

Thursday, January 12th

Announcements and Opening Plenary

Room: Knight Auditorium 9:00-10:00

Ron Chenail, Nova Southeastern University

When Qualitative Researchers Care: Three Notions

When we as qualitative researchers care, we embrace the potential to change the worlds and people we study. The choices we make as to who we study and how we design and deliver these studies can be life changing for the research participants, including ourselves, as well as anyone who encounters our research accounts. This choice-making responsibility reflects an ethical imperative we as qualitative researchers must embrace so we actively reflect on what we do, why we do it, and with whom we do it. In this plenary, I will share what can happen when qualitative researchers care by exploring three notions about caring: (1) Caring for our craft, (2) Caring for others, and (3) Caring for ourselves; and consider how these beliefs can make a difference in how we conduct our work and ourselves.

Breakout Session A

Room 1048 10:15-12:05

marcela polanco, Our Lady of the Lake University - San Antonio

Tirzah LeFeber, Our Lady of the Lake University - San Antonio

A Call for the Reengagement of Moral Commitment: Qualitative Research for the Care of Humanity

The insertion of qualitative research into the demands of institutional interests, being academic and/or economic, has taken away in great part its human concern and responsibilities. Caring for the transformation of real life problems via inquiry seems to have been reduced, in part, into a market of the production of objective, empirical, evidence-based knowledge, losing sight of humanity. Following the proposal of Wilkinson and Kleinman (2016) for social inquiry to reengage its human edge along with a moral commitment and passion for society, with this paper we seek to highlight aspects of the design and implementation of qualitative research that sustains moral concern for all stakeholders. We situate the discussion on our experiences and challenges within the academia, marcela as a family therapist qualitative researcher, instructor and mentor and Tirzah as a counseling psychologist in training and qualitative researcher in the public sector.

Nilsa B. Sullivan, Kansas State University

Kakali Bhattacharya, Texas A & M University - Corpus Christi

Twenty Years of Technology Integration and Foreign Language Teaching: A Phenomenological Reflective Interview Study

The evolution of the use of technology in the foreign language classroom has proven to be a challenge. In this paper we highlight a study whose purpose is to understand how one retired foreign language educator reflected on the ways in which she integrated different modes of technology in her classroom. In this interview study, the participant discussed how technology has evolved in the span of her twenty-year career as a foreign language educator and how she integrated various technologies as they evolved in her classroom. The researchers employed a modified van Kaam method as defined by Moustakas (1994) to analyze the data collected through phenomenological interviews. The results revealed a

complex negotiation process, a thoughtful reflection of advantages and disadvantages of technology integration in foreign language classrooms, and the value of understanding the cyclical nature of technology integration in education.

Meagan Call-Cummings, Indiana University – Bloomington

Sylvia Martinez, Indiana University – Bloomington

The Nature of Participatory Research: Reflections on the Role of the Researcher

This paper draws on an 18-month ethnographic/participatory research project conducted at a high school in rural Idaho, USA. The research collective consisted of the first author, a white female, a high school teacher, also a white female, and 52 Latino/a high school students. Focusing on the question, "Why are our teachers racist," the collective worked together to expose, challenge, and change a status quo of racial microaggressions and subtle inequity at this high school. The authors come together in a conversation of uncomfortable reflexivity, reflecting on the role of the researcher within the research collective, questioning decisions that were made, and grappling with ethical dilemmas that were not resolved in the field. Drawing on specific examples from the field, the authors engage with literature on reflexivity, ethical dilemmas, and participatory action research to arrive at a tentative conclusion about the nature of participatory research and what to do (or what not to do) when the researcher cares.

Room 1049 10:15-12:05

Aborampah Amoah-Mensah, University of Cape Coast, Ghana

Street Vending and Competitive Advantage: A Theoretical Framework

The study examines the strategies adopted by street vendors or hawkers in Ghana in a bid to gain competitive advantage. Drawing on six focus group meetings held with street vendors in two sub-metropolitan assemblies (Bantama and Tafo) in Kumasi, Ghana, the study finds that street vendors adopt ten strategies – networking, multiple undifferentiated market strategy, the sale of convenient products, 'dying and resurrecting' (strategic exit and return into business), regular changing of goods and services, exploitation of flexible operating hours, cost-based pricing strategy, sales promotion, trade credit and locational advantage – to gain competitive advantage. Using these strategies, a theoretical framework for street vendors' competitive advantage is developed.

Antonia C. Garcia, Our Lady of the Lake University - San Antonio

Tirzah Shelton, Our Lady of the Lake University - San Antonio

Johanna Becho, Our Lady of the Lake University - San Antonio

marcela polanco, Our Lady of the Lake University - San Antonio

Trainee's Call to Action: Participatory Action Research of Lived-Supervision at a Mental Health Training Center

Supervision is an intricate part of the training of psychology and family therapy graduate students. According to Biever et. al. (2014) supervisors and supervisees face the dilemma of an embedded hierarchy in practice, making the supervisor's point of view superior than of the supervisee; this is more complex when practicing from a postmodern, systemic and social justice orientations. The power and knowledge dynamic in supervision of social justice practices could easily turn unjust. Much has been written raising questions about this dilemma but rarely from the perspective of supervisees. How is lived-supervision perceived by supervisees, supervisors and staff at a mental health service, and what can be learned from it to create change in light of the theories taught, is the question of interest that

motivated our participatory action research. By “lived-supervision” we mean the phenomenon of supervision as performed by those involved. We selected a university’s training counseling center as the recruitment site of participants due to its social justice orientations of training and service; and also because we were members. Participants consisted of supervisees, supervisors and staff in practice at the center. We invited them to take part in focus groups and to do fieldwork in the community. In this presentation we will share our lived experience designing, conducting and reporting participatory research as supervisees, supervisor-in-training and supervisor.

Room 1052 10:15-12:05

Alicia L. Holland, iGlobal Educational Services

Reshma Donthamsetty, The University of Illinois at Chicag

Chris Grant, iGlobal Educational Services

Coaching Tutors: An Instrumental Case Study on Testing an Integrated Framework for Tutoring Sessions

The objective for the current qualitative case study was to examine participants’ perceptions on the tutor coaching and session review frameworks. The location of the study was at the tutor coaches’ place of business. At the beginning of the study, tutor coaches were trained on how to implement the tutoring coaching framework with their tutors, while tutors were trained on how to use the session review framework to ensure that they were conducting effective tutoring sessions in separate 90-minute online training sessions. Tutors who elected to participate in the study kept a weekly reflection journal regarding their tutoring and tutor-coaching experiences. After the six weeks, tutor coaches participated in 30-minute open-ended phone interviews related to the tutor-coaching framework. . All interviews were recorded and transcribed. Tutors completed an online questionnaire about the methods and strategies used to conduct effective tutoring sessions. Themes were extracted related to tutor coaching, session reviews, effective tutoring sessions, and general tutoring from the data: interview transcripts, online surveys, monitoring notes, and weekly journals. There were 12 emerging themes, seven categories, and nine sub-categories that were coded and analyzed. Evidence from each them included a narrative revealing what the participants experienced with these frameworks in the study. The findings revealed that effective tutoring sessions required lesson preparation and the session review framework provided an avenue of viewing and keeping track on what to look for in tutoring sessions. Another finding was that the tutoring coaching framework influenced coaching with tutors.

Mary E. Hancock, Shepherd University

Focus Group Data Saturation: A New Approach to Data Analysis

The qualitative research “gold standard” for quality research is data saturation. The limited literature on reporting data saturation and transparency in qualitative research has supported an inconsistent research standard suggesting researchers have not adequately reported data saturation to promote transparency (O’Reilly & Parker, 2012). Confusion regarding how to analyze qualitative data to achieve data saturation, how to write clear qualitative research findings, and present these findings in a usable manner continues (Sandelowski & Leeman, 2012). A phenomenological asynchronous online focus group using WordPress® was employed to answer the research question. Based on the current literature on the topic of focus group data saturation, the study findings were analyzed by group, individual, and day of the study. Additionally, the data was presented in a chart format providing a visible approach to data analysis and saturation. Employing three different methods of data analysis to confirm saturation and transparency provides qualitative researchers with different approaches to data analysis for

saturation and enhancement of trustworthiness. Placing data in a visual configuration provides an alternative method of presenting research findings. The data analysis methods presented are not meant to replace existing methods of achieving data saturation but to provide an alternate approach to achieving data saturation and reporting the findings in a clear, usable format

William M. Sughrua, Universidad Autonoma "Benito Juarez" de Oaxaca

A Mediated "Alternative" Repertoire in Qualitative Research Writing

This presentation reports on a key conclusion drawn from a qualitative investigation based on semi-structured interviews and regarding "alternative" repertoires of qualitative research writing in the social sciences, as perceived by journal editors and leading researchers. Most of the conclusions situate themselves on either end of what seems a "scientific versus art-based" binary: at one end, defending the standardized research repertoire of nominalized, third-person, and authorially silent writing; or, at the other end, promoting the research repertoire of personalized, first-person, and literary-like writing. One conclusion, however, seems to occupy an approximate midpoint within this binary. This conclusion points to a research writing repertoire which can be called "referenced, reflective, and personally illustrative" (RRPI) whereby the author avoids discrete sections such as "analysis" and "discussion," utilizes bibliographic referencing at will, and expresses her/his opinions, experiences, and personal examples. Not to be confused with current "essay-like" or "think piece writing," RRPI research writing seems alternative and innovative because, as the data from the investigation shows, the authorial presence of RRPI becomes so pervasive that it becomes a type of empiricism onto itself, as if guided by unseen and unmentioned qualitative data such as interview transcripts or researcher diary entries. In other words, RRPI seems a post-method or post-data research writing repertoire in qualitative studies. This leads us to consider RRPI as a repertoire that by mediating an apparent "scientific versus art-based" binary is able to communicate effectively and inclusively to its readership, including those participants who have informed its underlying data base.

Tracey Ann D. Spencer, Nova Southeastern University

The Relational Connection between Emotional Intelligence and Differentiation of Self

The purpose of this presentation is to explore the relational connection between an individual's emotional intelligence and differentiation of self. As relational beings, both emotional intelligence and differentiation of self are essential tools for functioning in relationships and basic human survival. The level of an individual's emotional intelligence will determine their level of differentiation of self. Emotional intelligence is essentially the ability to process one's emotions competently and use it to guide cognitive activities such as problem-solving and to focus on appropriate behaviors (Salovey, Mayer and Caruso, 2001). In the development of the eight concepts of Bowen Family Systems Theory, Dr. Murray Bowen (1978) came to the fundamental conclusion that the main task of adult life is to gain differentiation of self in relation to the significant relationships in which one is embedded (Tittleman, 2008).

Working from a theoretical perspective, I will describe and explore how an individuals' emotional intelligence influence their differentiation of self. I will also examine the similarities and the differences between emotional intelligence and differentiation of self. An in depth understanding of the relational quality and connection of emotional intelligence and differentiation of self can lead to awareness of one's role in relationships, and an evaluation of how they manage their emotional and intellectual

systems. This evaluation can result in necessary changes for improvement, personal development, and an enhanced quality of life for the individual and those in relationship with them.

Room 1053 10:15-12:05

Beatrice S. Boufoy-Bastick, The University of the West Indies

Enabling the Emic Voice: Culturometric Methods for Minimizing Etic Bias in Qualitative Sampling Design and Interview Analysis

Qualitative research aims to enable the emic voice e.g. through seemingly unbiased designs such as ahistorical grounded theory. However in reality totally removing etic bias is an ideal that we can only try to approach. This realization has contributed to a more resigned qualitative research intention that identifies etic bias, e.g. as feminist, Marxist, queer, etc. and situates the research in relation to the defining values of the relevant bias. This presentation returns to the original ideal of enabling the emic voice by identifying two ubiquitous sources of etic bias (subject selection and interpretation of interview data) and offers two corresponding Culturometric methods (social-network sampling and enculturation-filter calibration) for approaching emic saturation. The two methods are introduced within the Culturometric paradigm for uncovering the emic meanings of cultural identity. The social-network sampling model is shown first and its use in approaching emic saturation in subject sampling is explained. Selection of ideal emic subjects for contrast interviewing and the logic of contrast interviewing are then briefly described to relate purposes of sampling to aims of interview analysis by positioning both within the uncovering paradigm. Lastly, the role of enculturation filters as used in the Culturometric communication model for qualitative interviewing is explained and examples of calibrating behavior to values are given to approach emic saturation in interview analysis.

Izhar Oplatka, Tel Aviv University

Exploring Principal Workload and Revealing Emotional Workload: Some Thoughts about Interviewing Top Managers in Education.

Izhar Oplatka- Exploring Principal Workload: Thoughts about Interviewing Top Managers in Education. The aim of the current study was to trace patterns and expressions of principal workload among top managers in education and unearth their sources and consequences. While interviewing principals, I (or the research assistant) noticed that principals distinguished between quantitative and emotional workload. Emotional workload, expressed by a sense of uneasiness, emotional coping with role incumbents and stakeholders, a failure to promote students with special education needs, personal crisis of teachers and pupils, coping with child abuse and violence in the family and the like, is told to preoccupy the principal twenty-four hours a day. Regardless of the original aims of this study, I found several ways to encourage the principal to expose their feelings and emotions during the interview (e.g., the order of the questions asked), and gained some understandings of the advantages and weaknesses of interviewing top managers about their emotions (e.g., could we expect principals expose their feelings in front of a 'stranger'?). Some practical insights into interviewing top managers about their emotions will be suggested (e.g., the right ways to start the interview, the importance of rapport, leaving the 'sensitive' questions to the end of the interview).

Debra Kramlich, Duquesne University

Challenges and Facilitators of Recruitment: Lessons Learned from Conducting a Focused Ethnography in a Vulnerable Rural Population

The purpose of this presentation is to describe the challenges and facilitators of recruitment encountered in an ethnographic dissertation study of rural women with substance use disorders during the perinatal period. While the study is being conducted in the hospital setting post-delivery, potential participants who meet inclusion criteria are identified by practitioners through a number of perinatal practices within a wide geographic area as well as by inpatient social workers. Recruitment in this vulnerable and often socially disadvantaged population has been found to be challenging with regard to ethical approval, participant eligibility and availability, practice changes, and discrepancies in the recruitment process. The presenter will discuss these challenges and describe the process of practitioner engagement to facilitate participant recruitment as well as lessons learned in the process.

Mark McCaslin, University of Phoenix

Mansureh Kebritchi, University of Phoenix

Research and Professional Development Needs and Expectations of Doctoral Students: A Methodological Framework

Most of the challenges related to doctoral education have a long history including the length of the doctoral programs, high rate of students' drop out, and failing to prepare doctoral students for their future responsibilities as teachers and faculty members. Gaining a better understanding of doctoral students' professional development needs would serve as a useful foundation for addressing the perennial issues that exist in graduate education. However, the challenge requires a methodological approach that seeks and encourages ongoing critical reflection of practices and processes related to the preparation essential for the practitioner doctoral student. Action research involves the development and use of a number of skills to include "careful planning, sharpened observation and listening, evaluation, and critical reflection" (Koshy et al., 2010, p. 2). Any discussion centering on the reflective practitioner implies a question. "What kind of professional education would be appropriate to epistemology of practice based on reflection-in-action?" (Schön, 1987, pp. xi – xii). The practice of critical reflection holds a direct approach to solving the challenging professional development puzzle of becoming aware of the hidden assumptions that frame how we think. The intersection of action research and critical reflection becomes one where the reflective practitioner critically considers the nature of the perennial problems in graduate education through understanding the needs and expectations of doctoral students within professional practitioner doctoral program. This presentation will suggest an action research with critical reflection as a methodological framework to explore doctoral students' research and professional development needs and expectations.

Room 1054 10:15-12:05

Janice Cardwell, University of Phoenix

Mark McCaslin, University of Phoenix

Bonnie Ellis, University of Phoenix

Prospecting for Leaders in Education Research by Forming a Community of Scholars

The purpose of this participatory action research study, using an explanatory case study design, was to conduct an intrinsic examination of the factors that contribute to the formulation of a community of scholars among "practitioner" faculty at a local satellite campus of a large University. Elliot (2009) supported that action research provides opportunities to build on social capital in education

environments. As explained by Creswell (2008), participatory action research has the potential to “empower, transform, and emancipate individuals in educational settings” (p. 605). The researcher’s participation in the study makes the study social, practical, collaborative, and with intentionality to offer ideas for changes or improvements in practices (Creswell, 2008). In this presentation, we will discuss both the process and the outcomes of this study. Yin (1994) documents the use of explanatory case study approach for theory building. When coupled with Elliott’s (1991) action research model, it allows the researcher to begin with active reconnaissance of the rich archived records concerning the development of this community of scholarship. Explanatory case study designs are particularly useful when the researcher seeks to focus on a contemporary phenomenon like building a community of scholarship. This approach complements the action research focus and provides the framework for data collection and analysis. The theory generating capacity of explanatory case study designs coupled with the generation and flow of data stemming from Elliott’s action research model yielded a theoretical position concerning the building and sustaining a vibrant community of scholarship.

Sondra M. LoRe, University of Tennessee

Gary J. Skolits, University of Tennessee

Kevin Kidder, University of Tennessee

Tweet Sweet!: Implementing a Social Media Evaluation with Care

How can we as evaluators design and implement an evaluation system that measures something as fluid as social media? This session explores strategies for effective measurement of social media impact within the context of a STEM education curriculum. Smart phones enable us to carry around a mobile evaluation tool for nearly every choice we make. Companies are engaging in social media platforms such as Facebook and Twitter to connect with consumers and gauge their interests. This session explores best practices for designing evaluations of social media by taking a systematic approach in the use of available tools to connect media platforms and website analytics. Although the approach was carried out in the context of a STEM education program, the methods used are widely applicable to evaluation of social media efforts in many sectors.

Khalid Arar, The Center for Academic Studies

Tamar Shapira, Haifa university Israel

“The Listening’ Guide” As Socio-Cultural Analysis Tool of Arab Women Leaders’ Stories

The “Listening Guide” is “a method of psychological analysis that draws on voice, resonance and relationships as ports of entry into the human psyche” (Gilligan, Spencer, Weinberg & Bertsch, 2004, p. 157). The method was designed in order to discover and understand people’s inner worlds. The method stems from the clinical methods of Freud and Brunner and was developed in longitudinal feminist research concerning girls’ psychological development. It involves a series of steps that guide the researcher through an individual’s many voices and offers a “pathway into relationships more than a fixed framework of interpretation” (Brown & Gilligan, 1992, p. 22). Researchers who have used the Listening Guide share basic assumptions concerning the “psychology of relationships” (Gilligan et al., 2004, p. 157). It has been used to elucidate the human psyche; it joins feminist researchers, cultural psychologists and psychological anthropologists and is universal in application. However, we do not use the method in our educational research to decipher the human psyche. We use it, differently, in a social context, to understand our participants' world through their own eyes. We read each text several times attempting to identify the different “voices” of the narrator in each story. Our specific purpose is to

reveal how Arab women leaders act in their different life contexts: family, profession and socio-cultural environment. Using a narrative approach, our research analyzes stories of women leaders in Arab society in Israel, expressed in their personal, organizational and social spheres through their multiple voices. Studies of women's leadership in education show that they employ unique practices and relationships within their profession and community. The contribution of our research stems from the use of the Listening Guide for social-cultural readings of women's narratives and its contribution to the development of research on Arab women managers in Israel.

Breakout Session B

Room 1048 1:15-3:05

Gary Padgett, University of North Alabama

Caring Together: An Oral History of Haitian Teachers

As a qualitative researcher, I stress social justice in my projects. Due to this, I have traveled to Haiti to conduct interviews with Haitian teachers who participated in the Teacher Training Institute in Croix des Bouquets, Haiti in order to document their lives and teaching experiences. Poverty, hunger, and lack of infrastructure are the daily realities of Haitian life. According to UNICEF, only 15% of teachers at the primary level have basic teacher qualifications, and nearly 25% have never even attended secondary school. According to the World Bank, approximately 75% of all teachers lack adequate training; many have just a 9th grade or 12th grade education, with no teacher training at all. (Haitian American Caucus, 2016). In the aftermath of the 2010 earthquake, Haiti is struggling to regain its footing. As the poorest nation in the Western hemisphere, other countries rarely discuss Haiti and its lifeways.

With that in mind, I did not want to conduct an historical over of their experiences. Instead, Haitian teachers have earned the right to tell their own stories, and I want to assist them in doing so. This presentation will contribute unique information on what it is like to teach in Haiti. Too often, countries approach Haiti as a social welfare project. This presentation, however, approaches Haitian teachers as the professionals that they are and allows them to tell their story to the world. This is the first step in an international teacher dialogue, and that is the first step towards us teaching, and caring, together.

Carroll E. Bronson, Cardinal Stritch University

Eric J. Dimmitt, Cardinal Stritch University

Elizabeth A. Gies, Cardinal Stritch University

Online Group Work: The Top Ten Elements that Ensure Student Success

More and more students are opting to take online courses and team-based learning is increasingly common in higher education. The use of teams has increased significantly as organizations (both public and private) have turned more and more jobs over to team-based structures. A key to success with modern teams involves the continual use of information technology to support team activities such as setting clear goals, coordinating and negotiating with others, planning and managing work processes, and gaining decision-making skills. The literature suggests that a key benefit to online learning is a deeper understanding of the course content.

This session will highlight key findings from a two-year qualitative case study on online student teaming. Understanding how to facilitate and create engaging online environments is a key element to ensure student success. Helping students develop team work strategies will only enhance their future employment opportunities. The research questions guiding the inquiry were: How do students

collaborate in a virtual environment? How do they share responsibilities, leadership, and management of the class work to ensure success? For instructors, the questions revolved around how they facilitate group learning and assign student teams. Findings revealed information on different aspects of online facilitation, teaming and group work, sense of community and motivation.

This research is very timely and the implications will provide a better understanding of the current online trends concerning student group work and collaboration in virtual environments. These tips will help other online course designers and facilitators add these strategies to their future courses.

Srinath Jagannathan, Indian Institute of Management Indore

Patturaja Selvaraj, Indian Institute of Management Indore

Using Creative Reconstructions as Care Based Strategies in Exploring the Unsaid

While discourse analysis provides us with important understandings of how our life worlds are shaped by communicative legitimisations of different forms of social action, analytical processes through which we could uncover important discourses from what has been left unsaid in narrative data are still not fully clear. In this study, we indicate care based strategies for creatively reconstructing narrative data in order to analyse what may have been left unsaid in narratives accessed by qualitative researchers. We draw upon extended fieldwork conducted by one of the authors of the study in the state of Taminadu in India where he accessed narratives of fifty marginal entrepreneurs. These entrepreneurs belong to a caste based community known as Nadars who run small street-corner provision stores to eke out their livelihoods. We adopted care based strategies of being attentive to the shifts between generic and specific tropes to dialogically uncover the unsaid in our data. We creatively reconstructed our data in order to pay greater attention to the contradictions that shape the subjectivities of respondents.

Neill Korobov, University of West Georgia

A Discourse Analytic Approach to Accusations of Infidelity in Romantic Couples' Natural Conversations

This study uses a discourse analytic approach to examine how twenty young adult heterosexual romantic couples (ages 19-26) formulate accusations and insinuations of infidelity in their unstructured natural conversations. The analyses demonstrate how accusations of infidelity among romantic partners work to pursue and avert relational trouble. They indirectly index local interactional breaches that may, if left unattended, lead to non-affiliative interactional outcomes. Unlike mainstream psychological work that would treat talk about infidelity as a sign of emotional insecurity or jealousy, the present study posits that accusations of infidelity may function as a brief but effective way for one partner to signal that they have been dismissed or neglected in the preceding discursive turns, and to indirectly invite the other to repair that. Inductive sequential discursive analyses specifically found a reoccurring 5-part sequential pattern in the interactional environment surrounding spontaneous accusations of infidelity. This study demonstrates that the ways romantic partners affiliate around quotidian accusations of infidelity is not random, but instead can reflect an ordered cultural pattern to the ways couples work to maintain a close relationship.

[Room 1049 1:15-3:05](#)

Rebecca Price, University of Pittsburgh

Mary Margaret Kerr, University of Pittsburgh

"I Thought It Was Cool How We Were Part of Research": Youth as Co-Researchers

Despite children's travel to many destinations worldwide, tourism research focuses almost exclusively on adult travelers. Overlooking young tourists effectively silences their voices and ignores their experiences. To address this oversight, we identified multiple data generation tools and methods to enable youth to document their experiences without impeding their excursions. We then joined 59 eighth grade students who were traveling to Washington, DC and invited them to generate five forms of data. With iPads, they produced photographs, audio recordings and typed text. They also created handwritten journals and participated in audio-recorded interviews. Without altering their itinerary, participating students generated over 500 photographs, 300 comments, and joined in a total of over 100 interviews. Data collection occurred across several settings throughout each day, including tour buses, indoor and outdoor destinations, and a hotel. Students chose multiple tools to collect their data. They also identified barriers, modified data collection tools, and recommended new research designs. Their participation illustrates the value of engaging youth as full partners in travel research. We believe our experiences will benefit others hoping to co-research with children, especially in out-of-school settings.

Mark McCaslin, University of Phoenix

Mansureh Kebritchi, University of Phoenix

Research and Professional Development Needs and Expectations of Doctoral Students: A Critical Reflection

Doctoral students face two major challenges in their degree programs in the United States: completing their doctoral programs and preparing their professional life. The average attrition rate of doctoral students has been consistently 40-50% within the last few decades. Additionally, there is a perennial disconnect between doctoral education and the workplace. To address these problems, we conducted an action research in this study to explore students' current and future professional development needs, students' perspectives, experiences, expectations, and issues related to conducting their dissertations, and students' expectations from their dissertation chairs. This study took place in a career oriented, for profit higher education institution in the United States. We used a purposeful sampling method to include 50 doctoral students who participated in the University research workshops to take part in this study. We collected data through face-to-face focus groups with 3-4 members. We used a content analysis approach to analyze the collected data based on the main three research [JL1] questions. We categorized the collected data into major themes. The themes revealed the students' current professional needs included internal actions and skills development; their future professional development were application of knowledge, scholarship activities, and continuous skill improvement; their expectations for conducting doctoral dissertations were addressing time, resources, and discipline challenges, need for communication, and desire for mastery; and their expectations from doctoral chairs included chairs being communicative, engaged, resourceful, team players, and available. Such findings may fill the gap in literature and help educators further improve quality of doctoral programs.

Anna CohenMiller, Nazarbayev University Graduate School of Education

Caring as an Emergent Method in Qualitative Research: A Means for Moving between Research Studies and Practical Support

In 2014, I conducted a dissertation research study on doctoral students who became mothers for the first time during their program of study. I was such a student, although I did not include myself in that initial study. I studied these new "DocMama's" to try to help them and to help others as I had found myself struggling through personal and structural challenges within the university. While I tried to keep

our interviews “professional” where I was the one asking questions and they were answering, I found that the participants wanted to know about my experiences and wanted to hear suggestions, ideas, and challenges that I was experiencing. I also found that what they were sharing was useful for my own life, such as considering new ways to consider the challenge of mothering in academia to specific steps they took to get support.

From these interviews, it became clear that having a support system is particularly helpful when becoming (and being) a new mother in academia. The study led to a creation of an online support group that currently has a membership of over 100 women from around the globe, all who are confronting, or who have, been a “dissertating mama.”

In 2015, I followed up with the initial study and sought to bring more mothers in academia together, to highlight our presence. I found that I was drawn towards the creation of something for them, for us, together and while not a study, having another space to demonstrate our existence in academia has been embraced. Then in 2016, I checked back in with the original set of DocMama’s I interviewed to see how they were doing as they transitioned from their doctoral programs to their next careers. This time, I included myself, and as such found that I was now openly caring about them, and myself.

These research studies and outcomes appear to be an outcome of when qualitative researchers care. I see it is the individual personal aspect that relates to this research which has allowed for useful outcomes. In so many ways I had been taught to not include myself in the research, or at the extreme to explain my positionality, but then try to bracket it so I could see the participants’ experience in more detail. Instead, I see the potential of caring as technique for qualitative research. Perhaps as an emergent method, just as arts-based research was once new in our discipline and even today has to be argued for its rigor, caring may be the next step of incorporation in qualitative research methodologies.

Room 1052 1:15-3:05

Marie L. Charles, Pace University

Communication Experiences of Family Caregivers of Hospitalized Adults with Intellectual and Developmental Disabilities.

I designed this applied dissertation to discover new insights regarding the lived experiences of family caregivers of hospitalized individuals with intellectual and developmental disabilities. The peer-reviewed literature obtained via the Internet, using the Eric descriptors, resulted in very limited and outdated research on individuals with intellectual and developmental disabilities. Several research studies indicated that research on the intellectual and developmentally disabled was not readily available and even less research was conducted on the family caregivers of this group. I used the literature review to develop the following research questions pertaining to communication issues between Family caregivers and hospital personnel: 1) How did family caregivers of hospitalized patients with intellectual and developmental disabilities perceive their communication experiences with health-care personnel? 2) What communication issues did caregivers experience when advocating for patients with intellectual and developmental disabilities during hospitalization? 3) What did family caregivers of patients with intellectual and developmental disabilities recommend to improve communication with health-care personnel? The research method I selected was a hermeneutic phenomenological approach. I used open-ended questions in face-to-face interviews and developed a number of potential probes. Selecting ten participants, I audiotape recorded the face-to-face interviews. Afterwards, I transcribed and coded

the audiotape recordings. I then collapsed the codes to determine emerging broader themes. Throughout the study, I consulted the family caregivers to ensure the information revealed reflected their experiences. I noted four themes emerged from the interviews: need for advocacy, need for better communication, sense of abandonment, and lack of confidence. The findings indicated the need for better education at the prelicensure level as well as continuing education and support for staff nurses to safely care for this population.

Lauren Moret, University of Tennessee, Knoxville

Duncan Overton, University of Tennessee, Knoxville

Synthia Clark, University of Tennessee, Knoxville

Let's Talk QUAL: Pedagogy for Embracing Qualitative Methodological Dialogue

Let's Talk QUAL is an opportunity outside of the academy for those interested in qualitative research to meet and talk about current methodological issues in the field, connect with scholars regarding research interests, and ask questions of other qualitative inquirers about methods, ethics, etc. Asking questions is difficult within the academic setting and can become overwhelming for students (Mendler, 2015) and challenging for faculty who may not situate themselves within the frameworks taught (Nordstrom & Happel-Parkins, 2016). Additionally, questions we ask in our research methods classroom can only be answered by those sitting in the classroom at that time (Horton & Moyers, 1983). The purpose of this presentation is to share a unique pedagogical process we created as a collaborative space for methodological, epistemological, and ontological dialogue as researchers (always in-training) to discover, describe, and interpret the messiness and robustness of the qualitative research process. We provide information about a dialogue-building strategy that includes gathering beginning researchers exploring what qualitative research is, to the more experienced members of the academic community who are well versed in the language, to anyone who happens to be present in the public space where we meet. Through Let's Talk QUAL, students, staff, faculty, family members, and community members gather at a local business to question, interrogate, trouble, and wrestle with ideas, issues, and tensions in the field and engage in empowering and reflective talk. We aim to present our experiences, processes, and next steps as caring facilitators, organizers, coconspirators, rabble-rousers, volunteers, and group members.

Katherine M. Kainer, Our Lady of the Lake University

John M. Kainer, Texas A&M University

From Teaching Quantitative Methods to Learning Qualitative Methods of Research: Experiences of Shifting Mind-Sets

Social science departments across the United States offer courses on various research methodologies, often structured around the methodologies favored by their faculty members. In the research world, the two general approaches to gathering and reporting information include quantitative and qualitative approaches. In quantitative research, the aim is to explain or attribute causation to objectively defined variables, data primarily takes the form of numbers and statistics, which can be broadly generalized, and researchers tend to remain objective and separated from the subject matter. Conversely, in qualitative research the aim is to build an understanding of phenomena, data takes the form of words, pictures, or objects, and researchers tend to become subjectively immersed in the subject matter (McCusker & Gunaydin, 2015; Neill, 2005). The demarcation between quantitative and qualitative research has resulted in individuals leaning towards one particular methodology over the other. As graduate students

in our master's programs, we both were trained and excelled in quantitative research classes, which produced opportunities for us to be teaching assistants for quantitative methods courses. Having immersed ourselves in quantitative methods, the greatest obstacle to our learning qualitative methods in our doctoral studies was our own quantitative habits of mind. This paper aims to increase understanding of students' shifts from a quantitative to qualitative mind-set, through an examination of our experiences as graduate students who shifted from teaching quantitative methods, to learning and implementing qualitative methods of research.

Room 1053 1:15-3:05

M. Francine Jennings, Lesley University

"Harriet Speaks", An Interactive Ethnodramatic Event: The Emotional and Educational Impact on Adult Attendees.

Ethnodrama, described by Saldana (2005) as "dramatizing the data" (p.2), is defined as using theater production to capture the essence of collected data. For the past twenty years, I have been presenting a research-based one-woman drama revolving around the life of Harriet Tubman, a conductor on the Underground Railroad. The purpose of this study is to share adult reactions to one of the most recent Tubman dramas presented in April, 2016. More specifically, I will inform the audience about the extent to which adult attendees were personally motivated, inspired, entertained, and educated through the theatrical presentation. My motivations for conducting this study are in direct alignment with Saldana's philosophical beliefs around ethnodrama; he states that "There comes the responsibility to create an entertainingly informative experience for an audience, one that is ...intellectually rich, and emotionally evocative" (p. 14). Using a workshop format, I will begin with a brief personal introduction, followed by sharing a clip of the Harriet Tubman ethnodrama; I will, then, solicit comments and reactions from the audience as a way of inviting participation and fostering interactivity. Next, in keeping with the qualitative tradition, I will highlight analyses of interviews, focus groups, and arts-based inquiry through which data was triangulated, while promoting the idea that passion (arts-based research) and rigor (traditional research) can reside in the same research-based space (Leavy, 2015). Finally, results of the study will be dramatically presented to the audience through the voice of Harriet Tubman. The nature of the workshop should require 40-45 minutes.

Susan Ann Vitale, Molloy College

Parental Role Development: Giving Voice to Non-Traditional Parents (LGBT)

Research on the experiences of lesbian, gay, bi-sexual, or transgender (LGBT) individuals when they adopt or give birth provides insight for health care providers. At present, informational resources concerning adjustment to their parental roles have been inadequate. This research focuses on a national initiative to better understand pertinent and applicable LGBT concerns (Healthy People 2020 www.healthypeople.gov). The objective was to develop an understanding of the process of parental role attainment in LGBT individuals. LGBT parents may be able to utilize a microsystem of social support, parent relationships, and family values when faced with the macrosystem of social, political, and cultural influences. Current legislation and health care networks are also factors to be evaluated within the development of these roles. I used grounded theory methodology to give voice to the participants. I endeavored to communicate credible empathy through an unbiased perspective. The participants were adult couples of varied LGBT backgrounds who had a biological or adopted child. They were aware that involved students and I were essentially naïve to their unique perspective (as non-LGBT individuals). A

clear focus was a genuine desire to better understand important issues and convey an accurate analysis for dissemination of the findings. The participants appreciated the opportunity to take part in this study and the chance to tell their stories. I found their individual and collective challenges and obstacles, as set within the universal context of becoming parents, to be both evocative and inspiring. Findings from this research will lead to patient anticipatory guidance and help to inform health care providers of the issues surrounding parental role attainment.

Luigina Mortari, University of Verona

Roberta Silva, University of Verona

When Words Change Critical Care - A Discursive Analysis in Intensive Care Unit

In critical care practice, one of the most stressful aspects is the necessity to decide in contexts characterized by high level of complexity: nevertheless, only a small number of scholars focused their attention on this issue and particularly from a qualitative point of view (Sinuff, Cook, Giacomini 2007; Giacomini, Cook, Deirdre 2009). A comparison with Intensive Care Units (ICUs) physicians reveals that they feel this lack: they need to see their Decision Making (DM) processes in a different way in order to understand them better. Their necessity generates a research with the aim to discover what discursive practices (DPs) distinguished an ICU team when it reaches a decision and how different DPs influence their DM processes. To reach this goal, the research design needs a methodological approach able to gather the essential meaning of the lived experiences and, in the meanwhile, grasp reality in as much detail as possible; for this reason, the research commits to a method that interweaves the Empirical Phenomenological Method with Grounded (Mortari 2002, 2007, 2009, 2010). This research produces a change in the awareness of the physicians involved in the research because they become conscious of the discursive profile of their own ICU and able to understand how the DPs that characterized their ICU influence their DM processes. From a methodological point of view, what makes different this research is the choice to create a qualitative analysis tool that reveals the DPs that characterized DM in ICU, holding together description and interpretation.

Room 1054 1:15-3:05

Amy Orange, University of Houston - Clear Lake

Researching in your Own Backyard: Lessons Learned

Recently, I have been researching teachers who feel their administrators bullied them. Participants' references to administrators that are current or former students at my university were one of the unforeseen consequences of the study. These administrators have not been my students, but I have needed to interact with them occasionally, and my participants' words return at these times, affecting how I engage with the administrators. The research question guiding this study is: What strategies best allow for a separation of research and teaching when there is an overlap of my participants' experiences with their administrators and my university students? My data sources for this autoethnographic study are the reflective journals and analytic notes I kept throughout my research on teacher bullying. This paper explores the coping mechanisms I employed to deal with the conflicting emotions I experience when I realize, mid-interview, that I have some knowledge of the bullying administrator a participant is describing, or when I must interact with one of the administrators. These include: keeping a reflexive journal, debriefing with a colleague, and attempting to compartmentalize research and other aspects of university life. I consider the varying degrees of success of these strategies, as well as future avenues to explore.

Karla V. Caballero, Our Lady of the Lake University

Bridging the Gap: Using Quantitative Measures to Derive Qualitative Meaning

I will provide information regarding the utilization of a quantitative method as part of a qualitative research design. In this case, a scale derived to quantify client feedback is used for qualitative data generation within a psychotherapy session. I will discuss the ways in which this numeric feedback source could provide a platform for exploration of the client's lived experience within the therapeutic session, rather than categorizing experience by numbers. Furthermore, I will define how this measure will provide client meaning in a qualitative dissertation research design. The partners for change outcome management system (PCOMS) derived an outcome rating scale (ORS) and session rating scale (SRS) as tools for client self-reported measurement. These are reliable and valid measures of client progress and the therapeutic alliance (Duncan & Sparks, 2010). The measures provide a number rating that places the participant on a sort of descriptive ruler, though her 10 may be different than his 10. The inquiry that follows this numeric description is the client's to define. This quantitative measure can be repurposed as a qualitative tool that is both culturally and respectfully considerate of the significance behind a participant's view of change. I will argue that quantitative measures have a place within qualitative research. Additionally, my experiences as a therapist and first hand use of this system will inform the research design of my qualitative dissertation.

Rama Cousik, Indiana University - Purdue University Fort Wayne

M. Gail Hickey, Indiana University - Purdue University Fort Wayne

Pregnancy and Childbirth Practices among Immigrant Women from India: "Have a Healthy Baby"

In India, practices relating to pregnancy, childbirth and child development have been rooted in cultural beliefs and traditions that are based on knowledge contained in ancient Indian texts. Many Indians residing across the globe continue to observe these practices. Some may find it challenging to do so when they are residing abroad, away from familiar surroundings and separated from their extended families. A small body of research exists that shows that migrant Indian women do observe traditional maternal practices based on cultural beliefs, but there is a need to learn more about how this knowledge is acquired, disseminated and preserved. This qualitative case study examines how immigrant women from India in the United States (US) acquire knowledge about and observe traditional maternal practices. Interviews and participant observation indicate that the women in this study adroitly mixed many traditional practices with the medical model of care provided in the US, and importantly, most of them followed these practices more as a deference to the norms laid out by their elders. The goal of traditional practices appeared to be to ensure birth of healthy infants.

Lynn Butler-Kisber, McGill University

Mary Stewart, LEARN Quebec

The Importance of Care in the Publishing Process

In this paper we will highlight with stories how, when care is integrated into the various steps in the publication process of qualitative work, it creates a thoughtful dialogue, enhances the ultimate product and scaffolds learning about both content and methodology, without sacrificing quality. Much has been written about the importance of the care in educational contexts (Noddings, 2005). Care refers to "a set of relational processes that foster mutual recognition and realization, growth, development, protection, empowerment, and human community, culture and possibility"—in learning situations (Owens, Ennis, 2005, p. 392). However, little attention has focused on the role that care can play in the publication

process. Publications are frequently tied to outcomes such as promotion and tenure with little consideration about how the actual process can contribute to the development of both practitioner and academic authors and their participants. Care in the publication process contributes to how qualitative research gets delivered accessibly, transparently, and poignantly.

Breakout Session C

Room 1048 3:40-5:00

Dawn M. Kennedy, Capella University

Is it any clearer? Generic Qualitative Inquiry and the VSAIEEDC Model of Data Analysis

I designed this article to assist the novice researcher in determining if a generic qualitative research approach is appropriate for their intended research or dissertation. I intend for the article to offer clarification of the approach and build upon Caelli's (2003) call for standardized generic qualitative inquiry guidelines. The article takes the researcher through a process of self-evaluation to determine alignment, or misalignment, with the five qualitative traditions: narrative research, phenomenology, grounded theory, ethnography, and case study. While generic qualitative inquiry has been posited to be an easy route, no experience necessary, its reliance on the method and tools of traditional qualitative methodologies can quickly lead the novice researcher to a muddled theoretical mess. This article offers researchers a boilerplate to use; a generic analysis method when the approach is generic qualitative inquiry, leaving a clear and concise stand-alone path for the novice researcher. The featured model is the VSAIEEDC method created by seminal author Dr. Roland Persson. The VSAIEEDC model is a cognition-based analysis method with seven steps: variation, specification, abstraction, internal verification, external verification, demonstration, and conclusion. This article contributes to the critical discussion of the foundation of generic qualitative inquiry and offers an analysis method in alignment with the fundamentals of a generic qualitative approach.

Gary J. Skolits, University of Tennessee – Knoxville

Wes L. Skolits, University of St Andrews

Social Epistemology, Caring, and Qualitative Field Research: The Challenges of Testimony

While qualitative researchers are expected to accept the truthfulness of participant interview testimony on face value, they often have little basis for gauging testimony trustworthiness of. Accordingly, this study addresses: a) under what epistemological conditions is interview testimony justified for researcher acceptance, and b) what epistemic and methodological considerations can researchers use to assess the trustworthiness of interview results. After 15 years of conducting educational studies with extensive interviewing, the first author increasingly realized that caring about those served by educational interventions led to higher levels of confidence in the testimony of program participants over program staff. Of concern was the potential for epistemic injustice to non-participant stakeholders. Further review of the epistemology and social sciences literature identified substantial theoretical work on testimony and its trustworthiness as far back as Kant. However, there has been little effort to summarize and disseminate the potential practical wisdom within this literature. Accordingly, this study reports on the epistemology and social science philosophy literature findings and relevant debates regarding testimony of relevance to qualitative researchers. This includes the "default rule of testimony", competing reductionist and anti-reductionist conceptions of testimony, and potential considerations for qualitative researcher seeking to better conceptualize and examine respondent testimony.

Penelope Jane Kinney, University of Otago

Jogging Memories: Overcoming the Exclusion of Vulnerable Forensic Patients

Gaining access to clients with forensic psychiatric services is a challenging obstacle to overcome; ensuring both the service and ethics committees confidently address all safety concerns is a priority. Ethics committees are extremely proficient gatekeepers, so too is the staff working in forensic psychiatric services. Ensuring the protection of their clients and safeguarding their recovery is paramount, therefore attending to all concerns identified needs to occur if client participants are to be included. The client group itself is vulnerable, posing challenges for researchers; living with major mental illness often affects a person's ability to hold spontaneous conversation, such as those found in one-on-one interviews. They may sit passively during traditional qualitative talking interviews, waiting for guidance on how to answer questions. To overcome these impediments, I used alternative methods of data collection outside of the traditional qualitative interview to facilitate dialogue while keeping the patient safe. I considered photo voice, giving the patients the camera, a risk. A compromise was a walking interview, where the patient gave a spatial tour of their "ground," highlighting boundaries and freedoms, while I took photographs of these spaces for subsequent one-on-one conversations. I conducted walking interviews with six forensic psychiatric patients. This presentation will discuss the process taken to ensure the successful inclusion of vulnerable forensic patients into a qualitative project that used walking interviews alongside a camera.

Room 1049 3:40-5:00

Penelope Jane Kinney, University of Otago

Exploring Connectedness: The Meaning of Transition Experiences for Patients within a Forensic Psychiatric Service

We regard transition as the psychological adaptation process undergone in response to a significant event. The process of transition occurs throughout life for every human being. People transition from adolescence to adulthood, student to worker; they move geographical locations and adjust to a disease or accident. Patients within forensic psychiatric services, like the majority of the population, undergo a variety of transitions, such as moving wards. Moving to a less secure environment asks a lot of patients; they need to be able to place limitations on themselves, initiate self-involvement in certain activities, and make choices they have not had to make in a significant length of time. I conducted a phenomenological study to explore the experience of transitioning from a secure unit to the open rehabilitation ward within one regional forensic psychiatric service in New Zealand. I interviewed patients individually using a semi-structured format. Interviews occurred at three stages: prior to their transition commencing; during their transition program; and between two and four weeks after their program had completed. Four themes emerged from analysis: being-in-the-world of being free; stepping stones; doing what you have to, to prove oneself and assistance comes in many forms. Connectedness to people, the activities they do, and place were important in the success of the transition. The results of this study will assist health professionals to support patients through the transition process. Providing the right support will improve the experiences of those transitioning and increase the success of the transition.

Robin Chard, Nova Southeastern University

Melissa Tovin, Nova Southeastern University

The Meaning of Intraoperative Errors: Perioperative Nurse Perspectives

In attending to the theme of the research conference, I want to share findings from an exploratory descriptive study titled, *The Meaning of Intraoperative Errors: Perioperative Nurse Perspectives and other mediums in giving voice to operating room nurses*, an often unseen and highly specialized group. These nurses emerged from behind the closed doors of the surgical suite, removed their masks, and opened their hearts and minds toward sharing their feelings and perspectives on errors in the operating room. The specific aims of the study were to: (a) describe the perceptions, feelings, and ideas of perioperative nurses on the topic of intraoperative errors and (b) develop a deeper understanding of perioperative nurses' experiences surrounding intraoperative errors. We conducted focus group interviews with perioperative nurses using a semi-structured discussion method and interview guide. We identified a thematic analysis of the data and categorized patterns and themes using NVivo 11 software. Implications for practice and research include (a) inform policies and procedures to ensure safe, quality care outcomes for surgical patients, and (b) provide information that will allow a targeted revision of the Perioperative Nurse Questionnaire used in a previous study. A grant from the Association of periOperative Registered Nurses (AORN)/Sigma Theta Tau International (STTI) funded this study.

Sam J. Robertson, University of Southampton

"From the Edge of the Abyss to the Foot of the Rainbow" – Narrating a Journey of Mental Health Recovery

Service users are continually asked to 'tell their stories' within clinical settings as a tool for diagnosis, formulation and treatment plans. There is little evidence that narrative development is used systematically within an NHS therapeutic setting. Developing a personal narrative is one way of reframing and making sense of 'the illness' experience - integrating it with the identity and experiences of the individual 'beyond the illness'. My research explores the process of developing a personal narrative and its possible contribution to mental health recovery.

My research uses a three-phased approach, where the emergent themes inform subsequent phases. Phase 1 involved developing and analyzing my recovery autoethnography. Phase 2 used Participatory Action Research. Co-researchers (who had developed their personal narratives) were recruited to focus groups to discuss their process. In Phase 3, we will develop a Personal Narrative workshop programme using the themes and issues generated in Phases 1 and 2.

My autoethnography is fundamental to my research. I wrote this version of my personal narrative as a set of 54 vignettes. A process diary was also written to capture my process.

[Room 1052 3:40-5:00](#)

Natosha N. Wilson, Cameron University

Leaving Home for African Americans in the Emerging Adulthood Era: A Phenomenological Study

There has been limited research regarding how minority culture youth experience leaving home. Eight African American individuals who had "launched" from their families-of-origin were interviewed. By using Moustakas' Transcendental Phenomenological method, several themes emerged to describe the lived experience of leaving home. The themes included need for independence, a comparison of privilege for others and oppression for self, obligation to family, and pride in self-sufficiency. According to the findings in this study, leaving home for young African Americans is a culturally distinct experience which aligns more closely with traditional patterns of leaving home. Although the emerging adulthood

era functions as a context in which the participants exist, the young African American participants in this study identified delayed launching as a “failure”.

Pearl R. Smith, University of Phoenix

Nancy Arduengo, University of Phoenix

Martha Taylo, University of Phoenix

Trusting Telework in the Federal Government

Despite an Executive Office mandate to permit federal workers to telework, federal managers still deny employees this benefit. Several factors have been attributed to their aversion. We believe lack of trust is a factor. This paper presents the analysis of findings from a hermeneutical phenomenological study exploring the lived experiences and perceptions of 12 federal government managers who prohibit their employees from teleworking (Brown, 2013) to identify themes related to trust. The managers were from a single agency and held positions from first line to executive level. From their interviews Brown identified eight themes. In this paper those themes were analyzed using key words or ideas from the trust literature. Of the eight themes Brown identified, five focus on lack of trust: (a) past experiences; (b) employees maintain an acceptable level of productivity and accountability through the manager's decision to prohibit telework; (c) federal managers prohibit their employees from teleworking due to a lack of trust, reliable security, and a reduced level of productivity; (d) mentors play a large role in the decision federal managers make to prohibit telework for employees, and (e) the federal teleworking program has unclear requirements that leave the policy open for question and multiple interpretations. Success factors for enabling leaders’ trust of telework include clearly written guidelines and policies, sound technology and technological support, relevant performance measures, and a culture that enables managerial and employee trust.

Carolyn R. Mattocks, Walden University

Demonstrating Care in Qualitative Research without Bias

The purview of the nonprofit sector is to identify key trends and provide viable solutions in order to increase the efficiency and effectiveness within their organizational structure. Two recent trends include leadership and financial stability which helps to strengthen social change value and social outcomes. These are desirable results if any nonprofit organization. The qualitative researcher can assess the needs of the nonprofit sector and produce quality research through credibility, accuracy, and reasonableness. The case study method has proven to be effective in helping the researcher gain a holistic approach to understanding the participants’ mission through unstructured interviews. The role of the researcher is to maintain credibility with an objectivity that will not skew the research. The researcher can demonstrate passion, but control bias through questions that help to gain an understanding of the participants’ mission as well as create solutions that can help them transcend it for years to come. The researcher’s current research project will help to add new knowledge to the professional and academic communities, but also add a leg to the wheel that already exists within the nonprofit sector.

Room 1054 3:40-5:00

Christopher P. Dum, Kent State University

Care and Critique: Ethical Imperatives in Qualitative Research

Qualitative work in sociology, especially ethnography, often focuses on those who are pushed to the margins of society. While sociologists enter the field with plans to spur societal change, their policy recommendations often revolve around changes in large social structures, which may take years or decades. Therefore, we are left to ponder, how can qualitative research produce change and care for research participants in other ways? In this presentation, I use my own ethnographic research at a welfare motel to argue that caring involves two important considerations. First, we must embrace opportunities to make a difference in daily life. In my work, this involved helping motel residents with moving, giving them loans, and even adopting a cat. Second, we must embrace taking a critical stance toward entities most directly responsible for participants' circumstances. This should involve using our power to speak on our participants' behalf. For me, this involved deciding how to engage the public when the motel was shut down due to code violations. I spoke with local media on the day of the closing, and in my forthcoming book, I call out local agencies and policymakers for failing to provide proper oversight of the motel. While it may scare us to expose ourselves with public critique, this exercise of power is crucial to making a difference. Our participants open themselves up to scrutiny, so it is ethically imperative that we do the same and not tip-toe around the injustices that we observe.

Carrie Lobman, Rutgers University

Lisa Genn, East Side Institute and House of the Roses

Looking at Diagnosis: The Simultaneity of Researching and Creating Community

This session shares an ongoing survey/community-organizing project of the East Side Institute (ESI) that began as conversations about psychiatric diagnosis at street fairs in Harlem and Brooklyn, NY, and has now included over 1,000 people in 25 countries. At the ESI, an independent research and training center, we make no separation between the creation of grassroots activities that can support the development of people and the creation of community, and the study/discoveries that can be made through these activities. In 2013, in the midst of the controversy leading up to the publication of DSM V, the staff of the ESI, who were already participating in the conversation amongst professionals, went onto the streets and online to ask ordinary people--the ones most impacted on by the medicalization of mental and emotional health--about their experiences with and thoughts about diagnosis. The survey was: 1) an invitation to the people who responded to the survey to participate in this important public conversation; 2) an invitation to the professionals who were debating the merits of diagnosis to include ordinary people; and 3) a discovery/organizing process to see if we could contribute to the creation of a nascent grassroots, humanistic challenge to what we consider the damaging effects of traditional psychology. In addition to continuing to collect the surveys/have the conversations, we have now been in a process of analyzing them for over a year. This presentation will share the process from street fair to presentations at the APA, including our ongoing work to have the analysis process itself be a part of the emerging conversation and community building.

Kevin E. Kidder, University of Tennessee

Sondra LoRe, University of Tennessee

Gary J. Skolits, University of Tennessee

Assessing the Needs of a University LGBT Resource Center: Encouraging a Caring Campus Climate

In today's political climate, it is vital to look at lesbian, gay, bisexual, and transgender (LGBT) perceptions and issues within higher education. For this qualitative case study, we focused on the needs of a university LGBT resource center in the Southern United States. Aside from the collection of demographic

survey data, we used a qualitative case study approach to tackle the difficulties of data collection among the LGBT population. Through open-ended survey questions, focus groups, and stakeholder interviews, we facilitated in giving a voice to the needs of a LGBT population that, more than ever in recent history, is attempting to be silenced. We took delicate care and much needed time to build up rapport with the center's gatekeepers, as well as the students, faculty, and staff that utilize the center's services. The timing of this needs study was strategic, recognizing the life cycle of the center. For example, as this LGBT center has been operating on campus for more than five years, it was a critical time for such a needs assessment to occur. We will discuss the importance of building fellowship, as it relates to showing care for the LGBT population and their allies. Additionally, we will discuss specific findings from the needs assessment that included increased access for students with disabilities, improved outreach to engage a wider audience including faculty and international students, and continued student input into operations.

Friday, January 13th

Knight Auditorium 9:00-10:15

Carolyn Ellis, University of South Florida

Doing Compassionate Research with Heart: Collaborative Inquiry with a Holocaust Survivor

I have been collaborating with Holocaust survivors for the last seven years, in particular a survivor of the Warsaw Ghetto, Jerry Rawicki. This presentation will employ film clips of our interactions in interviews and classes along with a short documentary about our trip to Treblinka (a death camp) to demonstrate the research relationship that has formed between us. Using an approach I have developed called compassionate interviewing and storytelling, Jerry and I work together to understand his experiences during and after the Holocaust and how this research orientation might work in practice. In this collaboration, a researcher and participant listen deeply to, speak responsibly with, feel passionately for, share vulnerably with, and connect relationally and ethically to each other with care. We write and tell stories empathetically and respectfully, focusing on participants' wellbeing and the possibility of renewal and purpose in life. This approach adds a relational and emotional dimension to research on trauma, such as the Holocaust, that enables us to learn from our interaction with others as well as from what our participants say. I offer this method as an option to consider, especially when studying sensitive issues such as loss, trauma, and end-of-life care.

Breakout Session D

Room 3028 10:15-11:50

Serife Sevis, Middle East Technical University

Zulfukar Ozdogan, Indiana University – Bloomington

Data Analysis Experiences: Self-Produced vs. Alien Data

Data analysis is one of the core phases of qualitative research. This presentation aimed to share data analysis experiences of a team of researchers in a mathematics education study using three- tiered modeling research as a methodologic orientation. This study had three tiers: Tier 1-Pre-service mathematics teachers, Tier 2- A team of researchers, and Tier 3-Principal researcher. The team of researchers in Tier 2 composed of four researchers having different interests and teaching experiences as well as different knowledge of and skills in qualitative inquiry, which brought different perspectives to the data analysis. Furthermore, their researcher positions vary on the insider-outsider continuum with respect to the data. While one researcher collected the data, two of them produced the data which was going to be analyzed. On the other hand, the data was alien to the fourth researcher; that is, his first interaction with the data was at analysis process. In this study, I will present the experiences these researchers by addressing the following research question: "How is it different to analyze your own data, the data you collected and an alien data that you just saw at the analysis phase?" Both advantages and disadvantages of being various proximities to the data are going to be discussed and exemplified with researchers' narratives. I believe that it is important to discuss individual and collaborative data analysis experiences of researchers having various positions and interactions with the data in order to enhance our understanding of researchers' caring each other in a qualitative research.

Stefanie Gillman, Nova Southeastern University

Perceptions of University-Based Middle School Faculty Regarding In-School Bullying

The purpose of this study was to identify the perceptions of university based middle school faculty in regards to in- school bullying. Central ideas of the study include staff and student education in terms of identification of bullying, policies at the school level, and state legislation. There has yet to be a study specifically exploring middle school teacher perceptions of in-school bullying in the private sector. This research brings to light some of the issues related to bullying in schools amongst this specific age group.

Analysis of the data revealed differences in perceptions between middle school teachers and middle school administration. Included in these differences are the perceptions of what bullying is and how it should be addressed. The biggest challenges identified at the private sector included covert bullying or relational aggression. Recommendations include ongoing professional development for experienced and new staff members in the areas of prevention, identification, and interventions. This programming should be developed with school climate in mind so that it works to foster positive relationships between staff members and students.

Room 3030 10:30-11:50

Bryan Dallas, Northern Illinois University

Julie Ramisch, Northern Illinois University

Alyssa Ashmore, Northern Illinois University

Family Involvement in Postsecondary Settings for Students with Autism Spectrum Disorder

We investigated if family members of students with Autism Spectrum Disorder (ASD) should be involved in postsecondary settings, if involvement is beneficial, and their potential roles. Our research questions included: 1. What is the need for family involvement of students with ASD at the postsecondary level? 2. What are the perceived needed and fulfilled roles for family members of students with ASD in postsecondary settings? 3. Does family member involvement result in positive outcomes for students with ASD? Two-hundred and eleven postsecondary Disability Resource Center (DRC) staff members completed our survey, which included both quantitative and qualitative questions. We exported survey results from Qualtrics to SPSS statistical software and Microsoft Word for analysis. We used content analysis to analyze qualitative data. Results primarily indicate that there is a need for family members to be involved non-academically with students with ASD. Additionally, family members should increase levels of organizational and time-management support, social role-plays, regular communication with the student about academic progress, and non-academic supports (e.g., hygiene, money management, transportation, laundry). During the presentation, we will discuss the study results, the answers to the research questions, and implications for professionals.

Luigina Mortari, University of Verona

Marco Ubbiali, University of Verona

Research for Children: An Ethics of Care in Action

Our proposal starts from a theoretical view of care (Mortari 2014; Noddings, 1984), defined as a practice (not only a feeling or an idea) dealing with something that is essential for others: for preserving and protecting life (in Greek merimna), for healing wounds (therapeia) or, in an educative sense (see Socrates), for helping others to become what they really are (epimeleia). This philosophical view founds an ethics of care, intended as a practice of relationship: an instance of being-for-the-other (Schwandt,

2000) characterized by virtues (Pring, 2000). We argue that research should be grounded in an ethical perspective (Bishop, 1998; Smith, 1999; Christians, 2005). We developed a research approach with children, named "Research for Children" (Mortari eds., 2009); it is an approach founded on a strong ethical view. The presentation aims to describe the main ethical aspects of this approach developed from a philosophy of care perspective. Naturalistic inquiry (Guba and Lincoln, 1995) considers the researcher as the main research instrument; in our approach, the researcher has an ethical stance, characterized by: respect: e.g. regarding words from children as a gift, building a method of inquiry that respects their point of view; courage: e.g. giving children the possibility to be free in their thoughts, even if different from adults' expectations; and generosity: e.g. inventing activities not only useful for collecting data, but also, as a gift for children. The presentation will describe this ethical stance in our practical research work with children.

Andrea Marie Hyde, Western Illinois University

IDEAS: A Qualitative Inquiry into Project-Based Learning

As waves of the Global Educational Reform Movement, what Sahlberg (2015) identifies as GERM, still ripple around the world pushing for competition, standardization, the focus on the core subjects, and test-based accountability some schools like IDEAS choose what Hargreaves and Shirley (2012) call The Forth Way towards inspiration and innovation with their project-based learning pedagogy. IDEAS is a small public high school in Sheboygan, Wisconsin and a member of Ted Sizer's Coalition of Essential Schools (CES). Our qualitative inquiry explores the implications of project-based learning on IDEAS' students, teachers, academic program and school community. Data came from direct observation, interviews, curriculum documents, and teaching and learning artifacts. Our research informs IDEAS about the impact of their project-based learning pedagogy and validates its significance as part of their curricular program. It demonstrates that democratic principles are at work in some US schools, despite so many instances to the contrary. In the age of GERM this single-case study provides research-based evidence that alternative pedagogical methods and curriculum programs are potentially viable alternatives to many of the curriculum practices commonly found in today's schools.

Room 3031 10:30-11:50

Andrew E. Terrell, University of Colorado

Steven R. Terrell, Nova Southeastern University

An Investigation of the Apocalyptic and Hellenistic Foundations of the Christian Faith: A Content Analysis of the Works of Ehrman and Funk

The historical, political, legal and religious nature of Jesus of Nazareth is disputed by various religious and secular groups. Qualitative content analysis was conducted to compare and contrast literature across a set of beliefs and perspectives, while focusing particularly on the work of Ehrman and Funk, in order to better understand questions arising from disparate beliefs. A brief history of the ancient Israelites and Palestine is provided, followed by an examination of apocalyptic ideology. Within this context, content analysis was used to assess the meaning and passages from the authors, as well as the New Testament Gospels, the Gospel of Thomas, and theories of Jesus as an apocalyptic prophet and a Hellenistic sage. Themes arising from these sources indicate a religious cosmology describing Jesus of Nazareth as an apocalyptic leader who taught his disciples that the end of the age was imminent and would result in their role as rulers of a new kingdom. It was for this reason that Jesus of Nazareth was convicted of sedition and executed by the Roman state. This viewpoint, although no longer widely

recognized and replaced by a Hellenistic philosophy, was a foundation of the early Christian movement. The study is limited to the focused nature of the work of Ehrman and Funk, and should be replicated with a broader breadth of literature.

James A. Bernauer, Robert Morris University

Mary Pat Bernauer, McCarthy Training and Consulting

Patrick Bernauer, University of Dayton

Caring in Educational Research: A Family Affair

This presentation will use all three grammatical persons as we explore caring in education as experienced from the perspectives of son, mother, and father-researcher. Mother and son will reflect independently on their memories of instances of caring and not caring during their own school years as well as their mother-son perceptions during the son's elementary, high school, and college years. That is, mother and son will describe both their own personal perspectives as well as their social perspectives afforded by their positionality in a family structure. Based on these personal and social dialogues and perspectives the father-researcher (Jim Bernauer) will attempt to create a synthetic dialogue after-the-fact with these two participants by analyzing and synthesizing their perspectives in relation to the importance of caring in education and thus in educational research.

Katherine Temple, University of Phoenix

Mark McCaslin, University of Phoenix

Students and Teachers against Violence and Crime: A Lesson in Servant Leadership

Violence and crime have become a significant problem in our school systems. One reason for violence and unacceptable behavior in schools is that teenagers have often not learned acceptable social behavior early in their adolescent years. The purpose of this phenomenological study is to understand the essence of the lived experiences of students and teachers working together, utilizing servant leadership principals against violence and crime, in order to create a safer learning environment at school. This study explores how students and teachers can work together by using the principles of servant leadership as a means to transfer values of team building, responsibility, and community service. Examining servant leadership, we found that educators have an ethical duty to keep students and the school safe. Students and teachers can advocate against violence by promoting personal growth, servant leadership, critical reflection, and creative problem-solving. The future implications of a safe school rest on the notion of cooperation and service as leaders. By encouraging students and teachers to incorporate servant leadership attributes a safe school be is inevitable.

[Room 3033 10:30-11:50](#)

David B. Ross, Nova Southeastern University

Giordana M. Cote, Nova Southeastern University

Elementary School Teacher Perceptions on Student Social-Emotional Learning and Implications for Instruction

This paper explored student social-emotional development and academic instructional models in elementary classrooms in Massachusetts. The purpose of this qualitative study explored teacher perceptions of implementing social and emotional standards amidst current educational shifts to rigorous early childhood academic standards. This study focused on kindergarten through third grade teachers in a Coastal New England school district with urban characteristics. This study built on previous

research by examining teacher perceptions of student social-emotional development and observing how those perceptions influence academic instructional models in kindergarten classrooms.

Christopher Strople, University of Maine at Farmington

Seungho Moon, Loyola University Chicago

(Im)possible Identity: Autoethnographic (re)Presentations

In this paper, we examine experience, identity, and their intersections. Working from an autoethnographic positionality, we investigate the insufficiencies of language and the limitations of any given researcher with an intent to address multiple realities and their respective interpretations of meaning. Autoethnographic narratives with the use of visual, written, and multimedia representations further acknowledge the dilemmas of qualitative researchers when they cannot fully describe subjectivities in research. What is deemed to be valid research is often indicative of a theoretical framework that aggressively seeks to invalidate other perspectives and ways of knowing. Thus, we create research spaces by employing counter-narratives as well as different representations that seek to challenge grand narratives in educational research—namely, a high reliance on numbers or written representations. Such challenges are critical to understanding the advancement of research, and enhancing the public discourse regarding educational research

Room 3035 10:30-12:00

Patrick J. Dunn, American Heart Association and Walden University

Understanding Health Literacy Skills in Patients with Cardiovascular Disease and Diabetes

Health literacy is the ability to understand and act on health information and is linked to health outcomes. It is unclear how health literacy skills are developed in patients with complex conditions, such as cardiovascular disease and diabetes. The purpose of this grounded theory study was to gain perspectives of both patients and healthcare professionals on how health literacy skills were developed in patients with cardiovascular disease or diabetes. The research questions addressed how knowledge and skills were acquired, the role of digital tools, instructional strategies used by healthcare professionals, and how the instructional strategies of the healthcare professionals matched the learning preferences and needs of the patients. A social ecological framework was used, which underscored the importance of understanding health literacy from multiple sources. Semistructured interviews were conducted on 19 healthcare professionals and 16 patients. Emergent key themes included: (a) social support plays an important role as a learning opportunity; (b) many patients get their information from internet searches; (c) instructional strategies should be personalized, interactive, social, and relevant; and (d) patients are self-directed learners. Linking of these themes led to the development of the health literacy instructional model, which is a 3-step approach, including an emotional support, behavioral approach, and instructional strategy. Social support was the common element in all 3 phases and was perceived to be key to developing health literacy skills, resulting in the key implication for social change. Recommendations are to consider social support in the development of health literacy instructional strategies.

Sondra M. LoRe, University of Tennessee

Gary J. Skolits, University of Tennessee

Kevin Kidder, University of Tennessee

A Tale of Two Students and an Experiential Ph.D. Program that Works for All

Experiential learning, where students engage holistically in the curriculum, has gained increased attention in higher education settings (Kolb & Kolb, 2005). The University of Tennessee's Evaluation, Statistics, and Measurement PhD program in the college of educational psychology is no exception. The design of this program, with its focus on internship experiences, authentic assessment, and community collaboration, allows students of varied backgrounds and experiences to thrive. In this session, two students enrolled in the program reflect on the successes they are experiencing as PhD candidates in a real-world experiential designed curriculum. One student, transitioning directly from an undergraduate program to a combine masters and PhD path, reflects on the ways these hands-on experiences with evaluations are helping to build his confidence and knowledge-base for interacting with stakeholders. Another PhD candidate, returning to graduate school after 20 years of experience in educational leadership and evaluation, reflects on the importance of the guidance she is receiving from professors in these experiential learning projects, helping to polish her technical skills particularly in quantitative analysis. Authentic assessments tools, such as the use of portfolios (Popescu-Mitroia, Todoresu, & Greculescu, 2015), reflective journals, and peer editing, are an additional design element to this program. Attendees to this session will have the opportunity to view and interact with sample portfolios and journals, as well as view course design outlines and internship logs. A design template for effective experiential learning modules for higher education will also be shared along with examples of effective experiential learning techniques for higher education.

Breakout Session E

Room 3028 1:05-3:10

Steven R. Terrell, Nova Southeastern University

Developing a Qualitative Dissertation Proposal: Guidelines and Examples

Despite having the academic ability to finish their degree, fewer than half of the students matriculating into a Ph.D. program ultimately graduate. This has been ascribed to three major causes – varying personal reasons, financial problems and academic issues. In particular, many students have difficulty in writing a proposal for their dissertation. Guided by his text, *Writing Your Dissertation Proposal: Guidelines and Examples*, Dr. Steve Terrell leads workshop attendees as they learn to identify a meaningful problem area, write research questions that will guide the investigation of the problem, write a focused review of the literature and identify an effective methodology best suited to guide their efforts. Once the methodology is well-defined and operationalized, students will be well on their way to data collection, analysis and the writing of their final dissertation report.

Molly J. Scanlon, Nova Southeastern University

Claire Lutkewitte, Nova Southeastern University

Juliette Kitchens, Nova Southeastern University

Using Micro-Narratives against the Backdrop of Disciplinary Lore: Creating a Mixed Methods Study of Faculty Identity

This presentation will reflect upon the methodological structure and decision-making during a two-year externally-funded research project. As Creswell (2003) acknowledges, researchers do not necessarily need to choose either a quantitative or qualitative methodology. Research can call for a methodology that is more complicated and complex, one that can utilize both quantitative and qualitative methods. We will describe our decision to approach this inquiry through mixed methods, exploring the value of both broad survey data and in-depth interview data. Our aim in this presentation is to emphasize the value of faculty interviews as providing a new perspective on faculty labor against the metanarratives that dominate via disciplinary lore. For all of the scholarship in our field that focuses on student identity, graduate student professionalization, and labor politics of contingent faculty, there is a very large gap regarding the experiences of new faculty members as they transition from graduate study (PhD programs in writing-related fields) to full-time employment as assistant professors, instructors, or writing program administrators. This presentation will discuss the use of qualitative interviews to capture data on the intersubjective phenomena that new faculty experience—the institutional, pedagogical, ideological, and political factors that influence their professional identity construction—and will identify how new faculty negotiate these factors through teaching, research, and service.

Bibliography Creswell, J. W. (2003). *Research design. Qualitative and Quantitative approaches*. Los Angeles: Sage.

Room 3030 1:05-3:10

Robin Cooper, Nova Southeastern University

Doles Jadotte, Nova Southeastern University

Bruce Lilyea, Nova Southeastern University

Kelly Macias, Nova Southeastern University

Caring for Others and Ourselves

When qualitative researchers care about a particular human phenomenon or experience, it leads them to take action to make a positive difference. In this panel, we explore various ways in which qualitative researchers who care are moved to act—selecting a research topic that addresses needs of an “invisible” or underserved population, applying research findings in clinical and community settings, engaging in community service based on research experiences, and more. We also discuss the risks to the researcher who cares—burn-out, depression, anger—and the need for qualitative researchers to make a priority out of self-care.

Maria A. Levi-Minzi, Nova Southeastern University

Jennifer Jones, Nova Southeastern University

Oscar Padilla, Nova Southeastern University

Romer Ocanto, Nova Southeastern University

Evaluating a Special Needs Dental Clinic at NSU: Incorporating Qualitative Data

This paper illustrates how qualitative reports from families utilizing a special needs dental clinic (the NSU Autism Spectrum Disorders (ASD) Dental Clinic) can direct researchers toward a greater understanding of the needs of a specific population (children with ASDs). We examined qualitative data to answer the following research question: how and why do families select our dental clinic for the care of their children? Data were drawn from a larger 5-year grant funded by HRSA focusing on the training of dental residents in the treatment of children with ASDs. Qualitative anecdotal information was gathered during appointments; two major themes emerged related to the reasons for clinic use: consistent presence of a

caring, specially trained dental practitioner, and lack of available providers to work with children with ASDs. These unexpected findings prompted changes in the design of the patient pre-treatment assessment forms (a quantitative data source) to include an open-ended question about the specific factors related to the use of clinic. The new qualitative information, used in conjunction with the existing quantitative data, can give voice to the families utilizing our clinic and provide valuable information for tapping into hidden populations that may be in need of our services.

Room 3031 1:05-3:10

Jane C. Coe Smith, Idaho State University

David M. Kleist, Idaho State University

Interpretive Dialoguing: A Relational Turn toward Research Participants

Interpretive dialoguing is the conversational process between participant and researcher to construct multi-voiced interpretations of data. Including research participants within the process of knowledge construction increases the representativeness and credibility of qualitative research. Use of interpretive dialoguing in qualitative research allows researcher and participant to intentionally and mutually co-construct the ongoing data analysis, interpretation, and understanding. This collaborative data interpretation integrates the participant and their meanings in the process of data analysis and brings a sense of ethical caring (Gunzenhauser, 2006) by the researcher. Allowing research participants more fully into the process of inquiry and knowledge construction moves research to a relational endeavor; to a research standpoint of research with versus on participants (Gergen, 2009). This presentation will share the development, description, guidelines, and applications of this data analysis-interpretation method as a means of embodying care toward participants and their stories shared in qualitative research.

Sondra M. LoRe, University of Tennessee

Gary J. Skolits, University of Tennessee

Kevin Kidder, University of Tennessee

Carefully Crafted Communities: Designing and Leading a Faculty Learning Community (FLC) for Evaluation and Assessment

When you imagine a tenured faculty member in a large university from the department of engineering, an image of a scientist wearing a white coat working a lab might come to mind. Indeed, faculty, both tenured and untenured, spend time working on research related to their field, but many also spend time in the classroom teaching. Not every faculty member is taught how to teach and engage with (Chickering & Gamson, 1987). Faculty learning communities (FLCs) "provide a collaborative arena in which colleagues have the time and opportunity to reflect on teaching their discipline, their institution, and themselves" (Petrone & Ortquist-Ahrens, 2004). FLCs help move faculty out of the silos of their own research and instruction into a collaborative setting to achieve benchmarks, assessment goals, and evaluations. We hypothesized that engineering faculty would benefit from such a collaboration. Our design begins with a needs assessment of current students, recent graduates, and industry executives regarding the technical and human relations skills of program graduates. The FLC connects two main areas of need: the mapping of curriculum to reduce gaps in the design and implementation of skills and to improve instructional techniques in the classroom. In this way, the FLC took on a Utilization Focused Evaluation (UF-E) approach (Patton, 2008), with the elevator taking on the role of co-designer with the

faculty members. Although this session shares reflections on the implementation of a FLC for a college engineering department, one can easily translate the applications to any higher academic setting.

Room 3033 1:05-3:05

sam smiley,

A Knotty Problem: Arts Based Action Research in and out of a Community Garden

What happens when researcher/artists attempt to build a sculpture out of an invasive species (Japanese Knotweed) in a community garden in Provincetown, MA, U.S.? Using an arts based performative approach, media artist and researcher sam smiley worked with research collaborators Stephen Wells and Laura Kathrein during the Appearances Environmental Arts Festival in May of 2016. This article is a debrief of the journey of a Knotweed Sculpture from the B-Street community garden, to the side of the highway, and its ultimate destruction in a bonfire on National Seashore, in a public event called Smouldering Thing. The article is primarily methodological from an arts based research perspective, but draws theoretically on the STS fields of the public understanding of science, as well as media and science studies.

Joanelle G. Morales, University of South Florida

Nicholas Bardo, University of South Florida

Fickle Conversations in the Car: A Duoethnography between A Married Couple in a Doctoral Program

Guided by Pinar's concept of "curerre" as the process of reconstructing the past to influence our future understandings, we held conversations about our respective histories as married parents and full-time doctoral students during the summers of 2015 and 2016. We sought to critically interrogate and transform our personal understandings of knowledge regarding marriage and parenthood to gain greater consciousness of our present realities. Given our socialization in disparate contexts, how our respective knowledge of these matters came to be was a self-reflexive discovery and excavation of the educational curriculum which has guided our understandings. To answer questions like, "What do we know about marriage?" or "What do we know about parenthood?" we applied Foucault's discursive approach and Barad's posthumanist performativity to analyze how context and artifacts provided new understandings about each other. The methodology of duoethnography aligned with our goals to raise awareness of self through dialogic exchange and critical engagement. We discovered common themes in our fickle knowledge that quiver at the intersection of what marriage, parenting, and education mean to us at a given moment in time. This inquiry offers a critique of the duoethnographic process and implications for supporting married doctoral students.

Anne Q. Meoli, Nova Southeastern University

Preschool Attendance: Parental and Teacher Perspectives of Barriers and Behaviors

Background/Purpose: Chronic absenteeism in preschool can lead to a repetitive pattern in elementary school causing social and cognitive deficits resulting in early school failure. Preschool absenteeism has been shown to be the result of multiple risk factors in a child's life including level of poverty and chronic health concerns. The purpose of the study was to look at the decision making process parents and teachers use every day regarding health and attendance and to examine the environmental supports of preschool attendance which facilitated identification of factors encouraging or impeding attendance.

Methods A grounded theory study was conducted in a preschool of 67 children (aged 3 to 4 years) with primarily low-income, single parents and teachers in South Florida. Focus groups and interviews with teachers, parents and administrators were conducted, and direct observation of the school attendance process and health/attendance policies were examined. Data analysis was concurrent with data collection to allow for theoretical sampling.

Findings: The data analysis revealed an underlying process of “Communicating about health: benefitting children’s attendance in a preschool environment.” Supporting this theory were three themes of a) empowering actions to support health, b) trusting judgment regarding health, and c) committing to health and attendance by the parents and school’s organization.

Discussion/Implications: Adoption of state and local policies encouraging data collection of chronic absenteeism needs to become a priority. Further research with parents and teachers about absenteeism will contribute additional insight into this issue and provide more data to create tools for measurement from their perspective. Promotion of attention and prevention of early school failure would be natural outcomes of early interventions coordinated with families.

Room 3035 1:05-3:10

Catalina Perdomo, Our Lady of the Lake University

Daisy Ceja, Our Lady of the Lake University

La Perspectiva Literaria Del Realismo Mágico En Trabajos Con Quienes Hablan Español

El propósito de las presentadoras es el de explorar las posibilidades de las prácticas investigativas en el campo de la terapia de familia para el mejoramiento de servicios en Español. En este caso particular, las presentadoras hablarán sobre un estudio cualitativo de texto para explorar la influencia en la comunicación en Español por parte de las terapeutas tras adoptar una perspectiva literaria a su trabajo, como el realismo mágico. Ellas se enfocaran en los resultados de la investigación con particular interés en la influencia que este género literario tiene en lo que ellas llaman los “sentidos imaginarios” del cuerpo. Ellas harán énfasis en el proceso terapéutico por medio de preguntas, que incluyen elementos de los sentidos imaginarios que invitan a las personas a considerar sus experiencias más allá del olfato, vista, oído, gusto, y tacto. El trabajo investigativo incluye como metodología investigativa un análisis cualitativo del texto de transcripciones durante el transcurso de terapia con una cliente de habla Español. Las presentadoras identifican el estudio dentro de su experiencia como terapeutas bilingües. Esta investigación ayudara a disminuir la falta de estudios en Español; respetando el contexto lingüístico como parte de una propuesta descolonizadora.

Nadine Pierre-Louis, Miami Dade College

CAQDAS and Comparative Analysis, Developing Formal Theory

Glaser and Strauss (2012, 1967) in their seminal work *The Discovery of Grounded Theory: strategies for qualitative research* issued a challenge to the qualitative research community. Substantial substantive theory fragments already exist in previously conducted research and are waiting to be woven into formal theory. The challenge in implementation of this method was in the application. Consequently, few have chosen to quilt the fabric of formal theory from the patches of substantive research generated from quantitative research. One of the challenges has been the objective and stringent management of the sizable data generated from this type of research. With the advent of CAQDAS the opportunity to develop formal research using comparative analysis is attainable. Building upon the work of Glaser and

Strauss this article will introduce the steps followed in developing a formal theory of conflict theory behavior. The method is generalizable to the various disciplines within the social sciences.

Breakout Session F

Room 3028 3:40-5:00

David B. Ross, Nova Southeastern University

Julie A. Exposito, Nova Southeastern University

A Phenomenological Study of the International Student Experience at an American College

This dissertation was designed to explore and provide a better understanding of students of international background enrolled in an English for Academic Purposes (EAP) at a 4-year public American college in Southeast Florida. This study utilized a qualitative phenomenological design for data collection and analysis. The qualitative research created an awareness of the social and academic experiences of international students at an American college. The researchers concluded that the types of experiences are varied among the participants from the three different world regions, yet there was a high consistency of the themes: learning and studying, perception of faculty, expedited learning, online learning, language and communication issues, and a lack of social interaction with native students.

James F. Lane, University of Phoenix

The Principal's Prism: The Ethic of Care

Consciously or unconsciously, all K-12 school administrators filter their decisions through ethical lenses. These may include ethics of critique, justice, community, the profession, or others. Although the foci may be determined by the characteristics of the specific issue, all decisions made by school leaders must be viewed through an overarching prism of care. While an increasingly polarized society tends to frame issues as right or wrong and etched with stark hues, a view through a prism of care reveals complex shareholders who require support. Central are the needs of students, though these may be affected by the personal rights of teachers, their legal obligations, and their professional expertise. Even when advocating for students, principals must wrestle with protections of staff, as well as the obligation to broaden teachers' awareness of the needs of students and provide the training to help them meet those needs. My research began with intense autoethnographic reflection to discover ways that I applied the ethic of care in dealing with ethical dilemmas while interacting with students, parents, staff members, and community members. I have since expanded my reach to consider ways that school leaders apply the ethic of care. Topics include student grouping, curriculum choices, the influence of student privilege in course selections, social justice, and teacher training, reprimand, and suspension. Significant issues present ethical dilemmas. All require applications of care. I will discuss specific ways that I have focused my research to serve both teachers and their students by illuminating some of these dilemmas.

Linda McCash, Nova Southeastern University

Ethnographic Approach: Systematic and Rigorous Analysis of Qualitative Data

The purpose of this study is to describe the results of focus group discussions held with older adolescents' in high schools to explore their perceptions of school safety. Focus group discussions with 66 high school students were conducted as part of the National Evaluation Project of the Safe Schools/Healthy Students Initiative (SS/HS I). The intent of conducting focus groups was to obtain rich qualitative data of adolescents perception of school violence and teasing and bullying and protective factors in the

school setting. Identification and enhancement of school protective factors can reduce adolescent health risks (Jessor et al, 1995).

The transcripts were coded and analyzed using Ethnograph software (Qualis Research, 2000) and themes were reported, in order of frequency. Using a socioecological perspective researchers have begun examining the context and characteristics of schools and what might be protective and promote adaptive adjustment among adolescents at risk. Protective factors in the school environment have been conceptualized as countering adolescent exposure to risk and enhancing the experience of protection (Jessor, 1991).

The most frequently reported themes related to school protective factors were (a) identification with peer group, (b) relating to adults at school, (c) individual student characteristics, (d) school alliance and involvement in school organizations, and (e) campus security. In addition, Adolescents reported that teasing, bullying, gossip and rumors are more likely to happen on a daily basis than physical fights at their schools. Vandalism of school property and theft of personal belongings are prevalent and contributed to student's perceptions of school danger.

Information about factors in the school setting that are perceived as protective has relevance for the development of school programs that incorporate school protective factors to decrease negative adolescent outcomes. An Ethnographic approach recognizes the complexity of social inter-relatedness and increases rigor in this qualitative research study.

Room 3030 3:40-5:00

Racine Marcus Brown, James A. Haley Veterans' Hospital Center of Innovation for Disability and Rehabilitation Research

"The Tourists Still Come, but They Don't Buy as Much as Before": Vulnerability and Resilience in Two Bay Island Communities in the Wake of the Global Financial Crisis

Cliff Haynes, University of Florida

Developing Qualitative Research Posters

One useful tool for sharing research is the poster session. Poster Sessions are typically designed for discussion about research projects that are in process or have been completed. Although it varies by field and conference, often poster sessions are done by graduate students and early career faculty. Yet many developing scholars receive little to no formal training in how to develop effective poster sessions. Finding published literature on the topic of developing can be challenging as much of the literature was published between 1990-2005 and often focuses on displaying quantitative data (e.g., Lawson, 2005; Miracle & King, 1994). Additionally, much of this literature appears in health fields (e.g. Butz, Kohr, & Jones, 2004; Halligan, 2008; Miracle & King, 1994). Very few published articles focus on displaying qualitative data (Russell, Gregory, & Gates, 1996; Wilson, & Hutchinson, 1997). Utilizing this research and personal experience, this session will present suggestions to help scholars develop a qualitative research poster that presents findings in a visually appealing method and effectively communicates the research so that it can reach a larger audience.

Room 3031 3:40-5:10

Jasmine C. Armstrong, Florida State University

"They Expect You to be Better": Mentoring as a Tool of Resistance among Black Fraternity Men

This study examines the role of mentorship in Black Greek letter fraternities (BGLFs) in resisting cultural and institutional oppression. Based on twenty interviews with black male college students, we build upon the works of others that have sought to examine the functions BGLFs play among black men in college. Through a grounded analysis of interviews and participant observation, we find that peer mentorships produce positive academic and social outcomes for black men in BGLFs. We suggest that BGLF participation offers collegiate black men mentorships with older members who motivate them to succeed personally and academically, support in integrating them into the black student community, and helps develop their professionalism and leadership. This mentorship allows young black men to contest the negative controlling images of black men culturally, and the lack of institutional support at predominantly white colleges and universities.

marcela polanco, Our Lady of the Lake University - San Antonio

Daisy Ceja, Our Lady of the Lake University - San Antonio

Kristen Garza, Our Lady of the Lake University - San Antonio

Janie A. Montiel, Our Lady of the Lake University - San Antonio

Brittany Robinson, Our Lady of the Lake University - San Antonio

Jeanette Santos, Our Lady of the Lake University - San Antonio

Brian Hinojosa, Our Lady of the Lake University - San Antonio

Antonia C. García, Our Lady of the Lake University - San Antonio

Lauren Heare, Our Lady of the Lake University - San Antonio

Photovoice in Mexico: U.S. Graduate Students Immerse in Researching/Learning through Photography

The recent tendency to communicate through photography in the emergence of internet-based social media makes the adoption of photovoice (Wang & Burris, 1997) a culturally appropriate qualitative research methodology for data gathering and analysis. Presenters will share their participatory action research (PAR) experiences when adopting photovoice as a means for graduate psychology and family therapy students to engage actively and critically in understanding themselves from the vantage point of cultural difference as therapists in training during a faculty-led study abroad program to Mexico. Photography was used as a tool to capture with intention students' discernment of cultural differences as experienced when exposed to the local communities' worldviews in Mexico, and as it is relevant to their therapy skills and knowledge development. Students turned the camera lens toward events that provided them with an opportunity to record and reflect critically about occurrences that confronted them with their social and cultural locations attached to personal biases, privileged or underprivileged conditions by living and practicing in the U.S., particularly working with those who identify a Mexican or Mexican American heritage. Research inquiries emerged from students at the beginning of the course. Data collection took place by them, interviewing one another on the stories of their pictures upon our return and the researcher's content analysis of their journals.

Room 3033 3:40-5:00

Gary J. Skolits, University of Tennessee – Knoxville

Jennifer Ann Morrow, University of Tennessee – Knoxville

Lauren Moret, University of Tennessee – Knoxville

Kevin Kidder, University of Tennessee – Knoxville

Sondra LoRe, University of Tennessee - Knoxville

Caring in Field Research: Acknowledging and Managing a Major Tension of Practice

Evaluators observe, analyze, and interpret social program data to promote improvement and quality, encompassing the discipline's commitment to "social betterment" in the form of greater service quality to high needs individuals (Mark, Henry, & Julnes 1999). Evaluators do, and are expected to, care about the individuals served. For example, program evaluation standards (Scarborough et al., 2011) promote caring values - the protection of human rights, respect, fairness, responsiveness, inclusion, and concern for evaluation consequences. The American Evaluation Association guiding practice principles include "Respect for People" and "Responsibility for General and Public Welfare." Despite these foundations reflecting concern for the individuals served by evaluators, evaluation event realities introduce opposing pressures. Funders want group-level cause-effect statements, with less interest in individual participant experiences. Experimental-based designs are typically privileged, often consuming evaluation budgets. Funders are less interested in providing evaluators the time needed to better understand program participants as individuals. In response to competing demands, the authors of this study (all evaluators) have employed various strategies to maintain fidelity to participant concerns while meeting the contractual obligations and limitations. We will report on these strategies (longitudinal designs, strategic site visits, combined electronic and in-person data collection, and volunteer effort), offering relevant case examples.

Room 3035 3:40-5:00

Jean Plough, University of Phoenix

John Avella, University of Phoenix

Ann Armstrong, University of Phoenix

Melissa McCartney, University of Phoenix

Alicia Holland, University of Phoenix

Meditation, Critical Thinking and Critical Inquiry in Higher Education: A Case Study

The current research is a case study of 1 group of university students bounded in time, limited to 8 weeks. The participants will be 1- to 20 university students willing to meditate for 10 minutes a day, 4 days a week, and complete a critical thinking activity online. The meditation that will be used is Guided Mindfulness Meditation. Participants will go to a researcher made website created for the study. The informed consent will be completed online. The recruitment announcement will include a link to the survey URL hosted via SurveyMonkey. The informed consent will be integrated into the online survey, with the informed consent appearing as the first page of the survey. Participants must read the study description and indicate their agreement to participate by clicking the button indicating "yes" to the informed consent to access the questionnaire. The objective of the current qualitative case study is to examine participants' perceptions on meditation related to critical thinking. The location of the study will be virtual. At the beginning and end of the study students will participate in open-ended phone interviews related to critical thinking. The interviews will be recorded and transcribed. Themes will be extracted from the data: interview transcripts, weekly journals, and online surveys. The intent of the study is to understand perceptions of university students on the relationship between meditation and critical thinking. Results may provide direction for further quantitative studies on mindfulness and critical thinking, as well as possible guidelines and recommendations for educators.

Gregory S. Poole, Doshisha University

Bureaucratic Impediments to HE 'Internationalisation' Policy: A Case Study of Administrative Practices in Japan

This paper explores how bureaucracy impedes the implementation of higher education (HE) policy through a case study of a Japanese university. Administrative systems employ Weberian legal-rational bureaucratic practices that are central to the institutional identity of a university. Rather than the means to internationalisation and reform in general, these systems themselves become the end, usually in direct opposition to not only innovation and change but, indeed, the university mission itself. After first outlining the macro-level processes and policies of the internationalisation of Japanese HE, I take an ethnographic and narrative approach to illustrate the micro-level administrative practices and assumptions at the university, framing them within the social theory of bureaucracy to allow for comparison with HE in other parts of East Asia and worldwide. As a way forward, I propose we borrow theories on social entrepreneurship to potentially resolve the challenge of embedded administrative practices and static institutional identities, a bureaucratic “utopia of rules” (Graeber 2015). I will demonstrate how, as a “caring” anthropologist actively engaged with university innovation, personal implementation of such entrepreneurial approaches does in fact effect incremental but positive change in administrative practices.

Julia E. Smith, Indiana University- Purdue University

Evenings at the Parent Meetings: Migrant Farmworker Parents Talk about Education in their Young Children's Lives

The ethnographic study highlights data from three case studies of migrant farmworker families of Mexican-origin with young children attending Migrant and Seasonal Head Start (MSHS) programs in the Upper Midwestern region of the United States. The cases are part of a larger study that included 14 migrant farmworker parents. The cases highlight the encounters and the discussions with the heads of household for each of these families, exemplifying the voices of two fathers and one grandmother. The cases are supplemented with field notes, other interviews, observations from migrant farmworker labor camps, and parent meetings at the preschools and historical notes on the region. The findings will share the influence of identity, social relationships, and life experiences that contribute to how migrant farmworker parents construct roles in their children’s education.

Saturday, January 14th

Knight Auditorium 9:00-10:15

Yvonna Lincoln, Texas A&M University

When Caring Isn't Enough

Qualitative researchers everywhere understand that qualitative research tends to be both more immediate and more intimate than statistical approaches, which can demonstrate some trends, but rarely answer the questions of “why” or how such research affects target populations in lived experience. Consequently, qualitative inquiries are frequently viewed as both more caring and more humanly “connected.” But caring, particularly in the contemporary political climate, may not be enough. Caring itself—whether for one’s participants or for oneself—provides a strong rationale for engaging qualitatively, but need to be taken further. This work suggests _____ ways in which caring has to be extended: toward ensuring that all participants understand each other’s positions; toward communicating in everyday, or “natural,” language, to extend understanding; toward providing platforms for developing actionable changes; toward providing tactical and strategic planning aid in enacting changes; toward ensuring that results are not presented in such a manner as to make them susceptible to being used against specific groups; and toward strong advocacy for sharing the results of inquiries, particularly with respect to getting those results and recommendations to appropriate policy personnel.

Breakout Session G

Room 2071 10:30-11:50

Andrea E. Lypka, University of South Florida

The Complexities of English Language Learning and Use: Exploring Low-Literate Adult Indigenous Immigrant Language Learner Identity And Agency

This two-year photovoice study examines the language learning trajectories of two adult indigenous female participants in a community-based English as a second language (ESL) course. Drawing on positioning theory (Davies & Harré, 1990) to analyze classroom discourse and learner-created visuals in a class for immigrants with low literacy skills, this study investigates how participants discursively negotiate their gender, mother, working class, and migrant identities, and literacy practices within the societal expectations to scaffold their learning and gain access to linguistic and cultural resources. The analysis of interviews and class interactions based on participant-created visuals reveals that language learning is both a process of becoming and an act of negotiation, contestation, or conformation of a self-assigned or other assigned identities. Preliminary findings reveal that challenges, such as family obligations, work, transportation issues, and school proximity, as well as lack of L2 interactions outside the class prevents them from improving their English skills. Oral traditions, family, and community validate participants’ voices and support English language development. Interactions based on learner-created multimodal discourses transcend linguistic boundaries and create opportunities for them to contest dominant discourses on official language, national identity, and immigration. Through these interactions, participants constitute a transnational, hybrid identity and develop English oral communication skills. The study suggests that participatory, visual-based action research, such as photovoice (Burriss & Wang, 1997), promotes community dialogue about issues identified by the participants and develops their identity, agency, and engagement in language learning and use.

Ali Ersoy, Anadolu University

Isiner Sever, Anadolu University

Bilal Oncul, Anadolu University

Using Flipped Learning to Improve Scientific Research Skills of Teacher Candidates

In the 21st century, one of the skills that we want the students to improve is scientific research skills. Primary School Teachers have a critical role on the development of the scientific research skill of the primary school students. Thus, primary school teachers are expected to graduate with the ability of teaching scientific research skills to the students. In the literature, it is stated that teacher candidates have troubles with improving scientific research skills and have difficulties in implementing them into their lives. It is also stated that teacher candidates develop negative attitude towards scientific research and scientific research methods lessons. For the teacher candidates' improving scientific research skills, we may investigate different methods like Flipped Learning.

In this action research, we wanted primary school teacher candidates to improve scientific research skills using Flipped Learning. Besides, we wanted to investigate the effects of Flipped Learning on the students' attitude towards scientific research and scientific research methods lessons.

We collected data using both qualitative and quantitative methods. For the qualitative part, we used observations, interviews and students' reflective diaries. We used "Scientific Research Attitude Scale" and "Scientific Research Methods Lessons Attitude Scale" for the quantitative part of our research.

In this study, we used scales as pre-post tests to reveal the possible changes in their attitudes. Determining the teacher candidates' achievement levels, we used achievement test that we developed.

Results reveal that students developed positive attitude towards scientific research methods lesson and scientific inquiry. Students states that the method made the classes more interesting so they were encouraged participate willingly at the lessons. Lastly, students state that they were glad to be a part of the project.

Jamie Leeder, Nova Southeastern University

School Professionals' Perceptions of Bullying and Mental Health of Adolescents

This study was designed to explore school professionals' perceptions of bullying and mental health in adolescents. Bullying is an ongoing problem in middle schools across the country. The participants' perceptions were measured by observations during the interviews, transcribing the one-on-one interviews, and reviewing student documents such as bullying referrals and guidance counselor notes.

There were five research questions that were addressed in this study:

1. What mental health factors do school professionals identify as a result of bullying in adolescents?
2. How do school professionals perceive the social influences between bullying and socioeconomic status as well as gender?

Does physical appearance effect bullying in schools? If so, how?

Do affluent students bully more? If so, why?

Do students that come from single family households bully more?

3. What are school professionals' perceptions of bullies; do they exhibit diminished mental health?

Do you think cyberbullying causes more mental anguish than face-to-face bullying?

Have you seen bullied students withdraw socially or have excessive absences in school?

The researcher chose the research questions based on problems that were perceived to be adding to bullying in middle school. The interviews took place over a month long period and were 45 minutes to one hour in length. The results yielded four themes that include: emotional stressors associated with bullying, females bully more than males, school districts need to provide more resources for students and school professionals to combat bullying, and students who self-identified as being Lesbian, Gay, Bi Sexual, Transgendered, and Questioning (LGBTQ) were the most targeted for face-to-face bullying and cyberbullying. Recommendations to school administrators and district personnel include providing a comprehensive bullying program throughout the entire school district such as the Olweus Bullying Prevention Program. Parents and community members need to be informed on how to identify bullying, especially with the onset of technology and social media.

[Room 2072 10:30-11:50](#)

Erik P. Bean, University of Phoenix

Documentary Investigation of the Cultural Competence Exhibited at an African American Weekly Newspaper Organization

How does cultural competence propagate within a minority organization (Georgetown University, 2016)? For many in these identity-based organizations, this may be the only establishment where they feel their leadership style is represented equitably. Robert Cole, a prominent social theory researcher used a qualitative personal documentary style to investigate how people see themselves within their communities and their lives (Fricke, 2006). Since little is known about African American newspaper editors and publishers perceptions of their community presence and leadership styles, I employed the documentary style to observe an African American weekly newspaper editor-in-chief for whom I report to 25 years ago. How do minorities in entrepreneurial organizations view their own identity? What degree of this perception is conveyed fairly and equitably in the community they serve? This snapshot is one example of cultural competence an African American editor-in-chief showed did not work well at the community level, but did so internally. This conclusion noted a series of risks leading to increased newspaper circulation among many demographics. The leadership style used at this minority own newspaper was categorized as charismatic, potentiating and transpersonal leadership (McCaslin, 2008; 2015). In further analysis, this leadership style led to a community social change example (Dugan, 2006; Higher Education Research Institute, 1996).

Jasmine C. Armstrong, Florida State University

"The Reward Was Worth the Sacrifice": How Membership in Black Greek Letter Fraternities (BGLFs) Redefines Black Men's College Experiences

This study examines how membership in black Greek letter fraternities (BGLFs) significantly impacts black men's college experiences at a predominantly white institution (PWI) of higher learning. Utilizing twenty semi-structured, open-ended interviews with black male college students, this paper describes the benefits and costs of belonging to black fraternities. Through a grounded analysis of interviews and participant observation, I find that membership in BGLFs produce negative outcomes for black men.

Additionally, I kept notes regarding the respondents' attire and personal appearance during the interviews, since it could relate to their portrayal of the fraternity's image. Membership in black fraternities fosters members' sense of personal growth and maturity, playing a pivotal role in their transformation from adolescents into young college men. On the other hand, belonging to such fraternities often consumes the majority of respondents' personal time and leads to a loss of individualism and decreased quality in personal relationships, particularly in relationships with women. This study expands upon the emerging literature on the influence that black fraternities have on their members' college experiences by capturing fraternity brothers' own nuanced accounts of the rewards and sacrifices that are associated with membership in BGLFs. Taken together, their stories serve to counteract a host of negative stereotypes about young black men in America.

Beatrice S. Boufoy-Bastick, The University of the West Indies

Tony Ronald Bastick, The University of the West Indies

More Sensitive Self-Reporting of Ability Change Using Culturometric Mediation of Accompanying Changed Expectations

Self-reporting is a widely used qualitative data collection method. However, traditional research designs that compare self-reports of respondent's abilities before and after learning do not give respondents full credit for learnt abilities. This is because respondent's expectations of how good they should be also change as they learn, so their after-learning abilities are subjectively judged against higher expectations than their pre-learning abilities resulting in smaller reported differences. This significant and ubiquitous problem is recognized here for the first time by Culturometrics and resolved by partitioning the subjectivities in self-report responses. The Culturometric method of partitioning the subjectivities in self-report responses is demonstrated with a group of prisoners who learnt how to control their anger. This method is compared with the traditional analysis to reveal the previously hidden effect that changing expectations has on reducing self-reports of learnt abilities and consequently on suppressing the reported effectiveness of teaching and other therapeutic interventions

Room 2073 10:30-11:50

Michael D. Burroughs, Pennsylvania State University

Caring for Young Children: Philosophical Ethics in Early Childhood

In this paper I will discuss a qualitative research and education project with pre-kindergarten children (3-5 years) entitled "Philosophical Ethics in Early Childhood" (PEECh). The focus of the PEECh project is to better understand young children's ethical concerns and convictions, and, in turn, to develop best practices for fostering ethical, caring discussions with children. I will discuss the methods I have developed with my research team and with participating children and pre-kindergarten teachers for this purpose - artwork activities, story reading with puppets, child-centered games, and others. In addition, I will discuss the dimensions of caring that informed the project design, including the exploration of active listening techniques, constructivist education practices, and advance classroom observation in order to make the project participatory for young children still grasping verbal communication. Finally, I will discuss the intended benefits of this project for children and participating teachers, which includes a curriculum of activities and stories that can be used in pre-kindergarten classrooms. This curriculum focuses on identifying and working from the ethical interests of children, based on the feedback of children participating in this project and on best practices for listening to and creating (verbal and non-verbal) dialogue with young children. My hope is that this project and its outcomes will increase the

recognition of ethical concerns and convictions possessed by young children and help to facilitate respectful learning practices based on these concerns and convictions. Feedback from the project has already been useful to develop teacher education workshops at participating schools.

Janet Richards, University of South Florida

Steve Haberlin, University of South Florida

Exploring our Perceptions of Key Events in a Qualitative Research Course: Applying Principles of Analytic Collaborative Autoethnography in Practice

Little research portrays analytic autoethnography in practice. Our presentation offers this information through a dramatic enactment. At the end of the term, when our memories were still vivid, we, a professor and a doctoral student in an advanced qualitative methods course, utilized principles of a collaborative analytic autoethnography to construct new understandings about key events that occurred during the semester. Using asynchronous e-mail communication, we shared, affirmed, and questioned each other's and our own storied recollections of moments of joy and learning intertwined with some challenging issues. Heeding the advice of seasoned collaborative autoethnographers, in the first phase of our inquiry we planned and negotiated our responsibilities, voiced our concerns and questions pertinent to the project, and avowed our willingness to risk emotional vulnerability and discomfort as we confronted our truths. We also studied the extant literature to learn as much as we could about the emerging genre of analytic autoethnography. In the second phase of our work we recalled and documented what we believed were significant moments in the course and responded to each other's assumptions. Our stories help to establish the value of principles of collaborative analytic autoethnography to make sense of personal experiences. Moreover, the research contributes needed information about how analytic autoethnography might be applied in practice. Philosophically we had reservations generalizing our discoveries to broader social phenomena as recommended by Anderson (2006).

Heather Stewart, Griffith University – Australia

Rod P. Gapp, Griffith University – Australia

Ian Harwood, University of Southampton

Exploring the Alchemy of Qualitative Management Research: Seeking Trustworthiness, Credibility and Rigor through Crystallization

In this paper we explore crystallization in terms of its contribution to qualitative management research. This exploration of crystallization is based on a postmodern view where we utilize triangulation as a point of departure. Currently, the use of crystallization is under developed in the management discipline. Qualitative literature and metaphors are utilized to develop a focus on moving qualitative management research away from positivist terms. To do this we crystalize crystallization with an emphasis on the embodiment of the qualitative researcher as the primary tool in addition to the development of rigor through credibility and trustworthiness. This conceptual approach can benefit qualitative management researchers by drawing upon development and advancement of other disciplines. It is the practice of theory rather than the presentation of theory. The alignment of qualitative management research through a multi-genre approach follows the evolution of qualitative research methods. We aim to stimulate the conversation and position crystallization within the field of qualitative management research as a method for obtaining deeper and richer understanding of

phenomena whilst building rigor, allowing creativity and developing intuition for the interpretivist qualitative management researcher.

Room 2074 10:30-11:50

Kizzy D. Ross, Argosy University

Examining the Experiences of African-American Female Caregivers

There exists a gap in the literature regarding the unique experiences of African-American female caregivers taking care of mentally ill children. This phenomenological study explored the lived experiences African-American female caregivers, particularly examining perspectives related to the challenges of care giving, stigma of mental illness, treatment and coping. Eight African American female treatment foster care parents were selected from a treatment foster care agency in Baltimore, MD. Data was collected in the form of 30-60 minute, semi-structured interviews that were audio-recorded. Five themes emerged from the study; (1) care-giving is a challenge, (2) concern about the youth's future after foster care, (3) medication issues, (4) origin is mental illness is unknown and (5) religion is a source of coping for the parents. The study delivered future recommendations and implications for providing adequate support and resources for treatment foster care parents in general.

Katherine J. Janzen, Mount Royal University

Into the Depths of Reflexivity and Back Again: When Personal Experience Mirrors Research

Every qualitative thesis has a story attached to it—an impetus for engaging in the research. When the research combines sensitive topics and the research mirrors the personal experiences of the researcher, decisions must be made considering the research processes and methods. Such was the case in completing a Master's thesis related to recovering crack cocaine addicted mothers who had lost custody of their children. My story starts in 2002 when I was hospitalized for severe depression and subsequently lost custody of my five children for a period of 2 years. Entering into a long term recovery centre, I lived with other mothers who were devastated with grief over the loss of their children. In the three years I was in the recovery center, I was the only mother who regained custody of her children. I vowed if I was to ever do my Master's, I would be a conduit for the voices of these women. When I was accepted into a Master's program, I was fraught with anxiety regarding the disclosure of my reasons for engaging in a thesis of this nature. For 10 months preceding beginning my first thesis course, I utilized a reflexive journal as I agonized over research decisions that had to be made. Three themes dominated my reflexive journal: liminality, the wrestle, and the third space. This presentation highlights my journey into the depths of reflexivity and back again as I journeyed into and through the spaces of liminality.

Alexandra CH Nowakowski, Florida State University

You Poor Thing: A Retrospective Autoethnography of Visible Chronic Illness as a Symbolic Vanishing Act

In this autoethnography, I outline a framework for understanding illness as deviance, contextualizing general sociological theory on sick role dynamics to the specific case of chronic conditions that manifest with visible physical differences. I demonstrate two distinct ways in which chronic conditions can foster labeling and stigma. First, I explore how social norms can result in sanctions for showing physical evidence of chronic conditions. I describe sanctions I have experienced for violating conventional ideas about youth and female beauty, and associated behavioral expectations. Second, I explore how double jeopardy can result from failing to meet usual social expectations for sickness. I describe sanctions I have experienced for violating ideas of what abilities a person with a chronic illness should possess, and how

they should behave in relation. I conclude by illuminating how normative social discourse can simultaneously sensationalize and efface people with visible chronic diseases.

Room 2077 10:30 11:50

Diana Kingsbury, Kent State University - Kent Campus

Sheryl Chatfield, Kent State University - Kent Campus

A Metasummary of Published Qualitative Research on Pregnancy and Resettlement among Refugee Women

Many authors have qualitatively explored the experiences of refugee women through pregnancy and childbirth, yet practitioners still strive to improve pre and postnatal health in this population. The purpose of this study was to use a qualitative metasummary process to identify commonalities and differences in these women's experiences, and develop recommendations for practice. We used a systematic search to identify 23 relevant published research reports, and independently rated the quality of each research report using a modified version of the Critical Appraisal Skills Programme (CASP). We classified 11 of 23 articles as at least good quality. The sample included participants from Europe, Asia, and parts of Africa although the greatest proportion of research reports described Somali participants. Primary resettlement countries included the US, Canada, and Australia. We used Dedoose software to extract themes and assess prevalence across contexts, and then determined credibility of findings based on the quality rating. Prevalent and credible themes included the Obstacles participants traversed in order to access appropriate and culturally sensitive healthcare, the ongoing process of Seeking Congruence between medical care and cultural traditions, and how women's access to pre and postnatal healthcare was simultaneously Encouraging Resettlement. Healthcare practitioners might emphasize approaches to pre and postnatal care that encourage social connectedness such as use of midwives or interpreters with expanded roles. Additionally, given the research focus we identified toward Somali participants, we suggest that understanding of refugees' experiences would be improved if researchers explored additional countries of origin and resettlement.

Verusia Chetty, University of KwaZulu-Natal

Pragashnie Govender, University of KwaZulu-Natal

How Qualitative Research Demystified our Health Science Postgraduate Journey: Two South African Women's Perspective

In this paper, we embark on a pivotal recourse to share our experiences through a naturalistic paradigm of our PhD studies in health science. We reflect on the qualitative exploration embedded within our doctoral research, and echo participants' perspectives, with an exposition of how these framed our thinking, impacted and reshaped our clinical practice on both people living with HIV in a resource-poor setting and children with neurological impairments. The valuable qualitative insight offered by our research participants' through interviews, focus groups and critical discussions redefined our clinical reasoning at various phases. We believe that the naturalistic aspects of our clinical research intersecting with the positivist components led to sound construct of our work. Moreover, it emphasized our unique positions as health science researchers in the inclusion of qualitative enquiry into clinical research.

Tabitha Dell'Angelo, The College of New Jersey

Voices from the Field: Preparing Teachers for High Needs Schools

Many new teachers in high needs contexts leave the profession, or at least their school, in just a few years. This study takes a close look at a group of teachers in the first three years of their career to find out in what ways they feel supported and where their challenges are apparent. Data was collected via both interview and observation in their classrooms. Interviews and observations were coded and the themes that emerge both provide insight into the challenges of new teachers in high needs schools and suggest areas where their preparation might be improved to support a successful transition from the teacher education program to a classroom. Results are presented using ethno-drama as a way to interact with the data and learn from the experiences of these teachers.

Breakout Session H

Room 2071 1:10-2:30

April R. Abrego, Our Lady of the Lake University - San Antonio

Qualitative Research with Individuals with Intellectual Disabilities: Inclusive Research Design

I intend to research individuals with intellectual disabilities (ID) who live life invisibly in the margins, historically mythicized as incapable of experiencing to a full potential all the biopsychosocial dimensions of life (McDonald & Keys, 2008; Graesser, 2008). This grand narrative is the antithesis to the reality that in addition to experiencing the gamut of emotional and relational aspects of life, individuals with ID are more likely to experience relational stress, trauma, and mental illness given they commonly experience the stressors of living in lower social and economic classes (Cottis, 2008). As an added obstacle, there is a scarcity of competent mental health professionals who are available and willing to work with individuals with ID, partially due to the inadequacy of specialized training in psychology doctoral programs and an unspoken consensus that working with individuals with ID is difficult, time consuming, and even futile work (Jones, 2014; Graesser, 2012). Individuals with ID also live in the margins of research. I will address and challenge the assumptions propagated in the myths about the ID. My dissertation, a qualitative investigation will utilize constructivist grounded theory, to demonstrate how researchers may respectfully and with concern conduct research with these communities.

Janet A. Crosier, Springfield Technical Community College

Self-Reflection, Memoir, and the True Self

It is important for students to find their places in society and in the world. Through literature, students are encouraged to reflect upon their own lives by gaining an insight into the lives of literary figures. How does the use of self-reflection, memoir, and literature enable students to discover their pasts and to see how they became who they are today? Self-reflection involves an interaction between an individual and his or her environment, in this case, students and their pasts. This research asks students in American Literature to examine their histories through pictures and to write memoirs from those family pictures. It also traces several past uses of self-reflective learning theory as a literary research study involving writings by Emily Bronte and Amy Tan. My students became their own historians and discovered their own places in the world around them by tracing their beginnings and development, pointing forward to what the future might hold. Students present their findings to the class. As extreme as it might seem, literature offers an understanding of the past while providing the pathway into one's future.

Room 2072 1:10-2:30

Susan Kerwin-Boudreau, Champlain College-St. Lambert

Lynn Butler-Kisber, McGill University

Uncovering Teachers' Perspectives through Multiple Lenses of Data Collection and Analysis

In this paper we explore how individual teachers' perspectives on teaching and learning evolved in a professional development program. We examined how reflecting on teaching and learning contributed to teachers' perspectives and whether common themes and distinctions emerged from the data. We conducted repeated, semi-structured interviews with six college teachers with varying years of teaching experience over a two-year period, and we collected their concept maps and journals. We analyzed the data through multiple lenses including visual inquiry, categorizing (constant comparison thematic analysis), and connecting (narrative analysis). Concept maps provided an initial visual footprint of teachers' emerging perspectives. Categorization revealed four major patterns across teachers' perspectives that we represented through the four metaphors of awakening, stretching, exercising and shaping. Connecting the data through narrative summaries exposed a contextualized rendition of aspects of individual teachers' perspectives. We maintain that the use of multiple methods of data collection and analysis provided a more comprehensive understanding of the process of evolution in college teachers' perspectives. When used together, they clarify important aspects of the phenomenon under investigation.

Xianquan Chrystal Liu, University of Nebraska – Lincoln

Wayne Babchuk, University of Nebraska - Lincoln

Developing Classroom Management Strategies in Non-Native Culture: Single Case Study of a Native Chinese Pre-Service Teacher in American Context

With more and more Chinese programs established, more and more native Chinese teachers are needed to serve as instructors. However, one of the most challenging issues for native Chinese teachers is the lack of classroom management skills and strategies due to Chinese cultural background. This qualitative single case study looked into the practicum and student teaching experience of a native Chinese pre-service language teacher in order to understand her process of developing classroom management strategies and the difficulties and challenges emerged in that process. In a broader sense, the case study aims to inform teacher preparation programs in terms of preparing Chinese teachers for secondary schools in U. S. context. The longitudinal study used semi-structured interviews, classroom observation notes, teaching reflections and documents in a triangulated manner, and five themes (challenges, strategies, cultural difference, language frustration and attitudes, and feelings) emerged from three sections (Classroom management, contextual discrepancy, and improvements). Compared with previous literature, the current research underscored the importance of accessibility of classroom management resources (course knowledge and people) and the positive problem-solving attitude of native Chinese pre-service teacher in her experience of developing classroom management strategies in American public schools. The needs for providing supporting accommodations for native Chinese pre-service teachers in teacher preparation programs were discussed.

Racine Marcus Brown, James A. Haley Veterans' Hospital Center of Innovation for Disability and Rehabilitation Research

Woodcutter, Fisherman, Clown: Participant Observation as Reciprocity and Belonging Realized Imperfectly

While participant observation in much of contemporary applied anthropology is often limited to discrete sessions that are heavier on observation than participation, extended dissertation fieldwork can provide an opportunity for the act of participant observation itself to provide benefit to members of the community as subjects of study. For me, participant observation often doubled as donated labor to participants in my study, sometimes for extended periods. In one community, this reciprocal helping as data collection was limited to helping with housekeeping chores in an impromptu fashion at a dive shop. In the other community, I was a bit more imbedded and more frequently drafted for a variety of chores such helping out on a neighbor's "plantation", helping construct a small eatery, and in one episode helping a fishing boat crew deal with the aftermath a tropical storm. These activities contributed greatly to the detailed narrative of my dissertation and were deeper and more meaningful than the "I saw it and checked the box" mode of participant observation that often prevails of necessity in short term projects. However, even participant observation as contribution has its limitations. In my particular case these come in the form of limited competence to perform certain necessary gendered tasks and in having to decide when it was necessary to pull back on participation or other forms of assistance to community members. Even with these limitations, it is important to balance one's own career and scientific objectives with the principal of beneficence to the community being studied.

Room 2073 1:10-2:30

Gerry Geitz, Stenden University of Applied Sciences

Sustainable Feedback: Students' and Tutors' Perception

Feedback has been shown to substantially influence students' learning. However, not everything characterized as feedback is effective. Sustainable feedback places students in an active role in which they generate and use feedback from peers, self or others and aims at developing lifelong learning skills. First-year higher education students and tutors received sustainable feedback during their problem-based learning. To gain insights into how they perceived the sustainable feedback, students were probed via structured, open-ended questionnaires. While all participants positively valued the feedback, their personal characteristics, previous experience with feedback and concomitant perceptions appeared to have greatly influenced both tutors' and students' specific, individual behavior and responses. Conclusion is that sustainable feedback requires an evolving role of students and tutors with respect to sharing their perceptions of what feedback is, understanding the value and importance of feedback contributions of all participants, and developing the necessary skills to ask questions and give feedback.

Janice E. Hawkins, Old Dominion University

Robin Chard, Nova Southeastern University

Ron Chenail, Nova Southeastern University

Diane Seibert, Uniformed Services University of the Health Sciences

The Email Interview in Qualitative Research: A Discussion of the Practical Utility

Interviews with key informants are the most common means of data collection in qualitative descriptive research. Researchers have traditionally preferred face-to-face interviews but advances in technology have resulted in additional options, including email exchanges, to conduct interviews. The purpose of this presentation is to discuss the practical utility of the email interview in qualitative research. Email interviews offer a convenient alternative for overcoming geographical barriers and financial limitations that hinder face-to-face interviews. Beyond convenience, there are numerous advantages to email

interviews that may contribute to better data collection. For example, email interviews allow for prolonged engagement with participants to connect and establish relationships. Some participants, particularly digital natives, may be more comfortable with email interviews resulting in a more naturalistic exchange of ideas. The back and forth email exchange provides a forum to clarify comments, pursue further inquiry and ensure accuracy in describing the experiences from the perspective of the participants. The opportunity to carefully construct and reflect on the written responses may lead to richer data. On the other hand, lack of access or comfort with email communication would inhibit data collection. Furthermore, the written responses of email interviews lack some of the social cues that may contribute to a full understanding. Composing written responses to interview questions takes more time which could discourage participation or result in short, abrupt answers from participants. A discussion of the practical utility of email interviews will assist researchers in determining when email interviews are preferred for data collection.

David J. Cochrane, University of Florida

The Surprising Power of Extreme Case Sampling

Extreme case sampling is often a very effective way to determine if relationships exist variables in large data sets. Extreme case sampling is an exploratory qualitative research method that allows content experts to discover relationships in the data without the restrictions of having a priori assumptions of what kinds of relationships exist. In this presentation examples of the successful use of extreme case sampling will be given. Seven characteristics of a study that make extreme case sampling an ideal research method are (1) the variables have a linear or non-linear continuously increasing or decreasing relationship to each other, (2) potential predictor variables are well-defined but potential outcome variables are unclear, difficult to measure, or difficult to assign values to, (3) a "double sampling" procedure can be performed where small number of cases from a representative sample of the population can be obtained, (4) scores for a predictor variable or composite of predictor variables can be assigned to all of sample subjects, (5) there are one or more theories or models that can be evaluated by a person or persons with content expertise, (6) these theories or models have not already been confirmed with more definitive quantitative studies, and (7) the possible relationships between predictor variables and outcome variables may be complex and/or there are a large number of potential predictor variables. Even if only a few of these seven criteria are met, extreme case sampling can be the preferred research method.

Room 2074 1:10-2:30

zaleha othman, Universiti Utara Malaysia

fathilatul zakimi Abdul hamid, Universiti Utara Malaysia

Ethical Concerns in Qualitative Research: Experience from the Field

It is the intention of the authors' to inform that there are rules of thumb that qualitative researchers should adhered to in order to fulfill their ethical obligations to the participants. The primary rule of thumb is that as a qualitative researcher caring about the data is significant. This is due to the fact that a qualitative researcher commonly delve into social lives of human being and that ensuring rights, privacy and welfare of the human being is therefore crucial. Hence, this article shares the authors' experiences about the ethical issues when doing qualitative research. The ethical issues revolve around the authors' concern about data sensitivity, data handling, voluntary participation, confidentiality, anonymity, legitimacy, controversial data, interpretation and off-record data. Each issue will be explain and the

practical examples of how each issue was dealt with will be shared. Most importantly, this article shares ideas of how qualitative researchers should care about their participants, and embrace the honesty and trust given by the participants. Overall, this article shows that caring for participants should be taken seriously, and giving respect to the participants result in building strong relationship between the researcher and the researched, which is important for any qualitative research to gain credible and quality findings. The article contributes to giving real time experiences that are useful for researchers embark in qualitative research. Lesson learnt from the authors' experience could guide other researchers to minimize any harmful consequences to the participants. In sum, this article contributes to providing greater insight into how to handle ethical dilemma.

Carter A. Winkle, Barry University

Jill Beloff Farrell, Barry University

Mindfully Journeying toward Researcher Reflexivity in Dissertation Advising and Graduate Education: A Visual Narrative Inquiry

Conceived as a visual narrative inquiry (Bach, 2007), collaborative arts-based self-study researchers (Weber, 2014) share and discuss both methodological and pedagogical design of arts-based mindfulness (Kabat-Zinn, 2005) activity within the context of dissertation thesis advising and graduate-level research courses with the explicit aim of mediating students' emerging understandings of reflexivity (Berger, 2015) in qualitative research processes. The mindfulness intervention activities were conceived and developed as a result of the researchers' recognition of students' struggle to recognize and articulate—conceptually and in practice—their positionality as developing researchers. Data sources as well as findings will be represented through both researcher- and participant-constructed narratives and artistic artifacts. The researchers utilize a three-stage recursive arts-based dialogic narrative analysis (Winkle & Farrell, 2014) strategy for examining their individual, collective, and collaborative experiences with our research students and advisees. Beyond articulating for attendees the arts-based self-study research methodologies to be employed for this inquiry, exemplar data-as-artistic-artifacts derivative of this work, and the preliminary findings related to students' continued challenge to engage reflexively within inquiry, the researchers critically reflect upon the significance these experiences have on their own practices as research advisors and research teaching faculty.

Cheryl Ann Lambert, Kent State University - Kent Campus

College Health Care Providers' Student-Centered Care

Patient care in the university setting is indelibly connected to college health care providers. College health care providers adapt to a specific set of circumstances unique to the university context in their patient care roles. The authors therefore sought to investigate the patient care phenomenon from college health care providers' lived experiences. The patient care phenomenon was explored via in-depth interviews with 11 college health care providers at universities in the Midwest and Northeast regions of the United States. The phenomenological theoretical framework of the study revealed five themes of patient care during data analysis: health education, behavioral health, student advocacy, relationship management, and reputation management. The authors designate the multi-dimensional nature of the patient care phenomenon "student-centered care" and consider practical implications for other providers who treat young university-age patients.

Room 2077 1:10-2:30

Steve Haberlin, University of South Florida

Through the Dark Jungle: One Family's Escape from Cambodia (An Oral History)

My paper, "Through the Dark Jungle: One Family's Escape From Cambodia," is an oral history detailing the account of one family's indoctrination into the Khumer Rouge's brutal work camps during the Cambodian Civil War in the 1970's. The piece explores the separation of the family members, as well as their eventual escape from the country and reuniting. During the inquiry, I wanted to know what the family's experiences were like and how they managed to survive and remain together—but I also wanted to document their story in writing to prevent it from being lost over time. Without the opportunity to analyze primary documents (which were discarded when the family fled), I relied on interviewing four of the family members separately on several occasions using open-ended questioning and analyzed the data using constant comparative methods. I discovered that the family members lived in constant fear, benefited from community support, adapted to conditions, followed orders, and took risks when necessary for survival. To make sense of what I learned, I examined genocide survivors' literature and psychology and learned that such traits displayed by the family—adaptability, following orders, help from strangers, calculated risk taking—were reoccurring themes among survivors of genocides.

Feng Li, Florida International University

Xuan Jiang, Saint Thomas University

Non-Science Major Undergraduate Students' High School Science Experiences: An Exploratory Case Study

Previous studies reported relatively low correlation coefficients between students' high school science experiences and their science identities. This needs more exploratory studies to investigate the reasons for these low correlation coefficients. This article presents the high school science experiences of three non-science major undergraduate students and the influence from their experiences, in their perspective, on their choice of a non-science major in college. Three female Hispanic non-science major undergraduate students were interviewed about their high school science experiences. Data were analyzed to answer the research question: From three female Hispanic students' perspectives, what are some factors from high school science experiences that influenced students' choice of non-science majors in college studies, particularly some specific factors related to their Hispanic cultural backgrounds and gender role. The most mentioned influential factor among three participants was didactic teaching styles of their high school science teachers. Another important finding was low performance/self-efficacy in math may predict students' low interest/persistence in science but high performance/self-efficacy in math does not necessarily predict students' high interest/persistence in science.

Patricia Akojie, University of Phoenix

In the Field: Experiences with Young Adults the First Year after High School

The purpose of the study is to understand how vocational learning experiences relate to the students' present career decision. The presenter examines the experiences of high school graduates during their first year after a vocational program of study. The question is what happens to graduates of secondary vocational programs? Participants are students also took some vocational classes while in high school. A phenomenological case study approach was used to understand how previous vocational educational

program played out in the world of work. In this presentation, I will share my experiences with these young adults in the field. I visited the participants and followed them for one year after they graduated from high school. Each time I scheduled an interview with these young adults, I took time to pick out what to wear that would not make me stand out. My Nigerian origin gave me some advantage of an outsider who wants to understand their generational culture and wants to be part of the insider. The study revealed an interplay of race, class and gender in the decisions young adults make when they leave high school vocational programs.

Breakout Session I

Room 2071 3:00-3:50

Yulia Watters, Northcentral University

Darren Adamson, Northcentral University

IRB Process in a Distance-Based Higher Ed: Embracing Responsibility

Caring has multiple meanings in a research process: We care to be ethical and just to our participants, we care to hear multiple contributions and create a better understanding of a particular topic, we care to make a difference with our research. Caring is also embracing the responsibility for the participants who made themselves available to help us to better understand our subject of study.

In this presentation researchers address how an online Graduate Institution demonstrated its care and commitment to the ethical treatment of human subjects during a qualitative research process. Presenters will discuss the topics of IRB requirements, processes, and education in a distance-based environment pertaining to specific requirements related to a qualitative study. At the end of the session, attendees will acquire a better knowledge of the IRB definitions, check points, and procedures required to conduct a qualitative study in a distance-based program and/or with subjects participating online.

Room 2072 3:00-3:50

Julie Dell-Jones, University of South Florida

"Data Sketches" as Arts-Based Analysis Tool for Multimodal Data

As a departure from the text-based terms such as field notes or "field texts" (Clandinin & Connelly, 2000), I engage with multimodal research data through "data sketches." I define this as a type of researcher memo emphasizing the dynamic, fleeting, and shifting quality of reflexive processes. The use of the term "sketch" alludes to a temporary documentation of an idea in development, which is meant to contribute to a greater work. The multimodal versions of data sketches I create document my brainstorming and preliminary analysis. Researchers can use more traditional sketch-like drawing or use digital tools to combine various types of image-based data, audio or video clips, written transcriptions, or other written researcher notes or memos. The combined "data sketch" is meant to support the researcher with seeing and documenting new connections, note emerging questions, focus attention on particular interplay between modes, or generate other meaning-making intersections. The data sketches are intended to assist analysis, but can also be shared to reveal the research process. In my own work with digital storytelling, I include screenshots from video in my data sketch, which spur my written researcher reflections and connect with related literature from various disciplines. I use various free online tools (such as Prezi) that offer an expanding (infinite) "canvas" on which to work. This flexible digital tool to create the data sketch allows video clips to be embedded, links to data sources, and

supports constant changes as the researcher re-focuses attention and as the research shifts and develops.

Katherine M. Boydell, University of New South Wales

Arts-Based Health Research: Strategies to Address the Embodiment of Difficult Life Experiences

Using artistic modes of research representation allows for a different way of sharing findings and may enhance the likelihood of making an impact (negative or positive) on the audience and consequently, on the artists and researchers involved. The concept of 'dangerous emotional terrain' is used in this presentation to describe the potentially negative impacts of using dance to disseminate qualitative research. We focus on the impact on artists embodying research depicting difficult lived experiences and the strategies our team used to mitigate difficulties. We identify four strategies to address the potential for negative emotional impact.

Room 2073 3:00-3:50

Alice M. Harnischfeger, Keuka College

Identity Construction in the Margins: Non-Conforming Youths' Voices and Perspectives

This work discusses two connected case studies that advocate for an inclusion of non-conforming youth, and their voices, in research. The first explores the understanding of school practices and related identity construction of participants labeled as being "at-risk" in a 'successful' middle school's alternative education program, and the second updates three of these young people's identities, life/school experiences, and perspectives, five years later. During the first grounded theory based study, I collected data through classroom observations, focus group sessions, and individual interviews with five eighth grade students, their parents, and school professionals, and then conducted one hour long, individual interviews with three of the original participants for the second, longitudinal effort. Findings from these studies include that these youth both actively affirm and resist others' construction of their differences, actively pursue educational goals, and readily offer suggestions for reform. Additionally, through their eager agreement to continue involvement in this study at on-going five-year intervals, these young people indicate the value that they place on knowing that their voices are being heard. This work adds to the literature on identity construction and suggests the value of an addition of these youths' own sociocultural and change-oriented perspectives in our efforts toward reform.

Serge Gabarre, Universiti Putra Malaysia

Cécile Gabarre, Universiti Putra Malaysia

Roseni Din, Universiti Kebangsaan Malaysia

Using a Non-Judgmental Stance to Promote Trustworthiness in Action Research

Interviewing as a primary source of data is subject to the trustworthiness of the respondents. As lecturers interviewing our students, we understand that the nature of our relationship could have an impact on the trustworthiness of our data. We believed that adopting a non-judgmental stance could resolve this issue. We implemented an action research to improve our teaching of French with Facebook on mobile phones. In order to provide all students with equal learning opportunities, we gave everyone a subsidy to cover the cost of mobile Internet access. We regularly interviewed our students to evaluate our action plan. In order to remain open to all interpretation of the events and to promote honest feedback, we openly adopted a non-judgmental stance. As a result, students freely revealed how they used funds, which were given to them, to access mobile Internet. Findings showed that not all students

used the money as we had anticipated and that they spoke without restraints on the matter. Based on this behavior, we reflected on how this stance helped validate the trustworthiness of the data for the research and encouraged us to focus on not judging our informants.

Room 2074 3:00-3:50

Jørgen Jeppesen, The National Rehabilitation Center for Neuromuscular Disorders

From Interview to Transcript to Story: The Construction of Journalistic Narrative as Qualitative Research

There is a call to narrative investigators to be more explicit about their ways of working methodologically, in particular concerning dialogic/performative analysis. The purpose of this study was to examine how journalistic storytelling used as qualitative health research transformed, assembled and sequenced interview into transcripts, scenes, digressions, and other language products. A published story from a socio-narratological study of living with the terminal disease Amyotrophic Lateral Sclerosis was selected. Distribution and sequence of modes of transcription, versions of dialogue, transformation of observation and memory to scenes, and conversion of the researcher's reflection to digression, were identified and calculated. Spots in the story conveying the researcher's imaginations were identified. Three modes of transcription were found. Differences between recorded and published dialogue were demonstrated. The construction of a scene and a digression from notes and transcript was shown. Sequencing of narrative techniques was illustrated. Twenty-two spots of imagination were highlighted. The full, published story itself served as discussion by elucidating how selected parts of interview and context became a story through varying narrative constructions. The highlighted imaginations composed a poetic conclusion resonating the intellectual and bodily experience of the interview.

Esperanza De La Vega, Portland State University

Carrie Larson, Portland State University

Learning How to Teach for Social Justice; Relationships & Modeling among Bilingual Pre-Service Teachers and their Teacher Educators

When it comes to the topic of bilingual teacher preparation, most of us will readily agree that it is a critical need in our schools today to find qualified bilingual teachers to step into the classroom. Where this agreement usually ends, however, is on the question of what constitutes a "highly qualified" bilingual teacher. Whereas some are convinced that standardized exams will identify those educators who should be licensed, others maintain that a qualified bilingual teacher needs to be knowledgeable and culturally responsive for students and family, which does not necessarily equate to high, standardized exam scores. The purpose of this paper is to examine how to best prepare bilingual teachers to teach in today's increasingly diverse and complex school contexts with a vision for equity and the courage to teach for social justice. This paper explores the journey of linguistically and culturally diverse pre-service teachers who were led by two bilingual teacher educators-researchers within the Bilingual Teacher Preparation Program (BTP). The BTP program, a nationally recognized exemplary culturally responsive teacher preparation program (AACTE, 2012), is a two-year program which prepares bilingual instructional assistants from partnering school districts in the Portland Metro Area. The outcomes of this case study yielded insights into the power of authentic relationships and how elements of care and culturally responsive practice intertwined into teacher preparation courses developed a strong sense of community and "family" among the participants. With the vision of preparing qualified bilingual teachers, this study allowed both researchers and participants to deepen our understanding of what it means to teach for social justice; and it certainly is not with a focus on standardized tests or

conforming to the norm of a "traditional" mainstream teacher. It is through modeling the practices we hope to see our pre-service teachers use, that we as teacher-educators and researchers found respect, authenticity, and caring relationships to be vital in reaching our goal of learning to teach for social justice.

Room 2077 3:00-3:50

Janet Richards, University of South Florida

Education Majors' Reflections about After-School Literacy Tutoring: A Poetic Exploration

Contemplating one's teaching has long been an essential part of teacher education. Accordingly, as an instructor of a literacy methods course with a tutoring component, I asked education majors in the class to send me weekly e-mail reflections about their teaching experiences. However, they had difficulty considering their lessons. I knew that poetry stimulated introspections. Therefore, hoping to evoke the education majors' reflexivity, I requested they create two poems (middle and end of the semester) that portrayed their perceptions and dilemmas related to their teaching practices and lessons. Using constant comparative analysis, I explored the education majors' lyrical forms. Writing in a poetic voice prompted the education majors' contemplations. However, rather than focusing on their lessons, their initial poems portrayed their anxieties about teaching while their end of semester poems centered on concern for children. Thus, as is typical in arts-based research, the study afforded generativity (puzzlements meriting additional investigation).

Ashrafal Alam, Sydney School of Public Health

Sunil Jadhao

Nanda Tawale

Archana Patel

Michael Dibley

Camille Raynes-Greenow

Cultural Context of the Acceptability of Improved Cookstoves in India: Programmatic Implications

Exposure to household air pollution is estimated to be the third largest contributor to the global burden of disease and the largest contributor in South Asia. Unacceptability of improved cookstoves by the intended user has been identified as a crucial factor hindering uptake and sustained use. We hoped to understand the socio-culture factors that influence acceptance of improved cookstoves by conducting a systematic field trial in two rural villages in Maharashtra, India. We used 1) In-depth interviews and focus groups with women primarily responsible for household cooking, their husbands, senior women, and community health workers, and 2) Kitchen observations. Besides this, we conducted a field test of four locally-available, improved cookstove prototypes. Households used them for one week. At the end of each trial week, we conducted an interview with the women who identified as the primary cook to generate information on her experience using the stove. The results indicated low awareness of the health risks associated with traditional cookstove use, although high experience of exposure to household air pollution symptoms among all groups. The respondents identified availability, number of burners, suitability of use across seasons, types and consumption of fuel, taste of food, amount of smoke emission, and portability as major factors contributing to the choice of an improved cookstove. The field trial findings were dominated by responses concerned with convenience and health advantages. We identify important issues to be considered when introducing an improved cookstove program that will increase acceptability and potentially sustained used of improved cookstoves.

Knight Auditorium 4:00-5:00

Ron Chenail, Nova Southeastern University

Cynthia L. Langtiw, The Chicago School of Professional Psychology

Nancy Bothne, The Chicago School of Professional Psychology

Sally St. George, University of Calgary

Dan Wulff, University of Calgary

When Qualitative Teachers Care: A Roundtable

To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin. Throughout my years as student and professor, I have been most inspired by those teachers who have had the courage to transgress those boundaries that would confine each pupil to a rote, assembly-line approach to learning. (hooks, 1994 p. 13)

It takes deep courage to embark on the transformational journey of teaching. The murky waters of qualitative research make the teaching journey even more tenuous. As teachers of qualitative research we are tasked with teaching research from a paradigm with which many students are not familiar. Students often approach qualitative research with misgivings, misconceptions and high hopes. And as teachers of qualitative research we help them navigate the murky waters. We shift the paradigm. We peel back the curtain. We sit with them in their moments of uncertainty. We help them tell their story to the institutional review boards so they can tell their participants' stories. We entertain their lofty ideas and help them bring them to fruition. We care for them.

In this roundtable we will explore the strategies that we use to care for our students, and ourselves, as we teach qualitative research. Bring your syllabi, creative assignments, foibles and successes and we will delve into the depths of caring and teaching, together.