion of heteroglossia describes how all our experiences (past and present) weave strands of meaning through which new experiences venture to find meaning. He argues that every utterance is laden with meaning from our heteroglossia and anticipation of the response (Morris, 1994). James Gee (2000) describes social languages which are created by various social groups in which individuals are being influenced, defined, and/or positioned by the languages they help create. Taking these theories together, it is easy to see that many factors affect our positions within the realm of classroom research. When the researcher observes teachers and students, he/she will position them and will be positioned by them. We have wondered what factors influence the researcher's positioning in a classroom setting and how these will affect his/her own research. In this presentation, presenters will talk about theories that guide their future research along with their proposals and prospective challenges in their studies.

**Weems, Lisa**, *Miami University*  
Space, Race and Queer Youth

This paper addresses the construct of "space" to theorize the symbolic and material representations of queer youth of color within the discursive field of the "gay community" in the United States. Mobilizing insights from ethnographic observations of gay/straight alliance activities, as well as representations of "ballroom culture," this paper explores how queer youth of color re/configure identity categories that represent real and imagined communities related to sexuality, race, gender, class and nationality. Of central importance is the way in which discourses of sexuality, race and gender co-mingle to provide both constraining and enabling forms of identity and alliance building. Moreover, the analysis frustrates the scholarly distinction between identities and practices by focuses on how bodies and performances are "read" in particular contexts of the classroom, ballroom and "extra-curricular" activities.

**Weems, Mary E.**,  
Happy to Be Nappy but not a Ho

This autoethnographic performance text responds to the way words are used to perpetuate the devaluation of Black females. It explores why Black girls continue to select white dolls as the normative for beauty and describe themselves as ugly. It questions why it is still okay for Black women to wear hair that is pressed, curled, permed, dyed, cut, weaved, braided (with or without extensions), and even be-wigged but not locked even though locks are worn by all ethnicities of the world's people. In this work I embrace my beauty as a Black woman in the midst of constant attack and wonder why Don Imus has suddenly been given the power to challenge Black women's identity and whether or not he is capable

of?as their Black female coach pointed out?destroying [the] dreams of a group of exemplary young Black girls and by proxy their mamas, grandmothers?me.

**Weidman, Rita**, *University of Memphis*

I should really be writing a book: A personal tale

I am a participant of a current events chat room. I have been in this chat room for over seven years. Over the years I have formed many friendships and failed romantic relationships out of this chat room. I have also witnessed members of this room get married to each other and in some cases get a divorce and remarry another member. I come to this panel to tell a first person story to not only offer a first-person narrative from the field but also to speak of the politics of being an informant for this study.

**Wells, Kathleen**, *Case Western Reserve University*

Critique, imagination, responsibility and social change

This paper presents a narrative analysis of one mother who lost and regained custody of her children. The mother, an informant in a larger project on custody loss, provided extensive testimony to the investigator, a social welfare scholar. The narrative is read as a story of moral transformation under conditions of danger. The analysis depends on Kleinman's (2006) argument that re-making moral life requires an understanding of subjectivity, social experience, and local cultural representations. Thus, the analysis considers the narrator's refusal to deny the abandonment of her children; the contrast between what she could do under conditions of extreme poverty and should do, considered in an ideal world of morality; the place of protest and actions taken to change over time; and the role of self-critique and re-positioning in her family. The implications of the analysis for the use of biographically-linked evidence and ethical child welfare practice are delineated.

**Westhues, Anne**, *Wilfrid Laurier University*

Developing Theory from Complexity: Reflections on a Collaborative Mixed Method Participatory Action Research Study

Research studies are increasingly complex: they draw on multiple methods to gather data, generate both qualitative and quantitative data, and frequently represent the perspectives of more than one stakeholder. The teams that generate them are increasingly multidisciplinary. A commitment to engage community members in the research process often adds a further layer of complexity. How to approach a synthesizing analysis of these multiple and varied data sources with a large research team requires considerable reflection and dialogue. In this paper, we outline the strategies used by one multidisciplinary team committed to a PAR approach and engaged in a mixed method program of research to synthesize the findings from 4 subprojects into a conceptual framework that could guide practice in community mental health organizations. We also summarize factors that hold promise for increasing productivity when managing complex research projects.

**Weston, Joan**, *Ohio University*

Globalization, Place Attachment/Detachment and Homeland Insecurity

I argue that the national rhetoric of “homeland security” propagated by the Bush administration fails to resonate with some families worn down and out by the persistence of poverty. Security is neither sought nor found in the “war on terror.” At least for one cluster of families that emerged from the southern plantation system, security, in the context of real and present danger to one’s “homeland,” is sought and found in the former plantation slave quarters and the churches built by the descendants of the slaves now living in the quarters. It is here that family members from around the United States will come for the “Victory Celebrations,” or funeral services, of family members to be buried in the family’s church cemetery, the economically instrumental, culturally expressive, and politically transgressive space that keeps family members who have moved away from home to find work, rooted in a place.

**Weston, Joan**, *Ohio University*

Jim Crow Collusive Alignments: Framing and Making Sense of an African American Childhood

Institutions and organizations situated in African American geographic and cultural enclaves provide networks of economic and emotional for African American children and their families. But increasingly African American childhood is unfolding in predominantly white and/or multi-ethnic, multi-racial communities that have small and scattered African American populations. This article draws from ethnographic research on the social construction of identity among a group of pre-adolescent boys living in a multi-racial, multi-ethnic community in southern California. It focuses on a particular framing of African American childhood and the efforts of an African American boy to make sense of this framing of childhood. Here, I examine the social processes guiding an African American mother’s understanding of childhood and the sense-making processes that her son employs in his efforts to respond to the Jim Crow framing and collusive practices imposed on him by his mother.

**Wheat, Kathy J.**, *University of Oklahoma*

Social Justice Inquiry: Exploring Teacher Referrals for Special Education Services

The aims of social justice in education are defined and procedurally mandated in tenets of special education law. The history of special education services is replete with examples of underrepresentation and overrepresentation of student populations. This phenomenon is most often examined using quantified methodologies. A qualitative lens is required to better understand why this practice continues in education. To explore further, special education referrals and placement based on criteria not mandated in IDEA, a qualitative study of teachers’ experiences was designed. Pre-kindergarten and kindergarten teachers were interviewed to understand if they made referrals for special education services based on academic need or as a result of students’ challenging behaviors. The teachers interviewed reported that they do not refer students solely based on behavior, but all identified and discussed colleagues that do. The study found that while these teachers denied the practice, inappropriate referrals are often made for special education services.

**White, Julie Anne,** *La Trobe University*

Friendship, schooling and chronic illness: connecting with young people or collection of data?

Participation in a large nationally funded Australian study has revealed a plethora of unexpected methodological and ethical issues for this researcher. While the study itself is unusual in that it privileges education over health, qualitative over quantitative inquiry and the perspective of young people over health professionals and other adults, it involves a large team with diverse research backgrounds which inevitably involves differing views about research processes. In this paper stories of interviewing participants and making team decisions are narrated with a focus on the complexity and messiness of the process in contrast to the neat and highly organised funding and ethics applications. This paper assumes an autoethnographic orientation in order to explore some of the challenges involved in eliciting the narratives of young people with chronic illness and trauma and their experiences of friendship, bullying and connection with school.

**White, Robert Earle,** *St Francis Xavier*

Distinguished Performances: The Educative Role of the Professions and Disciplines in Qualitative Research in Education

See Cooper, Karyn Anne

**Whiting, Gilman W.,** *Vanderbilt University*

Scholar Identity Model: Keeping the Dream

A new era of a "lost generation" is upon us. With concerns of global warming, world conflicts (Iraq, Iran, China, North Korea, the Congo, Darfur) and, in the fields of education, whether qualitative research is "real" dominating the landscape of conversation; an old but consistent problem of underachieving students, especially Black males, has too reached international pandemic proportions. Black males are underperforming and teachers are as lost today as they were when Ladson-Billings penned "The Dream keepers." This paper/presentation is in part indebted to my reading of her work nearly a decade and a half ago. An award winning program and video will be discussed along with the critical constructs that create the "Whiting - Scholar Identity Model."

**Whiting, Gilman Wayne,** *Vanderbilt Univ.*

The Black Male Athlete: Media and the Classroom

From the classroom to the streets the Black male athlete is a hotly debated topic. From O.J. to T.O, from Lawrence Taylor to Sean Taylor, from Michael Vick to Michael Tyson, and from Barry Bonds to "Pac Man" Jones, these and numerous other athletes continue the trend for many of America's public and private school systems to isolate, discriminate, and perpetuate social stereotypes that affect America's psyche regarding the Black male. Mass media evidence is used to perpetuate social injustices by imposing sentences that have a disparate impact on this population. Utilizing qualitative interviewing methods, k-16 students were polled on recent (1995-2007) sport related events, as well as Hip Hop, and other current phenomena. These data provide an interesting picture of social justice as it relates to the Black male athlete. From this work the "Scholar

Identity Institute” was created to foster academic support for nearly 100 young black males.

**Whitmore, Elizabeth**, *Carleton*

the use of qualitative methods in collaborating with activist groups to determine success in social justice work

Social workers have a mandated ethical imperative to address issues of social justice and in the current neo-conservative climate, the importance of this work cannot be overemphasized. And yet, perhaps because of both its conceptual and methodological difficulty, and because of the lack of resources available for such activities, our knowledge regarding “what works” is underdeveloped. This presentation describes our use of a modified Appreciative Inquiry approach to understand what constitutes effective civil society participation in social justice influencing and advocacy. The study is being conducted in close collaboration with a sample of activist groups and organizations in Canada to identify what constitutes success and factors associated with it. Our work responds to the practical needs of our partners as well as our research interest in developing more comprehensive indicators of success.

**Wickens, Corrine M**, *Texas A&M University*

Intertextuality and Critical Qualitative Research Methods

While different critical qualitative research methods and methodologies derive from different ontologies, they generally begin with assumptions of social and historical power differentials. Theoretically, my study of contemporary GLBTQ-themed young adult fiction, from which this paper derives, was grounded in critical queer poststructural understandings of sexuality especially regarding the manipulations of the heterosexual matrix (Butler, 1990, 1993) and the discursive elements of the homosexual/heterosexual binary (Sedgwick, 1990). When examining networks of power, constructions of identity, and messages conveyed through the texts, I utilized a dynamic, tripartite process interweaving constant comparative inductive reasoning (Lofland & Lofland, 1995; Lincoln & Guba, 1985), literary analysis (Vandergrift, 1990), and discursive textual analysis (Fairclough, 2003). This paper illustrates how such analysis methods can be used to examine intertextual references in written texts to reveal the interplay between individual documents and ongoing contemporary discourses.

**Wiggins, Joy**, *University of Texas at Arlington*

Man-Up!: Junior Women Faculty (En)counter Science-based Research

See Beaubien, Brigid

**Wiggins, Joy L**, *University of Texas at Arlington*

“Boyfriends take time”: Feminist Discourse of place and power within the academy and community

In what ways are women sabotaging each other within the academy? How is the challenge of the glass ceiling creating a rift between what should be collaborative relationships and community building among women faculty? This presentation seeks to explore these questions and positions of female power within academic life. How does the ever-present cloud of tenure affect our ability to maintain relationships with family, friends and partners? The messages are

clear, “Don’t get pregnant”, “Don’t expect benefits and child-care conducive to a scholar’s lifestyle” and “Don’t believe you are getting paid the same as your male counterparts”. Our civic commitment to researching our communities is threatened when time is dictated by daily university requirements. As women in our communities, we seek fulfillment and creative restitution through our relationships within our familial and local communities. Our feelings of obligation to maintaining these relationships create internal and external turmoil when our work is threatened. As women in the academy, we are told these relationships take time away from our capacity to continue to generate research for the “publishing machine”. In addition, the arduous and ambiguous task of obtaining tenure perpetuates tensions between colleagues and families. This presentation seeks to explore ways in which women feel depleted by the glass ceiling in regards to salary, the savvy or not so savvy ways of negotiating job requirements, compensation, benefits, and our priorities in our personal lives. It also seeks to explore how women can unite and divide each other in a competitive and often hostile environment. Both the academy and our personal lives fulfill us, but the balance is hard to attain. Poetic representation of my own journey in a Research I university reflect these conflicting and oftentimes powerless sense of place and self-empowerment.

**Wilkins, Erica J,** *Texas Tech University*

Cultural Competence: Experiences that Family Therapists had in Partnering with Parent Educators when Providing Community-Based Therapy

This phenomenological study will explore ways in which parent educators assisted family therapists, while working in a community-based therapy program, in a largely Hispanic community. The experience that the therapists had with the parent educators will be loosely defined as “conduits of cultural competence”. A sample of 10 therapists, who were in training at a university located in the southwest United States, are interviewed. Audio taped transcripts are analyzed using coding techniques that are similar to those that are used in grounded theory methodology. This study will contribute to the field in its exploration of ways in which therapeutic partnerships between family therapists and community members will provide clients with culturally competent therapy.

**Wilson, Amy Alexandra,** *University of Georgia*

The Affordances of Dance, Beading, Music, Video, and More: A Social Semiotics Approach to Analyzing Data

This paper, based on data collected from a year-long qualitative case study of a Navajo and Piute grass dancer in my eighth-grade reading class, discusses the various sign systems used by the adolescent to assert his identity as a Navajo and Piute. This paper discusses the affordances of the following sign systems: geometric designs placed on his roach as part of his regalia; flyers announcing powwows; videos of grass dancers he showed to his classes; and more. The paper concludes that identity construction invariably occurs through a variety of sign systems, and that data analysis should account for the relationships between these sign systems by addressing the various affordances of each as they are used in the construction, expression, and performance of identity.

**Wilson, Maureen,** *Calgary*

the use of qualitative methods in collaborating with activist groups to determine success in social justice work

See Whitmore, Elizabeth

**Winkler, Anne,** *University of Alberta*

On studying recipes, training under a master chef, and creating unique dishes: Teaching and learning qualitative research methodology at the graduate and post-graduate level in the context of the EQUIPP program

In this paper we discuss the EQUIPP (Enhancing Qualitative Understanding of Illness Processes and Prevention) qualitative methodology training program for pre- and post-doctoral students at the University of Alberta. A central concern of this program has been balancing pragmatic learning of research strategies, the pairing of trainees with mentors, as well as critical discussions that explore possibilities and limitations of qualitative research. We highlight the manifold ways in which multidisciplinary has shaped the collective learning that has taken place in the program over the course of the past four years. In addition, we reflect on the incongruence between funding agencies' definitions of success and accomplishments as experienced by the trainees.

**Winterwood, Fawn C,** *The Ohio State University*

Ethical issues in online qualitative inquiry: Lessons learned from the "field."

Contemporary American youth culture is infused with digital media and communication technologies. For those who have grown up with access and incentive to use computer mediated communication (CMC) in their daily lives, interacting with others via online social networking (SN) sites and instant messaging is often taken for granted as part of their daily routine. Integration of interview and observation within online environments may provide researchers new and interesting opportunities for conducting ethnographic research involving these youth. At the same time, there are many ethical and methodological considerations unique to research involving participants and CMC. This paper contributes to the growing discussion of ethics and online qualitative research by drawing on two separate research studies focused on SN sites and identity. We explore a variety of issues encountered as we conducted ethnographies within online SN communities via computer mediated interviews and observation.

**Witz, Klaus,** *University of Illinois Urbana-Champaign*

Using the essentialist methodology to understand a child's consciousness and spiritual development: A portraiture of a Muslim child with a sibling with autism.

See Jegatheesan, Brinda

**Witz, Klaus,** *University of Illinois at Urbana-Champaign*

Portraits of Instant Messaging in Taiwanese Children's Everyday Life

See Huang, Wanju

**Witz, Klaus G.,** *U of I at Urbana-Champaign*  
Future expectations of High School Dropout Returnees

See Bae, Sung Ah

**Wood, Gerald Kenneth,** *Northern Arizona University*  
Digitizing Difference: Creating Spaces of Possibility Through Arts-Based Educational Research

The arts provide an important medium for creating intersubjective spaces of empathy (Greene, 1995). The arts, as a powerful form of literacy, provide a language to name the conditions that limit young people, to envision other possibilities, and to create shared experiences and new forms of knowledge. Drawing on digital stories created by middle school students, the purpose of this study is to describe the ways in which students' identities and relationships are interpreted through the creation of digital stories that engage questions of identity and make possible new spaces of inclusion. This study seeks to explore how the medium of digital storytelling can inform arts-based researchers working to understand social dynamics within classrooms and schools while providing young people with opportunities to counter their own marginalization within their school and community contexts. How can stories serve to explicitly engage differences and empower students to transform their social worlds?

**Wood, Gerald Kenneth,** *Northern Arizona University*  
Conceptualizing the Subaltern: Community-Based Ethnography in a Youth Development Program

This study provides a conceptualization of youth. To effectively address the needs of young people, youth development programs must envision youth in relation to specific historical, political, economic, and social conditions and should allow youth to address these conditions. Following Spivak's (1994) question of whether the subaltern - youth -- can speak, this study analyzes the conditions that produce the geographic and social marginalization of one neighborhood and documents the ways in which Latino/a and Navajo youth articulate and initiate change through their participation in an afterschool program focusing on arts-based education (e.g. digital storytelling, community-based theater, visual arts). Recognizing that the language of youth is mediated by larger social conditions and negotiated in adult spaces, the paper theorizes the subaltern and identifies the boundaries of agency and youth resistance through the engagement of young people in community-based ethnographic research (Stringer, 1997).

**Wood, Natalie,** *Independent Visual Artist*  
Staged Photography as a Community-Based Participatory Research Method

See Sakamoto, Izumi

**Wright, David,** *University of Bradford*  
Who knows? Reflections of a Community Research Team in Bradford and Keighley, UK

See Milne, EJ

**Wright, Elijah**, *Indiana University*

Reproducible Research: Data Collection, Archival, and Classification Strategies for Qualitative Researchers

Reproducible research has long been the mantra of quantitative scholars wanting to carry out high-quality studies. Qualitative research, by turn, has tended not to address matters of reproducibility in as direct a fashion. This talk presents the claim that the tools of “reproducible research” may be blended with qualitative research in important and synergistic ways, and that importing methodological structure from the quantitative realm is a practical, necessary action, rather than a purely transgressive act. Methods for quickly and efficiently collecting, storing, and using qualitative data in a reproducible fashion will be highlighted, with an emphasis on data quality and provenance. Particular emphasis will be given to data collection methods for computer mediated discourse analysis, particularly of data for Internet researchers.

**Wu, Chiu-Hui**, *University of Florida*

Mapping lived spaces of resistance in qualitative research contexts

See Koro-Ljungberg, Mirka

**Wyatt, Jonathan**, *University of Oxford*

Two Men Talking Two: Therapy, A Story

We continue to write together as we journey towards the end of our joint doctoral dissertation. Over recent years we have been exploring writing, through writing, understanding that in writing together we become less Ken and Jonathan, and more a process, a Deleuzian between-the-two, a Becoming-Ken-and-Jonathan. It seems that the verbs that describe our processes are more appropriate to this becoming than the nouns that might establish us. Our habitual practice is to write, in turn, in response to each others writing. In this performative paper, we venture into fantasy, writing ourselves into a fiction where we encounter each other in a therapist’s consulting room. Our writing practice in creating this piece is for each to write a passage of the story and then to pass it on for the other to continue. Our purpose is to explore how this writing form and practice might interrupt and trouble our established understandings of each other and our relating. As the conversation between the two men in the consulting room runs towards an impasse, trouble brews in the street outside. The story takes an unexpected turn.

**Wyatt, Jonathan**, *University of Oxford*

Five Ways of Caring: The Complexity of a Loving Performance

See Gale, Ken

**Yeomans, Melinda Leigh**, *Southern Illinois University*

Interpretive Ethnography of Sufi Rituals

In October 2007 I spent the month of Ramadan participating in a month-long fast and collective spiritual retreat called iticaph. I then performed this experience as a performance ethnography for a graduate level course on Performance Ethnography. This paper explores the joys and challenges of performative knowledge as it constitutes the subject through ritual. I draw on Foucaults “Tech-

nologies of the Self” and upon Performance Theory for an understanding of how both self and community are constituted through narrative, ritual and proximity. The personal transformation of consciousness I experienced in this retreat is described through the language of William James and the Sufi Poet Rumi. Part of the performance of this ethnographic experience, is a poetic recounting of the internal joy and expansion I experienced in the last three days of this peak, personal experience.

**Yeomans, Melinda Leigh**, *Southern Illinois University*

Redefining Literacy: Service, Critical Literacy and the Citizen Orator

Teaching public speaking from a perspective of service is based upon the understanding that we are constituted through narrative, shared vision and eloquence of possibility. Healthy democracy depends upon critical literacy and a pedagogy of possibility. Teaching students to galvanize a group toward collective ideals is difficult in a post-modern paradigm where “ideals” themselves are articulated as impossible stabs at absolute Truth. In this paper I articulate the need for ideas and ideals that gather us together. I explore inspiration as a resource that is required for us to address and confront the problems of our age. Safeguarding against the dogma of absolute Truth(s), I explore service as the stance of the public speaker. To be a leader is to be a servant; to serve is to be a masterful, and mindful intercultural communicator. Voice, agency and empowerment are buzz words for teaching composition and public speaking.

**Yeomans, Melinda Leigh**, *Southern Illinois University*

The Dance of Identity: Teaching Critical Consciousness Within Hip-Hop Culture

This paper is the critical ethnographic research of working for Upward Bound, a college preparatory program for first generation African American highschool students in Southern Illinois. The unit I explain in this paper is a necessary interrogation of how music, dance and popular culture constitute identity. Using the history and example of hip-hop as a narrative and ritual that creates community and culture, students participate in the writing and articulation of their own revolutionary vision through the use of poetry and performance. This unit provides for the cultivation of media literacy and a creative exploration of identity, voice and each individual's power to influence culture. Learning to read and write one's world is central to the cultivation of critical consciousness. This unit begins with understanding how we have a choice to articulate our own vision, or to accept the vision of personal and collective identity that has been chosen for us through the mass media. For example, hip culture began as the articulation of a social movement. I explain this history and how it is presently challenged and dominated by commercial record labels. The original intention and vision of hip-hop culture and music is now facing an unfortunate corporatization and propagation as Gangster Rap. We explore how Gangster Rap is an unproductive narrative that has literally and figuratively captured the minds of American youth. Within my classroom, I deconstruct this misuse of hip-hop to demonstrate how capitalism distorts ideology to serve the CEOs and stockholders of major record labels. This unit provides both media literacy and a proactive possibility for students to use the revolutionary power of poetic language to articulate their vision of courage, history, culture and hope.

**Yomtoob, Desiree R,** *University of Illinois*  
Smug Faces/Snug Places

The emerging creative movement in critical ethnography asks that we understand the work of our peers in a different way. As the field grows new methods for research/writing occur according to the performative philosophies and understandings of the people who experience/perform. This piece addresses my concern that the established critical ethnography community is not openly apprehending of works written by emerging scholars. The field is beginning to open up to people who come from many differing standpoints each with a unique notion of how social justice can be advanced through critical performance practices. Fresh eyes need to be used when accessing the value of these works. Formal values are being reconfigured and different criteria must be used to apprehend these works. The question should not be how well does this piece work according to established criteria?" but how well does this piece work according to its own criteria? This is a critical point because the new voices come from people who have been in different places, often marginalized spaces and have come with a great commitment in their heart to social justice. Establishment politics and canonical formal formulations thwart the efforts that must be embraced for this field to move forward and for its commitment to social justice to be maintained. This piece is an critical performance autoethnography.

**Yoneda, Fusako,** *Ohio State University*

Growing Up in the U.S. with Japanese Cultural Heritages: Understanding Multiple Meanings of Being/Becoming Japanese

This study aims to explore and better understand how it is like to grow up for elementary students who are with Japanese cultural backgrounds and live in the United States. More specifically, it attempts to investigate how they view themselves among others in the U.S. Although there are differences among those students with Japanese cultural backgrounds, they tend to be grouped into a simple category such as "Japanese," "Japanese American," "Asian," or "Asian American." As a result, diversity among them can be rarely illustrated. Through listening to the voices of students with Japanese cultural backgrounds, this study attempts to understand their sense of who they are. By doing so, it also aims to disrupt essentialized images toward them. This study will contribute to broadening and deepening understanding of elementary students who are with Japanese cultural backgrounds and live in the United States.

**Young, Pamela,**

Dance as Inquiry: Moving with African American women who live with HIV

See Dayi, Ayse

**Zambrano, Fernando Rene,** *Universidad de Los Andes*

La Inclusión En Salud Y Participación Protagónica. Motor De Justicia Social

See Tona-Romero, José Rafael

**Zamora, Norma Constanza**, *Fundación Tropenbos Colombia*

La Investigación Propia: Una modalidad de investigación acción participativa

Desde el estímulo a la investigación para la conservación del bosque tropical, la Fundación Tropenbos Colombia ha venido desarrollando con las comunidades indígenas del Amazonas colombiano, a lo largo de los últimos quince años, una metodología de investigación cualitativa que hemos denominado investigación propia, la cual se fundamenta en el diálogo horizontal, el reconocimiento de los saberes locales y el intercambio de experiencias. Este tipo de metodología invita a auscultar problemáticas internas, buscar en ellas las posibles soluciones y desde allí generar intercambio de saberes. Este texto documenta parcialmente la experiencia de un grupo profesionales vinculados y/o invitados por la Fundación Tropenbos Colombia a socializar con el cuerpo técnico del Instituto de Investigaciones Ambientales del Pacífico sus experiencias sobre la investigación acción participativa y de participar en la aproximación tanto del cuerpo técnico del IIAP como de las comunidades afrodescendientes e indígenas del Chocó en su radio de acción.

**Zapata Martínez, Adriana**, *Universidad de Caldas*

Migración Internacional Y Familia: un Nuevo Reto De La Investigación Social

En las ciencias sociales existen dos paradigmas: el paradigma explicativo y el paradigma comprensivo o interpretativo. Este último ha tenido gran aplicabilidad en la Investigación sobre Familia y Migración Internacional, ya que está constituido por perspectivas o enfoques como la fenomenología y la hermenéutica, las cuales permiten no sólo describir, sino también interpretar, comprender y reflexionar sobre los fenómenos - migración internacional y envío de remesas- desde los actores sociales (experiencias, sentimientos, percepciones, y vivencias pasadas y presentes); para lo cual se recurre a la entrevista como método de recolección, en la cual el lenguaje cobra importancia pues da cuenta de los sentidos y significados que los actores otorgan a su experiencia de vida, además de las relaciones que establecen con otros. De esta manera, el enfoque fenomenológico- hermenéutico permite comprender la migración internacional más allá de lo individual y lo económico.

**Zarco Mera, Angel**, *Instituto Nacional de Salud Pública de México*

Formas de respuesta al riesgo de ITS/VIH/SIDA en mujeres compañeras de migrantes, México

See Ochoa Marín, Sandra Catallina

**Zhang, Xiao Rui**, *Meisei University*

Not peasant, not townspeople, but somewhere in-between

Employing the poststructuralist concepts of subjectivity and discourse, this narrative study investigates the subjectivity (re)construction process of a “peasant” family, which is representative of the migration taking place in China’s society today. The “peasants”, who are identified as such by the Household Registration System, used to be tied to their land and not allowed to work in the cities, are now permitted to work part-time in urban areas. They are given the status of “peasant workers” and put in an “in-between” social position. Drawing on narrative data collected over a period of five months, the study demonstrates how authoritative discourses, Confucian ideology, and current socio-economic

discourses in China are integrated to produce the subjectivities of the individual participants. The study attempts to explain how their agencies are activated to receive/reject the social cultural discourses in which they live. It reveals how social justice is interpreted by these individuals in the Chinese socio-historical context.

**Zieglosky, Laura Thudium**, *University of Iowa*

The Show Must Go On: A Descriptive Single-Site Case Study of Dignity in the Workplace Among Academic Theatre Collaborators

Randy Hodson (2001) defines dignity as the “ability to establish a sense of self-worth and self-respect and to appreciate the respect of others.” The quality of life in the workplace impacts the well-being of each worker and, as collaborators, theatre artist/educators in higher education offer an excellent opportunity for studying dignity and its resultant behaviors. This case study will focus on the collaborative experiences of theatre academics and their students and will examine the status hierarchies that develop among collaborators while working within a structured organization. Further, this study will consider gender roles of collaborators and the impact of being male or female as it relates to dignity in the collaborative process. And, this study will take into account the role of leadership and its development as it relates to and affects the dignity of collaborators. Thus, the focus of this study is on how the dynamics and interactions of academic theatre production collaborative groups lead to individual definitions, behaviors and maintenance of dignity.

**Zimmer, Lorena**,

Fashioning a Re-Presentation of a Fall Prevention Program to Fit with Local Truths

See Clark, Lauren

**Zimmerman, A. Lynn**, *Southern Illinois University, Carbondale*

I look Like T.R. Knight?: Interpolated Identity and Gender F@#king

This paper/performance focuses on the fluidity of gender presentation and in particular, how multiple expressions of gender work to loosen cultural adherence to rationalism and militant actions of production. Intertwining Althusser's concept of interpolation with Bornsteins call for gender f@#king, I position my body as an everyday and aesthetic site for political performance rooted in playful expression and possibility.

**Zuazagoitia, Jon**,

Qualitative research in Health Impact Assessment: The experience of a regeneration project in an area of Bilbao

See Calderón, Carlos

**Zuazagoitia, Jon**, *Eusko Jaurlaritza-Gobierno Vasco*

La Investigación Cualitativa En La Evaluación De Impacto En Salud: La Experiencia De Un Plan De Reforma En Un Barrio De Bilbao

See Calderón, Carlos

**Zuiker, Steven J**, *National Institute of Education, Singapore*  
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 De la Garza, Sarah Amira, *Arizona State University*, 1012, C1012  
 Dean, Tami, *Illinois State University*, 1085  
 Dege, Carmen Lea, *Freie Universität*, 1033  
 Dege, Martin, *Clark University*, 1033  
 DeLeon, Abraham P., *University of Rochester*, 1060, C1060  
 DeLyser, Dydia, *Louisiana State University*, 1089  
 Denison, Jim, *University of Alberta*, 1017, C2045  
 Denton, Diana, *University of Waterloo*, 2016  
 Denzin, Norman, *University of Illinois*, 1047, 1062  
 Denzin, Norman K., *University of Illinois at Urbana-Champaign*, 2012  
 DiGuseppi, Carolyn, , 1009  
 Dillard, Cynthia, *Ohio State University*, 1007  
 Dimitriadis, Greg, *University at Buffalo- The State University of New York*, 1045  
 Diversi, Marcelo, *Washington State University at Vancouver*, 2076, C2076  
 Dolan, Kevin, *University of Illinois, Urbana-Champaign*, 1076  
 Dolby, Nadine, *Purdue University*, 2086  
 Donelan, Katriona (Kate) Jane, *University of Melbourne*, 2044, C2044  
 Donohoe, Kerry F., *University of Massachusetts Lowell*, 1018  
 Dossa, Shama, *OISE/ University of Toronto*, 2069, C2069  
 Dottin, Jr., Ed.D., James W., *Middlesex Community College*, 1093, C1093  
 Dow, Mirah Ingram, *Emporia State University*, 1040  
 Drisko, James W., *Smith College*, 1023, 2073, C1023  
 Dumas, Alexandre, , 2043  
 Duncan-Owens, Deborah, *Arkansas State University*, 2067  
 Dutta, Urmitapa, *University of Illinois at Urbana-Champaign*, 1071, 2054  
 Dykins Callahan, Sara, *University of South Florida*, 1066  
 Dzalalova, Anna, *University of Tartu, Estonia*, 2042  
  
 Earls Larrison, Tara, *University of Illinois at Urbana-Champaign*, 1005, 2065  
 Echeverri, Paula Andrea, *Southern Illinois University*, 1053  
 Edgecomb, Liz, *Univ. of South Florida*, 1036, 2040  
 Edwards, Arlene E, *Emory*, 2011  
 Efron, Efrat, *National-Louis University*, 1089  
 Egerod, Ingrid, , 2072  
 Eggen, Astrid Birgitte, *University of Oslo*, 2007, C2007

Eisenhart, Margaret, *University of Colorado- Boulder*, 1094  
 Elbaz-Luwisch, Freema, *University of Haifa*, 2007  
 Ellingson, Laura Lynn, *Santa Clara University*, 1014, C1014  
 Ellis, Carolyn, *University of South Florida*, 1081, 2076, C1081, C2012  
 Emmel, Nick, *University of Leeds*, 2051  
 Engel, Laura C, *University of Nottingham*, 2083  
 Engle, Karen, *University of Windsor*, 1090  
 Erickson, Frederick, *University of California, Los Angeles*, 1064, 2010, C2010  
 Ertem, Ihsan Seyit, *University of Florida*, 2033  
 Eryaman, Musatafa Yunus, *Canakkale Onsekiz Mart University*, C2021  
 Eryaman, Mustafa Yunus, *Canakkale Onsekiz Mart University*, 2021  
 Escobar, Gloria Matilde, *Universidad de Antioquia*, 2048  
 Eskil, Murat, *Kilis Yedi Aralik University*, 1073  
 Esnaola, Santiago, , 2027  
 Esposito, Jennifer, *Georgia State University*, 2034, C2034  
 Esposito, Noreen, *University of North Carolina, Chappell Hill*, 1080  
 Esquibel, Elena, *Southern Illinois*, 2005  
 Estrada-Mota, Ivett Liliana, *Universidad Autonoma de Yucatan*, 2041  
 Etowa, Josephine, *Dalhousie University*, 2055  
 Etowa, Josephine B., *Dalhousie University*, 1058  
 Eun, Young, *Gyeongang National University*, 1075  
 Evans, Colleen, *University of British Columbia - Okanagan*, 1057, 1068  
 Evron, Lotte, *University of Copenhagen*, 2072  
 Ezzell, Martha Howland, *Carlow University*, 2020  
  
 Fambrough, Mary J, *Alliant International University*, 2017  
 Feuer, Michael, *National Research Council*, 1064  
 Fielding, Angela, *Curtin University*, 2073  
 Filmer, Alice, *University of Illinois, Urbana-Champaign*, 1076  
 Finley, Susan, *Washington State University at Vancouver*, 2076  
 Fisher, Christopher Charles, *Southern Cross University*, 1067  
 Fitch, Dale Kent, *University of Michigan*, 1022  
 Flaherty, Dee Giffin, *Antioch University*, 2020, C2020  
 Flores Fahara, Manuel, *Tecnológico de Monterrey*, 1030  
 Ford, Jonette, *West Blvd. Elementary School*, 2067  
 Ford, Thea, *John Carroll University*, 2091  
 Forest, Heather, *Southern Connecticut State University*, 2006  
 Forester, John, *Cornell University*, 1022  
 Forsythe, Lydia Londes, *OSF SAMC College of Nursing*, 1016  
 Foster, Elissa, *Lehigh Valley Hospital*, 2072  
 Freeman, Melissa, *University of Georgia*, 2033, 2083, 2093, C2033  
 Freidin, Betina, *Buenos Aires*, 1036  
 Fricke, Ruth Marilda, *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*, 1037, 2067  
 Frish, Yehiel y, *Shaanan Teachers College*, 1042  
 Fristrup, Tine, *The Danish School of Education, University of Aarhus*, 2072  
 Fritsch, Aaron, *San Francisco State University*, 1066

Frongillo, Jr., Edward, *University of South Carolina*, 1022  
 Frostig, Karen Elizabeth, *Lesley University*, 2085  
 Furukawa, Chie, *University of Illinois at Urbana-Champaign*, 2087  
 Futch, Valerie A, *Graduate Center, CUNY*, 2040  
  
 Gale, Ken, *University of Plymouth*, 2028, 2089, C2089  
 Gambs, Deborah S, *The Graduate Center, CUNY*, 1060  
 Garces, Marcela, *University of Illinois, College of Medicine at Rockford*, 1042  
 García Gómez, Elena, , 2034  
 García Quintanilla, Magda, *UANL*, 1030  
 Garcia, Enrique, *Texas State University - San Marcos*, 2082  
 García-Sastre, S., *University of Valladolid*, 1037  
 Garratt, Dean, *Liverpool John Moores University*, 1072  
 Garrett, Amanda Leigh, *University of Nebraska*, 2047  
 Garza, Lisa, *Texas State University - San Marcos*, 2082  
 Geist-Martin, Patricia, *San Diego State University*, 1015  
 Gemignani, Marco, *Duquesne University*, 2054  
 Genc, Salih Zeki, *Canakkale Onsekiz Mart University*, 2021  
 Georgieva Ninova, Maya, *Universidad Autónoma de Barcelona* , 1040  
 Gergen, Kenneth, *Swarthmore College*, 1062  
 Gergen, Kenneth J, *Swarthmore College*, C1081  
 Gergen, Kenneth J., *Swarthmore College*, 1081  
 Gergen, Mary, *Pennsylvania State University*, 1081, C2065  
 Gervais, Suzanne J., *Cornell University*, 1022  
 Ghosh, Shreelina, *Michigan State University*, 1057  
 Giardina, Michael, *University of Illinois, Urbana-Champaign*, C1041  
 Giardina, Michael D., *University of Illinois at Urbana-Champaign*, 1017  
 Gilbert, Linda, *University of Georgia*, 2024  
 Gildersleeve, R. Evely, *Iowa State University*, 1021  
 Gilgun, Jane, *University of Minnesota*, 1039, 1039, 1039, 1039, C2036  
 Gill, Hartej, *The University of British Columbia*, 1067  
 Gindi, Shahar, *Beit Berl Academic College*, 2005  
 Giorgio, Grace Ann, *University of Illinois*, 2084, C2084  
 Giraldo, Elida, *Southern Illinois University*, 1074  
 Given, Lisa, *University of Alberta*, 2010, 2093  
 Gividen, James M., *Texas State University - San Marcos*, 2082, 2082  
 Glennon, Ivy, *Ullinois*, 1038  
 Gokah, Theophilus Kofi, *University of Wales, Newport*, 2073  
 Goldsmith, Dale Campbell, *Independent Scholar*, 1015  
 Goldsmith, Joy Vanice, *Young Harris College*, 1015  
 Goldston, M. Jenice, *The University of Alabama*, 1042, 2068  
 Gómez González, Aitor, *Universitat Rovira i Virgili*, 2090, C2090  
 Gomez, Ruben-Dario, *Universidad de Antioquia*, 2064  
 Gonzalez, Elsa, *Texas A&M University*, C1067  
 Goodall, Bud, *Arizona State University*, C1010  
 Goodall, Jr., H.L. Bud, *Arizona State University*, 2078, C2078  
 Goode, Jackie, *Nottingham*, 2080

Goodluck, Charlotte, *Northern Arizona University*, 2029  
 Goodwin, Sheila R., *Indiana University*, 2024, 2049, C2024  
 Gorli, Mara, *Catholic*, 1031  
 Gorman, Geraldine Mary, *University of Illinois at Chicago*, 2054  
 Goss, Cynthia, , 1009  
 Gowen, Cindy, , 2089  
 Graffigna, Guendalina, *Universita Cattolica*, 1089, 2033  
 Grande, Sandy, *Connecticut College and Rockefeller Foundation*, 1007, 2059  
 Grant, Jill G, *University of Windsor*, 1084, C1084  
 Gray, Carole, *Robert Gordon University*, 2022  
 Grimaldo, Leticia, *Texas State University - San Marcos*, 2082  
 Grimes, Tanisha Simone, *University of Georgia*, 2004  
 Grube, Vicky, *Appalachian State University*, 1055, 2065  
 Guajardo, Miguel A., *Texas State University - San Marcos*, C2082  
 Guignon, Charles, *University of South Florida*, 1062  
 Gulliver, Teresa Lynn, *Royal Roads University*, 2060  
 Gust, Scott William, *Westminster College*, 1063  
 Guven, Gulhan, *Gazi University*, 2039  
  
 Habashi, Janette, *University of Oklahoma*, 1034  
 Habicht, Jean Pierre, *Cornell University*, 1022  
 Hage, Merdad Antoine, , 2085  
 Hagedorn, John M, *UIC*, 1016  
 Halai, Nelofer, *The Aga Khan University*, 1016, 2086, C2086  
 Hall, Sarah, *University of Colorado Denver*, 1055  
 Halley, Jean, *Wagner College*, 1090, 2045  
 Hamera, Judith, *Texas A&M University*, 1045  
 Handsfield, Lara, *Illinois State University*, 1085  
 Hanks, Lawrence, *Northeastern Illinois Univ. Jacob H. Carruthers Center For Inner City Studies*, 1005  
 Hanley-Tejeda, David Alva, *Southern Illinois University, Carbondale*, 2004, 2060  
 Haoyin Hsieh, Ivy, *University of Florida*, 2006  
 Haring, Rodney C., *SUNY at Buffalo*, 1042, 1050  
 Harris, Eunice, *University of Memphis*, 2025  
 Harris, Gennie, *George Fox University*, 2058  
 Hart, Corinne, *Ryerson University*, 2023  
 Hart, Tara, *University of Nebraska*, 2047  
 Haskins, Sara, *University of Memphis*, 1025  
 Hay, James, *University of Illinois at Urbana-Champaign*, 2071, C2058  
 Hay, Trevor Thomas, *The University of Melbourne*, 2029  
 Hayosh, Tali, *Beit Berl College*, 1053  
 Hedley, Lisa, *California Institute of Integral Studies*, 1024  
 Hein, Serge Frederick, *Virginia Tech*, 1051  
 Henar, Rodríguez Navarro, *Education Faculty. Spain.*, 1013  
 Hennessy, Kristen, *Duquesne University*, 2049, C2049  
 Henry, Genese, *Texas State University - San Marcos*, 2082

Hernandez, Juan Jacinto, *Texas State University - San Marcos*, 2082  
 Hess, Aaron, *Arizona State University*, 2078  
 Hesse-Biber, Sharlene J., *Boston College*, 1005, C1005  
 Hesse-Biber, Sharlene Nagy, *Boston College*, 2070  
 Higgins, Karen, *Oregon State University*, 2058  
 Hildebrandt, Eugenie, *University of Wisconsin-Milwaukee*, 2018  
 Hockman, Laura, *University of British Columbia*, 1057  
 Hodson, Jaigris Nadia, *York University*, 1006, 2057  
 Holbrook, Teri Peitso, *Georgia State University*, 1038, C1038  
 Hole, Rachele D., *University of British Columbia*, 1057  
 Hole, Rachele Deanne, *University of British Columbia*, 1020  
 Holford, John, *University of Nottingham*, 2083  
 Holland, Caroline, *The Open University Walton Hall Milton Keynes*, 2051  
 Holley, Shante S, *National-Louis University*, 2081  
 Holman Jones, Stacy L, *University of South Florida*, 1066, C1049, C1066  
 Holmes, Dave, , 2043  
 Hormann, Shana Lynn, *Antioch University Seattle*, 2020  
 Hou, Su-I, *University of Georgia*, 2004  
 Howe, Kenneth, *University of Colorado*, 2010  
 Howe, Melissa J. K., *University of Chicago*, 1032  
 Howie, Sheryl M., *University of Florida*, 2006  
 Hsu, Hui-mei Justina, *Fo-Guang University*, 1059, 2070  
 Huang, Wanju, *University of Illinois at Urbana-Champaign*, 1059  
 Hughes, Michelle R., *Tulane University*, 2088  
 Humrickhouse, Robert, *Schwab Rehabilitation Hospital*, 1042  
 Hundley, Melanie Kittrell, *Vanderbilt University*, 1059, 1077, C1059  
 Hunt, John W., *Southern Illinois University Edwardsville*, 2087, C2087  
 Hurtado, Deibar Rene, *University of Cauca*, 1094  
 Hutson, Jennifer, *Gillete Childrens Specialty Care*, 2008  
  
 Ide, kanako, *University of Illinois at Urbana-Champaign*, 1074  
 Idlout, Lori, *Embrace Life Council*, 2015  
 Imam, Seema, *National-Louis University*, 1041  
 Isaac, Carol A, *University of Wisconsin-Madison*, 1095, C1095  
 Isaac, Carol A., *UW-Madison*, 1027  
 Ishii, Drew K., *Whittier College*, 1037  
 Isoke, Zenzele, *University of Minnesota--Twin Cities*, 2091  
 Ivashkevich, Olga V, *University of Illinois at Urbana-Champaign*, 1025  
  
 Jackson, Alecia, *Appalachian State University*, C1070  
 Jackson, Beth E., *Public Health Agency of Canada*, 2055  
 Jackson, Kelly Faye, *Arizona State University*, 1036, C1036  
 Jackson, Kristi, , 2024  
 Jacobs, An, *Vrije Universiteit Brussel*, 1030, C1030  
 Jacobs, Cynthia Wedekind, *University of Massachusetts Lowell*, 1014  
 Jacobs, Michelle Renee, *Kent State University*, 1050, C1050  
 Jager, Kathleen, *Michigan State University*, 2031  
 Jager, Kathleen B., *Michigan State University*, 1004, 1004

Jager, Kathleen Burns, *Michigan State University*, C1004  
 Jahng, Kyung Eun, *University of Wisconsin-Madison*, 1005  
 Jauk, Daniela Franziska, *University of Akron*, 2030  
 Jean-Charles, Alex, *University of Illinois at Urbana-Champaign*, 1027, C1027  
 Jecklin, Robert A, *University of Wisconsin - La Crosse*, 1018  
 Jegatheesan, Brinda, *University of Washington*, 1095, 2029  
 Jenkins, Mercilee, *San Francisco State University*, 1066, C1063  
 Jensen, Seini, *Univerasity of Auckland*, 1091  
 JESUS, MARIA CRISTINA PINTO DE, *MINAS GERAIS FEDERAL UNIVERSITY*, 2072  
 Jiang, Guo-liang, *Fo-Guang University*, 1059  
 Jirek, Sarah L., *University of Michigan*, 1011  
 Johnson, Edric Clifford, *University of Wisconsin-Whitewater*, 2007, 2048  
 Johnson, Patrick, *Northwestern University*, 1045  
 Jonaitis, Leigh, *Columbia University*, 2079  
 Jones, Janice Kathleen, *University of Southern Queensland*, 2007  
 Jones, Robin, *University of South Florida*, 2046  
 Jorrín-Abellán, Iván Manuel, *University of Valladolid*, 2070  
 Justin, Richard Matthew, *University of Washington*, 2047

Kacen, Lea, *Ben-Gurion University of the Negev*, 2023  
 Kaczynski, Dan, *University West Florida*, 2024  
 Kamberelis, George, *University at Albany*, 1087, C2022  
 kang, Youngsil, *Gyeongsang National University*, 1075  
 Karamehic, Ajlina, , 2071  
 Karanovich, Frances, *Southern Illinois University Edwardsville*, 2087  
 Karim, Sajid, *University of Bradford*, 2051  
 Katz, Sara, *Shaanan Teachers-College*, 1042  
 Kaufmann, Jodi Jan, *Georgia State University*, 2004, C2004  
 Kavanaugh, Karen, *University of Illinois at Chicago*, 2056  
 Kazyak, Emily, *University of Michigan*, 1074, C1074  
 Keifer-Boyd, Karen T., *The Pennsylvania State University*, 1048, 1065  
 Keigher, Sharon M, *U of Wisconsin-Milwaukee*, 2018, C2018  
 Kennedy, Brianna L., *University of Southern California*, 1013, 2052  
 Kien, Grant, *California State University, East Bay*, 2013  
 Kilburn, Louise, *University of Bradford*, 2051  
 KIM, HYUNJIN, *Oklahoma State University*, 2039, C2039  
 Kim, HyunKyung, *uiversity of illinois at chicago*, 1075  
 Kim, Hyunsu, *The Pennsylvania State University*, 1006, 2039  
 Kim, Jungah, *Columbia University*, 1035, 2062, 2079, 2086  
 Kim, Minam, *Pennsylvania State University*, 1006  
 Kim, Saeromi, *Brown University*, 1070  
 Kincal, Remzi Y., *Canakkale Onsekiz Mart University*, 2007  
 Kita, Elizabeth, *Smith College*, 1023  
 Knight, Wanda B., *wbk1@psu.edu*, 1083  
 Knight, Wanda Bridges, *The Pennsylvania State University*, 1028  
 Knowles, J. Gary, *OISE/ University of Toronto*, 2069

Kohn, Nathaniel, *University of Georgia*, 2092  
 Koro-Ljungberg, Mirka, *University of Florida*, 2006  
 Kotarba, Joe, *University of Houston*, 1046  
 Kotarba, Joseph A., *University of Houston*, 1006, C1006  
 Kouper, Inna, *Indiana University*, C1040  
 Kral, Michael, *University of Illinois Urbana-Champaign*, 2015, C2015  
 Krieg, Brigitte L, *University of Regina*, 2068  
 Krizek, Robert, *St. Louis University*, 1010  
 Krumer-Nevo, Michal, *Ben Gurion University of the Negev*, 2093  
 Kuntz, Aaron, *University of Alabama*, 1033  
 Kuntz, Aaron M., *University of Alabama*, 1021, 2037  
 Kupsky, Dorothy D, *The Ohio State University*, 1086  
  
 Lafrance, Marc, , 2043  
 Lafreniere, Darquise, *University of British Columbia*, 2003  
 Lagana-Riordan, Christine, *University of Texas at Austin*, 1069  
 Lapum, Jennifer, *University of Toronto*, 1077, 2030  
 Larson, Elizabeth Ann, *University of Wisconsin Madison*, 1020  
 Larson, Mindy Legard, *Linfield College*, 2058  
 Lather , Patti, *Ohio State University*, 2061  
 Lather, Patti, *Ohio State University*, 1064  
 Latty, Christopher R., *Central Michigan University*, 1004, C1004  
 Lawlor, Clare S., *Lewis*, 1030  
 Lawson, Erma Jean, *University of North Texas*, 2088  
 Lee, David Haldane, *University of South Florida*, 1016, 2055  
 Lee, Eunice, *University of Illinois, Chicago*, 1075  
 Lee, Yoonhee, *Arizona State University*, 1019  
 Lee, Yujin, *University of Illinois at Urbana-Champaign*, 1019  
 LeGreco, Marianne E., *University of North Carolina Greensboro*, 1038  
 Leitmann, S., , 2073  
 Lemley, Christine Keller, *Northern Arizona University*, 1086  
 Lengyel, Thomas E., *American Humane Association*, 2027  
 Leslie, Jamie Lynn, *University of Illinois at Chicago*, 1075  
 Leverette, Marc, *Colorado State University*, 1026  
 Levin, Sue, *Houston Galveston Institute*, 2019  
 Lewis, Jacqueline, *University of Windsor*, 2023  
 Lewis, Joseph, *Hamline University*, 2079  
 Lewis, Patrick, *University of Regina*, 2045  
 Liao, En-Shu Robin, *State University of New York-Fredonia*, 2062, 2079  
 Lievens, Bram, *Vrije Universiteit Brussel*, 1030  
 Lin, Gloria, *University of British Columbia*, 1067  
 Lin, Jen Yin, *Arizona State University*, 2037  
 Lin, Shih-Chiang John, *Fo-Guang University*, 2070  
 Lincoln, Yvonna S, *Texas A&M University*, 1082  
 Lincoln, Yvonna S., *Texas A&M University*, C1067  
 Lindemann, Kurt, *San Diego State University*, 2032, 2063, C2063  
 Linstead, Stephen Andrew, *University of York*, 2035, C2035  
 Lloyd-Jones, Brenda, *University of Oklahoma*, 1034

Lockford, Lesa, *Bowling Green State University*, 1066  
 Logan, Bridget Linehan, *University of Massachusetts Amherst*, 1084  
 Logue, Jen, *UIUC*, 1002, 1056  
 Loh, Florence, *Smith College*, 1023  
 London, Tracy, *The University of British Columbia*, 2036  
 Lopez Charles, Laurie, *University of Massachusetts-Boston*, 2016  
 Lorenz, Laura S, *Brandeis University*, 2030, 2030  
 Lourie, Andrea, , 1025  
 Lowe, Amanda B., *Duquesne University*, 2071  
 Lozano, Jorge Prudencia, *Comfacauca Tecnogies Institute*, 2092  
 Lozza, Edoardo, *Università Cattolica*, 1089  
 Lukenchuk, Antonina, *National-Louis University*, 1031, 2065  
  
 Macintyre Latta, Margaret, *University of Nebraska-Lincoln*, 1033  
 MacKenzie, Sarah Kate, *Bucknell University*, 2069  
 Madison, D. Soyini, *Northwestern University*, 2012  
 Madison, Soyini, *Northwestern University*, 1007, 1045  
 Madjar, Irena, *University of Auckland*, 1091  
 Madonick, Mike, *University of Illinois at Urbana-Champaign*, 2045  
 Magasi, Susan, *Rehabilitation Institute of Chicago*, 2056  
 Makagon, Daniel, *DePaul University*, 1026  
 Mallozzi, Christine Ann, *University of Georgia*, 2053  
 Manning, Killian, *University of North Carolina at Greensboro*, 2016, 2077  
 Manwaring, Joanne, *University of South Florida*, 1001, 2038  
 Marinucci, Mimi, *Eastern Washington University*, 2047  
 Markula, Pirkko, *University of Alberta*, 1017, C1017, C2045  
 Marquez, Jorge A., *University of Illinois, Urbana-Champaign*, 2040  
 Martín Horcajo, Montserrat, *Universidad de Vic.*, 2090  
 Martin, Carmel M, *Laurentian University*, 2023, C2023  
 Martin, Jeffrey, *California Institute of Integral Studies*, C1024  
 Martin, John, *University of Wisconsin Madison*, 1094  
 Martín, Montserrat, *Universitat de Vic*, 1068  
 Martin, Patricia Geist, *San Diego State University*, 1010  
 Martínez, Alejandra, *Universidad Nacional de Córdoba*, 2018, 2018  
 Martinez, Anabertha Alvarado, *Dessarollo Integral de La Familia*, 1089  
 Martinez, Stephanie, *University of South Florida*, 2046  
 Martinez, Stephanie A, *University of South Florida*, 1001  
 Martinez-Salgado, Carolina, *Universidad Autonoma Metropolitana-Xochimilco*, 2055, C2093  
 Mathieson, Cynthia, *University of British Columbia*, 1020  
 Matsuo, Hisako, *Saint Louis University*, 2071  
 Maxwell, Joseph A., *George Mason University*, 2010, C1058  
 May, Virginia, *alifornia Institute of Integral Studies*, 1024  
 Mayo , Cris, *University of Illinois Urbana-Champaign*, 1002  
 Mayo, Cris, *UIUC*, 1056  
 Mazzei, Lisa, *Manchester Metropolitan University*, C1070  
 McAindriu, Colm, *California Institute of Integral Studies*, 1088  
 McCabe, Janet, , 2043

McCarthy, Jacob E., *Michigan State University*, 1057  
 McCaslin, Wanda, *Law Society of Saskatchewan and Native Law Centre of Canada*, 1007, 2059  
 McCloud, Jennifer Sink, *Virginia Tech*, 1050  
 McCoy, Kate, *SUNY New Paltz*, 2061, C2061  
 McDonagh, Deana C, *UIUC*, 2022  
 McDonald, Ruth, *University of Manchester*, 1058  
 McElroy, John M., *Michigan State University*, 1004  
 McGibbon, Elizabeth, *St Francis Xavier University*, 2055  
 McGibbon, Elizabeth A., *St. Francis Xavier University*, 1058  
 McHatton, Patricia Alvarez, *University of South Florida*, C2038, C2046  
 McHendry, Jr., George F., *Colorado State University*, 1026  
 McIntosh, Heather, *Pennsylvania State University*, 2054  
 McKeever, Patricia, *University of Toronto*, 2084  
 McKinley, Liz, *University of Auckland*, 1091, C1091  
 McKinnon, Sara, *Arizona State University*, 1012  
 McPeck, Keith Thomas, *Southern Illinois University Carbondale*, 2026  
 McPherson, Charmaine, *St Francis Xavier University*, 2055  
 McPherson, Charmaine M., *St. Francis Xavier University*, 1058  
 McRae, Christopher J., *Southern Illinois University, Carbondale*, 2024  
 Meagher-Stewart, Donna Marie, *Dalhousie University*, 2034  
 Medves, Jennifer M, *Queens*, 1029  
 Meek, Geoffrey Andrew, *Bowling Green State University*, 2072  
 Meeker, Mary Ann, *University of Buffalo*, 1092, C1092  
 Mejia, Robert, *University of Illinois, Urbana-Champaign*, 1052  
 Melendez, Lucia, *Universidad Autónoma Metropolitana*, 1043  
 MERIGHI, MIRIAM APARECIDA BARBOSA, *SÃO PAULO UNIVERSITY*, 2072  
 Merlino, Aldo, *Universidad Nacional de Córdoba*, 2018, 2018  
 Mero-Jaffe, Irit, *Beit Berl College*, 1053  
 Mertens, Donna, *Gallaudet University*, C1020  
 Michel, Isabelle, *Sudbury & District Health Unit*, 2030, 2041  
 Miller, Janet L., *Columbia University*, C2062, C2079  
 Miller, Katrina R., *Emporia State University*, 1020  
 Miller, Montana, *Bowling Green State University*, 1094, C1094  
 Miller-Day, Michelle A., *Pennsylvania State University*, 2092  
 Milne, E. J., *University of Bradford*, C2051  
 Milne, E.J, *University of Bradford*, 2051  
 Min, Young-Kyung, *University of Illinois at Urbana Champaign*, 1086, C1086  
 Mincyte, Diana, *University of Illinois, Urbana*, 2026  
 Miskovic, Maya, *National-Louis University*, 1089, C1089  
 Mitchell, Terry Leigh, *Wilfrid Laurier*, 1071  
 Mkwandawire-Valhmu, Lucy, *UW-Milwaukee*, 1075, 2034  
 mohan, paula r, *University of wisconsin, whitewater*, 1067  
 Mojab, Shahrzad, *OISE/University of Toronto*, 1029  
 Molina, Gloria, *Universidad de Antioquia*, 1087, C1087  
 Molloy, Marie, *University of British Columbia - Okanagan*, 2084

Monje, David, *Northeastern University*, 1076, C2071  
 Monobe, Gumiko, *The Ohio State University*, 1085, 2053  
 Montoya, Juny, *U de Los Andes*, 1013, 2031, C2031  
 Moreira, Claudio, *University of Illinois at Urbana-Champaign*, 2076, C2048  
 Morgenthaler, Deirdre, *University of Colorado Denver*, 1055  
 Morris, Will, *California Institute of Integral Studies*, 1024  
 Morrissey, Claudia, *UIC*, 2072  
 Morse, Jan, *University of Utah*, 1047  
 Morse, Janice, *University of Utah*, 1080, 2013, C1009, C1080  
 Morse, Janice M., *University of Utah*, 1009  
 Mortenson, Joani Margaret, *University of British Columbia Okanagan*, 2001  
 Mottart, Andre, *Ghent University*, 2005  
 Moyo, Otrude N., *University of Plymouth*, 1031  
 Moze, Mary Beth, *California Institute of Integral Studies*, 1024  
 Mucci, Angela, *University of South Florida*, 2038  
 Mueller, Benjamin, *University of Illinois, College of Medicine at Rockford*, 1042  
 Muir, Rachel, *University of Bradford*, 2071  
 Mukherjee, Debjani, *Northwestern University Feinberg School of Medicine*, 2056, C2056  
 Mungen, Kelly M., , C1057  
 Munoz, Candice Janelle, *Bowling Green State University*, 2081  
 Munoz, Marleny, *Calgary*, 2036  
 Munson, April, *University of Illinois at Urbana-Champaign*, 1019, 2040, C1019  
 Murray, Stuart J., , 2043, 2043  
 Myburgh, Chris, *Johannesburg*, 2023  
 Myers, W. Benjamin, *USC Upstate*, 1036  
  
 Najmias, Carolina, *Universidad de Buenos Aires*, 2049  
 Nasr, Maya, *University of South Florida*, 2038  
 Nelson, Sarah W., *Texas State University - San Marcos*, C2082  
 Nessi, Lorena, *Nottingham Trent University*, 1040  
 Nettleton, Jodi Charlene, *University of South Florida*, 2034  
 Neumann, Anna, *Teachers College, Columbia University*, 2009  
 Neville, Eryca, *University of MO-Columbi*, 2067  
 Newton, Chazmith, *California Institute of Integral Studies*, 1024  
 Newton, Christie, *California Institute of Integral Studies*, 1024  
 Ng, Uli Tse Ling, *Royal Roads University*, 2005  
 Nichols, Sherry, *The University of Alabama*, 1042, 2068  
 Nicholson, Jody S, *University of Notre Dame*, 1092  
 Nicolaidis, Christina, *Oregon Health & Science University*, 1089  
 Nilakanta, Rema, *Iowa State University*, 1094  
 Nissen, Laura, *Portland State University*, 2002, C2002  
 Nitzel, Camie Lynn, *University of Nebraska--Lincoln*, 1011, 1011  
 Noffke, Sue, *University of Illinois at Urbana-Champaign*, C1016

Noffke, Susan E, *UIUC*, 1071, C1071  
 Nonthasak, Suriyan, *Burapha University*, 2082  
 Nordstrom, Susan, *University of Georgia*, 1038, 2052  
 Noyes, Sarah, *alifornia Institute of Integral Studies*, 1024  
  
 OBrien, Beverley A C, *University of Alberta*, 1029, C1029  
 Ocon, Carmen, *University of Illinois at Urbana-Champaign*, 1056, C1013  
 Oglesbee, Jill Renee, *The Ohio State University*, 2048  
 Olson, Karin Lou, *University of Alberta*, 2033  
 Onishenko, Dawn, , 1084  
 Orejas, José Antonio, *Valladolid*, 2063  
 Ortloff, Debora, *Indiana University, Indianapolis*, 2040  
 Ortloff, Debora Hinderliter, *Indiana University, Indianapolis*, 1018  
 Ostrander, Noam, *DePaul University*, 1086  
 Oswald, laura R, *U. of Illinois*, 1078  
 Ouano, Evelyn, *California Institute of Integral Studies*, 1024  
 Ovejero, Anastasio, *Valladolid*, 2063  
 Owens, Nakeisha, *University of Memphis*, 2030  
 Ozgan, Habib, *University of Gaziantep*, 1073  
  
 Packheiser, Vicki, *University of Texas at Austin*, 1069  
 Pajer, Kathleen, , 1025  
 Pajooresh, Parto, *University of Alberta*, 2081  
 Pak, Soon-Yong, *Yonsei University*, 2087  
 Palmer, Mary Jo, *University of Memphis*, 2025  
 Papadimitriou, Christina, *Rehabilitation Institute of Chicago*, 1052, 2056  
 Park Nelson, Kim Ja, *University of Minnesota, Twin Cities*, 1031  
 Park, Hye-Young, *U of I at U-C*, 2032  
 Park, Mijung, *University of California, San Francisco*, 1026, 2055  
 Park, Seo Jung, *University of Illinois at Urbana-Champaign*, 1042, 1043  
 Pascale, Celine-Marie, *American University*, 2024  
 Pasque, Penny, *University of Oklahoma*, 1021  
 Pasque, Penny A, *University of Oklahoma*, 1086  
 patterson, donna, *University of Regina*, 1055  
 Pauk-Binyamin, Ilana, *Beit Berl Academic College*, 2005  
 Paul-Binyamin, Ilana, *Beit Berl College*, 1053  
 Payne, Cherita, *University of Bradford*, 2051  
 Payne, Elizabeth, *Syracuse University*, 1002  
 Peace, Sheila, *The Open University Walton Hall Milton Keynes*, 2051  
 Pearce, Patricia F., , 1009  
 Peled, Einat, *Tel Aviv University*, 1051, C1051  
 Pelias, Ronald J., *Southern Illinois University*, 2012  
 Pelias, Ronald James, *Southern Illinois University*, 2028  
 Pelletier, David L., *Cornell University*, 1022  
 Peñaranda, Fernando, *Universidad de Antioquia*, 2013, 2048  
 Peng, Ping-chuan, *none*, 1027  
 Penna, Ed.D., Stacy, *QSR International*, 1093  
 Perez, Alison Stern, *Ben Gurion University of the Negev*, 1034

PÈrez, Kimberlee, *Arizona State University*, 1012  
 Perez, Marlen, *Dessarollo Integral de la Familia*, 1089  
 Perez, Sandra, *Towson University*, 2077  
 Perez-Osorno, Margarita, *Universidad de Antioquia*, 2064  
 Perkins, Lawrence Leslie, *Texas A&M*, 1005  
 Perron, Amélie, , 2043  
 Peter, Elizabeth, *University of Toronto*, 1077  
 Peters, Karen, *University of Illinois*, 1042  
 Peyrot, Mark, *Loyola College in Baltimore*, 1029  
 Pflugfelder, Ehren Helmut, *Purdue University*, 1070  
 Phalen, Steve Patrick, *University of South Florida*, 1015  
 Phillips, Donna Kalmbach, *George Fox University*, 2058  
 Picart, Caroline Joan Kay, *Florida State University*, 1033, 2092, C1033, C2092  
 Picart, Kay, *Florida State University*, 1062  
 Piccardo, Claudia, *University of Turin*, 1053, 2050  
 Pierce, Joy, *University of Utah*, 1076, C1076  
 Pike, Nikki Lynn, *University of South Florida*, 2042  
 Pillow, Wanda, *University of Illinois at Urbana-Champaign*, 1056, 2061  
 Pillow, Wanda S., *UIUC*, C1056  
 Pineau, Elyse, *Southern Illinois University*, 1008  
 Pinney, Amy, *Georgia College & State University*, 1063  
 Pineseault, Laura T, *Alliance for Children and Families*, 1087, 2027  
 Piper, Heather, *Manchester Metropolitan University*, 1027  
 Pleasants, Heather Mikkelson, *The University of Alabama*, 2037  
 Poelman, Marcia, *Vrije Universiteit Brussel*, 1030  
 Poggenpoel, Marie, *Johannesburg*, 2023  
 Poljarevic, Alma, *Saint Louis University*, 2071  
 Pollard-Sage, Jenna, *University of South Florida*, 1001, 2046  
 Pollock, Della, *University of North Carolina-Chapel Hill*, 1045, C1045  
 Poole, Jennifer Mary, *Ryerson University*, 1035, 2084  
 Poole, Mary Catherine, *University of South Florida*, 1015, C1015  
 Popov, Lubomir Savov, *Bowling Green State University*, 1043, 1071, 2035, 2074  
 Popova, Margarita Savova, “*Architect Margarita Popova*” *design firm*, 1071, 2035  
 Popovic, Megan, *The University of Western Ontario*, 1072  
 Porter, James E., *Michigan State University*, 1057  
 Poulos, Christopher, *University of North Carolina at Greensboro*, 2077, C2016  
 Powell, Ginny C., *Georgia State University*, 2048  
 Preissle, Judith, *University of Georgia*, 2083, 2093  
 Prendergast, Monica M., *University of British Columbia*, 2069  
 Previts, Joanne L., *Kent State University*, 2040  
 Proctor, Michelle, *College of Lake County*, 2014, 2014  
 Protassova, Ekaterina, *University of Tartu, Estonia*, 2042  
 Purru, Kadi, *The University of British Columbia*, 1067  
 Puschenghea, Larisa, *University of Illinois at Urbana-Champaign*, 2004, 2026

Pyke, Karen D., *University of California, Riverside*, 1028, 2032  
 Pytash, Kristine E., *Kent State University*, 2040  
  
 Quarshie, Antoinette, *Columbia University*, 2062, 2079  
 Quirk, Nika, *alifornia Institute of Integral Studies*, 1024  
  
 Rabinovich, Merav, *Ben-Gurion University of the Negev*, 2023  
 Racine, Guylaine, *University of Montreal*, 2085  
 Racionero-Plaza, Sandra, *University of Wisconsin-Madison*, 2090  
 Rahman, Aliya, *Purdue University*, 1002  
 Rail, Genevieve, *University of Ottawa*, C2072  
 Rail, Geneviève, , 2043, C2043  
 Ram ak, Mojca, *Ljubljana Graduate School of the Humanities*, 2003, C2003  
 Ramirez Garcia, Jorge I., *University of Illinois, Urbana-Champaign*, 2040  
 Rasmusson, Sarah L., *The College of New Jersey*, 1059, 2053, C1025  
 Ravid, Ruth, *National-Louis University*, 1089  
 Reed, Beth Glover, *University of Michigan*, 1022  
 Reid, Benjamin, *Henley Management College*, 1052  
 Reilly, Leigh, *Teachers College, Columbia University*, 1088  
 Reynoso, Nelson, *Bronx Community College, CUNY*, 1085  
 Rhee, Jeong-eun, *Long Island University*, 2061  
 Ricciardi, Josie, *Regent Park Community Health Centre*, 2085  
 Rice, Elizabeth Ilah, *UW-Milwaukee*, 1035, 2034  
 Richardson, Laurel, *Ohio State University*, 1046, 2012, C2012, C2052  
 Richardson, Stephanie, *alifornia Institute of Integral Studies*, 1024  
 Rickard, Wendy, *London South Bank University*, 2011, C2011  
 Riedler, Martina, *University of Illinois*, 2021  
 Rinehart, Robert E., *Washington State University*, 1072, C1072  
 Ripamonti, Silvio, *Catholic*, 1031  
 Rivaux, Stephanie, *The University of Texas at Austin*, 1069  
 RIVERA, JAMES RODOLFO, *UNIVERSIDAD DEL CAUCA*, 2015  
 Rivera-Velazquez, Celiany, *Univeristy of Illinios, Urbana-Champagn*, 1066  
 Rizvi, Fazal, *University of Illinois at Urbana-Champaign*, 1047  
 Roberts, Kolleen, *Arizona State University*, 2033, 2092  
 Robertson, Jr., Ed.D., Stuart P., *Robertson Educational Resources*, 1093  
 Robic, Anna, *University of South Florida*, 1001, 2038, 2046  
 Robinson, Ellen, *University of Colorado Denver*, 1055  
 Rochberg-Halton, Eugene, *Notre Dame*, 1046  
 Roden, Kathyryne, *University of Central Oklahoma*, 2083  
 Rodríguez Bulnes, Ma. Guadalupe, *Universidad Autónoma de Nuevo León*, 1030  
 Rodríguez, Amalia, *Valladolid*, 2063  
 Rodriguez, Dalia, *Syracuse University*, 1076, C1031  
 Rojas, Guillermo Alfonso, *Universidad del Cauca*, C2066  
 Rojas-Arbelaez, Carlos, *Universidad de Antioquia*, 2064  
 Rolling, Jr., James Haywood, *Syracuse University*, 2069, 1065, 1083  
 Romero, Mary, *Arizona State University*, 1012

Rosu, Luisa Maria, *University of Illinois at Urbana-Champaign*, 1058  
 Rubia-Avi, B., *University of Valladolid*, 1037  
 Ruebelt, Sara, *Saint Louis University*, 2071  
 Ruíz-Requies, I., *University of Valladolid*, 1037  
 Rukholm, Ellen, *Laurentian University*, 2030, 2041  
 Runquist, Jennifer, *University of Wisconsin-Milwaukee*, 1075  
 Ruppel, Kerstin, *Bowling Green State University*, 2072  
 Russell, Larry, *Hofstra University*, 2016, 2028  
 Ryosho, Natsuko, *Virginia Commonwealth University*, 1043  
  
 Saavedra, Cinthya M., *Utah State University*, 1082, 2039  
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 Sakellariadis, Artemi, , 2089  
 Sakulkoo, Saratid Tong, *Burapha University*, 2082  
 Salas, Lorraine Moya, *Arizona State University*, 2001  
 Salazar Perez, Michelle, *Arizona State University*, 1082  
 Saldana, Johnny, *Arizona State University*, 1049, C2047  
 Salinas, Addis Abbeba, , C2013  
 Salvo, James, *University of Illinois at Urbana-Champaign*, 2013  
 Sampson, Deborah A, *The University of Michigan*, 1051  
 Sanchez Valdes, Laura, *Gillette Childrens Specialty Care*, 2008  
 Sanders III, James H., *The Ohio State University*, 1048, 1065  
 Sanders, Tonya, , 1016  
 Sanghera, Raj, , 1061  
 Santoro, Patrick, *Southern Illinois University, Carbondale*, 1063  
 Santos, Doris Adriana, *Universidad Nacional de Colombia*, 1033  
 Santos, Emmanuel, *Universidad Autónoma Metropolitana*, 1043  
 Santos-Fernández, Roberto, *University of Valladolid*, 2070  
 Sarigianides, Sophia Tatiana, *Teachers College, Columbia University*, 2035  
 Saunders, Cynthia Marie, *Health Services Cost Review Commission*, 2035  
 Savage, Teresa A., *Rehabilitation Institute of Chicago*, 2056  
 Savaya, Riki, *Tel Aviv University*, 1051  
 Scaratti, Giuseppe, *Catholic*, 1031  
 Scheel, Michael, *University of Nebraska*, 2047  
 Scheidt, Lois Ann, *Indiana University*, 1040, C1040  
 Scheleski, Sonia Regina, *UNIJUI - Universidade Regional do Noroeste do Estado do Rio Grande do Sul*, 1037  
 Schneider, Joseph, *Drake University*, 1090  
 Schultz-Larsen, Kirsten, *University of Copenhagen*, 2072  
 Schwandt, Thomas A., *University of Illinois at Urbana-Champaign*, 1064  
 Scott, Stacey B, *University of Notre Dame*, 1092  
 Seltzer, Michael William, *Ph.D., Science & Technology Studies, Virginia Tech*, 2050  
 Sen, Anindya, *Northern Illinois University*, 1013, 2085, C2085  
 Senese, Guy, *Northern Arizona University*, 1054  
 Sensoy, Ozlem, *Simon Fraser University*, 1061  
 Sensoy, Özlem, *Simon Fraser University*, 1041

Seto, Lisa, *University of Toronto*, 2030  
 Seto, Lisa Loyu, *University of Toronto*, 2041  
 Shamus-Wright, Ellen, *University of Colorado Denver*, 1055  
 Sharf, Barbara F., *Texas A & M*, 2064, C2064  
 Sharkey, Joseph R., *Texas A & M School of Rural Public Health*, 2064  
 Sharma, Alankaar, *University of Minnesota, Twin Cities*, 1039, 1039, 1039,  
 1039  
 Shelton, Allen, *Buffalo State College*, 1090  
 shelton, Allen, *buffalo state college*, C1090  
 Shepard, Benjamin Heim, *City Tech/ City University of New York*, 1087  
 Sheth, Reena, *Duquesne University*, 2054  
 Shih, Kristy Y., *University of California, Riverside*, 2032, C2032  
 Shildrick, Margrit, *Queen's University Belfast*, 2084  
 Shim, Jenna Min, *University at Albany*, 1087  
 Shivpuri, Smriti, , 1025  
 Shrigley, Tina Leanne, *University of Western Ontario*, 1043  
 Sicilia Camacho, Alvaro, *Universidad de Almería*, 2090  
 Silva, R C, *Univ. of North Texas*, 1037  
 Silva, Ruth C., *Univ. of North Texas*, 2027, 2057, C2057  
 Simon, Chava, *Shaanan Teachers College*, 2007  
 Simons, Shoshana, *California Institute of Integral Studies*, C1024  
 Simsek, Ozlem, *Gazi University*, 2039  
 Sinclair, Christine Ellen, *Swinburne University of Technological*, 2044  
 Slaughter, Helen B., *University of Hawaii*, 2006  
 Smith, Carol, *University of Illinois, Chicago*, C1075  
 Smith, Linda Tuhiwai, *University of Waikato*, 1091  
 Smith, Phil, *Eastern Michigan University*, 1020  
 Smith-Shank, Deborah, *Northern Illinois University*, 1048, 1065  
 Sommerfeldt, Susan, *University of Alberta*, 1029  
 Sonmezer, Mehmet G, *Istanbul University*, 2021  
 Soto-Velasquez, Monica-Lucia, *Universidad de Antioquia*, 2064  
 Spears, Peter, *Univeristy of British Columbia*, 1057  
 Speedy, Jane, , 2089, C2089  
 Spencer, Nancy Elizabeth, *Bowling Green State University*, 1017, C1017  
 Spinks, Nigel, *Henley Management College*, 1052  
 Spira, Gregory P., *Royal Roads University*, 2068  
 Spry, Tami, *St. Cloud State University*, 1008, 2028, 2045, C1008  
 St.Pierre, Elizabeth, *University of Georgia*, 2052  
 St.Pierre, Elizabeth A., *University of Georgia*, 1064, C1064  
 Stack, Anne Marie, *University of British Columbia - Okanagan*, 1068  
 Staikidis, Kryssi, *Northern Illinois University*, 1083  
 Stake, Robert, *University of Illinois*, 2050  
 Stake, Robert E, *University of Illinois at Urbana-Champaign*, 1058  
 Staller, Karen, *University of Michigan*, C1039, C2036  
 Starr, Chelsea, *University of North Carolina Wilmington*, 1036  
 Starritt, Dana, *alifornia Institute of Integral Studies*, 1024  
 Stein-Parbury, Jane, *University of Technology, Sydney*, 1019, 2073  
 Stevens, Patricia E, *U of Wisconsin-Milwaukee*, 2018

Stewart, Karen A., *Arizona State University*, 2078  
 Stich, Amy E., *University at Buffalo*, 1029  
 Stinson, David Wayne, *Georgia State University*, 2048  
 Stone, David A., *Northern Illinois University*, 1052, 2024  
 Stonebanks, Christopher, *Bishop's University*, 1007  
 Stonebanks, Christopher Darius, *Bishop's University*, 1041, 1061  
 Stonebanks, Melanie, *McGill University*, 1061  
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 Strenski, Teri A., *University of Illinois at Chicago*, 2072  
 Stronach, Ian, *Manchester Metropolitan University*, 2093  
 Stucky, Nathan, *Southern Illinois University*, 1010  
 Sugrue, Noreen, *University of Illinois at Urbana-Champaign*, C1061, C2017  
 Summers, Laura Lee, *University of Colorado Denver*, 1055  
 Sutter, Judith A., *Argosy University*, 2022, 2071  
 Sutter, Susan J., *Theological Evangelical Seminary Osijek, Croatia*, 2071  
 Swauger, Melissa Lynne, *Carlow University*, 2017  
 Swierenga, Sarah J., *Michigan State University*, 1057

Tait, Shannon P. W., *Royal Roads University*, 1077  
 Tamas, Sophie Elizabeth, *Carleton University*, 1054  
 Taylor, Bill, *Manchester Metropolitan University*, 1072  
 Taylor, Jacquelyn Y., *The University of Michigan*, 1051  
 Taylor, Kimberly M., *Schwab Rehabilitation Hospital*, 1042  
 Temur, Turan, *Gazi University, Faculty of Education*, 1027  
 Thomas, Gloria, *Queen's University*, 1067  
 Thomas, Kerry Anne, *University of New South Wales*, 2065  
 Thomas, Stefan, *Free University of Berlin*, 1060  
 Thompson, Sarah, *University of Nebraska*, 2047  
 Thoreson, Sallie, , 1009  
 Thurman, Mary M., *Georgia State University*, 2048  
 Tillander, Michelle, *Univeristy of Florida*, 2057  
 Tilley-Lubbs, Gresilda (Kris) Anne, *Virginia Tech*, 2052, 2068, C2068  
 Timmmons, Vanessa, *Bradley-Angel House*, 1089  
 Tokgoz, Betul, *Gazi University*, 2039  
 Tolich, Martin, *Otago University*, 1080  
 Tombro, Melissa, *Fashion Institute of Technology*, 2017  
 Tondi, Jana, *University of Tartu, Estonia*, 2042  
 Torrance, Harry, *Manchester Metropolitan University*, 1047, 1064, C1047  
 Torres Gonzalez, Juan Antonio, *Universidad Autonoma de Aguascalientes*, 2005, C2005  
 Torres, Julio Nicolas, *Universidad de Antioquia*, 2048  
 Townsend, Anne, *University of South Florida*, 1001, 2003, 2038  
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 Tracy, Sarah J., *Arizona State University*, 1038, 2078  
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1022

Tubbs, Carolyn Y., *Drexel University*, 2019, 2019

Tubsree, Chalong, *Burapha University*, 2082

Tullis Owen, Jillian Ann, *University South Florida*, 1016, 2024

Turner, Bryan, , 2043

Twersky Glasner, Aviva, *Bridgewater State College*, 1020

Ulusoy, Mustafa, *Gazi University Faculty of Education Elementary Education Department*, 1027, 2031

Unal, Emre, *Nigde University*, 2039

Upton-Davis, Karen Beverley, *The University of Western Australia*, 2080

Uribe, Marcela, *Virginia Tech*, 2064

Utakis, Sharon, *Bronx Community College, CUNY*, 1085

Valadez, Monica M., *Texas State University - San Marcos*, 2082

Valandra,, *University of Minnesota, Twin Cities*, 1039, 1039, 1039, 1039

Valeras, Aimee, , 1057

Valle, Rosina, *Texas State University - San Marcos*, 2082

Vallice, Roseanne, *University of South Florida*, 2038

Van den Broeck, Wendy, *Vrije Universiteit Brussel*, 1030

VanKatwyk, Trish, *Wilfrid Laurier*, 1071

Vannini, April Suzanne, *European Graduate School*, 2060

Vannini, Phillip, *Royal Roads University*, 1046, 1077, 2060, C1077

Vardell, Rosemarie, *North Carolina A&T State University*, 2039

Vargas-Hernández, José G., *Instituto tecnológico de cd. Guzmán*, 2015

Vazquez, Daniel, *Texas State University - San Marcos*, 2082

Veissière, Samuel, *University College of the North, Canada*, 2076

Verdial, Francys, *University of Notre Dame*, 1092

Vidal, Geny Alexis, *Universidad del Cauca*, 2015

Villagrà-Sobrino, Sara Lorena, *University of Valladolid*, 2070

Vining, Joanne, *University of Illinois at Urbana Champaign*, 1044

Vivoni, Francisco, *University of Illinois at Urbana-Champaign*, 2037, C2037

Walby, Gary William, *University of South Florida*, 1035, C1035

Wales, Prudence Ellen, *National Institute of Education, Nanyang technological University*, 2044

Walster, Dian E, *Wayne State University*, 1054

Wampler, Richard, *Michigan State University*, 2041

Ward, Jennabeth, *California Institute of Integral Studies*, 1024

Warren, Nicole, *Loyola*, 2072

Washington, Myra, *University of Illinois at Urbana-Champaign*, C2027

Washington, Rachelle D., *Clemson University*, 2063

Watson, Cate, *University of Aberdeen, Scotland*, 1054, C1054

Watt-Watson, Judy, *University*, 1077

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Webb, Karla, *University of Memphis*, 2025

Wee, Jongsun, *The Ohio State University*, 1086

Weems, Lisa, *Miami University*, 1002, C1002  
 Weems, Mary, *John Carroll College*, 2059  
 Weems, Mary E., , 2091  
 Weidman, Rita, *University of Memphis*, 2025  
 Wells, Kathleen, *Case Western Reserve University*, 2001  
 Westhues, Anne, *Wilfrid Laurier University*, 1071  
 Weston, Joan, *Ohio University*, 1019, 1088, C1088  
 Wheat, Kathy J., *University of Oklahoma*, 2049  
 White, Carolyne, *Rutgers*, 2059  
 White, Julie Anne, *La Trobe University*, 2029, C2029  
 White, Robert Earle, *St Francis Xavier*, 1018  
 Whiting, Gilman W., *Vanderbilt University*, 1068  
 Whiting, Gilman Wayne, *Vanderbilt Univ.*, 2049  
 Whitmore, Elizabeth, *Carleton*, 2036  
 Wickens, Corrine M, *Texas A&M University*, 1082  
 Wiggins, Joy, *University of Texas at Arlington*, 2014  
 Wiggins, Joy L, *University of Texas at Arlington*, 2014, C2014  
 Wilkins, Erica J, *Texas Tech University*, 2041  
 Wilson, Amy Alexandra, *University of Georgia*, 2077  
 Wilson, Maureen, *Calgary*, 2036  
 Winkler, Anne, *University of Alberta*, 2083, C2083  
 Witz, Klaus, *University of Illinois Urbana-Champaign*, 1059, 1095  
 Witz, Klaus G., *U of I at Urbana-Champaign*, 2087  
 Wood, Gerald Kenneth, *Northern Arizona University*, 1037, 2069  
 Wood, Natalie, *Independent Visual Artist*, 2085  
 Wright, David, *University of Bradford*, 2051  
 Wright, Elijah, *Indiana University*, 1040  
 Wu, Chiu-Hui, *University of Florida*, 2006  
 Wyatt, Jonathan, *University of Oxford*, 2028, 2089, C2028  
  
 Yeomans, Melinda Leigh, *Southern Illinois University*, 1029, 2067, 2077, C2067  
 Yomtoob, Desiree, *University of Illinois at Urbana-Champaign*, C2077  
 Yomtoob, Desiree R, *University of Illinois*, 2060, C2060  
 Yoneda, Fusako, *Ohio State University*, 2081  
 Young, Pamela, , 2077  
  
 Zhang, Xiao Rui, *Meisei University*, 2032  
 Zieglowsky, Laura Thudium, *University of Iowa*, 1030  
 Zimmer, Lorena, , 1009  
 Zimmerman, A. Lynn, *Southern Illinois University, Carbondale*, 1049  
 Zuazagoitia, Jon, , 2027  
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**Selected Dissertations Completed in the Department, 2004-2007**

- Keith Berry, "Communicative Conditions for the Possibility of an Emergent Cultural and Ethnographic Identity."
- Nicole L. Defenbaugh. "Sites of Discovery: A Narrative Journey of the IBD body."
- Scott William Gust, "A Performance of Identity: Reflections on Automethods."
- Amy K. Kilgard, "Articulating Directing Performances: Nine Allegories of Viewpoints, Process, and Collage."
- W. Benjamin Myers. "Shopping the Shopper: Retail Surveillance and Performances of Consumerism."
- Lesli K. Pace, "A Question of Ontology: A Rhetorical Investigation into the Materiality/discursivity Debate."
- Amy Pinney. "Archiving Anna Baright Curry: Performances of Evidence and Evidentiary Performances."
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- Satoshi Toyosaki, "Teaching as an Intersubjective Identity Project."
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Thursday 15 May, 6.55pm

**Other Sessions:**

<b>Heather Piper &amp; Ian Stronach</b> <i>Workshop:</i> ‘Ungrounded theory: how to do it, undo it, do it to others, and say sorry’ Thursday 15th May 8.30-11.30	<b>Lisa Mazzei, with Alecia Jackson</b> <i>Workshop:</i> ‘Working the limits of Voice’ Thursday 15th May 12.30-3.30
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<p><b>Heather Piper &amp; Debbie Cordingley:</b>  ‘Critiquing the links in abuse related theory and practice’  Session 370: Friday 16th May 11.00-12.20</p>	<p><b>Harry Torrance</b>  Plenary Chair: ‘Globalising research: what is ‘international’ about ‘international journals?’  Session 509: Friday 16th May: 1:00-2:20</p>
<p><b>Lisa Mazzei</b>  Plenary Chair: ‘Silences’, with <i>Alecia Jackson</i>,  Session 313: Friday 16<sup>th</sup> 2.30-3.50pm</p>	<p><b>Harry Torrance</b>  Plenary Discussant: ‘Questions of Evidence in Policy Research’  Session 507: Friday 16 May 2:30-3:50</p>
<p><b>Bill Taylor</b>  ‘The professionalisation of sports coaching - challenging discourses and shifting identities’, with <i>Dean Garratt</i>, <i>Liverpool John Moores University</i>  Session 308: Friday 16 May 2:30-3:50</p>	<p>Visit our website at: <a href="http://www.esri.mmu.ac.uk/">http://www.esri.mmu.ac.uk/</a></p>

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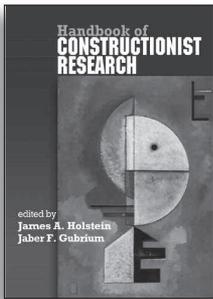
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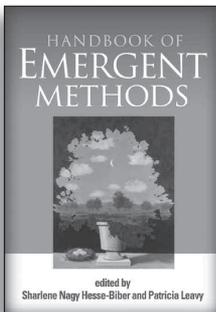
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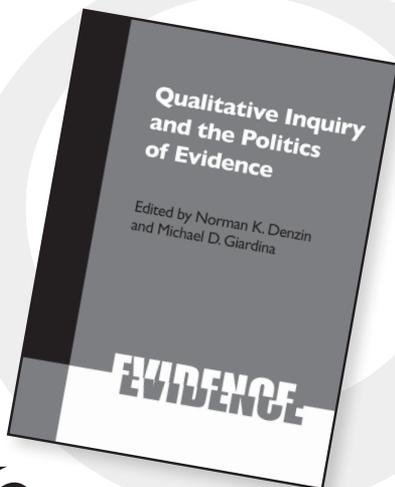
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