

Thursday, January 11th

Pre-Conference Workshop: Room Knight Auditorium 9:00-12:00

Jonathan A Smith, Birkbeck University of London

An Introduction to Doing Interpretative Phenomenological Analysis (IPA)

This workshop is for those interested in, or starting to use, Interpretative Phenomenological Analysis (IPA). No prior knowledge is assumed. The workshop will begin by outlining the theoretical underpinnings of IPA. I will then go through the stages involved in conducting an IPA research study: design, data collection, analysis, writing up. This will include some practical hands-on work to help facilitate participants' skill acquisition.

General Sessions Begin

Breakout Session A

Room 1048 1:15-1:35

Vicky J. Grube, Appalachian State University

The Miniaturist

Using visual and ethnographic methods the author forms a connection between materiality and the memories of childhood. The researcher begins by asking the question, "Can a studio environment create encounters between a researcher and preschool children that deepen understanding of culture?" To this end, the researcher engaged in sensory research practices through ethnographic methods in a preschool art studio. Through free choice art making, children were found expressing their emotions and demonstrating an awareness of adult culture. In particular, the researcher's encounter with four-year old George was enriched through sensory participation and triggered embodied and empathetic knowing. As it happens, conducting this research through the shared sensory attributes of art materials, the researcher was sent reeling. The encounter with memories of her childhood were unforeseen and disturbing. Art materials, it appears, can reveal cultural knowledge and can also serve as emotional bookmarks of time. Materials can juxtapose the past with the present, linking then with now. Feeling is embedded in the artifact and can release provocative memories. Materials from childhood create the self for what it is.

Room 1048 1:45-2:05

Alexandra CH Nowakowski, Florida State University

Kaitlyn E. Barningham, Florida State University

Charlyn D. Buford, Florida State University

Martin Laguerre, Florida State University

J. E. Sumerau, University of Tampa

"That pain is genuine to them": Provider Perspectives on Chronic Pain in University Student Populations

We explored provider attitudes about and experiences in chronic pain management for university student populations. Our central question was: "What do providers at a large university campus health care center experience in the process of offering pain management services?" We explored instrumental, behavioral, emotional, and attitudinal dimensions of our participants' experiences using a qualitative case study approach. Data were gathered through semi-structured interviews with 10 health care providers at the student health center for a large research university in Florida. Interviews captured providers' background and experiences in providing pain management to student patients with diverse needs. We used grounded theory techniques for data analysis (i.e., collaborative content analysis with open coding). Data

reflect differences in perceptions of chronic pain prevalence and palliation best practices. We identified five themes: different perceptions of chronic pain prevalence, awareness of painful conditions, palliation as a contested process, importance of communication, and multidimensional perspectives. Responses varied by training, specialization, experience, and sociodemographics. Our findings mirror the broader literature on pain management. We outline priorities for further research in university health care settings, and suggest participatory strategies for translating associated findings into targeted plans for clinical care improvement.

Room 1048 2:15 -2:35

Lesley A. Watson, American Cancer Society

Memoing as a Tool for Reflexive Analysis

Qualitative researchers often consider the way their personal characteristics and actions affect data collection by asking reflexive questions like: “How will my participants respond to me if I present myself as an insider or outsider when I’m in the field?” But who we are as researchers also impacts how we analyze our data and report our findings. In this presentation, I will discuss how I use analytic memos to clarify my personal reactions to my participants and the data throughout data collection, coding, interpretation, and reporting. By clearly articulating my gut reactions, questions, points of confusion, and opinions, I am able to identify potential biases and address them in a systematic way. This process also creates an audit trail that tracks my analytic process and improves my objectivity. This presentation will also include practical tips on how to best write and organize memos in MAXQDA to facilitate the process and improve efficiency.

Room 1049 1:15 -1:35

Megan Mackey, Central Connecticut State University

Renee Greenfield, Amherst Pelham Regional School District

Pre-Service Teachers’ Perceptions of Learning Disabilities: Examining Effectiveness of Special Education Coursework

As the number of K-12 students with learning disabilities educated in general education classrooms grow, it is essential to examine the preparation and perceptions of pre-service teachers (N=15) who will educate students with learning disabilities. Within the context of an undergraduate learning disabilities method course, this study examined how pre-service teachers perceived students with learning disabilities, as well as the effectiveness of particular course experiences, including fieldwork with students with learning disabilities, video vignettes, lesson planning, assigned reading, and center-based instruction, in shifting perceptions. Using a convergent, mixed-method design, teacher educators at a university in the northeast used surveys, journals, and focus groups to examine pre-service teachers’ perceptions over time. Both quantitative and qualitative data indicate perceptions shifted positively in response to the methods course. Results from this study indicate that a learning disabilities methods course that included the use of center-based teaching and video vignettes as well as a fieldwork experience with students with learning disabilities were effective in positively changing pre-service teachers’ perceptions of students with learning disabilities. The use of multiple measures allowed for examination of pedagogical skills as teacher educators, including the specific approaches to teaching and learning, as well as determining whether or not the learning disabilities methods course was successful in shifting pre-service teachers’ perceptions. In doing so, we hope that these results will inform the teaching and learning within our program and provide a model to other teacher education programs.

Room 1049 1:45-2:05

Robin L. Danzak, Sacred Heart University

Chandrya Byman

Narrative Inquiry and the Power of Stories: Chandra's Voice

This paper presentation will share the story of Chandra (her real name), as produced through the qualitative methodology of narrative inquiry. Chandra is a middle-aged, Guyanese-American woman attending an adult education center in the Northeast United States. She grew up in extreme poverty in Guyana, and was taken out of school at age eight to help meet the family's basic needs. At age 22, she immigrated to the United States in hopes of better opportunities. Through narrative methods, Chandra's story was constructed from 34, narrative and expository, written texts that she composed for a literacy tutoring program, as well as three, in-depth, oral interviews. The result is a moving account of Chandra's childhood in Guyana, immigration and acculturation in the United States, and her determination to continue her education despite the obstacles she has faced. The presentation will discuss Chandra's story, as well as how to conduct narrative inquiry, and its methodological strengths and challenges.

Room 1049 2:15-2:35

Sheryl Chatfield, Kent State University - Kent Campus

Flashing Back: How the Creation of Brief Fiction Enhanced My Reflective Process

As I progress in my career as an assistant professor, I find the luxury of time and attention that I devoted to research as a doctoral student is increasingly diluted by teaching, meetings, and guiding my students in their research. This has led me to sometimes neglect research-associated processes, such as engaging in extended bouts of reflexivity, and has resulted in a sense that I am not giving my own research the time and attention it deserves. My fear that I have been remiss about reflective processes likely influenced my decision to respond to a call for "flash fiction" about qualitative research. As a response to the call, I quickly wrote three stories of exactly 55 words, all about data analysis. I found this effort triggered a more prolific response, and expanded the topic areas to include design, research compliance, and transcribing. To my surprise and delight, I completed a batch of flash stories and felt refreshed rather than drained from the activity. I also reflected on my work as I selected, rejected, and re-ordered words. For this paper presentation, I offer 15 flash stories with the hope that these brief essences inspire thought, reflection and dialogue among session attendees.

Room 1053 1:15-1:35

Elizabeth Gassin, Olivet Nazarene University

Ritual, Children, and the Qualitative Researcher

I am currently engaged in two projects that tap into the same experience: participating in the communion ritual of the Eastern Orthodox Church. One project is a hermeneutic phenomenological study of young children's experience taking communion. I will finish interviews with the children early this summer. As data collection proceeds, I am journaling about my observations and reactions to the children's answers and nonverbal communication as we discuss and create art about the ritual. The other project is extensive journaling about my own experience of participating in the rite, which I had planned to (and may still) use for an autoethnography on trauma and communion. I have been keeping this journal for over a year. In addition to writing about my own experiences as a communicant, I also have entries that respond to scholarly work on various links between interpersonal trauma, eating behavior, relationship quality, and religion. For the 2018 TQR conference, I propose speaking on how both of these projects are impacting

me as a researcher in cognitive, emotional, and behavioral domains, and how these effects in turn promise to influence my continued work in studying the experience of faith-based ritual from a hermeneutic phenomenological perspective. The content of this talk will be based on an analysis of both journals mentioned above, using Interpretative Phenomenological Analysis (Smith, Flowers, & Larkin, 2009), and further reflection on how the effects of these projects are influencing my decisions about specific topics of and methods in future research.

Room 1053 1:45-2:05

Patricia Akojie, University of Phoenix

The Interplay of Race, Class, and Gender: A Phenomenological Study

The purpose of the study is to understand the work lives of young adults after high school graduation. The study revealed an interplay of race, class and gender influence the kinds of decisions your adults make when they leave secondary schools. Participants varied in style and ways of responding to questions. Data from the study showed that race, class, and gender matters in the way participants' value education and school knowledge. In addition, results shows that local economic and social conditions influenced participants' job opportunities independent of their educational preparation. Coming from a quantitative background to becoming a qualitative researcher made me appreciate the rich data from this qualitative study. The presenter will share how to overcome the most difficult stage of a phenomenological study, which is putting the entire puzzle together. This initially, I thought, would take three months, but I spent six months tearing the pieces apart and trying to understand the data in many ways. In this presentation, I will discuss how I compile my data through the months of data collection. Background knowledge gathered from field notes provided rich data base for the study. As Costa, Hall, and Spear (2016) asserted, "researcher's own background, experiences, and personal history with the subject of the study all work to color the interpretation, and are thus central to gaining a full understanding of the study results" (p. 673).

Room 1053 2:15-2:35

Carol Isaac, Mercer University

Male Spouses of Women Physicians: Communication, Compromise, and Carving Out Time

As the numbers of female physicians continue to grow, fewer medical marriages are comprised of the traditional dyad of male physician and stay-at-home wife. The "two-career family" is an increasingly frequent state for both male and female physicians' families, and dual-doctor marriages are on the rise. This qualitative study explored the contemporary medical marriage from the perspective of male spouses of female physicians. In 2010, we conducted semi-structured, in-depth interviews with nine spouses of internal medicine resident and faculty physicians. Interviewers queried work-home balance, career choices, and support networks. We used an interpretive, inductive, iterative approach to thematically analyze interview transcripts and develop broad, consensus-derived themes. A conceptual framework based on three major themes emerged: "A time for us? Really?", "Supporting and protecting her, sometimes at my expense," and "Hers is a career, mine is a job." This framework described the inflexibility of physicians' time and its impact on spousal time, career development, and choices. Having a set time for synchronizing schedules, frequent verbal support, and shared decision-making were seen as important by the husbands of female, full-time physicians. This exploratory study examined the contemporary medical marriage from the male spouse's perspective and highlights specific strategies for success.

Room 3032 1:15-1:35

Kimberly Underwood, University of Phoenix

New Kid on the Block: An Exploration of Workplace Learning through the New Employee Lens

This qualitative research study explored formal and informal socialization processes as tools of workplace learning for defining boundaries for diversity socialization. Specifically, this study was formulated to view this dynamic from the lens of new employees of companies that have received multiple annual recognitions for being the “best for diversity.” Semi-structured interviews were conducted with twenty-seven new employees and two organizational representatives within two multi-site organizations to gain a deeper understanding of how new employees experience the formal and informal organizational socialization processes related to diversity in their organizational. Additionally, this study sought to identify which socialization experiences are most influential to the lenses new employees utilize to view diversity demographics and diversity-related efforts within their organizations. The findings from this study support the assertion that organizations need to include the voices of all employees in their assessment of the effectiveness of organizational diversity socialization initiatives. Further, the lens new employees use to form their views of the importance of diversity to the organization and the permissibility of behaviors in relation to organizational diversity is strongly influenced by management personnel in direct contact with this group. This suggests more of the focus of diversity education (including developmental funding) should be directed toward field-level management, as they provide much of the continuous lessons gained through the diversity socialization process within organizations.

Room 3032 1:45-2:05

Ramy Shaaban, Indiana University of Pennsylvania

Barriers in Healthcare Communication among International Students Studying in USA

Healthcare system in the United States has been gone through a long history of reforms in order to provide solutions to improve intercultural communication between doctor and patients with different cultural backgrounds. Among those patients, international students come to the U.S. as temporary residents to pursue education. Their different cultural backgrounds created various challenges for these students when they talk to doctors or other health care providers, who might come from different language, religion and culture. This study aims to explore communication barriers and international students face during their stay in the States. The study utilizes qualitative research with the use of semi-structured interviewing instrument that identifies the cultural challenges that face international students of Indiana University of Pennsylvania (IUP) regarding health communication. Via online communication, the study aims to have 30 interviews with international students studying at IUP. IRB approval has been obtained prior to data collection. The result of this study will be in the form of a list of the main challenges that face international students, strategies used to overcome these challenges, and the significance of these strategies in overcoming those challenges.

Room 3032 2:15-2:35

Mohamed Yacoub, Indiana University of Pennsylvania

From A Theory-Less Into A Theory-Ful Qualitative Researcher in the Field of TESOL: A Personal Anecdote

Doing injustice to the data, undertheorization, is a scary phenomenon in the field of TESOL. In this presentation, I will take my attendees into my world of how I used to think of qualitative research before and after I was introduced to Alecia Jackson and Lisa Mazzei's (2012) *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. This book challenged my qualitative skills and helped

me think with theory when I deal with qualitative data in my papers. The types of research questions I used to ask have changed when I started thinking with theory, and so did the coding and thematizing processes. The question now is: to what degree do junior scholars in the field of TESOL need to think with theory when dealing with qualitative data? To this end, I will go through some Ph.D. dissertations-- that were written for the field of TESOL and that followed qualitative methods-- in order to see how those junior scholars think when they conduct qualitative studies, in a hope that we can shape the needs of Ph.D. candidates in TESOL to think with theory in qualitative studies.

Room 3034 1:15-1:35

Sandra L. Winkler, James A Haley VA Hospital

Using IPA To Understand How One Individual Experienced and Managed Chronic Neck Pain

This presentation discusses how and why Interpretative Phenomenological Analysis (IPA) was used to understand how one individual experienced and managed chronic neck pain including both pharmaceutical and non-pharmaceutical interventions. Convenience sampling identified Ms. P, an individual with a 10-year history of chronic pain. The research questions were: How does one individual with chronic neck pain describe their experience living with neck pain? and How does one individual with chronic neck pain manage their pain? After reading the transcribed interview several times, a table was constructed. The transcribed interview was inserted in the middle column. Coding line-by-line, interesting or significant statements were noted in the left column and emerging themes in the right column. Three super-ordinate themes emerged: pain pervades everything, finding relief, and recovery. Findings suggest that living with chronic pain is framed by both the experience of severe pain and the search for a cure. Fear, panic, and despair accompany ongoing pain. Initially, the participant's physician prescribed medications including narcotics, described by Ms. P as a slippery slope. In desperation, Ms. P sought alternative treatments. This study of a single subject's journey from "popping pills" to recovery compares in detail, acupuncture, ultrasound, massage, chiropractic, and laser alternative therapies. This study goes beyond other studies of alternative treatments for chronic pain by investigating not only why individuals with chronic pain seek alternative treatments, but also how these individuals select from the multitude of alternative treatments available.

Room 3034 1:45-2:05

James F. Lane, University of Phoenix

Phenomenology of Practice: The Application of Hermeneutic Phenomenology in a Case Study of Middle School Infrastructure

This discussion applies Van Manen's concept of hermeneutic phenomenology to explicate the results of an embedded single-case study I conducted as a middle school assistant principal. The study described the perceptions of teachers, parents, and students regarding the implementation of infrastructure based on middle school design elements proposed by the National Middle School Association. Van Manen observes that phenomenology empowers "subjectivity to radicalize itself and to struggle to dislodge and confront the unexamined assumptions of our personal, cultural, political, and social beliefs, views, and theories" (2014, p. 13). After describing the results of the study, I will apply Van Manen's method of hermeneutic "epoche" of bracketing interpretation and explicating reflectively" to explore deeper questions: What was the meaning of my reactions to the results? What could I have done better to implement the designs? What did I learn to become a better school leader? I will argue the importance that professional practitioners apply the art and practice of phenomenological inquiry and self-reflection to describe and improve their work through "thoughtful and tactful action," as well as "the everyday practice of living (Van Manen, 2014, p. 15).

Room 3034 2:15-2:35

Amy Orange, University of Houston - Clear Lake

"Hey! I know who that is!": How Much Detail Is Too Much When Presenting Results?

One of the quandaries we sometimes face in qualitative research is how much detail we can include about participants while still protecting their identities. Over the last few years, I have noticed three main areas where this issue has warranted additional consideration. The first is when reporting back to research sites on study findings. Many of the local school districts, where doctoral candidates and faculty conduct their research, require researchers to submit their findings as a condition of granting IRB approval. When results are shared with people who possess knowledge of the setting, participants become more easily identifiable and researchers cannot guarantee that they will not be identified. The second area of concern is in dissertations. In my qualitative research class, students critique a qualitative dissertation and they often select ones that have been completed by former students. Even though the authors use pseudonyms and try to be vague about some details, my students can often identify the site and/or some of the participants from the studies. The last area of concern regards requests for additional information about participants' backgrounds or the study setting from journal reviewers. Sometimes, to protect our participants' identities, we need to omit or modify specifics. When reviewers ask for additional information, it may present a dilemma: to include the information and potentially put participants at risk for identification or to withdraw the paper and spend the time to find a new venue or discard it entirely. In this presentation, I will discuss the need to be more cautious when engaging in research that we know may be read by people with direct knowledge of our research sites and participants and how the informed consent process does not always take these issues into account.

Breakout Session B

Room 1048 3:15-3:35

Gary J. Skolits, University of Tennessee - Knoxville

Stephanie O. Robinson, University of Tennessee - Knoxville

Reflections on the Lived Experience of 160 Evaluations: The Professional Costs of Resisting Pressure to De-Contextualize Field Studies

This case study presentation is based on the presenters 15 years at a research university leading an evaluation institute while conducting over 160 evaluations. As our Institute work completed, we had little time to separately and jointly reflect on our work. Unfortunately, this lived experience of leading multiple ongoing field research projects provided little time for meaningful reflection in action (Schön, 1983) due to project and administrative deadlines. Upon thoughtful practice reflection (Schwandt, 2015), we recognized that the most challenging aspect of our work was not technical – our research practices represented well-established practice norms. Instead, our greatest challenge was capturing and reporting on the project story, including multiple participant stories and perspectives. Funders wanted RCTs and “summary data tables” while we sought to temper and augmented these narrow expectations with contextualized stakeholder perspectives and stories addressing how they were affected by a project. Our larger project narrative encompassing the experiences of stakeholders was difficult, costly, and time consuming. We resisted pressures to be mere funding agency data collectors, and in that we generated some conflict, lost contract opportunities and uninformed criticism at some level of professional disillusionment. This presentation will address how we conducted evaluation (Skolits, Morrow, & Burr, 2011), and how we attempted to practice evaluation in a manner encompassing the establishment of meaning reflecting more contextual, qualitative oriented approaches (Guba & Lincoln, 1981; Patton,

2014). We conclude that our reflections motivate us to challenge the status quo of evaluation practice and funding.

Room 1048 3:45-4:05

Maria Petrescu, Nova Southeastern University

Brianna Lauer, Nova Southeastern University

Qualitative Marketing Research: The State of Journal Publications

Qualitative methods in marketing have become essential not only for their classical advantage in consumer behavior, but also for their benefits in dealing with big data and data mining. Research from International Data Corporation (IDC) shows that when it comes to online data, unstructured content accounts for 90% of all digital information. Under these circumstances, this study provides a literature review and analysis on the role and relation of qualitative methods with quantitative methods in marketing research. The paper analyzes research articles that include qualitative studies in the top marketing journals during the last decade and focuses on their topic, domain, methods used and whether they used any triangulation with quantitative methods. Starting from this analysis, the study provides recommendations that can help better integrate qualitative methods in marketing research, academics and practice.

Room 1049 3:15-3:35

Johanna E. Desir, Nova Southeastern University

A Phenomenological Study of Nurse Administrators: Leading the Multigenerational Workforce of Registered Nurses

Nurse shortages and nurse turnover are major issues in the health care industry. As 4 generations of nurses are working side by side for the first time in history in the health care industry, nurse leaders need to understand the generational differences in order to bridge the gap on retaining the nurses in the workforce. The primary focus of this applied dissertation study was to explore and obtain the lived experiences of leading the nursing intergenerational cohorts. The Leadership Questionnaire, designed in 2008 by Dr. Nelson, was utilized to interview 5 nurse administrators of the phenomenon to comprehend how the health care nurse administrators can utilize productive techniques of leading the nursing generational cohorts. The target population was members of a professional long-term care association. Once the nurse administrators agreed to participate on the study and signed the consent form, the researcher scheduled an initial 45-minute interview of three 15- to 30-minute interviews over a 3-month period. The data collected as a result of this study revealed findings: (a) the intergenerational educational gap in the nursing workforce, (b) the needs of the intergenerational nurses, (c) the critical aspect of continuing of professional education training development for the nurses, and (d) the critical leadership values on leading the intergenerational nursing cohorts. This applied research study dissertation intended to assist nurse leaders to reframe perceptions regarding the nurses' intergenerational group differences and to view these differences in attitudes and behaviors as potential strengths.

Room 1049 3:45-4:05

Smita Kumar,

My Dissertation Healed Me: A Retrospective Analysis through Heuristic Inquiry

It was my personal experience of intimate partner violence (IPV) that motivated me to undertake my dissertation, but during the process I was haunted by my "IPV survivor" identity. Little did I know that my

intellectual pursuit was an invitation into personal healing through heuristic inquiry. During the data collection phase of my dissertation, I unconsciously embarked on the initial engagement phase of heuristic inquiry, but only 2 years after completing my dissertation did I realize I experienced six phases of Moustakas's (1990) heuristic inquiry. In this article, I share how my dissertation healed me through a retrospective analysis using heuristic inquiry. Through the coresearchers' narratives, I began the process of embracing my IPV survivor identity—analogous to Kintsugi, the Japanese art of joining broken pottery with gold to form a new version of it. Through this process, I have begun to acknowledge my resiliency and, most importantly, feel empowered to engage with others who have had similar experience, connecting to a collective voice of IPV survivors. Thus, I argue that heuristic inquiry not only transforms the researcher but also has a powerful impact on others (Moustakas, 1990), empowering coresearchers and communities. I conclude with a strong recommendation to foster research of personal experiences, as it has the potential to bridge the gap between theory and practice (hooks, 1994).

Room 1053 3:15-3:35

Rikki Mangrum, American Institutes for Research

"Just let those crack babies die!": Reflections on the Usefulness of Distressing Statements in Qualitative Research

Distressing statements arise often in health care research. Study participants share stories that are distressing to hear or express views that seem offensive. As a rookie researcher, I found these events difficult and epoché seemed beyond reach. Distressing stories left me emotionally shaken and it was hard to keep myself from judging people for offensive comments. With reflection, I learned to "pivot" distressing statements to extract a core value or issue where I could find impartiality. To reach epoché, I first had embrace what had been said as well as my feelings about it. I learned to appreciate these events for their capacity to deepen analysis in the thorniest topics in health care by surfacing core elements. For example, the person who said "just let those crack babies die" helped unlock my understanding of conceptual relationships in how people think about health care. It begins with the idea that "deservingness" plays a role in how we think about health care access: when do we believe that people deserve health care resources? Deservingness seems to hinge on the interplay of costs and perceived personal responsibility, not medical severity or treatability. I will share strategies for pivoting such as listening for the visceral reaction as a signal that a pivot may be available; using distressing statements as codes or themes; examining how the distressing statement arose logically from prior discussion; and cross-walking distressing content with conceptual frameworks.

Room 1053 3:45-4:05

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

Tony Bastick, The University of the West Indies

Husserl's Last Wish: "What is research?" A Culturometric Homage to Phenomenology

This is a practical research presentation of a metaphysical motivation. Husserl was born in what is now the Czech Republic. His life goal was to place the humanities and the sciences on a common foundation of logical rigour. However, an unsolved epistemological problem inherited from his teacher Brentano (how do we believe in reality?) split his Phenomenology into two paths; a Phenomenological Psychology Reduction leading to science and a Transcendental Phenomenology Reduction leading to philosophy. 79 years later, he was dying stateless in Freiburg, Germany. So much water had passed under so many bridges and still his problem remained unsolved. In this presentation Culturometrics gives a secular answer to the question "What is Research" – in the spirit of Weierstrass, Lipps and Wundt; Husserl's mentors. It clarifies confusions of the mixed methods literature giving foundational distinctions between qualitative,

quantitative and mixed methods research. From these foundations it proposes an elegant definition of research which is unpacked using Husserl's Phenomenological methods of Psychology Reduction and Transcendental Reduction. Then, using ideas from evolutionary psychology that were not yet available to Husserl, it solves the epistemological problem so Husserl's paths can converge and lead to suggested futures of research that he might have envisaged. (200 words)

Room 3032 3:15-3:35

Sarah T. Agate, The College at Brockport

From Focus Group to Activism: A Phenomenology of an Empowered Researcher

During the summer of 2016, I conducted a focus group with women to explore constraints they experience in family travel in relation to the division of labor. As I analyzed the data from the focus group afterward, the most compelling theme that emerged from the data was the experience of empowerment participants experienced during the focus group. When I was analyzing data and formulating results, the election of 2016 ended. I was personally struggling with the outcome and attempting to come to terms with my place in an unexpected reality. Never before vocal in politics, I now found myself passionate about several causes and not knowing how to respond. Through writing about the empowerment my participants had experienced and how we as researchers needed to seek to empower people in a variety of situations, I was experiencing this empowerment myself. Findings from my study had implications for those seeking to empower people who experience discrimination and marginalization in a variety of settings, which I came to realize was also myself. I became empowered to face discrimination in my workplace and in national issues, and am becoming involved in my community in women's and refugees' issues. Through incorporating the words of critical theorists such as Freire and Elizabeth Cady Stanton, the findings of my study have become real in my own life. We as researchers and activists must accept the responsibility to facilitate dialogue and create social change, and my participants helped me start to do this in my own life.

Room 3032 3:45-4:05

Christie C. Byers, George Mason University

Growing Pains: The Entanglement of Emotion, Vulnerability, Voice, Ethics, and Power in Becoming a Qualitative to Post-Qualitative Researcher in a "Rational" World

In this paper I share my exploratory, reflective, and reflexive lived experiences in becoming a qualitative, and bending toward post-qualitative researcher within the heavily cognitive and rational world of science education research and academia in general. My process of becoming is an emotional one, as I learn about the deep entanglement of emotions, vulnerability, and voice as they relate to important ethical and political moments within my own context and the various contexts of my research participants. The process of becoming is made more complex, but nonetheless valuable, through my awkward challenges to existing power structures and dominant epistemologies. Gathering initial support through journaling and responding to others' journals within a feminist reflexivity group, I document my intersubjective and reflective growth through three empowerment-focused research projects: YPAR and photovoice with ELL students, exploring the identities of science teachers who privilege student voice, and YPAR with young girls who have experienced trauma. I offer no easy solutions or a definitive how-to guide, but rather an opportunity to peek inside the complexities of my intensely emotional journey of becoming a reflexive qualitative researcher within a culture of rationality.

Room 3034 3:15-3:35

Babak Khoshnevisan, University of South Florida

To Augment Idiom Learning Through Augmented Reality and QR Codes: To Showcase the Tip of the Iceberg

Technology-infused learning in education has received much attention in the past decades. Among the boatload of technologies, Augmented Reality (AR) has been to date exploited by pedagogues. AR is a facilitative tool that is oft-neglected in language teaching and learning. One prevalent aspect of English language is idiomaticity. Gaining idiomatic competence has posed a unique challenge for language learners. Given its ubiquitous nature, idiomatic competence appears to be an indivisible part of language learning. To exacerbate the situation, learners may claim that they know the meaning of the idiom constituents (literal meaning), however, the figurative meaning of the idiom is often unexplored due to the conceptual semantic image distance - CSI (Liontas, 2002). In this qualitative study, I conducted a multiple case study with 3 participants and different L1. Through this multiple case study, I intended to explore the perceptions of the participants about learning idioms with AR and QR codes. To that end, I developed AR-infused texts and flashcards, observed the way they were treating the material, conducted semi-structured interviews, and online surveys. My discoveries centered on the lexical-image continuum and conceptual semantic Image (CSI) distance (Liontas, 2002) to uncover the interplay between AR and Diffusion model of idiom learning (Liontas, 2002) I will showcase examples of how best to maintain alignment with idiomatic competence, respect students' prior knowledge, background, and experience to learn idioms in context.

Room 3034 3:45-4:05

Csaba Osvath, University of South Florida

Published Qualitative Research as Raw Material: A Case for Artistic Resonance

What is the role or the calling of the readers of qualitative research? How should one read, interact, and respond to shared, published articles? What is our responsibility as readers/consumers of qualitative research? As an artist and maker, I respond to ideas, experiences, and various stimuli through an engaged, aesthetic resonance that often results in the creation of artistic objects. For years, I have been experimenting with a mixed-media collage technique as a creative methodology to read, to interact, and to respond to qualitative research. I explore and demonstrate through concrete examples how the skillful implementation of a systematic artistic process can provide new possibilities for participating in and resonating with qualitative research. I also reveal how reading through art-making opens up new frontiers concerning epistemology and phenomenology. The acquired knowledge and the lived experiences of a maker-centered resonance with research is different from a traditional notion of reading and responding to existing research.

Room Knight Auditorium 3:05-4:05

Stacy Penna, NVivo

Using NVivo as a Research Tool

The NVivo webinar, Using NVivo as a Research Tool will cover how NVivo can assist throughout all the stages of the research process from the literature review, to data analysis, to publishing articles and dissertations.

Announcements and Closing Keynote: Room Knight Auditorium 4:15-5:15

Mirka Koro-Ljungberg, Arizona State University

Leaky Architecture of Qualitative Inquiry (and Drifting with Post-Intentional Phenomenology)

Intentional and transcendental phenomenologies often offer descriptive, emphatic, and humanistic groundings and structures to situate human, experience, and knowing within inquiry and scholarship. However, in this presentation I take a different turn and drift with post-intentional phenomenology exploring some aspects and functions of leaky architecture of qualitative inquiry. I “allow” inquiry and research processes to affect and be affected by instability, edge, relationality, movement, blurred genres, and leaky architecture. Research design, data, and knowing subjects can no longer be assumed to constitute one agentic and fixed entity but they multiply and shift constructing only evaporating, resonating, porous, accommodating, and temporary proxies, events, and forms of living. Qualitative inquiry as this calls for various re-conceptualizations including the role of human/subject (e.g., in post-humanism), philosophy (philosophy as a method), data (plural and theoretical), author (absent and collective), and potential absence of transparency and linear logic. More specifically I offer some considerations regarding (potentially) enabling constrains promoting and supporting instable forms of research design such as relationality and rhythm. Maybe through some unexpected ontological becomings, relational lines, epistemological escapes and instable middles of sensing in time/space qualitative researchers are able to inquiry and live beyond the anthropocentric core and more.

Friday, January 12th

Announcements and Opening Keynote: Room Knight Auditorium 9:00-10:15

Jonathan A Smith, Birkbeck University of London

Trying to Make Sense of Lived Experience: Interpretative Phenomenological Analysis (IPA) and the Meaning of Chronic Pain

From an IPA perspective, participants and researchers are both engaged in the business of making sense of lived experience. Of course there are different emphases in how they do this and in how close they are to the experience at hand; but they are both, nonetheless, trying to make sense of the thing under scrutiny. In this talk, I will describe how IPA envisages this business of sense-making and I will draw on examples from my research to illustrate what this looks like in practice. I have been involved in a series of studies on the personal experience of chronic pain and this is the corpus I will look to here. I hope the talk will illustrate both how IPA works and how it can help illuminate what it is to be in pain.

Breakout Session C

Room 1047 10:30-10:50

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

Authorial Reflexivity in Narrative Ethnography and Autoethnography: A Phenomenological Discussion

This paper is based on phenomenology which can generally be considered the study of experience as manifest through individual or communal perception. Within qualitative research, one such experience to be studied is that of reflexivity as enacted by the individual writer or researcher. Reflexivity, in general terms, can be thought of as the researcher's conscious awareness of how her/his own sociology, history, ideology, and Self affects her/his relationship with the research purpose, participants, setting, or data and thereby leaves an individualized or personalized mark on the research product such as a monograph, essay, article, or otherwise text. In leaving this final mark on the research text, the researcher's reflexivity operates at different degrees of awareness that are commensurate with a sense of distance, or lack thereof, between the researcher and her/his research text. In this paper, I discuss how my own reflexivity, on a sliding scale between "acutely aware/textually distant" to "mostly unaware/textually close," has transformed according to the evolution of my preferred qualitative research repertoires, which I would term as systematic, narrative ethnographic, and autoethnographic, respectively. I emphasize that it is with this last repertoire, my most recent and most preferred, where I feel the most at home with my reflexivity, which is situated toward the extreme of authorial unconsciousness and narrative submersion, as perhaps can be seen in my 2016 monograph. This leads me to conclude that a worthwhile phenomenological study would be the researcher's mapping of her/his own footpath through reflexivity in her/his qualitative research.

Room 1047 11:00-11:20

James A. Bernauer, Robert Morris University

Mary Pat Bernauer, McCarthy Training and Consulting

Patrick J. Bernauer, University of Dayton

Take 3: The Phenomenology of Interplay Between and Within Participant Researchers

A group interview was conducted at an earlier time among Father Researcher (FR), Mother Researcher (MR), and Son Researcher (SR) in order to identify instances of caring and non-caring in school (K-12 through College) and their continuing impacts. Our presentation will focus on the metacognitive and metaemotional aspects that each participant-researcher experienced during this family interview. In

other words FR, MR, and SR will conduct their own retrospective auto-phenomenological inquiry related to their thoughts and emotions by writing “letters to self” based on common questions that will be designed to explore this lived experience.

Room 1047 11:30-11:50

Joy Ha, Monash University, Australia

Learning from a Master Teacher Using a Tripartite Structure Framework

The purpose of the study described in this paper was to investigate a master string teacher’s teaching occurring in one-on-one, group and ensemble settings. This study used a tripartite structure as a framework to identify the master teacher’s subject matter knowledge, pedagogical knowledge and pedagogical content knowledge that contribute to his teaching success. This study employed the Interpretative Phenomenological Analysis (IPA) as the research methodology to explore a master string teacher who is one of the most renowned violinists and string pedagogues in Australia. The following question guided this study: What are the distinguishing features of the master teacher’s one-on-one teaching, group teaching and ensemble directing? The findings of this research indicated that a teacher’s teaching manner, instructional skill, leadership and teaching philosophy have powerful influence on students. The master teacher offers a model to assist other string teachers.

Room 1048 10:30-10:50

Alice Harnischfeger, Keuka College

Jessica MacNamara, Keuka College

Situated Understandings: Interpreting Knowledge in a Historical Narrative Project Through Multiple Positionalities.

As researchers engaged with marginalized individuals, we recognize the need for honest and intentional consideration of our own positionalities. What role did our past knowledge and/or relationships with the central participant and identified target group, and our individual positions in several different realms (generational, gender, sexuality, research backgrounds), have on the evolution and interpreted conclusions of our study? In our phenomenological exploration of a life history narrative involving a sixty-two year old man from the LGBTQ community and an intergenerational focus group session with this individual and a college PRIDE group, we recognized the need for honest reflection and deliberate decision-making. We -- two researchers from different social science disciplines and an undergraduate college student -- reflect on our decision-making processes involving research question, study design, participant-researcher interactions, and analysis procedures. We relate the discussions and processes in which we engaged, as we considered our diverse biases and the data from the field, then sought an integration of these knowledge sources into trustworthy interpretations. We posit that through analysis of data from conscientious self-reflective journaling, ongoing field note taking, and recorded/analyzed group analysis sessions, our points of difference led to an enhancement of the understandings from our study.

Room 1048 11:00-11:20

Tomofumi Oka, Sophia University

Conducting Phenomenological Research on Self-Help Groups: How to Understand an Experience That You Do Not Share?

Self-help groups tend to be composed of people who believe their experience can only be understood by those who share the same experience. How then is it possible for qualitative researchers to study their experience from a phenomenological perspective? In 2008 I was asked by a self-help group for Japanese family survivors of suicide (hereafter “survivors”) to conduct research on their organization because they believed that the great potential of self-help groups to help survivors was not being recognised by human service professionals and the government. They were hoping my endorsement of their activities would increase social recognition of their self-help groups. The survivors were very critical of professionals who claimed to understand what they were experiencing because the survivors believed their experience could only be understood by someone who shared the same experience. I describe how I approached researching the survivors’ experience, and relate three stories addressing a failure, a success, and a challenge respectively. Initially, I tried to understand survivors’ experience by remembering the suicide of a student I had known, but this proved ineffective. The success relates to a metonymic approach to grief adopted by the survivors, who used the expression “Grief is love” to focus their experience. The challenge relates to how long one should grieve. Although group leaders insisted their grief could never be resolved, in reality some survivors left the group after their grief had become bearable. Through the use of metaphors, I was able to approach and begin to understand survivors’ experience.

Room 1048 11:30-11:50

Majed Alharthi, Indiana University of Pennsylvania

Social Media: Time Wasting, Anxiety Causing, or Learning Assisting Tools? A Case Study of Five Saudis

Social media includes network-building activities over the internet using a variety of media resources such as images, text and multimedia content. Social media today is about shared dialogue, information seeking and education. The increasing number of social networking sites has led to an enormous increase in their popularity resulting in a tremendous opportunity for learning to occur among international learners. This proposal discusses the current state of social media in Saudi Arabia and what can be done to promote learning cross-culturally. The paper qualitatively interviews five Saudi individuals who use three social media websites: WhatsApp, Twitter, and Youtube. The average hours spent by the participants on these three social media outlets is 2.5 hours a day. It was found that although engaging in these websites caused some anxiety to the participants, “wasted their times,” and made them addicts, participants learned from these social media websites about other cultures and that these websites served as “cross-cultural teaching tools.” Participants reported that they now know more than before about different cultural aspects in different parts around the world, and that they have better “cultural competence” than before. The paper concludes with recommendations on how to increase awareness of the social media websites as learning tools.

Room 1049 10:30-11:50

Susan M. Barber Skinner, Walden University

The Influence of Local Culture on Recruitment and Participation in Qualitative Research

“We don’t allow these people in here,” said the librarian in small town in northernmost New York when she read the recruiting poster for my study. This was the first, but not the last, disparaging remark about

candidates or participants I heard while conducting my phenomenological study of sleep behavior among emerging adults living in rural poverty. I propose to present my lived experience as a qualitative researcher in an environment hostile to the population on which I focused and intellectual endeavors in general. The work involved bracketing my feelings of surprise, fear, and anger in a way that allowed me to interact with people who could help me gain access to candidates for my study, e.g. librarians, convenience store owners. As I moved through this process I became aware that the comments being made, however harsh, contained valuable data on multiple aspects of my study including the participants and their behavior. This awareness provided context for receiving calls from candidates and made me sensitive to hearing hesitation about committing to participate in the study. In addition, awareness of this context prompted me to delve deeper into the subtle influences of the culture of rural poverty on health behaviors to include sleep. The proposed presentation will cover the impact of environment on the researcher, the processes used to recruit marginalized participants, and the influence of local culture on conducting research.

Room 1049 11:00-11:20

Liza Hayes Mathias

A Phenomenological Approach to the Pain Meaning Process

The search for meaning of adults diagnosed with and treated for cancer is fundamental, particularly understanding both physical and emotional pain. In order to comprehend this meaning process, I utilized a phenomenological approach to converse with 13 women and 2 men diagnosed with cancer and treated for cancer. Based on this study, the meaning of pain is related to the process of making meaning. First, the dawning awakening to pain and the awareness of multiple losses: the loss of function, of daily roles, and of taken-for-granted physical safety; these losses push individuals to retreat from the life they once lived. Participants' lifeworlds are disrupted and their life shrank. Second, participant seeks to make sense of pain. At this point, communication becomes the main source of meaning. By sharing and communicating their experiences of pain, participants acknowledge the significance of those experiences, and by listening to the communicated painful experiences of others, participants validate their own experiences. This stage extends epistemology into a context of pain awakening, where genuine knowledge of pain is experienced and explained within the boundaries of science, spirituality, and the self. The result of this research project has substantial implications for understanding the complexity of how aspects of pain are interconnected and intertwined; each makes the experience meaningful, and each should not be taken lightly in future research.

Room 1049 11:30-11:50

Wendy Langen, Barry University

Experiencing Medical Education

Medical professionals are expected to pursue lifelong education in order to stay abreast of constantly-evolving medical guidelines and procedures. Although states' licensure requirements vary, Medical Doctors (MDs), Doctors of Osteopathy (DOs), and Physician Assistants (PAs) must obtain 40 hours of continuing medical education (CME) every years in order to remain licensed in the state of Florida (Florida Board of Medicine). Certification requirements with national medical organizations vary, with typical requirements exceeding 40 hours per year (National Commission on Certification of Physician Assistants). Some have observed that current requirements and delivery methods do not match current adult learning theories. The experience of learners is also absent from literature simply assessing the effectiveness of various methods. A view of medical practitioners' experience of lifelong learning through the lens of current adult learning theories may shed light on the issue. This qualitative study explored several medical professionals' experience of CME through the use of semi-structured interviews. Results revealed the

following themes: learner interest, the convenience of some delivery methods, and the need to stay up to date with current medical practice.

Room 1052 10:30-10:50

Anna CohenMiller, Nazarbayev University

Denise Demers, University of Central Arkansas

Friendship as Methodology: A Multimodal Cogenerative Study of Motherscholar Wellbeing

This presentation explores the ways in which friendship (Leavy & Hesse-Biber, 2012) can be conceptualized as a facilitator for research methodology. Over the course of seven months, two researchers living halfway across the world developed a research collaboration based upon a common experience and identification, as mothers in academia, to study motherscholars. Through a multimodal set of communicative practices ranging from texting on the phone, sharing and chatting through google docs, emailing, Skyping, Facetiming, we bridged the 13-hour time zone difference and developed a friendship. The study we created aimed to improve wellbeing by addressing the internal conflict, stress, and guilt of being neither fully at work nor fully at home as a motherscholar. While the study led to an increased sense of wellbeing, there was another factor that appears to have played an important role-- the burgeoning friendship between the two of us, as motherscholars who have yet to meet face-to-face, but who became willing to collaborate and share professionally and personally. This presentation is relevant for those interested in emergent methods of qualitative research, including considerations for the ways friendship has implications for data analysis and data transformation.

Room 1052 11:00-11:20

Tim C. Wells, Arizona State University at the Tempe Campus

Mirka Koro-Ljungberg, Arizona State University at the Tempe Campus

Disciplining Children: A Qualitative Study of Discipline Practices in Picture Books

In this present presentation, we will explore social and behavioral disciplinary practices found in children's literature. Specifically, we will present findings from a qualitative study examining disciplinary and punishment practices found in children's picture books. Our book sample comes from the annual Teachers' Choices reading list from the past five years. These books are identified by teachers as leading book in their fields and indicate likely books children encounter in classroom. With 10 books from each year, our sample would total 50 books. In order to study the representations of discipline, we employ the American Academy of Pediatric's (AAP) four part consequence-based definition of discipline. Using the AAP's definition, we analyze the books based on discipline discourses (e.g., related to timeout, corporeal punishment, verbal reprimand, and loss of privilege) and building tasks from Gee's discourse analysis. If books have a formative impact in children's learning, then understanding the representations and context of discipline in picture books can provide insight into what children might expect from adults and society for deviating from expected behaviors. Our analysis can also contribute to the children's literature studies by making explicit behavioral and disciplinary practices in picture books.

Room 1052 11:30-11:50

Yulia Watters, Northcentral University

Darren Adamson, Northcentral University

Virtual Warriors: Practicing, Teaching, and Researching in an Online Environment

The constantly evolving nature of technological tools makes the delivery of online education an ever-changing paradigm, prompting the online educators to continuously examine new media and consider new possibilities of students' engagement. The presenters of this workshop teach, direct, consult, and conduct research online on a day to day basis; thus, are constantly prompted to examine their identity of online educators and researchers as well as consider the impact of their view and assumptions on online education on multitude of students choosing to engage in an educational experience in such medium. Using the materials from case studies conducted to explore teaching in an online environment, the researchers will reflect on how their personal and professional background impacted their choices of research topics and subsequently the curriculum of an online program. Presenters will also address how the understanding of a virtual medium changed and continue to change as online educators and researchers continue to explore its multiple capabilities. Participants will acquire a first-hand experience in exploring the understanding of this virtual paradigm of being in a format of an interactive session.

Room 1053 10:30-10:50

Michelle Wormley, Sacred Heart University

Melissa Tovin, Nova Southeastern University

Test of Fortitude: The Journey Toward Publishing a Phenomenological Study

Does this sound familiar? Despite conducting a rigorous qualitative study, you find yourself facing tenuous criticism from reviewers for esteemed professional journals, who question the purpose, methodology, researcher bias, and significance of your study's findings. The number of published qualitative phenomenological studies in health professions literature has grown dramatically over the last four decades. Nevertheless, qualitative researchers often face what seems like insurmountable barriers to disseminating their work in health professions journals that historically publish quantitative manuscripts. The presenters will share their own lived experience of submitting qualitative research manuscripts for publication in professional journals, and suggest strategies to strengthen manuscripts and persevere in the struggle to bring meaningful findings to the forefront of health professions' literature.

Room 1053 11:00-11:20

Dawn Alexander-Joseph, Walden University

Roger Mayer, SUNY College at Old Westbury

Wen-Wen Chien, SUNY College at Old Westbury

Strategies and Processes for Implementing Financial Analysis in Small Virgin Islands Retail Business

The early failure of startup businesses is a concern for many local communities, including the Virgin Islands, with about half of startups failing within the first 5 years of their life cycle. Besides the social and economic impact on communities, these failures have a personal effect on small business owners. Grounded in decision-making theory and the theory of financial management, the purpose of this single case study was to explore strategies and processes Virgin Islands retail business managers use to implement financial analysis for decision making to help sustain their operations. Data were collected using company records and semistructured interviews with 7 retail managers, who had developed successful financial analysis strategies. Keywords and narrative segments from the collected data were

analyzed using methodological triangulation by integrating the findings from the review of company records and the semistructured interviews. Emergent themes from interviews and company records revealed 5 themes, including selection and retention of personnel, implementation of growth and development strategies, and the monitoring and evaluation of financial data, that contributed to business success.

Room 1053 11:30-11:50

Charles A. Buckley, University of Liverpool

Diagrams to Support the Research Process in Qualitative Studies

Diagrams can be an extremely powerful tool in support of the research process, serving a multiplicity of purposes such as acting as a direct and indirect means of analysis, representation of phenomenon, and catalyst for discussion amongst many others. Some interpretive investigators have incorporated diagrams at various stages of the research process, for example, to stimulate discussion in interviews, assisting the researcher in refining conceptualisations in the process of theory building, as well as explicating the story line and communicating ideas to others. However, the potential uses of diagrams in supporting qualitative research have not been systematically explored (Mahoney & Vanderpoel, 2015). This presentation employs diagrams and other illustrations from two research studies to illustrate how they have been used to support the research process and on-going analysis of data. While the two studies were both designed to investigate young peoples' attitudes towards physical activity, each of them adopted a different approach to grounded theory and the use of diagrams. One researcher used a primarily Glaserian approach (Glaser, 1998, 2003) with very young children. The second study adopted a more Straussian methodology (Strauss & Corbin, 1990, 1994, 1998) with older children. In conclusion, the presentation highlights the need for greater clarification around how diagramming can assist the researcher, their effectiveness as an instrument of thought and powerful tool for dissemination to critical audiences.

Breakout Session D

Room 1047 1:05-1:25

Jorge E. Sandoval, Arizona State University at the Tempe Campus

Mirka Koro-Ljungberg, Arizona State University at the Tempe Campus

Suspending the "I" in Self-Portraiture

This paper explores what might happen to the concept of "I" in qualitative research, specifically during the construction of self-portraiture. The experience of portrait-making offers a space, between identifiable categories of "I" or identity, where multiplicities come into play, untethering to previous and future bodies of existence and past notions of self. This creative movement presents opportunities for new "I"s to be generated, which, in turn, may result in various moving and shifting representations of self (see also Deleuze & Guattari, 1987). These creations are not simply superimpositions of existing experiences, but rather superimpositions that result as an emergence of new ideas, selves, and bodies; a result of an operative transversality of differences (see also Blumenfeld, 2015). The decisions made by the research-creators, where the "I" is suspended, nestled between thought and performative processes, emerge as new knowledge and thus produce new forms of knowing and knowing oneself. This form of inquiry can offer practices and reflections on the multiple ways participants, scholars, research-creators view themselves, as well as an opportunity to explore and question the topic of representational multiplicity especially at the times when the "I" has been suspended.

Room 1047 1:35-1:55

Laura Zamudio, Florida International University

Indira Gil, Florida International University

The Negative Experiences of Six Latina Preservice Teachers and Their Perceptions on Learning and Teaching Mathematics

In the past several decades, much focus has been placed on math anxiety and how it affects those who experience it. Bursal and Paznokas (2006) found a correlation through a quantitative study of high anxiety and low confidence when looking at preservice teachers (PSTs) preparing to teach math and science. This qualitative study examined the “how” to gain a thorough appreciation of the thoughts and feelings of six PSTs as they transitioned from having negative experiences with math to preparing to teach math as elementary school teachers. From the semi-structured interviews with PSTs, stemmed three themes: traditional teaching, what makes a good teacher, and how they chose the teaching career. We believe this study endeavors to provide insight into the views PSTs have about becoming teachers based on their negative experiences with math. From our findings, we posit research needs to be dedicated to finding ways to aid PSTs in coping with their negative feelings towards mathematics as to prevent them from affecting their pedagogical choices.

Room 1047 2:05-2:25

Diana D. Van Bergen, Groningen University

Turkish-Dutch and Moroccan Dutch Adolescents’ Experiences of Discrimination and Externalizing Problems: Understanding Dynamics Using a Mixed-Methods Approach

This mixed method study examined links between perceived discrimination and conduct problems among Turkish-Dutch ($n=143$) and Moroccan-Dutch ($n=164$) Muslim youth aged between 14 and 18 and explored whether discrimination source and form were relevant to the manifestation of conduct problems using multivariate regression models. Quantitative findings then guided the in-depth exploration of a select sample of Turkish-Dutch and Moroccan-Dutch Muslim students’ ($n=17$) experiences to better understand how youth cope with discrimination, based on the analysis of interviews in a phenomenological tradition. When discrimination sources were examined simultaneously, only teacher discrimination remained a significant predictor, explaining 15% of the variance in conduct problems. The qualitative follow-up further illustrated and examined the significance of teacher discrimination. Whereas some Muslim Dutch youth felt that they were held back from progressing in school, others had to digest derogatory comments about their native country and religion. Coping behaviors included discussions with the teacher, verbal retort, talking about discrimination with same-ethnic peers, seeking parental support and cognitive appraisal. However, most coping responses they used were hardly beneficial to eliminating discrimination with reasons pertaining to the unequal power balance as teachers were perceived as dominant in interpreting the discrimination and its aftermath. Findings are discussed in light of increasing Islamophobia in Western Europe.

Room 1048 1:05-1:25

Patrick Mannion, University of South Florida

The Educational Journey of a Ph.D. Student: From Iran to the United States

International students possess a wealth of knowledge and experiences they can share with their host institutions. However, to facilitate such exchanges of knowledge, deeper understandings of the challenges they face in their journeys to, and stays at, their schools are needed. With this descriptive case study, I

seek to contribute to this body of knowledge by exploring the ways in which a Ph.D. student perceived his experience of journeying from Iran to the U.S. and his struggles to begin his academic and private lives at a large urban university. To analyze the data, which were semi-structured interviews, posts on a social media account, and personal communication, I turned to Spivak's notion of marginality as a theoretical framework. The findings indicated the participant's academic journey involved a rapid shift from the center, where he had a prestigious job and a comfortable life, to positions characterized by relatively more marginality as he took up dual roles as a Ph.D. student and ESL methods instructor. Constant comparative analysis of the data further indicated he consistently maintained a positive outlook, even in the face of a series of challenges such as providing a home for family and the need to take a rushed and perilous trip to obtain his visa. In addition, he viewed all his experiences, including the negative ones, as offering positive learning value. He considered that his own beliefs and actions had been, and will continue to be, responsible for the successes in his private and professional lives.

Room 1048 1:35-1:55

Jason D. DeHart, University of Tennessee, Knoxville
Methodology of a Qualitative Study of Film

This presentation will focus on an interpretive qualitative study completed as a pilot for the researcher's forthcoming dissertation work. Film as a literacy tool was examined ethnographically (Spradley, 1979) in three sample interviews with educators in middle school and high school settings, through the theoretical paradigms of multimodality (Bezemer & Kress, 2016) and symbolic interactionism (Denzin, 1992). These educators represented two different content areas in education, namely science and social studies. A broad definition of film formed the basis for the study. These data were transcribed, coded using three methods (Saldaña, 2016), and then drafted in a memo document (Charmaz, 2006). During the course of interpretation, the researcher utilized both poetic interpretation (Lahman et al., 2010) and a mixed media representation to approach the work through creative analytics (Ellingson, 2013). The presentation will focus on these methodological processes, as well as the findings. Tentative findings indicated five thematic categories, gathered from data and collected into tables. These findings represent the pedagogical processes in which participants engaged when planning to use film in their classrooms, as well as the considerations they made for their students throughout this process. This work also draws on theories of New Literacies (Lankshear & Knobel, 2011) and visual literacy (Avgerinou, 2011), locating film in a larger stream of conversation regarding media literacies.

Room 1048 2:05-2:25

Brittany Lee-Wright,
Using Experience to Create African-American Educators' Social Justice Narratives

America's convoluted history has produced an intricately woven ideology of justice. History has proven the dominant members of society write the highly publicized stories for all of its members; consequently, the American curriculum has supported ideas of white normativity. American historical texts often omit the stories of its marginalized members of society; subsequently, the American curriculum does not ensure students' acknowledgment of these injustices. Likewise, the curriculum does not address the critical impact historical social injustices have on 21st-century students. Research maintains the most contentious issue in American civilization is the historical centrality and complicity of upholding white America's supremacy. One preeminent way to combat the narrative of white supremacy is to address the issue at the grassroots level: the classroom. As Critical Race Theory lends itself to a storytelling tradition, narrative inquiry through a CRT lens was chosen as the foundation for African-American educators to divulge their stories of social justice issues within the classroom. Therefore, the researcher recruited,

interviewed and audio recorded African-American educators. Then, she transcribed and re-storied their experiences into critical research texts of social injustice found in their educational experiences. Findings specified race and social economic status as the largest social concerns impacting students. Despite the limitations of standardized testing mandates, educators' social justice narratives identified the classroom as a conduit to address social justice issues with their students. Not only was the classroom viewed as a channel for social discourse; social justice was deemed a necessary aspect of classroom curriculum.

Room 1048 2:35-2:55

Cliff Haynes, University of Florida

Defining Member Checking and Exploring Its Various Forms

When a discussion of rigor in qualitative research occurs, member checking is bound to make an appearance in the discussion, especially for discussions of interview or focus group based collection methods. In fact, some have even called it the gold standard (McConnell-Henry, Chapman, & Francis, 2011). While the term member checking appears frequently in the literature and is used by many researchers, I argue that the term lacks a unified meaning. More importantly, I argue that there is a lack in understanding of how to conduct the process of member checking in a rigorous and high quality manner. This session will discuss how member checking is situated in the discussion of rigor of qualitative research. It will then explore the various ways in which member checking has been defined in the literature and describe the various forms that member checks can take and describe the procedures to perform them.

Room 1049 1:05-1:25

Christiana C. Succar, University of South Florida

Cracking the Teacher Code on Building Relationships as a 1st-year Literacy Coach: A Narrative Inquiry

Literacy coaching is not new to education. With the 2001 shift in U.S. educational policy towards an emphasis on high-quality training for teachers and accountability of student achievement, literacy, or reading coach positions have been a core part of the institution (Department of Education, 2003). However, early in the initiative there was minimal impact because of unclear coaching roles and lack of adequate training, quality, and results (Dole, 2003; International Reading Association, 2004). In the last ten years, with numerous coaching manuals and trainings, literacy coach positions have evolved into partnerships in which coaches working with teachers, implementing school-based professional development, and purposeful and effective curriculum and pedagogy (Toll, 2014). As part of this process, relationship building between coaches and teachers must take place. However, there is scant empirical evidence available on the various identities (Rainville & Jones, 2008) and responsive/directive distinctions (Ippolito, 2010) coaches must navigate in building collaborative relationships. I address this dearth of evidence in this narrative inquiry. In this proposal, I propose to share a personal narrative of my first-year as a literacy coach and two ELA teachers as we maneuver our way through teacher practice, collaboration, and building a professional learning community guided by the following a priori questions: In what ways, do I as a literacy coach navigate between my roles and responsibilities to build partnerships with teachers? In what ways, do I as a literacy coach establish collaboration among teachers to build professional learning communities? In what ways do teachers impact my coaching, modeling, and building relationships? This proposed narrative will be grounded in social constructivism (Ben and Kosnik, 2006), sociocultural theory (Bruner 1999; Vygotsky, 1978) and rooted in constructivism (Dewey, 1916, 1933; Piaget, 1954; Vygotsky, 1978).

Room 1049 1:35-1:55

Kristin Smyth, University of South Florida

The Phenomenology of Early-Onset Bipolar Disorder

Transcendental phenomenology was used to increase understanding of early-onset bipolar disorder (EOBD). Semi-structured telephone interviews were conducted with 8 participants ages 18-25. Interview questions explored participants' experiences of bipolar disorder during adolescence (ages 13-17). Interviews were transcribed and analyzed to identify essential themes of participant's experiences. For each participant, individual descriptions were constructed. A composite description was derived from the individual descriptions that represents the experience of early-onset bipolar disorder. Measures to maximize rigor included an audit trail, reflexive journal, member checking, thick description, consensus coding, stability reliability, and peer review. Atlas.ti software was used for coding and analysis. Participant data yielded themes across six domains: experience of illness; healthcare and treatment; reactions and coping; interpersonal relationships; labeling and stigma; impact on identity; and mediating factors. The most common theme was lack of knowledge or understanding of illness. Participants associated this theme with healthcare not being beneficial; however, described receiving family and peer support in the absence of others' knowledge and understanding. Participants described an overall struggle attaining their own understanding of EOBD. Stigma associated with diagnostic labeling emerged as another common theme; participants described strong impact of labeling on identity development and sense of self. Interpersonal relationships and healthcare were described as sources of labeling and stigma. Phenomenological data can improve research and clinical interventions for EOBD. Qualitative inquiries can further explore the inception and impact of labeling within the healthcare system, as well as the role of support in mediating impact of stigma on identity development.

Room 1049 2:05-2:25

Harish P. Jagannath, Azim Premji University

Narratives About India's Bureaucracy: Old Hardware Being Asked to Run New Software?

A key thematic finding of this study is that India's government bureaucracy is like an old fashioned "feature" phone that is being asked to multi-task like a new-age smartphone. I use the analogy of a smartphone to understand the functioning of India's government bureaucracies. India's insensitive bureaucrats and lethargic bureaucratic functioning are often cited as reasons for India's inability to quickly alleviate poverty. However, by examining narratives from bureaucrats engaged in the implementation of a program to improve maternal and child health services, I uncover a rather interesting aspect of India's bureaucratic functioning—that actors within the bureaucracies are agile, but are encumbered by their administrative structures. Such a finding runs counter to most studies examining bureaucrats or program implementation in the Indian context, but it is a result of an in-depth case study research aimed at understanding the perspectives of the bureaucrat. I draw these findings from a much larger study examining the implementation processes of a collaborative governance initiative within a subnational government in India. The goal of this collaborative governance initiative was to facilitate greater coordination between agencies at all levels of the implementation hierarchy (i.e. the state, district, and village-level in the Indian administrative context) to improve delivery of maternal and child health services and related outcomes. Given that India's bureaucracies are being increasingly called upon to be collaborative and work across departmental silos, choosing this case for an in-depth study had theoretical relevance and potential to reveal how bureaucrats (under what conditions and to what extent) engage in collaborative governance. Data was collected from multiple sources, across the three levels of hierarchy, and across the three agencies for better triangulation of findings. For this particular study, I am drawing from 85 in-depth interviews conducted at the state (18 interviews), district (8 interviews), and village-

levels of administration (59 interviews) across the Health, Rural Development, and Women and Child Development agencies. Although interviews were designed as semi-structured, data was collected on the lines of a narrative inquiry. Transcribed interviews were analyzed using NVivo 10 with thematic codes (both deductive and inductive), analytical memos, and annotations to ensure reliability and reflexivity. Getting data from inside India's bureaucratic black hole has always been perceived to be elusive at best and impossible at the worst. Needless to say there is a sense of distrust on both sides and particularly within the bureaucrats because their work is always subject to criticism. However, I informed all participants that the purpose of this study was to understand their story, perspective, and appreciate the challenges they face in their daily work life in the context of implementing this collaborative initiative. As a result, what emerged from the interviews were not just responses to the semi-structured interview protocol, but narratives about their career path, work philosophy, motivation, challenges, bureaucratic politics, society and culture. This study is significant because it aims to understand India's government bureaucracies, responsible for the welfare of one-sixth the world's population, from a more public management lens with a qualitative methodological approach.

Room 1052 1:05-1:25

Charles Vanover, University of South Florida

Cynthia Lubin Langtiw, Chicago School of Professional Psychology

Vonzell Agosto, Chicago School of Professional Psychology

Andrew Babson, University of Pennsylvania

Omar J. Salaam, University of South Florida

Kate Knobloch, Pinellas County Schools

Tracie Rogers, Arts in Actions

Tara Nkrumah, University of South Florida

Selene Willis, University of South Florida

Bob Devin Jones

Johnny Saldaña, Arizona State University

Ronald Chenail, Nova Southeastern University

Goodbye to All That!: Symposium on the Special Issue

This session will act as the final peer review panel for TQR's special issue on Charles Vanover and Andrew Babson's ethnodrama, "Goodbye to All That!" "Goodbye to All That!" was performed for the TQR Editorial board at TQRC 2016 and then again in Saint Petersburg's The Studio @ 620, The 2016 Annual Conference of the University Council of Educational Education, and at the University of South Florida's Interdisciplinary Symposium on Qualitative Methodologies. The session will begin by presenting photos and excerpts from the TQRC 2016 performance, and then will present the performer's responses that make up the content of the special issue. Vonzell Agosto, Cynthia Lubin Langtiw, and Charles Vanover will discuss the process of editing the different papers. Johnny Saldaña and Ron Chenile will respond to the work.

Room 1052 1:35-1:55

Chandra L. Porter, Walden University

Exploring the Employability of African-American Male Ex-Offenders in Local Government

The public sector is the largest employer that requires a background check. When African-American male ex-offenders return to their communities, they are often unable to find work in local government because of their criminal record. The central research question for this phenomenological study explored the lived experiences of African-American male ex-offenders regarding their employability in the local government sector. Guided by Sampson and Laub's life course perspective theory, a purposeful sample of 5 African-

American male ex-offenders who applied for work or who currently work for local government entities in the state of Georgia was selected for this study. A three-interview approach was employed to include life history, details of experience, and reflection on the meaning of experiences. The Van Kaam method of analysis was used to analyze the interview data. Eleven central themes emerged that included the importance of employment, limited knowledge of employment, background and hiring process, stigma of a criminal record, lack of available resources, attitudes and biases of hiring managers, good support system, and limited opportunity for a second chance. It is recommended that local government agency officials use positions classified as “hard to fill” as training opportunities in an apprenticeship program to help ex-offenders learn new skills to help them secure employment. The findings and recommendations have implications for positive social change in local government agencies. Local government entities may modify organizational policy and practices including recruitment strategies that eliminate discrimination against African-American ex-offenders to help improve their quality of life and become contributing citizens within the community.

Room 1052 2:05-2:25

Saleema Durgahee, Sussex Partnership NHS Foundation Trust

Mokhtar Isaa, Sussex Partnership NHS Foundation Trust

John Anderson, Brighton and Sussex Medical School, University of Sussex

Suicide by Jumping at Beachy Head in East Sussex – The Impact of a Suicide-Prevention Patrol Scheme

Suicide is a major public health issue and leading cause of death among younger adults in the UK. Suicide by jumping is an uncommon method. About 23 people die each year by jumping from the cliffs at Beachy Head, Sussex. The Beachy Head Chaplaincy (BHC) established a suicide-prevention patrol at Beachy Head in August 2004. To date, there have been no studies evaluating the impact of a suicide patrol as a prevention strategy. This study aimed to assess the impact of this suicide-prevention patrol. A phenomenological approach to capture the “lived experience” of nine BHC volunteers. Data collected included audio-recorded semi-structured interviews and non-participant observation. General thematic analysis was used to code data, identify themes and sub themes. 998 statements were coded. Six main themes emerged from the data: (1) Why Volunteer? (2) God (3) Operational Attitudes (4) Volunteer Stories (5) Bio-psycho-social Volunteer Impact (6) Reward. Two overarching themes also emerged: (1) Altruism in Activism (2) Human Alliance. This work shows that volunteers desire to help others, having developed prerequisite skills through life experience; religion cements mission purpose, provides unique psychological support allowing volunteers to safely participate; BHC is a professional organisation welcomed by authority agencies and the public; BHC success is rooted in their spirit of activism to see suicide end and ability to engage in authentic human connection untainted by professional obligation. Collaboration with organisations like BHC may provide cost-effective suicide patrols at jumping “hot spots.”

Room 1052 2:35-2:55

Susana Verdinelli, Walden University

Norma I. Scagnoli, University of Illinois at Urbana-Champaign

Visual Representations of Qualitative Research: Recommendations and Best Practices

Visual displays allow for the presentation of information in a succinct and efficient way, however, they are not extensively used in qualitative research. There is a variety of types and uses of visual displays which include a range of forms and formats such as matrices, networks, drawings, or photographs. They serve different purposes depending on how they are used, who create them, what message they are intended to convey and where they are located in a research article. This presentation provides a

classification of visual displays based on their occurrence within a research report, as well as a list of common characteristics, functionalities, and criteria for assessing usefulness of visuals in qualitative research articles. In addition, the researchers will discuss barriers to creation and application of visuals and implications for qualitative researchers interested to increase the use of visual in qualitative research articles.

Room 1053 1:05-1:25

Patricia Lynn Mason, Walden University

Judith P. Monestime, Florida Atlantic University

Roger Mayer, SUNY College at Old Westbury

Wen-Wen Chien, SUNY College at Old Westbury

Overcoming Barriers to Implementing Electronic Health Records in Rural Primary Care Clinics

Medicare-eligible physicians at primary care practices (PCP) that did not implement an electronic health record (EHR) system by the end of 2015 face stiff penalties. One year prior to the 2015 deadline, approximately half of all primary clinics have not implemented a basic EHR system. The purpose of this phenomenology study was to explore rural primary care physicians and physician assistants' experiences regarding overcoming barriers to implementing EHRs. Complex adaptive systems formed the conceptual framework for this study. Data were collected through face-to-face interviews with a purposeful sample of 21 physicians and physician assistants across 2 rural PCPs in the southeastern region of Missouri. Participant perceptions were elicited regarding overcoming barriers to implementing EHRs systems as mandated by federal legislation. Interview questions were transcribed and processed through qualitative software to discern themes of how rural PCP physicians and physician assistants might overcome barriers to implementing electronic health records. Through the exploration of the narrative segments, 4 emergent themes were common among the participants including (a) limited finances to support EHRs, (b) health information exchange issues, (c) lack of business education, and (d) lack of change management at rural medical practices. This study may provide rural primary care physicians and administrators with strategies to promote the adoption of EHRs, provide cost efficient business services, and improve change management plans.

Room 1053 1:35-1:55

Ayesha Bashiruddin, Independant Educational Consultant

Experiences of Becoming and Being a Qualitative Researcher in the Developing World Context

This paper critically examines, problematizes and presents my intellectual and practical lived experiences of becoming and being a qualitative researcher in the developing world context (Pakistan). In Pakistan, the situation of educational research is challenging in the sense that there are few in higher education who understand the significance of qualitative research. It is much more challenging in school contexts where I have been involved over more than a decade as a researcher and dealing mostly with teachers and the school administration. In the school contexts qualitative research is unheard of and doing qualitative research is an uphill task. My experience is filled with both daunting and exciting moments in my journey which include my thoughts, feelings, and memories, depicting my stream of consciousness. As I endeavored to enter the exhilarating journey of a qualitative researcher in a developing world context I went through three "Es" which are Engage, Educate and Empower. The paper illustrates my initial encounter with qualitative research and my long-term engagement with it. It highlights how I got engaged and how I engaged others with me. Then it discusses how vistas of opportunities enabled me to educate myself and others, which includes my own graduate students, school administrators and my research participants. Next, it presents how I was empowered and how I empowered others. The journey presented

in this paper provides insights into the most fundamental question of how to be a researcher in the developing world context and what are its implications for the global world.

Room 1053 2:05-2:25

Raquel Fong, Arizona State University

Data Analysis After Cookies: Understanding College Students' Transition Experiences

The transformation as a qualitative researcher is a sweet journey. Specifically, employing an embodiment approach to data analysis allows researchers to experience the data more holistically, such as through taste and discomfort (Law, 2004). This session will share the tale of data analysis through the consumption of cookies to interact with the data and incorporate a way of knowing through emotions. Transitions ensue when learning, growth, and development occurs in an individual. As such, college students encounter a multitude and magnitude of transitions throughout their college experience (Chickering, 1994). Each transition is complex, comprising of factors that influence how an individual reacts and copes with the transitions (Goodman, Schlossberg, & Anderson, 2006). Similarly, making cookies is a complex process that incorporates multiple ingredients, strategies, and steps to produce the cookie itself. The parallels between transitions and cookie making serves as a lens to analyze exploratory interviews to understand college students' transition, specifically, the change of major transition. The consumption of cookies resulted in an experience with the data that consumes and understands the experiences of the participants. This session will share how the data analysis process was managed to understand the data and produced results that created a personal connection. Lastly, this session will discuss implications and reflections about the data analysis process and how it will inform future research practices.

Room 1053 2:35-2:55

Tracey-Ann Spencer Reynolds, Nova Southeastern University

An Exploration of the Development of Differentiation of Self; An Interpretative Phenomenological Analysis

This presentation is an exploration of the development of differentiation of self for Marriage and Family Therapists who study Bowen Family Systems Theory (BFST). Differentiation of self is one of the eight concepts of BFST. This concept "defines people according to the degree of fusion, or differentiation, between emotional and intellectual functioning" (Bowen, 1985, p. 362). In this qualitative study Interpretative Phenomenological Analysis (IPA) was used to capture the development of meaning and sense-making in various contexts and experiences (Smith, Flowers, & Larkin, 2009). The findings suggested that the study of BFST contributed significantly to the understanding of differentiation of self which led to an awareness, and an increase in the level of differentiation of self for the Marriage and Family Therapists. The development of differentiation of self can improve the quality of life, efficiency and effectiveness of the individual both personally and professionally. This improvement will also systematically impact those with whom they relate.

Breakout Session E

Room 1047 3:30-3:50

David M. Kleist, Idaho State University

Hats Off: Facilitating Reflexivity in Novice Qualitative Researchers During the Memoing Process

Novice qualitative researchers require a unique portfolio of critical, creative, and problem solving skills to navigate their development as qualitative researchers. This educational session will present Edward de

Bono's Six Thinking Hats method for facilitating perspective taking, and teach participants how the method can be used for structuring researcher memos. Attendees will learn the general concept of parallel thinking, a detailed introduction to the Six Thinking Hats method, their purpose, and application to qualitative research.

Room 1047 4:00-5:00

sam smiley, AstroDime Transit Authority

Mary Shelley's Frankenstein Theory of Boxing for Weirdos and Queerdos: an Autoethnographic Fiction and Phenomenological account

I am a researcher, educator, and performance and video artist. I have been studying boxing and martial arts since February of 2016. I am doing this for mental agility. As a female bodied person, it's been hard to fit in the context of the sport of boxing. It's also hard for male bodied friends of mine who are gay. Therefore, I propose a theory of learning martial arts called The Mary Shelley Frankenstein Theory of Boxing and Mixed Martial Arts. It is a theory in which marginalized populations are denied access to knowledge and information based on their gender or sexual orientation. How do those populations do work arounds so that we can continue to learn the craft? I am using an autoethnographic approach triangulated by research and experiences in literature. Later on in my research, would also like to collect stories from women and queers about their experiences in martial arts and boxing, but I am at the exploratory and phenomenological stage at this point for my own lived experience. The Mary Shelley Frankenstein Theory of Boxing and Mixed Martial Arts goes as follows: For weirdos and queerdos to get knowledge to mainstream activities, we need to apply a feminist theory of "stitching" together from different disciplines rather than relying on a sole male cisgendered "guru" who will either not share information or withhold information for sex. Not every male cisgendered person does that, but my own experience shows that many do. EXAMPLE and METHODS: In order to learn the Sport of Boxing (outside the ring) as someone who is queer and female bodied, I had to "stitch" together information from 3 different instructors. Then because no one in those communities would spar with me consistently (sparring is where you really learn the craft) I stitched together various movements using dance so I could remember them until I found someone to spar with. My sparring partner is a 2spirit gay man who respects my queer self. Then I found a male cisgendered capoeira instructor who shared information with me and respected me as a martial artist because he saw what I was trying to do. That was a turning point. I used Capoeira as the thread to hold the boxdancing (boxbailando) together. As a result, I was able to come up with new methods, and after a year of consistent practice earn the partial respect of the cisgendered male boxers in my original class. Shortly after I realized only queers and weirdos would spar with me, I started a "Weirdos and Queerdos Boxing Club" page on Facebook. It is a closed group by invite only for the protection of the people in it. This is where people who are weird and queer can find sparring partners outside the norm of heterosexual cisgendered male performances of boxing and sparring. Currently I do street performances in Provincetown, Massachusetts where I live combining boxing, capoeira and dance. My presentation will comprise a narrative and performance of the lived experience and phenomena of being in the body of a female bodied novice boxer and martial artist.

Room 1048 3:30-3:50

Babak Khoshnevisan, University of South Florida

To Augment Idiom Learning Through Augmented Reality and QR Codes: To Showcase the Tip of the Iceberg

Technology-infused learning in education has received much attention in the past decades. Among the boatload of technologies, Augmented Reality (AR) has been to date exploited by pedagogues. AR is a

facilitative tool that is oft-neglected in language teaching and learning. One prevalent aspect of English language is idiomaticity. Gaining idiomatic competence has posed a unique challenge for language learners. Given its ubiquitous nature, idiomatic competence appears to be an indivisible part of language learning. To exacerbate the situation, learners may claim that they know the meaning of the idiom constituents (literal meaning), however, the figurative meaning of the idiom is often unexplored due to the conceptual semantic image distance - CSI (Liontas, 2002). In this qualitative study, I conducted a multiple case study with 3 participants and different L1. Through this multiple case study, I intended to explore the perceptions of the participants about learning idioms with AR and QR codes. To that end, I developed AR-infused texts and flashcards, observed the way they were treating the material, conducted semi-structured interviews, and online surveys. My discoveries centered on the lexical-image continuum and conceptual semantic Image (CSI) distance (Liontas, 2002) to uncover the interplay between AR and Diffusion model of idiom learning (Liontas, 2002). I will showcase examples of how best to maintain alignment with idiomatic competence, respect students' prior knowledge, background, and experience to learn idioms in context.

Room 1048 4:00-5:00

Jonathan A Smith, Birkbeck University of London

Interpretative Phenomenological Analysis (IPA): Advanced Workshop

This workshop is for those who have embarked on an IPA study. The pre-requisite is that you must have started an IPA study and either be currently collecting or analyzing data. The workshop will take an interactive form- Jonathan will communicate with participants ahead of time to find out what can most usefully be covered. Discussion will concentrate on the features that are most valuable to delegates at this stage of their research.

Room 1049 4:00-5:00

Renee E. Gilhousen,

The Lived Experience of Individuals Living with Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) While Residing in a Rural Region in Northern Appalachia

The purpose of this research study was to describe and understand the lived experience of individuals living with HIV/AIDS while residing in a rural region of northern Appalachia. A hermeneutic phenomenological method following the Utrecht School was used for this study. The setting for this study was a rural region of northern Appalachia. The sample consisted of 15 individuals 18 years of age and older, self-identified as being HIV infected. Two semi-structured interviews were conducted. Transcripts of the interviews were analyzed for identification of themes across the data. Six themes were identified: surviving the predators, walking the road to death, the brink, second chance/rebirth, creating a nest of safety, and living in the shadows. The participants found meaning in sharing the history of their life that led to infection with HIV/AIDS. As participants accepted their illness and found support they embraced a second chance/rebirth and accepted support in order to continue living a life with purpose and creating a legacy in life. Participants created a nest of safety where they and their loved ones dwell to hide away from the "shadows" in rural Northern Appalachia. Findings from this study suggest implications for nursing practice, nursing education, and nursing research. Implications for nursing practice include assessing for past and current abuse among PLWHA, assessing for concerns associated with personal safety in the home environment and in the community, and providing early and appropriate referral for ongoing support over time. Implications for nursing education include ongoing development of an ethical comportment in nursing education programs, assisting students in recognizing patients' histories, unique attributes, and experiences, and developing continuing education programs on HIV/AIDS focusing on accurate knowledge

regarding HIV/AIDS, beliefs and attitudes, and the psychosocial issues. Future research recommendations include exploring attitudes and beliefs of individuals living in rural Appalachia toward PLWHA, issues specific to women living with HIV/AIDS, attitudes of health care providers in rural Northern Appalachia, and replicating this study in other areas of rural Appalachia.

Room 1052 3:30-3:50

Lynne E. Devnew, University of Phoenix

Ann Berghout Austin, Utah State University

Marlene Janzen Le Ber, Brescia University

Judith Babcock LaValley, Kansas State University

Chanda D. Elbert, Texas A & M University - College Station

Learning from our Multi-Stage Collaborative Autoethnography

This article is a reflection on eight, then seven, now five women's collaborative efforts to explore the development of our own leader identities. While each of us conducts research on women and leadership, we are a diverse group of women: We were born in three different countries (United States, Paraguay, and New Zealand) and currently live in three different countries (United States, Canada, and New Zealand). We are of diverse races, sexual orientations, and generations; we have leadership experiences in a variety of disciplines and industries; and we vary in the priority we place on this study. In this paper, we review our experiences conducting research during the first three plus years of our collaborative autoethnographic study and share what we learned from those experiences. We address previously published considerations for developing collaborative autoethnographies including: the number of participants involved; the extent of involvement of the participants and the level of collaboration during the study; the collaborative approaches used in the study; and the approaches to writing. We add a reflection on our leadership practices throughout the study and on the confidentiality challenges that emerged. We also discuss how our division of the study into multiple life stages and multiple projects within the life stages has influenced our experiences and how the challenges resulting from the long duration of our study have influenced our productivity and are expected to influence our future plans. Our lessons learned should prove useful as other autoethnographic research groups begin their own research processes.

Room 1052 4:00-5:00

Melissa M. Tovin, Nova Southeastern University

Lori M. Bordenave, AT Still University

Deanne Fay, AT Still University

Transforming Data Through the Use of Metaphors: Strategies for experienced and novice researchers

The use of metaphors as an analytical tool in qualitative research has appeared in the literature for more than a decade, and is well supported. A well crafted metaphor can enable the researcher to pull together multiple patterns and themes derived from the data to better understand and describe participants' experiences in a more holistic, and meaningful way. Metaphors can also facilitate the process of making connections between the findings and existing theory. Making metaphors, however, is not always easy, particularly for novice researchers and graduate students. This session will explore the use of metaphors in phenomenology and other qualitative approaches, and ways to develop the skills needed for transforming data through a metaphorical lens. A speaker panel consisting of both experienced and novice researchers will share examples of metaphorical analysis, and the ways in which metaphors impacted their research process and findings. The speakers will outline strategies for success, as well as common

stumbling blocks, in creating metaphors for data analysis. Audience participants will have an opportunity to discuss, ask questions, and share their own stories about using metaphors in their research.

Room 1053 3:30-3:50

Martha Marie Snyder, Nova Southeastern University

Laurie P. Dringus, Nova Southeastern University

Manon M. Schladen, MedStar Health Research Institute

Ronald Chenail, Nova Southeastern University

Elizabeth Oviawe, Nova Southeastern University

Using Interpretative Phenomenological Analysis in Human-Computer Interaction (HCI) Research

The desire to maintain an independent lifestyle is one shared by an increasing number of older adults as well as persons with disabilities. Family and friends, also known as informal caregivers, play an integral role in helping their loved ones maintain independence. Remote monitoring technologies (RMTs) such as wearable sensors, mobile emergency devices, and teleoperated robots can be used to sense, record, and communicate a person's daily activities. However, an understanding is limited of the informal caregiver's needs and perceptions of RMTs used in an in-home setting. The purpose of our "in-progress" qualitative research study is to explore how informal caregivers perceive RMTs and their use for monitoring and supporting their care recipients who choose to live independently. In this presentation, we will describe how interpretative phenomenological analysis (IPA) will be used to analyze the data collected from interviews conducted informal caregivers about their unique caregiving tasks, perceived use of existing RMTs, and concerns about RMT adoption and use. IPA is useful when the goal is to understand the process and the meaning within a specific context as opposed to specific or concrete outcomes, causes, and consequences. We anticipate the results of this study will serve as the basis for developing awareness and training programs that will assist informal caregivers and their care recipients in adoption and use of existing RMTs, as well as engineering the design of new user-centered RMT prototypes.

Room 1053 4:00-5:00

Erlinda C. Palaganas, University of the Philippines

Carielle Joy Rio, Universitas Pelita Harapan

Fatima Anquillano-Carsola, Union Christian College

Reflexivities and Fieldwork in Qualitative Research

Session on: Reflexivities and Fieldwork in Qualitative Research

This proposed session will be a panel presentation of three professionals – all three of us, nurses in their journey of conducting qualitative researches. In our conduct of fieldwork, we have realized the value of reflexivity in our journey of learning...not only about our respective researches but the rigor and trustworthiness of the data that emerged. This session will be our stories from the field and how it has changed us, our work and the people we journeyed with.

Erlinda Castro-Palaganas, University of the Philippines Baguio

A Journey of Learning and Trustworthiness

Conducting research, more so, fieldwork, changes every researcher in many ways. This paper shares the various reflexivities – the journeys of learning – that we underwent as field researchers. Here, we share the changes brought about to ourselves, as a result of the research process, and how these changes have affected the research process. It highlights the journey of discovering how we, as researchers, shaped and how we were shaped by the research process and outputs. All these efforts were done in our attempts to

discover and understand various social phenomena and issues such as poverty, development, gender, migration, and ill health in the Philippines. This article includes the challenges encountered in our epistemological stance/s and personal and methodological concerns shown in our reflexivity notes/insights. Indeed, it is when researchers acknowledge these changes, that reflexivity in research constitutes part of the research findings. It is through this consciousness of the relational and reflective nature of being aware of personal and methodological concerns that we honor ourselves, our teammates/co-researchers and all others involved with the research project. As researchers, we need to be cognizant of our contributions to the construction of meanings and of lived experiences throughout the research process. We need to acknowledge that indeed it is impossible to remain “outside of” one's study topic while conducting research.

Carielle Joy Rio, Universitas Pelita Harapan
Reflexivity and Ethnonursing

The uniqueness of ethnographic studies lies on the fact the researcher attempts to gather data in the most natural way possible. Gathering data in the participants' natural environment may require an ethnonurse researcher to be in an environment that is unnatural to him or her. In researches wherein, the participants' narratives and observable behaviors are the fundamental basis for truth, a mutual trusting relationship becomes the foundation of credible data. This presentation will focus on my stories while doing fieldwork as an indispensable component of ethnonursing research. I will share my perspectives and the highlights of my fieldwork, laden with a multitude of unexpected challenges as well as serendipitous discoveries. The innumerable opportunities to acquire data and the diversity of data acquired during fieldwork were advantageous and challenging at the same time. A well-founded understanding of the different philosophies that underpin the essential attributes of ethnonursing was crucial in addressing these challenges. The role of experienced ethnonurse researchers as mentors was likewise vital in my journey as a novice ethnonurse researcher.

Fatima Anquillano-Carsola, Union Christian College
Reflexivity: Grounding Data to the Break of Dawn

Alley, Jackson, and Shakya (2015) said that reflexivity is a practical tool that enables the researcher to identify, understand, and act in relation to the personal, professional and political challenges they face in practice. Furthermore, they forwarded the idea that reflexivity can increase self-awareness as they are to acknowledge biases and examine the nature of their work. Gerrish and Lacey (2006, as cited by Lambert, Jomeen and McSherry (2010) likewise wrote that reflexivity is perceived as an integral part of qualitative research because the researcher can reflect continuously on how their own actions, values and impact of perception in research setting and can also affect data collection and analysis. This presentation will focus on my reflexivities as a novice researcher, my inspirations, my triumphs, my pitfalls, my overcoming the challenge to explore the magnificence of non-positivist inquiries amidst being educated in a university dominated by quantitative perspectives. You will hear me share the life-changing situations that really pushed me to endure and persevere. I will share how I grounded my data to the break of dawn. I will share how I grounded my data to the break of dawn.

Room Knight Auditorium 4:00-5:00

Stacy Penna, NVivo

Using NVivo as a Research Tool

The NVivo webinar, *Using NVivo as a Research Tool* will cover how NVivo can assist throughout all the stages of the research process from the literature review, to data analysis, to publishing articles and dissertations.

Saturday, January 13th

Announcements and Opening Keynote: Room Knight Auditorium 9:00-10:15

Johnny Saldaña, Arizona State University
Researcher, Analyze Thyself

In this keynote address, Johnny Saldaña attempts to answer, through observational and introspective reflection, “What does it mean to be a qualitative researcher?” These phenomenological musings explore the possible essences and essentials of the inquirer as he or she participates in all stages of the research endeavor. “Researcher, Analyze Thyself” is a call to understand not just what and how but why we do what we do.

Breakout Session F

Room 1047 10:30-10:50

Amy Orange, University of Houston - Clear Lake
Where's my Template?

I work at an institution that offers two Ed.D. programs in the College of Education. Our doctoral students are required to take three research courses: two in quantitative research and one in qualitative research. For many, their introduction to research is in their first quantitative research class. Their quantitative courses present research as being very structured and formulaic, with faculty providing templates and outlines for them to follow. When they arrive at my qualitative research class, they are encouraged to reflect on their roles in the research process and to find methods of data collection and analysis that fit both their research questions, their strengths, and their paradigms. They often ask me for a template for writing up their data collection, data analysis, and results sections of papers, assuming that qualitative research studies fit into identical structures. In this presentation, I reflect on ways to encourage doctoral students to embrace the messiness of qualitative research as they learn to become qualitative researchers.

Room 1047 11:00-11:20

Beatrice S. Boufoy-Bastick, The University of the West Indies
Emic Bracketing: A Culturometric Instrumentation of Phenomenological Epoché and Reduction

Bracketing is a phenomenological method for reducing researchers’ etic interpretation biases. This result is attained by interpreting one or several subjective experiences of phenomenological epochés and reductions. Thus, bracketing can be construed as imposing alternatively constructed researcher biases. Culturometric recognises a spectrum of possible etic to emic interpretation biases and offers a two-phased Instrumental / Objective design and analysis process allowing deliberate researcher placement on that spectrum and empowerment of cultural interpretations affirming the various cultural identities of respondents. The method is proofed in a challenging research setting by uncovering meanings of a multifaceted social construct in a research environment comprising multiple complex emic intrusions. The project reports on Contributions to French Culture in the Caribbean. This aspect uncovers meanings of "lecturing style adequacy" in a sample of French language lecturers across major universities in five Caribbean countries. The presentation focuses on practicalities that objectify the subjective outcomes of bracketing.

Room 1047 11:30-11:50

Rachel K. Scott, MedStar Health Research Institute

Manon M. Schladen, Georgetown University

Pregnancy Spacing in Women Living with HIV: A Series of Informational Interviews

For reproductive-age women living with HIV, birth spacing allows for optimization of maternal health and viral suppression to prevent mother-to-child transmission. We conducted semi-structured informational interviews to explore use of contraception for birth spacing. Interviews were transcribed and analyzed. Audio files were reviewed to capture non-explicit data. We interviewed 18 multiparous HIV positive women. All described experiences with at least one contraceptive method. Six themes emerged: Burden of contraception, Failure of birth control, Impact of youth and lack of life experience, Community beliefs about birth control, Lack of partner cooperation, and Altruism. Women viewed birth spacing favorably. Young age at first delivery, contraceptive side effects, non-adherence to short-acting methods, lack of partner cooperation, and prior contraceptive failure were identified as barriers to ideal birth spacing. Additional outreach is needed in women living with HIV to overcome barriers to planned pregnancy and birth spacing.

Room 1048 10:30-10:50

David Dodd, University of Chicago

Charles Vanover, University of South Florida

Andrew Babson, University of Pennsylvania

Hegel for Qualitative and Arts-Based Researchers: A Workshop

More than other research methods, ethnodramatic investigation involves multiple subject positions, as interviewees, interviewers, a/r/tographers, actors, audiences, and readers engage with the investigation. In this workshop, we will make sense of this complexity by drawing on Hegel's Phenomenology of Spirit. Hegel demanded that knowledge integrate perspectives of all participants, refusing to privilege subject over object. We will apply several of the frameworks he developed to materials from Charles Vanover and Andrew Babson's ethnodrama Goodbye to All That! Workshop participants will leave the session with new perspectives to apply to qualitative inquiry, as well as a deeper understanding of arts-based research practice.

Room 1048 11:00-11:20

Jennifer J. Nicol, University of Saskatchewan

When Data Are Sparse: Phenomenological Inquiry with Adults with Dementia

For this presentation, we want to tell the story of a graduate student's phenomenological study focused on the experiences of six adults with dementia who participated in music therapist-led group singing occurring in their care home. The participants were six male residents, diagnosed with moderate to advanced dementia and ranging in age from 78 to 92 years; the student was dedicated to a personhood framework (Kitwood, 1997; Kitwood, & Bredin, 1992) and highly motivated to allow the men to speak for themselves; and although music therapy is increasingly recognized as a valuable component of dementia care, research on group singing with this population is relatively limited, as is qualitative research that uses this population's firsthand accounts to understand their experiences. So the rationale was solid and the student was dedicated. But the research supervisor was hesitant and uncertain. Rich data are the touchstone of phenomenological inquiry. How could these participants with moderate to extreme dementia provide that kind of data? The completed study provides an ideal vehicle for exploring this

question and revisiting the concept of rich data. We will outline the steps undertaken to ensure a high ethical standard for working with this vulnerable population, the strategies that assisted in generating data, and challenges that arose in analyzing data. The findings will also be presented for others to judge their meaningfulness.

Room 1048 11:30-11:50

Serife Sevis, Middle East Technical University

Zulfukar Ozdogan, Indiana University - Bloomington

Coda: A Way to Portray Qualitative Researcher

This presentation aimed to share CODA experiences of a research team in a mathematics education research. The research team composed of four researchers whose positions vary on the insider-outsider continuum with respect to the data. While one researcher prepared data collection tools, collected data and analyzed the data with the research team, two of them produced the data which was analyzed. On the other hand, the fourth researcher's first interaction with the data was at analysis process. After working together on data analysis process for three months, they constructed CODA around the question of "What do you expect to read in the final paper of this research, particularly about data analysis process in which we all were involved and the findings we reached?" Based on researchers' expressions in CODA, we, in this presentation, address the following research questions: How much do researchers want their experiences to be included in research papers? What research practices do they value and so want to be shared in research papers? Thus, we will present Qualitative Researcher Portraits present in this research. Specifically, we will discuss (i) whether researchers only value content related findings, (ii) whether they also value the process of how these findings are articulated, and (iii) whether they want to share the changes of their interpretation or only the latest and finest interpretation, and what these preferences imply to us about qualitative researchers' portrait, which we think that is important to understand the phenomenology of qualitative research, TQR 9th Annual Conference theme.

Room 1049 10:30-10:50

Serife Sevis, Middle East Technical University

Researcher Analyzing Own Ways of Thinking: Researcher vs. Participant, or Both?

This presentation aimed to share experiences of a researcher in a longitudinal mathematics education project using three-tiered research design. The participants in each tier are Tier 1-Pre-service teachers, Tier 2- A team of researchers, and Tier 3-Principal researcher. The major research practices of the principal researcher involved developing data collection activities for pre-service teachers, orchestrating data analysis meetings of the research team, organizing data for the research team, and articulating the ways in which results could be visualized and made sharable with other researchers. As seen, the nature of this research put the principal researcher into participant's position and made herself analyze her continuously changing ways of thinking about the phenomenon of interest (i.e., knowledge of pre-service teachers). Thus, in this presentation, I will focus on the following questions: How did the principal researcher keep track of the changes in her ways of thinking and ensure reflexivity during the research process? How does the principal researcher describe the process of analyzing her own ideas and identifying the changes in her ideas? I will particularly share the ways in which she kept several drafts of her thinking and analyzed her own ways of thinking as she and her research team analyze pre-service teachers' data. Since qualitative researchers often start with their initial insights and report the latest state of their understanding but not systematically record and report the analysis of their own ideas, I believe that the focus of this presentation constitutes an important aspect of TQR 9th Annual Conference theme.

Room 1049 11:00-11:20

Cassandra Davis, Nova Southeastern University

All Students Are Not Equal: Multiple-Intelligence-Based Practices in Secondary Geometry Classrooms

Over 50% of secondary students failed the geometry end-of-course test in a Florida school district, indicating a need to improve academic performance. Secondary school students' learning characteristics and the effectiveness of teachers' instructional strategies are imperative to educational success. In this qualitative case study, geometry teachers' instructional strategies, as defined by the Marzano Causal Teacher Evaluation Model, were explored once teachers were informed of students' multiple intelligences and trained in multiple-intelligence-based lessons. Participants were 2 geometry teachers and 15 secondary geometry students in a traditional public school. Using Howard Gardner's multiple intelligences theory and the van Hiele model of learning geometry, the researcher analyzed interviews, observations, and teachers' lesson plans to shed light on teachers' use of multiple intelligence data and training. Significant conclusions emerged from the findings of the case study. First, teachers' dominant intelligences shape the use of instructional strategies. Second, multiple intelligences were used to personalize instruction, create a student-centered classroom environment, and nurture student engagement among secondary geometry learners. Lastly, when instructors taught based on students' van Hiele levels, 5 of 8 intelligences are excluded. Teachers used strategies steeped in spatial, logical, and linguistic intelligences to teach students how to draw, think, and write. Strategies for students with interpersonal, intrapersonal, musical, naturalist, and kinesthetic intelligences were excluded. Based on the conclusions of the study, educators have new information on ways to make geometry instruction more inclusive for their diverse learning population. Education stakeholders are also enlightened with what may be missing in geometry classrooms and impeding student success.

Room 1049 11:30-11:50

Gary A. Husband, University of Stirling

Changing Horizons: The Ethical Challenges of Fully Informed Research Respondent Consent

This paper uses Heidegger's (1962) and Gadamer's (1998) concepts of hermeneutics to explore the complex relationship between researcher and respondent and their shared experiences through interaction in interview processes. Ethical considerations related to the balance of power and lasting change in respondents are discussed whilst problematizing the concept of truly informed consent. The paper draws on the researcher's experience of undertaking a qualitative based study founded in the principles of phenomenological hermeneutics (Gadamer, 1998; Heidegger, 1962). The research which concluded successfully in 2016, had been studying the impact that pedagogical training programs had on respondent's teaching practice and engagement with professional learning. All respondents were experienced lecturers working in the adult education sectors of Scotland and Wales (UK). Upon project conclusion, several respondents contacted the researcher to share their post interview experiences. The research was not designed to elicit change in respondents nor influence professional choice or practice. However, each communication received independently accredited participating in the research as the source for renewed interest and engagement in professional learning. Although research interviews becoming an enriching experience for respondents is a recorded phenomenon (Kvale, 1996), the ascribed effects were profound, potentially life changing, and not fully anticipated. The paper explores important questions related to ethical considerations for researchers designing and undertaking interview based research.

Room 1052 10:30-10:50

Ruth Ban, Barry University

Valerie Scott, Barry University

I have your words in my head!: A Collaborative Autoethnography Depicting the Story of a Ph.D. Student's Journey

The student-teacher relationship is oftentimes studied in terms of academic gains or impact on student progress. However, at the doctoral level, the student-professor relationship and furthermore, the dissertation committee relationship is even more complex. In 2001, JP Gee argued that language is tied to people's experiences in their respective worlds. This idea emerged from what he terms the family of "situated cognitive scholars." Gee argues that all language carries meaning that goes beyond the verbal representation. These scholars ascribe to Vygotsky's argument that language is the most important cultural mediator of human scientific growth. This collaborative autoethnography is situated within these neo-Vygotskian ideas as it examines how a professor's words mediate a Ph.D. student's academic learning and growth as she develops into a qualitative researcher. In keeping with the concept of autoethnography and based on Connelly and Clandinin's (1990, 2000, 2006) observation, "we all live storied lives," this study uses re-storied accounts of shared experiences to highlight the doctoral student – professor relationship. Text and images are included to further enrich and illustrate the re-storied narratives. Data has consisted of both student and professor reflective narratives; these narratives have been themed and coded to highlight shared understandings of their relationship. Findings have to date pointed to the student's desire to fit in with the positivistic paradigm although her conflicting ontological and epistemological stance resulted in tensions and conflicts as she developed as a researcher. Implications of this research question the role of the professor in the work of the Ph.D. student.

Room 1052 11:00-11:20

Yolanda E. Kruger, Capella University

Malcolm C. Gray, Capella University

Trusted Advisor Relationships of Executive Women in the Corporate World, the Phenomenological Approach and Beyond

Since the 1980's the value and benefits of mentoring to individuals and to the corporate world have become increasingly recognized. The trusted advisor has emerged as the latest prototype in the evolution of the coaching/mentoring pantheon. Following the Moustakas phenomenological model, nine corporate female executives were screened, selected and interviewed regarding the experience of having had a trusted advisor. Study results were achieved through completing the step by step analytical process advocated by Moustakas. It was during the phenomenological reduction stage of analysis that the continued reduction of the data became an unexpectedly challenging issue, increasingly confusing to the researcher. Part of this confusion came from recognizing that in keeping with the Moustakas model, considerable extremely interesting information collected incidentally from the women's interviews, but not concurrent with the original research question, became less relevant and was not included in the resulting final determination of the essence of the phenomena. The next step then was to take the information from the Moustakas model analysis a step beyond pure phenomenological results and to incorporate those results into an expanded, more generic qualitative approach. Starting with what was learned phenomenologically, several additional themes emerged. This paper focuses on the experience of the primary investigator in completing the commitment to the original phenomenological model and the lessons learned in the process of the further exploration and incorporation of the additional elements discovered into an expanded approach.

Room 1052 11:30-11:50

Steve Haberlin, University of South Florida

The Butterfly Whisperer: Representing a Gifted Student's Connection with Nature Through Poetic Inquiry

Scholars suggest that children enjoy a greater connection with the natural world and encourage the nurturing of this relationship so they grow to value rather than fear nature. During this presentation, the author shares his paper, "The Butterfly Whisperer: Representing a Gifted Student's Connection with Nature Through Poetic Inquiry," recently published in the *Journal of Poetry Therapy*. The article explains how Found Poetry was used to represent the lived experiences of a gifted, fourth-grade student, who enjoyed a close relationship with natural surroundings. A detailed explanation of the methodology—collecting data through interviews and participant journal entries and selecting phrases and words from that data that best captured the student's experience—is given. Data representation is shared as three researcher-voiced poems ("Nature's Child," "Nature's Mind," and "The Butterfly Whisperer"). A discussion follows on how using poetic inquiry assisted the researcher in vicariously and evocatively representing the student's experiences, hopefully causing readers to reconsider their own relationship with nature.

Room 1053 10:30-10:50

Marina Morgenshtern, Trent University

A Journey of (In)(Out)Sider Researcher: On the Intricacies of Being, Becoming and Belonging(S)

The author of this paper is a Jewish heterosexual married woman from the former Soviet Union, immigrant twice over (to Israel and to Canada), social worker experienced in work with immigrant families in Israel, and currently an Assistant Professor in a Canadian university. My lived experience of marginalization and oppression as Jewish and as immigrant from the Eastern Block in the West informed my research agenda to examine individual realities of Jewish immigrant couples from the former Soviet Union within the socioeconomic/socio-political contexts of Canada. This presentation is based on my Ph.D. dissertation study on lived experiences of Jewish immigrant couples from the former Soviet Union in Toronto, Canada. The goal of the presentation is to show that research endeavors are never a neutral process; as a researcher, I am inevitably embedded within, shaped and shaping all aspects of the project. I demonstrate the impact of my personal lived experience on the choice of research methodology and illuminate the tensions encountered in the researcher's and participants' shared social location, my presumption of shared feelings and experience of being marginalized and the participants' narratives that reproduce middle class heteronormative capitalist norms. Based on my reflexive journal, I present my personal account as a researcher crossing the boundaries of insider/outsider and subject/object and explore the complexities of my research identity as a "halfie" – researcher whose insider identity has been altered by immigration and education, and focus on the intriguing ways in which my various social identities shift during interaction with participants.

Breakout Session G

Room 1047 1:10-1:30

Vonzell Agosto, University of South Florida

Andrew Bratspis, University of South Florida

Tara Nkrumah, University of South Florida

Cornelio Aguilera, Independent Researcher

Maria Migueliz Valcarlos, University of South Florida

Embodied Apprehensions: Joking and Brokering Physical Engagement

Like the qualitative researcher, jokers (using Boal's Theater of the Oppressed to facilitate dialogue) help participants discover, understand and seek resolutions to problems. However, the idea of the joker is only a facilitator is misleading. Instead, the co-constructive nature involved joking expands the research borders to a community effort of meaning making and therefore assuming the role of joker involves negotiating (brokering) ourselves and others in the roles of spectator, actor, and spectator. This session provides embodied reflections, images we reconstruct, that illustrate some of the apprehensions we have encountered when joking physical engagement. It raises questions about ethical leadership in a space of vulnerability and uncertainty. This session is congruent with the theme of the conference, which focuses on phenomenology, in that we offer a creative approach to sharing data on our lived experience with the practice of joking and reflections as thoughts and images we narrative verbally and physically. This session offers a unique opportunity to see, hear, touch and reconstruct data.

Room 1047 1:40-2:00

Gwyneth James, University of Hertfordshire

Cul-de-sacs and Narrative Data Analysis: A Less than Straightforward Journey

This presentation will focus on the methodological journey I took as a novice narrative inquirer, with its concomitant meanderings and delights as well as its frustrations and cul-de-sacs. In particular I aim to describe the initially overwhelming process of how I moved from collecting "data" to constructing the actual narratives of five postgraduate international students, as well as significant challenges that I faced in this somewhat elusive narrative data analysis process. Polkinghorne (1995) distinguished between two types of narrative inquiry: (1) analysis of narratives, research where stories are used as data, and (2) narrative analysis, where storytelling is a means of analysing data and presenting findings. My journey led me down the latter path and I hope to show that despite its complexities and its fluidity, narrative research methods add colour and emotion to research and can effectively be used in HE contexts both in the UK and elsewhere.

Room 1047 2:10-2:30

Mary E. Hancock, Shepherd University

The Use of WordPress in Online Focus Group Studies

Focus groups have long been used as a qualitative research methodology to gather information on a particular topic in a non-threatening setting. Limited attention has been given to the impact of the Internet on the fastest growing segment of the marketing industry in promoting qualitative research in healthcare. Adapting the traditional face-to-face (FTF) focus group to the online environment is a natural adaptation in the use of advanced technology for local and national research. The low-cost of implementation and the ability to employ difficult-to-access groups are primary reasons for using the online environment for qualitative research (Nicholas et al., 2010; Watson, Peacock, & Jones, 2006). The

purpose of this paper is to discuss adapting the focus group to the online environment using the blogging site WordPress®.

Room 1048 1:10-1:30

Kathleen S. Jeremiassen, University of Houston-Clear Lake

Students' Perceptions About Why They Game and How They Make Connections to Their STEM Learning and Future Aspirations

The purpose of this study was to explore how students perceive that their game play motivations and game preferences relate to their STEM identities. The need to grow and support STEM education and careers in the US is a widely-held concern for those in leadership, industry, and education. A purposeful sample of 167 9th through 12th grade students, residing in a suburban school district in southeastern Texas, participated in this study. Results indicated that many students do perceive a relationship between their STEM identities and game play motivations and game preferences.

Room 1048 1:40-2:00

Barbara C. Fedock, University of Phoenix

Melissa McCartney, University of Phoenix

Douglas Neeley, University of Phoenix

Online Adjunct Higher Education Teachers' Perceptions of Using Social Media Sites as Instructional Approaches

Though the global use of social media increased exponentially in the past decade, online higher education leaders tend to overlook the need for preparing online adjunct higher education instructors to implement the digital change process. Online adjunct higher education faculty members' perceptions on the role of using social media sites as instructional approaches in the online classroom were explored in this qualitative study. The purpose of this qualitative exploratory case study was to examine how online adjunct higher education faculty members perceive the role of using social media sites as instructional approaches in the online classroom. The themes that emerged from the study were uniformity of purpose vs personal beliefs, need for justification vs importance of student engagement, and facilitation vs direct instruction. Online higher education leaders may use this study to create and institute a digital change process that will be instrumental in creating a positive change for adjunct online faculty members.

Room 1048 2:10-2:30

Erik P. Bean, University of Phoenix

LauraAnn Migliore, University of Phoenix

Research Agenda Setting Yoga Soliloquy

No matter the academician's level along the research career continuum — doctoral student, post graduate, or practitioner — he or she can and will likely eventually struggle to keep a research agenda fresh with new ideas. Reflection, the type for example, that the practice of yoga can yield, also can allow the researcher to remain open to new ideas. "When incorporated into a campus work setting, reflective thinking supports the development of mindfulness, contemplation" (Beer et al., 2015, p. 162). Yoga can spur contemplation and a soliloquy as described in this paper showcases metaphors that compares the stretches to each major hurdle along the research process (Chorba, 2011). Thus, when a soliloquy is read aloud it supports an innovative practice that can connect to other models such as a leadership development technique dubbed, Work of Leaders – Vision, Alignment, and Execution (VAE), (Straw,

Scullard, Kukkonen, & David, 2013). This technique fosters research ideas into scholarship. This model provides a structure to understand the complexity of leadership and apply effective change management behaviors to drive progression in the research process. Simmer-Brown (2016) maintains that Tibetan Buddhist based pedagogy reaffirms that people form a difference between the literal meaning of words (drangdon) and the inner wisdom of words (ngedon). Thus, metaphors may also serve as springboards that can draw inner meaning necessary to help spur a productive research agenda as well as cope with the stress it creates. Willgens (2016) noted that Buddhist remind humanity that it is simply an extension of the universe and everything people need is contained within them, "This thought is linked to the idea that qualitative researchers can be thought of as extensions of their research." (p. 914). The following Fortifying Inner COR, sample is just one area of the yoga practice the paper delves into as a metaphor. Speaking to the researcher, To be considered, you'll need to prepare for the Committee of Research (COR), the University's project approval board and the Institutional Review Board (IRB), for the final project authorization. Exercising inner body core strength is analogous to the determination one will need to get COR approval. This will require the establishment of an account with IRBNet.org. You'll pass through Bridge pose that will test your research prowess and yoga balance. Do not be afraid to fall. The requirements for IRB are based on research ethics; the type each accomplished yogi possesses. Gaining IRB approval will be due in larger part to the significance of your study and in a smaller part to following the application process. Do you have a valid instrument? Is your informed consent valid? This innovative practice paper is about a new 21st century scholar development paradigm. Here, with a soliloquy, and tying it to a leadership thinking model such as VAE, the researcher can envision and navigate around cluttered thinking, reduce capacity overload, explore more reflective ideas, openness, and nurture milestones that like the research process and yoga practice, have a beginning, middle, and an end.

Room 1049 1:10-1:30

Hilda Reilly, University of Glasgow

On the Necessity of Developing a Phenomenological Research Methodology for Exploring the Subjectivity of Historical (Defunct) Patients

This paper addresses the patient-shaped gap in medical history identified by Roy Porter (1985). It references my MA in Creative Writing, for which I produced a novel (Reilly, 2012) about the case of Bertha Pappenheim, aka "Anna O," "the founding patient" of psychoanalysis. Pappenheim was diagnosed as hysterical and her treatment developed as a prototype of the Freudian "talking cure." The sole primary sources on the case were written by her doctor, Josef Breuer (Breuer & Freud, 1974; Breuer, 1989). I bring into question the historical validity of those reports and demonstrate how an exclusively physician-based perspective can give rise to tendentious reporting and to dubious theories based thereon. I then examine how the novelist as qualitative researcher can respond to Porter's "real challenges [which] lie in reconstructing patterns of consciousness and action" and provide a much needed counterbalance to the medical account. The motivation for my research lay in my own experience of regressive transference in psychoanalysis and in my empathic encounters with other analysands, as described in my autobiographical illness narrative (Alexander, 1995). Finally I show how the above studies led me to my current Ph.D. research, in which I use Interpretative Phenomenological Analysis to explore the subjectivity of Freud's patient Anna von Lieben through her autobiographical poetry.

Room 1049 1:40-2:00

Dia Sekayi Morgan State University

Arleen Kennedy, Morgan State University

Qualitative Delphi Method: A Four Stage Model

The Delphi Method was originally designed to collect data from a panel of experts to aid in decision making in government settings. Delphi has been described as a qualitative, quantitative, and mixed-methods approach. The anonymous collection of narrative group opinion coupled with the tightly structured nature of the process and quantitatively described results renders the approach difficult to situate in a methodological category. The purpose of this article is not to settle the debate. Rather, the aim is twofold: to present a modification of Delphi that is definitively qualitative, and to provide a worked example to demonstrate the proposed method.

Room 1049 2:20-2:30

Stephanie L. Martin, University of Saskatchewan

Using Treasured Artifacts to Understand Women's Existential Life-World

Experiencing the importance of one's personal treasures is ubiquitous to the human experience, but what is the depth and meaning of this lived phenomenon? An interpretive phenomenological method was used to explore the meaning and significance of women's experience of their cherished personal possessions. Nine women participated in three semi-structured phenomenological interviews. Interpretive analysis revealed that women's experience of their cherished personal possessions is one of nurturing self through connecting with others, affirming personal experience, supporting self through change, and cultivating a sense of self. Implications for responsive psychotherapeutic practice with women clients are identified.

Room 1052 1:10-1:30

Carol Isaac, Mercer University

Difficult Dialogues: Faculty Responses to a Gender Bias Literacy Training Program.

Diversity training is challenging and can evoke strong emotional responses from participants including resistance, shame, confusion, powerlessness, defensiveness, and anger. These responses create complex situations for both presenters and other learners. We observed 3 experienced presenters as they implemented 41 gender bias literacy workshops for 376 faculty from 42 STEMM (science, technology, engineering, mathematics, medicine) departments at one Midwestern university. We recorded questions and answers as well as participants' non-verbal activity during each 2.5-hour workshop. Employing content analysis and critical incident technique, we identified content that elicited heightened activity and challenging dialogues among presenters and faculty. Results from analysis of this observational data found three important findings: (1) presenters continually reinforced the idea that implicit bias is ordinary and pervasive, thus avoiding participant alienation by allowing participants to protect their self-worth and integrity; (2) difficult dialogues were managed calmly without verbal sparring or relinquishing control; (3) the presenters created an environment where individuals were more likely to accept threatening information.

Room 1052 1:40-2:00

Janet Richards, University of South Florida

Steve Haberlin, University of South Florida

Exploring Significant Events in an Inaugural Arts-Based Research Class through Interactional Ethnographic Perspectives

While scholarship describing arts-based research (ABR) has gained momentum, few studies have explored formal classes in ABR, such as within graduate coursework. In this presentation, we, a professor of a newly formed arts-based research doctoral course and a research assistant/student in the class, share how we employed interactional ethnographic perspectives as an orienting guide for constructing new ways of knowing. Using poetry, narrative, and ethnographic timelines to creatively transform and analyze our data, we explored the culture of the class through students' and our own behavior, poetry, language, music, art, etc. and observe and accurately represent social phenomena constructed moment-to-moment and over time. Adhering to the belief that ethnographic research requires transparency, we clearly divulge our research methods, including data collection, handling ethical dilemmas, and bracketing ourselves as we sought to understand how individual student's actions, interactions among students, and our own positions and reactions contributed to the climate, culture, and dynamics of the class.

Room 1052 2:10-2:30

Daniel L. Roberts, University of Phoenix

Modifying the Qualitative Delphi Technique to Develop the Female Soldier Support Model

The Comprehensive Female Soldier Support (CFS2) model was developed using a modified Delphi technique and a feminist theoretical framework. The U.S. Army chaplaincy did not have a gender specific model for providing emotional and spiritual support to women soldiers. Such a model was needed because women often experience the military differently than men. This study altered the Delphi design by using two successive panels of experts. The first panel, consisting of 10 wounded female soldiers, developed a list of pastoral needs experienced by the women. The second panel, composed of 11 female chaplains, provided solutions for those needs. The implication is that specific modifications used in this study are useful when the support needs of a population group are unknown, but once identified, the appropriate experts can solve these needs. Human services practitioners, social workers, and spiritual support providers may find the techniques invaluable.

Breakout Session H

Room 1049 3:00-3:20

Bini Litwin, Nova Southeastern University

Erika Freeman, Nova Southeastern University

The Use of a Patient-Centered Relationship Enrichment Training Program to Improve Quality of Life for Caregivers and Survivors of Cerebrovascular Accident (CVA)

A patient-centered program was developed to enable caregivers and survivors of stroke to work through lifestyle transformation and challenges associated with often life-altering impact of a CVA. A pilot study, using a qualitative design, investigated outcomes of this educational program. Participants were recruited through support groups, healthcare providers and word of mouth. Four dyads participated in six 2-hour/month group sessions providing discussion, coping/stress management strategies, and communication skills. Sessions focused on promoting self-awareness of attitudes/emotions, re-building relationships and improving quality of life. Caregivers maintained a diary and completed weekly

enrichment activities to support self-reflection. Caregiver and facilitator training manuals were developed to promote uniformity of program delivery. Inclusion criteria were (1) survivors of CVA at a minimum mild cognitive level of 19- 20 (Montreal Cognitive Assessment) and (2) caregivers providing primary care to a survivor of CVA living at home. One on one interviews with caregivers explored their perceptions of the program's impact. Qualitative data analysis demonstrated 3 themes: (1) Change in perceived sense of self: Juggling multiple roles, (2) Impact of disability- Systemic family disharmony, and (3) Reframing challenges: On the path towards balance and positive family dynamics. Caregivers expressed belief that change would occur through incremental gains, and that strategies learned could foster improved family relationships/quality of life. This program shows potential to reframe communication barriers, improve quality of life for caregivers and survivors of CVA and ultimately, promote efficient/effective use of healthcare resources. It is recommended a larger study be conducted.

Room 1049 3:30-3:50

Martina Kelly, University of Calgary

Lisa Freeman, Nova Scotia Health Authority

The Pause: Experiencing Abnormal in the Physical Examination, a Phenomenological Study

Physical examination is an inherent part of medical practice. The patient's body is typically examined as an objective field of scrutiny. Yet, there is growing recognition of the subjective nature of physical examination, with an emphasis on patients' experiences. The physician's body remains relatively absent. In this study, we explored the lived experience of physical examination by the physician. This was an interpretative phenomenological study, set in family medicine. Physicians of varying backgrounds detailed their experiences of physical examination. Interviews were recorded, transcribed, and field notes recorded. Data were analyzed using template analysis, reflective writing and a dialectic movement between transcripts and emerging interpretations, paying explicit attention to how prejudgments informed our analysis. Sixteen family doctors participated, 8 women. Five participants worked in rural practice; 5 were recent graduates. Physical examination was an automatic routine but a disruption to the expected caused physicians to pause. Fingers stalled. The physician heard her own heart beat, slowed her breathing, became sensitive to sweat and sound. Participants described suspended seconds, where through fingers, breath and eyes, the absent body became palpable. They became conscious of the body of their own body, in relation to that of the patient, intertwined in a moment. We examined these findings using Merleau-Ponty's ideas of subject-body and chiasma. Through habits of practice, participants developed body schema enacted pre-reflectively. Encountering the unexpected disrupts the habitual body, and brings body and time to the fore. Physical examination becomes an intersubjective, embodied exchange between patient and physician.

Room 1052 3:00-3:20

Hasan Aydin, Florida Gulf Coast University

Empowering Parents' Choice of School for Their Children: A Phenomenological Study

The school choice option of public schools have grown rapidly over the past several decades and school choice gives parents greater power over their children's education. Parents' views can shape their children's perceptions about school, affect their levels of family-school engagement, and influence their residential and school enrollment decisions. The purpose of this study was to gather data from a public school parents that would contribute to the understanding of parental involvement with school choice for their children and of parental involvement with educational organizations. The authors used a qualitative phenomenological study methodology to explore 22 multi-racial parents perceptions' about school of the climate and their child's school choice. Our comprehensive in-depth semi-structured

interviews, field notes, observations, and documents data collection process incorporated feedback from potential respondents from the outset of the design process to enhance data quality. Verbatim transcripts and documents were analyzed using a content and thematic analysis approach. Four over-arching themes were identified; (i) factors that parents value in schools, (ii) concerns about other school choices, (iii) the features and programs that appeal to parents, and (iv) parental perception of chosen school. The findings of this study revealed that parents' choice school for their children was where better served, school's programs and features offered appealed to most of participants', strong academic program, school climate, and culture, and embraced diversity and multicultural atmospheres, safe and secure place that fostered focus on instruction in a small caring environment as well. The discussion and conclusion shared implications and avenues for further research.

Room 1052 3:30-3:50

Jennifer M. Mirabal, Barry University

Building Communities of Practice for Beginning Pre-K Teachers of Children With Autism: A Multiple Case Study

Teacher turnover is not only a great expense, but most importantly it adversely affects the students. Therefore, in order to limit teacher turnover, school districts must develop a plan where special education teachers are supported through their most difficult years. Through the use of a multiple case study, the researcher sought to answer the following research questions: What role do induction activities play in the development of beginning Pre-K teachers of children with autism in a large urban public school district? What types of induction activities do pre-k teachers of children with Autism receive during their induction years? How do beginning pre-k teachers of children with Autism describe how their induction program impacted their craft? How do beginning teachers of children with Autism describe their social learning experiences in the induction process? The researcher focused on teachers who teach children with Autism Spectrum Disorder (ASD) due to the alarmingly high rate of children being diagnosed with ASD and the growing number of students with ASD being serviced by the public school system (Community Report on Autism, 2014). This study utilized the theoretical lens of Wenger's communities of practice to frame this research. The primary methods of data collection were semi-structured interviews. The data collected from the semi-structured interviews were transcribed and coded for emerging themes and applied to the theoretical framework. The following themes emerged from the interview data: (a) The teachers in this study reported the need for more support in areas directly related to their classroom responsibilities and hands-on assistance primarily when dealing with difficult behaviors. However, they found themselves frequently having to figure things out on their own; (b) The pre-k district office provided support to the teachers, however, the teachers felt it was not enough and often found themselves leaning on more experienced pre-k sped teachers for assistance; (c) Most of the teachers in this study were not certified to teach special education or children with autism; (d) The district authorities reported that class size in the self-contained ASD classes were way above the recommended ratio of 3:1; (g) Administrative support is crucial to the success of beginning teachers of children with autism. These themes represented the need for the implementation of communities of practice as the teachers in this study naturally relied on more experienced pre-k sped teachers for assistance as depicted in Wenger's social learning theory.

Room 1053 3:00-3:20

Gary Padgett, University of North Alabama

From Critical Race Theory to Ecopedagogy: A Phenomenological Journey

The development of a qualitative researcher can be reduced to the nature vs. nurture debate. The phenomenological journey described within this presentation touches on both nature and nurture, describing the influences of mentors and self-reflection. This presentation begins with the author's start as a critical race theorist, his exploration and application of tribal critical race theory, and his current use of ecopedagogy. Along this journey, the author describes the role that mentors have played in the movement from critical race theory to tribal critical race theory. Exploring the role of community based research and advisory committees, this presentation presents information on how indigenous research methods influence the creation of new philosophies and move researchers in exciting directions. Continuing the journey to ecopedagogy, the author demonstrates the role of self-reflective journals and their impact on assisting researchers in refining not only their craft, but also their views towards research and community involvement. This presentation presents ecopedagogy within the context of Paulo Freire's work as the logical extension of critical race theory.

Room 1053 3:30-3:50

Steven Geer, University of Phoenix

Lynne Devnew, University of Phoenix

Simultaneously Leaders and Followers: The Being of Janus.

Scholars have provided abundant research concerning Middle Managers. That research often focuses on a middle manager's roles as a leader, follower, or manager in the context of an application or business. Different literary perspectives from a diversity of cultures add to our understanding of the middle manager experience. Well known theories have emerged from research such as the leader-member-exchange (LMX) theory, implicit leadership theory (ILT), and implicit followership theory (IFT) that help us understand the interrelated nature of cognitive, tacit, or explicit expectations. However, it is rare to find research concerning middle managers that explores their hierarchical dyadic perspectives and rarer to envision what it must be like for them to embrace leadership and followership roles simultaneously. The Roman god Janus, with two faces, symbolizes this potential conflict. In this article, we reveal this middle manager Janus-like role-simultaneity through the lived experiences of nine middle managers and reveal unexpected findings about how some middle managers view themselves making decisions to lead or follow. Through interpretative phenomenological analysis (IPA), our findings revealed six themes of acquiescence, balance, communication, self, empathy, and expectation as middle managers struggle to balance dissonance contributors. Prominent sources of dissonance appeared to be the middle managers' self-schemas and cognitive prototypes. In this paper, we dive deeper into the theme of acquiescence, the cognitive state where these sources of dissonance may be resolved, thus enabling middle managers' endogenous and exogenous behaviors to emerge.

Post-Conference Workshop: Room Knight Auditorium 9:00-12:00: Room Knight Auditorium 4:00-5:30

Ronald J. Chenail, Nova Southeastern University

Kamilah Thomas-Purcell, Nova Southeastern University

An Introduction to Qualitative Meta-Synthesis

Systematic reviews of published qualitative research have emerged as an important set of methods to aggregate, summarize, analyze, and synthesize qualitative data from a variety of study designs. These approaches include meta-study, meta-summary, grounded formal theory, meta-ethnography, and qualitative meta-synthesis. In this workshop, we will focus on qualitative meta-synthesis by presenting a six-step approach for conducting this type of systematic review and sharing our procedures and results from our own studies.