

FIFTH INTERNATIONAL

# Congress of Qualitative Inquiry

May 20-23, 2009  
University of Illinois at Urbana-Champaign  
[www.icqi.org](http://www.icqi.org)



In memory of  
Joe Lyons Kincheloe  
1950 — 2008



## **CONGRESS ORGANIZERS**

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

## **CONGRESS PROGRAM**

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

## **LOCAL CONGRESS SPONSORS**

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

## **OUTSIDE CONGRESS SPONSORS**

Guilford Press • International Journal of Progressive Education • Left Coast Press • Manchester Metropolitan University, UK • MAXQDA • QSR International • QUERI • Routledge • Sage Publications • SSSI • The Education and Social Research Institute (ESRI), • The International Association of Educators • Turkish Journal of Educational Policy Analysis and Strategic Research

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# Welcome from the Director

The University of Illinois, the College of Media, the International Center for Qualitative Inquiry, the Institute of Communications Research and the Department of Advertising welcome you to the Fifth International Congress of Qualitative Inquiry. Over 1300 persons, from more than 75 nations have registered for the Congress. There are 29 pre-conference workshops. More than 1000 papers will be presented in over 250 sessions. Three all-day Pre-Congress Sessions—A Day in Spanish and Portuguese, A Day in Turkish, and A Day in Qualitative Inquiry in Healthcare—will be held on May 20. Once again, we are honored to host the Society for the Study of Symbolic Interaction (SSSI).

The theme of the Fifth International Congress, “Advancing Human Rights Through Qualitative Research,” builds on and extends the themes of the first four Congresses which focused on “Qualitative Inquiry in a Time of Global Uncertainty,” “Ethics, Politics and Human Subject Research in the New Millennium,” “Qualitative Inquiry and the Politics of Evidence” and “Ethics, Evidence and Social Justice.” Delegates will address such topics as academic freedom, researcher safety, indigenous human rights, human rights violations, ethical codes, torture, political violence, social justice, racial, ethnic, gender and environmental disparities in education, welfare and healthcare, truth and reconciliation commissions, and justice as healing. Delegates will consider the meaning of ethics, evidence, advocacy and social justice under a human rights agenda.

Scholars from more than 75 nations have accepted the challenge to gather together in common purpose to collectively imagine creative and critical responses to global human rights issues. The Fifth International Congress offers us an opportunity to share our experiences, problems and hopes concerning the conduct of critical qualitative inquiry in this time of global uncertainty.

The International Association of Qualitative Inquiry (IAQI) was launched in 2005 at the First Congress. Five years later this new association has a Newsletter, over 3500 members, a global network of collaborating sites, and its own international journal, the *International Journal of Qualitative Research*. Thank you for coming and being part of this truly international project.

Yours sincerely,

Norman K. Denzin  
Congress Director

# Conference welcome

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

1) Norman K. Denzin, Congress director

Welcoming remarks

2) Keynote addresses

Antjie Krog, *University of Western Cape*

Frederick Erickson, *University of California, Los Angeles*

3) Opening Midwest barbecue, Levis Faculty Center,

cash bar, 7–9 p.m. Music by Big Grove Zydeco.

## Illinois Distinguished Qualitative Dissertation Award

Category A---Traditional: Carrie Friese, *University of California, San Francisco*

Honorable Mention: Chad William Timm, *Iowa State University*

Category B--Experimental: Robin Boylorn, *University of South Florida*

Honorable Mention: Samuel P. L. Veissière, *McGill University*

Ken Gale and Jonathan Wyatt, *University of Bristol*

## Other congress activities

Tuesday, May 19

ADISP Reception: Levis Faculty Center Reading Room, 6–7 p.m.

Wednesday, May 20

A Day in Spanish & Portuguese, A Day in Turkish (opening), Workshop for Qualitative Healthcare Researchers: Illini Union. Congress Reception: Levis Faculty Center 7–9 p.m..

Thursday, May 21

Colombian Program in Qualitative Research: Illini Union Colonial Room 1–5 p.m.

Friday, May 22

Nursing Mother: An Autoethnography of Birth, Death, and the Research Life, Elyse Pineau: Levis 3rd Floor 5-6:30.

Saturday, May 23

Colombian Program in Qualitative Research: Illini Union Colonial Room 10:00 a.m.–noon.  
Old-fashioned Midwest Cookout, 7–9 p.m., Levis Faculty Center, south patio. Music by Cornstalkers String Band.

# Congress organization

## CONGRESS DIRECTOR

Norman K. Denzin

*Institute of Communications Research, Department of Advertising*

## CO-ASSOCIATE DIRECTORS

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## PRE-CONFERENCE ORGANIZERS

Maria del Consuelo Chapela Mendoza

*Universidad Autónoma Metropolitana*

Fernando Peñaranda

*Universidad de Antioquia*

Sergio Carvalho, Brazil

Rosana Onoko, Brazil

Aldo Merlin & Alejandra Martínez, Argentina

Carrol Smith

*University of Illinois, Chicago*

Mustafa Yunus Eryaman

*Canakkale Onsekiz Mart University*

Leslie Bloom

*Iowa State University*

## SPECIAL THANKS

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*President*

Gaile S. Cannella

*Vice President*

# International Institute of Qualitative Inquiry Collaborating Sites

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

# Thursday workshops

## Morning, 8:30–11:30am

1. Radical Performance, Neoliberalism, and Human Rights: D. Soyini Madison
2. Ungrounded Theory and Unfounded Practice: Making a Nuisance of New Sense with Philosophies and Practices of Difference: Maggie MacLure, Rachel Holmes and Liz Jones
3. The Critical Use of Focus Groups: Greg Dimitriadis & George Kambereli
4. New Experimental Writing Forms: Yvonna Lincoln
5. Qualitative Research Quality Evaluation: Advance in Plausible Integrating Proposals: Carlos Calderón
6. Qualitative Research and Social Transformation in the Disability Community: Donna M. Mertens & Kelly M. Munger
7. Writing Quality Inquiry: Self, Stories, and Academic Life: H. L. Goodall, Jr.
8. Introduction into MAXQDA: Setting up Your Data for a Computer Assisted Analysis: Anne Kuckartz
9. Ethnodrama and Ethnotheater: Arts-Based Research from Page to Stage: Johnny Saldaña
10. Advances in Mixed Methods Design: Janice Morse
11. Doing Situational Maps: Adele E. Clarke
12. Social-change-methodologies in Social Work Research: Michal Krumer-Nevo
13. Publishing a Qualitative Study: Mitch Allen & C. Deb Laughton
14. Food for Thought: Empathy and the Imagination-Intellect: Mary Weems & Carolyne J. White

## Afternoon, 12:30–3:30pm

15. Writing Autoethnography and Narrative in Qualitative Research: Arthur Bochner & Carolyn Ellis
16. Understanding and Doing Interpretation: Maria del Consuelo Chapela, Carolina Martínez-Salgado, & Addis Abeba Salinas
17. Swimming in Data: Strategies for Interpreting, Writing Up, and Evaluating Qualitative Research: Robin Jarrett & Angela Odoms-Young
18. Designing a Mixed Methods Study: John W. Creswell
19. Performance Ethnography: Norman Denzin & Michael D. Giardina
20. Evidence Based Social Work: Where are We Going? How do We Get There?: Jane F. Gilgun & Karen Staller
21. Performative Writing: Ronald Pelias
22. Emergent Technologies for Qualitative and Mixed Methods Researchers: Sharlene Hesse-Biber
23. Straining Notions of Voice: Deconstructive Practices: Alecia Jackson & Lisa A. Mazzei
24. Grounded Theory Methodologies for Social Justice Projects: Kathy Charmaz
25. Arts-Based Research: Approaches and Practices: Melisa Cahnmann-Taylor & Richard Siegesmund
26. Designing Critical Qualitative Research: Activist Methods that Counter Entrepreneurial and Disaster Capitalisms: Gaile S. Cannella, Yvonna S. Lincoln, Donald R. Collins, & Michelle S. Perez
27. THREE WORDS: A Workshop for Everyone—in any field, any writing mode, any place in their career, any writing issue/block/delight...: Laurel Richardson
28. Decolonizing Classrooms: Claudio Moreira & Marcelo Diversi
29. The Role of Qualitative Software in Spatially Integrated Social Science (El papel del software cualitativo en la ciencia social espacialmente integrada): Cesar A. Cisneros Puebla

# Keynote addresses

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

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Thursday, 5:30-7 p.m.

200 Ballroom Union

*Antjie Krog, University of Western Cape*

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## **Human Dignity in Qualitative Research: Walking the Walk**

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Thursday, 5:30-7 p.m.

200 Ballroom Union

*Frederick Erickson, University of California, Los Angeles*

# The Sixth International Congress of Qualitative Inquiry

May 26-29, 2010

“Qualitative Inquiry for a Global Community in Crisis.”

## **Keynotes:**

“Learning to Remember the Things We’ve Learned to Forget: Endarkened Feminisms and the Sacred Nature of Research”

*Cynthia B. Dillard (Nana Mansa II), Ohio State University and Mpeasem, Ghana, West Africa*

“Globalizing the Rural: Reflections of a Qualitative Japanese Rural Sociologist”  
*Isamu Ito, University of Fukui, Japan*

The theme of the 2010 Congress is “Qualitative Inquiry for a Global Community in Crisis.” The 2010 Congress will offer scholars the opportunity to form coalitions, and collaborating relationships, to engage in debate and dialogue. The focus will be on how qualitative research can be used in global communities in crisis. There has never been a greater need to use our research to bridge gaps in cultural and linguistic understandings, to address issues of social justice, racial, ethnic and gender and environmental disparities in education, welfare and healthcare. Delegates will take up these and the related topics of poverty, academic freedom, researcher safety, indigenous human rights, human rights violations, torture, political violence, justice as healing. As in previous Congresses, delegates will consider the meaning of ethics, communities of meaning, evidence, and advocacy under a humane human rights agenda.

Delegates are invited to submit proposals for sessions on such topics as: the politics of evidence; alternatives to evidence-based models; mixed-methods; public policy discourse; social justice; human subject research; indigenous research ethics; decolonizing inquiry; standpoint epistemologies. Contributors are invited to experiment with new methodologies, and new presentational formats (drama, ethnodrama, performance, poetry, autoethnography, fiction and creative non-fiction). This new work will offer guidelines and exemplars showing how qualitative research can be used in the global community.

On May 26 there will be pre-conference language events and on May 27, morning and afternoon professional workshops. The Congress will consist of keynote, plenary, featured, regular, and poster sessions. There will be an opening reception and barbecue as well as a closing old fashioned Midwest cook-out.

We invite your submission of paper, poster and session proposals. Submissions will be accepted online only from October 1 until December 1 2009. Conference and workshop registration will begin December 1, 2009. To learn more about the Sixth International Congress and how to participate, please visit our website: [www.icqi.org](http://www.icqi.org).

# Past Congresses

Qualitative Inquiry in a Time of Global Uncertainty

5-7 May 2005

Keynotes: Janice Morse, Linda Tuhiwai Smith

Ethics, Politics, and Human Subject Research

4-6 May 2006

Keynotes: Marie Battiste, Michelle Fine

Qualitative Inquiry and the Politics of Evidence

2-5 May 2007

Julianne Cheek, D. Soyini Madison

Ethics, Evidence, and Social Justice

14-17 May

Gloria Ladson-Billings, Ian Stronach

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## Illinois Distinguished Qualitative Dissertation Award Winners

2006

Traditional: Jessica Polzer, *University of Toronto*

Experimental: Dalene M. Swanson, *University of British Columbia*

2007

Traditional: Dixiane Hallaj, *George Mason University*

Experimental: Gurjit Sandhu, *Queen's University, Kingston*

2008

Traditional: Mariana Cavalcanti Rocha dos Santos, *University of Chicago*

Experimental: Nicole Defenbaugh, *Southern Illinois University*

# Overview

## **Friday, May 22 8:00-9:20**

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156 English	1001	Research Act(s): (Auto)-ethnography, (self)-reflexivity, and the performative body
211 Union	1002	Grounded in the Real World: Connections, Interventions and the 'Greater Good'
215 Union	1003	Plenary: Theorizing Ethics
404 Union	1004	Theorizing Health Care Issues

## **Friday, May 22 9:30-10:50**

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104 English	1005	Adolescents
108 English	1006	Religion
113 Davenport	1007	Identity, Power, and Crises of Narration
115 English	1008	Approaches to Public Policy
119 English	1009	Active Interviews
127 English	1010	Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers
131 English	1011	Performance is... Metaphor as Methodological Tool
132 Davenport	1012	Bourdieu
136 Davenport	1013	New Directions in Autoethnography
156 English	1014	Black Feminism
169 Davenport	1015	New Media, New Methodologies
209 Union	1016	The Autoethnographic and Children
210 Union	1017	The Power of the Creative Voice: Artistic Spaces as Sites of Youth Engagement, Identity Construction, and Social Justice Awakening
211 Union	1018	Grounded Theory and Health Care Issues
215 Union	1019	Featured: Ethics and Human Rights: The Most Critical Terrain of All
217 Union	1020	Critical Race Theory
277 Union	1021	Defining the Writing of Qualitative Research
314A Union	1022	Decolonizing Education
314B Union	1023	Research Ethics: Defending our Rights
403 Union	1024	PAR-Education
404 Union	1025	Theorizing Knowledge and Knowing
406 Union	1026	Health- Healthcare around the Globe
407 Union	1027	Plenary: Standards for Reporting Qualitative Inquiry
Illini Room B	1028	Poster I

## **Friday, May 22 11:00-12:20**

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104 English	1029	Death
108 English	1030	Sport
113 Davenport	1031	Narrating the Political

115 English	1032	Approaching Political Issues Through Qualitative Research
119 English	1033	Advancing Qualitative Methodologies
127 English	1034	Creating Critical Space: The Disruptive Dialogue Project
131 English	1035	Positioning the Visual in the Context of Research
132 Davenport	1036	Teaching Qualitative Research Methods with QDA Software: NVivo 8
136 Davenport	1037	New Directions in Critical Pedagogy
169 Davenport	1038	Qualitative Research and the Internet
209 Union	1039	Autoethnographic Reflections on Education
210 Union	1040	Spotlight: Qualitative Research in German-Speaking Countries I
211 Union	1041	Grounded Theory and Human Rights
215 Union	1042	Intercontinental Considerations of Creativity and Ethics in Qualitative Inquiry I.
217 Union	1043	Performance of Race
277 Union	1044	Counter-Narratives of Gender
314A Union	1045	Dissertations
314B Union	1046	Researcher Issues
403 Union	1047	PAR-Identity and Community
404 Union	1048	Theorizing Mixed Method Designs
406 Union	1049	Health-Drugs
407 Union	1050	Plenary: Meaningful Research, Aging, and Positive Transformation
Illini Room B	1051	Poster II

## **Friday, May 22 1:00-2:20**

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104 English	1052	Homelessness
108 English	1053	Subjectivity
113 Davenport	1054	Narrative Inquiry and Education
115 English	1055	Conceptualizing Empowerment
119 English	1056	Critical Ethnography as Performance
127 English	1057	Spotlight: Ethnographic Research in Cultural Psychology
131 English	1058	Researching Physical Place and Social Space: Materialist Methodologies in Qualitative Research
132 Davenport	1059	Foucault
136 Davenport	1060	New Directions in Decolonizing and Cross Cultural Methodologies
169 Davenport	1061	Qualitative Software
209 Union	1062	Autoethnographies of Racial Politics in Education
210 Union	1063	Spotlight: Qualitative Research in German-Speaking Countries II
215 Union	1064	Intercontinental Considerations of Creativity and Ethics in Qualitative Inquiry II.
217 Union	1065	Race and Education
277 Union	1066	Cross-Disciplinary Methodologies and Gender
314A Union	1067	Doctoral Study
314B Union	1068	Teacher Issues
403 Union	1069	PAR-Methodology
406 Union	1070	Relational Research: An Area for Qualitative Inquiry

407 Union	1071	Plenary: The Post-Human Condition?
Illini Room B	1072	Poster III

## **Friday, May 22 2:30-3:50**

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104 English	1073	Humor and Satire
108 English	1074	The Literary Arts
113 Davenport	1075	Narratives and Education
115 English	1076	Refugee Populations
119 English	1077	Extending Qualitative Methods
127 English	1078	Resistance
131 English	1079	The active interview in a transverse cross research about university artistic workshops.
132 Davenport	1080	Freire
136 Davenport	1081	New Directions in Feminist Qualitative Research
156 English	1082	But why do I have to tell you who I am if you'll give me better answers if I pretend to be someone else?: Ethical dilemmas in the conduct of computer mediated ethnographic and autoethnographic communication research
169 Davenport	1083	Social Networks
209 Union	1084	Gender and Sexuality in Autoethnography
210 Union	1085	Autoethnotheatrical Performance
215 Union	1086	Perspectives on Vulnerable Human Subject Research Participants
217 Union	1087	Whiteness
277 Union	1088	Feminist Interviewing Methodologies
314A Union	1089	Education, Ethics, and Social Justice
314B Union	1090	Spotlight: Advancing academic freedom: When educators become de/colonizers
403 Union	1091	Lift Every Voice: Participatory Action Research and School Experience Across Multiple Settings
404 Union	1092	Spotlight: From Multi-Method Triangulation to Multi-Genre Crystallization: Integrating Art, Science, and Others across the Qualitative Continuum
406 Union	1093	Health-Illness and Care
407 Union	1094	Plenary: Witnessing and Writing: Qualitative Research and Advancing Social Justice
Illini Room B	1095	Poster IV

## **Friday, May 22 4:00-5:20**

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104 English	1096	Intimate Partner Abuse
108 English	1097	The Ontological and Epistemological Uses of the Narrative
113 Davenport	1098	Narrative and Autoethnography
115 English	1099	Institutional Ethnography
119 English	1100	Spotlight Historical Perspectives in U.S. Social Work
127 English	1101	New Directions in Mixed Method Approaches
136 Davenport	1102	Technological Spaces
169 Davenport	1103	Autoethnographic Reflections on Place
209 Union	1104	

210 Union	1105	Spotlight: Against Poverty and Social Exclusion Through Qualitative Research
215 Union	1106	Ethical Concerns With/in Indigenous Research: Alternative Research Methods and Approaches
217 Union	1107	Ethnographic Analyses of Race, Class, Gender, Sexuality & Religion
277 Union	1108	Motherhood
314A Union	1109	Educational Technologies
314B Union	1110	The Alluring Constraints: Representing Marginalized Subjects
403 Union	1111	Questioning the “P” in Community Based Participatory Research: Problematizing Community Participation in Public Health Research
407 Union	1112	Plenary: Mixed Methods: Breakthrough or Muddle?

*Nursing Mother: An Autoethnography of Birth, Death, and the Research Life,  
Elyse Pineau: Levis 3rd Floor 5:00-6:30.*

### **Saturday, May 23 8:00-9:20**

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108 English	2001	Reconceptualizing the Criminal
132 Davenport	2002	Plenary: Performance Studies and Human Rights: Place, Space, and Bodies
136 Davenport	2003	New Directions in Narrative Methodologies
169 Davenport	2004	Spotlight: Digital Analysis AND Humanistic Qualitative Inquiry?The Use of Qualitative Data Analysis Software or Web 2.0 Tools with Approaches as Varied as Autoethnography and Portraiture to Life History and Arts-Based Research
209 Union	2005	Developing the Self-As-Instrument: Learning to be an Ethnographer
314A Union	2006	New Directions in Educational Research
314B Union	2007	In the Spirit of Ubuntu: Stories of Teaching and Research, Part I
404 Union	2008	Theorizing Performance Ethnography
406 Union	2009	Health-Mental Health
407 Union	2010	Plenary: Using Deleuzian Thought in Collaborative Writing

### **Saturday, May 23 9:30-10:50**

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104 English	2011	Listening to Forgotten Voices
108 English	2012	The Poetic
113 Davenport	2013	Feminist Perspectives on Students and Teachers
115 English	2014	Social Justice and Children
119 English	2015	Liberating Artistic Performances
131 English	2016	If a Tree Falls in the Forest Does Anybody Hear It?
132 Davenport	2017	War
136 Davenport	2018	New Directions in Pedagogy

169 Davenport	2019	Humanistic Issues Regarding Qualitative Data Analysis Software (QDAS): Teaching, Learning, and the Representation of Data in a Digital Age
209 Union	2020	Questioning the Outside and the Inside through Autoethnography
210 Union	2021	Deleuze
215 Union	2022	Film
217 Union	2023	Indigenous Epistemologies
277 Union	2024	Queering Identities
314A Union	2025	Featured: Transforming and doing qualitative research: Interdisciplinary contributions to educational theory, practice, and praxis
314B Union	2026	In the Spirit of Ubuntu: Stories of Teaching and Research, Part II
403 Union	2027	Documenting Emotional Drama: Adventure, Risk, and Rights
404 Union	2028	Theorizing Qualitative Methodology
406 Union	2029	Health-New Methods
407 Union	2030	Spotlight: Becoming Encumbered: Variations on Themes of Intensity
Illini Room B	2031	Poster V

## Saturday, May 23 11:00-12:20

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104 English	2032	Literacy
108 English	2033	Thinking about Communities and Cultures
113 Davenport	2034	In the Academy
115 English	2035	States of Emergency: Conflict, Post-Conflict, and Trauma
119 English	2036	Photovoice
131 English	2037	Poetry, Ethnography, Portfolios,Hermeneutics, and Trustworthiness
132 Davenport	2038	At the Heart and Hate of Prop 8: Critical Investigations of the US Same-Sex Marriage Debate
136 Davenport	2039	New Directions in Performance Ethnography
169 Davenport	2040	Featured: Lights and shadows of computer mediated learning practices: Looking for a new evaluation approach
209 Union	2041	Examining the Role of Spirit Within Our Body of Autoethnographic Work
210 Union	2042	Spotlight: Pedagogical Encounters: Deleuze, place and an ethics of relationality
215 Union	2043	The Photographic
217 Union	2044	Around My Way Again: Decolonizing Narratives of Silences Between Being and Becoming
277 Union	2045	Thinking through Gender
314A Union	2046	Teaching the Writing of Writerly Research Texts
314B Union	2047	Doctoral Students Transformative Experiences
403 Union	2048	Spotlight: Performing Arts Centers as Experiential Educational Settings
404 Union	2049	Theorizing Trauma
406 Union	2050	Health-Reformations

407 Union	2051	Plenary: Mixed Methods Research: Implication for Theory and Praxis
Illini Room B	2052	Poster VI

### Saturday, May 23 1:00-2:20

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104 English	2053	Memory
108 English	2054	Featured: Truth Commissions and Testimony
113 Davenport	2055	No Child Left Behind
115 English	2056	The Politics of Qualitative Research
119 English	2057	Reconceptualizing Collaboration
127 English	2058	Multiple Methodologies, Multiple Possibilities: Photo Voices, Pláticas, and Feminist Pedagogies
131 English	2059	3 Paradigm Approach, Experiential Learning, Epistemology and Theory, and Condensed Course Format
132 Davenport	2060	Featured: Deep Breathing in a Climate of Change
136 Davenport	2061	New Directions in Poststructuralist Thought
209 Union	2062	Human Writes: Autoethnographic Representations of Embodied Knowledge as Resistance
210 Union	2063	The rizoma and the historic axis in the quality research.
215 Union	2064	Theorizing Disability
217 Union	2065	Featured: Around My Way: Decolonizing Narratives of Silences Between Being and Belonging
277 Union	2066	Spotlight: Critical Discourse Analysis, Gender, Race, and Human Rights
314A Union	2067	Teaching Qualitative Research in Multinational Settings
314B Union	2068	In School, Out of School, and On the Way to School: Education and Resistance
403 Union	2069	Spotlight: Author Meets Readers: Carolyn Ellis's Revision: Autoethnographic Reflections on Life and Work
404 Union	2070	Decolonizing Methodologies
406 Union	2071	Health-Rights and Policy
407 Union	2072	Plenary: Narrative and Performance I
Illini Room B	2073	Poster VII

### Saturday, May 23 2:30-3:50

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104 English	2074	Music
108 English	2075	Uses of the Visual
113 Davenport	2076	Publishing
115 English	2077	Violence
119 English	2078	Reflections on the Methodological
127 English	2079	Negotiating Spaces and Identities: Reflections from the Field
131 English	2080	Understanding Social Justice through Hermeneutic and Critical Participatory Research with Vulnerable/Marginalized People: Nursing Perspectives from Canada, Chile and Colombia
132 Davenport	2081	Spotlight: Globalization, Neoliberal, and the Relationships in Higher Education Between U.S. and Asian Countries
136 Davenport	2082	New Directions in Qualitative Social Work

169 Davenport	2083	Spotlight: Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.
209 Union	2084	Plenary: Making Ourselves (and Each Other) Up As We Go Along: Coming Adrift in Negotiations Between Autoethnography, Fiction, and Performative Writing
210 Union	2085	Spotlight: Thinking with Deleuze in Qualitative Inquiry
215 Union	2086	Disability Issues in Qualitative Research
217 Union	2087	South Asian Representation in Popular Cultural Texts
277 Union	2088	Queering Boundaries w/ LGBTQ Youth: Transgressive Methods & Explorations
314A Union	2089	Issues, Challenges, and Dilemmas in Teaching Qualitative Research
403 Union	2090	Spotlight: Writing Stories, Autoethnography, Urban Ethnography, and Portraiture
404 Union	2091	Plenary: Paradigm Proliferation in the Prolonged Period of Methodological Contestation
406 Union	2092	HIV Narratives
407 Union	2093	Plenary: Narrative and Performance II
Illini Room B	2094	Poster VIII

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### Saturday, May 23 4:00-5:20

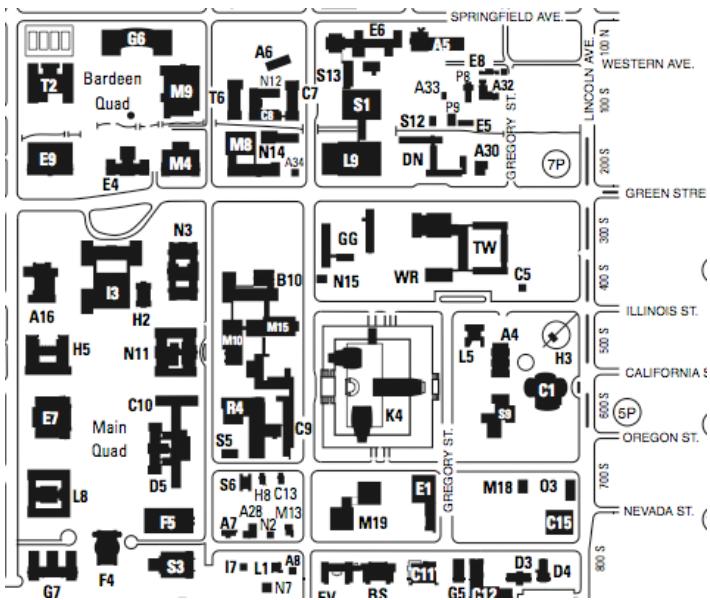
104 English	2095	Prison
113 Davenport	2096	Qualitative Case Studies in Education
115 English	2097	Violence Against Women
119 English	2098	Writing the Personal as a Method of Inquiry
131 English	2099	Spotlight: Performing Critical Homelessness
132 Davenport	2100	Children's (Human) Rights as a Framework for Critical Qualitative Studies in Trans- disciplinary Contexts
136 Davenport	2101	New Directions in Qualitative Evaluation
169 Davenport	2102	Software, On Line Teaching, Working with Children, and Music
200 Ballroom	2103	Spotlight: Collaborating Sites: Enhancing their Role in Promoting the Goals of IAQI and ICQI
209 Union	2104	Spotlight: Collaborative Autobiography and Montage
215 Union	2105	Intellectual Disability
217 Union	2106	Space Is the Place: Understanding Sites of Contemporary Cultural Life
314A Union	2107	Spotlight: Scholars Reflecting on Research, Life, Meaning, and Social Justice
407 Union	2108	Plenary: Advancing Human Rights: how can qualitative inquiry play a role in influencing health and social policy

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### Saturday, May 23 5:30-7:00

200 Ballroom	2109	Annual Meeting of the IAQI
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# Campus map



## I3 Illini Union

The main site for the congress, including registration.

## L5 Levis Faculty Center

Site of opening Midwest barbecue on Thursday night as well as Saturday evening barbecue.

## D5 Davenport

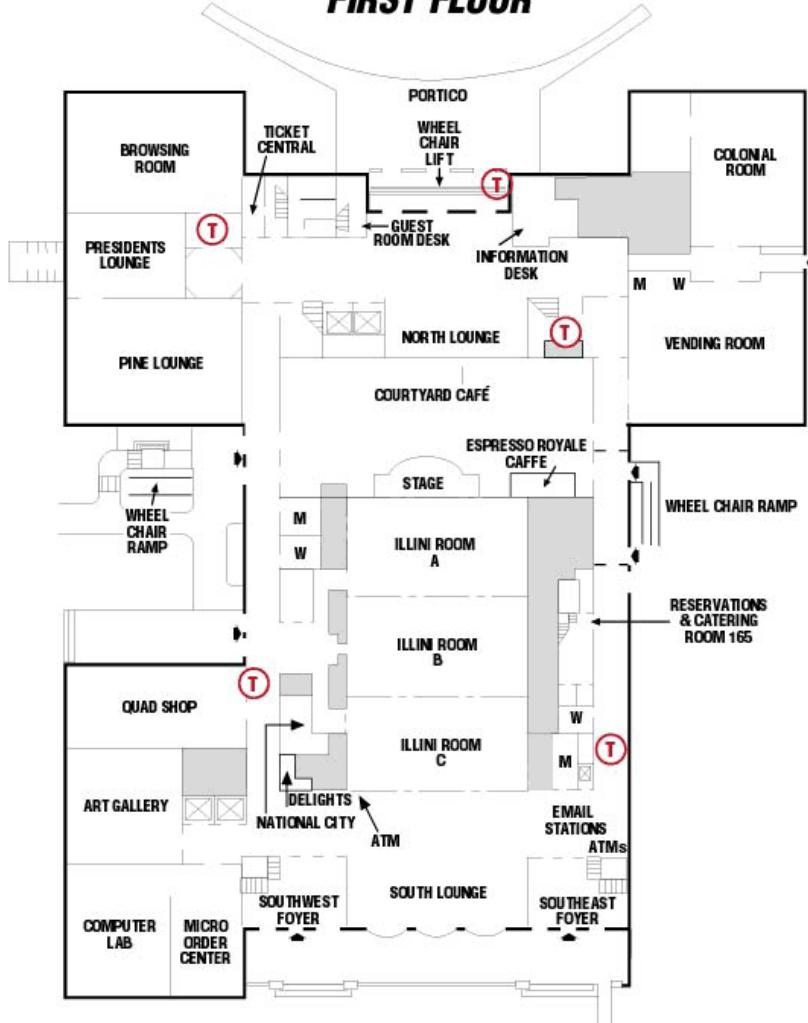
Site of some sessions Friday and Saturday.

## E7 English Building

Site of some sessions Friday and Saturday.

# Illini Union maps

## FIRST FLOOR

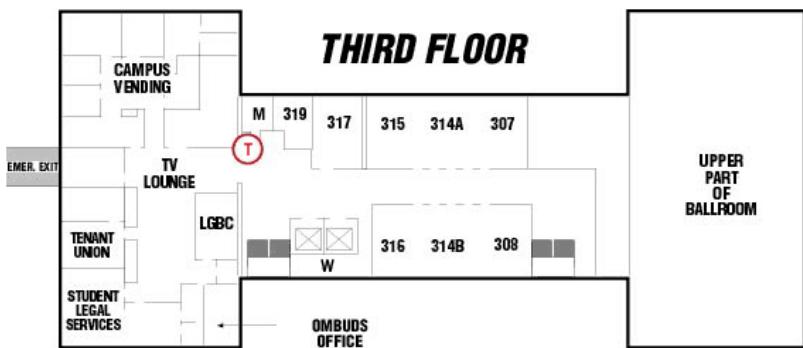


# Illini Union maps

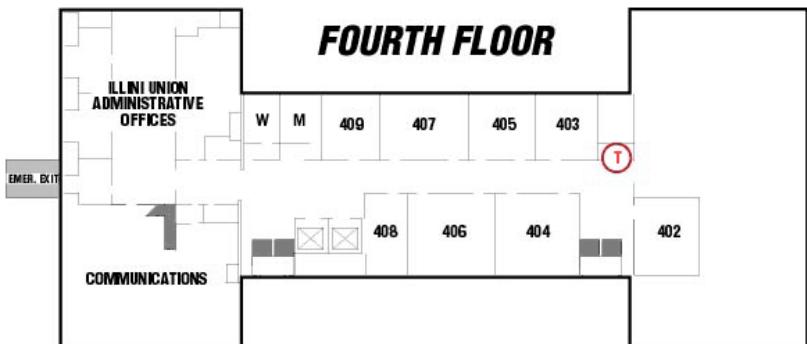
## SECOND FLOOR



## THIRD FLOOR



## FOURTH FLOOR



# General information

## **Conference volunteers**

An information table for conference inquiries will be available in the Pine Lounge of the Illini Union. Conference volunteers will be happy to assist you.

## **Registration hours**

Registration will be in the Pine Lounge of the Illini Union. Registration hours are: 6-9 p.m. Tuesday, 8 a.m. to 5 p.m. Wednesday, Thursday, and Friday, and 8 a.m. to noon Saturday.

## **E-mail services**

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

## **Photocopying**

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

## **Conference badges**

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

## **Currency exchange**

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

## **Food, lunches**

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

also download this information from the conference Web site.

**Smoking**

All campus buildings are smoke-free.

**Cell phones and pagers**

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

**Public transportation**

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

**Parking**

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

## Notes

## Notes

# A Day In Spanish And Portuguese 2009 (ADISP09)

University of Illinois. May 20 – 23, 2009

Lugar: Illini Union

University of Illinois at Urbana-Champaign

## PROGRAMACIÓN - PROGRAMAÇÃO DE ADISP09

### EL DÍA 20 DE MAYO

8:00-9:00

BIENVENIDA – BOAS-VINDAS. ABERTURA

Presentación. Sergio Carvalho, Brazil

ADISP09. Ma. del Consuelo Chapela, México

Organización. Rosana Onoko, Brazil

Periódico mural. Aldo Merlino y Alejandra Martínez, Argentina

Bienvenida. Norman Denzin, EU

9:00 – 17:00

*Comunicaciones orales:* El ordenamiento de los trabajos pretendió privilegiar los aspectos metodológicos sobre los temáticos. Las mesas reflejan la riqueza y variedad de abordajes de la investigación cualitativa. Las ponencias fueron agrupadas buscando tornar oportuna la reflexión e intercambio entre investigadores que se aventuran por líneas metodológicas próximas.

17:00 – 18:00

CONVERSATORIOS

Mayo 21 17:00-18:00

RECEPCIÓN DE BIENVENIDA

A1	209 Union
A2	210 Union
B1	132 Davenport
B2	169 Davenport
C1	211 Union
C2	217 Union
C3	314A Union
C4	314B Union
C5	403 Union
D1	404 Union
D2	406 Union
D3	407 Union
A3	209 Union
A4	210 Union
B3	132 Davenport
B4	169 Davenport
C6	211 Union
C7	217 Union
C8	314A Union
C9	314B Union
C10	403 Union
D4	404 Union
D5	406 Union
D6	407 Union
A5	209 Union
A6	210 Union
B5	132 Davenport
B6	169 Davenport
C11	211 Union
C12	217 Union
C13	314A Union
C14	314B Union
C15	403 Union
D7	404 Union
D8	406 Union
D9	407 Union
A7	209 Union
A8	210 Union
P841	211 Union
P836	217 Union
B7	132 Davenport
B8	169 Davenport
B9	311 Davenport
P837	314A Union
C16	314B Union
C17	403 Union
C18	404 Union
C19	406 Union
D10	407 Union
P808	312 Davenport
P825	313 Davenport
P854	336 Davenport

Fifth International Congress of Qualitative Inquiry / A Day in Spanish  
 and Portuguese  
 QI09 / ADISP09  
 University of Illinois at Urbana- Champaign  
 May 20, 2009

**PROGRAMACIÓN**

<b>PERIÓDICO MURAL</b>	Mayo 20	08:00-09:00	Bienvenida – Boas-vindas. Abertura			
		09:00-11:00	A1-A2	B1-B2	C1, C2, C3 C4, C5	D1, D2, D3
		11:00-13:00	A3-A4	B3-B4	C6, C7,C8, C9 C10	D4, D5, D6
		13:00-15:00	A5-A6	B5-B6	C11, C12, C13, C14, C15	D7, D8, D9
		15:00-17:00	A7, A8, panel 841, 836/7	B7-B8, B9	C16, C17, C18, C19	D10 paneles: 808, 825, 854
		17:00-18:00	Conversatorios			
		18:00-19:00	Recepción de bienvenida a conferencistas de ADISP, ADITksh, ADIH, ADIT y talleristas			
	Mayo 21	08:00-15:00	Talleres			
		17:00-18:00	Bienvenida, inauguración y recepción de QI09. Conferencias posicionales.			
	Mayo 22	08:00-17:30	Mesas de trabajo			
	Mayo 23	08:00-16:00	Mesas de trabajo			
		17:30 – 19:00	Asamblea general de la IAQI			
		19:00-	Comida de convivencia y despedida <b>(Traigan sus guitarras)</b>			

## PRESENTACIÓN DE COMUNICACIONES

### BLOQUE A

#### ESTUDIOS CARTOGRÁFICOS/ APROXIMACIONES DEL ARTE.

##### A-1 Investigación cartográfica: aspectos éticos, políticos y estéticos I

Coordinación: Simone Mainieri Paulon. Brasil

*7138 Cartografia e micropolítica da intervenção: o desafio da pesquisa implicada.*

Simone Mainieri Paulon, Roberta Carvalho Romagnoli, Universidad Federal do Rio Grande do Sul, Brasil

*8441 A problemática do conceito de biopolítica na obra de Michel Foucault.*

Carlos Martins, UNESP. Brasil

*8371 A parrhesia e a problematização do papel do intelectual em Michel Foucault.*

Priscila Vieira, UNICAMP. Brasil

*7149 La etnografía posmoderna y sus posibilidades en el estudio de la escuela contemporánea y sus protagonistas.* Marisa Costa, Universidad Federal do Rio Grande do Sul, Brasil

*8453/7279 Inquietations of a therapist in a Child Group-Device work.* Marília Muylaert, UNESP, Brasil.

*7155 Los efectos transgeneracionales de la impunidad: Un estudio exploratorio con hijos e hijas de detenidos desaparecidos en Chile.* Adriana Espinoza, Universidad de Chile , Chile.

##### A-2 Investigación cartográfica: estrategias metodológicas

Coordinación: Eduardo Passos, Federal Fluminense, Rio de Janeiro. Brasil.

*7012 Searching for a policy of narrativity.*

Eduardo Passos, Regina Benevides. Federal Fluminense, Rio de Janeiro. Brasil.

*8454/ 7280. Foucault and the effective concepts for clinical work.*

Marília Muylaert, UNESP. Brasil

*8501/7286 Os saberes produzidos nos encontros, os saberes-fluxos.*

Maria da Conceição de Souza, Pontifícia Universidade Católica de São Paulo. Brasil

*8491/7285 Inclusão digital: o controle da vida na cidade.*

Cristiane Dias, Universidade Estadual de Campinas. Brasil

*7099 Una aproximación crítica al papel de la investigación en el derecho.*

Sandra Milena Gómez Universidad de Antioquia, Medellín. Colombia  
8031/7250 *El rizoma y el eje histórico en la investigación cualitativa.*  
Mercedes-Esmirna Bustos. FES Zaragoza, UNAM.

**A-3 Investigação cartográfica e educação**  
Coordinación: Sérgio Carvalho, Unicamp. Brasil

**8471/7283 Cartografias da aprendizagem.**

Sérgio Carvalho, Unicamp. Brasil

**8442 Políticas do corpo, gênero e sexualidade na escola.**

Helena Altmann, UNICAMP. Brasil

**8452/7278 Continued sorting and open group: clinical politics and Public Health.**

Marília Muylaert, UNESP. Brasil

**8201/7266 Educação em saúde no uso adequado do jaleco.**

Patrícia Pinheiro, Universidade Federal do Ceará. Brasil

**8571/7292 Moral cívica y gobernabilidad social en el contexto de la educación.**

Cecilia Correa de Molina. \*\*

**A-4 Investigação cartográfica e as experiências da subjetividade**  
Coordinación: Mercedes-Esmirna Bustos.FES Zaragoza UNAM

**7034 La entrevista activa en una investigación de corte transversal sobre talleres artísticos universitarios.** Mercedes-Esmirna Bustos.FES Zaragoza UNAM

**7151 Pasión y Sentido: Cuestionando la Visión Dominante de Experiencia y Subjetividad.**

Alejandro García. Universidad Autónoma Metropolitana – Xochimilco. Mexico.

**8391 Do corpo das formas ao campo de forças: o combate-entre $\neq$  em meio à tortura.**

Susel da Rosa, Universidade Estadual de Campinas. Brasil

**8455/7281 Manners of being and the Prisional Institution: Clinical Issues.**

Marília Muylaert, UNESP. Brasil

**7152 Razón y sensibilidad en la Investigación Cualitativa de la mirada posmoderna.**

Marisa Costa. Universidade Federal do Rio Grande do Sul. Brasil

**8211/7267 Aspectos contextuales y efectos a largo plazo de experiencias de prisión y tortura por motivos políticos: un estudio cualitativo realizado a un grupo de supervivientes chilenos a más de tres décadas de ocurridos los hechos.**

Pamela Zapata, Universidad de Tarapacá \* .

**A-5 Investigación cartográfica: aproximaciones del arte**  
Coordinación: Patricia Pinheiro, Universidade Federal do Ceará. Brasil

**7145 Educação em saúde no uso do preservativo.**

Patricia Pinheiro, Universidade Federal do Ceará. Brasil

**8381 O mito de Salomé e a crise de identidade masculina no fim do século XIX**

Alexandre Alves, Universidade Estadual de Campinas. Brasil

**8401 Narrativa e desmaterialização em “Do You Love Me?”: a cartografia do outro**

Aline de Almeida, Universidade Estadual de Campinas (Unicamp). Brasil

**8411 Novos modos de criar: a produção artística feminina no Brasil e América Latina.**

Luana Tvardovskas, Universidade Estadual de Campinas. Brasil

**8421 Impasses na feminilidade e maternidade na obra La Faiseuse D'Anges do artista Pedro Weingartner(1853-1929).** Vivian Paulitsch, UNICAMP. Brasil

**A-6 Investigación cartográfica: estudios sobre cuerpo y género**

COORDINACIÓN: Alejandra Restrepo, UNAM

**7172 Claves metodológicas para el estudio del feminismo histórico latinoamericano.**

Alejandra Restrepo, UNAM, México.

**8361 Cartografías do Feminismo.**

Luzia Rago, Universidade Estadual de Campinas, Brasil.

**8431 Educação sexual de meninas: entre expectativas e prescrições.**

Helena Altmann. Universidade Estadual de Campinas. Brasil

**7198 El cuerpo en la educación da qué pensar: perspectivas hacia una educación corporal.**

Luz Gallo. Universidad de Antioquia. Colombia

**8511/7287 Cartografando sentidos de trabalho, gênero e vocação nos discursos de professoras brasileiras.** Karina Klinke Universidade Federal de Santa Maria. Brasil.

**8221/7268 Recorrido por las políticas públicas de equidad de género en Colombia y aproximación a la experiencia de participación femenina para su formulación en escenarios locales.**

Ana Montoya, Universidad de Medellín (ciudad de Medellín) y Tecnológico Comfenalco (ciudad de Cartagena). Colombia

**A-7 Investigación cartográfica y salud**

COORDINACIÓN: Sérgio Carvalho, Unicamp. Brasil

**8461/7282** *Novas práticas de investigação qualitativa e o Sistema Único de Saúde no Brasil*

Sérgio Carvalho, Unicamp. Brasil

**8481/7284** *Aplicações da Análise Institucional no campo da Saúde Coletiva.*

Solange L'Abbate, Universidade Estadual de Campinas. Brasil

**7028** *Work Process - building a qualitative methodology of analysis.*

Maria Elizabeth Barros, U. Federal Espírito Santo, Brasil

**8451/7277** *Terapia Individual e Grupal: cartografia dos terapeutas e usuários.*

Marília Muylaert, UNESP. Brasil

**7231** *O plano terapêutico... Uma análise vídeo cartográfica das*

*necessidades de saúde do idoso frágil.* Alessandro Campolina, HSPM.

Brasil

#### A-8 Investigación cartográfica: aspectos éticos, políticos e estéticos II

COORDINACIÓN: Talía Jiménez Flores, Universidad Autónoma Metropolitana, México

**8241/7270** *Defensa del derecho a un ambiente adecuado a través de la queja ante la comisión nacional de los derechos humanos.*

Talía Jiménez Flores, U. Autónoma Metropolitana; Edgar Rosas U. Nacional Autónoma de México. México

**8121/7258** *Del Santiago Matamoros al Santiago Charro.*

Mario Alberto Flores Ángel, U. de Guadalajara. México

**7186** *El Aporte de filósofos latinoamericanos a la investigación cualitativa en latinoamérica: Hablando desde la periferia.*

María del Pilar Camargo Plazas, U. del Alberta. Canadá

**7141** *La formación popular y sus posibilidades en la edificación de sociedades igualitarias.*

Edison Eduardo Villa, Julián Fernando Gómez. Escuela de Formación Popular, Medellín. Colombia

**7042** *Necesidad de armonización del derecho penal internacional de los derechos humanos en un mundo globalizado.*

Osorio Moreno Universidad de San Buenaventura Medellín, Colombia

## BLOQUE B

### ESTUDIOS INTERPRETATIVOS: DISCURSO, NARRATIVIDAD Y HERMENÉUTICA

## B-1 Narrativa y educación I

COORDINACIÓN: Cinthia Wanschelbaum. Universidad de Buenos Aires, Argentina

7008 *El derecho a la educación en la ‘década olvidada’ (1983-1989).* Cinthia Wanschelbaum. Universidad de Buenos Aires, Argentina.

7010 *Alfabetización de adultos con la metodología “Yo sí puedo” de la misión de Robinsón, Municipio Alberto Adriani, Estado Mérida, Venezuela.*

Guadalupe del Carmen Rincón de Molina. Investigación Simón Rodríguez, Núcleo El Vigía, Venezuela

7029 *La representación de los maestros en el diario El Tiempo. 1977-2005.*

Sandra Soler Castillo. Universidad Distrital, Bogotá. Colombia

7098 *Los maestros y el contradiscursivo.*

Pedro Baquero. Universidad Distrital. Bogotá. Colombia

7100 *La autoestima del docente de educación básica media diversificada y profesional.*

Carmen Eloisa Ramírez. Universidad Pedagógica Experimental Libertador. Barquisimeto. Venezuela

8051/7251 *Narrativas pedagógicas, un aporte reflexivo sobre la formación de los profesores.*

Juliana Santamaría Vargas, U. La Salle.

## B-2 Narrativa e educación II

COORDINACIÓN: Rosa Cifuentes Gil., Universidad de La Salle, Colombia Pontificia U. Católica Madre y Maestra. República Dominicana

7237 *Narrativas en investigación y transformación educativa.*

Rosa Cifuentes Gil., Universidad de La Salle, Colombia

Pontificia Universidad Católica Madre y Maestra. República Dominicana

7011 *Los productos editoriales y el derecho de los niños a la educación.* Argentina Aranda Barrera Universidad Autónoma Metropolitana-Xochimilco. México

7053 *Es el desconocimiento de los padres acerca de límites a la educación de sus hijos una causa generadora de maltrato infantil?*

Luz Estela Tobún-Berrio. U. Católica de Oriente, Colombia.

7089 *Participation of educative community and school successful of the students.*

Aitor Gómez, Sandra Racioneiro. U. Rovira i Virgili. Tarragona – Spain

7112 *Aprendizagem Estratégica: Jogo Eletrônico na Mediação da Educação Nutricional da Criança.*

Marilene Calderaro Munguba. Ma. Teresa Moreno Valdés, Antonio Melo Junior. U. Federal do Rio Grande do Norte/U. de Fortaleza, Brasil  
*7080 Ensino-Aprendizagem: Leitura do acontecer grupal operativo Pichon-Rivière.*  
Helena Holanda, Deyziele Becerra Rocha. U. Federal do Ceará. Brasil

### B-3 Narrativa como método

COORDINACIÓN: Rosana Onocko Campos. Unicamp. Brasil

*7049 Uma revisão qualitativa do tema das narrativas.*

Rosana Onocko Campos, Carlos Alberto Pegolo Da Gama, Ana Luiza Ferrer, Juarez Pereira Hurtado. Unicamp. Brasil.

*7031 Itinerarios y situaciones de pobreza: el análisis sociológico-lingüístico de la narrativa y las narrativas de resistencia.*

Irene Vasilachis-de-Gialdino CEIL-PIETTE (CONICET), Universidad de Buenos Aires, Argentina

*7084 La construcción del cuerpo femenino en la narrativa de Sandra Cisneros.*

Silvia Lucía del Valle Fernández, Cintia Alicia Brizuela. U. Nacional de Catamarca Argentina.

*7195 ¿Siempre escribe como literatura el reporte de sus casos clínicos?*

*Una experiencia con la narrativa.* Victor Ruiz-Velazco, Universidad Autónoma Metropolitana – Xochimilco. México.

*7060 Narrativas e histórias como fonte de dados de pesquisa*  
Stela Meneghel UNISINOS Brasil

*7032 Investigación cualitativa: la igualdad en la diferencia en la representación de la identidad.*

Irene Vasilachis-de-Gialdino, CEIL-PIETTE (CONICET), Universidad de Buenos Aires, Argentina

### B-4 Discursos e interpretaciones I

COORDINACIÓN: Aldo Merlino, Investigación – CITEC, Universidad Siglo XXI, Argentina

*7166 Propuesta la gestión de los postgrados a distancia: un enfoque sistémico interpretativo.*

Sonia Díaz. Nacional Experimental Simón Rodríguez.

*7150 Discursos y prácticas en torno a la participación ciudadana: un análisis crítico de la experiencia chilena.*

Bruno Bivort Urrutia. \*\*, \*\*

*7009 El problema de la convivencia urbana: Argumentaciones y modelos de acción / situación en el discurso sobre el respeto por las normas de tránsito.*

Aldo Merlino, Alejandra Martínez. CITEC, Universidad Siglo XXI, Córdoba. Argentina

*7021 Experiencia de construcción de un guión audiovisual como aporte a la ciencia social performativa en Colombia: la psicología discursiva en la vida social.*

Lyvia de Araujo Cruz. \*\* , Brasil

*7095 Oficina produtiva facilitando a inclusão de adolescentes no mercado de trabalho.*

Mariana Silva Sampaio de Holanda, Fátima Luna Pinheiro, PATRÍCIA Moreiro Costa collares. UNIFOR. Brasil.

*7229 Reinterpretar el presente: un recorrido metodológico por la militancia política en Argentina.*

Paula Sombra, EHESS. Argentina

### B-5 Discursos e interpretaciones II

COORDINACIÓN: Edgardo Rozas. Universidad Nacional de Córdoba. Argentina

*7148 1930: un análisis de los enfrentamientos discursivos en la joven democracia argentina*

Edgardo Rozas Universidad Nacional de Córdoba. Argentina.

*7045 Ciencias sociales y religión en el cono sur de Latinoamérica.*

Abelardo Jorge Soneira, \*\* , Argentina

*7047 Análisis de microempresas exitosas de trabajadores de mayor edad. Sugerencias para su sustentabilidad.*

Ma. Julieta Oddone, Lilia Beatriz Chernobilsky, Nora Mendizábal. UBA. CONECIT. Argentina

*7055 Una visión transformadora de los jueces de paz en Colombia: El caso de los jueces de paz del Oriente Antioqueño.*

Gustavo Higuita-Olaya. U. Católica de Oriente. Colombia.

*7079 Las reglas de la calle. Historias del derecho vivido.*

Gloria Arango, Aceneth Serna Ramírez. San Buenaventura, Antioquia. Colombia

*8073/ 7255 Criterios de rigor en una investigación cualitativa en educación matemática: Los contextos de justificación y de descubrimiento matemático.*

John Durango, Universidad de Antioquia. Colombia

### B-6 Discursos e interpretaciones III

COORDINACIÓN: Laura Tabares Herrera. Universidad de San Buenaventura. Colombia

*7118 Aspectos jurídicos de la responsabilidad social empresarial en Colombia.*

Laura Tabares Herrera, Juan Sebastián Orozco. Universidad de San Buenaventura. Colombia

**7147 El testimonio en los residentes de los conjuntos urbanos de interés social en la Ciudad de Buenos Aires.**

Cristina Bettanin, Universidad de Buenos Aires. Argentina

**7156 Percepción de los facilitadores del área de psicología de la UNESR sobre el rol de la familia en la sociedad actual.**

Cristina Solarte. Universidad Nacional Experimental Simón Rodríguez, Núcleo El Vigía. Venezuela.

**7173 Representaciones sociales sobre calidad institucional.**

Giovane Izquierdo, Fundación Universitaria del Área Andina \*\*

**7114 Saneando los efectos del crimen.**

María Adelaida Londo Ramírez. Universidad Santo Tomás, Medellín, Antioquia. Colombia

**7018 Discurso académico institucional y representaciones de la infancia, Córdoba, Argentina 1884-1914.** Nidia Elinor Bisig, Carolina Noemí Goth. Centro de Investigaciones Jurídicas y Sociales. U. Nacional de Córdoba, Argentina

#### B-7: Interpretaciones del área de la salud I

COORDINACIÓN: Lisia Maria Fensterseifer Unisinos. \*\*, Brasil

**7104 Opinião dos usuários de uma Unidade Básica de Saúde de Porto Alegre/RS-Brasil, sobre o acolhimento recebido.**

Lisia Maria Fensterseifer Unisinos. Janaina Paez Correa. Anna Maria Luz. U. do Vale do Rio dos Sinos, Brasil

**7113 Mudanças dos hábitos de vida da pessoa com Diabetes Mellitus Tipo 2.**

Cristiane Fontoura, Márcia Travi Heurich, Lísia Maria Fensterseifer. U. do Vale do Rio dos Sinos. Brasil

**7121 Percepção do surdo sobre o Impacto do implante coclear no cotidiano.**

Lyvia de Araujo Cruz, Marliene Calderaro Munguba. U. de Fortaleza, Brasil.

**7039 El aporte del psicoanálisis a una investigación cualitativa sobre aborto desde las representaciones sociales de los varones.**

Monica Petracci. Buenos Aires, Argentina

**7196 Experiencias de vida en pacientes con cancer de pulmón.**

Jessica Lorena Cortés. Fundación Universitaria del Área Andina. UNIFOR. Brasil

**7091 Desenvolvimento de recurso de animação como suporte informativo na incontinência urinária.**

Patricia Moreira Costa Collares, Fátima Luna Pinheiro, Milena Sampaio Magalhães. UNIFOR. Brasil

## B-8: Interpretaciones del área de la salud II

COORDINACIÓN: Maria Lúcia Bosi. Saúde Comunitária. Universidade Federal do Ceará. Fortaleza. Brasil

### 7013 *O Significado da Saúde Bucal para um Grupo de Pessoas Envolvidas no Cuidado do Idoso.*

Ana Lúcia Schaefer Ferreira de Mello, Renata Goulard Castro, Alacoque Lorenzini Erdmann. PEN/GEPADES, UFSC, Florianópolis. Brasil

### 7046 *Qualidade da assistência e satisfação dos usuários da atenção básica no nordeste do Brasil.*

Maria Lúcia Bosi, Carlos André Moura Arruda. Saúde Comunitária. U. Federal do Ceará. Fortaleza. Brasil

### 7086 *Cultura masculina e religiosidade na prevenção das dst/aids em adolescentes.*

Adriana Gomes Nogueira Ferreira, Kelanne Lima Da Silva, Carlos Ricardo Mesquita de Souza, PATRÍCIA Neyva Da Costa. U. Federal do Ceará. Brasil

### 7090 *Apoio social na experiência do familiar cuidador. .*

Ana Karina Monte Cunha Marques, Fátima Luna Pinheiro, PATRÍCIA Moreira Costa Collares. FANOR

### 7076 *La construcción del domicilio como espacio de cuidado. Reflexión teórica y posibles vías de investigación.*

Amaia Sáenz de Ormijana, Carlos Calderón, Denise Gastaldo. U. de Islas Baleares. España

## B-8: Interpretaciones del área de la salud III

COORDINACIÓN: Carlos Calderón. Servicio Vasco de Salud, San Sebastian-Donostia, Guipúzcoa. España

### 7093 *Os significados atribuídos a visita domiciliária por idosos assistidos no programa saúde da família de Floriano – Piauí.*

Christianne Macedo da Rocha, Fátima Luna Pinheiro, Patrícia Moreira Costa Collares. UNIFOR. Brasil

### 7020 *Viver Saudável: Experiência com Jovens em ONG.*

Maria Aparecida Baggio, Magda Santos Koerich, Marli Teresinha Stein. PEN/GEPADES, UFSC, Florianópolis. Brasil

### 7026 *Oportunidades y riesgos para la atención primaria de salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los médicos de familia (MF).*

Carlos Calderón, Pablo Alonso Coelho, Rafael Rotaeche, Leire Alba. Servicio Vasco de Salud, San Sebastian-Donostia, Guipúzcoa. España

### 7027 *Cultivando la Relación Médico-Paciente en Escenarios Difíciles.*

Carolina Martínez-Salgado. Universidad Autónoma Metropolitana Xochimilco, México DF. México

### 7073 *“É possível cuidar de um filho, sendo mãe cega?” Com a palavra*

*mães cegas de Fortaleza, Brasil.* Márcia M. Tavares Machado, Lorita Pagliuca, Maria de Fátima Antero Souza Machado, Ana Cristina Lindsay. U. Federal Do Ceará. Brasil

## B-9 Discursos e interpretaciones IV

COORDINACIÓN: Cecilia None Cortés. \*\*, Argentina

**7139** *Participación política en la Argentina: intereses individuales y bien común.*

Cecilia None Cortés. UBA, Argentina

**7142** *Reconhecimento social e autonomia intersubjetiva da pessoa idosa: uma abordagem hipotético-dedutiva da vulnerabilidade.*

Aluisio Schumacher UNESP - Universidade Estadual Paulista Julio de Mesquita Filho. Brasil

**7007** *Pesquisa Qualitativa como ponte entre informação e conhecimento em saúde.*

Iris Fenner Bertani. U. Estatal de São Paulo, Brasil

## BLOQUE C

### ESTUDIOS ETNOGRÁFICOS Y CULTURALES

#### C-1 Etnografía I

COORDINACIÓN: Nelson de Barros University of Campinas. Brasil

**7210** *Managing differences to build and develop international research collaboration.*

Nelson de Barros University of Campinas. Brasil.

**7003** *La complementariedad de la mirada cualitativa y cuantitativa sobre el fenómeno de la deserción y permanencia en la Universidad.*

Anahí Viviana Mastache, Elda Monetti, berta Aiello. U. de Buenos Aires. Argentina.

**7005a** *La Universidad Simón Rodríguez en el contexto de la experimentalidad de la educación superior venezolana.*

Alix V. Ramírez. Universidad Nacional Experimental Simón Rodríguez. Venezuela, U. Pontificia Bolivariana, Colombia

**7006** *El cruce de caminos: los comportamientos directivos en las Pymes del sector textil en Medellín, Colombia. La confirmación y el rechazo de las lógicas administrativas vistas desde la perspectiva del aprendizaje organizacional.*

Juan Alejandro Cortés Ramírez. Universidad Pontificia Bolivariana, Medellín, Antioquia. Colombia

*7016 La investigación cualitativa en la formación de docentes universitarios.*

Luceli Patio de Peoa. Humanidades de Ibagué, Tolima. Colombia

## C-2 Estudos Culturais e Saúde I

COORDINACIÓN: Gloria Molina. Universidad de Antioquia Medellín, Antioquia. Colombia

*7015 Vishlumbrando o cuidado de enfermagem como prática social empreendedora.*

Dirce Stein Backes, Alacoque Lorenzini Erdmann, Andreas Boscher. Centro Universitário Franciscano/UNIFRA. Santa María. Brasil

*7025 Yoga in Brazil and the National Health System.*

Pamela Siegel, Nelson Filice de Barros. University of Campinas, Campinas. Brasil

*7057 Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.*

Márcia M Tavares Machado, Nadia Saraiva Almeida, Ana Cristina Lyndsay. Universidade Federal do Ceará. Brasil

*7068 Investigação qualitativa sobre um processo de desinstitucionalização em um hospital psiquiátrico no sul do Brasil.*

Walter F. Oliveira. Universidade Federal de Santa Catarina. Brasil

*7115 Una Experiencia de investigación Cualitativa en política de Salud: El Caso del Sistema de Salud Colombiano, 2008.*

Gloria Molina. Universidad de Antioquia Medellín, Antioquia. Colombia

*7126 Inclusão de crianças com necessidades educacionais especiais na escola regular - percepção dos Pais.* Sávia Ferreira Pinto, Marilene Calderaro Munguba. U. de Fortaleza, Brasil.

## C- 3 Estudos Culturais e Saúde II

Letícia de Mattos. University of Illinois at Urbana-Champaign. EUA

*7024 Quilombolas' perceptions of health and illness.*

Pamela Siegel, Nelson Filice de Barros, Elaine da Silva. University of Campinas, Campinas. Brasil

*7078 Projeto "New AGE": criação de espaços verdes para promover atividade física entre idosos.*

Letícia de Mattos Malavasi, Andiara Schwingel, Kyungo Kim, Wojtek Chodko-Zajko. University of Illinois at Urbana-Champaign. EUA.

*7083 Investigación acción participativa basada en la comunidad:*

*Experiencias en la identificación y solución de inequidades en salud en poblaciones vulnerables de E.E.U.U. y Colombia.*

Marcela Garcés, Sergio Cristancho, Karen Peters, Michael GLasser.

Universidad de Antioquia. Colombia

**7153 \*\*\*** Elsie Kubrusly

*7157 Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.*

Márcia M Tavares Machado. Universidade federal de Saúde Pública do Ceará. Brasil

**7161 \*\*\*** Rodolfo Puttini

#### C- 4 Estudos de Caso

COORDINACIÓN: Hugo Nelson Castañeda Ruiz. U. San Buenaventura, Medellín, Antioquia. Colombia

*7064 La seguridad vial, un problema invisible a los gobiernos locales.*

Nataly Vargas, Agueda Torres. U. Santo Tomás, Colombia

*7140 Responsabilidad civil y la bioética en Colombia. Estudio de casos.*

Hugo Nelson Castañeda Ruiz. U. San Buenaventura, Medellín, Antioquia. Colombia

*7163 La formación de capital humano: Un desafío para las políticas de empleo en escenarios locales. Sector hotelero del estado Mérida-Venezuela.*

María Villasmil. Facultad de Ciencias Económicas y Sociales, Venezuela

*7181 República Dominicana y Haití: Un viaje fotográfico a través de balances desequilibrados.*

Yairamaren Román Maldonado. \* Puerto Rico

*7042 Necesidad de armonización del derecho penal internacional de los derechos humanos en un mundo globalizado.*

César Osorio Moreno. Universidad e Buenaventura, Medellín, Colombia.

#### C- 5 Estudos Culturais e Saúde III

COORDINACIÓN: Raimunda da Silva. Universidade de Fortaleza, Brasil

*7164 Seguridad social en Venezuela: Un análisis cuali-cuantitativo.*

Frank Rivas. Universidad de los Andes, Venezuela.

*7167 Acceso y cobertura de las personas en situación de desplazamiento al sistema de salud en Colombia: Una mirada a la política pública.*

Henry Morales Gómez. \*\*, San Buenaventura, \*\*.

*7171 Avaliação do pré-natal na atenção básica: percepção da gestante e a integralidade nas ações de saúde.*

- Raimunda da Silva. Universidade de Fortaleza, Brasil.
- 7178 "Sin sociedad no hay enfermedad": Funcion social y estrés en los usuarios de drogas diagnosticados con VIH/SIDA.
- Yairamaren Román Maldonado. \*, Porto Rico
- 7182 Representaciones sociales de los alumnos de terapia respiratoria sobre la práctica clínica II.
- Belkys Dahyana Cobos. Fundación Universitaria Del Área Andina, Colombia
- 7088 Uso de drogas: conversando com o jovem de ensino médio.
- Patrícia Moreira Costa Collares, Fátima Luna Pinheiro. UNIFOR. Brasil.

#### C-6 Estudos Culturais e Saúde IV

COORDINACIÓN: Neptalí Ramírez Reyes. Universidad Autónoma de Barcelona. España

- 7134 Psychosocial effects of the violation of human rights in Atempan, Puebla, México.
- Neptalí Ramírez Reyes, Fernando Cuéllar. U. Autónoma de Barcelona. España
- 7183 Experiencia de vida en pacientes con EPOC ante el uso de oxígenoterapia domiciliaria.
- Karen Yamile Rincón. Fundación Universitaria del Área Andina, Colombia
- 7184 Conocimientos y prácticas de las madres sobre los factores de riesgo de la enfermedad respiratoria aguda.
- Lina Polanco. Fundación Universitaria del Área Andina, Colombia.
- 7197 Representações sociais da dengue.
- Cássia Reis. Universidade Estadual de Mato Grosso do Sul, Brasil.
- 7247 Desarrollo de niños que viven en sectores urbanos pobres de Colombia.
- Hernán Sánchez. Universidad del Valle. Colombia

#### C- 7 Etnografía II

COORDINACIÓN: Magda García-Quintanilla. Universidad de Nuevo León, México

- 7065 Dimensiones y representaciones en los procesos de cambio educativo.
- Magda García-Quintanilla. U. de Nuevo León, México.
- 7085 Direitos dos pacientes na linguagem do rap: uma autoetnografia.
- Maria Geralda Aguiar, Aline Branca Almeida, Carlos Jesús Sacramento. U. Estadual de Feira de Santana. Brasil
- 7124 La experimentalidad de la Universidad Nacional Experimental

*Simón Rodríguez.*

Alix V. Ramírez. U. Nacional Experimental Simón Rodríguez, El Vigía, Mérida. Venezuela

*7187 Del patio a la yarda: hacia una autoetnografía transnacional de espacios cotidianos.*

Francisco Vivoni. \*\*\*, EU

*7228 Derecho territorial mapuche: del mapeo cultural al fortalecimiento de la identidad.*

Raúl Díaz. Universidad Nacional del Comahue. Argentina

*7061 Modelos familiares em México y distintas pautas de convivência.*  
Edith Pacheco, Mercedes Blanco. El Colegio de México, México

#### C- 8 Estudos Culturais e Educação I

COORDINACIÓN: Alejandra Montaña. \*\*\*, Argentina.

*7106 Demandas por la ciudadanía de la comunidad trans de Argentina, una mirada desde la investigación socio-educativa.*

Gabriela Nora Herczeg, Jorgelina Andrea Villareal. U. Nacional del Comahue Neuquén. Argentina

*7176 Live reports from women that were formed as education professionals: a qualitative study approach to the gender issue.*

Alejandra Montaña. U. Nacional de la Pampa, Argentina.

*7185 Desatando la lengua: Experiencias en silencio de estudiantes Latinas en tiempos neoliberales.* Carmen Ocon. \*\*, EU.

*7193 Procesos de formación inicial en matemáticas en estudiantes sordos.*

Olga León. Distrital Francisco José Caldas, Colombia.

*7194 Incidencia de las representaciones sociales en el acceso de la población con limitación visual a la educación básica primaria.*

Dora Calderón. Distrital Francisco José Caldas, Colombia.

*7227 Los productos editoriales y el derecho de los niños a la educación.*  
Argentina Aranda Barrera. U. Autónoma Metropolitana, Xochimilco.  
México.

#### C- 9 Estudos Culturais de Inserção Social I

COORDINACIÓN: Olga Lucía Obando. Universidad del Valle, Colombia

*7070 Actividades de Tiempo Libre y Ocio.*

Judith Alicia Beltrán de González. Universidad Colegio Mayor de Cundinamarca. Colombia

*7107 Repensando la interculturalidad: ¿desde dónde y para quienes? algunos aportes a partir de prácticas de investigación políticamente situadas.*

Jorgelina A. Villareal, Raúl Adolfo Díaz. U. Nacional del Comahue. Argentina

**7128 Inclusão de Pessoas com Deficiência Intelectual no Mercado de Trabalho Mediada por Jogo Eletrônico.**

Talita Tavares de Oliveira, Marilene Calderaro Munguba. U. de Fortaleza, Brasil

**7243 Identidad femenina en niñas con experiencia de Maltrato.**  
Olga Lucía Obando. Universidad del Valle, Colombia.

**7242 Participación política de jóvenes en la construcción de políticas públicas de juventud.**

Bairon Otálvaro . Gobernación del Valle del Cauca. Colombia

**7177 Estudiantes Afro-Colombianas y el desarrollo de su modelo mental del inglés: Implicaciones para la enseñanza a minorías.**

Pablo Acosta Acosta, Diana Albán Murillo, Ligia Castro. U. del Cauca, U. Autónoma Manizales, Colombia.

## C- 10 Estudos Culturais de Inserção Social II

COORDINACIÓN: Aceneth Serna Ramírez, Universidad de San Buenaventura. Colombia

**7071 Salvaguardia del Patrimonio Cultural Inmaterial: El Caso de una Comunidad en Situación de Desplazamiento en Bello, Antioquia (Colombia).**

Aceneth Serna Ramírez, Gloria Arango. U. de San Buenaventura. Colombia

**7077 Propuesta Educativa para el Desarrollo Humano de la Primera Infancia.**

Lina Marcela Jaramillo, U. de San Buenaventura. Colombia

**7081 Prostitución, Género y Violencia: La Trinidad de la Indiferencia.**  
Gloria Arango, Aceneth Serna Ramírez. U. de San Buenaventura, Colombia

**7120 Derechos del consumidor en los contratos seguros: estudio de derecho comparado.**

Gladys Vanessa Roldán Marín, Germán Gutiérrez Ceballos, Alacoque Lorenzini Erdmann. U. de San Buenaventura, Colombia

**7072 Cambios en las Familias y Recepción de Remesas en Pereira, Colombia: Las Dos Caras de la Migración Internacional.**

Adriana Zapata Martínez, Universidad de Caldas, Colombia.

## C- 11 Estudios Culturales y Educación II

COORDINACIÓN: Henar Rodríguez. España

**7233 Ritual y drama social en una comunidad escolar.**

Raúl Linares. Universidad Nacional Autónoma de México, México.

**7239 A qualitative evaluation of a professional development program for physics educators.**

- Karla Atoche-Rodríguez. CINVESTAV - Mérida, México  
**7240** *Evaluación del programa Escuelas de Calidad en un centro de educación especial.*  
Maritza Briceño-Caballero. Centro Educativo \*\*, \*\*.  
**7246** *Tejiendo Sentido: Escuela – Vida.*  
María Garrido. Universidad del Cauca, Colombia.  
**7248** *La concientización del sujeto frente al valor de la vida en Colombia.*  
Jenny Triviño. Universidad el Valle, Colombia.  
**7190** *Asimilación de códigos de género en las actividades del recreo escolar.*  
Henar Rodríguez. España.

### C-12 Estudios Culturales de Inserción Social III

Lucas Funes. Universidad Empresarial Siglo XXI, Argentina

- 7130** *Una mirada socio-jurídica al acceso a la justicia de los desconnectados en Medellín: ¿Un derecho en el papel?*  
Claudia Patricia Serna Cardona. Universidad de Antioquia. Medellín. Colombia  
**7244** *Voces diversas sobre la participación política de jóvenes desvinculados de los grupos armados irregulares.*  
Mauricio Jiménez. Universidad del Valle, Colombia.  
**7192** *Análisis de la estructura agraria Antioqueña Colombia-aproximación teórica y cualitativa.*  
Marleny Cardona. \*\*, Colombia.  
**7241** *La IAP en un estudio sobre la participación política de jóvenes desvinculados de grupos armados irregulares colombianos.*  
Olga Lucía Obando. Universidad del Valle. Colombia  
**7043** *Influencia social y respeto de las normas: el peso relativo de los grupos de referencia en el irrespeto de las normas de tránsito..*  
Lucas Funes, Gabriel Escanés. Universidad Empresarial Siglo XXI, Argentina  
**7131** *Análisis de concepciones y prácticas de consumo de personas participantes en un proyecto de desarrollo territorial en España.*  
Ana Lucía Cortegoso, Fátima Cruz. U Federal de Sao Carlos, Brasil y Fac. Educación y Trabajo Social, Valladolid. España

### C-13 Etnografía III

Nelson de Barros, University of Campinas. Brasil

- 7002** *Etnografia e alteridade: a observação participante em questão.*  
Jacqueline Teresina Ferreira. Escola Nacional de Saúde Pública, Fundação Oswaldo Cruz. Brasil

**7005b** *Un estudio etnográfico de la decisión de comprar ropa en los jóvenes universitarios de la ciudad de Medellín – Colombia.*

Claudia Patricia Vélez Zapata. \*, Colombia.

**8281/7271** *Alimentation in indigenous women Teréna: cultural perspective.*

Dulce Barboza Ribas. Universidade Federal de Mato Grosso do Sul. Brasil

**7208** *My son was born in a day labor .*

Nelson de Barros, University of Campinas. Brasil

**8561/7291** *Etnografía en el aula.*

Rodolfo Posada. Universidad del Atlántico, \*\*

#### **C-14 Estudios Culturales y Salud V**

COORDINACIÓN: Amaia Sáenz de Ormijana. Universidad de Islas Baleares. España

**7074** *Sistema de cuidado em enfermagem/saúde: o olhar dos líderes de grupos de pesquisa de administração/gestão/gerência.*

Alacoque Lorenzini Erdmann, Ana Lucía Schaefer, Patricia Klock, Magda Santos Koerich. UFSC. Brasil.

**7171** *Avaliação do pré-natal na atenção básica: percepção da gestante e a integralidade nas ações de saúde.*

Raimunda da Silva. U. de Fortaleza, Brasil.

**7211** *Vaccine coverage and immunization perceptions - a caregivers' qualitative research.*

Nelson de Barros, University of Campinas. Brasil

**7212** *Cuidados paliativos y equidad: una experiencia internacional de investigación cualitativa participativa con grupos vulnerables en la comunidad.*

Anna Santos Salas University of Alberta, EU.

**7218** *Cuidado y salud en el contexto de la inmigración: mujeres latinoamericanas cuidadoras en España.* Amaia Sáenz de Ormijana.

Universidad de Islas Baleares. España

**7201** *Representaciones sociales de los alumnos de terapia respiratoria de la fundación universitaria del área andina sobre la práctica de cuidado intensivo.*

Héctor Enrique Caicedo, Fundación Universitaria del Área Andina, Venezuela.

#### **C-15 Estudios Culturales de Salud VI**

COORDINACIÓN: Julieta Tello, Universidad Autónoma Metropolitana. México

**7220** *Explorando los significados de los y las jóvenes universitarios en*

*torno al uso o no uso del condón masculino. Oaxaca, México. 2008-2009.*

Julieta Tello, Addis Abbeba Salinas. Universidad Autónoma Metropolitana. México

*8062/7252 Componentes del centro de desarrollo del potencial humano.*

Andrea Pardo Cubiles. Hospital Nazareth \*\*, \*\*\*.

*8131/7259 Política de humanización del SUS: perspectiva de los usuarios y profesionales de la salud.*

Anna Luiz, Universidade do Vale do Rio Grande do Sul, Brasil

*8151/7261 Representaciones sociales sobre la atención en salud en la Institución Prestadora de Servicios de Salud de la Universidad de Antioquia; Medellín, Colombia. Un estudio de la política social en salud en el marco de la ley 100.*

Luis López, Universidad de Antioquia. Colombia

*8171/7263 Adesão do trabalhador ao tratamento da hipertensão arterial à uma tecnologia em saúde.*

Joselany Caetano, Universidade Federal do Ceará- UFC. Brasil

*7202 Experiencia de vida de pacientes con epoc, del programa de rehabilitación pulmonar.*

Jenny Barbosa, Fundación Universitaria del Área Andina, Venezuela.

## C- 16 Estudios Culturales y Educación III

COORDINACIÓN: Johnny Alexander Villa Ochoa. Universidad de Antioquia Medellín - Colombia

*7062 Resignificación de valores de identidad a partir de las manifestaciones populares. Una experiencia en los estudios de postgrado en la UPEL- IMPM, Venezuela.*

Zully Parra de Colmenares, U. Pedagógica Experimental Libertador IMPM. Venezuela

*7111 Studying and working: Perspectives from the adolescents*  
Raquel Patricia Macri. Ciudad Autónoma de Buenos Aires, Argentina.

*7132 Enseñanza del nuevo sistema penal acusatorio a estudiantes de 10 Y 11 grado del municipio de Bello.*

Jair Mina Pérez, Andrés Gómez Herrera, Judy Lizeth Lozano Mosquera. U. de Buenaventura.

*7223 La formación ética de los profesionales académicos en Venezuela. Un estudio realizado en la Universidad de Carabobo.*

Magda Cejas. Universidad De Carabobo, Venezuela.

*8071/7253 La investigación cualitativa y el análisis de contenido en la educación matemática: dificultades presentadas por los estudiantes en los contextos de descubrimiento y justificación en clase de matemáticas.*  
John Durango, Universidad de Antioquia, Colombia.

*7097 Sentido de realidad en la modelación matemática.*

Jhony Alexander Villa Ochoa, Carlos Mario Jaramillo, Pedro Vicente Esteban. Universidad de Antioquia Medellín - Colombia

### C- 17 Estudios Culturales en Educación IV

COORDINACIÓN: Carmen García, Universidad de Antioquia. Colombia

*8111/7258 Percepciones Acerca de las Prácticas Académicas del Programa de Química Farmacéutica de la Universidad de Antioquia. Medellín, Colombia: Una Visión Desde los Actores Académicos.* Flor Ángela Tobón Marulanda y Luis Alirio López Giraldo. U. de Antioquia. Colombia

*8141/7260 Bilingüismo, políticas y prácticas en la educación pública en Colombia: inclusión? O exclusión?* Silvia Valencia Giraldo, Universidad del Quindío, Colombia.

*8191/7265 Derecho a una educación con calidad para los estudiantes que trabajan y estudian de manera simultánea: ¿un desafío para las instituciones de educación superior?*

María Morales Mosquera. Universidad de Antioquia. Colombia

*8521/7288 Los profesores ante la violencia escolar.*

Blanca Inés Ortiz Molina, Universidad Distrital Francisco José de Caldas, Bogotá. Colombia

*8522/7289 La familia ante la violencia escolar.*

Bárbara García Sánchez, Javier Guerrero Barín. U. Distrital Francisco José de Caldas Bogotá; U. Pedagógica y Tecnológica de Tunja, Colombia.

*7199 Estrategias que favorezcan procesos de investigación formativa.* Carmen García, Universidad de Antioquia. Colombia

### C- 18 Estudos Culturais de Inserção Social IV

COORDINACIÓN: Giovane Izquierdo, Universidad de La Salle, Colombia

*7048 A Gestão do Trabalho em uma Instituição Pública Brasileira de Ciência e Tecnologia: o Caso Fiocruz* Márcio Luiz de Mello DGA – Fiocruz. Brasil

*7087 En busca de una vivienda*

Laura Carrillo. Universidad Autónoma Metropolitana Xochimilco. México

*7092 Trabalhando as condições de vida: análise de uma rede social.* Gladys Mary Costa Guerra. UNIFOR. Brasil

*7129 Derecho y territorio en el contexto urbano: apuntes sobre la irregularidad urbana en Medellín, Colombia*

\*\*, Universidad de Antioquia. Colombia

**7125** *El conflicto de pareja en México.*

María Elena Meza de Luna, María Leonor Cantera Espinoza, U. Autónoma de Barcelona

**7203** *Representaciones sociales de los invidentes sobre los servicios de la biblioteca del Instituto Colombiano para Ciegos –INC.*  
Giovane Izquierdo, Universidad de La Salle, Colombia.

## C- 19 Estudios Culturales de Inserción Social V

COORDINACIÓN: Valentina Kloosterman, University of Miami, EU

**7167** *Acceso y cobertura de las personas en situación de desplazamiento al sistema de salud en Colombia: una mirada a la política pública.*

Henry Morales Gómez. U. de San Buenaventura, Colombia

**8231/7269** *Automatización y derechos de los trabajadores.*

Jesús Alfonso Cedillo Cisneros, Instituto Politécnico Nacional, México

**8291/7272** *Discriminación y violencia laboran en actividades no tradicionales “femeninas”.*

María Juana Tovar, Universidad de Guadalajara. México

**7235** *Economy and ideology in the electoral choice.*

Joao Bourscheid, Unijui. Universidade do Noroeste do Estado do Rio Grande do Sul. Brazil.

**7205** *Novice Tools in qualitative research and evaluation: implementing photolanguage and photovoice.* Valentina Kloosterman, University of Miami, EU.

**7206** *Externalización de la imagen mental del entorno en invidentes congénitos que reciben estimulación óptica.*

Luis Sanabria, Pedagógica Nacional. \*\*

## BLOQUE D

### ESTRATEGIAS METODOLÓGICAS Y DE CAMPO: TEORÍA FUNDAMENTADA, GRUPOS FOCALES, TÉCNICAS DE CONSENTO, ETC.

#### D-1 Estudios Cualitativos: Teoría Fundamentada

COORDINACIÓN:

**7004** *Interação do professor com alunos usuários de substâncias psicoativas .*

Lilian Cristina Castro Rossi, INÊS Dalben, Silvia Cristina Mangini Bocchi. Faculdade de Medicina de Bauru, UNESP, Brasil.

**7014** *Tecendo a Teia do Cuidado à Criança na Atenção Básica de*

*Saúde: dos seus Contornos ao Encontro com a Integralidade.*

Francisca Georgina Macido de Sousa, Alacoque Lorenzini Erdmann. U. Federal do Maranhão, Brasil.

*7019 Melhores Práticas Organizacionais no Contexto das Políticas Públicas: Atenção Básica de Saúde.*

Ana Lúcia Schaefer Ferreira de Mello, Alacoque Lorenzini Erdmann. UFSC.

*7044 Centro de desarrollo del potencial humano.*

Andrea Pardo Cubides. Hospital Nazareth

*7056 Modelo de gestión de la cadena de abastecimiento al sur de Bogota utilizando una técnica de ponderación cualitativa.*

Oscar Herrera Ochoa. Distrital FJDC, Colombia.

*7122 Desarrollos metodológicos de la Escuela de Chicago: el case study.*

Javier Santos. U. Nacional de La Plata, Argentina.

## D-2 Estudios Cualitativos: Grupos focais

COORDINACIÓN: Marilene Calderaro. U. Federal do Rio Grande do Norte/Universidade de Fortaleza. Brasil

*7023 Grupos Focais sobre a Utilização dos Serviços de Saúde Sexual e Reprodutiva por Mulheres Imigrantes em Portugal.*

Sónia Ferreira Dias, Christianne Maria Famer Rocha, Ana Gama. U. Nova Lisboa, Portugal

*7034 Feelings experienced by the co addicted to alcohol and drugs entered in groups: of subsidies to support the action of nursing. The chemical dependence is a complex pathology and a growing problem in the public health care and affect the co-dependents.*

Cássia Barbosa Reis, Amanda Deliborio, Nelson Brum trinidad. U. Estadual de Mato grosso do Sul Brasil.

*7040 Experiencias compartidas: Reflexiones sobre grupos focales con personas en situación de calle-homeless.*

Paula Rosa. U. de Buenos Aires, Argentina

*7050 Dos grupos focais aos grupos focais narrativos e hermenêuticos: uma proposta metodológica.*

Rosana Onocko Campos, Ana Luisa Ferrer, Carlos Alberto Pegolo da Gama, Juarez Pereira Furtado. U. Estadual de Campinas, Brasil.

*7109 Repensando la interculturalidad: ¿Desde dónde y para quiénes? Algunos aportes a partir de prácticas de investigación políticamente situada.*

Marilene Calderaro Munguba, María Teresa Moreno Valdés, Maria de Fátima Antunes, Carlos Antonio Bruno Silva. U. Federal do Rio Grande do Norte, U. de Fortaleza, Brasil

## D-3 Investigación Cualitativa en el Derecho y la Jurisprudencia

**COORDINACIÓN:** Luis Alvarez. Universidad del Cauca. Colombia  
**7034 B (Panel 2) La entrevista activa en una investigación de corte transversal sobre talleres artísticos.**

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**7038 Metodología para la enseñanza de los Derechos Humanos a estudiantes de Derecho en un país en conflicto armado. Caso Colombia.** César Osorio Moreno, U. de Santo Tomás, Colombia.

**7225 En Colombia los derechos humanos como proyecto democrático liberal es una retórica.**

Luis Alvarez. Universidad del Cauca. Colombia.

**7232 Acoso sexual laboral, regulación jurídica y definición del concepto en España.**

Rocio Pérez Guardo. Valladolid. España

**7170 Los Derechos Humanos en Colombia y su relación con el Derecho Internacional Humanitario en los últimos diez años.**

Jorge Hernández Ramírez. U. de Santo Tomás, Colombia.

**7133 De qué hablamos cuando hablamos de investigación en el derecho.** Juan Camilo Mejía Walter. U. de Antioquia, Colombia

#### D-4 Investigación Cualitativa y Poblaciones Vulnerables

**COORDINACIÓN:** Nataly Vargas. Facultad de Derecho Santo Tomás. Colombia

**7052 Significado del Riesgo y Comportamientos de Riesgo para el VIH-SIDA en Homosexuales Medellín, 2004-2005.**

Isabel Posada, U. de Antioquia, Colombia.

**7127 Responsabilidad patrimonial del Estado por privación injusta de la libertad.**

Nataly Vargas. U. de Santo Tomás. Colombia

**7132 Enseñanza Del Nuevo Sistema Penal Acusatorio A Estudiantes De 10 Y 11 Grado Del Municipio De Bello.**

Jair Mina Pérez. U. de San Buenaventura, Colombia.

**7141 La formación popular y sus posibilidades en la edificación de sociedades igualitarias.**

Edison Eduardo Villa. Escuela de Formación Popular- Medellín, Colombia.

**7159 La intervención multi-actoral en las comunidades víctimas del desplazamiento en las comunas 3 y 8 Medellín, Colombia.**

Martiza Holguin. U. del Rosario, Colombia.

#### D-5 Modelos de investigación social cualitativos aplicados en contextos educativos I

**COORDINACIÓN:** Maria-del-Consuelo Chapela. Universidad

**7022 Problemas de una asesora de tesis cualitativas de posgrado.**

Consuelo Chapela. Universidad Autónoma Metropolitana-Xochimilco, México

**7238 Hacia una mejor práctica docente para la interculturalidad.**

Pedro Bacca, Pontificia U. Católica Madre y Maestra, República Dominicana

**7037 Dicotomía entre Pedagogía y Política? Los desafíos pedagógico-políticos para un ulterior avance en los paradigmas universitarios.**

Oscar Holguín-Rodríguez. U. de León, U. de Cambridge. España, Reino Unido

**7189 Theory of Paulo Freire in Public Health research: draft framework.**

Rodrigo Moretti-Pires, U. Federal de Santa Catarina. Brasil

**7075 Los retos y desafíos del investigador del siglo XXI en momentos de crisis política.**

Graicy Sierra Ospina, Mabel Lodoño. Universidad de Medellin. Colombia

**7059 Família e escola: uma relação possível.**

Helena Claudia Frota de Holanda, Deysiele Bezerra Rocha. U. Federal do Ceará. Brasil

## D-6 Estudios Cualitativos: estrategias metodológicas I

COORDINACIÓN: Esmeralda Covarrubias, Universidad Autonoma Metropolitana – Xochimilco. México

**7234 Electoral democracy. The economical value of the vote.**

Joao Teodoro Bourscheid, Unijui. U. do Noroeste do Estado do Rio Grande do Sul. Brazil.

**7058 Vantagens e desvantagens da técnica Delphi na pesquisa em saúde.**

Ana Paula Cavalcante Oliveira, Christianne Maria Famer Rocha. U. Nova de Lisboa (UNL). Portugal

**7137 Proceso de construcción de autonomía en materia de seguridad alimentaria y nutricional.**

Juliana Huergo, Mariana Butinof. UNC, Argentina.

**7108 La investigación cualitativa con niños: un análisis de los principales abordajes y técnicas utilizadas.**

María Eugenia Rausk. U. de La Plata, Argentina.

**7168 Metodologías cualitativas en el estudio de los movimientos sociales.**

Marcela Parra. U. Autónoma de Barcelona, España.

**7209 Procesos de autonomía y dependencia en la investigación cualitativa de posgrado. Relato a dos voces.** Esmeralda Covarrubias, Lucía Meléndez, Consuelo Chapela. Universidad Autonoma Metropolitana – Xochimilco. México

## D7- Estudios Cualitativos: estrategias metodológicas II

COORDINACIÓN: Mercedes-Esmirna Bustos. FES Zaragoza UNAM

**7219** *Observación personal y entrevistas no estructuradas como técnicas para fundamentar una propuesta de Modelo de Centro de Desarrollo Empresarial.*

José Ronzón Contreras, U. Juárez Autónoma de Tabasco. México

**7230** *Análisis cualitativo y método documentario.*

Vivian Weller, University of Brasilia. Brasil

**7236** *Fenomenología e historia de vida: ventajas y desventajas en la implementación de una metodología híbrida para comprender las experiencias de mujeres inmigrantes centroamericanas en Estados Unidos.*

Ana Chupina. Alliant International U., EU.

**8011/7249** *La entrevista activa en una investigación de corte transversal sobre talleres artísticos universitarios.* Mercedes-Esmirna Bustos. FES Zaragoza UNAM

**8101/ 7257** *Modelo de gestión de la cadena de abastecimiento al sur de Bogota utilizando una técnica de ponderación cualitativa.*

Óscar Herrera Ochoa. Universidad Distrital F.J.D.C. Colombia

## D-8 Estudios Cualitativos: estrategias metodológicas III

COORDINACIÓN: Fernando Peñaranda. Universidad de Antioquia. Colombia

**8301/7273** *Estudio prospectivo, a mediano plazo, de los costos de producción en la empresa construcciones y asfalto Andes CA.*

María Noguera. Universidad de Los Andes \*\*

**8321/7275** *Publicidad erótica.*

Fabio Ribero Salazar, Fundación Universitaria del Área Andina. Venezuela.

**8551/7290** *Construyendo Indicadores de la Práctica de Enfermería a través de la Investigación Cualitativa.*

Patricia Jara-Concha. \*\*, Concepción, \*\*.

**7063** *Prospectivas de la Televisión Pública de producción local en Medellín.*

Omar Velásquez, Alejandra castaño. Corporación Universitaria Lasallista, Colombia.

**7123** *Investigación participativa en el campo de la Educación para la Salud: una reflexión epistemológica, ética y metodológica.*

Fernando Peñaranda, Facultad Nacional de Salud Pública, Universidad de Antioquia. Colombia

## D-9 Modelos de investigación social cualitativos aplicados en contextos educativos II

COORDINACIÓN: Omar Calderón, Universidad Distrital Francisco José de Caldas, Colombia

**7067** *El diario del profesor como instrumento de reflexión en los estudiantes de licenciatura en inglés de la Universidad Distrital.*  
Astrid Ramírez Valencia. U. Distrital Francisco José de Caldas, Colombia.

**7188** *Reconocimiento - posicionamiento: una metodología para transformar la educación*

Omar Calderón, Universidad Distrital Francisco José de Caldas, Colombia

**7191** *Las miradas sobre la acción motriz: el “laboratorio de juegos” un lugar para compartir entre docentes, escolares y familias.*

Alfonso García, Valladolid. España

**7245** *Understanding and apprenticeship of the Law of the Great Numbers in probability in a pleasurable process.*

Ruth Fricke UNIJUI – U. Regional do Noroeste do estado do Rio Grande do Sul. Brasil

## D-10 Modelos de investigación social cualitativos aplicados en contextos educativos III

COORDINACIÓN: Claudia Isaza Cruz, Universidad de Antioquia, Colombia

**8072/7254** *La comprensión y la investigación cualitativa en la educación matemática: Los razonamientos inductivos, deductivos y abductivos.*

John Durango, Universidad de Antioquia. Colombia

**8091/7256** *La investigación cualitativa y análisis documental para abordar un estado de arte en investigaciones realizadas en los contextos de justificación y conjectura en las clases de matemáticas en algunos países: Estados Unidos, Alemania, Italia, México y Japón.*

John Durango, Universidad de Antioquia. Colombia

**8311/7274** *Investigación cualitativa acerca del razonamiento clínico en estudiantes de medicina.*

Adalberto Amaya, Pontificia Universidad Javeriana, Colombia.

**8181/2764** *El consultorio jurídico: una apuesta de investigación, extensión y docencia desde la universidad pública para la promoción de los derechos en salud.*

Claudia Isaza Cruz, Universidad de Antioquia, Colombia

## PRESENTACIÓN DE PANELES

**PANEL 808.** Estudios evaluativos brasileros sobre servicios de salud mental

**8081 - CENTROS DE ATENÇÃO PSICOSSOCIAL (CAPS) COMO MODELO DE CUIDADO EM SAÚDE MENTAL: AVALIANDO EXPERIÊNCIAS DE TRABALHADORES E GESTORES EM UM DISPOSITIVO NO NORDESTE DO BRASIL**

Maria Lúcia Bosi, of Ceará

**8082 - PESQUISA AVALIATIVA DE UMA REDE DE CENTROS DE ATENÇÃO PSICOSSOCIAL: ENTRE A SAÚDE COLETIVA E A SAÚDE MENTAL**

Rosana Onocko, Estadual de Campinas

**8083 - ARTICULANDO EXPERIÊNCIAS, PRODUZINDO SUJEITOS E INCLUINDO CIDADÃOS: UM ESTUDO SOBRE AS NOVAS FORMAS DE CUIDADO EM SAÚDE MENTAL NA BAHIA E EM SERGIPE, BRASIL.**

Mônica Nunes, Instituto Saúde Coletiva

**8084 - A ANALISE INSTITUCIONAL COMO FERRAMENTA METODOLOGICA NOS PROCESSOS DE EDUCAÇÃO PERMANENTE EM SAÚDE MENTAL**

Simone Paulon, Federal Rio Grande do Sul

**8085 - IMPACTO DA ATENÇÃO EM SAUDE MENTAL NO PROCESSO DE TRABALHO E NA SAUDE MENTAL DOS TRABALHADORES**

Selma Lancman, de São Paulo- USP

## PANEL 825 - Representaciones sobre la discapacidad

**8251 - Representaciones Sociales Sobre La Ceguera y acceso escolar**  
Dora Calderón, Universidad Distrital Francisco José de Caldas

**8252 - Formas De Representación Para Comunicar Lo Numérico Ambientes Escolares Iniciales Con Niños Sordos**

Olga León, Universidad Distrital Francisco José de Caldas

## PANEL 844

**8441 - A problemática do conceito de biopolítica na obra de Michel**

*Foucault*

Carlos Martins, UNESP

8442 - *Políticas do corpo, gênero e sexualidade na escola*

Helena Altmann, UNICAMP

#### Panel 854 - Reflexiones metodológicas

8541 - *La entrevista como técnica de producción discursiva*

Aldo Merlino, Universidad Siglo 21

8542 - *El encuentro entre metodología y tecnología en la investigación cualitativa*

César Cisneros Puebla, Universidad Autónoma Metropolitana - Iztapalapa, México

8543 - *La importancia de la Investigación Cualitativa*

Norman Denzin, University of Illinois

8544 - *Evaluación cualitativa desde la perspectiva de la salud*

Carlos Calderón, Instituto de Salud Carlos III, España

8545 - *El estudio de la recepción desde la mirada cualitativa: reflexiones en torno al análisis de discursos infantiles*

Alejandra Martínez, Universidad Nacional de Córdoba, Argentina

## **CONVERSATORIOS**

### **1. EVIDENCIA EN PESQUISA CUALITATIVA**

Coordinación: Carlos Calderón, España, e Nelson Filice, Brasil

### **2. ENFOQUES PARTICIPATIVOS EN LA INVESTIGACIÓN**

#### **CUALITATIVA - ¿PESQUISAR PARA QUÉ/ PARA QUIÉN?**

Coordinación: Rosana Onocko Campos, Brasil e Consuelo Chapela Mendoza, México

### **3. EVALUACIÓN DE LA PRODUCCIÓN CIENTÍFICA CON**

#### **ENFOQUE CUALITATIVO - REPENSANDO LOS RUMOS DE LAS EVALUACIONES EN LA ACTUALIDAD**

Coordinación: Gloria Molina e Fernando Peñaranda, Colombia

### **4. DESAFÍOS ÉTICOS EN LA INVESTIGACIÓN CUALITATIVA**

Carolina Martínez-Salgado e Addis Abbeba Salinas, México

### **5. APORTES IBEROAMERICANOS A LA INVESTIGACIÓN CUALITATIVA**

Coordinación: Alejandra Martínez e Aldo Merlino, Argentina

### **6. DESAFÍOS DE LA FORMACIÓN DE INVESTIGADORES**

#### **CUALITATIVOS EN EL MUNDO IBEROAMERICANO**

Coordinación: Amaia Sáenz, España

### **7. PERSPECTIVAS CARTOGRÁFICAS NA INVESTIGAÇÃO**

#### **QUALITATIVA**

Coordinación: Margareth Rago e Sérgio Resende Carvalho, Brasil

Fifth International Congress of Qualitative Inquiry / A Day in Spanish  
 and Portuguese  
 QI09 / ADISP09  
 University of Illinois at Urbana- Champaign  
 May 20, 2009

**PROGRAMACIÓN**

<b>PERIÓDICO MURAL</b>	Mayo 20	08:00-09:00	Bienvenida – Boas-vindas. Abertura			
		09:00-11:00	A1-A2	B1-B2	C1, C2, C3 C4, C5	D1, D2, D3
		11:00-13:00	A3-A4	B3-B4	C6, C7,C8, C9 C10	D4, D5, D6
		13:00-15:00	A5-A6	B5-B6	C11, C12, C13, C14, C15	D7, D8, D9
		15:00-17:00	A7, A8, panel 841, 836/7	B7-B8, B9	C16, C17, C18, C19	D10 paneles: 808, 825, 854
		17:00-18:00	Conversatorios			
		18:00-19:00	Recepción de bienvenida a conferencistas de ADISP, ADITksh, ADIH, ADIT y talleristas			
	Mayo 21	08:00-15:00	Talleres			
		17:00-18:00	Bienvenida, inauguración y recepción de QI09. Conferencias posicionales.			
	Mayo 22	08:00-17:30	Mesas de trabajo			
	Mayo 23	08:00-16:00	Mesas de trabajo			
		17:30 - 19:00	Asamblea general de la IAQI			
		19:00-	Comida de convivencia y despedida <b>(Traigan sus guitarras)</b>			

A1



# Sessions on Turkish Issues

## ADIT 2009

### Illini Room A

Time- MAY 20th	Activity- Presenter
9:00-9:10	WELCOMING REMARKS by THE COORDINATOR Assist. Prof. Dr. Mustafa Yunus Eryaman
9:15-9:45	WELCOME FROM THE PRESIDENT OF TURKISH EDUCATIONAL RESEARCH ASSOCIATION, Prof. Dr. Dinçay Köksal
9:50-10:15	OPENING SPEECH: THE WORLD UNIVERSITIES CONGRESS by THE PRESIDENT OF CANAKKALE ONSEKIZ MART UNIVERSITY, Prof. Dr. Ali Akdemir
10:20-10:45	THE POLICIES OF TURKISH GOVERNMENT ON EDUCATIONAL RESEARCH IN TURKEY- SENATOR Mehmet Danis
10:50-11:15	THE IMPACT OF MAYOR OFFICES ON EDUCATIONAL POLICIES OF THE CITIES IN TURKEY- Canakkale City Mayor, Ulgur Gokhan
11:15-12:15	Reception with Refreshments

## **0280 ADIT Session 1**

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Wednesday 1:00-2:20

Illini Room A

Chair: *Dincay Koksal,*

Researching the Research Culture in English Language Education in Turkey, *Dincay Koksal, Canakkale Onsekiz Mart University*

The Guidance Services In Turkish Education System According To Teachers Perceptions, *Ersin Uzman, Canakkale Onsekiz Mart University*

Representation of Poverty in International Children's Books, *Hakan Dedeoglu, Hacettepe University, and Muhammet Demirbilek, Suleyman Demirel University*

The Effects Of Multiple Intelligences Theory Supported With Cooperative Learning On Achievement In Teaching A Geography Lesson Unit "Our Turkey", *Rustu Ilgar, Canakkale Onsekiz Mart University*

Reading Practices in Turkish Elementary Schools, *Mustafa Ulusoy, Gazi University*

## **0281 ADIT Session 2**

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Wednesday 2:30-3:50

Illini Room A

Chair: *Hasan Arslan,*

Acreditation Practices At Higher Education Services In European Union And Turkey, *Ufuk Gencel, Canakkale Onsekiz Mart University*

Reform in the Elementary Education Programs of Turkey during the EU Harmonization Process, *Ilke Evin Gencel, Canakkale Onsekiz Mart University*

A Qualitative Evaluation of the Issues and Trends of Turkish Higher Education System, *Hasan Arslan, Canakkale Onsekiz Mart University*

Educational Research Quality Indicators and Generalizability Issue of Qualitative Inquiry in European Educational Studies, *Mehmet Durdu Karsli, Canakkale Onsekiz Mart University, Halil Isik, Canakkale Onsekiz Mart University, Ahmet Aypay, Canakkale Onsekiz Mart University, and Hasan Arslan, Canakkale Onsekiz Mart University*

Headscarves and the Modernity Revisited; Discrimination at the Market Place in Contemporary Turkey, *Dilek Cindoglu, Bilkent University*

## **0282 ADIT Session 3**

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Friday 4:00-5:20

Illini Room A

Chair: *Mustafa Yunus Eryaman,*

Innovation In Practice Of Physical Education And Sports, *Sebahattin Devecioglu, Firat University*

Restructuring European Higher Education in Sport Sciences: Turkey Case, *Necati Cerrahoglu, Canakkale Onsekiz Mart University*

Teachers' Perceptions About The Use Of Assessment Tools In The Fourth Year Social Sciences Course In Primary Education, *Cavus Sahin, Canakkale Onsekiz Mart University*

A Case Study Evaluation of Primary School Teachers' Perception of Democracy in Turkey, *Salih Zeki Genc, Canakkale Onsekiz Mart University*

A Mixed-Method Evaluation of the Adequacy of Technological Infrastructure of the Primary Schools in Canakkale, and of Classroom Teachers' Level of Computer Literacy, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University, Tayfun Tasbilek, Canakkale Onsekiz Mart University, and Nesibe Tekinay, Canakkale Onsekiz Mart University*  
A Mixed Method Investigation on the Adequacy Level of Turkish Information Technologies Teachers in terms of the Usage of the Alternative Assessment Methods, *Rauf Yildiz, Yildiz Technical University*

## **0284 ADIT Session 4**

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Saturday 9:30-10:50

Illini Room A

Chair: *Nihat Gurel Kahveci,*

Children's Rights in Turkey: Perceptions of Students, Teachers, and Parents, *Arife Figen Ersoy, Anadolu University*

A Qualitative Case Study: Elementary Social Studies Teachers' Perceptions on "Critical Thinking", *Nihat Gurel Kahveci, Istanbul University*

Teaching about democracy and human rights in social studies classrooms in Turkey: Different perceptions and interpretations, *Elvan Gunel, Anadolu University*

Shifting notions of minority rights in Turkey: A look at minority rights through a language policy lens, *Elise S Ahn, University of Illinois, Urbana-Champaign, and Elise Ahn*

Reading Habits of Three Turkish Generations, *Mustafa Ulusoy, Gazi University*

## **0285 ADIT Session 5**

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Saturday 11:00-12:20

Illini Room A

Chair: *Hakan Dedeoglu,*

Teachers' Appreciation and Application of Rhymes in Turkish Literacy Classes, *Aziz Kilinc, Canakkale Onsekiz Mart University*

Preservice Teachers As Developmental Readers, *Hakan Dedeoglu, Hacettepe University, and Aysegul Celepoglu, Hacettepe University*

Turkish Elementary School Teachers' Opinions on Reading Fluency, *Kasim Yildirim, Ahi Evran University*

Opinions Of Teachers About The Texts In The 5th Grade Turkish Lesson Books, *Cetin Cetinkaya, Gazi University*

A Comparative Evaluation of the Media Literacy Levels of University and High School Senior Students., *Remzi Y Kincal, Canakkale Onsekiz Mart University*

## **0286 ADIT Session 6**

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Saturday 1:00-2:20

Illini Room A

Chair: *Rauf Yildiz,*

A Comparative Evaluation of the Visual Arts Teacher Education Programs and Curriculum of Turkey and European Union Countries,  
*Enver Yolcu, Canakkale Onsekiz Mart University*

A Gest,ºo do Trabalho em uma InstituiÃ,ºo P'blica Brasileira de CiÃncia e Tecnologia em Sa'ude: o Caso Fiocruz, *Marcio Luiz Braga CorrÃa de Mello, Fiocruz - Instituto Oswaldo Cruz*

Problems That Primary School Students Face While Using the Internet: An Analysis from the Perspective of the Children's Rights, *Ali Ersoy, Anadolu University*

Developing Technology Standards for Primary Schools and Evaluating School Principals Level of Technology Competency in regard to the Technology Standards: A Canakkale Case, *Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University*



# **SSSI at the 5<sup>th</sup> International Congress of Qualitative Inquiry**

**Illini Union, Illini Room C**  
**Lonnie Athens, Program Organizer**

## **Friday, May 22**

3:00-4:15

Session 1: Violence, Social Interaction, and Socialization  
Lonnie Athens, Chair  
Seton Hall University

“Dominance Engagements in the 2006 Lebanon War: Tactical Versus Strategic Models”

Meg Spohn  
University of Denver

“Hannibal Lecter & Violentization: Where Do Truth & Fiction Meet?”

Amy Smith  
Seton Hall University

“Violence in Victim’s Narratives: Acting on the Bases of Meaning”

Jennifer Dunn  
Southern Illinois University

“No Country For Old Men”

Jude Robinson  
University of Liverpool, UK

4:30- 5:30

Business Meeting  
Lonnie Athens, Section Chair  
Seton Hall University

## **Saturday, May 23**

9:00- 10:45

Session 2: Social Interaction, Identity, and Community  
Lonnie Athens, Chair  
Seton Hall University

“Santayana: Social Act, Self & Society”

Natalia Ruiz Junco

American University

“Sexuality or a Way of Being?: An Auto-ethnographical Approach to Understanding Sexual Discovery”

Rachel Bernstein Kannady

The University of Memphis

“Domain Assumptions: The Interactionist Analysis of Power through the Extended Case Method”

Richard Gee

Patrick McGinty

Shanna Porteen

Western Illinois University

10:45-12:15 pm

Session 3: Social Problems

Lonnie Athens, Chair

Seton Hall University

“The Negative Effects of Institutional Change: How the US Banking Industry Has Exploited the Lower Class in America”

Jennifer Judge

University of Memphis

“Title One as an Antipoverty Policy”

Cherise Barthalow

University of Memphis

“A Comparative Analysis of NCLB as Anti-poverty Policy”

Carl Hoeninger

University of Memphis

“Damned If You Doom, Damned If You Don’t: Emerging Discourses in Peak Oil”

John Pruitt

University of Memphis

“A Monologue on Ethical Issues in Community Mental Health”

Bonnie Strum

Seton Hall University

1:15-2: 45

Session 4: Films and Documentaries: A Neglected Sources of Knowledge  
Lonnlie Athens, Chair  
Seton Hall University

Academe's Lens: Documentary Film & Social Sciences"  
Jeff Togman  
Seton Hall University

"The Emperor's New Clothes: An Analysis of Power in 'W'"  
Richard Gee  
Patrick McGinty  
Shana Porteen  
Western Illinois University

**Distinguished Lecture**

"Death Becomes Mead: An Interactionist Take On 'Million Dollar Baby'"  
Michael Katovich  
Texas Christian University



# Friday Sessions

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## **Research Act(s): (Auto)-ethnography, (self)-reflexivity, 1001 and the performative body**

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8:00-9:20

156 English

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

Are We Scientists? Research Concerns in Neoliberal Times, *Ryan King-White, Towson University*

Dancing in the Shadows of War: Performative Reflections on Race, Gender, and the Re-Becoming of Masculinity in America, *Jennifer Metz, University of Iowa*

Messy Texts, or the Unexplainable Performance: Reading Bodies' Evidence, *Jim Denison, University of Alberta*

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## **Grounded in the Real World: Connections, Interventions 1002 and the 'Greater Good'**

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8:00-9:20

211 Union

Chair: *Kendra Dyanne Rivera, Arizona State University*

Intervening in the "real world": Transitioning in and out of ethnographic inquiry, *Amy K. Way, Arizona State University*

Ethnography in a Strange Land: Connecting in Racism, *Terrie Siang-Ting Wong, Arizona State University*

I Bleed Green: Heroism and the U.S. Border Patrol, *Kendra Dyanne Rivera, Arizona State University*

Contributing to Whose Good? Ethnographic Research in the National Park Service, *Amy R. Pearson, Arizona State University*

Respondent, *Bud Goodall, Arizona State University*

## **1003 Plenary: Theorizing Ethics**

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8:00-9:20

215 Union

Chair: *Gaile S. Cannella, Tulane University*

Ethical Concerns for Qualitative Researchers: some Notes, *Iara Coelho Zito Guerriero, St Thomas University*

Ethics, Research Regulations, and Critical Social Science, *Gaile S. Cannella, Tulane University, and Yvonna S. Lincoln, Texas A&M University*

A Taxonomy of Dignity, *Nora Jacobson, Centre for Addiction and Mental Health*

Human Rights Theory: Criteria, Boundaries, and Complexities, *Belden Fields, University of Illinois*

## **1004 Theorizing Health Care Issues**

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8:00-9:20

404 Union

Chair: *María Blanca Ramos de Viesca, Nacional Autónoma de México, UNAM*

The Importance of Qualitative Investigation in Bioethical Problems Derived from Aesthetic Surgery., *María Blanca Ramos de Viesca, Nacional Autónoma de México, UNAM, and Carlos Viesca, Universidad Nacional Autónoma de México, UNAM*

Methodological Considerations of Embodiment: Researching That Which Cannot Be Seen and That Which May Not Happen for Years to Come, *Jessica Ruglis, Graduate Center of The City University of New York*

Nursing in Remote or Isolated Areas of Queensland: A Multiple Case Study, *Jane Elizabeth Mills, Monash University, and Melanie Jane Birks, Monash University*

The Experience of Older Men Living Alone: A Phenomenological Perspective, *L. Susan Yetter, University of Southern Maine*

## **1005 Adolescents**

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9:30-10:50

104 English

Chair: Soon-Yong Pak, Yonsei University

Making Meaning in Context: The Puzzling Relationship between Image and Metaphor, Janet Newbury, University of Victoria, and Marie Louise Hoskins, University of Victoria

Comparative Study on Adolescent Socialization in South Korea and the U.S. through Qualitative Network Analysis, Soon-Yong Pak, Yonsei University

Atoms, Elements, Molecules, and Matter: An Investigation into the Congenitally Blind Adolescents Conceptual Frameworks on the Nature of Matter, Sinikka M. Smothers, The University of Alabama, and Marion J. Goldston, The University of Alabama

Autonomy, Dependence and Support: Experiences Within Three Generational Households, Cray A Mulder, University of Illinois at Urbana-Champaign

Qualitative Assessment of Minority Experience in Maine's Juvenile Justice System, Teresa Ann Hubley, University of Southern Maine, George Shaler, University of Southern Maine, Christopher Northrop, University of Southern Maine, and Kathryn McGloin

The Invisibility of Teen Fathers, Nicolette Sopcak, University of Alberta

## **1006 Religion**

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9:30-10:50

108 English

Chair: Cynthia Dillard, Ohio State University

"Hating the sin but not the sinner": A study about heterosexism and religious experiences among Black men, Pamela Valera, Columbia University

Back to Religion amongst Arab Palestinian Educated Women in Israel, Khansaa Diab, David Yellin College of Education, and Ruba Daas, Hebrew University

Existential Concerns among Survivors of Torture and other Human Rights Violations: A Qualitative Inquiry, Soumya - Madabhushi, University of Nebraska - Lincoln

Performing Philosophy: That of Love, Myth and Existence, Ohio University, *Jing Wang, Ohio University*

## **1007 Identity, Power, and Crises of Narration**

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9:30-10:50

113 Davenport

Chair: *Jeb Gordon Jungwirth, Duquesne University and Reena Sheth, Duquesne University*

Incomplete Stories: Narrative, Hermeneutics, and Dilemmas of Identity in American Society, *Jeb Gordon Jungwirth, Duquesne University*

Bollywood films: Sites of permanent provocation, *Reena Sheth, Duquesne*

Rural Eclectification: Re-routing Narratives of Country Culture, *Nathan Clendenin, Duquesne University*

## **1008 Approaches to Public Policy**

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9:30-10:50

115 English

Chair: *Grace Ann Giorgio, University of Illinois*

Implementation Styles: New Methods in Public Policy Analysis, *Gabriela Spanghero Lotta, USP*

The Future is on Our Minds: Cultivating Compassionate Public Policy in the Classroom, *Grace Ann Giorgio, University of Illinois*

Protecting or patronizing: Ethical concerns around marginalized youth research participation, *Linda Liebenberg, Dalhousie University*

Learning and Policy Change: Reforming British Columbia's Human Rights System, *Mai B. Phan, University of Kent*

Vox Populi, Vox Dei? The Role of Qualitative Research in the Participatory Construction of a National Policy, *DiÓgenes Carvajal, University of Los Andes, and Juny Montoya, University of Los Andes*

## **1009 Active Interviews**

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9:30-10:50

119 English

Chair: *Mirka E. Koro-Ljungberg, University of Florida*

The biographical experience of class and gender in the lives of working class women., *Cecilia Fraga, Universidad de Buenos Aires-Instituto de Investigaciones Gino Germani, and Santiago Rodríguez, Universidad de Buenos Aires-Instituto de Investigaciones Gino Germani*

The Social Constructionist Interview as a Relational Space: Negotiations of Power, Positions, Meanings, and Practices, *Sharon B. Hayes, West Virginia University, and Mirka E. Koro-Ljungberg, University of Florida*

Chinese Parents Perceptions of Heritage Language Maintenance, *Cheng-Kan Chen, University of Northern Colorado*

Making Sense of Everyday Life over Coffee, *Sandina n/a Begic, Clark University*

Understanding International Students' Cultural and Linguistic Adjustment in the United States, *Cheng-Kan Chen, University of Northern Colorado*

## **1010 Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers**

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9:30-10:50

127 English

Chair: *Laura Nissen, Portland State University*

Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers, *Laura Nissen, Portland State University*

## **1011 Performance is... Metaphor as Methodological Tool**

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9:30-10:50

131 English

Chair: *W. Benjamin Myers, USC Upstate*

Performance is... Metaphor as Methodological Tool, *W. Benjamin Myers, USC Upstate, Della Pollock, University of North Carolina, Soyini Madison, Northwestern, and Ron Pelias, University of Southern Illinois*

Performance is... Metaphor as Methodological Tool, *Lesa Lockford, Bowling Green State University*

Performance is... Metaphor as Methodological Tool, *SEason Ellison, Bowling Green State University*

Performance is... Metaphor as Methodological Tool, *Shauna MacDonald, Southern Illinois University, and David Tejeda, Southern Illinois University*

## **1012 Bourdieu**

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9:30-10:50

132 Davenport

Chair: *Hyunjin Kim, Oklahoma State University*

Critical Pedagogy on Educational Resilience in Children of Incarcerated Mothers in Oklahoma, *Hyunjin Kim, Oklahoma State University*

Pedagogical Capital: A Framework for Understanding Scholastic Success in Mathematics, *Carol Vagner Livingston, The University of Alabama*

Cultural capital, Habitus, and the Rules of the Secondary School Game. Evidence from an ethnographic study in the City of Buenos Aires, *Anaïla InÈs Meo, Facultad de Ciencias Sociales. Universidad de Buenos Aires*

## **1013 New Directions in Autoethnography**

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9:30-10:50

136 Davenport

Chair: *Susan Nordstrom, The University of Georgia*

My Sofa Speaks, *Susan Nordstrom, The University of Georgia*

Mutual Metaloguing: (Auto)Biography As Discovery And Invention, *Myrdene Anderson, Purdue University, and Devika Chawla, Ohio University*

Autoethnography as Logotherapy: An Existential Paradigm for Reflexive Inquiry *Amber Esping, Texas Christian University, Amber Esping, Texas Christian University*

Liveblogging as Autoethnography: Exploring Blogging for Meaning Making, Power, and Positionality, *Jeffrey Keefer, New York University / Visiting Nurse Service of New York*

I Want to Tell the Whole Story: Managing My Public Persona in a Moment of Crisis, *Bradley Allen Gangnon, United International College*

Digital StorySearching and InnerViewing Again: Autoethnography, Scholar-Activism and Aesthetic Inquiry , *Mary Finney, Ohio University*

## **1014 Black Feminism**

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9:30-10:50

156 English

Chair: *Amira Millicent Davis, University of Illinois*

“Born to be Wild” or a “Tale of Two Theories”: the autoethnographic musings of a female revolutionary, *Amira Millicent Davis, University of Illinois*

We Keep Coming, *Lois Smith Owens, Grand Valley State University*

The Voices of Advocates: Black Female Administrators’ Reflection on Inequity in School Mathematics, *Jae Hoon Lim, University of North Carolina at Charlotte, Delores Hicklin Lee, University of North Carolina at Charlotte, and Jennifer Richardson McGee*

## **1015 New Media, New Methodologies**

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9:30-10:50

169 Davenport

Chair: *Karen Stewart, Arizona State University*

Webbing Sense: School-Life, *María Cristina Garrido, Universidad del Cauca, Carmen Elena Montealegre, Universidad del Cauca, and Oscar Reinaldo Muñoz, Universidad del Cauca*

Digitized Researchers: Me and My Avatar, *Karen Stewart, Arizona State University, and Aaron Hess, Arizona State University*

Data as Event, *Melanie Kittrell Hundley, Vanderbilt University*

Brokered Dialogue, *Janet Ann Parsons, University of Toronto, and James Lavery, University of Toronto*

## **1016 The Autoethnographic and Children**

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9:30-10:50

209 Union

Chair: *Brianna L. Kennedy, University of Southern California*

“But What if the Purse Ignites?”: An Autoethnographic Exploration of One Researcher’s Role at School, *Brianna L. Kennedy, University of Southern California*

A Journey into Autoethnography: Self as Researcher and Participant in Child Protection Research, *Susan E. Preston, Ryerson University*

An Examination on Research Methodologies in Museum Education: Revealing Myself through Autoethnography, *Sunghee Choi, Penn State University*

Self-Reflective Approach: Why Does Mommy Respond to Her Childrens Art as She Does?, *Minam Kim, Emporia State University*

**The Power of the Creative Voice: Artistic Spaces as Sites of Youth Engagement, Identity Construction, and Social Justice Awakening**

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9:30-10:50

210 Union

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

Editing a Life: Developmental Consequences of Youth Engagement in Documentary Film, *Stephanie Anderson, The Graduate Center, The City University of New York*

Youth Producing Activist Art: Directing and Experiencing Desired Impacts, *Marit Dewhurst, Harvard Graduate School of Education/ Museum of Modern Art, New York City*

Putting the Self on Stage: Theatre as a Site for Negotiating Adolescent Identity, *Valerie A Futch, The Graduate Center, The City University of New York*

Seeing and Being Seen: Youth Actors as Youth Citizens, *Radhika Rao, Harvard Graduate School of Education*

**1018 Grounded Theory and Health Care Issues**

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9:30-10:50

211 Union

Chair: *Marie E. Naumann, Southern Illinois University*

Relationship patient-health personnel in Health Social Security System, in 6 Colombian cities: influences and consequences, *Diego Arturo Sarasti, Universidad de Antioquia, Beatriz Elena Londoño, Universidad de Antioquia, Yomaira Higuita, Universidad de Antioquia, and Iván Felipe Muñoz, Universidad de Antioquia*

Disadvantaged Social Class and Clients' Experiences in Therapy:  
A Qualitative Investigation, *Marie E. Naumann, Southern Illinois University, Yu-Wei Wang, Southern Illinois University, and Stephen J. Dollinger, Southern Illinois University*

Volunteering as Active Aging in Elderly Thais: A Grounded Theory Approach, *Saratid Tong Sakulkoo, Burapha University, and Ian Smith, Burapha University*

Exploring the Culture of Waiting: Illness Narratives of Lung Transplant Candidates, *Maria Theresa Yelle, University of Wisconsin Madison*

Exploring the Right to Health of Individuals and Collectives in the Western Cape, South Africa through a Spiral of Co-Learning Esther Nako, University of the Western Cape, *Esther Makuena Nako, University of the Western Cape, and Maria Maria Stuttaford, University of Warwick*

**Featured: Ethics and Human Rights: The Most Critical  
1019 Terrain of All**

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9:30-10:50

215 Union

Chair: *Donna M. Mertens, Gallaudet University*

Theories for a Global Ethics, *Cliff Christians, U IL Urbana-Champaign*

Ethics, Human Rights, and Social Justice in Transformative Research,  
*Donna M Mertens, Gallaudet University*

Human Rights and Persons with Disabilities: Multilateral Initiatives,  
*Amy Wilson, Gallaudet University*

Rethinking Rights and Qualitative Research, *Nick Burbules, University of Illinois, Urbana-Champaign*

The Ethics of Qualitative Inquiry in Transnational Spaces, *Fazal Rizvi, University of Illinois, and Bob Stake, U of IL*

**1020 Critical Race Theory**

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9:30-10:50

217 Union

Chair: *Dalia Rodriguez, Syracuse University*

Ecofeminism: An Indigenous Critique, *Shari L. Valentine, Texas A & M University*

From the Margins: Women of Color in the Academy, *Dalia Rodriguez, Syracuse University*

Reproductive Rights and Reproductive Justice from a Critical Race Theory Standpoint, *Jamie L. Huber, Southern Illinois University at Carbondale*

A Port in the Storm: An Investigation of Identity in a Student Race-Based Organization for African American Student Leaders, *Thembi R. Carr, University of Cincinnati*

## **1021 Defining the Writing of Qualitative Research**

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9:30-10:50

277 Union

Chair: *Lesa Lockford, Bowling Green State University and Lesa Lockford, Bowling Green State University*

Panelist, *Ronald Pelias, Southern Illinois University*

Panelist, *Mercilee Jenkins, San Francisco State University*

Panelist, *Lesa Lockford, Bowling Green State University*

Panelist, *H.L. (Bud) Goodall, Arizona State University*

## **1022 Decolonizing Education**

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9:30-10:50

314A Union

Chair: *Deborah L. Seltzer-Kelly, Southern Illinois University*

Rend/er/ing My Research Subject: Challenging Colonizing Narratives in Educational Research, *Deborah L. Seltzer-Kelly, Southern Illinois University*

A Post-Colonial Examination of a Teacher Education Program: Enhancing Freedom or Colonization, *Marilyn Johnston-Parsons, UIUC*

Being Radical in Action: Alfred Stanway Creating Relational Spaces for Development through Africanisation, *Audrey Naomi Grant, La Trobe University*

Crossing the Language Gap: Investigating Communication Strategies in Home and School Environments in Multi-Lingual Post-Colonial Zambia, *Nana Clemensen, The Danish School of Education, University of Aarhus*

## **1023 Research Ethics: Defending our Rights**

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9:30-10:50

314B Union

Chair: *Audrey Ann Trainor, The University of Wisconsin*

Defending Our Rights as Qualitative Researchers in the Ethical Review Process, *Jane Stein-Parbury, University of Technology, Sydney*

Research Ethics and Researcher-Participant Reciprocity, *Audrey Ann Trainor, The University of Wisconsin*

Some Ethical Questions: Power Relations between an Adult Researcher and a Minor Participant in Qualitative Interviews on Violence, *Kadi Ilves, University of Tartu*

The Political Role of Qualitative Research: Elements for a Debate in Educational Research, *Diógenes Carvajal, University of Los Andes, and Gary Cifuentes, University of Los Andes*

## **1024 PAR-Education**

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9:30-10:50

403 Union

Chair: *Joy L. Wiggins, University of Texas at Arlington*

Peaceful Paths: Reframing Test preparation and conflict resolution at an urban elementary school, *Joy L. Wiggins, University of Texas at Arlington*

Oral Histories of Student Activism, *Ana María Ardón, California State University, San Marcos, and Consuelo Martinez, California State University, San Marcos*

Universidad Popular: Empowerment through Community Action, *Ana María Ardón, California State University, San Marcos*

Feminist Discourse of place and power within the academy and community, *Joy L. Wiggins, University of Texas at Arlington*

A Policy Analysis on Issues of Students' Higher Educational Rights in the Twentieth Century's America, *Jie Xiong, University of Alberta`*

## **1025 Theorizing Knowledge and Knowing**

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9:30-10:50

404 Union

Chair: *Alejandro Cerdá García, Universidad Autónoma Metropolitana - Xochimilco*

Conjecture and Validation: Alternative Forms for the Sense Comprehension, *Alejandro Cerdá García, Universidad Autónoma Metropolitana - Xochimilco, and María del Consuelo Chapela Mendoza, Universidad Autónoma Metropolitana - Xochimilco*

“Ruined” Beginnings: Writing Methodology from Uncertain Ends, *Sophia Tatiana Sarigianides, Teachers College, Columbia University*

This knowledge has no value: Qualitative understandings in the age of quantitative social work., *Tara La Rose, OISE University of Toronto*

Dichotomy between Pedagogy and Politics? The pedagogical-political challenges for an ulterior development in the university’s paradigms, *Oscar Holguín-Rodríguez, University of Leon and U. Cambridge UK*

A Dialogue on Space and Method in Qualitative Research on Education, *Ryan Evely Gildersleeve, Iowa State University, and Aaron Kuntz, University of Alabama*

## **1026 Health- Healthcare around the Globe**

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9:30-10:50

406 Union

Chair: *Sónia Ferreira Dias, New University of Lisbon*

Young Peoples Rights-based Health Promotion in Canadas Niagara Region, *Richard Charles Mitchell, Brock University*

A Focus Groups Study about Sexual and Reproductive Health Service Utilization of Immigrant Women in Portugal, *Sónia Ferreira Dias, New University of Lisbon, Cristianne Maria Famer Rocha, Lutheran University of Brazil (ULBRA), and Ana Gama, New University of Lisbon*

Raising the Voice of Patients, *Jane Stein-Parbury, University of Technology, Sydney*

Nurse’s Social Representations About Woman Health Assistance At The Basic Health Web System, *Císsia Barbosa Reis, Universidade Estadual de Mato Grosso do Sul, and Sonia Maria Andrade, Universidade Federal de Mato Grosso do Sul*

‘Feeling Freedom’: an anthropological perspective from Cape Town on language and the right of access to health care for Deaf people who use South African Sign Language (SASL), *Hanne Jensen Haricharan, and Marion Heap*

## **1027 Plenary: Standards for Reporting Qualitative Inquiry**

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9:30-10:50

407 Union

Chair: *Harry Torrance, Manchester Metropolitan University*

Standards for Reporting on Empirical Social Science Research in AERA Publications, *Frederick Erickson, UCLA*

AERA’s task force on standards for humanities research in education, *Kenneth Howe, University of Colorado*

‘Reviewing Reviews’ - qualitative methods in systematic reviews, *Harry Torrance, Manchester Metropolitan University, UK*

## **1028 Poster I**

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9:30-10:50

Illini Room B

Using Poems to re-present findings from a focus group with African-American HIV-positive women over 50, *Cynthia Cannon Poindexter, Fordham*

Images and Voices: An Arts-Based Qualitative Study Using Photovoice to Understand the Needs and Aspirations of Sex Workers, *Moshoula Capous-Desyllas, Portland State University, and Crystal Tenty, Portland State University*

Spirituality and Adjustment of Ismaili Muslim Immigrants in Canada, *Azmaira Ismail Mawji, University of Western Ontario*

The Bolivian Education Reform Act of 1994/Law 1565: A Critical Discourse Analysis of the Conclusion of the World Bank’s Case Study, *Kjersti Olson, University of Minnesota*

The use of Probing in Grounded Theory studies: An example of practice, *Mark Barry Mason, Oxford Brookes University*

A Hermeneutic Phenomenological Look at the Belief Systems of New Teachers, *Christopher Joseph Palmi, Niagara University*

## **1029 Death**

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11:00-12:20

104 English

Chair: *Susan Mary Bardy, University of South Australia*

Death in Hospitalized patients: Moral conflict, power relations and decision making. The need of a Qualitative approach, *Carolina Consejo y Chapela, Universidad Nacional Autónoma de México*

“Stories from the Inside Out: The Complex of Ethics in a Virtual Ethnography”, *Nancy McDonald-Kenworthy, The Ohio State University*

Using Street Theatre Language and Metaphors For Gaining Access to Closed Research Sites, *Paul G. Dempster, University of Leeds, and David K. Woods, University of Wisconsin, Madison*

The Day My Father Died in 1948: A Meta-autoethnographic Analysis of a Personal Grief Experience, *Susan Mary Bardy, University of South Australia*

Using Therapeutic Interviews in a longitudinal Mixed Methods Study of 09/11 FDNY families, *Thomas W Christ, University of Hawaii*

Soles Remembering Souls: Memorializing Loved Ones who Have Lost Their Lives to Suicide, *Joanne Marie Rose Hogan, Royal Roads University*

## **1030 Sport**

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11:00-12:20

108 English

Chair: *Rachel A. Binns, University of South Florida*

We Interrupt this Marriage to Bring you Football: A Co-Constructed Narrative about Marriage in the NFL, *Rachel A. Binns, University of South Florida, and Craig A. Terrill*

Using Archives, Life Histories, and Questionnaires to Understand Why Women Volunteer on Women-Led Sport Organizations, *Christina M. Gipson, Brunel University, Celia Brackenridge, Brunel University, and Laura Hills, Brunel University*

Getting to God in the NFL: The Football Player’s Search for Meaning, *Rachel A. Binns, University of South Florida*

Keeping Score: a Coaches’ Autoethnographic Journey, *Ellyn L. Bartges, University of Illinois*

## **1031 Narrating the Political**

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11:00-12:20

113 Davenport

Chair: *Sharif Islam, University of Illinois at Urbana-Champaign*

Standing In Line: A personal narrative of immigration to the United States, *Sharif Islam, University of Illinois at Urbana-Champaign*

Barack Obama and the Power of Critical Personal Narrative, *Shante S Holley, Harper College, and Maja Miskovic, National-Louis University*

Individualism and Social Responsibility in Counselling Discourse., *Sheila J. Spong, University of Wales Newport*

Narrative Inquiry, Poststructural Readings, and Social Justice Possibilities, *Anne Stack, University of British Columbia Okanagan, Rachelle D. Hole, University of British Columbia Okanagan, and Cynthia Mathieson, University of British Columbia Okanagan*

The interviewer interviewed: Changing roles in front of Guerrillas., *Juan Carlos S. Sierra, Virginia Tech*

## **Approaching Political Issues Through Qualitative 1032 Research**

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11:00-12:20

115 English

Chair: *Sergey Y Rybas, Capital University*

Russian, Russki, Rossiyski: Surfing the Borderlands of the New Russian National Identity, *Sergey Y Rybas, Capital University, and Natalia V Rybas, Emporia State University*

The Human Rights Clauses in the preferential Agreements of the European Union, *Gerhard Niedrist, Escuela de Graduados en Administración Pública y Política Pública, Tec de Monterrey*

Tracing the Potential of Combining Cartographies and Narratives in Researching Processes of Community Participation, *Griet Verschelden, University College Ghent, Sven De Visscher, University College Ghent, and Greet De Brauwere, University College Ghent*

Ten years of Critical Communicative Methodology, *Aitor Gomez, Universitat Rovira i Virgili, and Sandra Racionero-Plaza, University of Wisconsin-Madison*

No Option: Exploring Conscientious Objection with Chilean Immigrants, *Amanda J Balzer, University of Nebraska-Lincoln*

### **1033 Advancing Qualitative Methodologies**

11:00-12:20

119 English

Chair: *Kathryne Roden, University of Oklahoma*

Qualitative Methods: Paths to a Latin American Methodology, *Ruth Sautu, University of Buenos Aires, and Ignacia Perugorria, Rutgers University*

Reaching the Truly Hard to Reach: Methodological Challenges for Making Psychology More Representative *Zermarie Deacon, University of Oklahoma, Zermarie Deacon, University of Oklahoma*

Exploring Clustering: An Interview Technique that Elicits the Critical and Reflective, *Kathryne Roden, University of Oklahoma*

Case-Study Methodology in Educational Research: as an Interface between the Qualitative and the Quantitative paradigm., *Marta Luz Sisson de Castro, Pontifícia Universidade Católica do Rio Grande do Sul*

### **1034 Creating Critical Space: The Disruptive Dialogue Project**

11:00-12:20

127 English

Chair: *Aaron M. Kuntz, University of Alabama*

Creating Critical Space: The Disruptive Dialogue Project, *Aaron M. Kuntz, University of Alabama, Rozana Carducci, UCLA, R. Everly Gildersleeve, Iowa State, and Penny Pasque, Oklahoma*

The Disruptive Dialogic Project Network: An Overview, *Penny Pasque, Oklahoma*

Taking the Dialogue on the Road: The Role and Value of Disruptive Dialogue Project Conference Symposia, *Rozana Carducci, UCLA*

Disruptive Conversations as Revolutionary Acts, potentially, *R. Everly Gildersleeve, Iowa State*

What the future holds: Creating new spaces from which to speak, *Aaron M. Kuntz, University of Alabama*

## **1035 Positioning the Visual in the Context of Research**

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11:00-12:20

131 English

Chair: *Christine M. Woywod, Northern Illinois University and Lisa Kay, Independent Scholar*

An arts-based research journey: Visual Essays in Action, *Lisa Kay, Independent Scholar*

A visual ethnographic approach: Visual culture in the home of mixed cultural families, *Hung-Min Chang, Northern Illinois University*

“Do images always mean something?” Revealing the hidden curriculum of images in Second Life, *Hsiao Cheng Han, Northern Illinois University*

Unspoken Lessons: Analyzing the Visual Culture of Art Classrooms, *Christine M Woywod, Northern Illinois University*

## **Teaching Qualitative Research Methods with QDA**

### **1036 Software: NVivo 8**

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11:00-12:20

132 Davenport

Chair: *Stacy L. Penna, QSR International*

QDA Software is Trickling Down to the Undergraduate Level: NVivo 8 Usage in an Undergraduate Research Methods Course, *Stacy L. Penna, QSR International*

Packing the Inquiry Toolkit: QDA Software as a Tool in the Doctoral Process, *Cynthia W. Jacobs, QSR International, and Heewon Chang, Eastern University*

Reflecting on Four Instructional Methods used with QDAS, *Stuart P. Robertson, N/A*

Using QDA Software with Undergraduate Teams: Strengths and Challenges of Using QDA Software for Undergraduate Student Teams, *Charlotte R. Clark, Duke University*

## **1037 New Directions in Critical Pedagogy**

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11:00-12:20

136 Davenport

Chair: *Pablo Enrique Acosta-Acosta, Universidad del Cauca*

Intergroup Dialogue as Multicultural Practice: Toward a Structural Analysis of Educational Inequality, *Shayla Reese Griffin, University of Michigan*

African-Colombian Female Students' Development of Mental Models of English: Implications for Teaching Minorities *Pablo Acosta Acosta, Universidad del Cauca, Diana Albandan Murillo, Universidad del Cauca, Ligia Garcia Castro, Universidad Autonoma de Manizales, Pablo Enrique Acosta-Acosta, Universidad del Cauca, Diana Marcela Albandan-Murillo, and Ligia Ines Garcia-Castro, Universidad Autonoma de Manizales*

Action Research as Means to Personal and Institutional Anti-Racism Transformation: Building Community, Power, and Action Steps, *Kimberley Ann Smolik, St. Thomas*

"I can Learn Better when I Feel More Secure and Connected": Supporting Minority Students' Learning through Creating a Space of Interconnectedness, *Fusako Yoneda, Ohio State University*

How can we build knowledge in Higher Education Classrooms? Supporting Learning in Educational Contexts, *Eduardo Fernández Rodríguez, Valladolid, Henar Rodríguez Navarro, Valladolid, Sara Lorena Villagr-Sobrino, Valladolid, and Alfonso García Monge, Valladolid*

## **1038 Qualitative Research and the Internet**

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11:00-12:20

169 Davenport

Chair: *CJ. Alexander Callaghan, Univ. of Western Ontario*

From Howard Dean to Barack Obama: Internet as a Machinery for Grassroots Political Campaigns, *Mark D. Johns, Luther College, and, University of Northern Iowa*

Research and Online Patient Populations: Strategies for Garnering Participant Data, *CJ. Alexander Callaghan, Univ. of Western Ontario*

Shopping for Humans: Love, Sex, and Friendship on the Internet and Elsewhere, *David W. Webster, formerly Boston University*

Extending mathematical communication through algebra blogs, *Drew K. Ishii, Whittier College, and Jeremy L. Gerson, Calle Mayor Middle School*

## **1039 Autoethnographic Reflections on Education**

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11:00-12:20

209 Union

Chair: *Angelo Benozzo, University of Valle d'Aosta*

Constructing My Identities: An Autoethnography, *Angelo Benozzo, University of Valle d'Aosta*

Single Semester Ethnography: Teaching Undergraduates Qualitative Research, *Melissa Tombro, Fashion Institute of Technology*

Welcome to Aggieland: Finding Myself in the Lone Star State, *Rachel L. Rashe, Texas A&M University*

“I Can See You”: an Autoethnography of My Teacher-Student Self, *Erika F Vasconcelos, University of Georgia*

An Indian Country Thanksgiving Prayer to the University of Heavy Qualitative Breathing, *Guy Senese, Northern Arizona University*

## **1040 Spotlight: Qualitative Research in German-Speaking Countries I**

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11:00-12:20

210 Union

Chair: *Rainer Winter, Klagenfurt University*

Critical Theory and Qualitative Inquiry, *Rainer Winter, Klagenfurt University, Austria*

Dialogic Introspection - a group based method to collect data about social and cultural phenomena by referring on personal experiences, *Friedrich Krotz, University of Erfurt, Germany*

Dispositif Research - a way of Combine de/post/re-constructive research perspectives with (post-) positivistic or naturalistic methods , *Andrea Bührmann, University of Vienna, Austria*

Capitalism in choppy seas: Financial crisis and unsettled media discourses, *Tanja Thomas, University of Lueneburg, Germany, and Fabian Virchow, Phillips University Marburg, Germany*

## **1041 Grounded Theory and Human Rights**

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11:00-12:20

211 Union

Chair: *Kathy Charmaz, Sonoma State*

Grounded Theory: Relevance, Rigour and Humanity, *Foster Fei, Cardiff University*

The Social Life of Immigrants' Rights: Labor Migrants in Israel and Singapore Nelly Kfir, Tel Aviv University Israel, *Nelly Kfir, Tel Aviv University*

Spirit Meets Social Justice, *De Bryant, Indiana University South Bend, Wanakee Brown, Indiana University South Bend, and Lucas Mark, Indiana University South Bend*

International Standards, Local Realities: A Grounded Theory Approach to Rights-Based Restorative Justice in Canada, *Shannon Amanda Moore, Brock University, and Richard Charles Mitchell, Brock University*

Justice from within: Criminal Justice(?) and Media through the Eyes of Angola's Inmate-Journalists, *Kalen Mary Ann Churcher, Niagara University*

## **1042 Intercontinental Considerations of Creativity and Ethics in Qualitative Inquiry I.**

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11:00-12:20

215 Union

Chair: *Kelly Ann Clark/Keefe, Appalachian State University and Julie Anne White, La Trobe University*

Risk and Responsibility: Exploring Autoethnographic Methods, *Karen Mary Scott-Hoy, N/A*

Under the Influence of Ethnography: Poetic Travels and Other Scribing, *Corrine Elaine Glesne, N/A*

Exploiting Images of Exploitative Child Labor?, *Vachel Miller, Appalachian State University*

An Inquiry into the Ethical Nature of a Deleuzian Creative Educational Practice., *Ken Gale, University of Plymouth*

Zombies, Undecidables, and the Mortal Desire for Creative Encounters in Qualitative Inquiry: A Cautionary Tale, *Kelly Clark/Keefe, Appalachian State University*

## **1043 Performance of Race**

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11:00-12:20

217 Union

Chair: *Ra'l Alberto Mora, University of Illinois at Urbana-Champaign*

Critical Race Comedy: Racial Comedys Contributions to CRT Discourse and its Counternarratives, *Ra'l Alberto Mora, University of Illinois at Urbana-Champaign*

Becoming “Yellow”, *Sayuri Arai, University of Illinois, Urbana-Champaign*

Blue Eyes, Light Skin: An Authoethnographic Performance on Racial Consciousness and Ethnicity Revelation., *Salvador Raymundo Victor, University of Illinois at Urbana-Champaign*

Lemniscating Counter-Narrative: Oral History, Autoethnography, and Arts-Based Educational Research in Search of Race in Education, *Mary Stone Hanley, George Mason University*

Learning in-between Cultures: Negotiation of Race, Ethnicity, and Language of a Student with American/Japanese Mixed Cultural Heritages, *Fusako Yoneda, Ohio State University*

## **1044 Counter-Narratives of Gender**

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11:00-12:20

277 Union

Chair: *Lee Ann Smith, University of Otago*

Queer Students and the School Formal or Prom, *Lee Ann Smith, University of Otago*

Directing gender in preschools, *Tzu-Hui Chen, Arizona State University*

Exploring Women’s Narratives of Social Comparison, Gender and Advertising, *Linda Tuncay, Loyola University Chicago, Kristin Mather, Loyola University Chicago, and Nick Kristin, Loyola University Chicago*

## **1045 Dissertations**

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11:00-12:20

314A Union

Chair: *Ping-Chun Hsiung, University of Toronto*

The Final Twelve, *Hilary Ann Brown, Brock University*

The Qualitative Approach as a Means of Emancipatory Research in Contemporary China's Education Reform, *Ping-Chun Hsiung, University of Toronto, and Xuehong Qi, Nanjing Normal University*

Guiding an Autoethnographic Dissertation: Making the Road as We Walked It, *M. Carolyn Clark, Texas A&M University, and Norvella P. Carter, Texas A&M University*

What Matters in the Qualitative Dissertation: Reflections on Factors for Success, *Faith Wambura Ngunjiri, Eastern University*

## **1046 Researcher Issues**

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11:00-12:20

314B Union

Chair: *Jennifer H Nabors, University of Georgia*

Researcher Liminality in Participant Observation, *Katarzyna Anna Zdunczyk, Newcastle University*

Auditing the Audit Culture in Education Research: A Critical Look at How the Audit Moved from the Accounting Firm to Education Research, *Jennifer H Nabors, University of Georgia*

Developing Portraits Using the Essentialist Methodology in Qualitative Research with Children and Adults, *Brinda Jegatheesan, University of Washington, Wanju Huang, University of Illinois Urbana Champaign, and Klaus Witz, University of Illinois Urbana Champaign*

Researching the Researcher as Instrument, *Anne Elizabeth Pezalla, The Pennsylvania State University, Jonathan Pettigrew, The Pennsylvania State University, and Michelle Miller-Day, The Pennsylvania State University*

Autoethnography and the Reflective Practitioner, *Margarita Savova Popova, Design firm "Architect Margarita Popova", and Lubomir Savov Popov, Bowling Green State University*

## **1047 PAR-Identity and Community**

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11:00-12:20

403 Union

Chair: *Karen Puttemans, Vrije Universiteit Brussel; Ronald Jackson, University of Illinois at Urbana-Champaign*

An Arts-Based Inquiry Project on Poverty and Bereavement: Because an Image says More Than a Thousand Words?, *Karen Puttemans, Vrije Universiteit Brussel, and Caroline Andries, Vrije Universiteit Brussel*

Arts-Based Inquiry in Anti-Racism Action Research: Rich Data, Measurement of Change and Personal Reflection Tool, *Kimberley Ann Smolik, University of St. Thomas*

Community Advocates' Responses to Water Contamination: A Community-Based Study, *Tina Leanne Shrigley, University of Western Ontario, and Jason Brown, University of Western Ontario*

Refugee Children, Resettlement, and Transitions to U.S. Public Schools, *Allison D. Anders, University of Tennessee at Knoxville, Denise Bates, University of Tennessee at Knoxville, Katharine Sprecher, University of Tennessee at Knoxville, and Carolyn Spellings, University of Tennessee at Knoxville*

Qualitative Research Methods for Residential Design, *Margarita Savova Popov, "Architect Margarita Popova", and Lubomir Savov Popov, Bowling Green State University*

An Introduction to Prosperity Action Teams: Using Community-Based Participatory Research in Overcoming Poverty, *John N. Korsmo, Western Washington University*

## **1048 Theorizing Mixed Method Designs**

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11:00-12:20

404 Union

Chair: *Jori Negola Hall, University of Georgia*

Thinking Qualitatively when Mixing Methods, *Jori Negola Hall, University of Georgia*

Perceptions about Democracy of University Students in Argentina, *Gabriela Solange Plotno, University of Buenos Aires, and Florencia Lederman, University of Buenos Aires*

A Crossing-Dialogue Approach for International Research, *Polsa Eva Pia, HANKEN School of Economics*

An Inquiry on the 'Others' of the Built Environment in Istanbul, *Nilay nsal Gümüş, Bahçeşehir University*

Highlighting Salient Values and Practices of Lebanese Immigrant Families, *Jeanette Belcher-Schepis, Tufts University, Laurence Gianinno, Tufts University, and Kathleen Leonard, Tufts University*

## **1049 Health-Drugs**

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11:00-12:20

406 Union

Chair: *Heather Sophia Lee, UIC; Noreen Sugrue, University of Illinois at Urbana-Champaign*

Reflexive Users of Unconventional Medicine in Argentina: Combined Care Seeking Strategies in Plural Medical Cultures, *Betina Freidin, Universidad de Buenos Aires, and Rosana Abrutzky, Universidad de Buenos Aires*

The role of qualitative inquiry in reversing the silencing of drug users, *Heather Sophia Lee, UIC, and Chyvette T Williams, University of Illinois at Chicago*

Voices and Rights: free speech and qualified confidentiality in researching with drugs users in Brazil, *Alberto Groisman, Federal de Santa Catarina*

## **Plenary: Meaningful Research, Aging, and Positive Transformation**

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11:00-12:20

407 Union

Chair: *Carolyn S. Ellis, University of South Florida*

Meaningful Research, Aging, and Positive Transformation, *Mary Gergen, Penn State Brandywine, and Kenneth Gergen, Swarthmore College*

Meaningful Research, Aging, and Positive Transformation, *Carolyn Ellis, University of South Florida*

Meaningful Research, Aging, and Positive Transformation, *Laurel Richardson, The Ohio State University*

Meaningful Research, Aging, and Positive Transformation, *Arthur P. Bochner, University of South Florida*

Meaningful Research, Aging, and Positive Transformation, *Norman K. Denzin, University of Illinois at Champaign-Urbana*

## **1051 Poster II**

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11:00-12:20

Illini Room B

Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools-Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software, *Judith A. Davidson, University of Massachusetts-Lowell, Kerry Donohoe, and Steven Tello, University of Massachusetts-Lowell, Lynne Christensen, Foxborough Regional Charter School, Gail Steingisser, Alcott School, and Connie Varoudakis, Danvers High School*

Designs for Making a Tree: An ethnographic study of young childrens visual art, *Susan Joan Griebling, University of Cincinnati*

Understanding Models of Mathematics Educators' Instruction for Critical Mathematics Literacy., *Michael Fish, University of Wisconsin-Madison*

“A Good Pint of Guinness”: Community and Identity in Irish Pubs in San Francisco, *Travis D. Satterlund, UC Berkeley*

A Community Based Student Support Program Evaluated from the Perspective of Youth, *Rita C. Tracy, University of Colorado at Boulder*

Revision Of Insert Package Text Of Products Base Of Vitamins, *Rodrigo Balbuena Machado, National Health Surveillance Agency, Daniela Barros Rocha, National Health Surveillance Agency, Artur Maciel, National Health Surveillance Agency, and Nur Shuaqira Mahmud Said Abdel Qader Shuaqair, National Health Surveillance Agency*

“Threatening a Gay Man is Like Fighting a Girl”: A Mixed Methods Approach to Understanding Heterosexuals' Participation in Anti-Gay Behaviours, *Lisa M. Jewell, University of Saskatchewan, and Melanie A. Morrison, University of Saskatchewan*

## **1052 Homelessness**

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1:00-2:20

104 English

Chair: *Sheilia Rae Goodwin, Ivy Tech Community College*

Homelessness in Toronto: An Issue of Health and Wellbeing, *Naomi R. Hughes, OISE, University of Toronto*

Human Service Workers and Organizational Context: Harnessing the Power of Humanistic Ideals, *Lissette M. Piedra, University of Illinois*

How “Good” Policy Produces “Bad” Outcomes when Gendered Definitions are Constructed, *Sheilia Rae Goodwin, Ivy Tech Community College*

Placing Homelessness: Critical Ethnography as Critical Pedagogy, *Precious Yamaguchi, Bowling Green State University, and Radhika Gajjala Gajjala, Bowling Green State University*

## **1053 Subjectivity**

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1:00-2:20

108 English

Chair: *Caryn E. Medved, Baruch College - City University of New York*

The Purpose and Politics of I: Toward an Enhanced Understanding of Authorial Presence in Research Writing, *Jake Burdick, Arizona State University, and Thomas E. Barone, Arizona State University*

A case study about the training of the autonomous subjectivity: Paideia School, *Fátima Cruz, of Valladolid, and Clóvis Nicanor Kassick, do Sul de Santa Catarina*

Constructing Identity, Gender and Power: Discourses and Practices of Breadwinning Mothers, *Caryn E. Medved, Baruch College - City University of New York*

Limits and Possibilities of Narratives in Feminist Research, *Soledad Martínez-Labrín, del Blò-Blò, and Bruno Mauricio Bivort, del Blò-Blò*

## **1054 Narrative Inquiry and Education**

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1:00-2:20

113 Davenport

Chair: *Audrey Naomi Grant, La Trobe University*

Narrative Interviewing and Narrative Writing, *Audrey Naomi Grant, La Trobe University, and Shizhou Yang, La Trobe University*

Freedom to Write, Freedom to Be: Multi-Storied Analysis of Bai EFL Writers' Identity Development, *Shizhou Yang, La Trobe University*

Traveling Theory: The Dissemination and Transformation of Educational Narrative Inquiry in China, *Caixia Peng, Teachers College, Columbia University*

Transcendental Reflections of the Space-in-Between: Finding Ourselves through Creative Expression, *Tara Earls Larrison, University of Illinois at Urbana-Champaign*

Exploring How Researcher Epistemologies Shape Research, *Cynthia Ina-Marie Gerstl-Pepin, University of Vermont, and Lisa Renee Bass, University of Oklahoma-Tulsa*

## **1055 Conceptualizing Empowerment**

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1:00-2:20

115 English

Chair: *Dallas R Malhiusky, University of Nebraska at Lincoln*

Student Achievement Using Web 2.0 Technologies: A Mixed Methods Study, *Dallas R Malhiusky, University of Nebraska at Lincoln*

Iranian Womens Empowerment in the Form of Short Stories, *Manijeh Badiee, University of Nebraska-Lincoln*

Qualitative Interview as "A Situated Account": Reflections on Interviews with Women Educational Managers, *Tshilidzi Netshitangani, Human Sciences Research Council*

## **1056 Critical Ethnography as Performance**

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1:00-2:20

119 English

Chair: *Douglas Mungin, San Francisco State University*

Dishing the Data, *Tarquam Mckenna, Victoria, and Mark Vicars, Victoria*

Justice for Urban Youth: Holding Theatre Methodologies to Account,  
*Kathleen Marie Gallagher, University of Toronto*

LANDSCAPE, POWER AND WAYS OF SEEING. AND NOT BEING  
SEEN., *Díaz Adolfo Raúl, Nacional del Comahue*

Researching a Political Subject in Human Rights: understanding the International Civil Commission for Human Rights Observation, Ana C. Aguirre, Aurora Garduño, Social Psychology Department, Universitat Autònoma de Barcelona, Barcelona-Spain., *Ana Cristina Aguirre Calleja, Universidad Autonoma de Barcelona, and Aurora Garduño Duarte, Autonoma de Barcelona*

Romance, Nostalgia and Danger: Resisting the White Male Guide  
Richard J. Doherty, University of Illinois at Urbana-Champaign, *Richard J. Doherty, University of Illinois at Urbana-Champaign*

Disco as The Last Remarkable Gender Revolution: A Study on Whiteness and Gender Interpretation Through Performance, San Francisco State University, *Douglas Mungin, San Francisco State University, Emi Kojima, San Francisco State University, and Jonathan Magat, San Francisco State University*

## **Spotlight: Ethnographic Research in Cultural 1057 Psychology**

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1:00-2:20

127 English

Chair: *Peggy J. Miller, University of Illinois at Urbana-Champaign and Michael J. Kral, University of Illinois at Urbana-Champaign*

Ethnographic Research in Cultural Psychology, *Michael J. Kral, University of Illinois at Urbana-Champaign, and Peggy J. Miller, University of Illinois at Urbana-Champaign*

Young Childrens Understandings of Death in a Culture that Celebrates Death, *Isabel T. Gutierrez, University of Illinois at Urbana-Champaign*

Activist Ethnography: Towards a More Humane Psychology, *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

Linguistic Marginalization through Television Viewing, *Shumin Lin, University of Illinois at Urbana-Champaign*

Discussant, *Thomas Schwandt, University of Illinois at Urbana-Champaign*

**Researching Physical Place and Social Space:  
1058 Materialist Methodologies in Qualitative Research**

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1:00-2:20

131 English

Chair: *Aaron M. Kuntz, University of Alabama*

Spatializing power structures in learning environments, *Chris Hutt, University of Alabama*

Navigating the linguistic landscape of high school: ELLs learning English through the lens of materialist methodology, *Josephine Gilchrist Prado, Alabama*

Materiality of Rural Schooling: The Affect of Place on Meaning Making, *Tedi Taylor Gordon, Alabama*

Identifying Social Spaces in Physical Education, *Elizabeth Woodruff, Alabama*

How the Visual Arts can Enhance Learning and Transfer Knowledge in the Elementary School Setting, *Kelly Campbell-Busby, Alabama, and Christopher D. Hutt, Alabama*

**1059 Foucault**

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1:00-2:20

132 Davenport

Chair: *Kang Sun, Bowling Green State University*

Sorority subculture: Ethnographic screenplay as representation, *Lisbeth A. Berbary, Indiana University*

At the Vantage Point of a Disadvantageous Space: Centering the Writing Center, *Kang Sun, Bowling Green State University, and Barbara Toth, Bowling Green State University*

Challenging Behaviour and Foucault, *Ian McPhail Flaherty, University of Sydney*

## **New Directions in Decolonizing and Cross Cultural 1060 Methodologies**

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1:00-2:20

136 Davenport

Chair: *Guy Senese, Northern Arizona University*

Hawezi Kukasirika, Kwa Sababu Ni Mtani Wangu On deconstructing decolonialisation of QI Anne Ryen University of Agder Norway, *Anne - Ryen, University of Agder*

Remembering Memory: Tradition, Culture, Colonization and Education in Contemporary India, *Hema Ganapathy-Coleman, Indiana State University*

Cross-Cultural Rapport: Conducting Counseling Research with Participants in Kigali, Rwanda, Adija Mugabo, University of Western Ontario, *Adija Michele Mugabo, University of Western Ontario, and Jason Brown, University of Western Ontario*

A cross-cultural ethnographic study of a security guard who works at the DMV, *Chingfang Wu, Yu Da College, and Mary J Fambrough, Alliant International University*

## **1061 Qualitative Software**

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1:00-2:20

169 Davenport

Chair: *David Kimball Woods, University of Wisconsin, Madison*

New Qualitative Transcription Technologies: Highlighting researchers' work using Computer-Assisted Transcriptions with Qualitative Analysis, *Jeannette Belcher-Schepis, Boston College, and Sharlene Hesse-Biber, Boston College*

Innovations in the Qualitative Analysis of Video and Audio, *David Kimball Woods, University of Wisconsin, Madison*

Longitudinal Qualitative Analysis of Interaction using Transana, *David Kimball Woods, University of Wisconsin, Madison, Nicolas M. Sheon, University of California, San Francisco, and Paul G. Dempster, University of Leeds*

## **1062 Autoethnographies of Racial Politics in Education**

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1:00-2:20

209 Union

Chair: *Heewon Chang, Eastern University*

“Now what?”: A Look at Discussions of Racism, Social Justice, and Diversity in the Classroom, *Kate S. McKee, Michigan State University, Asha D. Barber, Michigan State University, and Adam B. Downs, Michigan State University*

Where Spirituality, Gender, and Ethnicity Meet: Collaborative Autoethnography of Three Female Leaders of Color in a Faith-Based Higher Education, *Heewon Chang, Eastern University, Kathy-ann Hernandez, Eastern University, and Faith Ngunjiri, Eastern University*

Understanding the Culturally Diverse Teacher? An autoethnography of an international TA about her teaching social justice class, *Tzu-Hui Chen, Arizona State University*

The Reflexivity of Pain and Privilege: An Autoethnography of (Mestizo) Identity and Other Mestizo Voices, *Ellis Hurd, Illinois State University*

Lemniscating Counter-Narrative: Oral History, Autoethnography, and Arts-Based Educational Research in Search of Race in Education, *Mary Stone Hanley, George Mason University*

## **1063 Spotlight: Qualitative Research in German-Speaking Countries II**

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1:00-2:20

210 Union

Chair: *Ranier Winter, Klagenfurt University*

Triangulation and critical audience research, *Lothar Mikos*

Sociological Image Analysis today. Overview of different approaches to image analyses (particularly) in German and Austrian Sociology, *Stefan Bauernschmidt, Friedrich Alexander University Erlangen-Nuernberg, Germany*

Images, texts and social inquiry, *Claudia Isep, and Claudia Küttel, Klagenfurt University, Austria*

On the Ethnography of Subjectively Networked Digital Media Development, *Carsten Winter, Hanover University of Music and Drama, Germany, and Catherine Dürrenberg, Hanover University of Music and Drama, Germany*

## **Intercontinental Considerations of Creativity and Ethics 1064 in Qualitative Inquiry II.**

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1:00-2:20

215 Union

Chair: *Kelly Ann Clark/Keefe, Appalachian State University and Julie Anne White, La Trobe University*

The Ethics of Fictionalising 'Truth' in the Creative Artefact, *Christine Ellen Sinclair, Swinburne University of Technology, Lilydale Campus*

Inadmissible Questions: Protection or Censorship?, *Pat Sikes, University of Sheffield, and Heather Piper, University of Manchester Metropolitan University*

True Crime, *Vicky J. Grube, Appalachian State University*

Situating Professional Knowledge Creation: Embracing Risk and Discomfort in Learning?, *Pamela Ann Burnard, University of Cambridge*

Creativity and Going Beyond: Investigating Identity, Connection and Ethics, *Julie Anne White, La Trobe University, Sarah Elizabeth Drew, University of Melbourne, and Lyn Yates, University of Melbourne*

## **1065 Race and Education**

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1:00-2:20

217 Union

Chair: *Judith Touré, Carlow*

Making Race (In)Visible in School Data, *Martha Irene Martinez, University of Oregon*

"Theres Some Good Karma up in Here": A Case Study of White School Leadership in an Urban Context, *Judith Touré, Carlow*

## **1066 Cross-Disciplinary Methodologies and Gender**

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1:00-2:20

277 Union

Chair: *Dayna Ann Fischtein, Indiana University, Bloomington*

Understanding the Observance and Non - observance of Norms that Govern Social Coexistence: Representations around Masculinity and Development of Risky and Aggressive Behavior when Driving Alejandra Martínez, Aldo Merlino CEA - Universidad Nacional de Córdoba, Argentina, *Alejandra Martínez, Universidad Nacional de Córdoba, and Aldo Merlino, Universidad Nacional de Córdoba*

Sexual Rights are Human Rights: The Possibility for Critical Qualitative Research to Advance Conceptualizations of, and Social Justice around, Sexuality, *Dayna Ann Fischtein, Indiana University, Bloomington, and Sonya Satinsky, Indiana University, Bloomington*

The Meaning of Dying: A Case Study of Experience and Meaning as Caregiver and Son, *Bradley Allen Gangnon, United International College*

Men Are from Mars, Women Are from Venus: The Gendering of Environmental Design Education, *Lubomir Savov Popov, Bowling Green State University*

Same-Sex Couple Immigration: The role of Culture and Relationships in Identity Formation, *Cassie D. Fischer, University of Western Ontario, and Jason Brown, University of Western Ontario*

## **1067 Doctoral Study**

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1:00-2:20

314A Union

Chair: *M. Carolyn Clark, Texas A&M*

Impressionist Tales: The View from Inside the Developing Educational Researcher, *M. Carolyn Clark, Texas A&M, Joellen E. Coryell, University of Texas-San Antonio, Susan A. Wagner, Texas A&M University, and Carol L. Stuessy, Texas A&M University*

Challenges and Tensions of Dissertation Supervision, *Ana Guisela Chupina, Alliant International University, and Mary J Fambrrough, Alliant International University, and Rama Kaye Hart, University of St Thomas*

Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study., *Beverly Hardcastle Stanford, Azusa Pacific University, Jenny Y. P. Yau, Azusa Pacific University, Bruce Simmerok, Azusa Pacific University, and Carolyn Cook, San Dimas, CA*

A PhD Cohort Class: From Classroom to Bunker, *Lance Ford, University of Oklahoma, and Courtney Ann Vaughn, University of Oklahoma*

Doctoral Supervision: Perspective of the Supervisee, *Lorraine D. Cook, University of the West Indies*

## **1068 Teacher Issues**

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1:00-2:20

314B Union

Chair: ,

Unity of Consciousness in Teaching and Learning: A Case Example from a Middle School Mathematics Classroom, *David R Goodwin, Missouri State University*

Secondary Preservice Teachers Experiences with the Teacher Work Sample Methodology, *Jennifer C Wolfe, University of Cincinnati, Pamela S Williamson, University of Cincinnati, and Helene A Harte, Northern Kentucky University*

(Mis-) using the e-Delphi Method, *Per Lindqvist, University of Kalmar, and Ulla Karin Nordström, University of Kalmar*

Zero Tolerance: A Performance on the Pursuit of Safe Schools, *Tara Goldstein, OISE/University of Toronto, and Jocelyn Wickett, OISE/University of Toronto*

## **1069 PAR-Methodology**

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1:00-2:20

403 Union

Chair: *Maya Lavie-Ajayi, Ben-Gurion University of the Negev*

Adding human rights to a social work schools curriculum, *Cynthia Cannon Poindexter, Fordham*

Conflict as a Tool and a Challenge in Participatory Action Research, *Maya Lavie-Ajayi, Ben-Gurion University of the Negev*

Concept Mapping: Applying Western Methodology with Native American Foster Parents, *Viktoria Ivanova, University of Western Ontario, and Jason Brown, University of Western Ontario*

Understanding Hispanic Cultures within Appalachia: From Observer to Participant Action., *Linda C. Pacifci, Appalachian State University*

Reflection “for” Action; Closing the Loop of Reflection “in” and “on” Action, *Khosrow Bagheri Noaparast, Tehran*

Not Going to Research and Run: My Experiences Conducting PAR in International Settings, *Amanda C. Jones, University of Alberta*

## **1070 Relational Research: An Area for Qualitative Inquiry**

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1:00-2:20

406 Union

Chair: *Margaret Barton-Burke, University of Missouri-St. Louis and Margaret Barton-Burke, University of Missouri-St. Louis*

Relational Research: An Overview, *Donna Zucker, University of Massachusetts-Amherst, Margaret Barton-Burke, University of Missouri-St. Louis, Genevieve Chandler, University of Massachusetts-Amherst, and Cynthia Jacelon, University of Massachusetts*

Relational Research: Shifting the Research Paradigm, *Margaret Barton-Burke, University of Missouri-St. Louis*

Theoretical and Philosophical Aspects of Relational Research, *Donna Zucker, University of Massachusetts-Amherst*

Research Collaboration through Relationships in Mental Health, *Genevieve Chandler, University of Massachusetts-Amherst*

Mutual Mentoring: Building Relationships to Enhance Faculty Retention and Scholarship, *Cynthia Jacelon, University of Massachusetts-Amherst*

## **1071 Plenary: The Post-Human Condition?**

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1:00-2:20

407 Union

Chair: *Greg Dimitriadis, University at Buffalo, SUNY*

"On the Theoretical / Empirical Importance of Taking the Nonhuman Into Account, *Adele E. Clarke, UC San Francisco*

From the Post-Human to the Relational: Implications for Inquiry, *Kenneth Gergen, Swarthmore*

From the Post-Human to the Relational: Implications for Inquiry, *Grant Kien, California State University, East Bay*

A Post-Human Humanism? Problems and Possibilities For Critical Inquiry, *Greg Dimitriadis, University at Buffalo, SUNY*

## **1072 Poster III**

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1:00-2:20

Illini Room B

Potentialities of Action Research and Human Activity Theory, kanako ide, Kansai University

The caregiver's influence in the introduction of complementary feeding in Children, *Mirna Albuquerque Frota, University of Fortaleza, Vanessa Gomes Silveira, University of Fortaleza, Virgínia Maria de Costa Oliveira, University of Fortaleza, Maria de Fátima Antero Sousa Machado, university of Fortaleza, and Viviane Mamede Vasconcelos, University if Fortaleza*

Health promotion: an intervention in breastfeeding, *Mirna Albuquerque Frota, University of Fortaleza, Vanessa Gomes Silveira, University of Fortaleza, Adryana Aguiar Gurgel, University of Fortaleza, Ana Amélia Rocha Sales, university of Fortaleza, and Cintia Freitas Casimiro, University if Fortaleza*

Children's Rule Compliance based on Foucaults Principles, *Su Kyeng Wee, Seoul Women University*

The publishing products and the childrens right for education, *Argentina Aranda Barrera, Universidad Autónoma Metropolitana, Xochimilco*

Prenatal assistance in the Program Health of the Family, *Sebastiao Junior Henrique Duarte, Universidade Federal de Mato Grosso, and Sônia Maria Oliveira de Andrade, Universidade Federal de Mato Grosso do Sul*

## **1073 Humor and Satire**

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2:30-3:50

104 English

Chair: *Anindya Sen, Northern Illinois University*

Humor Analysis as a Qualitative Research Tool, *Anindya Sen, Northern Illinois University*

The Boondocks: Niggas in Suruburbia, *Gary Vernemon Johnson, Northern Illinois University*

Humor Enhances Socio-Emotional Functioning of Resilient Adolescents in Diverse Contexts, *E. Leslie Cameron, Carthage College, Catherine Ann Cameron, University of British Columbia, and Nora Didkowsky, Dalhousie University*

Parable of the Bonfire of the Sanities, *Cory Spice Holding, UIUC*

## **1074 The Literary Arts**

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2:30-3:50

108 English

Chair: *Robert E. Rinehart, University of Waikato*

The Autoethnographic Novel: The legitimacy of fiction in academia, *Barbara Louise Biggs, Swinburne University of Technology*

Bridging Gaps: Epistolarity and the Autoethnographic Novel as a Valid Means of Recording History, *Glenice Joy Whitting, Swinburne University of Technology*

Shakespeare on the Digital Porch, *Melanie Kittrell Hundley, Vanderbilt University*

Writing a Gothic Autoethnography, *Dian E Walster, Wayne State University*

Reading Lolita Sociologically, *richard williams, rutgers university*

Single-take Reality and Performance Theory: A case for Dreyers “La Passion de Jeanne dArc”, *Dalia Chowdhury, UIUC*

## **1075 Narratives and Education**

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2:30-3:50

113 Davenport

Chair: *Lene Tanggaard, Aalborg University*

“You Don’t Look Like One, so How Are You African?” West African Immigrant Girls and the (Re)negotiation of Ethnic Identities, *Chinwe Linda Okpalaoka, The Ohio State University*

School Narratives, *Lene Tanggaard, Aalborg University*

Put an Electric Fence Around Us: Children Reflect on School Safety in Times of Ubiquitous Risk and Constant Uncertainty, *Myra Beth Margolin, University of Illinois*

The Role of Girl friendships and Collective Narratives in Gender Identity Formation among Chinese Migrant Girls, *Yali Feng, UIUC*

Let Me Hold Your Hand- a Case Study of an After-School Tutoring Program for Socioeconomically Disadvantaged Students in a Remote Area in Taiwan, *Yun-shiuan Chen, University of Illinois at Urbana-Champaign*

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

## **1076 Refugee Populations**

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2:30-3:50

115 English

Chair: *Devika Chawla, Ohio University*

CROSS-MARKED: Sudanese Women Talk Education, *Anne Harris, Victoria, and Mark Vicars, Victoria*

My Father, My Interlocutor: Finding Family History in ?Other? Narratives, *Devika Chawla, Ohio University*

Battered Mothers and Children Seeking Safety Across International Borders: Examining Transnational Legal Processes, *Taryn P. Lindhorst, University of Washington, Jeffrey Edleson, University of Minnesota, Gita Mehrotra, University of Washington, Luz Lopez, Boston University, and Sudha Shetty, University of Minnesota*

Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures, *Brinda Jegatheesan, University of Washington, Jennifer Wallen, University of Washington, Sayaka Omori, University of Washington, Soleil Boyd, University of Washington, and Hyeyoon Park, University of Washington*

Strategic Humanitarianism: US Refugee Resettlement Policy and Refugees with Disabilities, *Mansha Parven Qamar Husain Mirza, University of Illinois at Chicago*

## **1077 Extending Qualitative Methods**

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2:30-3:50

119 English

Chair: *William R Morris, Academy of Oriental Medicine at Austin*

Phenomenography - examples and extensions, *Eva ÷sterlind, Stockholm*

Recursive Systems Analysis: A Transdisciplinary Method of Inquiry,  
*William R Morris, Academy of Oriental Medicine at Austin*

Inspiring Change: Portraiture as a Qualitative Research Method to Study Successful Results in Education Laura Summers, University of Colorado Denver, *Laura Lee Summers, University of Colorado Denver*

An Action Theory Perspective on the Working Alliance in Cross-Cultural Counseling Dyads, *Marie Morrison, The University of British Columbia, Richard A. Young, The University of British Columbia, and Hajera Rostam, The University of British Columbia*

Walking the Tightrope: Creativity and Experimentation in Qualitative Research within a Conventional World, *Sarah Wall, University of Alberta, Maria Mayan, University of Alberta, Guendolina Graffigna, Università Cattolica del Sacro Cuore di Milano, and Caroline Porr, University of Alberta*

## **1078 Resistance**

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2:30-3:50

127 English

Chair: *Michael Corbett, Acadia University*

Researching Human Rights Violations: Is There a Right Method?, *Adriana Elizabeth Espinoza, University of Chile*

Resistance and Reconstruction: a Qualitative Study of Teachers Reactions to the Educational Reform Which Prohibited Corporal Punishment of Students in Taiwan, *Wen-Ting Chung, Arizona State University, and Sarah Brem, Arizona State University*

Questioning Resistance: Personal Narratives as Dialogical Process Starters, *Michael Corbett, Acadia University, and Craig A. Campbell Jr., Buffalo State College, SUNY*

## **The active interview in a transverse cross research 1079 about university artistic workshops.**

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2:30-3:50

131 English

Chair: *Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM and Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM*

The active interview in transverse cross research about university artistic workshops, *Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM.*

**1080 Freire**

2:30-3:50

132 Davenport

Chair: *Patrick William Berry, University of Illinois at Urbana-Champaign*

Participatory Research in Health Education: An Epistemological, Ethical and Methodological Reflection, *Fernando Peñaranda, Universidad de Antioquia*

Reclaiming Professional Development: Counter-Narratives to the Banking Model, *Nicole Pourchier, Georgia State University, Teri Holbrook, Georgia State University, and Laura E. Meyers, Georgia State University*

The Road Less Traveled: Horton and Freire on the Edge of the Literacy Narrative, *Patrick William Berry, University of Illinois at Urbana-Champaign*

**1081 New Directions in Feminist Qualitative Research**

2:30-3:50

136 Davenport

Chair: *Sara Melissa Childers, The Ohio State University*

What might a (Feminist) Post-Critical Policy Analysis of Urban Education look like? : A Report from the Field, *Sara Melissa Childers, The Ohio State University*

Dissident Subjectivities and Socioeducational Research, *Jorgelina Andrea Villarreal, Universidad Nacional del Comahue, and Gabriela Nora Herczeg, Universidad Nacional del Comahue*

Taking Back the Conversation: Collaborating with Sexual Assault Survivors to Advance Policy Reform and Outreach, *Lauren J. Germain, University of Virginia*

“We’re Real Here”: Hooters Girls, Sexy Inquiry & Embodied Ethnography, *Sarah Rasmussen, University of Illinois at Urbana-Champaign*

Against All the Odds, *Mira Karnieli, Oranim - College of Education*

Reflections on the Search for a Just Feminist Social Work Narrative of Violence Against Women, *Einat Peled, School of Social Work, Tel Aviv University, Einat - Peled, Tel Aviv University*

**But why do I have to tell you who I am if you'll give  
me better answers if I pretend to be someone else?:  
Ethical dilemmas in the conduct of computer mediated  
ethnographic and autoethnographic communication**

**1082 research**

2:30-3:50

156 English

Chair: *Robert Krizek, Saint Louis University and Shirley K. Drew, Pittsburg State University*

Ethics and Computer Mediated Communication Research: Back to Basics, *Deborah Ballard-Reisch, Wichita State University*

Computer Mediated Communication and Qualitative Research: Are We Facing a New Crisis of Legitimacy?, *Shirley Drew, Pittsburg State University*

Conflating Research, Scholarship, and Life: Turning to the IRB for help, *Robert Krizek, Saint Louis University*

Fake IDs and IRBs, *Melanie Mills, Eastern Illinois University*

Passing on Ethics?, *Patty Sotirin, Michigan Tech University*

**1083 Social Networks**

2:30-3:50

169 Davenport

Chair: *Natalia V Rybas, Emporia State University*

Mobilizing Identity and Difference in Social Network Systems, *Natalia V Rybas, Emporia State University*

Friends, Acquaintances, and 'ssociates: Exploring the Social Networks of African-American Women Living in Mixed-Income Public Housing, *Tennille Allen, Lewis University*

Network Effects on the Definition of Human Rights: A Case Against Elder Abuse, *Dhrubodhi Mukherjee, Southern Illinois University, Dhrubodhi Mukherjee, Dhrubodhi Mukherjee, Dhrubodhi Mukherjee, and Dhrubodhi Mukherjee*

Twitter as a Micro-Blogging Panacea: Implications for a Developing Communications Model for Social Networking and Social Justice, *Jeffrey Keefer, New York University / Visiting Nurse Service of New York*

## **1084 Gender and Sexuality in Autoethnography**

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2:30-3:50

209 Union

Chair: *Adrienne Marie Trier-Bieniek, Western Michigan University*

Creating an Inclusive Voice: Toward a Feminist Autoethnography,  
*Adrienne Marie Trier-Bieniek, Western Michigan University*

Interrupting the Autobiographical Imperative: Autoethnography and  
Trans Subjectivities, *Caleb C. A. Nault, York University*

How Does Diversity Really Matter? An Autoethnography Of Being  
A First Year Faculty In Small Liberal Arts College, *Shujun Chen,*  
*University of Illinois at Urbana-Champaign*

From Being Considered At-Risk to Becoming Resilient: An  
Autoethnography of Abuse and Poverty Rosalinda Mercado-Garza,  
Texas A&M University, *Rosalinda Mercado-Garza, Texas A&M  
University*

Madonnas, Avatars, and Jersey Girls: The Dehumanization of Women  
Faculty, *Rama Kaye Hart, University of St. Thomas*

## **1085 Autoethnotheatrical Performance**

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2:30-3:50

210 Union

Chair: *Johnny Saldana, Arizona State University*

Second Chair: An Autoethnotheatrical Performance, *Johnny Saldana,*  
*Arizona State University*

## **Perspectives on Vulnerable Human Subject Research**

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### **1086 Participants**

2:30-3:50

215 Union

Chair: *Cynthia L. Grant, Loyola University Chicago*

An Exploration of the Interpersonal Research Experience of Participants  
with Schizophrenic Disorders: A Mixed-Methods Study, *Cynthia L.  
Grant, Loyola University Chicago*

## **1087 Whiteness**

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2:30-3:50

217 Union

Chair: *Shelly N Blair, Texas A&M*

Decolonizing White Inquiry: Research as Reconciliation, *Robert Jackson-Paton, Saybrook Graduate School*

Dialectics of Whiteness, *Nathan R. Todd, University of Illinois Urbana-Champaign, and Elizabeth M. Abrams, University of Illinois Urbana-Champaign*

White Preservice Teachers' Employment of Dominant Discourses to Position the Racial Other, *Robert C Nava, George Fox University*

White Here, White Now: Exploring Whiteness in the Heart of Texas, *Shelly N Blair, Texas A&M*

## **1088 Feminist Interviewing Methodologies**

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2:30-3:50

277 Union

Chair: *Jung-ah Choi, Governors State University*

Relationships, Relational Positionality, and Truth Claims: What do Poststructural Feminists Tell us about Qualitative Research?, *Jung-ah Choi, Governors State University*

Reciprocal Peer Interviewing, *Elaine Gertrude Porter, Laurentian University, Sheila M. Neysmith, University of Toronto, Marge Reitsma-Street, University of Victoria, and Stephanie Baker-Collins, York University*

The Health Needs of Non-Western Immigrants and Refugees in Saskatchewan: A Postcolonial Feminist Ethnography., *Louise Racine, University of Saskatchewan*

"Just a Thang": The Relational Lives of 17 Women Raising Children in an Urban Housing Development, *Travis Wright, George Washington University*

HISTORICAL SOCIAL APPROACH OF SOCIAL MOVEMENTS, *JosÈ G. Vargas-Hernandez, Universidad de Guadalajara*

## **1089 Education, Ethics, and Social Justice**

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2:30-3:50

314A Union

Chair: *Belden Fields, University of Illinois*

Whose ethics? Ethnographic Dilemmas of Doing Research in Schools,  
*Caroline A. Fusco, University of Toronto*

Performing Generosity and Ethics, *donna lee patterson, University of Regina*

Your Brain on Steroids: How Academic Professionals Consider Cognitive-Enhancing Drugs., *Montana Miller, Bowling Green State University*

Struggles of “Getting It Right”: Reflexive Practices Provide Opportunities for Growth, *Tedi Taylor Gordon, The University of Alabama*

Through the Lens of Social Justice Theory: Teachers’ Responses to Students’ Challenging Behaviors., *Kathy J. Wheat, University of Oklahoma*

## **1090 Spotlight: Advancing academic freedom: When educators become de/colonizers**

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2:30-3:50

314B Union

Chair: *Kakali Bhattacharya, Texas A & M University Corpus Christi*

Academic freedom in play: A digital narrative, *Kakali Bhattacharya, Texas A & M University Corpus Christi*

A mosaic of stories: The gifted and the talented left behind, *Melissa Holt, Texas A & M University Corpus Christi*

Un/translated Spanish stories: Educating out/side No Child Left Behind, *Merededes Yanez, Texas A & M University - Corpus Christi*

Body stories of an educator: When educating from the heart is the only way, *Mary J Palmer, University of Memphis*

## **Lift Every Voice: Participatory Action Research and 1091 School Experience Across Multiple Settings**

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2:30-3:50

403 Union

Chair: *Patricia Alvarez-McHatton, University of South Florida and Patricia Alvarez-McHatton, University of South Florida*

ICAN: Opportunities for Youth to Understand Their Sense of Purpose During the GED Process, *Jenna Pollard-Sage, University of South Florida, Stephanie Martinez, University of South Florida, and Patricia Alvarez-McHatton, University of South Florida*

Reflective Voice: Young Latina Women's Experience in an American Middle School, *Leila Dias, University of South Florida, and Patricia Alvarez-McHatton, University of South Florida*

Multiplicity: Developing Individual Teacher Identity through Varying School Experiences, *Stephanie Martinez, University of South Florida, Jenna Pollard-Sage, University of South Florida, Patricia Alvarez-McHatton, University of South Florida, and Leila Dias, University of South Florida*

Parenting, Teaching, Learning and Gendering: The Role of Participatory Action Research in an Urban Middle School, *Patricia Alvarez-McHatton, University of South Florida*

## **Spotlight: From Multi-Method Triangulation to Multi-Genre Crystallization: Integrating Art, Science, and 1092 Others across the Qualitative Continuum**

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2:30-3:50

404 Union

Chair: *Laura L. Ellingson, Santa Clara University*

More and/or Less the Truth: Articulating Crystallization as an Innovative Framework for Qualitative Research, *Laura L. Ellingson, Santa Clara University, Nicole Defenbaugh, Bloomsburg University, and Paigie K. Turner, Saint Louis University*

A Review of Verification Processes in Relational Research, *Elizabeth A. Suter, University of Denver*

Searching for Community Answers: Understanding Subjective Selves through People Living Without Homes, *Renee Houston, University of Puget Sound*

Advancing Creativity and Community in the Pursuit of Science, *Michelle Miller-Day, Pennsylvania State University*

Tales of the 'Not-Yet-Pregnant', *Elissa Foster, Lehigh Valley Hospital and Health Network*

## **1093 Health-Illness and Care**

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2:30-3:50

406 Union

Chair: *Karen Jean Hoare, Auckland*

Mapping the Journey: Cancer Narratives and the Need for Navigation, *Caitlin M. Mulcahy, University of Waterloo, Diana C. Parry, University of Waterloo, and Troy D. Glover, University of Waterloo*

Working with children to attain the Millennium Development Goals, *Karen Jean Hoare, Auckland*

Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S., *Sergio Cristancho, Universidad de Antioquia, Marcela Garces, Universidad de Antioquia, Karen E. Peters, University of Illinois at Chicago, Carlos Aguero, University of Illinois College of Medicine at Rockford, and Ben C. Mueller, University of Illinois College of Medicine at Rockford*

Neuropsychological Narratives: Exploring the Identity and Function of the Neuropsychologist., *Kristen Marie Hennessy, Psychology Department*

Follow- Up Care for Children with Congenital Disorders: Are We Partial?, *Vinitha Priscilla Ravindran, University of Alberta, Lynne Ray, University of Alberta, and Gwen Rempel, University of Alberta*

## **Plenary: Witnessing and Writing: Qualitative Research 1094 and Advancing Social Justice**

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2:30-3:50

407 Union

Chair: *Bryant Alexander, California State University*

Sankofa Legacies: Black Feminist Musings on Memory, Spirit and the Meaning of Home in Research, *Cynthia Dillard, The Ohio State University*

Advancing Social Justice Through Qualitative Lens: Learning From Tow Opposing Social-Cultural Pedagogies, *Timothy Begaye, Arizona State University*

Demanding Critical Qualitative Public Policy Research: Even in the Age of Obama, *Gail S. Cannella, Tulane University*

Nothing but Africanist wrapping: The cost of dismissing a southern African world view as possible underpinning of the South African Truth and Reconciliation Commission, *Antjie Krog, University of the Western Cape, Cape Town*

Social Justice: Something you do while everyone else does the real research?, *Julianne Cheek, University of South Australia*

## **1095 Poster IV**

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2:30-3:50

Illini Room B

Breastfeeding in the perception of postpartum women from rural areas, *Mirna Albuquerque Frota, University of Fortaleza, Jocelma Moreira Albuquerque, ConceiÃ„o de Maria Albuquerque, University of Fortaleza, Luiza Luana AraÃ„o Lira, university of Fortaleza, and Cintia Freitas Casimiro, University if Fortaleza*

Using Oral History Narratives to Examine Perceived Quality of Life Benjamin Chaffin Brooks, University of Cincinnati, *Benjamin Francis Chaffin Brooks, University of Cincinnati*

Reconfiguring insufficient breast milk as a sociosomatic problem: mothers of premature babies using the kangaroo method in Brazil, *Ivone Evangelista Cabral, Federal of Rio de Janeiro, and Danielle Groleau, McGill*

Memorandum of demand for late start of prenatal, *SebastiÃ„o Junior Henrique Duarte, Universidade Federal de Mato Grosso, and Marcela Ferrari, Secretaria Municipal de SaÃ·de*

The Use of Qualitative Methodology to Advance Diagnoses of Self-Efficacy to Perform an Action: a Set of Case-Studies, *Sara Katz, Shaanan Academic College, and Yehiel Frish, Shaanan Academic College*

All My Relations ~ Native Transracial Adoption: A Critical Case study of Cultural Identity, *Raven Pelletier Sinclair, Regina*

Exploring the Culture of Waiting: Illness Narratives of Lung Transplant Candidates, *Maria Theresa Yelle, University of Wisconsin Madison*

## **1096 Intimate Partner Abuse**

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4:00-5:20

104 English

Chair: *Melissa Ann Corbally, Dublin City University*

The Other Side of the Coin: Male Victims Narratives of Intimate Partner Abuse (IPV) in Ireland, *Melissa Ann Corbally, Dublin City University*

College Women and Intimate Partner Violence: A Qualitative Exploration of Help Seeking Behavior, *Megan Elizabeth Watson, University of Nebraska-Lincoln*

Critical Consciousness Development in Women Survivors of Intimate Partner Violence, *Camie Lynn Nitzel, University of Nebraska--Lincoln*

From Critical Consciousness to Action: Alliance for Racial and Social Justice's Participatory Action Research, *Carolyn Y. Tubbs, Drexel University, Judith Lockard, Susan Zelt, and Iris Rubenstein*

## **1097 The Ontological and Epistemological**

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4:00-5:20

108 English

Chair: *Celine-Marie Pascale, American University*

Frankls Dimensional Ontology: An Existential Approach to Validity for "Insider" Inquiry, *Amber Esping, Texas Christian University*

Epistemologies of Ignorance: 19th -Century Methods and 21st-Century Complexities, *Celine-Marie Pascale, American University*

Cultivating a Research Identity Through Poetry and Photography: Engaging Arts-Informed Methods, *Jennifer L Lapum, Ryerson University*

Students Metaphors -- A Source of Information About Their Perceptions of College Life, *Omer Avci, Northern Illinois University, and Anindya Sen, Northern Illinois University*

Meta-Synthesis: Is it Epistemologically Viable?, *Bente Hoeck, Aarhus University, and Charlotte Delmar, Aarhus University*

Arts-Based Research as Critical Pedagogy: Human Rights and Qualitative Research, *Robert Earle White, St. Francis Xavier University, Karyn Anne Cooper, OISE/UT, and Naomi Rebecca Hughes, OISE/UT*

## **1098 Uses of the Narrative**

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4:00-5:20

113 Davenport

Chair: *Rosana Onocko Campos, Universidade Estadual de Campinas*

A Smoking Cessation Process: Farewell Letter, *Mercedes Blanco, CIESAS-MEXICO*

Unraveling Epidemiological Complexity through Story: Using Narrative Inquiry to Explore the Socio-Cultural Factors of Tuberculosis amongst Aboriginal Peoples in the Canadian Prairie Provinces, *Angela Corinne Angell, University of Alberta*

The narrative construction as an approach for mediation categories, *Rosana Onocko Campos, Universidade Estadual de Campinas, Carlos-Alberto Pegolo Da-Gama, Universidade Estadual de Campinas, Ana-Luiza Ferrer, Universidade Estadual de Campinas, Lilian Miranda, Universidade Estadual de Campinas, and Juarez Pereira Furtado, Universidade Federal de Sao Paulo*

“Its Like a Tattoo”: Rethinking Dominant Discourses of Grief, *Robyn Ord, Ryerson University, and Jennifer Poole, Ryerson University*

A Reflective Response to “Do Narrative Inquirers Take Stories for Granted?”, *Guming Zhao, University of Alberta*

## **1099 Narrative and Autoethnography**

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4:00-5:20

115 English

Chair: *Koeli Moitra Goel, University of Illinois Urbana-Champaign*

“And her death filled her with great plenitude”: Whiteness, Erasure and Racialized Schooling, *Myra Beth Margolin, University of Illinois*

Rupture: Stepping Out through Narratives of Sexual Violence, *Koeli Moitra Goel, University of Illinois Urbana-Champaign*

War, Terror, Safety and Expendable Lives, *Urmitapa Dutta, University of Illinois at Urbana-Champaign*

Combating New Forms of Racism, *Chandler Matthew Armstrong, UIUC*

## **1100 Institutional Ethnography**

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4:00-5:20

119 English

Chair: *Amani Hamdan,*

Narrative Inquiry as a Decolonising Methodology, *Amani Hamdan*

Gender issues, socio-cultural and institutional factors that influence access and utilization of sexual reproductive health (SRH) and HIV/AIDS services, *sembuse emmanuel patrick ndawula, rakai community development trust, ddungu simon, 2Mityana Community Development, „, and mbidde emmanuel, rakai community development trust*

The Image that the City Poses: Institutional Ethnography and Historical Imagination of Class, *Kang Sun, Bowling Green State University*

A critical ethnography of the contested emergency nurse practitioner role development in NSW, Australia, *Jonathan Miles Magill, University of Technology Sydney, and Jane Stein-Parbury, University of Technology Sydney*

Using Institutional Ethnography to Explore Ethical Mental Health Nursing Practice, *Nicole Snow, University of Alberta*

## **1101 Spotlight Historical Perspectives in U.S. Social Work**

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4:00-5:20

127 English

Chair: *Karen M. Staller, University of Michigan*

Hidden Histories in Social Work, *Ian F. Shaw, University of York*

Mary Richmond and the Social Construction of Evidence, *Roberta G. Sands, University of Pennsylvania*

Careers, Moral and Otherwise, *Roy Ruckdeschel, Saint Louis University*

Obituaries as Keyhole: Early U.S. Social Work, *Karen M Staller, University of Michigan*

## **1102 New Directions in Mixed Method Approaches**

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4:00-5:20

136 Davenport

Chair: *Cynthia L. Grant, Loyola University Chicago*

An Exploration of the Interpersonal Research Experience of Participants with Schizophrenic Disorders: A Mixed-Methods Study, *Cynthia L. Grant, Loyola University Chicago*

Sorting out Stress: A Mixed Methods Study, *Stacey B Scott, University of Notre Dame, Brenda Jackson, University of Notre Dame, and Cindy S Bergeman, University of Notre Dame*

The patterns of maternal healthcare utilization among poor and non-poor women living in urban areas: a mixed methods design, *Isabel Rodrigues Craveiro, Universidade Nova de Lisboa, and Paulo Girou Ferrinho, Universidade Nova de Lisboa*

Using Mixed Methods to Understand the Effects of Organizational Climate and Culture in Business: A Case Study, *Jillian Webb Day, University of Texas M. D. Anderson Cancer Center, Meagan T Sutton, University of Texas M. D. Anderson Cancer Center, and Courtney L Holladay, University of Texas M. D. Anderson Cancer Center*

Teacher perceptions and attitudes about the communicative language teaching approach when teaching English in India: An embedded mixed methods case study, *Thomas W Christ, University of Hawaii, and Sakilahmed A Makarani, University of Hawaii*

Exploring Mixed Methods Research through a Study of Commuting, *Emily Huddart Kennedy, University of Alberta*

## **1103 Technological Spaces**

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4:00-5:20

169 Davenport

Chair: *Susan Silver, Ryerson University*

Collecting Qualitative Data for Program Evaluation via Journey Mapping Technology, *Dhira D. Crunkilton, Southeast Missouri State University*

New Narrative Models in Mobile Games, *John Martin, University of Wisconsin Madison*

Evaluating from Afar: Connecting Up Close, *Susan Silver, Ryerson University*

Opinions of Classroom Teachers About The Usage of Materials in Science and Technology Lesson, *Muhammet Ozdemir, Gazi University, and Cetin Cetinkaya, Gazi University*

Schools as a revolving technological landscape -sustaining practices amidst clamorous discussions on change, *Yu-ping Cheng, University of Illinois, Urbana-Champaign*

## **1104 Autoethnographic Reflections on Place**

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4:00-5:20

209 Union

Chair: *Qiana M Cutts, Georgia State University*

Removing the Mask, I am African!: A Biopoem, *Qiana M Cutts, Georgia State University*

Prismatic Perceptions across the Border: It All Depends on Who Tells the Story, *Gresilda A. Tilley-Lubbs, Virginia Tech*

“Wait, where are you from?”: Exploring Culture, Identity, and Resistance in Third Culture Kids, *Vandy Ramadurai, Texas A&M University*

Liberation through Language: An Autoethnography of discovering Self-Identity through embracing African American Heritage, *Charlotte R. Bell, 1945 North High Street*

Taking a Detour from a Journey: A Critical Auto-Ethnography on an Incomplete Term in Academic Administration, *Purnima R. George, Ryerson University*

## **1105 Spotlight: Against Poverty and Social Exclusion Through Qualitative Research**

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4:00-5:20

210 Union

Chair: *Gerald Knapp, Klagenfurt University and Elisabeth Niederer, Klagenfurt University, Austria*

Triangulation of Micro-Perspectives on Poverty and Social Exclusion: Homelessness and Health, *Uwe Flick, Alice Salomon University of Applied Sciences*

Sensitive Poverty Research With Female Immigrants , *Elisabeth Niederer, Klagenfurt University, Austria*

Oral History Research on Discrimination: An Opportunity to Analyse Social Exclusion and its Effects on Young Migrants in Germany, *Nadine Rose*

Poverty and Decline of Rural Families in Pomerania, *Simone Kreher, University of Applied Sciences Fulda, Germany*

Educational Justice as a Key Function in the Struggle against Poverty, *Gerald Knapp, Klagenfurt University, Austria*

Dealing with the Contingent among the Poor in Germany , *Kornelia Sammet, University of Leipzig, Germany, and Marliese Weissmann, University of Leipzig, Germany*

**Ethical Concerns With/in Indigenous Research:  
1106 Alternative Research Methods and Approaches**

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4:00-5:20

215 Union

Chair: *Craig Campbell Jr., Buffalo State College, SUNY*

Inside Outside or Outside Within? Interrogating Positioning in the Doing of Indigenous Research, *Dawn Bessarab, Curtin University of Technology*

Community Participation as an Ethical Principal for Indigenous Research, *Michael Kral, University of Illinois at Urbana-Champaign*

Authentic Indigenous and Non-Indigenous Collaboration through Participatory Methods, *Craig Campbell Jr., Buffalo State College, SUNY*

**Ethnographic Analyses of Race, Class, Gender, Sexuality  
1107 & Religion**

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4:00-5:20

217 Union

Chair: *Assata Zerai, University of Illinois and Assata Zerai, University of Illinois*

Leadership Capacities, Skills and Needs at the Senior Executive Level of a Traditional Religious Denomination, *Torrence Sparkman, University of Illinois*

For The Love Of Jesus, For The Love Of Money: Black Churches And Their Struggle To Navigate Wal-Mart Stores, Dignity At Work, And Social Justice Related Activism, *Sandra Weissinger, University of Illinois*

A Black Feminist Critique Of American Religious Anti-War (Dis) Engagements, *Assata Zerai, University of Illinois*

A Welcoming Community? An Analysis of LGBT Culture in a Community Church, *Courtney Cuthbertson, University of Illinois, and Jennifer Carrera, University of Illinois*

## **1108 Motherhood**

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4:00-5:20

277 Union

Chair: *Kathleen Burns Jager, Michigan State University*

(Sub)Versions of Identity: Queering Maternal Theory, *Joani Margaret Mortenson, University of British Columbia Okanagan*

Narrating Confluent Experiences in a Child Welfare Case., *Kathleen Burns Jager, Michigan State University, and Christopher R Latty, Central Michigan University*

Qualitative assessment of mother's perceptions of community and sectarian violence in Northern Ireland: Implications for child security and adjustment, *Laura Kathryn Taylor, University of Notre Dame, Christine Merrilees, University of Notre Dame, Ed Cairns, University of Ulster, and E. Mark Cummings, University of Notre Dame*

“Bereaved Mothers Heart” an Arts Based Autoethnographic Inquiry into Being a Bereaved Mother., *Carla van Laar, Melbourne Institute of Experiential and Creative Arts Therapy*

Midwife’s Knowledge and Medical Knowledge in the Childbirth Interaction, *Marco Marzano, University of Bergamo, and Domenico C. Perrotta, University of Bergamo*

Using Qualitative Inquiry to Understand the Intersubjective Action of Advocacy, *Lorraine R. Tempel, Hunter College of the City University of New York*

## **1109 Educational Technologies**

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4:00-5:20

314A Union

Chair: *Angela E. Arndt, University of Cincinnati*

Creative Connections: Youth Engagement in Computing Concepts Through Digital Arts, *Angela E. Arndt, University of Cincinnati, and Karen C. Davis, University of Cincinnati*

Teaching On-line: Issues in Creating and Moderating Participation, Interaction and knolwledge Construction in Virtual Classrooms., *Ruth De C. Silva, University of North Texas, and Joan Parker Webster, University of Alaska, Fairbanks*

An Activity Theory Approach to the Study of a CPA Curriculum in Singapore, *Uma Natarajan, Edith Cowan University*

E-Writing Towards Equity: Universal Design and the Hope of Digital Literacy, *Teri Holbrook, Georgia State*

Learning vs. Grades: Taiwanese College Students' Perception of Technology, *Hui-mei Justina Hsu, Fo Guang University*

**1110 The Alluring Constraints: Representing Marginalized Subjects**

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4:00-5:20

314B Union

Chair: *Sophia Tatiana Sarigianides, Teachers College, Columbia*

“Becoming” or Subjected? Self(hood) in Autobiographical Inquiry, *Naoko Akai, Teachers College, Columbia University*

Compromising Data: Representation(s) of “Remedial” Writers, *Leigh Jonaitis, Bergen Community College*

Exceeding Intentions: The Making of “Marginalized” Subjects in Research Interviews, *Sophia Tatiana Sarigianides, Teachers College, Columbia University*

Storied Subjects: Theorizing “Narrators” in Research Interviews, *Joseph Lewis, Hamline University*

**1111 Questioning the “P” in Community Based Participatory Research: Problematizing Community Participation in Public Health Research**

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4:00-5:20

403 Union

Chair: *Zobeida Bonilla, Indiana University and Zobeida Bonilla, Indiana University*

Learning about Maternal Care Needs of Latinas in Indiana: Challenges, Expectations, and Realities of CB“P”R, *Zobeida Bonilla, Indiana University*

Practicalities of Qualitatively Engaging African Immigrant Communities in the CB“P”R Approach, *Sharon Morrison, University of North Carolina at Greensboro*

“I care for you, not for me”: A Community-integrated Health Impact Assessment of Overseas Filipina Workers as Domestic Helpers in Europe employing CB“P”R, *Fernando Ona, Indiana University, and Maria Leysa, Indiana University*

## **1112 Plenary: Mixed Methods: Breakthrough or Muddle?**

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4:00-5:20

407 Union

Chair: *Kenneth Howe, University of Colorado*

Smart Mixed Methods?, *Daniel Newhart, Ohio University, and Patti Lather, Ohio University*

A Case for Multiple Methods, *M. Eisenhart, University of Colorado*

Beyond the Mixing Pot: The ‘Smoothie’ Problem in Multiple Methods Research, *Fred Erickson, UCLA*

What Qualitative Research(ers) Can Contribute to Mixed Method Studies, *Joe Maxwell, George Mason University*

Discussant, *Harry Torrance, Manchester Metropolitan University*

# Saturday Sessions

## **2001 Reconceptualizing the Criminal**

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8:00-9:20

108 English

Chair: *Doria Daniels, Stellenbosch University*

Investigating the link between Corporate Strategy and Criminal Violence in Jamaica, *Noel M. Cowell, University of the West Indies, and Tanzia S. Saunders, University of the West Indies*

Breaking with township Gangsterism: the struggle for place and voice, *Doria Daniels, Stellenbosch University, and Quinton Adams*

The popularity of Prison Break in South Korea, *Hyo Jin Kim, Texas Tech University*

A Qualitative Analysis of Prostitution's Detrimental Psychological Effects, *Michael W. Firmin, Cedarville University, Alisha D. Lee, Cedarville University, Ruth L. Firmin, Cedarville University, and Lauren McCotter Deakin, Cedarville University*

Community-Based Research in the Inner City: Strategies for Community Participation in Data Analysis, *Jason Brown, University of Western Ontario*

## **Plenary: Performance Studies and Human Rights: 2002 Place, Space, and Bodies**

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8:00-9:20

132 Davenport

Chair: *Tami Spry, St. Cloud State University*

Performance and Human Rights in Ghana, *D. Soyini Madison, Northwestern University*

Revelatory Ruptures & Performance Pragmatics: Conceptualizing PTSD as and through Performance, *Elyse Pineau, Southern Illinois University*

Performing Human Rights: The Ethics of Aesthetics, *Tami Spry, St. Cloud State University*

Performance of Gentrification, *Della Pollock, University of North Carolina at Chapel Hill*

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## **2003 New Directions in Narrative Methodologies**

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8:00-9:20

136 Davenport

Chair: *Judith Preissle, The University of Georgia*

Scenario Planning as a Socially-Conscious Research Methodology,  
*Vicente Berdayes, Saint Marys College*

A Thousand Words Paint a Picture: Storyline in Qualitative Research,  
*Melanie Jane Birks, Monash University*

From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal., *Rosana Onocko Campos, Universidade Estadual de Campinas, Ana-Luiza Ferrer, Universidade Estadual de Campinas, Carlos-Alberto Pegolo Da-Gama, Universidade Estadual de Campinas, Lilian Miranda, Universidade Estadual de Campinas, and Juarez Pereira Furtado, Universidade Federal de Sao Paulo*

The Long Fingers of Eugenics: How Far Do They Reach?, *Nance Killough Cunningham, University of Oklahoma*

I Speak to Dead People? Exploring Representations of Qualitative Research in Prime Time Network Television Shows, *Karen Stewart, Arizona State University*

**Spotlight: Digital Analysis AND Humanistic Qualitative Inquiry?The Use of Qualitative Data Analysis Software or Web 2.0 Tools with Approaches as Varied as Autoethnography and Portraiture to Life History and**

## **2004 Arts-Based Research**

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8:00-9:20

169 Davenport

Chair: *Judith Ann Davidson, University of Massachusetts-Lowell and Kerry Frances Donohoe, University of Massachusetts-Lowell*

Autoethnography/Self-Study/Arts-based Research/Qualitative Data Analysis Software: Mixing, Shaking, and Recombining Qualitative Research Tools in the Act of Recreating Oneself as Qualitative Researcher, Instructor, and Learner, *Judith Ann Davidson, University of Massachusetts-Lowell*

Portraiture and QDAS: The Power of Story and the Transparency of Technology, *Kerry Frances Donohoe, University of Massachusetts-Lowell*

Digital life histories - digital analysis, *Silvana diGregorio, SdG Associates*

Researching Arts Venues with Qualitative Data Analysis Software, *Liora Bresler, University of Illinois, and Julia Panke Makela, University of Illinois*

## **2005 Developing the Self-As-Instrument: Learning to be an Ethnographer**

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8:00-9:20

209 Union

Chair: *Mary Fambrough, Alliant International University and Mary Fambrough, Alliant International University*

Developing the Self-As-Instrument, *Mary Fambrough, Alliant International University*

The Generational Self, *Charles Shaw, Alliant International University*

Experiences of a Novice Researcher, *Emma Gordon, Alliant International University*

A cross-cultural ethnographic study of a security guard who works at the Department of Motor Vehicles, *Chinfang Wu, Alliant International University*

A Vietnamese Bakery Cafe, *David Tulkin, Alliant International University*

## **2006 New Directions in Educational Research**

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8:00-9:20

314A Union

Chair: *Maja Miskovic, National-Louis*

Action by Accident: The (Un)Fullfield Promise of Teacher Research, *Maja Miskovic, National-Louis*

Human Rights Education: Phenomenological Explication, *Mary B. Shuttleworth, Fielding Graduate University*

Impact of a Socially Just Environment within Student Learning: A Deeper Understanding Through Modeled Practice, *Terri R. Hebert, University of Central Arkansas, and Sherry P. Durham*

Arts Integration: An Exploration of the Dis/connect Between Theory and Lived Practice, *Lisa Marie LaJevic, Pennsylvania State University*

A Hermeneutic Phenomenological Look at the Belief Systems of New Teachers, *Christopher Joseph Palmi, Niagara University*

A Diagnostic Study on the Evaluation of Teaching in Mexican Universities: A Methodological Approach, *Edna Luna-Serrano, Universidad Autónoma de Baja California, and Benilde García-Cabrero, Universidad Nacional Autónoma de México*

## **In the Spirit of Ubuntu: Stories of Teaching and 2007 Research, Part I**

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8:00-9:20

314B Union

Chair: *Anne Mungai, Adelphi University*

Promoting Ubuntu: From Poverty to Destiny with Love, *Anne Mungai, Adelphi University*

Bicultural Journeying in Aotearoa, *Jenny Ritchie, Te Whare Wananga o Wairaka, Unitec Institute of Technology*

Paths In: Transformations of a Painter, *Kryssi Staikidis, Northern Illinois University*

Even When Erased, We Exist: Native Women Standing Strong for Justice, *Frances V Rains, The Evergreen State College*

## **2008 Theorizing Performance Ethnography**

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8:00-9:20

404 Union

Chair: *Joe Maxwell, George Mason University*

Prompting a Gut Impact: The Epistemological and Performative Spaces of Poetry, *Jennifer L Lapum, Ryerson University*

Finding the Distance to go the Distance: the purposes and power of fictional and narrative frameworks in researching, writing about and performing personal experience for the creative PhD., *Christine E. Sinclair, Swinburne University of Technology*

Using Performance Text to Advance Human Rights: A Public Health Nursing Approach, *Geraldine Mary Gorman, University of Illinois @ Chicago, Sara Buck, UIC, and Kate Herold, UIC*

Performing Feminist Poststructural Research: Playing in Three Acts, *Patti Lather, Ohio State University, and Janet Miller, Teachers College*

Lattices of Meaning: Interrogating the Intersections of History, Politics, Culture and Biography , *Donna Murray-Tiedge, University of Illinois at Urbana-Champaign*

## **2009 Health-Mental Health**

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8:00-9:20

406 Union

Chair: *Pia C. Kontos, Toronto Rehabilitation Institute*

A New Care Ethic: Embodied Selfhood and Humanistic Dementia Care, *Pia C. Kontos, Toronto Rehabilitation Institute, and Gary Naglie, University of Toronto*

Moving beyond speech in researching dementia., *Neil Small, University of Bradford*

Caring Research; Women Learning from Depression. Should Rules be Broken by Asking Contributors what they Would Like to do with their Stories Next?, *David W. Webster, Boston University (when research conducted)*

Psychoanalysis and Developmental Disabilities: The Intelligence of the Unconscious, *Kristen Marie Hennessy, Duquesne University*

Attitudes Toward Seeking Mental Health Services Among Chinese Immigrants: A Grounded Theory Approach, *Jo W Chang, Argosy University, and Judith A Sutter, Argosy University*

## **Plenary: Using Deleuzian Thought in Collaborative Writing**

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8:00-9:20

407 Union

Chair: *Ken Gale, University of Plymouth*

Using Deleuzian Thought in Collaborative Writing, *Bronwyn Davies, University of Western Sydney, Ken Gale, University of Plymouth, Susanne Gannon, University of Western Sydney, and Jonathan Wyatt, University of Oxford*

## **2011 Listening to Forgotten Voices**

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9:30-10:50

104 English

Chair: *Mervin Everton Chisholm, University of the West Indies, Mona*

Collaborative Knowledge-Making in the Everyday Practice of Youth Suicide Prevention, *Jennifer H. White, University of Victoria, and Jonathon Morris, University of Victoria*

Surviving and Thriving in College, Coping Strategies of African American Undergraduates at a Midwestern University - The Outsider-Within Perspective, *Mervin Everton Chisholm, University of the West Indies, Mona*

Are all the Voices Heard? An Ethnographic Study of an Operating Room, *Marika Katharine Jenkins, University of Technology, Sydney, and Jane Stein-Parbury, University of Technology, Sydney*

Voices from the Other Corner: Learner Safety in Schools in South Africa, *Layane T Mabasa, University of Limpopo*

## **2012 The Poetic**

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9:30-10:50

108 English

Chair: *Sandra L. Faulkner, Bowling Green State University*

Multiple-Identity: Swinging between Taiwan and England, *YingLin Hung, University of Bristol*

Interpretations and Understandings:, *Christopher James McRae, Southern Illinois University, and Aubrey Anne Huber, Southern Illinois*

Inquiry about Inquiry: How Mindfulness Practices Change How We Inquire about Self and Other, *Mary M. Stewart-Silver, University of Virginia*

Poems of Resistance: Demonstrating the Potential of Poetic Research for Advocacy and Policy, *Shawn A. Cassiman, University of Dayton*

Relationship Dissolution: 4 Poems and an Analysis, *Sandra L. Faulkner, Bowling Green State University*

## **2013 Feminist Perspectives on Students and Teachers**

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9:30-10:50

113 Davenport

Chair: *Carmen G Villa, Texas A&M University*

The Right to Education for Female Engineering College Students in Mexico, Cultural Considerations in their Retention, *Carmen G Villa, Texas A&M University, and Elsa M Gonzalez y Gonzalez, Texas A&M University*

Through a Veil Darkly: A Question of Perspective?, *Tanya Maria Halldorsdottir, University of Manchester*

Relational Connections and Disconnections in International Student Transitions, *Natalee Elizabeth Popadiuk, Simon Fraser University*

Feminists in the Academy: An Autoethnographic Inter\_play, *Daniela F Jauk, University of Akron, Jodi Ross, University of Akron, and Michelle R. Jacobs, Kent State University*

Here, There be Dragons: A Practitioner Explores Feminist/ Poststructuralist Theory, *Sarah J. Wall, University of Alberta*

## **2014 Social Justice and Children**

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9:30-10:50

115 English

Chair: *Artemi Ioanna Sakellariadis, Bristol*

Circles of Hope: A Qualitative Analysis of Narratives and Drawings from Zimbabwean Orphans, *Elizabeth Mae Couture, Otterbein College, and Robert N. Kraft, Otterbein College*

Cartography as a Qualitative Research Method to Map the Thematization of Children's Rights. The Case of Belgian Child Policy, *Didier Reynaert, University College Ghent, Maria Bouwerne-De Bie, Ghent University, and Stijn Vandevelde, University College Ghent-Ghent University*

Co-constructing a New Lens? Qualitative Research, Educational Status Quo and the Social Model of Disability, *Artemi Ioanna Sakellariadis, Bristol*

## **2015 Liberating Artistic Performances**

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9:30-10:50

119 English

Chair: *Jen Yin Lin, Arizona State University*

Nationality, Identity and Creativity: Searching the Spirit of Taiwan through an Art-based Participant Workshop!, *Jen Yin Lin, Arizona State University*

Responding to the Use of Performance Ethnography as an Intervention Tool with Former Street Youth in Kenya, East Africa, *Julie Jesmer Osgood, Virginia Commonwealth University, Johnson Omondi Odhiambo, n/a, and Jason M. Sawyer, Virginia Commonwealth University*

A creative drama practice in museum: let's invent money!, *Nadire Emel Akhan, Gazi University*

The Importance of Metacognition on Creative Drama, *Ebru Avci, Gazi University*

Portapak Video and the Performance of Social Change, *Brian Rusted, University of Calgary*

## **2016 If a Tree Falls in the Forest Does Anybody Hear It?**

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9:30-10:50

131 English

Chair: *Lenora Wiebe, University of British Columbia Okanagan and Lenora Wiebe, University of British Columbia Okanagan*

The Dis-Ease Delta: An AutoEthnographic Space, *Lenora Wiebe, University of British Columbia Okanagan*

She Looks Like Death: Bargaining for My Daughter's Life, *Cathrine Robinson, University of British Columbia Okanagan*

The Sound of Silence: Negotiating Sibling Eating Disorders, *Danielle Robinson, University of British Columbia Okanagan*

The Death of a Giant: Surviving Sibling Suicide, *Tyler Lymburner, University of British Columbia Okanagan*

## **2017 War**

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9:30-10:50

132 Davenport

Chair: *Linda Elizabeth Love, Virginia Commonwealth University*

A Qualitative Study Exploring How a Diagnosis of Posttraumatic Stress Disorder or Other Associated Mental Health Concerns of the Service Member Impacts the Experiences of Military Spouses, *Linda Elizabeth Love, Virginia Commonwealth University, and Keita Franklin, Virginia Commonwealth University*

Moral Emotions, Torture and American Identity in the Global War on Terror, *Tim David Newman, Bowling Green State University, and Beckett Warren, Bowling Green State University*

The Use of New Technologies for Creating a Student-Teacher Community in Times of War, *Tamar Vaismann, Achva College of Education*

Faith from the Ashes of War, *Lyssabeth Mattoon, Institute of Transpersonal Psychology*

## **2018 New Directions in Pedagogy**

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9:30-10:50

136 Davenport

Chair: *Martina Riedler, University of Illinois*

Museums through the Lens of Curriculum Studies in the Light of Social Justice, *Martina Riedler, University of Illinois*

Experiences with Medicine Students in Mexico, *Víctor M. Ruiz-Velasco, Universidad Autónoma Metropolitana - Xochimilco*

What about animals? Towards a critical pedagogy of the nonhuman animal, *Abraham Paul DeLeon, University of Rochester*

U.S. Japanese Animation Fandom and Sexual Pedagogy: Intersection with Japanese Culture, *Brent M. Allison, University of Georgia*

**Humanistic Issues Regarding Qualitative Data Analysis Software (QDAS): Teaching, Learning, and the  
2019 Representation of Data in a Digital Age**

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9:30-10:50

169 Davenport

Chair: *Kristi Jackson, QUERI, Inc.*

Troubling Transparency: Qualitative Data Analysis Software and the Problems of Representation, *Kristi Jackson, QUERI, Inc.*

Ethical Issues When Working within an E-Project, *Silvana di Gregorio, SdG Associates*

Qualitative Data Analysis Software: Challenges from the Periphery, *Cesar A. Cisneros-Puebla, Autonomous Metropolitan University-Iztapalapa, Mexico*

Getting Started with QDAS: A Closer Look, *Linda S. Gilbert, Georgia Gwinnett College*

The Issue of Anonymity in Computer Assisted Qualitative Data Analysis, *Anne Kuckartz, VERBI*

**Questioning the Outside and the Inside through  
2020 Autoethnography**

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9:30-10:50

209 Union

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

Who Is in Charge? Negotiating Power in an Intergenerational Mentorship, *Alberta J. Morgan, Ball State University, and Lisa R. Merriweather Hunn, Ball State University*

A Little Voice of a Non - Native English Student: The New Ethnographic Performance of Learning in the Octopus and the Balanced Human Resource Development (BHRD) Concept, *Saratid Tong Sakulkoo, Burapha*

On the Hope Bandwagon: The Presidential Election 2008 - A Personal Story of Family, Community and Race, *Mary Catherine Poole, University of South Florida*

Motherhood, Teaching and Research: Whose Voice Gets Heard as the Conversations Blur, *Michelle J. Proctor, The College of Lake County*

## **2021 Deleuze**

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9:30-10:50

210 Union

Chair: *Constance Ellwood, University of Melbourne*

Desires for the Other Place, *Constance Ellwood, University of Melbourne, and Katerina Zabrodska, Psychology Institute AVCR*

After Making Her Cry: Rethinking the Narrative Tension between Voice and Discourse, *Jodi Jan Kaufmann, Georgia State University*

Somatic narratives and Art Making: Daughters and Mothers in Madness, *Catherine Eileen Camden Pratt, University of Western Sydney*

## **2022 Film**

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9:30-10:50

215 Union

Chair: *Svend Brinkmann, University of Aarhus*

Lyricism in Qualitative Inquiry: Something Other Than Narrative, *Svend Brinkmann, University of Aarhus*

Health Care as a Human Right (or Will it Continue to be a Privilege?),  
*Cynthia M. Saunders, Independent Scholar*

Lost in the Dark: Asserting Whiteness using Representations of African's in a State of Conflict and Hysteria in Blood Diamond, *Hannah Oliba, University of New Mexico*

Moving from Object to Subject: Critical Ethnography and Documentary Film, Evergreen State College Tacoma Campus, *Gilda Louise Sheppard, Evergreen State College*

The use of foreign films in creating cultural awareness and understanding, *Julia K. Daine, University of Oklahoma*

## **2023 Indigenous Epistemologies**

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9:30-10:50

217 Union

Chair: *Dawn Christine Bessarab, Curtin University*

Historical Social Approach To Social Movements For Recognition Of Indigenous Rights In Contemporary Mexico, *José G. Vargas-Hernandez, Centro Universitario de Ciencias Económico Administrativas Universidad de Guadalajara*

Going against the Tide; Turning up the Volume on the Indigenous Radio, *Dawn Christine Bessarab, Curtin University*

Tapping & Mapping Community Wisdom: En(counter)ing the Effects of the Sixties Scoop in the Splatsin First Nation, *Raven Pelletier Sinclair, University of Regina, and Joani Margaret Mortenson, University of British Columbia Okanagan*

Epistemological Alternatives for Non-Native Teachers of Native Students, *Carsten Schmidtke, University of Arkansas*

“XÛlhmet te mekwst·m Ìt kwel·t. We have to look after everything that belongs to us: Reflections on recording the life histories of two Elder members of the StÛ:lÛ First Nation Community in British Columbia.”, *Meagan Evelyn Gough, University of Saskatchewan*

## **2024 Queering Identities**

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9:30-10:50

277 Union

Chair: *Natalee Elizabeth Popadiuk, Simon Fraser University*

Coming Out Overseas: A Bisexual International Student’s Emancipation, *Natalee Elizabeth Popadiuk, Simon Fraser University*

Queering Passing: An Exploration of Passing among Gay/Lesbian/Bisexual/Queer Individuals, *Rachel Beth Verni, City University of New York Graduate Center*

Collaborative Research Strategies to Support LGBT Community Change, *Laury Oaks, UC Santa Barbara, Tania Israel, UC Santa Barbara, Catherine Saunders, UC Santa Barbara, Michael Rogers, UC Santa Barbara, and Alise Cogger, UC Santa Barbara*

Gender at the Boundary of Identity Documents: Learnings from PAR with Low Income LGBTGNC People, *Michelle C. Billies, Graduate Center of the City University of New York*

Using Ethnographic Research to Advocate for Changing Institutional Practices around Sexual Identity Issues, *K. Alex Ilyasova, University of Colorado at Colorado Springs*

**Featured: Transforming and doing qualitative research:  
Interdisciplinary contributions to educational theory,  
2025 practice, and praxis**

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9:30-10:50

314A Union

Chair: *Rodney K. Hopson, Duquesne University*

Narratives on the potential role of mentoring in the academic development of African American female doctoral students in educational administration programs at predominantly white institutions (PWIs), *Cosette M. Grant, Duquesne University*

Overcoming the barriers: A qualitative study giving voice to Black women in athletic training education, *Bonnie J. Siple, Slippery Rock University*

Reconceptualizing learning about cultural differences in kindergarten using interactive videoconferencing (IVC), *Debra C. Burkey Piecka, Duquesne University*

Studying up, studying down: Reimagining who's studied and why, *Rodney K. Hopson, Duquesne University*

**In the Spirit of Ubuntu: Stories of Teaching and  
2026 Research, Part II**

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9:30-10:50

314B Union

Chair: *Diane Caracciolo, Adelphi University*

Towards an African Peace Epistemology: Teacher Autobiography and uMunthu in Malawian Education, *Steve Sharra, Michigan State University*

Being Otherwise, Teaching Otherwise, *Michael O'Loughlin, Adelphi University*

Confessions of a Reluctant Professor: In Gratitude to Service Learning, *Diana M Feige, Adelphi University*

Closing the Distance: Partnering with the Indigenous Peoples on Whose Lands We Earn Our Living, *Diane Caracciolo, Adelphi University*

## **Documenting Emotional Drama: Adventure, Risk, and Rights**

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9:30-10:50

403 Union

Chair: *CL Cole, University of Illinois at Urbana-Champaign*

Watching Suffering: Spectacles of Pain and Injury in Adventure Television, *Barbara A. Barnes, University of California, Berkeley*

Heart of the Game, *CL Cole, University of Illinois at Urbana-Champaign*

TBA, *Alex Mobley, University of Illinois at Urbana-Champaign*

‘Geezers need excitement’: An analysis of Hooligan as documentary record, *John Hughson, University of Central Lancashire*

## **2028 Theorizing Qualitative Methodology**

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9:30-10:50

404 Union

Chair: *Linda J. Vigdor, University of Illinois at Urbana-Champaign*

Using Situational Analysis as a Critical Qualitative Methodological Tool to Examine Disaster Capitalism, *Michelle Salazar Perez, Arizona State University, and Gaile S. Cannella, Tulane University*

The Transdisciplinary Traveler & the Legitimacy of Knowledge/Methods, *Linda J. Vigdor, University of Illinois at Urbana-Champaign*

Subjectivity and Objectivity - Bridging a Notoriously Problematic Gap, *Stefan Thomas, Free University of Berlin*

Embracing the Complexity of Trustworthiness: Triangulating Methods and Theories in Qualitative Research, *Kathryne Roden, University of Oklahoma, and Kathy Wheat, University of Oklahoma*

Grounded Theory in Action: Exposing the Inner Workings of a Grounded Theory Project, *Laurie J. Goldsmith, Simon Fraser University*

## **2029 Health-New Methods**

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9:30-10:50

406 Union

Chair: *Viv Martin, Bristol*

Figurative Language and Identity Claims in Illness Narratives:  
Negotiations and Transformations, *Viv Martin, Bristol*

Healing QI. Perspectives from Emancipatory Health Promotion,  
*María-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco, Alejandro Cerdá, Universidad Autónoma de la Ciudad de México, Martha Gómez-Panama, Universidad Autónoma de la Ciudad de Mexico, and David García-Cárdenas, Universidad Autónoma de la Ciudad de México*

Discovering Paradigms for Providing Patient Education in Rural Hospitals, *Martha M Scheckel, Winona State, Viterbo, Anna C. Roers, Ashley A. Koenig, and Jamie L. Kirchner*

A Study on a Process of Deinstitutionalization in a Psychiatric Hospital in Southern Brazil, *Walter Oliveira, Federal University of Santa Catarina*

Promoting Awareness and Behavioral Change Through a School-Based Skin Cancer Prevention Program, *Valentina I. Kloosterman, University of Miami, and Ann G. Bessell, University of Miami*

## **2030 Spotlight: Becoming Encumbered: Variations on Themes of Intensity**

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9:30-10:50

407 Union

Chair: *Jonathan Wyatt, University of Oxford*

Becoming Encumbered: Variations on Themes of Intensity, *Ken Gale, University of Plymouth, Ronald Pelias, Southern Illinois University, Larry Russell, Hofstra University, and Tami Spry, St. Cloud State University*

## **2031 Poster V**

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9:30-10:50

Illini Room B

Maternal perceptions regarding the growth and development in childcare, *Mirna Albuquerque Frota, University of Fortaleza, Mariana Cavalcante Martins, ConceiÁ„o de Maria Albuquerque, University of Fortaleza, Janaína Arag„o Bezerra, university of Fortaleza, and Maria Liliane Sousa FÈrrer, University if Fortaleza*

How Children With Special Healthcare Care Needs Are Cared For? The Family Caregivers' Demands For Health Education., *Ivone Evangelista Cabral, Federal of Rio de Janeiro, Roberto JosÈ Leal JosÈ Leal Leal, Federal of Rio de Janeiro, and Rosane Cordeiro Burla Aguiar, UFRJ*

Social Representation and health services, *Sebastião Junior Henrique Duarte, Universidade Federal de Mato Grosso, SÙnia Maria Oliveira de Andrade, Universidade Federal de Mato Grosso do Sul, and Marli Villela Mamede, Universidade de S,,o Paulo*

The Role of Interviewer Talking about Intimate Partnership Violence with Women, *Kadri Soo, University of Tartu*

Sexual Assault Response Teams: An Exploration of Coordinated Service Delivery Models, *Carrie Ann Moylan, University of Washington, and Taryn Lindhorst, University of Washington*

Barriers to care behind bars: Health and the forgotten older inmate, *Lisa K Jennings-Pinkerton, University of Alabama*

Ethnography of communication support for ALS patients, *Tomoo Hidaka, Ritsumeikan, Shodo Mizuki, Ritsumeikan, and Tatsuya Sato, Ritsumeikan*

## **2032 Literacy**

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11:00-12:20

104 English

Chair: *Deborah Duncan-Owens, Arkansas State University*

Moving Mountains and Scaling the Walls of Poverty: The Reading Teacher's Quest, *Deborah Duncan-Owens, Arkansas State University*

Literacy Perceptions and Problems of Adult Illiterate Women, *Mustafa Yıldız, Gazi University*

Do We Support Children's Reading?, *Seyit Ates, Gazi University*

Collaborating for Change: Building Participatory Literacy Curricula with Adult ESL Students, *Sally Lamping, Wright State University*

How much does newly immigrant students' limited English proficiency affect them emotionally and academically?, *Xia Chao, University of Alabama*

## **2033 Thinking about Communities and Cultures**

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11:00-12:20

108 English

Chair: *Christine Calorusso, Virginia Tech*

Listening to the Word on the Street: Using Discourse Analysis to Improve the Community Design Process, *Christine Calorusso, Virginia Tech*

Application of Qualitative Inquiry in Dissimilar Cultures, *Loretta G. Brewer, Arkansas State, and Guitele J. Rahill, Arkansas State*

Analyses of expectation of persons living in a Spanish rural area involved in a repopulation process: shirts that talk, *Fátima Cruz, of Valladolid, and Ana Lucia Cortegoso, Federal de São Carlos*

Moving toward a "Culture of Dialog" within Qualitative Research Processes, *Jennifer S. Arnold, University of Florida, and Mirka Koro-Ljungberg, University of Florida*

## **2034 In the Academy**

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11:00-12:20

113 Davenport

Chair: *Paul J. Falzone, Green Mountain College*

Aging in the Academy: From Research Methods toward a Paradigmatic Framework of Meta-Methods, *Jean Emily Balestry, University of Michigan*

The Researcher as Mediamaker, The Mediamaker as Activist: Tactics for the Post-Positivist Hellraiser, *Paul J. Falzone, Green Mountain College*

Killing me Softly: Transgressing, and Disrupting the Notion that all is well in Academe, *Hannah Oliha, University of New Mexico*

Excellence and Diversity in Academia: Qualitative Research on Intersections, *Karin Schlecker, FernUniversität Hagen*

Voices from Women Leaders: Multiple Constructions of Social Identity and Leadership through Grounded Theory and Performance Ethnography, *Penny A Pasque, University of Oklahoma*

## **States of Emergency: Conflict, Post-Conflict, and Trauma**

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11:00-12:20

115 English

Chair: *Patrice Alison Keats, Simon Fraser University*

Talking Our Way through the Situation in the Middle East: Efforts at Narrative Reconciliation, *Gregory Levey, Ryerson University*

Dissimulation, a Peculiar Justice, *David Haldane Lee, University of South Florida*

Afghanistan Reflections: Journey Stories Toward Higher Education, *John M. Howe, Indiana University - Bloomington*

Effects of Witnessing Trauma for Canadian Journalists Patrice Keats, Simon Fraser University, *Patrice Alison Keats, Simon Fraser University*

## **2036 Photovoice**

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11:00-12:20

119 English

Chair: *Kimberly M. Taylor, Schwab Rehabilitation Hospital*

Using PhotoVoice (Participatory Photography) to Assess the Impact of Services, *Kimberly M. Taylor, Schwab Rehabilitation Hospital, Kristin D. Balfanz-Vertiz, Schwab Rehabilitation Hospital, and Brittany Seymour, Schwab Rehabilitation Hospital*

A photovoice study: The challenges to accessing healthy food by women in New York City, *Pamela Valera, Columbia University*

History Making: Investigating the Humanizing Effects of Photographic Methods with Street Children, *Jamie Patrice Joanou, Arizona State University*

Mapping honor: visual thesaurus, *Mojca Ramsak, Ljubljana Graduate School of the Humanities*

Novice Tools in Qualitative Research and Evaluation: Implementing Photolanguage and Photovoice, *Valentina I. Kloosterman, University of Miami, Ann G. Bessell, University of Miami, and Lisa Heiblum, University of Miami*

**Poetry, Ethnography, Portfolios, Hermeneutics, and  
2037 Trustworthiness**

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11:00-12:20

131 English

Chair: *Deborah Cegłowski, Ball State University and Deborah Cegłowski, Ball State University*

Teaching Poetic Devices in Qualitative Methods courses: Found Data Poems and Photovoice as a social justice project, *Valerie Janesick, University of South Florida*

Teaching Qualitative Research: Pedagogical Experiments with Performance Ethnography and Autoethnography, *Thalia M. Mulvihill, Ball State University*

Teaching Qualitative Research: Aligning Goals, Activities, and Outcomes, *Mindy Crain-Dorough and Becky Parton, Southeastern Louisiana University*

Matters of Interpretation: Teaching a Hermeneutic Approach for Researching Practice, *Travis Wright, George Washington University*

Qualitative Pedagogy: Thinking about Teaching Ethnography and Other Qualitative Traditions, *Judith Preissle, The University of Georgia, and Kathleen deMarrais, The University of Georgia*

Teaching and Practicing Techniques for Trustworthiness: Classroom debriefing and journal writing., *Sharon Spall, Western Kentucky University*

**At the Heart and Hate of Prop 8: Critical Investigations  
2038 of the US Same-Sex Marriage Debate**

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11:00-12:20

132 Davenport

Chair: *Keith P Berry, University of Wisconsin-Superior*

The Unlikely Ally: Transcending Selfish Symbolism and Reductive Responsibility, *Keith Berry, University of Wisconsin-Superior*

The State of "Gay" in Proposition 8, *Tony E Adams, Northeastern Illinois University*

Framing Anti-gay Rhetoric as Neocolonial Discourse, *Devika Chawla, Ohio University*

Choice or Biology? Prop H8's Distortion of Experience and the Revocation of Civil Rights, *Jay S. Brower, Southern Illinois University Carbondale*

The Sanctity of Marriage in the Shadows of Prop 8, *Amira de la Garza, Arizona State University*

## **2039 New Directions in Performance Ethnography**

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11:00-12:20

136 Davenport

Chair: *Lonnie Athens, Seton Hall*

Performing History and Nature: How Am I Oiled?, *Daniel Lord, University of Illinois at Urbana-Champaign*

How We Persuade: The Bull & the Bear, *John M McElroy, Michigan State*

(Re)Presenting the Black Female Body: a movement discourse experiment., *Grenita Greer Hall, University of Illinois*

Color, Creed, and Character, *Lonnie Athens, Seton Hall*

## **Featured: Lights and shadows of computer mediated learning practices: Looking for a new evaluation approach**

### **2040 approach**

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11:00-12:20

169 Davenport

Chair: *Ivan Manuel Jorrin-Abellan, University of Illinois at Urbana-Champaign*

Lights and shadows of evaluating Computer Supported Collaborative Learning, *Ivan Manuel Jorrin-Abellan, University of Illinois at Urbana-Champaign, Bartolomé Rubia-Avi, Universidad de Valladolid, and Sara García-Sastre, Universidad de Valladolid*

Approaching Evaluation in Youth Community Informatics, *Bertram C. Bruce, University of Illinois at Urbana-Champaign, Chris Ritzo, University of Illinois at Urbana-Champaign, and Chaebong Nam, University of Illinois at Urbana-Champaign*

Interaction analysis in IBL courses: How can we help to improve the educative process?, *Roberto Santos-Fernandez, Universidad de Valladolid, Maria Jesus Rodriguez-Triana, Universidad de Valladolid, Eduardo Gomez-Sanchez, Universidad de Valladolid, Alejandra Martinez-Mones, Universidad de Valladolid, and Beatriz Carramolino-Arranz, Universidad de Valladolid*

All's Well That's Not Ailing, *Robert E. Stake, University of Illinois at Urbana-Champaign*

Examining Understanding in Computer-Mediated Learning Environments, *Timothy Koschmann, Southern Illinois University, Gerry Stahl, Drexler University, and Alan Zemel, Drexler University*

## **Examining the Role of Spirit Within Our Body of 2041 Autoethnographic Work**

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11:00-12:20

209 Union

Chair: *W. Benjamin Myers, USC Upstate*

Spirited Accidents: An Autoethnography of Possibility, *Christopher N. Poulos, The University of North Carolina at Greensboro*

The Inevitability of Spirit in Autoethnography, *Larry Russell, Hofstra University*

A Profane Discourse: Using Atheist Narratives to Write The Spirit Out and the Body Into Autoethnographic Research, *W. Benjamin Myers, USC Upstate*

Can I Get an Amen?: Spiritual Testimony and the Praxial Communicative Achievement of Self, *Zachary Walton, Southern Illinois University*

The Call of the Sacred, *Diana Denton, University of Waterloo*

## **Spotlight: Pedagogical Encounters: Deleuze, place and 2042 an ethics of relationality**

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11:00-12:20

210 Union

Chair: *Susanne Marie Gammon, University of Western Sydney and Katerina Zabrodska, Institute of Psychology, Academy of Sciences of the Czech Republic*

Pedagogical encounters: An introduction, *Bronwyn Davies, University of Western Sydney*

Relationality and the art of becoming in school classrooms, *Catherine Camden Pratt, University of Western Sydney, and , University of Western Sydney*

“Listening to one hundred languages”: Relationality in education for homeless young people, *Constance Mary Ellwood, University of Melbourne*

Diversity and difference as ethical encounter, *Susanne Marie Gannon, University of Western Sydney*

## **2043 The Photographic**

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11:00-12:20

215 Union

Chair: *Nora Didkowsky, Dalhousie University*

The Process of Video-Based Methods: Reflections From the Field, *Nora Didkowsky, Dalhousie University, and Linda Liebenberg, Dalhousie University*

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study., *Riet Steel, University College Ghent - Ghent University, Sven De Visscher, Ghent University, Stijn Vandevelde, University College Ghent - Ghent University, Geert Van Hove, Ghent University, and Leen Poppe, University College Ghent - Ghent University*

A Dream is a Public Myth: Encountering the Psychic in New York City, *Karen Gregory, The Graduate Center of the City of New York (CUNY)*

## **Around My Way Again: Decolonizing Narratives of 2044 Silences Between Being and Becoming**

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11:00-12:20

217 Union

Chair: *Claudio Moreira, University of Massachusetts Amherst*

Giving Birth, *Liliana L Herakova, University of Massachusetts Amherst, and Remi M Paluszak*

trauma in space, *Dijana Jelaca, University of Massachusetts Amherst*

The Beautiful Struggle, *Jillian A Marty, University of Massachusetts Amherst*

Performing Brown, *Emily A Polk, University of Massachusetts Amherst*

stranger at the gate, *hari stephen kumar, University of Massachusetts Amherst*

## **2045 Thinking through Gender**

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11:00-12:20

277 Union

Chair: *Amy R Pearson, Arizona State University*

Gender Codes in School Recess, *Henar Rodríguez Navarro, Education and social work Faculty, Alfonso Garcìa Monge, Valladolid, Eduardo Fernández Martínez, Valladolid, and Rocío Anguita Martínez, Valladolid*

A Portrait of the Artist as a Young Woman, *Amy R Pearson, Arizona State University*

## **2046 Teaching the Writing of Writerly Research Texts**

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11:00-12:20

314A Union

Chair: *Candace Stout, The Ohio State University and Candace Stout, The Ohio State University*

Teaching the Writing of Writerly Research Texts, *Candace Stout, The Ohio State University*

Green Lights, Mixed Signals, and Citations: Teaching Toward the Artful Impulse in Educational Research, *Melisa Cahnmann-Taylor, University of Georgia*

Learning From the Past to Change the Future: Humanizing Our Pedagogy in Teacher Education, *Erika Vasconcelos, University of Georgia, and Hillary Hughes, University of Georgia*

Thinking and Remembering: Excerpts From an Autoethnographic, Community-Based Project, *Toni Smith, The Ohio State University*

To Inhabit an Impossible Text: Being With/In the Writing Impasse, *Vicki Daiello, The Ohio State University*

## **2047 Doctoral Students Transformative Experiences**

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11:00-12:20

314B Union

Chair: *Leila Rosa Dias, University of South Florida*

A Video Documentary: Can Research be Performed?, *Doreen Rapp, University of South Florida*

Confronting our own demons, *Leila Rosa Dias, University of South Florida*

Diary of a first-year teacher, *April Steen, University of South Florida*

Research Performance: Where do I Stand?, *Georgina Rivera-Singletary, University of South Florida*

From Motivation to Motivation: Motivation at the Crossroads of Non-traditional Adult Students' Experience, *Emmanuel Jean Francois, University of South Florida*

## **2048 Spotlight: Performing Arts Centers as Experiential Educational Settings**

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11:00-12:20

403 Union

Chair: *Liora Bresler, University of Illinois at Urbana-Champaign and Liora Bresler, University of Illinois at Urbana-Champaign*

Panel Overview: Performing Arts Centers as Experiential Educational Settings, *Liora Bresler, University of Illinois at Urbana-Champaign, Donna Murray-Tiedge, University of Illinois at Urbana-Champaign, Julia Makela, University of Illinois at Urbana-Champaign, Walênia Silva, Universidade Federal de Minas Gerais/ UIUC, and Frederick Erickson, University of California, Los Angeles*

Title: Experiential Knowledge and “Artists’ Pedagogies”, *Liora Bresler, University of Illinois at Urbana-Champaign*

Physical Space and Visual Learning: What Can the Physical Attributes of a Performing Arts Center Teach Us?, *Donna Murray-Tiedge, University of Illinois at Urbana-Champaign*

Creating Psychological Space: Self-Efficacy and the Performing Arts, *Julia Makela, University of Illinois at Urbana-Champaign*

Music Etiquette, Gestures, and Audience Response, *Walênia Silva, Universidade Federal de Minas Gerais/ UIUC*

## **2049 Theorizing Trauma**

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11:00-12:20

404 Union

Chair: *Sophie E. Tamas, Carleton University*

Writing and Righting Trauma: Troubling the Autoethnographic Voice, *Sophie E. Tamas, Carleton University*

Institutional Review Boards and the Ethics of Emotion, *Michele Janet McIntosh, University of Alberta*

Between Researcher and Researched in Qualitative Research: Counter-Transference and Reflexive Supervision, *Marco Gemignani, Duquesne*

Inimiba, The Embodiment of Empathy: Understanding the Essence of Forgiveness in Victim Perpetrator Encounters in South Africa, *Pumla Gobodo Madikizela, University of Cape Town*

Researchers Have Feelings Too: Interviewing on Emotionally Sensitive Topics, *Kristine T. Hagen, University of Alberta*

## **2050 Health-Reformations**

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11:00-12:20

406 Union

Chair: *Vanessa Coleen Beck, n/a*

Healthcare as a Commodity or as a Human Right?, *Vanessa Coleen Beck, n/a, and David Haldane Lee, University of South Florida*

Qualitative Inquiry in Health Policy Analysis: The Case of the Colombian Health System, 2008., *Gloria Molina, University of Antioquia*

Position(ing) Meanings: Communicative Transformations in Understandings of Health, Fitness, and Spirituality in the Popular Practice of Yoga, *Kurt Lindemann, San Diego State University*

Social injustice and poor health: A political economy perspective, *Elizabeth McGibbon, St. Francis Xavier University, and Charmaine McPherson, St. Francis Xavier University*

Cancer and the Needs of Low-income Families Living in America, *Catherine A Marshall, Northern Arizona University*

## **Plenary: Mixed Methods Research: Implication for 2051 Theory and Praxis**

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11:00-12:20

407 Union

Chair: *Norman K. Denzin, University of Illinois Urbana-Champaign and Sharlene Janice Hesse-Biber, Boston College*

The Third Moment, Mixed Methods and the New Paradigm Dialogs, *Norman K. Denzin, University of Illinois Urbana-Champaign*

Qualitative Approaches to Mixed Methods Research, *Sharlene Janice Hesse-Biber, Boston College*

Transformative Mixed Methods Research, *Donna M. Mertens, Gallaudet University*

Using a Transformative, Emancipatory Lens in Mixed Methods Studies, *John Creswell, University of Nebraska-Lincoln, David Sweetman, University of Nebraska-Lincoln, Manijeh Badiee, University of Nebraska-Lincoln, and Kim Gault, of Nebraska-Lincoln*

Mixed Methods in Health Science Research, *Janice Morse, University of Utah*

Using Numbers in Qualitative Research, *Joe Maxwell, George Mason University*

## **2052 Poster VI**

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11:00-12:20

Illini Room B

Mothers perception on with your child care, *Mirna Albuquerque Frota, University of Fortaleza, Viviane Mamede Vasconcelos, University of Fortaleza, Mariana Cavalcante Martins, University of Fortaleza, Vanessa Gomes Silveira, University of Fortaleza, and Ingrid Montenegro, University if Fortaleza*

Social Representations and feminine reproduction¥s health, *Sebastiao Junior Henrique Duarte, Universidade Federal de Mato Grosso, and Marli Villela Mamede, Universidade de S„o Paulo*

Oh Father Where Art Thou: Confronting the Missing Voice in Bereavement Research, *William Peard Affleck, McGill, Mary Ellen Macdonald, McGill, and Susan Cadell, Wilfrid Laurier University*

“I Want Her to Be Independent, Successful, and Happy”: Mothers Experiences of Transition Planning for Their Children With Disabilities, *Julia Wilkins, St. Cloud State University, and Elizabeth M. Ankeny, Augsburg College*

After School Program Directors as the Missing Link Between Students, Parents, and Educators, *April Michelle Warren-Grice, University of Illinois Urbana-Champaign*

Seeing Childrens Learning through Many Eyes, *Young Ah Lee, Ohio State University in Lima, and Angela Marie Plummer*

## **2053 Memory**

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1:00-2:20

104 English

Chair: *Shari L. Valentine, Texas A & M University*

Indigenous Peoples: Survival is Essential, *Shari L. Valentine, Texas A & M University*

The Unintended Archive, Landscape, and Place, *Brian Frederick Katen, Virginia Tech*

Authoritarian policies and testimony: social housing neighbors case, *Cristina Ines Bettanin, Universidad de Buenos Aires*

Dis-Membering and Re-Membering: Erasure, Political Theatre and Collective Memory, *Stephen Milan Hocker, University of Illinois*

## **2054 Featured: Truth Commissions and Testimony**

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1:00-2:20

108 English

Chair: *Valerie J. Janesick, University of South Florida*

Oral History, Testimony and Social Justice: Issues for the Qualitative researcher, *Valerie J. Janesick, University of South Florida*

Performing Narratives: Truth Commissions' Discursive Construction of Post-Conflict Societies, *Courtney E. Cole, Ohio University*

De-territorializing Testimony: Dislocation and Discourse in the Diaspora Hearings of the Liberian Truth and Reconciliation Commission, *Courtney E. Cole, Ohio University*

## **2055 No Child Left Behind**

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1:00-2:20

113 Davenport

Chair: *Michelle J. Proctor, The College of Lake County*

Voices from inside the Classroom: Three Teachers Perspectives on the Impact of NCLB on Elementary Science Education, *Brenda H. Webb, University of North Alabama, and M. J. Dee Goldston, The University of Alabama*

Building the Realism Bridge: Shaping Policy and Empowering Pedagogy through Collaborative Research, *Michelle J. Proctor, The College of Lake County*

Aced Out: Censorship of Qualitative Research in the Age of "Scientifically-Based Research", *Deborah Ann Cegloski, Ball State University, and Chiara Bacigalupa, Sonoma State University*

The Politics of Failure: Measuring Achievement Among Disaffected Students and Their Teachers, *Brianna L. Kennedy, University of Southern California*

Homogeneous Ability Grouping in Classroom: Oxymoronic Politics of Evidence, *Karla Denise Webb, University of Memphis*

## **2056 The Politics of Qualitative Research**

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1:00-2:20

115 English

Chair: *Kathleen Blee, Univ of Pittsburgh*

The Politics of the Qualitative Approach?A Historiography of the Qualitative Approach in the Chinese Communist Revolution and Beyond, *Ping-Chun Hsiung, University of Toronto*

Social Movement Studies in the Age of the Patriot Act, *Kathleen Blee, Univ of Pittsburgh, and Tim Vining, Univ of Pittsburgh*

Democratizing the Academy through the Personal “I”: Using Qualitative Research to Promote Social Justice, *Sarah E. Mountz, University of Washington, Aileen Alfonso Duldulao, University of Washington, and Antonio R. Garcia, University of Washington*

Overcoming the Culture of Silence: Methodological Issues in Research in the Jamaican Public Sector, *Tanzia S. Saunders, University of the West Indies*

## **2057 Reconceptualizing Collaboration**

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1:00-2:20

119 English

Chair: *Sergey Y Rybas, Capital University*

Writing the Self into the Electronic Classroom: Validating the Subjective Knowledge in Online Community, *Sergey Y Rybas, Capital University*

Urban Teacher Residencies: Collaborations in Urban Teacher Preparation Reform, *Wendy Lynn Gardiner, National-Louis University, and Carrie Kamm, and Wendy Gardiner*

Pragmatic Can Be Transformative: Participatory Nonprofit Evaluation, *Jerry Hinbest, Vancouver Island University*

Supporting the University-Ready through Empowerment: Innovative program development, research and collaboration, *Natalie M Brown, Wilfrid Laurier University, Kelly Anthony, University of Waterloo, and Sherry McGee, Wilfrid Laurier University*

The Dramas of Collaboration between a Drama Specialist and Early Childhood Classroom Teachers, *Su Jeong Wee, University of Illinois at Urbana-Champaign*

## **Multiple Methodologies, Multiple Possibilities: Photo Voices, Pláticas, and Feminist Pedagogies**

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1:00-2:20

127 English

Chair: *Cinthya M Saavedra, Utah State University*

*Empowering Women through Photovoice, Mary Y Morgan, University of North Carolina-Greensboro, Rosemarie Vardell, North Carolina A&T, Joanna K Lower, University of North Carolina-Greensboro, Victoria L. L Kintner, University of North Carolina-Greensboro, and Joy Cecil, University of North Carolina-Greensboro*

*Contextual Influences on Photovoices, Mary Morgan, University of North Carolina-Greensboro, Rosemarie Vardell, North Carolina A&T, Victoria L Kinter, University of North Carolina-Greensboro, Joanna K Lower, University of North Carolina-Greensboro, and Joy Cecil, University of North Carolina-Greensboro*

*Participant Observation: Learning and Unlearning through Shared Stories in Higher Education, Rosemarie Vardell, North Carolina A&T, Victoria L Kinter, UNCG, Joanna K Lower, UNCG, and Deborah J Cassidy, University of North Carolina-Greensboro*

*Transnational Feminist(s) Metodologias and Critical Inquiry: Pláticas y Encuentros in Research, Cinthya Saavedra, Utah State University, Joanna K Lower, University of North Carolina-Greensboro, and Swetha Chakravarthi, University of North Carolina-Greensboro*

## **2059 3 Paradigm Approach, Experiential Learning, Epistemology and Theory, and Condensed Course Format**

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1:00-2:20

131 English

Chair: *Deborah Ceglowski, Ball State University*

*The Question is the thing: Context, collaboration, and commitment to open-mindedness as a framework for teaching and learning qualitative research methods, Dorothy Munson, Eastern Washington University*

*Experiential Learning in Qualitative Methods Courses, Joseph Maxwell, George Mason University*

*What are the Roles for Theory & Epistemology in Teaching about Qualitative Inquiry?, Beth Graue, University of Wisconsin Madison, and Simone Schweber, University of Wisconsin Madison*

The Art of Teaching Qualitative Methodology to Doctoral Students within a Limited Time Frame, *Kaetlyn Lad, St. Mary's*

"It's Really All About the Teaching"; but How do You Teach Thinking?, *Duncan Waite, Texas State University, and Michelle Holcomb, Texas State University*

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## **2060 Featured: Deep Breathing in a Climate of Change**

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1:00-2:20

132 Davenport

Chair: *Mary E. Weems, John Carroll University*

The Obama Chronicles: A Poetic Response, *Mary E. Weems, John Carroll University*

Teaching toward radical democracy pre- and post-Obama, *Carolyne J. White, Rutgers University*

An Indian Country Thanksgiving Prayer to the University of Heavy Qualitative Breathing, *Guy Senese, Northern Arizona University*

Taking Care of Rosie, *Thea Ford, John Carroll University*

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## **2061 New Directions in Poststructuralist Thought**

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1:00-2:20

136 Davenport

Chair: *Andrea M. Davis, University of South Carolina Upstate*

(Un)stable Space(s): Critical Ethnography of Nightclub Spaces, *Andrea M. Davis, University of South Carolina Upstate*

Thinking and Working with Derridas Concept of Life, *Serge Frederick Hein, Virginia Tech*

An exploration of the discursive practices that shape and discipline nurses response to postoperative delirium., *Mary Colleen Kjorven, University of British Columbia Okanagan*

Heidegger and Levinas: Foundations of an Ethical Imperative for Qualitative Research, *Brittany K Landrum, Texas Christian University, and Gilbert J Garza, University of Dallas*

The Other and the Face on Facebook: a Levinasian Approach to Focus Group Research, *Gilbert J Garza, University of Dallas, and Brittany K Landrum, Texas Christian University*

New practices of qualitative inquiry at the Brazilian Public Health System, Sérgio Carvalho, Unicamp

**Human Writes: Autoethnographic Representations of  
2062 Embodied Knowledge as Resistance**

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1:00-2:20

209 Union

Chair: *Randall Hill, St. Lawrence University*

Texas Mourning, *Aisha Durham, Texas A&M University*

A Third Space Corrido: White Mother, Chicano/a Children, *Traci Fordham-Hernandez, St. Lawrence University*

Queer in Macambira, *Antonio C. La Pastina, Texas A&M University*

Embodiment, Sounded Voice and Autoethnography, *Desiree Yamtoob, University of Illinois at Urbana-Champaign*

**2063 The rizoma and the historic axis in the quality research.**

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1:00-2:20

210 Union

Chair: *Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM and Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM*

The rizoma and the historic axis in the quality research., *Mercedes-Esmirna Rios Bustos, FES Zaragoza UNAM.*

**2064 Theorizing Disability**

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1:00-2:20

215 Union

Chair: *Colleen C. Evans, University of British Columbia Okanagan*

Re-framing disability policy: Seeking qualitative research strategies towards constructive policy frameworks., *Thomas Patrick Horejes, Arizona State University*

Knowledge Translation as a Social Justice Issue in (Dis)ability Research, *Colleen C. Evans, University of British Columbia Okanagan, and Rachelle D. Hole, University of British Columbia Okanagan*

Assuming the Masks of the Normally Abled: ?Biopolitics' and Self-Determination, *Michael Jay Surbaugh, University of Oklahoma*

It's a Working Breast, It Must Not Be Disabled: Conceptualizations of Duality Rather Than Difference., *Paaige K. Turner, Saint Louis University*

**Featured: Around My Way: Decolonizing Narratives of  
2065 Silences Between Being and Belonging**

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1:00-2:20

217 Union

Chair: *Claudio Moreira, University of Massachusetts Amherst*

Around my way, *Jillian A Marty, University of Massachusetts Amherst*

In Hope of Return, *Thanu Yakupitiyage, University of Massachusetts Amherst*

Taken by the Gypsy, *Liliana L Herakova, University of Massachusetts Amherst*

This is home, or is it? Disrupting grand narratives of home as physical or institutional space., *Claudio Moreira, University of Massachusetts Amherst*

speaking in silences, *hari stephen kumar, University of Massachusetts Amherst*

**2066 Spotlight: Critical Discourse Analysis, Gender, Race,  
and Human Rights**

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1:00-2:20

277 Union

Chair: *Jane Gilgun, University of Minnesota and Karen Staller, University of Michigan*

Navigating the Complexities of Expectations and Experience: Female Students of Color Create a Sense of Belonging, *Ms Valandra, University of Minnesota*

Racialized Disease Versus Diseased Race: The Dueling Discourses of Race and Masculinity within the Stories of the Negro Project of American Social Hygiene Association and the Tuskegee Syphilis Experiment, *Alankaar Sharma, University of Minnesota*

Critical Discourse Analysis of the Narratives of Mothers in Families Where Incest has Occurred, *Jane Gilgun, University of Minnesota*

Critical Discourse Analysis as an Alternative Framework for Interpreting the Narratives of Men Who Perpetrate Child Sexual Abuse, *Alankaa Sharma, University of Minnesota, and Jane Gilgun, University of Minnesota*

Discourses of Masculinity in the Narratives of Male Perpetrators of Interpersonal Violence, *Jane Gilgun, University of Minnesota*

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**2067 Teaching Qualitative Research in Multinational Settings**

1:00-2:20

314A Union

Chair: *Deborah Ceglowski, Ball State University and Deborah Ceglowski, Ball State University*

Teaching cross cultural research dynamics: ethics and reflexivity, *Brigitte Smit, University of Johannesburg*

Commedia dell'Arte: Intentional Improvisational Research, *Gresilda Tilley-Lubbs, Virginia Tech*

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**2068 In School, Out of School, and On the Way to School:  
Education and Resistance**

1:00-2:20

314B Union

Chair: *Greg Dimitriadis, University at Buffalo, The State University of New York, Graduate School of Education*

Through Corridors of Criminalization: The Social Psychological Ironies of Trust and Betrayal for Urban Youth, *Madeline C Fox, The Graduate Center, The City University of New York*

Re-Writing the Script: Education, Resistance and Development through Theatre Participation, *Valerie A Futch, The Graduate Center, The City University of New York*

Narrating Sexual Subjectivities: The Interaction of Discourses among Peers, School Personnel, and LGBTQ Youth, *Darla Linville, The Graduate Center, The City University of New York*

TBA, *Daniela Martin, The Pennsylvania State University, Brandywine*

**Spotlight: Author Meets Readers: Carolyn Ellis's Revision: Autoethnographic Reflections on Life and Work**

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1:00-2:20

403 Union

Chair: *Laurel Richardson, The Ohio State University and Laurel Richardson, The Ohio State University*

Author Meets Readers: Carolyn Ellis's Revision, *Laurel Richardson, The Ohio State University*

Author Meets Readers: Carolyn Ellis's Revision, *Norman Denzin, University of Illinois*

Author Meets Readers: Carolyn Ellis's Revision, *Julie White, LaTrobe*

Author Meets Readers: Carolyn Ellis's Revision, *Jonathan Wyatt, University of Oxford*

Author Meets Readers: Carolyn Ellis's Revision, *Carolyn Ellis, University of South Florida*

**2070 Decolonizing Methodologies**

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1:00-2:20

404 Union

Chair: *Jessica Ruglis, Graduate Center of The City University of New York*

Forbidden Words, Unheard Voices: Awakening Racial Consciousness Through Examining Racial Slur Words, *Wei-Ren Chen, University of Illinois at Urbana-Champaign*

(Re)Theorizing School Dropout and its Use as a Decolonizing Methodology, *Jessica Ruglis, Graduate Center of The City University of New York*

Decolonizing a Graduate Research Course: Sabbath Candles Illuminate and Unsettle, *Susan Silver, Ryerson University*

Recolonizing Through Decolonizing?: The Use of Indigenous Methodologies by Non-Indigenous People, *Vicki L. Nygaard, University of British Columbia*

## **2071 Health-Rights and Policy**

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1:00-2:20

406 Union

Chair: *Meryl Roth Gersh, Eastern Washington University*

Professionalism in Health Care: Exploring the Patients Perspectives,  
*Meryl Roth Gersh, Eastern Washington University*

What if they dont want to change? Historical Perspective on Legislation to Increase Education Requirements for Entry-Level Nursing Practice in the US, *Sheilia Rae Goodwin, Ivy Tech Community College*

The Impact Of Interventions To Strengthen Health Systems: Results Of A Delphi Study, *Ana Paula Cavalcante Oliveira, Universidade Nova de Lisboa (UNL), Cristianne Famer Rocha, Universidade Luterana do Brasil (ULBRA) e Grupo Hospitalar ConceiÁ„o (GHC), Denis Pornignon, World Health Organization (WHO), and Wim Van Lerberghe, World Health Organization (WHO)*

Examining Narratives to Understand the Effectiveness of Health Impact Assessment, *Ben Harris-Roxas, University of New South Wales, Pat Bazeley, University of New South Wales, and , University of New South Wales*

Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research., *Tamara Daly, York, Albert Banerjee, York, Hugh Armstrong, Carleton, Pat Armstrong, York, and S. Lafrance, York*

## **2072 Plenary: Narrative and Performance I**

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1:00-2:20

407 Union

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

Transfer of Power, *Arthur Bochner, University of South Florida*

The Death of a Cow: Slaughterhouses and Dying in our Time, *Jean Halley, Sociology and Anthropology*

Bunt, *Michael Madonick, University of Illinois at Urbana-Champaign*

Collage Journaling with Pre-service Teachers, *Patrick Lewis, University of Regina*

Discussant, *Synthia Sydnor, University of Illinois at Urbana-Champaign*

## **2073 Poster VII**

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1:00-2:20

Illini Room B

Data Analysis Using ATLAS.ti Concept Maps, *Debra C. Burkey Piecka, Duquesne University*

Homeland/Homeless Study: The Education System of the Tibetan Community in Exile as an Organizational Route for Cultural Preservation, *Shachar Elraz, Hebrew University of Jerusalem*

Efficient School Project - Distrito Federal - Brazil, *Eliete De Pinho Araujo, Uniceub, Marina Aparecida Pinto, Gabriel Carlos Penna Barreto, And Rodrigo Pinho Rodrigues5, Uniceub*

Encountering Disability Studies: Student Responses to Critical Pedagogy, *Kathleen M. Hulgin, College of Mount St. Joseph, Susan O'Connor, Augsburg College, and Catherine Pulkinen, University of Wisconsin Superior*

Exploring Graphical Representation Pedagogy as a Counter Narrative in Elementary Science Teacher Education Sharon E. Nichols, Julianne Coleman, University of Alabama, *Sharon Elizabeth Nichols, University of Alabama, and Julianne Coleman, University of Alabama*

Health Management and Humanization: an Ergological Perspective Elida Hennington Elizabeth Artmann, Oswaldo Cruz Foundation, *Elida Hennington, FIOCRUZ, and Elizabeth Artmann, FIOCRUZ*

## **2074 Music**

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2:30-3:50

104 English

Chair: *Vernita Pearl Fort, University of Illinois, Urbana Champaign*

Chicken and Watermelon: A look at minstrel Art and Music and the proliferation of stereotypes, *Gary Johnson johnson, Northern Illinois University, and gary johnson*

Jamaicas Music Industry and the Ethical Economy, *Vernita Pearl Fort, University of Illinois, Urbana Champaign*

Using Music to Challange Master Narrative(s) and Create a Counter-Narrative, *Sandina n/a Begic, Clark University*

## **2075 Uses of the Visual**

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2:30-3:50

108 English

Chair: *Richard Siegesmund, University of Georgia*

Diver (Digital Interactive Video Exploration and Reflection): A New Technological Application for the Annotation of Video Data Across Disciplines, *Karyn Cooper, OISE, University of Toronto, Robert White, St. Francis Xavier University, Naomi Rebecca Hughes, OISE, University of Toronto, and Jim Slotta*

Constructing Visual Data in Arts-Based Research, *Richard Siegesmund, University of Georgia*

Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures, *Brinda Jegatheesan, University of Washington, Sayaka Omori, University of Washington, Soleil Boyd, University of Washington, Jennifer Wallen, University of Washington, and Aishah Jalani, University of Washington*

Integrating Interview and Stimulated Recall Sessions to Explore Educational Beliefs About Human Rights Education, *Kevin Chin, McGill University*

## **2076 Publishing**

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2:30-3:50

113 Davenport

Chair: *Ronald Joseph Chenail, Nova Southeastern University*

Advancing Qualitative Research through Open-Access Online Journals, *Ronald Joseph Chenail, Nova Southeastern University*

Writing in Academe: A Thought Experiment, *Courtney Ann Vaughn, University of Oklahoma, and Danny Wade, Washburn University*

Epistemology and Feminist Qualitative Methods, *Sara none OShaughnessy, University of Alberta, and Naomi Krogman, University of Alberta*

## **2077 Violence**

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2:30-3:50

115 English

Chair: *Joseph Hamer, Duquesne*

Imagining the In-between: A Situated Narrative Analysis of Political Violence in South Africa, *Sipho Mbuqe, Duquesne*

Electoral Politics and Communal Violence in Kenya: A Research Proposal, *Joseph Hamer, Duquesne*

Theory, trust, and meaning: reconsidering participatory action researcher assumptions in post-violence societies, *Peter Redvers-Lee, Vanderbilt University*

Research on the Preventive Socialization on Violence Against Women, *Sandra Racionero-Plaza, University of Wisconsin-Madison, and Aitor Gomez, Universitat Rovira i Virgili*

Sexuality: a Human Right. Reflections about QI Approach to the Study of Medical Students' meanings of Sexuality, *Addis Abeba Salinas-Urbina, Universidad Autónoma Metropolitana-Xochimilco*

Columbine and the Rise of the Violent Writer/School Shooter Stereotype, *Matt Foy, University of Northern Iowa*

## **2078 Reflections on the Methodological**

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2:30-3:50

119 English

Chair: *Jane Elizabeth Mills, Monash University*

Using Situational Analysis Methods in a Constructivist Grounded Theory Research Design, *Jane Elizabeth Mills, Monash University*

Motor skills views. Laboratory of games: one place to share between teacher, pupils and families, *Alfonso Jorge García, Valladolid, Henar Rodríguez Navarro, Valladolid, Lucio Martínez Alvarez, Valladolid, Jlvaro Retortillo Osuna, Valladolid, and Jesús Martín Pérez*

Western Business Models: Peace Building in Competitive Cultures, *Robert E. Rinehart, University of Waikato*

The Design Studio: Appropriation of Space and Placemaking, *Lubomir Savov Popov, Bowling Green State University*

**Negotiating Spaces and Identities: Reflections from the  
2079 Field**

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2:30-3:50

127 English

Chair: *M. Paola Leon Arizmendi, University of Illinois at Urbana-Champaign and Rose Korang-Okrah, University of Illinois at Urbana-Champaign*

Cultural Gender Expectations: Reflection from a Case Study, *M. Paola Leon Arizmendi, University of Illinois at Urbana-Champaign*

How Indigenous Participants Use Local Cultural Resources to Redefine Research Relationships: Reflections from a Case Study, *Yali Feng, University of Illinois at Urbana-Champaign*

Understanding Low-Income Kurdish Mothers experiences with migration to Istanbul, *Ozge Sensoy, University of Illinois @ Urbana-Champaign*

Risk and Resilience: Perspectives of Ghanaian Widows on Property Rights, *Rose Korang-Okrah, University of Illinois at Urbana-Champaign*

**Understanding Social Justice through Hermeneutic and Critical Participatory Research with Vulnerable/Marginalized People: Nursing Perspectives from 2080 Canada, Chile and Colombia**

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2:30-3:50

131 English

Chair: *Brenda Leigh Cameron, University of Alberta and Anna Santos Salas, University of Alberta*

Social Justice and Health Disparities: Understanding Inequities in Access to Health Care for Indigenous and Marginalized Peoples, *Brenda Leigh Cameron, University of Alberta, Rose Martial, University of Alberta, and Anna Valeria Santos Salas, University of Alberta*

Palliative Care and Social Justice in Developing Countries: the Political Relevance of Hermeneutics to Understand the Experience of the Very ill, *Anna Valeria Santos Salas, University of Alberta, Brenda Leigh Cameron, University of Alberta, and Aida Diaz Alvarez*

Understanding Social Justice and Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study in Colombia, *Maria del Pilar Camargo Plazas, University of Alberta, and Brenda Leigh Cameron, University of Alberta*

**Spotlight: Globalization, Neoliberal, and the Relationships in Higher Education Between U.S. and**

**2081 Asian Countries**

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2:30-3:50

132 Davenport

Chair: *Antonia Darder, University of Illinois at Urbana-Champaign*

Neocolonial and neoliberal relationship between Korea and United States through education, *Jung-Won Suh, University of Illinois at Urbana-Champaign*

International student policies in U.S. higher education institutions, *Su-Jung Kim, University of Illinois at Urbana-Champaign, and Jung-Won Suh, University of Illinois at Urbana-Champaign*

A neo-colonial reading of a Taiwanese government fellowship program, *Viola Yunshiu Chen, University of Illinois at Urbana-Champaign*

Globalization, Neo-liberalization and Thai Autonomous University, *Nannaphat Saenghong, University of Illinois at Urbana-Champaign*

**2082 New Directions in Qualitative Social Work**

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2:30-3:50

136 Davenport

Chair: *Lea Jennifer Tufford, University of Toronto*

the Process of Bracketing Within Mental Health Research, *Lea Jennifer Tufford, University of Toronto*

Mapping the landscape of feminist inquiry: Feminisms in social work research, *Christina Gringeri, University of Utah, Stephanie Wahab, Portland State University, and Ben Anderson-Nathe, Portland State University*

The “Both/And” Narrative as Central to Quality of Life: Experiences in Migration Decision Making and Migration among Mexican Immigrant Farmworkers in Northern California., *Chrystal C. Ramirez Barranti, California State University, Sacramento, Norma Laura Lara Flores, Universidad Autonoma Metropolitana-Xochimilco, and Guillermo J. Gonzalez Lopez, Colegio de Postgraduados*

**Spotlight: Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for  
2083 Coding in Qualitative Analysis.**

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2:30-3:50

169 Davenport

Chair: *Raymond Maietta, ResearchTalk Inc. and Cesar Cisneros-Puebla,*

Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis., *Kathy Charmaz, Sonoma State, John Creswell, University of Nebraska Lincoln, Janice Morse, University of Utah, Cesar Cisneros Puebla, Universidad Autónoma Metropolitana-Iztapalapa, and Raymond Maietta, ResearchTalk Inc.*

**Plenary: Making Ourselves (and Each Other) Up As We Go Along: Coming Adrift in Negotiations Between  
2084 Autoethnography, Fiction, and Performative Writing**

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2:30-3:50

209 Union

Chair: *Tami Spry, St. Cloud State University and Jane Speedy, University of Bristol*

Video Haiku: A Hall of Mirrors, *Jane Speedy, University of Bristol, Ying Lin Hung, University of Bristol, and Artemis Sakellariadis, University of Bristol*

Connections in China, *Cindy Gowen, University of Bristol, and Ying Lin Hung, University of Bristol*

Encounters With Gerald: Experiments With Meandering Methodologies and Experiences Beyond Our Selves In a Collaborative Writing Group, *Viv Martin, University of Bristol, Artemi Sakellariadis, University of Bristol, and Jane Speedy, University of Bristol*

A Deleuzian Between-The-Two, *Ken Gale, University of Plymouth, and Johnathan Wyatt, University of Oxford*

**2085 Spotlight: Thinking with Deleuze in Qualitative Inquiry**

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2:30-3:50

210 Union

Chair: *Lisa A. Mazzei, Manchester Metropolitan University*

Deleuze, Delusion and the Illusions of De-Meaning, *Ian Stronach, Liverpool John Moores University*

Alternative “Images/Imagings” of Voice in Qualitative Inquiry, *Lisa A. Mazzei, Manchester Metropolitan University*

Video: Opening up Images of the Classroom, *Maggie MacLure, Manchester Metropolitan University*

Staying in Their Place: Southern Women in Deterritorialized Spaces, *Alecia Youngblood Jackson, Appalachian State University*

## **2086 Disability Issues in Qualitative Research**

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2:30-3:50

215 Union

Chair: *Maria Elisa Hernandez-Anzola, Simon Bolivar*

Tracking Educational Equality: The Advantages of Using Qualitative Methods to Study the Normative for Deaf and Hard-of-Hearing Students in Argentina, *Carolina Najmias, Universidad de Buenos Aires, and Mercedes Krause, Universidad de Buenos Aires*

The Potential of User-Led Research in Articulating and Meeting the Sensory Requirements of those on the Autistic Spectrum in Relation to Inclusive Spatial Design, *Sarah Elizabeth Clemerson, Birmingham*

(Un-)Commonplaces: Forms and Senses of Everyday Space from a Wheelchair Perspective, *Maria Elisa Hernandez-Anzola, Simon Bolivar*

Exploring the LArche model as a way to Reclaim Expressive and Functional Touch in Caregiving for People with Developmental Disabilities, *Lindsay Paige Buckingham, Wilfrid Laurier University*

Narrative Inquiry: A Construction Site for Change, *Earllene Katherine Roberts, University of British Columbia Okanagan*

Advancing the Rights of People with Disabilities through Qualitative Rehabilitation Research, *Lynn C. Koch, University of Arkansas, Fayetteville, Tricia Niesz, Kent State University, and Kerri Morgan, Washington University School of Medicine*

## **2087 South Asian Representation in Popular Cultural Texts**

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2:30-3:50

217 Union

Chair: *Raj Sanghera, Simon Fraser University*

South Asian Representation in Popular Cultural Texts, *Raj Sanghera, Simon Fraser University*

**Queering Boundaries w/ LGBTQ Youth: Transgressive  
2088 Methods & Explorations**

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2:30-3:50

277 Union

Chair: *Elizabeth C. Payne, Syracuse University*

Contentious Observation and Queer Youth, *Cris Mayo, University of Illinois, and Jennifer Logue, University of Illinois*

Lesbian Youth, the Slut Discourse and the Search for Sexual Agency, *Elizabeth Payne, Syracuse University*

Excessive Feelings and the Problem of Queerness, *Lisa Weems, Miami University*

**Issues, Challenges, and Dilemmas in Teaching  
2089 Qualitative Research**

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2:30-3:50

314A Union

Chair: *Deborah Ceglowski, Ball State University and Deborah Ceglowski, Ball State University*

Pedagogical challenges and promises of qualitative research training, *Mirka Koro-Ljungberg, University of Florida*

Qualitative Inquiry with a Collaborative Design: Process Peaks and Pitfalls of Building a Research Community, *Sandra Stacki, Hofstra University*

Crafting Critical Space in Conservative Classrooms: Disrupting “Introduction to Qualitative Research” Courses, *Ryan Gildersleeve, Iowa State University*

Through the Looking Glass: Our Journey Admidst Research Mindfields, *Sally McMillan, Texas Tech University, and Peggye Price, Texas Tech University*

Developing a Critical Eye towards Qualitative Research Methodology, *Ronald Chenail, Nova Southeastern University*

**Spotlight: Writing Stories, Autoethnography, Urban  
2090 Ethnography, and Portraiture**

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2:30-3:50

403 Union

Chair: *Deborah Ceglowski, Ball State University and Deborah Ceglowski, Ball State University*

Using Fiction as a Catalyst for Narrative Inquiry, *Mary Fehr, Texas Tech University*

Weaving a Tapestry of Stories with Rigor and Artistic Expression:  
Portraiture a Method of Inquiry and Illustration, *Kerry Donohoe, University of Massachusetts Lowell*

When Urban Means Newark, *Carolyne White, Rutgers University*

Telling Memories and Identity: Autoethnography, Creative Nonfiction,  
and Fictional Stories, *Judith Lapadat, University of Northern British Columbia*

Exploring the process of short story writing, *Madeline Sonik, University of Victoria*

**Plenary: Paradigm Proliferation in the Prolonged Period  
2091 of Methodological Contestation**

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2:30-3:50

404 Union

Chair: *Handel Kashope Wright, University of British Columbia*

Beyond Nostalgia for the Post: Prolonged Methodological Contestation  
as the New Paradigm War, *Handel Kashope Wright, University of British Columbia*

This is Our Moment (so) Yes We Can: Shifting Margins, Centers and  
Politics of Difference in the Time of President Barack Obama, *Cynthia B. Dillard, Ohio State University*

Why Déjà vu all Over Again? Maybe Both Sides in the Paradigm Wars  
Got it Wrong, *Robert Donmoyer, University of San Diego*

“Déjà vu All Over Again?”, *Patti Lather, Ohio State University*

## **2092 HIV Narratives**

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2:30-3:50

406 Union

Chair: *Peninnah M. Kako, University of Wisconsin-Milwaukee*

Critical Reflexivity: Re-Narrating Narratives on Sex Work and HIV/AIDS  
*Ambar Basu, University of South Florida, Ambar Basu, University of South Florida*

Grappling with Complex HIV Transmission Risks: Experiences of HIV-Infected Women in Kenya, *Peninnah M. Kako, University of Wisconsin-Milwaukee, and Patricia E. Stevens, University of Wisconsin-Milwaukee*

The Critical Condition of Rhetorical Choices: The Bush Administration's Framing of HIV/AIDS as a National Security Threat in PEPFAR, *Franklin Nii Amankwah Yartey, Bowling Green State University*

## **2093 Plenary: Narrative and Performance II**

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2:30-3:50

407 Union

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

Praying and Playing to the Beat of a Child's Metronome, *Patricia T. Clough, Queens College and The Graduate Center*

Toward a Politics of Hope: Performing Political Reality in the Age of Obama, *Michael Giardina, University of Illinois at Urbana-Champaign*

Dancing the Data: (Im)Mobile Bodies, *Pirkko Markula, University of Alberta*

Accidental Ethnography: An Inquiry into Family Secrecy, *Christopher Poulos, University of North Carolina at Greensboro*

## **2094 Poster VIII**

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2:30-3:50

Illini Room B

Participatory Best Practices for Indigenous Knowledge Production, *Craig A. Campbell Jr., Buffalo State College, SUNY*

The Places of Teacher Emotion in Science Education Kary Roberts, Sharon E. Nichols, University of Alabama, *Kary Rose Roberts, University of Alabama, and Sharon Elizabeth Nichols, University of Alabama*

The Right to a Voice: Health Promoting Schools and Youth in the Western Cape Province (South Africa), Suraya Mohamed, University of the Western Cape, Estelle Lawrence, University of the Western Cape, Lisa Wegner, University of the Western Cape, and Patricia Struthers, University of the Western Cape

The Trajectory Equifinality Model (TEM)?as a new methodology for qualitative study, Tatsuya Sato, Ritsumeikan

Using Graphical Representation Pedagogy in a Historically Black Community College Biology Classroom: Now I See What You Are Saying Chantae M. Calhoun, Sherry Nichols, Julianne Coleman, University of Alabama, *Chantae Calhoun, Lawson State Community College, Sharon E Nichols, University of Alabama, and Julianne Coleman, University of Alabama*

Microfinance: Empowering Women, Empowering Communities, Camille Sutton-Brown, Georgia State University

## **2095 Prison**

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4:00-5:20

104 English

Chair: *Kerry Marlene Tucker, Swinburne University*

What happens behind bars: strategies for prevention developed in the civilian police against HIV / AIDS and other STDs, Cássia Barbosa Reis, Universidade Estadual de Mato Grosso do Sul, and Erica Bento Bernardes, Universidade Estadual de Mato Grosso do Sul

Revlon and Razor Wire - Performing Prison Stories, *Kerry Marlene Tucker, Swinburne University*

Rerepresenting Violence and Trauma in a World of Scripted Spectacle, Allison D. Anders, University of Tennessee at Knoxville

Representing Women and Girls in the U.S. Prison System: Two Documentaries by Liz Garbus, Heather McIntosh, Northern Illinois University

Ethnographer Behind Bars: Arrested Activists, the General Population, and Social Integration, *Beverly Yuen Thompson, Texas Womans University*

## **2096 Qualitative Case Studies in Education**

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4:00-5:20

113 Davenport

Chair: *Mahlapahlapana Johannes Themane, Limpopo*

A Study on Primary Teachers' Opinions about Cursive Writing Instruction, *Kasim Yildirim, Ahi Evran University, and Seyit ATES, Gazi University*

The Self-Esteem of Elementary and High School Teachers in Venezuela, *Carmen Eloisa Ramirez, Universidad Pedagogica Experimental Libertador*

Challenges Faced by Schools in the Implementation of Values and Human Rights in Secondary Schools of the Limpopo Province in South Africa, *Mahlapahlapana Johannes Themane, Limpopo*

Balance under Pressure: A Case Study of the Practice of the Mixed-Ability Grouping Policy in Taiwan, *Ling-Ying Lu, University of Edinburgh*

A Case Study of Drama Education Curriculum for Young Children in Early Childhood Program, *Su Jeong Wee, University of Illinois at Urbana-Champaign*

## **2097 Violence Against Women**

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4:00-5:20

115 English

Chair: *Ruth M. Fricke, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do Sul*

Rwandan Women's Narratives of Sexual Violence: Healing, Human Rights Discourse or both? Eddah Mutua-Kombo, St. Cloud State University, *Eddah Mutua Kombo, St. Cloud State University*

The Law Maria da Penha in Brazil in introduction - difficult to accept, impossibly of living with dignity without, according to women who survive domestic violence., *Ruth M. Fricke, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do Sul, and João T. Bourscheid, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do Sul*

Claiming the Right to Freedom from Violence in Pakistan Filomena M. Critelli University at Buffalo, *Filomena M. Critelli, University at Buffalo*

Community Perspectives on Human Rights and Justice among Displaced Persons in East Africa, *Carol Lynn Pavlish, University of California, Los Angeles, and Anita Ho, University of British Columbia*

## **2098 Writing the Personal as a Method of Inquiry**

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4:00-5:20

119 English

Chair: *Manijeh Badiiee, University of Nebraska-Lincoln*

Writing against Othering, *Michal Krumer-Nevo, Ben-Gurion University*

Walking Through my Fathers Torture: A Story of Witnessing Heartbreaking Bravery, *Manijeh Badiiee, University of Nebraska-Lincoln*

Punctuating Illness: A History/Herstory of Breast Cancer, *Eric Paul Engel, University of South Florida*

Worlding in the Underworld: Depiction of Chinese Sound Artists, *Jing Wang, Ohio University*

...And You're Doing That for Your Thesis?: Exploring the Experience and Process of Using Non-Traditional Methods for a Masters Thesis, *Amy E. Chapeskie, University of Waterloo, and Troy D. Glover, University of Waterloo*

## **2099 Spotlight: Performing Critical Homelessness**

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4:00-5:20

131 English

Chair: *Marcelo Diversi, Washington State University Vancouver and Susan Finley, Washington State University Vancouver*

Critical Homelessness, *Marcelo Diversi, Washington State University Vancouver, Susan Finley, Washington State University Vancouver, Claudio Moreira, University of Massachusetts Amherst, and Samuel Veissiere, University College of the North*

**Children's (Human) Rights as a Framework for Critical  
2100 Qualitative Studies in Trans- disciplinary Contexts**

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4:00-5:20

132 Davenport

Chair: *Bekisizwe Ndimande, of Illinois at Urbana-Champaign and Bekisizwe Ndimande, of Illinois at Urbana-Champaign*

Cyborgization: Investigating Human Rights Crimes Against Young Deaf Children, *Joseph Valente, Florida State University*

Normalization of the Young Transgender Body in Early Childhood Education, An Exploration of Children's Rights, *Ashley Sullivan, Arizona State University*

What has Culture Got to do with it?: Challenges facing Children's Rights in Post-Apartheid South Africa, *Bekisizwe Ndimande, of Illinois at Urbana-Champaign, and Elizabeth Swadener, Arizona State University*

Fighting for Children's Rights within the U.S. Public School Classroom, *Sonya Gaches, Arizona State University*

**2101 New Directions in Qualitative Evaluation**

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4:00-5:20

136 Davenport

Chair: *Melissa Freeman, University of Georgia*

Causality, Confidence Limits, Common Sense, and Colonial Theory: An Evaluators Struggle to do Meaningful Work in a Post-Whatever World, *A. Rae Clementz, University of Illinois*

Using Qualitative Research for a Statewide Review: An Investigation of Regional Behavioral Health Transition Teams, *Autumn L. Backhaus, University of Nebraska*

Critical Theory Evaluation: Theoretical and Practical Implications, *Melissa Freeman, University of Georgia*

Diverse Justifications for Selecting Data Collection and Analysis Methods for a Qualitative Research Project, *Mirka Koro-Ljungberg, University of Florida*

**Software, On Line Teaching, Working with Children, and  
2102 Music**

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4:00-5:20

169 Davenport

Chair: *Deborah Ceglowski, Ball State University and Deborah Ceglowski, Ball State University*

Qualitative Methods Instruction and the Software Debate, *Kristi Jackson, University of Colorado, Boulder*

Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study., *Beverly Stanford, Azusa Pacific University*

Finding the ‘voice of your child’ using arts-based methods:Developing qualitative researchers to work creatively with children and young people, *Ruth Leitch, Queen’s University Belfast*

Teaching Qualitative Data Analysis: What Can We Learn from 5th Graders?, *Julia Storberg-Walker, North Carolina State University*

**Spotlight: Collaborating Sites: Enhancing their Role in  
2103 Promoting the Goals of IAQI and ICQI**

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4:00-5:20

200 Ballroom Union

Chair: *Serge F. Hein, Virginia Tech*

Participants: *Leslie Bloom, Iowa State University, Marla-del-Consuelo Chapela, Universidad Autónoma Metropolitana - Xochimilco, Norman Denzin, University of Illinois at Urbana-Champaign, Betina Freidin, University of Buenos Aires, Susanne Gammon, University of Western Sydney, Harry Torrance, Manchester Metropolitan University, Rainer Winter, Klagenfurt University, Michal Krumer-Nevo, Ben-Gurion University of the Negev, and Jorgelina Villarreal, Universidad Nacional del Comahue*

## **2104 Spotlight: Collaborative Autobiography and Montage**

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4:00-5:20

209 Union

Chair: *Judith C. Lapadat, University of Northern British Columbia:Terrace Campus*

Eighteen Ways to Bend the Light: Autobiographical Texts, *Susan E. Viveiros, University of Northern British Columbia: Terrace Campus, Marja Burrows, University of Northern British Columbia, Susan Greenlees, University of Northern British Columbia:Terrace Campus, and Judith C. Lapadat, University of Northern British Columbia:Terrace Campus*

Potluck, or Notes on Eating the Whole Turkey: Our Method, *Susan Greenlees, University of Northern British Columbia:Terrace Campus, and Judith Lapadat, University of Northern British Columbia:Terrace Campus*

Identity Metaphors and Thematic Analyses, *Marja Burrows, University of Northern British Columbia:Terrace Campus, and Susan Viveiros, University of Northern British Columbia:Terrace Campus*

Identity and Role: Self-Portraits, Transformation, and Praxis, *Susal Viveiros, University of Northern British Columbia:Terrace Campus, and Marja Burrows, University of Northern British Columbia:Terrace Campus*

Collaborative Autobiography and Montage: A Democratic Approach to Inquiry, *Judith C. Lapadat, University of Northern British Columbia:Terrace Campus, and Susan Greenlees, University of Northern British Columbia:Terrace Campus*

## **2105 Intellectual Disability**

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4:00-5:20

215 Union

Chair: *Lisa A. Johnson-Ford, Drexel University*

Residential Caregiving for those with Intellectual Disabilities in South Africa: A Qualitative Case Study, *Lisa A. Johnson-Ford, Drexel University, and Kathleen M. Fisher, Drexel University*

Photography, Social Work, and Persons Labelled Intellectually (Disabled: The Right or Responsibility of Inspection, *Ann Fudge Schormans, McMaster University., Ann Fudge Schormans, McMaster University*

“Then the Clock Stops”: Parents Describe the Lived Experience of Transitions for their Adult Children with Intellectual and Developmental Disability (I/DD) Kathleen Fisher, Drexel University., *Kathleen M Fisher, Drexel University, Marcia Gardner, Drexel University, and Joan Rosen Bloch, Drexel University*

A Content Analysis of Open Ended Questions from a Statewide Survey Exploring Memorable Health Care Decisions for Individuals with Intellectual Disability Kathleen Fisher, Drexel University., *Kathleen M Fisher, Drexel University, Fredrick Orkin, Penn State University (retired), and Michael Green, Penn State University*

## **Space Is the Place: Understanding Sites of 2106 Contemporary Cultural Life**

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4:00-5:20

217 Union

Chair: *Daniel Makagon, DePaul University*

Because the Night, *Daniel Makagon, DePaul University*

The Spatial Bias of Ethnography, *Tony E Adams, Northeastern Illinois University*

Home as Space and Place in the N2 Gateway Project, South Africa, *Joan Faber McAlister, Drake University*

Weather Terror/Bracing Selves, *Keith Berry, University of Wisconsin-Superior*

## **Spotlight: Scholars Reflecting on Research, Life, 2107 Meaning, and Social Justice**

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4:00-5:20

314A Union

Chair: *Christopher Poulos, The University of North Carolina at Greensboro*

Autoethnodrama: One Voice, Many Audiences, *Johnny Saldaña, Arizona State University*

Researching My Way Into Social Justice, *Spoma Jovanovic, The University of North Carolina at Greensboro*

Social Justice and Critical/Performative/Communicative Pedagogy: A Storied Account of Research, Teaching, Love, Identity, Desire, and Loss, *John T Warren, Southern Illinois University*

Call it Democracy, or Call it Swing, *Tami Spry*

Autoethnography and Response, *Christopher Poulos, The University of North Carolina at Greensboro*

**Plenary: Advancing Human Rights: how can qualitative inquiry play a role in influencing health and social policy**

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**2108**

4:00-5:20

407 Union

Chair: *Julianne Cheek, UNISA*

Integrating pathways: research and policy making in pursuit of social justice, *Donna Mertens, Gallaudet University*

Issues around whose human rights and who says when there are competing/conflicting rights involved, *Karen Staller, University of Michigan*

Educating students and advancing human rights within psychology as a discipline of governmentality, *Svend Brinkmann, University of Aarhus*

Participants/human rights and privacy protection/institutional fears, *Janice Morse, University of Utah*

Where do human rights fit in shifting emphases in qualitative research?, *Julianne Cheek, UNISA*

**2109 Annual Meeting of the IAQI**

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5:30-7:00

200 Ballroom

# Paper Abstracts

**Abrams, Elizabeth M.**, University of Illinois Urbana-Champaign  
Dialectics of Whiteness

See Todd, Nathan R.

**Abritzky, Rosana**, Universidad de Buenos Aires

Reflexive Users of Unconventional Medicine in Argentina: Combined Care Seeking Strategies in Plural Medical Cultures

See Freidin, Betina

**Acosta Acosta, Pablo Enrique**, Universidad del Cauca

Estudiantes Afro-Colombianas y el Desarrollo de su Modelo Mental del Inglés:  
Implicaciones para la Enseñanza a Minorías Pablo Acosta Acosta, Universidad del Cauca,  
Diana Albandan Murillo, Ligia García Castro, Universidad Autónoma de Manizales

La enseñanza y aprendizaje del inglés en zonas marginales se dificulta por la pobreza, problemas sociales, acceso a medios tecnológicos, etc. En estas zonas, la enseñanza del inglés generalmente parte de modelos centrados en contenidos o actividades y pocas veces en el estudiante como sujeto que aprende. El propósito es explorar los modelos mentales que sobre el aprendizaje del inglés poseen los estudiantes afrocolombianos. Muchos estudios acerca de los modelos mentales han sido desarrollados en la educación en ciencias, pero poco se ha trabajado acerca del aprendizaje del inglés, especialmente para reconocer las influencias culturales en sujetos del pacífico colombiano.

**Acosta-Acosta, Pablo Enrique**, Universidad del Cauca

African-Colombian Female Students' Development of Mental Models of English:  
Implications for Teaching Minorities Pablo Acosta Acosta, Universidad del Cauca, Diana  
Albadan Murillo, Universidad del Cauca, Ligia García Castro, Universidad Autónoma de  
Manizales

Difficulties associated with poverty, social problems, access to technologies, etc., negatively affect the teaching and learning of English in remote zones where teaching practices are generally based on content-centered methodologies that rarely consider individuals as thinkers. The purpose of this study is to investigate the African-Colombian female students' mental models of learning English. Many studies on mental models have been developed in education but few have addressed the learning of English, and even less have explored the influence of culture on subjects from the Colombian Pacific Coast. Teachers who know their students' mental models are more likely to influence them.

**Adams, Quinton**,

Breaking with township Gangsterism: the struggle for place and voice

See Daniels, Doria

**Adams, Tony E**, Northeastern Illinois University

The Spatial Bias of Ethnography

Ethnographers?persons who study, represent, and are defined by their relationship to a culture?have traditionally conceived of culture as a (static) geographical space (often referred to as the "field"). Culture is the place where an ethnographer goes, participates, and observes; a space from where she or he leaves; a place about which she or he documents travel, talks, and tribulations. In this project, I describe and critique the spatial bias of ethnography. I specifically consider how space is privileged in defining culture as well as illustrate how space is often relegated to the periphery in and when doing ethnography.

**Adams, Tony E**, Northeastern Illinois University  
The State of “Gay” in Proposition 8

In this project, I focus on how gay identity?and the humans marked by this identity?are conceived and evaluated in the debates surrounding California’s 2008 Proposition 8 ballot. I address questions such as “How is gay identity used in Proposition 8 discourse (and, consequently, what are the implications of these ways)?” “Who gets to decide what gay identity is (and is not)?” and “How are ?sins and sinners?homosexual acts and homosexuals?discursively joined together and torn apart?”

**Affleck, William Peard**, McGill

Oh Father Where Art Thou: Confronting the Missing Voice in Bereavement Research

In designing a research project on the moral experience of bereaved fathers, traditional qualitative methods, which rely upon verbal communication (interviews, focus groups, etc.), appeared inadequate. Because of the existential complexity of the subject matter and the challenge these fathers have in forcing their moral experience into a verbal research-centered form, it appears that different methods are needed to authentically represent this population. This paper discusses our experience conducting research with grieving fathers. We end with the call for the development of more creative, flexible methods to better access existential experiences that do not easily lend themselves to verbal expression.

**Aguero, Carlos**, University of Illinois College of Medicine at Rockford

Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S.

See Cristancho, Sergio

**Aguiar, Maria Geralda**, Universidade Estadual de Feira de Santana

Direitos dos pacientes na linguagem do rap: uma autoetnografia Maria Geralda Gomes Aguiar, Universidade Estadual de Feira de Santana

A preocupacao com o ensino da etica na graduacao em Enfermagem no Brasil surgiu com os primeiros cursos Uma mudança paradigmatica ocorreu nos anos 80 havendo deslocamento da perspectiva normativa para a criticoreflexiva Este estudo autoetnografico problematiza o ensino da etica no curso de Enfermagem da Universidade Estadual de Feira de Santana BA BR mediante narrativa autoetnografica das praticas pedagogicas da disciplina Etica e Exerc\_cio da Enfermagem Descreve o uso do genero musical rap em um seminario sobre direitos dos pacientes e seus familiares realizado pelos coautores como uma express\_o cultural capaz de potencializar o discurso sobre o acesso a saude justica dignidade humana participacao e controle social enquanto direitos humanos e sociais O rap foi apreendido como uma linguagem musical que possibilitou aos coautores assumirem uma postura de denuncia social sendo capaz de provocar efeitos de sentido em torno dos valores morais dos colegas favorecendo uma aprendizagem significativa

**Aguiar, Rosane Cordeiro Burla**, UFRJ

HOW CHILDREN WITH SPECIAL HEALTHCARE CARE NEEDS ARE CARED FOR?  
THE FAMILY CAREGIVERS’ DEMANDS FOR HEALTH EDUCATION.

See Cabral, Ivone Evangelista

**Aguirre Calleja, Ana Cristina**, Universidad Autonoma de Barcelona

Researching a Political Subject in Human Rights: understanding the International Civil Commission for Human Rights Observation, Ana C. Aguirre, Aurora Garduño, Social Psychology Department, Univesitat Aut noma de Barcelona, Barcelona-Spain.

The CCIODH is an expression of how civil society is concerned about the Human Rights violations in Mexico. In this research we are interested in the different ways in which the comprehension of this commission may be approached. This commission can not be qualified only through the social movements studies because it is also a collective action movement. It can not be looked as a pure or unique subject of study, it is related to activism, emotions and the new social movements. This leads us to the creation of hybrid epistemic and methodological approach made up from the theme-field and in confront with our implication as a cyborg in critical ethnography.

**Ahn, Elise,**

Shifting notions of minority rights in Turkey: A look at minority rights through a language policy lens

See Ahn, Elise S

**Ahn, Elise S,** University of Illinois, Urbana-Champaign

Shifting notions of minority rights in Turkey: A look at minority rights through a language policy lens

Turkey's potential EU accession is raising a number of challenging issues that EU and Turkish policy makers are grappling with. This paper specifically focuses on the broader impact of regionalization on Turkey's language policies, which have been an essential part of the construction of the modern Turkish state and a Turkish citizenry. This case illustrates the complexity facing policy makers negotiating between notions of identity, sovereignty, power, etc. in public policy domains while broadly exploring how issues connected to processes of globalization are contributing to the ways that nation-states are qualitatively changing especially regarding minority rights.

**Aiello, Berta,** Universidad Nacional del Sur

La complementariedad de la mirada cualitativa y cuantitativa sobre el fenòmeno de la deserciòn y permanencia en la Universidad

See Mastache, Anah\_ Viviana

**Aires, Juliana Sampaio,** Universidade de Fortaleza

ADES\_O DE IDOSAS AO TRATAMENTO DA HIPERTENS\_O ARTERIAL

See Lima, Francisca Elisòngela Teixeira

**Akai, Naoko,** Teachers College, Columbia University

"Becoming" or Subjected? Self(hood) in Autobiographical Inquiry

For over a decade, feminist poststructuralists have cherished a Deleuzian notion of "becoming" to conceptualize selfhood. Jackson and Mazzei (2008) argue that a narrative "I" is not a pre-determined I but a becoming I. This idea appears to be liberating since it could save a subjected self out of the confinement of social forces. However, this notion may contradict another notion to which feminist poststructuralists have been drawn for decades: the self as bound to and constructed by language, time and location. Is it theoretically viable to use the two (possibly) contradictory notions of selfhood in an autobiographical inquiry?

**Akhan, Nadire Emel,** Gazi University

A creative drama practice in museum: let's invent money!

The main purpose of this study is to find out the contribution of creative drama method on learning by practising such topics in museum as the Lydians who were the first inventor of money and the importance of inventing money. These topics were taught with creative drama method both in school and the Ankara Anatolian Civilizations Museum. To gather data, semi-structured interviews were conducted with twenty sixth graders. Students watched pictures and video images taken from Usak Archaeology Museum. After giving theoretical information, students were attended to coinage process in applied workshop department of the museum by performing creative dramas.

**Alba, Leire,** Osakidetza-Servicio Vasco de Salud

Oportunidades y riesgos para la Atención Primaria de Salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los m dicos de familia (MF).

See Calderàn, Carlos

**Albadan Murillo, Diana Marcela**, Universidad del Cauca  
Estudiantes Afro-Colombianas y el Desarrollo de su Modelo Mental del Inglés:  
Implicaciones para la Enseñanza a Minorías Pablo Acosta Acosta, Universidad del Cauca,  
Diana Albadan Murillo, Ligia García Castro, Universidad Autónoma de Manizales

See Acosta Acosta, Pablo Enrique

**Albadan-Murillo, Diana Marcela**,  
African-Colombian Female Students' Development of Mental Models of English:  
Implications for Teaching Minorities Pablo Acosta Acosta, Universidad del Cauca, Diana  
Albadan Murillo, Universidad del Cauca, Ligia García Castro, Universidad Autónoma de  
Manizales

See Acosta-Acosta, Pablo Enrique

**Albuquerque, Conceição de Maria**, University of Fortaleza  
Maternal perceptions regarding the growth and development in childcare

See Frota, Mirna Albuquerque

**Albuquerque, Conceição de Maria**, University of Fortaleza  
Breastfeeding in the perception of postpartum women from rural areas

See Frota, Mirna Albuquerque

**Albuquerque, Jocelma Moreira**,  
Breastfeeding in the perception of postpartum women from rural areas  
See Frota, Mirna Albuquerque

**Allen, Tennille**, Lewis University  
Friends, Acquaintances, and Associates: Exploring the Social Networks of African-American Women Living in Mixed-Income Public Housing

This study employs feminist-informed qualitative research methods to explore social networks of African American women living in mixed-income public housing. Focus groups, participation observation, and in-depth semi-structured interviews were used to capture these women's lived experiences. My intent was not only to collect data but to better understand the language and meanings that women in the study attached to their relationships. To facilitate this, the women were co-collaborators in the research, informing the construction of interview guides and otherwise shaping the research, to ensure that their voices, vocabularies, and understandings of friendships and other social relationships were privileged.

**Allison, Brent M.**, University of Georgia  
U.S. Japanese Animation Fandom and Sexual Pedagogy: Intersection with Japanese Culture

Japanese animation, or anime, is a multimillion dollar global industry that attracts an increasing fan base in the United States. This study included an ethnography of the informal pedagogical practices of two collegiate anime clubs in the U.S. It found that fans developed their conceptions of Japanese culture to interpret unfamiliar relationships amongst anime characters. Specifically, fans would imply that these "Japanese" relationships had a sexual component when the relationship between anime characters violated gendered expectations common in North America. This occurred when the relationships were perceived positively and negatively. Implications for critical pedagogy in formal classrooms are discussed.

**Almeida, Aline Branco**, Universidade Estadual de Feira de Santana  
Direitos dos pacientes na linguagem do rap: uma autoetnografia Maria Geralda Gomes Aguiar, Universidade Estadual de Feira de Santana

See Aguiar, Maria Geralda

**ALMEIDA, NADIA M GIR\_O SARAIVA**, FEDERAL DO CEARA

Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.

See MACHADO, MARCIA M TAVARES

**ALMEIDA, NADIA MARIA GIR\_O SARAIVA**, FEDERAL DO CEARA

A experiência em ter doenças falciforme: conflitos entre conviver com a dor e a falta da cura. Os significados revelados por adolescentes e mães no Ceará.

See Kubrusly, Elsie Sobreira

**Alonso-Coello, Pablo**, Universidad Autónoma de Barcelona

Oportunidades y riesgos para la Atención Primaria de Salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los médicos de familia (MF).

See Calderán, Carlos

**Alvarenga, Augusta Thereza de**, FSP/USP

Relations of race and gender in the game: the reproductive issue of the black and white women.

See Souzas, Raquel

**Alvarez-McHatton, Patricia**, University of South Florida

Parenting, Teaching, Learning and Gendering: The Role of Participatory Action Research in an Urban Middle School

This session will engage participants through a description of a participatory action research project conducted by students at an urban middle school. This action research led students and researchers through a journey of discovering the roles of parents in children's lives with respect to the need for male role models and irresponsible parenting leading to fatherless children. Students also explored the role of gender through male-female interactions and discovering their "body beautiful". Finally students examined the role of teachers, teaching, and learning as they impact the lives of the middle schooler.

**Alvarez-McHatton, Patricia**, University of South Florida

ICAN: Opportunities for Youth to Understand Their Sense of Purpose During the GED Process

See Pollard-Sage, Jenna

**Alvarez-McHatton, Patricia**, University of South Florida

Multiplicity: Developing Individual Teacher Identity through Varying School Experiences

See Martinez, Stephanie

**Alvarez-McHatton, Patricia**, University of South Florida

Reflective Voice: Young Latina Women's Experience in an American Middle School

See Dias, Leila

**Alvarez, Ever**, Antioquia

Analisis de la estructura agraria Antioquena Colombia- aproximación teórica y cualitativa

See Cardona, Marleny

**Alvarez, Lucio Martínez**, Valladolid

Motor skills views. Laboratory of games: one place to share between teacher, pupils and families

See García, Alfonso Jorge

**Alvarez, Luis Evelio**, Universidad del Cauca

En Colombia los derechos humanos como proyecto democr\_tico liberal es una retàrica

Estudios de las m\_s prestigiosas universidades y centros de investigaciòn del pa\_s indican que el grado de violaciòn a los derechos humanos en Colombia es el mayor del continente americano. Por tanto, este trabajo se pregunta por las razones històricas que condujeron a esta situaciòn e indaga por el papel que ha cumplido la investigaciòn cualitativa en los estudios sobre los derechos humanos de las dos \_ltimas dos d\_cadas. Tomando para el estudio una muestra de 24 investigaciones m\_s reconocidas en este campo, la conclusiòn es que los procedimientos de la investigaciòn cualitativa son marginales en este tipo de trabajos porque predomina una tendencia a mapear y clasificar el campo, registrar y documentar los casos de violaciòn de los derechos humanos. No obstante lo anterior el procedimiento mayormente utilizado para establecer los casos de violaciòn a los derechos humanos es el testimonio de las personas afectadas conducentes a denunciar a los responsables de estos delitos.

**Alvarez, Luis Evelio**, Universidad del Cauca

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**Alves, Maria Dalva Santos**, Federal University of Ceara

Social Representation: the Analysis of the Existence in a Federal University's Campus of Brazil.

See Cavalcante, Maria Beatriz de Paula Tavares

**Anders, Allison D.**, University of Tennessee at Knoxville

Refugee Children, Resettlement, and Transitions to U.S. Public Schools

Recently, a small city in the rural South has become a site for refugee resettlement, anti-immigrant sentiment, and human rights discourse. This paper presents data from community based participatory research with Burundi and Iraqi refugee families. Researchers collected data from interviews with refugee sponsors, public health professionals, public school teachers and administrators, focus groups with refugees, and classroom observations. Findings address community narratives about the refugees, a thematic analysis of public health professionals' and public school officials' responses to the refugees and their sponsors, and the academic, social, and health experiences of refugee children transitioning to public schools.

**Anders, Allison D.**, University of Tennessee at Knoxville

Rerepresenting Violence and Trauma in a World of Scripted Spectacle

This paper represents the educational narratives of incarcerated youth. The researcher used narrative, domain, and postcritical analysis to represent stories about education in prison and about school growing up. Interrogating the representation of trauma, suffering, and loss in these narratives whilst fighting the stereotypes of suffering and spectacle, the researcher invites a conversation about research with survivors of violence and trauma. The researcher confronts the responsibility of translation and the issues of representing victimization with personhood, and tragedy with hope for change.

**Anderson-Nathe, Ben**, Portland State University  
Mapping the landscape of feminist inquiry: Feminisms in social work research  
See Gringeri, Christina

**Anderson, Myrdene**, Purdue University  
Mutual Metaloguing: (Auto)Biography As Discovery And Invention

We two are engaged in a long-term semiotic project simultaneously elucidating Andersons biography and autobiography and, as a natural byproduct, corresponding narratives representing Chawlas life and works. Our major vehicle has been email metaloguing. Ethical and methodological issues conspire to make provisional each interim metalogue. Regardless of how we may privilege certain angles and consumers, in the longer term we also recognize the overall integrity of lived experience, even as its leavening challenges any effort to sort out fundamentals of the project in a succinct fashion. This process renders a life as both art and artifact.

**Anderson, Stephanie**, The Graduate Center, The City University of New York  
Editing a Life: Developmental Consequences of Youth Engagement in Documentary Film

How does learning to read the world through a documentarian lens affect how youth understand/read their lives? How do youth draw upon and integrate their emotions and personal experiences in order to understand and inform documentary topics? Integrating theories of emotion and imagination in education with the role of visual arts and media in the lives of youth, I investigate these questions of identity formation. Through individual interview, focus group, and survey data from urban youth participants in a non-profit youth media organization, I reflect on the importance of youth experiences with media production and documentary film within larger postmodern and globalized realities.

**Andrade, Sonia Maria**, Universidade Federal de Mato Grosso do Sul  
Nurse's Social Representations About Woman Health Assistance At The Basic Health Web System

See Reis, C\_ssia Barbosa

**Andrade, Sonia Maria**, Universidade Federal de Mato Grosso do Sul  
Representa\_\_es sociais da dengue.

See Reis, C\_ssia Barbosa

**Andrade, S\_nia Maria Oliveira de**, Universidade Federal de Mato Grosso do Sul  
Social Representation and health services

See Duarte, Sebastiao Junior Henrique

**Andrade, S\_nia Maria Oliveira de**, Universidade Federal de Mato Grosso do Sul  
Prenatal assistance in the Program Health of the Family

See Duarte, Sebastiao Junior Henrique

**Andries, Caroline**, Vrije Universiteit Brussel  
An Arts-Based Inquiry Project on Poverty and Bereavement: Because an Image says More Than a Thousand Words?

See Puttemans, Karen

**Angell, Angela Corinne**, University of Alberta  
Unraveling Epidemiological Complexity through Story: Using Narrative Inquiry to Explore the Socio-Cultural Factors of Tuberculosis amongst Aboriginal Peoples in the Canadian Prairie Provinces

While many North Americans consider tuberculosis a disease of the past, it continues to kill two million people globally each year. In the Prairie Provinces of Canada, tuberculosis rates are 30 times higher amongst Aboriginal peoples than the rest of the Canadian-born population. Although medical professionals possess a wealth of knowledge to fight

tuberculosis, socio-cultural factors contributing to the transmission of the disease are less well-known. This paper explores the methodological strengths Narrative Inquiry offers to researchers studying Aboriginal peoples and disease. It also documents my own process of learning to think narratively as I engage in a TB study.

**Ankeny, Elizabeth M.**, Augsburg College

“I Want Her to Be Independent, Successful, and Happy”: Mothers Experiences of Transition Planning for Their Children With Disabilities

See Wilkins, Julia

**Anthony, Kelly**, University of Waterloo

Supporting the University-Ready through Empowerment: Innovative program development, research and collaboration

See Brown, Natalie M

**Antunes, Maria de F\_tima**, Universidade Federal do Rio Grande do Norte/Universidade de Fortaleza

Grupo Focal L\_dico como Ferramenta de Avalia\_Ço da Aprendizagem Nutricional na Escola

See Munguba, Marilene Calderaro

**Arai, Sayuri**, University of Illinois, Urbana-Champaign

Becoming \_Yellow

Remembering my first experience of racism in the United States, through this autoethnographic performance, I challenge a black-white binary and attempt to create a space in order to give voice “yellows,” who are ignored in the binary epistemology even though they are always hierarchized and exploited in the racialized structure. Also, this art-based project critically engages in history from a marginalized space and explores the intersection of my personal story, history, and popular discourse. Disrupting binary epistemology from a liminal space, this autoethnographic performance strives to cross the color-line and seeks new, emancipatory possibilities.

**Aranda Barrera, Argentina**, Universidad Autànomna Metropolitana, Xochimilco

Los productos editoriales y el derecho de los ni-os a la educaciòn

La industria editorial ha tenido un papel trascendental en la educaciòn formal e informal; sin embargo, la globalizaciòn econòmica ha influido en el detrimento de sus objetivos culturales-educativos. Las poderosas empresas trasnacionales dedicadas a la industria del entretenimiento monopolizan el mercado, privilegian sàlo a aquellos que les ayudan a lograr sus objetivos mercantiles e influyen en la creaciòn de estilos de vida, modelos de consumo y banalizaciòn de la cultura. El propòsito de este trabajo es indagar la manera en que algunos ni-os mexicanos miran y viven su derecho a la educaciòn en relaciòn a los productos editoriales.

**Aranda Barrera, Argentina**, Universidad Autànomna Metropolitana, Xochimilco

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**Aranda Barrera, Argentina**, Universidad Autònoma Metropolitana, Xochimilco  
The publishing products and the childrens right for education

Throughout history, the publishing industry has played a transcendental role in the formal and informal education. In modern times, the economic globalization has influenced this industry in diminishing its cultural and educational objectives. Powerful multinational corporations in the publishing industry have monopolized the market with entertainment products, serving only those who support their for-profit objectives and influencing the creation of commercialism models, banal lifestyles, and the deterioration of the culture. The purpose of this project is to inquire how some Mexican children look and experience their right for education and their co relationship with publishing products.

**Arango Pajàn, Gloria**, San Buenaventura  
Salvaguardia del Patrimonio Cultural Inmaterial: El Caso de una Comunidad en Situaciòn de Desplazamiento en Bello, Antioquia (Colombia)

See Serna Ram\_rez, Aceneth

**Arango, Gloria**, San Buenaventura  
Título: Prostituciòn, Genero y Violencia: La Trinidad de la Indiferencia

El desarrollo de esta investigaciòn propiciò el acercamiento a la prostituciòn en el sector de La Veracruz en el centro de Medellìn. A trav s de las historias de vida las mujeres tomaron la palabra y se hicieron visibles en su cotidianidad. Es una investigaciòn de corte sociojur\_dico, con una problem\_tica de g\_nero y violencia basada en la historia de vida de sus protagonistas. As , las comunidades participan activamente en la realizaciòn de las investigaciones que adelantan los acad\_micos, en este caso los integrantes del grupo de investigaciòn Derecho, Cultura y Ciudad de la Facultad de Derecho de la USB.

**Arango, Gloria**, San Buenaventura  
Las Reglas de la Calle. Historias del Derecho Vivido

El habitante de calle ha sido a lo largo de la historia un invisible. Esta investigaciòn nos aproxima a su realidad y a los imaginarios y representaciones que estas personas marginadas, manejan sobre la norma y el derecho. Sus historias de vida nos mostraron el ejercicio de un derecho vivido que les posibilita la sobrevivencia y les garantiza la vida. Se trata de un investigaciòn de corte socio jur\_dico, con una metodolog\_a basada en la identificaciòn de personas que habitan la calle. Su pròsito esencial es lograr su inclusiòn en el marco de un Estado Social de Derecho como el colombiano.

**ARAUJO, ELIETE DE PINHO**, UniCeub  
Efficient School Project - Distrito Federal - Brazil

**INTRODUCTION:** This study refers extending of the “School of nature”, in Brasilia, an efficient project because it takes into account the environmental, economic, comfort and appropriateness to the climate. The project implemented the reuse of water from the treatment of sewage and rainwater, the use of renewable and alternative energies, bioclimatic aspects and sustainable resources available, photovoltaic and solar energy use, use of natural lighting, use of automated irrigation and taps, cooling by evaporation, use of gardens roofs with vegetation, use of recycled wood structure and wall in Taipei. **METHODOLOGY:** Were drawdowns of existing projects related to the subject. Upon completion of this step, were studied the deployment of school and where they would be inserted. Later, the partys projects chosen, including all studies related to materials, guidelines and solutions to the bio, the period of rain in Brasilia and the volume of rainwater, the sewage treatment that will be deployed, secondary and primary, that the saving water and energy would be used, the natural light, the ability to irrigate the roof, the placement of acoustic insulation and thermal tiles in, the monitoring system by automating it, the structure and the wall. **RESULTS:** The water supply system provides an efficient schools autonomy by 100% in relation to the expected and should consider the acquisition of the potable water concessionaire as little as possible. The architecture of the building and finishing materials were used with special characteristics, as regards the thermal properties and environmental comfort. **CONCLUSIONS:** It is a creative and innovative proposal aimed at the environmental quality of water and economy and finance.

**Araujo, Thelma Leite de**, Universidade Federal do Ceará  
MÓDELO DO AUTOCUIDADO DE DOROTHEA ÖREM: ANLISE DA APLICABILIDADE NOS ESTUDOS DA ENFERMAGEM

See Lima, Francisca Elisângela Teixeira

**Ardón, Ana María**, California State University, San Marcos  
Oral Histories of Student Activism

Oral Histories of Student Activism is a participatory action research project guided by college student activists. The goal of the project is to document students' experiences and efforts to address educational equity and social justice in their local communities. Students engaged in an oral history workshop to learn the tools to conduct participatory action research. The workshop prepared students to collectively gather their oral histories of student activism. As a result, students developed a "Handbook for Student Organizing" to disseminate their lessons learned to future student activists.

**Ardón, Ana María**, California State University, San Marcos  
Universidad Popular: Empowerment through Community Action

Universidad Popular, a participatory action research and community based initiative, focuses on improving the civic and political representation of Latino immigrant communities in San Diego, California. Latino community advocates engage in a critical discussion of prevalent social inequalities using a human rights approach in order to develop collaborative research-based strategies that address substandard housing, educational inequities, immigrant rights violation, and health disparities. Their work guides the development and implementation of policies and practices at the local and regional level to improve the quality of life of underrepresented communities.

**Armstrong, Chandler Matthew**, UIUC  
Combating New Forms of Racism

histories witnessed the beast of racism take many shapes, however its purpose is constant; justifying mistreatment and exploitation of others. the 20th century saw a concerted effort to combat racism. however today it takes new and more insidious forms. old methods of countering racism are less effective, if not counterproductive. we are on precipice where many believe racism is behind us and we ought let history rest; a mistake of complacency. others insist racism is as real as always, and insist on old methods of censorship in political correctness; a mistake of frozen time. racism moves through new structures, new words and new epistemologies. it requires new methods and weapons to counter. how can we face and fight racism today?

**Armstrong, Hugh**, Carleton  
Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research.

See Daly, Tamara

**Armstrong, Pat**, York  
Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research.

See Daly, Tamara

**Arndt, Angela E.**, University of Cincinnati  
Creative Connections: Youth Engagement in Computing Concepts Through Digital Arts

With demand for skilled technical professionals growing, more attention is being placed on transitioning young producers of digital media to become the next developers of these emerging technologies. Disproportionately fewer women and people of color are on the academic paths that allow them to join this much-needed workforce. This mixed-method study includes an arts-based method to investigate a creative experience for urban teens designed to interest them in computing concepts. Through the National Science Foundation Broadening Participation in Computing initiative, youth participate in a digital arts workshop to learn new technology skills and create artwork for public exhibition.

**Arnold, Jennifer S.**, University of Florida  
Moving toward a "Culture of Dialog" within Qualitative Research Processes

While social constructionists use the language of transformative dialog and participatory action researchers talk of empowerment to affect positive change, both refer to democratic methodologies designed to engage participants and co-researchers directly in the inquiry processes and provide direct benefit to participants and communities in potentially profound ways. In this paper we discuss both benefits and challenges when researchers and participants aim to work toward common research goals and shared purposes of knowing. Furthermore, we problematize the concept of 'participation' in democratic methodologies and interpret successful engagement in terms of an establishment of a "culture of dialog" among diverse knowers.

**ARRUDA, CARLOS ANDRÉ MOURA**, FEDERAL DO CEARÁ

A experiência em ter doenças falciformes: conflitos entre conviver com a dor e a falta da cura. Os significados revelados por adolescentes e mães no Ceará.

See Kubrusly, Elsie Sobreira

**Arruda, Carlos André Moura**, of Ceará,  
QUALIDADE DA ASSISTÊNCIA É SATISFAZIDA DOS USUÁRIOS DA ATENÇÃO BÍSICA  
NO NORDESTE DO BRASIL

See Bosi, Maria Lúcia Magalhães

**Arslan, Hasan**, Canakkale Onsekiz Mart University

A Qualitative Evaluation of the Issues and Trends of Turkish Higher Education System

The purpose of this qualitative study is to provide information and data how faculty members perceive the main problems in universities and faculties. The research encompasses 62 departments of education across Turkey. The semi-structured questionnaires were sent to more than 3000 faculty members. The researcher asked the faculty members to explain what are the most important three problems in their universities and departments. The findings indicate that universities and departments have crucial problems not only increasing number of students and shortage of faculty member but also administrative problems.

**Arslan, Hasan**, Canakkale Onsekiz Mart University

Educational Research Quality Indicators and Generalizability Issue of Qualitative Inquiry in European Educational Studies

See Karsli, Mehmet Durdu

**Artmann, Elizabeth**, FIOCRUZ

Health Management and Humanization: an Ergological Perspective Elida Hennington  
Elizabeth Artmann, Oswaldo Cruz Foundation

See Hennington, Elida

**Ates, Seyit**, Gazi University

Do We Support Children's Reading?

The main purpose of this study is to determine parents' activities to support independent reading during preschool and primary school, the reading environment they create and the parent role they adopt as literate people. In this study, a descriptive situation analysis and focus group interviewing technique were used to collect data. The research was carried out during the fall term of 2008-2009 academic year with the parents of children attending a school in Ankara. The data obtained was analyzed through content analysis and discussed in light of the literature.

**ATES, Seyit**, Gazi University

A Study on Primary Teachers' Opinions about Cursive Writing Instruction

See Yildirim, Kasim

**Athens, Lonnie**, Seton Hall  
Color, Creed, and Character

Due to heavy rains, the canal that runs by Pop's caf threatens to overflow into it. Pop organizes a work party to place sandbags around the building. Despite their best efforts, the water from the canal floods the buildings destroying much of their interiors. Unable to secure a loan from the bank to pay for repairs and purchase new restaurant equipment, Pop contemplates selling his caf. Just before Pop closes the deal, however, receives an offer to settle the damage suit that he brought against it, sparing him from the need to sell his cafe. Pop learns from this ordeal who his true friends are.

**Atoche-Rodr\_guez, Karla Egle**, CINVESTAV-Merida

A Qualitative evaluation of a professional development program for Physics educators

This paper presents the findings of a qualitative evaluation of a teacher preparation program for physics educators. After a need assessment identified needs for improving teacher content knowledge and pedagogy in sciences, a professional development program using a teaching-inquiry approach was implemented. Data collection included participant observations, surveys, focus group interviews with instructors and participant teachers. Findings of the study indicate that the inquiry approach facilitated teachers increased knowledge and engagement on sciente teaching. In addition, teachers increased their competencies on creating educational materials for teaching physics under a constructivist approach. All participants provided suggestions for program improvement and future outcome evaluation.

**Avci, Ebru**, Gazi University

The Importance of Metacognition on Creative Drama

The aim of this study is to find out the potential of creative drama on the development of thinking and metacognitive skills. In this study, the pictures represent different system of governments were examined by sixth grade students. They thought about the pictures and showed improvised performances. Thereafter, students and the researcher talked to find out the importance of different forms of governments on social life. Semi-structured interview protocol was used to collect data from 20 students. All activities and interviews were video recorded. Results revealed that participants had positive ideas about using creative drama to learn social studies subjects.

**Avci, Omer**, Northern Illinois University

Students Metaphors -- A Source of Information About Their Perceptions of College Life

Metaphors are powerful literary and symbolic tools that can provide substantive information about a person's current life situation, psychological state, cognitive status, and socio-cultural background. The phrasing of metaphors can also provide information about an individuals language socialization status and even the epistemological and ontological lenses through which he or she sees and interprets the external world. In this study, students of a freshmen-level developmental reading course at a regional state university were asked to express their perceptions of the various aspects (both educational and non-educational) of college life through the use of oral and written metaphors. An analysis of the metaphors and the students' reasons for using these metaphors provided information about their perceptions of the various facets of their college lives.

**Aypay, Ahmet**, Canakkale Onsekiz Mart University

Educational Research Quality Indicators and Generalizability Issue of Qualitative Inquiry in European Educational Studies

See Karsli, Mehmet Durdu

**B\_scher, Andreas**, Universit t Bielefeld

Vislumbrando o Cuidado de Enfermagem como Pr\_tica Social Empreendedora

See Backes, Dirce Stein

**Bacigalupa, Chiara**, Sonoma State University

Aced Out: Censorship of Qualitative Research in the Age of "Scientifically-Based Research"

See Ceglowski, Deborah Ann

**Backes, Dirce Stein**, UNIFRA - Santa Maria

Vislumbrando o Cuidado de Enfermagem como Pr\_tica Social Empreendedora

Estudo teve por objetivo compreender o significado e desenvolver teoria substantiva acerca do cuidado de enfermagem como pr\_tica social empreendedora. Utilizou m\_todo Grounded Theory de forma sistem\_tica, criativa e interativa que possibilitou o desenvolvimento da teoria: "Vislumbrando o cuidado da enfermagem como pr\_tica social empreendedora". O cuidado de enfermagem como pr\_tica social empreendedora est\_ associado ao sistema de rela\_es e intera\_es, \_ capacidade de interagir com os diferentes atores sociais, na capacidade de criar novos canais de comunica\_o. A partir do cuidado como pr\_tica empreendedora \_ poss\_vel atuar de forma pr\_a-ativa, inovadora e participativa, sem desconsiderar as contradi\_es sociais emergentes.

**Backes, Dirce Stein**, UNIFRA

Viver Saud.vel: Experi\_ncia com Jovens em ONG

See Baggio, Maria Aparecida

**Backes, Marli Teresinha Stein**, UFSC

Viver Saud.vel: Experi\_ncia com Jovens em ONG

See Baggio, Maria Aparecida

**Backhaus, Autumn L.**, University of Nebraska

Using Qualitative Research for a Statewide Review: An Investigation of Regional Behavioral Health Transition Teams

Nebraska's behavioral health services are delivered via six Regional Behavioral Health Authorities (Regions). The purpose of the current study was to document how each of the Regions transition youth from the child system to the adult system. It was determined that a qualitative analysis was the most appropriate method for addressing the research questions and for producing the most meaningful data. Interviews were conducted with representatives from each Region and observations of transition meetings were also conducted. With this study as a framework, this presentation will discuss the advantages and challenges of using qualitative research in social policy related research.

**Badiee, Manijeh**, University of Nebraska-Lincoln

Iranian Womens Empowerment in the Form of Short Stories

Empowerment is often considered a prerequisite to achieving the ideals of human liberation (Hall, 1992) and is especially important for women (Becker, Israel, Schulz, Parker, & Klem, 2002). In Iran, women are considered second-class citizens in many ways (Tait, 2008). The purpose of this study is to describe Iranian women's process of empowerment in the form of short stories. Open-ended interviews were conducted with 26 women in Tehran who had broken a societal rule. Findings will be integrated into short story format in order to make the results more accessible to the Iranian community.

**Badiee, Manijeh**, University of Nebraska-Lincoln

Walking Through my Fathers Torture: A Story of Witnessing Heartbreaking Bravery

I had heard about my father's experiences in a torture camp since I was a small child. However, nothing prepared me for visiting the prison where he was held for years. This presentation will focus on my journey through the museum. Walking through the lifelike horrific scenes, I felt a profound sense of sadness, loss, and suffocation. I could not stop my tears as I learned of the cruelties that the prisoners, who were mostly intellectuals, endured, and their unwavering bravery. I watched my father for signs of emotion, but his head was held high, like a soldier.

**Badiee, Manijeh**, University of Nebraska-Lincoln  
Using a Transformative, Emancipatory Lens in Mixed Methods Studies

See Creswell, John

**Baggio, Maria Aparecida**, UFSC  
Viver Saudavel: Experiencia com Jovens em ONG

Estudo qualitativo-interpretativo desenvolvido em organizações governamental, Centro Cultural Escrava Anastacia (CCEA), cujo objetivo foi compreender o significado do viver saudável para jovens do CCEA. Os dados coletados em oficinas, e individualmente por meio de entrevistas, foram submetidos à análise de conteúdo. O viver saudável é relacionado a esportes/atividades físicas; qualificações para o mercado de trabalho; convivência harmoniosa, boa alimentação e lazer; não se associa ao adoecer ou procura pelos serviços de saúde disponíveis. Os jovens desconhecem ou não valorizam os riscos relacionados à DST e gravidez precoce e transparece a imaginação da fortaleza masculina e submissão feminina.

**Bagheri Noaparast, Khosrow**, Tehran  
Reflection “for” Action; Closing the Loop of Reflection “in” and “on” Action

The well known distinction of Schon between reflection in and on action was advanced to fill in the theory practice gap. In fact, what is desirable is a constant dialectic between theory and practice. What follows from this view is a need for closing the loop of reflection “in” and “on” action by appealing to a conception of reflection “for” action. While the former indicate a problem based reflection derived mainly from Dewey, the latter kind of reflection invites us to broaden our views farther than “ends in view”. We need to reflect on “ends out of view” as well.

**Barón, Otávio**, Universidad del Valle  
vozes diversas sobre la participación política de jóvenes desvinculados de los grupos armados irregulares

See Jimenez, Mauricio

**Baker-Collins, Stephanie**, York University  
Reciprocal Peer Interviewing

See Porter, Elaine Gertrude

**Balestry, Jean Emily**, University of Michigan  
Aging in the Academy: From Research Methods toward a Paradigmatic Framework of Meta-Methods

This paper explores aging in the academy; specifically connections between old and new research methods and methodology. First, I analyze research methods and methodology from a life course perspective. Second, I propose a paradigmatic framework of metamethods comprised of “performing ethics” (Denzin & Giardina, 2007), dialogue, intersectionality (Crenshaw, 1989/1993) and epistemic partnering (Marcus, 2008). Metamethods aim to invoke the ontological status of “collaboration” which are critical for long term sustainable coalitional research partnerships with minority, oppressed and underrepresented populations. Third, I map meta-methods onto current research proposals including LGBT elders and Native Alaskans. Lastly, I discuss potential “contaminants” of metamethods.

**Balfanz-Vertiz, Kristin D.**, Schwab Rehabilitation Hospital  
Using PhotoVoice (Participatory Photography) to Assess the Impact of Services

See Taylor, Kimberly M.

**Ballard-Reisch, Deborah**, Wichita State University  
Ethics and Computer Mediated Communication Research: Back to Basics

Grounded in interviews with two noted ethicists and classical notions of human subjects protections, this paper takes the question of the ethical treatment of human subjects

back to the basics. Implications of the Nuremberg Code, Belmont Report, etc. for ethnographic and autoethnographic research are unpacked to identify and contextualize the ethical implications. Particular attention will be paid to the potential for violation of informed consent and human subjects protections in on-line research.

**Balzer, Amanda J.,** University of Nebraska-Lincoln

No Option: Exploring Conscientious Objection with Chilean Immigrants

Though declared an international political and civil right, conscientious objection to military service is not well recognized in several areas of the world. This study explores the meaning of conscientious objection with two Chilean immigrants in the U.S. who experienced registration for military service during Pinochet's rule. Interviews along with a thematic analysis revealed that Pinochet's "horrifying system" limited exemptions from the military, suggesting after the fall of military dictatorships, countries may be slower in recognizing the right to conscientious objection. Furthermore, class divisions emerge as education becomes the easiest route to military exemption.

**Banerjee, Albert,** York

Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research.

See Daly, Tamara

**Baquero, Pedro,** Universidad Distrital

Los Maestros y el Contradiscurso

Este trabajo hace parte de un proyecto macro en el que se analiza la representación de los maestros del sector público en Colombia en diversos tipos de textos como la prensa y el discurso oficial; sin embargo, intenta ir un poco más allá del estudio del discurso de las élites y se enfoca en el producido por los maestros como discurso de la resistencia (Gramsci) o contradiscurso (Angenot). Para este fin se analiza la Revista Educación y Cultura, medio de difusión de las ideas y propuestas más relevantes de los maestros en torno a la educación y a las políticas públicas. El objetivo del trabajo se centra en el cuestionamiento mismo del concepto de contradiscurso y la determinación de la existencia de un discurso propio del gremio que resista el discurso oficial y se convierta en un discurso alternativo.

**Barber, Asha D.,** Michigan State University

"Now what?": A Look at Discussions of Racism, Social Justice, and Diversity in the Classroom

See McKee, Kate S.

**Barbosa, Islene Victor,** Universidade de Fortaleza

Assistência de enfermagem ao paciente após infarto agudo do miocárdio - estudo de caso

See Lima, Francisca Elisângela Teixeira

**Bardy, Susan Mary,** University of South Australia

The Day My Father Died in 1948: A Meta-autoethnographic Analysis of a Personal Grief Experience

This presentation follows the progress of my autoethnographic PhD study of vocational transformation in palliative care. I question why nurses would opt for a long term career in caring for dying people. I am in the process of analyzing collected data of not only my metamorphic experiences but also those of sixteen nurses I interviewed. I had written narratives of most transcripts when I discovered meta-autoethnography as a possible analytical tool. These narratives gave me deeper insight into my experiential issues such as my father's death from cancer in post WW2 refugee camp and contributed to my research.

**Barnes, Barbara A.,** University of California, Berkeley

Watching Suffering: Spectacles of Pain and Injury in Adventure Television

Beginning in the final three decades of the twentieth century, stories of adventure and physical challenge in far-away places proliferated in U.S. print and television entertain-

ment. When on television, such adventure programming focuses on the physical injuries and emotional drama of the (mostly) white, male, Western protagonists. In this paper, I draw on data collected using multiple methods (media analysis, archival research, ethnographic interviews) to explore the cultural significance of the proliferation of adventure on U.S. television, its constitutive images of physical/emotional anguish, and the ethics of watching.

**Barone, Thomas E.,** Arizona State University

The Purpose and Politics of I: Toward an Enhanced Understanding of Authorial Presence in Research Writing

See Burdick, Jake

**Barranti, Chrystal C. Ramirez,** California State University, Sacramento

The "Both/And" Narrative as Central to Quality of Life: Experiences in Migration Decision Making and Migration among Mexican Immigrant Farmworkers in Northern California.

Despite the loss of home, the often perilous migration journey, exploitative working conditions and acculturative stressors, determined Mexicans continue to leave their hometowns in Mexico to work in the agricultural fields of the U.S. This study captures personal narratives of migration experiences through in-depth interviews with 38 Mexican immigrant farmworkers. Non-economic and economic value dimensions of migration decision making experiences are also explored. Emergent themes give voice to the "both/and" narrative which allows for improved quality of life in the face of multidimensional hardships. Implications for migration amidst the current economic crises are discussed and direction for further research identified.

**Barro, Yady,** Antioquia

Analisis de la estructura agraria Antioquena Colombia- aproximacion teorica y cualitativa

See Cardona, Marleny

**BARRETO, GABRIEL CARLOS PENNA,**

Efficient School Project - Distrito Federal - Brazil

See ARAUJO, ELIETE DE PINHO

**Barros, Maria Elizabeth,** University Federal Espírito Santo

Work Process - building a qualitative methodology of analysis

The research aims to investigate work processes in health organizations and to build a methodology of investigation about work based on a clinical view - Yves Clot - and the crossed self-confrontation method, strategy for the construction of qualitative methodologies for researching work processes. This methodology includes the Enlarged Research Community strategy, method for analyzing work activities that includes workers in the investigative process, what means that it's not possible to investigate work worlds without articulating academy's knowledge and the knowledge of workers' experience.

**Barros, Nelson Filice,** Unicamp

The meaning of conventional and non-conventional medicine in cancer treatment

See Spadacio, Cristiane

**Bartges, Ellyn L.,** University of Illinois

Keeping Score: a Coaches' Autoethnographic Journey

On a team trip to Atlanta, college softball players from North Carolina exhibited their racism blatantly and publicly. The ease of their prejudice and its acceptance of it by their Northern teammates left their coach angered, speechless, and disheartened. Vowing to change this team's attitudes based on conversations in their school van on the streets of Atlanta, this ethnodrama shows how change was successfully implemented without the conscious consent of those racists involved through participation of other new and accepting individuals.

**Barton-Burke, Margaret**, University of Missouri-St. Louis  
Relational Research: Shifting the Research Paradigm

This paper presents a new perspective on a concept called relational research. Relational research is research that requires relationship-building. Our work suggests that research requires an underpinning of an enduring element of interpersonal relationship in order to develop trust, similarity, and competence with research participants. From our perspective a central component of relational research is this notion of relational competence in connecting with self and others. Among the most important is the shift from prescriptive ways of dealing with human persons and replacing that paradigm with negotiated and caring encounters. The standard forms of research are not working with underserved or marginalized human beings, thus new and innovative ways should be considered that produce the evidence that is necessary for promoting health and wellness. Our research programs shift the paradigm. Our work includes building relationships that are developed with dignity, empathy, empowerment, and trust.

**Barton-Burke, Margaret**, University of Missouri-St. Louis  
Relational Research: An Overview

See Zucker, Donna

**Basali, Rogerio A. de Mello**, Universidade Estadual de Campinas  
Cartografias e segmentaridades na Região dos Amarais, Campinas-SP: pesquisa-a\_Co entre 1999-2004

Esta comunica\_Co apresenta as linhas gerais que configuram uma pesquisa diagnàstica realizada por um coletivo de estudantes e professores de diversas \_reas da Unicamp, orientada a partir da constru\_Co, an\_lise e sobreposi\_Co de mapas, junto aos moradores e lideran\_ias da Região dos Amarais, em Campinas-SP. Tais atividades de interlocu\_Co e pesquisas tiveram in\_cio com o programa Universidade Solid\_ria Regional, em 1999, visando elaborar um projeto de extensão universit\_ria. Com o mapa de segmentaridades e subjetividades dessa complexa regi\_Co - reconhecida principalmente pela miséria e violênci\_a - uma s\_rie de projetos puderam conectar-se e possibilitar outros desdobramentos para um conjunto de trabalhos que apresentavam-se isolados e com poucos sucessos. Al\_m disso, outros projetos puderam ser implementados, vinculando-se diretamente \_ filosofia contemporânea e alguns de seus conceitos, e em autores como: Nietzsche, Artaud, Foucault, Guattari e Deleuze, como os de: Rizoma, M\_quina de Guerra, Pensamento N\_made, entre outros.

**Bass, Lisa Renee**, University of Oklahoma-Tulsa  
Exploring How Researcher Epistemologies Shape Research

See Gerstl-Pepin, Cynthia Ina-Marie

**Basu, Ambar**, University of South Florida  
Critical Reflexivity: Re-Narrating Narratives on Sex Work and HIV/AIDS Ambar Basu, University of South Florida

This paper documents how, through a reflexive-ethnographic methodological stance that I adopt, narratives emerging from dialogues with sex workers in India (during a two-month fieldwork on culture and HIV/AIDS communication) are re-narrativized via reflections on my positionality and the prejudices/practices that come with its Eurocentric bias. This methodological stance leads me to critique the very paradigms that scaffold my project, highlighting the cracks and connects in theorizing about HIV communication efforts in sex worker spaces. This reflexive method explores/extends the role of ethnography as a political tool for challenging the status quo and for listening to marginalized voices.

**Bates, Denise**, University of Tennessee at Knoxville  
Refugee Children, Resettlement, and Transitions to U.S. Public Schools

See Anders, Allison D.

**Battisti, Iara**, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do

Sul

Understanding and apprenticeship of the Law of the Great Numbers in probability in a pleasurable process.

See Fricke, Ruth M.

**Bauernschmidt, Stefan**, Friedrich Alexander University Erlangen-Nuernberg, Germany  
Sociological Image Analysis today. Overview of different approaches to image analyses (particularly) in German and Austrian Sociology

In my thesis Vehicles of chromium dioxide (a study in cultural sociology) I have analyzed the correspondence between the world view of the target group and the visual worlds of the television commercials for Ford's 17M-models broadcasted in Germany between 1959 and 1967. In the context of this study I have discussed different approaches to image analysis. In preoccupation with Stefan M. Iller-Dooohms' \_structural-hermeneutical image analysis (1990, 1993, 1996, 1997), Ralf Bohnsack's' \_documentary image analysis (2001, 2001a, 2003, 2003a) and the proposal of Norman K. Denzin towards an \_interpretive visual sociology (1995, 2000), I have compiled, complemented with emerging suggestions (Roswitha Breckner 2003, 2004, 2007, 2008), a good overview of approaches to image analysis currently leading in German and Austrian Sociology.

**Bazeley, Pat**, University of New South Wales

Examining Narratives to Understand the Effectiveness of Health Impact Assessment

See Harris-Roxas, Ben

**Beck, Vanessa Coleen**, n/a

Healthcare as a Commodity or as a Human Right?

In this presentation a Chicago activist and a Florida graduate student team up to discuss the movement for "single-payer" health care. With millions uninsured or under-insured in the U.S., many argue that single-payer is the solution. However, well funded think-tanks, the insurance industry, and deep-seated free market ideology conspire to present barriers. Describing the various stop-gap measures that have been proposed as alternatives, this is a qualitative analysis of the U.S. healthcare crisis from a rights perspective. Having access to one tier of the separate-but-not-equal system has affected the speakers lives well beyond health status.

**Begic, Sandina n/a**, Clark University

Using Music to Challenge Master Narrative(s) and Create a Counter-Narrative

Bosnia and Herzegovina is a postwar society in transition troubled by deep ethnic division, unhealed wounds of war, and a tension between more traditional and globalizing forces. This creates a fertile ground for political demagogic and generates a growing sense of apathy and uncertainty among the population of this country. In this paper, I will look at the alternative voices - the voices of the local musicians who, through their music and lyrics, try to challenge master narrative(s) created and maintained by the ruling political elites.

**Begic, Sandina n/a**, Clark University

Making Sense of Everyday Life over Coffee

Coffee drinking represents one of the most important - if not the most important - socio-cultural practices in Bosnia and Herzegovina. In my research on the sense of self-in-neighborhood in a changing society, I relied on this socio-cultural practice to try to make sense of everyday life in Bosnia together with my interlocutor. In this paper, I will present one of these conversations. Although I had a set of guiding questions prepared for the interview, I soon realized that both my interlocutor and I would benefit more from having a conversation than we would if I stick to my pre-prepared questions.

**Belcher-Schepis, Jeannette**, Boston College

New Qualitative Transcription Technologies: Highlighting researchers' work using Computer-Assisted Transcriptions with Qualitative Analysis

Although technology has come a long way since Computer Assisted Qualitative Data Analysis Software (CAQDAS) was first introduced in the 1980's, debate continues over its use in the Social Sciences today. Given increasing time and financial constraints involved in the qualitative research and transcription process, many more researchers have embraced using computer assisted transcription software, while others are still reticent to do so for a variety of reasons. This paper highlights the experiences of researchers' use of computer-assisted transcription software in qualitative research and showcases how multi-platform software for audio and video transcriptions such as HyperTRANSCRIBE may assist qualitative research.

**Belcher-Schepis, Jeannette**, Tufts University

Highlighting Salient Values and Practices of Lebanese Immigrant Families

Drawing on different aspects of social identity, the authors explore the role that social identity may play in the economic socialization of children of immigrants employing a mixed-methods approach. According to the U.S. census, the Lebanese are among the most economically successful immigrant groups. The research project aims to identify family and community-related experiences that may contribute to the children of immigrants' economic values and practices. This paper highlights immigrant parents' attitudes regarding aspects of their social identity that are most salient in their child-rearing practices and reflects on their decisions to best help children assimilate to American society.

**Bell, Charlotte R.**, 1945 North High Street

Liberation through Language: An Autoethnography of discovering Self-Identity through embracing African American Heritage

The autoethnography in this article chronicles the struggle of an African American intellectual to embrace herself through maintaining her cultural roots, particularly the language of her community. The author reflects upon the double-conscious of living between two societies. Living in mainstream society which demands mastery of standard American English to be a successful scholar, and a home community which beckons the intellectual never to forget the language integral to her identity as an African American. Self-identity is reaffirmed as the author learns to embrace the duality.

**Benavides, Regina**, Federal Fluminense

Searching for a policy of narrativity

See Passos, Eduardo

**Benozzo, Angelo**, University of Valle d'Aosta

Constructing My Identities: An Autoethnography

In this autoethnography I describe my participation during a course for trainers in adult education within which I was simultaneously 'main character', participant observer and observer of my participation. I lay myself bare through an introspective narrative that lasted eight months and accompanied me along the course. I reflect on my emotional experiences, ambiguity, feelings towards the course participants and conductors and I try to answer the question: who am I? My autoethnography result in an interwoven narrative of feelings, emotions and thoughts that reveal a multiple layer identity.

**Berbari, Lisbeth A.**, Indiana University

Sorority subculture: Ethnographic screenplay as representation

Based on the need to expand literature on sorority women and explore all women's negotiations of gendered discourses, I conducted an ethnographic study of a southern sorority grounded in a priori theories of Michel Foucault and Judith Butler and their notions of discourse, discipline, subjectivity, and performativity. The findings of this study were represented through a creative analytic "pseudo" screenplay that illuminated the ways sorority women learned gendered expectations, were disciplined towards compliance, and sometimes resisted or re-interpreted expectations of the dominant discourse of

“ladylike.” This presentation will explore my use of this ethnographic screenplay as data representation and will focus on the methods of creating composite characters, content, settings, and scenes. I will also discuss how “director’s comments” were inserted into the screenplay in order to layout researcher interpretation without creating a stark break from the flow of the various scenes. Exploring the use of this alternative data representation helps to challenge notions of “traditional research” and make space for different ways of understanding social phenomenon.

**Berdays, Vicente**, Saint Marys College

Scenario Planning as a Socially-Conscious Research Methodology

In recent years Scenario Planning has emerged as a methodology for mediating social conflicts and guiding planning efforts toward socially responsive ends. The Scenario Planning approach has several features that recommend it to practitioners interested in furthering human rights. One feature is an emphasis on generating dialogue among multiple stakeholders in a social setting. The method’s epistemological foundations also lead practitioners to integrate expert knowledge within narratives that accord weight to the grounded knowledge of local social actors. Scenario Planning practitioners are building a unique record of organizing encounters among people whose societies are stressed by conflict.

**Bergeman, Cindy S**, University of Notre Dame

Sorting out Stress: A Mixed Methods Study

See Scott, Stacey B

**Bernardes, Erica Bento**, Universidade Estadual de Mato Grosso do Sul

What happens behind bars: strategies for prevention developed in the civilian police against HIV / AIDS and other STDs

See Reis, C\_ssia Barbosa

**Berry, Keith**, University of Wisconsin-Superior

The Unlikely Ally: Transcending Selfish Symbolism and Reductive Responsibility

The recent passing of “Prop 8,” the proposition banning same-sex marriage in California, has prompted impassioned public responses. In this essay, I examine (heterosexual) MSNBC host Keith Olbermann’s “Special Comment” on Prop 8 as a rhetorical text illustrating salient and instructive themes on the pursuit of human rights and the constitution of LGBT subjectivity therein. Olbermann’s position, I argue, calls out an oppressive sense of ownership of “marriage” as a cultural symbol. He further creates a heightened understanding of the complexities embedded in social power and order, and an expanded sense of who is responsible for creating social change.

**Berry, Keith**, University of Wisconsin-Superior

Weather Terror/Bracing Selves

This essay examines how the weather conditions of a physical place work in tandem with the cultural discourse of persons inhabiting this context in creating a distinctive and socially consequential system of communicating. Integrating the ethnography of communication tradition with phenomenological conceptualizations of self-understanding and the constitution of subjectivity, I argue that community members of the “Northland,” Duluth, MN and surrounding areas, discursively perpetuate “weather terror.” This hermeneutic terror, complexly bound to the experience of winter, governs the ways members communicate about and relate to this cultural context and its weather, as well as places and conditions outside the area.

**Berry, Patrick William**, University of Illinois at Urbana-Champaign

The Road Less Traveled: Horton and Freire on the Edge of the Literacy Narrative

In 1990, Myles Horton and Paulo Freire published *We Make the Road by Walking*, a “spoken book” that offers narrative details of the educators experiences with literacy and links these details with their development as philosophers and theorists of education. But what happens when theorists personal lives fail to neatly align with their literacy theories?

Drawing on archival video, audio, and textual data, I present how reviewers and editors responded to the “spoken book” and the educators efforts to dramatize and personalize their literacy theories in the context of their lives..

**Bertani, Iris Fenner,** UNESP - Sao Paulo State University

Pesquisa Qualitativa como Ponte entre Informa\_Co e Conhecimento em Sa\_de

Pesquisadores das ci\_nrias sociais aplicadas t\_m utilizado a pesquisa qualitativa como instrumento preferencial no desvendamento da realidade do usu\_rio dos servi\_os de sa\_de no Brasil. Esta atitude entra em desacordo com a cultura tradicional da medicina, de percep\_Co e elucida\_Co da realidade por meio do levantamento num\_rico quantitativo entendido como pensamento racional e cient\_fico e \_nica forma de afastar-se do empirismo e da improvisa\_Co na\_rea do tratamento e cuidados. Ao desenvolver o racioc\_nio heur\_stico-dial\_tico como alternativa inclu\_da no entendimento e explica\_Co do mundo, o pesquisador revela as condi\_es conjunturais e estruturais da sociedade.

**Bessarab, Dawn,** Curtin University of Technology

Inside Outside or Outside Within? Interrogating Positioning in the Doing of Indigenous Research

This paper will interrogate the positioning of self in doing Indigenous research and the complexities surrounding issues of membership. Binary concepts of insider/outsider are restrictive and often do not allow for the ethical, cultural, political and personal issues that can create difficulties for the Indigenous researcher (Linda Tuhiwai Smith 1999) . Rose (2001) argues if the researcher and participant have too much in common there may exist assumptions that both know what is being discussed without feeling the need to explore further. Smith (1999) suggests that as an Indigenous inside\_researcher, there is a constant need for reflexivity. Attempts to move away from dualistic to nuanced perspectives locate the researcher in a more fluid and ambiguous position that can shift from inside/outside to outside within. Drawing upon my experience as an Indigenous researcher I will discuss the issues of membership and difference that emerge when carrying out Indigenous research.

**Bessarab, Dawn Christine,** Curtin University

Going against the Tide; Turning up the Volume on the Indigenous Radio

This paper contributes to the developing literature on Indigenous methodology and epistemologies in shaping the direction of Indigenous research. Recent debates between Australian Indigenous qualitative researchers have highlighted the tensions and challenges between meeting the demands of the academy and maintaining ethical and cultural responsibilities and obligations to the Indigenous community. Western narratives have long dominated the research field contributing to dominant representations of Indigenous peoples that do not necessarily portray or speak to Indigenous worldviews. This presentation will discuss how the application of tide and radio metaphors was used to harness Indigenous epistemology in establishing a framework in which to discuss and interpret Indigenous meanings.

**Bessell, Ann G.,** University of Miami

Promoting Awareness and Behavioral Change Through a School-Based Skin Cancer Prevention Program

See Kloosterman, Valentina I.

**Bessell, Ann G.,** University of Miami

Novice Tools in Qualitative Research and Evaluation: Implementing Photolanguage and Photovoice

See Kloosterman, Valentina I.

**Bezerra, Jana\_na AragCo,** university of Fortaleza

Maternal perceptions regarding the growth and development in childcare

See Frota, Mirna Albuquerque

**BEZERRA, MELINA DE PAIVA, UNIFOR**  
PRÉ-NATAL EM UM CENTRO DE SAÚDE DA FAMÍLIA DO CEARÁ - BRASIL:  
SIGNIFICADOS E MUDANÇAS COMPORTAMENTAIS DA GESTANTE

See DA SILVA, RAIMUNDA MAGALHÉS

**Bezerra, Melina de Paiva,** Unifor  
AVALIAÇÃO DO PRÉ-NATAL NA ATENÇÃO BÁSICA: PERCEPÇÃO DA GESTANTE E A INTEGRALIDADE NAS AÇÕES DE SAÚDE

See da Silva, Raimunda Magalhés

**Bhattacharya, Kakali,** Texas A & M University Corpus Christi  
Academic freedom in play: A digital narrative

The colonizing structures of higher education in the U.S. often negate the various ways in which students learn especially if those ways of learning are grounded in life experiences and cultural traditions that are unfamiliar to western epistemologies. Resisting, rejecting, and accommodating to these structures, I offer a digital story that demonstrates the various spaces where knowledge can reside and play when first generation students, who identify themselves as African-Americans and Latino/as, and whose prior education ill-prepared them for graduate school, challenge such structures. Through this digital story I create spaces for instruction and evaluation in qualitative methods classes that are grounded in students' ontology and cultural epistemology by integrating non-traditional approaches such as performances, arts-based instruction and evaluation, story-telling, and community exhibitions. Extending learning beyond the classroom, I attempt to blur the boundary between the learner and the learned and analyze the function of academic freedom in graduate instruction.

**Billies, Michelle C.,** Graduate Center of the City University of New York  
Gender at the Boundary of Identity Documents: Learnings from PAR with Low Income LGBTGNC People

In the Welfare Warriors Research Collaborative, a participatory action research project, low income lesbian, gay, bisexual, transgender, and gender nonconforming people (LGBTGNC) in New York City who identify along diverse dimensions of race and ethnicity have videotaped each other in a storytelling (indepth interview) component. Analyzing videos and data from participant observation of our meetings reveals that gender is a social process inseparable from race, class, and ability with implications for access to spaces and resources; freedom of movement; social justice; and survival.

**Binns, Rachel A.,** University of South Florida  
Getting to God in the NFL: The Football Player's Search for Meaning

Between thirty-five and forty percent of professional football players in the United States are evangelical Christians, compared to about twenty-five percent of the rest of the country. Using ethnographic field work as data, this paper theorizes that it is the NFL player's public perception of having arrived at the "destination" of "success" that drives him privately to search for a deeper meaning in religion, specifically Christianity. Christianity's history and resulting pervasiveness in football and the NFL are also discussed.

**Binns, Rachel A.,** University of South Florida  
We Interrupt this Marriage to Bring you Football: A Co-Constructed Narrative about Marriage in the NFL

I am a graduate student. My husband is an NFL player. Together, we have been creating the narrative of our relationship for the past five years. This is our story of the negotiation of our public and private identities within the ultra-masculine world of the NFL. In this co-constructed narrative, we discuss the benefits and struggles of being partnered while existing together, and apart, with our sometimes conflicting worldviews.

**Birks, Melanie Jane**, Monash University

A Thousand Words Paint a Picture: Storyline in Qualitative Research

The use of story in qualitative research is not a new phenomenon. Many methodologies employ stories as a means of generating data or expressing findings. Storyline is a specific means of data analysis most often associated with grounded theory research. While the evolution of grounded theory methodology has seen storyline develop as a means of constructing and conveying theories that are grounded in research data, this approach to theory development and presentation remains under utilized. In this paper, storyline as a method of value in grounded theory is explored and its potential for use in other qualitative methodologies is examined.

**Birks, Melanie Jane**, Monash University

Nursing in Remote or Isolated Areas of Queensland: A Multiple Case Study

See Mills, Jane Elizabeth

**Bisig, Nidia Elinor**, Universidad Nacional de Córdoba

DISCURSO ACADÉMICO INSTITUCIONAL Y REPRESENTACIONES DE LA INFANCIA CORDOBA ARGENTINA 1884-1914

Este artículo describe las instituciones de asistencia a la infancia desvalida y sus representaciones en el discurso académico a través del análisis crítico de tesis doctorales, legislación y otras fuentes históricas. Da cuenta de las diversas perspectivas ideológicas y los debates que en el campo académico y jurídico se desarrollaban en torno de ella. Desde la sanción del Código Civil a fines del siglo XIX y hasta comienzos del siglo XX cuando se demandan leyes específicas de protección a nivel nacional y se formaliza la intervención estatal mediante instituciones asistenciales y jurídicas que enmarcaron la protección de la infancia abandonada.

**Bivort, Bruno Mauricio**, del B\_o-B\_o

Limits and Possibilities of Narratives in Feminist Research

See Mart\_nez-Labrn, Soledad

**Blair, Shelly N**, Texas A&M

White Here, White Now: Exploring Whiteness in the Heart of Texas

Moving to Texas has drawn attention to issues of race, gender, and class in my life that have previously remained unexamined. This paper utilizes autoethnographic and performance methods to explore whiteness, gender, and culture. By interrogating my own thoughts, reactions, and instincts, I can uncover what it means to be a white woman. Additionally, performance methods allow me to examine the everyday performances of culture and whiteness. Five categories of whiteness performance are developed: Whiteness as guilt, Whiteness as blindness, Whiteness as defense, Whiteness as anger, and Whiteness as envy. Implications are drawn for intersectionality, whiteness theories, and instructional communication.

**Blanco, Mercedes**, CIESAS-MEXICO

A Smoking Cessation Process: Farewell Letter

The paper seeks to draw attention on my own lived experience as a participant of a group whose central objective was smoking cessation. I attended a Tobacco Clinic in Mexico City during 2008 that includes in its research guideline ten weekly sessions and a monthly follow-up for a year. Each one of the sessions is devoted to specific themes; in this occasion I want to concentrate on the narrative of a farewell letter I wrote to my cigarettes as an example of the use of a subjective way of writing that can be an aid in the treatment of a range of health issues.

**Blanco, Mercedes**, CIESAS-D.F.

Modelos Familiares en México y Distintas Pautas de Convivencia

See Pacheco, Edith

**Blee, Kathleen**, Univ of Pittsburgh  
Social Movement Studies in the Age of the Patriot Act

ASA ethics require researchers to disclose all risks to participants in their studies. A radically changed legal climate in the U.S. and new modes of surveillance and communication call into question the effectiveness of measures used by researchers to protect participants from the risks they now face as a result of the USA PATRIOT Act and related legislation. This article explores existing and newly enhanced risks to participants in social movement studies and then examines problems with confidentiality agreements and informed consent procedures, two avenues which scholars traditionally use to protect research subjects. This article explores the utility of Certificates of Confidentiality and researcher privilege as means to safeguard the privacy and security of subjects and then raises some larger ethical issues about research on social movements.

**Bloch, Joan Rosen**, Drexel University

“Then the Clock Stops”: Parents Describe the Lived Experience of Transitions for their Adult Children with Intellectual and Developmental Disability (I/DD) Kathleen Fisher, Drexel University.

See Fisher, Kathleen M

**Boaro, J\_lío**, HSPM

O plano terap utico e nàs... Uma an\_lise v\_deo cartogr\_fica das necessidades de sa\_de do idoso fr\_gil.

See Campolina, Alessandro Gon\_alves

**Bocchi, Silvia Cristina Mangini**, Faculdade de Medicina de Botucatu, UNESP  
Intera\_Ço do professor com alunos usu\_rios de substôncias psicoativas.

See Rossi, Lilian Cristina Castro

**Bocchi, Silvia Cristina Mangini**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
EXPERIÀNCIA IDOSA E VULNERABILIDADE: UMA ABORDAGEM METODOLÓGICA INDUTIVA DA AUTONOMIA REDUZIDA

See Puttini, Rodolfo Franco

**Bochner, Arthur**, University of South Florida  
Transfer of Power

This paper narrates the story of a therapy session focused on the issue of the fascination we have with the person who has or holds power. Told as the story of a single therapy session, the narrative attempts to untangle and play out the various forms of transference (and their consequences) not only in the obsession with George Bush but also in the transfer of power to Barack Obama. What are the dangers in seeing a leader as a self-transcending life force?

**Bochner, Arthur P.**, University of South Florida  
Meaningful Research, Aging, and Positive Transformation

The participants will tell short stories (2-3 minutes) about moments in their lives when they felt their research was meaningful and had the possibility to positively transform lives\_their own and others\_and the world we live in. These stories might be about a student, a class, a workshop, a community activity, or any event that happened in our lives. Additionally, participants will talk another 2-3 minutes about how the definition of “meaningful research” has evolved and changed through the life cycle. There will be time for questions and discussion from the floor.

**Bonilla, Zobeida**, Indiana University

Learning about Maternal Care Needs of Latinas in Indiana: Challenges, Expectations, and Realities of CB\_P R

Healthy People 2010, the nation's blueprint for health promotion and disease prevention, outlines the objectives for improving the health and well-being of women, infants, children, and families in the United States. Unfortunately, maternal mortality and rates of cesarean births, two key indicators of maternal health, are worsening. Paradoxically, for Hispanic women, members of the largest minority population in the United States, several of the birth outcomes are very positive. Using CBPR this research seeks to understand maternal care needs, risks, protective factors, and service use of Latino women in the state of Indiana, specifically aiming to generate public health practice and policy recommendations for maternal health in the state. This presentation will address the challenges that CBPR has presented in the context of working with immigrant Latinas and the pre-determined constructions of participation that may hinder community members' engagement in the construction of knowledge about factors that promote healthy pregnancies.

**Bores, Nicolás**, Valladolid

LAS MIRADAS SOBRE LA ACCIÓN MOTRIZ: EL "LABORATORIO DE JUEGOS" UN LUGAR PARA COMPARTIR ENTRE DOCENTES, ESCOLARES Y FAMILIAS

See Garc\_a, Alfonso Jorge

**Bosi, Maria Lucia Magalhães**, Of Ceará

QUALIDADE DA ASSISTÊNCIA E SÁTISFAÇÃO DOS USUÁRIOS DA ATENÇÃO BÍSICA NO NORDESTE DO BRASIL

A satisfação do usuário é uma dimensão central na avaliação da qualidade dos programas e considerada, em si, resultado da assistência. Neste estudo, fundamentado na tradição crítico-interpretativa, objetivamos compreender a satisfação dos usuários da Atenção Básica acerca da assistência referida à dimensão integralidade e humanização. Realizaram-se entrevistas não-diretivas com usuários em distintos serviços da rede municipal em Fortaleza (CE Brasil). Dentre os resultados, destacam-se: a satisfação referente à expansão da cobertura dos serviços, resultando na melhoria do acesso e estrutura. Contudo, os usuários demonstraram insatisfação quanto ao tocante à falta de especialistas, barreiras de acesso a especialidades, de integração entre Unidades e demora na entrega de exames especializados. A relação com as unidades e com os profissionais é um aspecto que transita entre a satisfação e a insatisfação, polarizando-se entre o acolhimento e a escuta, mas revelando experiências de falta de privacidade, barreiras de comunicação e desatenção às demandas.

**Bourscheid, João T.**, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do Sul

The Law Maria da Penha in Brazil in introduction - difficult to accept, impossibly of living with dignity without, according to women who survive domestic violence.

See Fricke, Ruth M.

**Bourscheid, João Teodoro**, Unijui

Electoral Democracy = The Economical Value of the Vote, Joao Teodoro Bourscheid, Unijui, Universidade do Noroeste do Estado do Rio Grande do Sul, Brazil.

The article boards the phenomenon of the purchase of votes in the historical context and presents data of an empirical lifting carried out through an inquiry of opinion after the municipal elections in Brazil in the 2008 year. There are discussed questions made a list to the meaning of the purchase of votes in the set of the questions connected with the smoothness of the electoral process. The text boards also the problems faced in the inquiry in function of the boarded subject and methodological solutions considered

**Bourscheid, João Teodoro**, Unijui

Economy and Ideology in the Electoral Choice

This paper analyses the political competition in the northwest State of Rio Grande do Sul in Brazil, in the sense of valuing the possibilities to establish a meaning for the divi-

sions between left and right wing realized in the last electoral processes. We study the degree of ideological structure and the distinction done by the voters of the political parties and in which dimensions and under which conditions these cleavage contribute in the electoral choice; that the economy fulfills an important paper for the decisions of the voter and that they frequently reflect the conflict between egalitarian and individualist values.

**Bouverne-De Bie, Maria**, Ghent University

Cartography as a Qualitative Research Method to Map the Thematization of Children's Rights. The Case of Belgian Child Policy

See Reynaert, Didier

**Boyd, Soleil**, University of Washington

Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures

See Jegatheesan, Brinda

**Boyd, Soleil**, University of Washington

Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures

See Jegatheesan, Brinda

**Brackenridge, Celia**, Brunel University

Using Archives, Life Histories, and Questionnaires to Understand Why Women Volunteer on Women-Led Sport Organizations

See Gipson, Christina M.

**Brem, Sarah**, Arizona State University

Resistance and Reconstruction: a Qualitative Study of Teachers Reactions to the Educational Reform Which Prohibited Corporal Punishment of Students in Taiwan

See Chung, Wen-Ting

**Bresler, Liora**, University of Illinois at Urbana-Champaign

Panel Overview: Performing Arts Centers as Experiential Educational Settings

In this panel presentation, we focus on a long-term, large-scale qualitative study of performing arts centers and their educational values. An inter-disciplinary project at the intersection of education, aesthetics, anthropology, art and design, and performing arts studies, this project explores educational values of performing arts centers and the experiential learning they provoke and inspire; the pedagogies and animating styles of artists; and audiences participation, self-efficacy and learning. The presentation will address methodological issues involved in the blurring and crossing of methodological genres, including traditional case-study, counseling, ethnomusicology, and industrial design, as members interact within an interpretive zone (Wasser and Bresler, 1996) and draw on technological tools (NVivo) for data analysis and group sharing.

**Bresler, Liora**, University of Illinois

Researching Arts Venues with Qualitative Data Analysis Software

In this presentation, we discuss the use of QDAS in a three-year arts-based study which examines performing arts centers as settings for experiential learning. The software was introduced to the project in the third year, in order to facilitate the exploration of themes across hundreds of field observation, contact summaries, and artifacts, as well as numerous interview transcripts from conversations with performers, audience members, and performing arts center staff. We examine the influence of this software from an arts-based research perspective, where the arts provide rich and powerful models for perception, conceptualization, and engagement. We reflect on the areas in which the software facilitated the research process, and how it complemented the improvisational processes of the study. Multiple perspectives include that of a veteran researcher new to QDAS, and a novice researcher with a strong technology background.

**Bresler, Liora**, University of Illinois at Urbana-Champaign  
Title: Experiential Knowledge and \_Artists\_ Pedagogies

This presentation focuses on the types of knowledge and values presented in musical, dance, and theatrical performances, including hybrid (those crossing artistic genres, for example, indigenous, \_world\_, folk and classical; and those juxtaposing the individual arts) and youth performances. Types of knowledge range from experiential knowledge of the live encounters and various kinds of interactions with artists, to the explicitly educational/informational and interpretive. Related findings focus on artists\_ perspective, \_pedagogies\_, and ways of engaging various audiences. The presentation will discuss the similarities and differences from school knowledge and teaching, including the role of perception and interpretation; attention to the connection of inner and outer worlds; and the role of sequence and continuity.

**Brewer, Loretta G.**, Arkansas State  
Application of Qualitative Inquiry in Dissimilar Cultures

This paper explores the use of qualitative inquiry to investigate health practices in a U.S. Haitian immigrant enclave and elder care practices in Okinawa, Japan. Findings from these two distinct contexts include necessity of 1) defining participants' expectations of researcher's cultures and adhering to participants' cultural norms, i.e., the role of honor and respect as greetings; 2) employment of culturally specific methods for establishing rapport and 3) understanding cover terms. Explored also are ethical issues, including the tension between research protocols requiring objectivity and professional values requiring vigorous response to social injustice. Finally, environmental challenges to research integrity are considered.

**Brinkmann, Svend**, University of Aarhus  
Educating students and advancing human rights within psychology as a discipline of governmentality

In this presentation, I wish to give an overview of the status of a psychological science that on the one hand works as a powerful tool of governmentality in the imagined hemisphere we call "the West", and which, on the other hand, is increasingly rendering itself irrelevant in moral and political discussions about social justice. In many ways, psychology is now returning to its positivist roots with its renewed focus on quantitative evidence, Empirically Supported Treatments, and APA's recent rejection of a proposal for a new Division for Qualitative Inquiry. I shall ask if psychology as a discipline of governmentality is able to advance social justice. I will here focus on the centrality of educating students for the profession in a way that enables them to deal with the qualitative human world and the injustices that people suffer.

**Brinkmann, Svend**, University of Aarhus  
Lyricism in Qualitative Inquiry: Something Other Than Narrative

This presentation explores lyricism in qualitative inquiry. I look at two contemporary writers: The French novelist Michel Houellebecq and the Danish poet and filmmaker, Jrgen Leth. Both incorporate social science research in their works and blur the distinction between literature and qualitative inquiry. Houellebecq writes in the tradition of Comte's positivism, and Leth is inspired by the ethnography of Malinowski. Both represent a form of lyrical sociology (Abbott, 2007), depicting human experience in a consumer society. Both are in some ways "against narrative" and for lyricism in a way that I believe is inspirational for contemporary qualitative inquiry.

**Brizuela, Cintia Alicia**, UNIVERSIDAD NACIONAL DE CATAMRCA FACULTAD DE HUMANIDADES  
La Construcción del Cuerpo Femenino en la Narrativa de Sandra Cisneros

See Fern\_ndez, Silvia Luc\_a del Valle

**Brower, Jay S.**, Southern Illinois University Carbondale  
Choice or Biology? Prop H8's Distortion of Experience and the Revocation of Civil Rights

In this essay, I examine the discourse of "choice vs. biology" as situated in debates surrounding California's Proposition 8. I argue that this discursive bifurcation of sexual identification distorts the experience of difference by proposing a "clean cut" relation between biological and social influence, leading to a destructive view of identity as either chosen or over-determined. I propose that this bifurcation is grounded in heterosexist legal discourse and must be challenged on the way to achieving GLBTQ-inclusive civil rights. I further consider this position within the context of the Supreme Court decision in *Loving vs. The State of Virginia* and its application to Proposition 8.

**Brown, Hilary Ann**, Brock University  
The Final Twelve

Autobiographically, I reflect on the challenges of completing my doctoral dissertation. Throughout my studies I found solace, was inspired, and became motivated by my daily workouts. Memories became disentangled and ideas abounded during these sessions. Afterwards writing became a powerful elixir for deconstructing my lived experiences. This process spawned "The Final Twelve" a plan that allowed me to peak as I once aspired to when preparing for an athletic competition. By using writing as a method of inquiry juxtaposed a set 12-week plan, I imagined a pedagogical context that enabled me to move forward and complete my PhD.

**Brown, Jason**, University of Western Ontario  
Community-Based Research in the Inner City: Strategies for Community Participation in Data Analysis

A university professor and students partnered with culture-based family services agencies and local inner-city residents on three different studies to examine the experiences of young men who had justice system involvement. The groups included gang members, ex-offenders and youth involved in street trades. These projects were guided by the principles of participatory research. Due to varying levels of community and participant involvement, different techniques were necessary in each study to analyze semi-structured interview data. The purpose of this presentation is to describe techniques we employed as well as our challenges and successes with community participation in data analysis.

**Brown, Jason**, University of Western Ontario  
Cross-Cultural Rapport: Conducting Counseling Research with Participants in Kigali, Rwanda, Adija Mugabo, University of Western Ontario

See Mugabo, Adija Michele

**Brown, Jason**, University of Western Ontario  
Concept Mapping: Applying Western Methodology with Native American Foster Parents  
See Ivanova, Viktoria

**Brown, Jason**, University of Western Ontario  
Community Advocates' Responses to Water Contamination: A Community-Based Study  
See Shrigley, Tina Leanne

**Brown, Jason**, University of Western Ontario  
Same-Sex Couple Immigration: The role of Culture and Relationships in Identity Formation  
See Fischer, Cassie D.

**Brown, Natalie M.**, Wilfrid Laurier University  
Supporting the University-Ready through Empowerment: Innovative program development, research and collaboration

Supporting the University-Ready through Empowerment (SURE) is an innovative and fully participatory social program designed to decrease educational disparities by enabling

and supporting higher education attainment for impoverished single mothers. Program creators will present an interactive and revealing/personal discussion regarding collaborative research, complex relationships, class based assumptions and limitations, and individual/organizational change based on narrative inquiry research. A creative dissemination of research and reflections on the process and outcomes of participatory action research from the points of view of both researchers and participants as we work together to bridge gaps across social class, age, and education will follow.

**Brown, Wanakee**, Indiana University South Bend  
Spirit Meets Social Justice

See Bryant, De

**Bruce, Bertram C.**, University of Illinois at Urbana-Champaign  
Approaching Evaluation in Youth Community Informatics

In the Youth Community Informatics project, underserved youth learn how to use new technologies: digital audio/video recording and editing tools, GPS/GIS, presentation software, and other computer skills. Youth are making community asset maps, documenting community history, developing exhibits in collaboration with libraries and museums, organizing political action, producing community radio, and building community technology centers. These activities not only involve empowering the youth but also building community capacity. This presentation focuses on bringing evaluative thinking into the YCI project: "In what ways do the YCI projects change the youth lives in communities and the community itself? What's the evidence?"

**Bryant, De**, Indiana University South Bend  
Spirit Meets Social Justice

Community psychology assumes people become activists because they are passionate (defined as politics and economics) about social justice. Our work in the US Midwest and abroad (Nigeria, South Africa, Rwanda) suggests that faith - broadly defined as recognition of some force beyond the self - is another explanation. We have encountered a spectrum of traditions: Judeo-Christian, Animistic, Buddhism, Vodou, Bahá'í, Unitarian to name only a few. Despite their eschatological differences, they are powerful stakeholders in matters related to social change, influencing all sectors of community life. We have begun to conceptualize how the process works and devise a methodology for further study.

**Buck, Sara**, UIC  
Using Performance Text to Advance Human Rights: A Public Health Nursing Approach

See Gorman, Geraldine Mary

**Buckingham, Lindsay Paige**, Wilfrid Laurier University  
Exploring the L'Arche model as a way to Reclaim Expressive and Functional Touch in Caregiving for People with Developmental Disabilities

Providing care for persons with developmental disabilities (PWDD) often requires touch. However, the need to protect PWDD can result in over-regulated and contrived interactions in caregiving. Compounded by the fact that primary relationships of PWDD are usually with caregivers, the systemic consequences of these issues are PWDD not receiving critical touch, and abuse rates not decreasing. The author conducted a qualitative, participatory, ethnographic-case study with one L'Arche community to explore how L'Arches model can facilitate the reclamation of touch across unequal power relations of caregiving. Emphasis is on sense of community, mutuality and ethic of care in methodology and analysis.

**Bährmann, Andrea**, University of Vienna, Austria  
Dispositif Research - a way of Combine de/post/re-constructive research perspectives with (post-) positivistic or naturalistic methods

Dispositif Research - a way of Combine de/post/re-constructive research perspectives with (post-) positivistic or naturalistic methods

**Burbules, Nick**, University of Illinois, Urbana-Champaign  
Rethinking Rights and Qualitative Research

Do natural or inherent human rights exist -- or are all rights an outgrowth of particular social contracts (the right to vote, the right to a fair trial, etc)? In liberal societies, moral policy issues are frequently framed in terms of "rights" that must be honored. Policy dilemmas are often framed in terms of conflicting fundamental rights. But when framed this way, such policy dilemmas become insoluble. When moral policy issues are viewed as matters of public inquiry and deliberation, instead, qualitative research practices can be seen not only as data-gathering methods but as part of the fabric of democratic public life more generally.

**Burdick, Jake**, Arizona State University

The Purpose and Politics of I: Toward an Enhanced Understanding of Authorial Presence in Research Writing

Within this essay we argue that an author's self-representation (or self-eradication) within a research text is a crucial feature of that text's architectonics. Regardless of how "openly ideological" (Lather, 2003) an author is in research practice, the way in which the "I" textually appears produces a specific, historically situated relationship of power between writer, text, field, and audience. As such, the "I" cannot be dismissed as a mere placeholder for the author's subjectivity. Rather, we suggest that researchers should be exceedingly deliberate in their choice of self-representation, recognizing that this deceptively subtle decision resides within a constellation of possibilities, one whose metaphysics attend to deep epistemic politics and power. Illustrative of this point, we provide a discussion of several species of the "I" found in qualitative writing, noting the ways in which each embodies and informs the author's purpose, epistemological commitments, and claims to truth.

**Burnard, Pamela Ann**, University of Cambridge

Situating Professional Knowledge Creation: Embracing Risk and Discomfort in Learning?

For many years schools have employed visiting artists championing contemporary practice to work with teachers and pupils on a range of project-based activities. Yet, while there is no lack of evidence of the capacity of some artists to motivate pupils, there is little extant research which identifies what teachers and pupils learn about learning within partnership-rich settings with visiting professional artists, and by extension, through partnerships and networks between knowledge-creating schools, industries, and the cultural sector. This paper offers insight into the perceived value of and ways in which artists pedagogic practices engender new learning by: (a) framing spaces for learning in particular ways; (b) building new learning relationships; and (c) engaging the emotional dimension of learning where risk, enjoyment, discomfort and destabilization are integral and inter-dependent components of learning. Empirical findings from studies involving creative partnerships and networks within and between schools and other organizations will be presented which support the notions, ideals, risks and manifestation of the development of creative professionalism.

**Burns Jager, Kathleen**, Michigan State University  
Narrating Confluent Experiences in a Child Welfare Case.

This narrative presents confluent stories of a young mother, Chrissy, who was charged with child abuse and neglect; her foster care case worker and her therapist. For over a year, these women worked through a process that led to Chrissy releasing her parental rights to her daughter. Layering interviews, case artifacts and reflexive writings; we focus on decision-making and voice; narrating emotional and political controversies about what it means to be a parent, a foster care worker, and a therapist in a community context where a parents benefit from services and the child's best interest is privileged as truth.

**Burrows, Marja**, University of Northern British Columbia:Terrace Campus  
Identity Metaphors and Thematic Analyses

As we conducted thematic analyses of our identity texts, we used metaphors help make meaning of the overarching thematic patterns. Here we describe and contrast two thematic analyses -- "Etch A Sketch Identity" and "I Declare That I Am." Through the analytic

process, each of us achieved insights about personal identity, about the nature of this collaborative approach to qualitative inquiry, about our roles as practitioners, and about our theoretical conceptions of identity and professional role.

**Burrows, Marja**, University of Northern British Columbia:Terrace Campus  
Identity and Role: Self-Portraits, Transformation, and Praxis

See Viveiros, Susal

**Burrows, Marja**, University of Northern British Columbia  
Eighteen Ways to Bend the Light: Autobiographical Texts

See Viveiros, Susan E.

**Bustos, Mercedes-Esmirna Rios**, FES Zaragoza UNAM.

The active interview in transverse cross research about university artistic workshops

The Faculty of Superior Studies (FES) Zaragoza in 1991 opened 2 artistic workshops in 1991 because they haven't a plan to form professionals with successful, at present there are a total of 16 \_what do these students find in this spaces?; with the intention met this spaces I realiza a study with the hipotesis: the creative expression is a fundamental human needing, let a transformation in the subjectivity and inter subjectivity reconstrucion, there were made semidirect active interviews included biography aspects of the students and they collected manually and with Hi8 camera.

**Bustos, Mercedes-Esmirna Rios**, FES Zaragoza UNAM.

The rizoma and the historic axis in the quality research.

The presence of the historic axis let see in the study object new sides of it, 17 years ago, there were open in the Faculty of Superior Studies (FES) Zaragoza, several artistic workshops making a total of 16, they offered and artistic formation without a professional interest, only as a complementary academic education; with the intention to know better this spaces, I made this study with the hypothesis: the constant creative expressions provokes in the subjectivity and inter subjectivity transformation processes in this students, through the time. There were made semidirect interviews included biography aspects of the students manually and with a Hi8 camera, individuak, and in group, to 58 students of both sexes. It has been found a similarity in the creative process lived with four main moments and in the end there are joint participations by way of a group growth in rizomatic form.

**Butinof, Mariana**, Universidad Nacional de Càrdoba

Proceso de construcciòn de autonom\_a en materia de seguridad alimentaria y nutricional.  
Propuesta de desarrollo en una comunidad socio-vulnerable de la Ciudad de Càrdoba.

See Huergo, Juliana

**Cabral, Ivone Evangelista**, Federal of Rio de Janeiro

HOW CHILDREN WITH SPECIAL HEALTHCARE CARE NEEDS ARE CARED FOR?  
THE FAMILY CAREGIVERS' DEMANDS FOR HEALTH EDUCATION.

Caring children with special healthcare needs (CSHCN) represent a challenge for family caregivers and nurses. The study aimed to identify the caregivers' knowledge about caring for children and analyze their demands for health education. A participatory research was developed with 22 family caregivers of CSHCN under 12 years old, at rehabilitation setting. The main themes were: knowing and managing children new body, accessing to children's Brazilian rights, dealing with people biases, raising fund to continue care, handling technology, and giving medication. A health education based on dialogue, negotiation, and family experience would empowered caregivers for taking care of children.

**Cabral, Ivone Evangelista**, Federal de Rio de Janeiro  
Reconfiguring insufficient breast milk as a sociosomatic problem: mothers of premature babies using the kangaroo method in Brazil

Upon leaving the hospital where the Kangaroo Method was implemented, mothers of premature babies were breastfeeding exclusively. However, once back at home, they abandoned exclusive breastfeeding due to insufficient breast milk. Participatory research was done in their home with three groups of family members and neighbors. We described the conflicting social discourse that influenced the mothers' perception of insufficient breast milk and explored their sources of distress. The results suggest that insufficient breast milk was the result of a sociosomatic process. Recommendations are proposed to help overcome insufficient breast milk and corresponding contextual barriers to exclusive breastfeeding.

**Cabral, Ximena**, Nacional de Càrdoba  
Creatividad y expresividad como v\_a de ingreso al an\_lisis de las protestas sociales

La presente investigaciòn realiza un abordaje desde una metodolog\_a cualitativa que considera la dimensiòn creativa de la acciòn colectiva a partir del an\_lisis de los recursos expresivos como forma performativa y estrat\_gica para la creaciòn de marcos culturales en las disputas por la apropiaciòn de sentidos dentro de los diferentes escenarios de la protesta en Am\_rica Latina. Se trabajar\_ desde parte de los enfoques de los Estudios Poscoloniales y la Acciòn Colectiva desde Am\_rica Latina como v\_a de ingreso para abordar las imbricaciones entre est\_tica y pol\_tica dentro de las nuevas configuraciones del espacio p\_blico.

**Cadell, Susan**, Wilfrid Laurier University  
Oh Father Where Art Thou: Confronting the Missing Voice in Bereavement Research  
See Affleck, William Peard

**Cahnmann-Taylor, Melisa**, University of Georgia  
Green Lights, Mixed Signals, and Citations: Teaching Toward the Artful Impulse in Educational Research

While giving the “green light” to students to explore what it means to consider interview data as “poetry” or to analyze classroom interaction through dance, I insist students “proceed with caution,” and aim to cultivate the artful impulse (artful approaches to data collection, analysis, lyrical prose), rather than solely placing attention on an artful product. I say: Go! Write short stories, paint portraits, cultivate poetic imagination that will serve you well throughout an empirical process aimed at discovery and new kinds of questions with nuanced and complicated answers. Know the rules of the road. Proceed with caution when breaking them.

**Cairns, Ed**, University of Ulster  
Qualitative assessment of mother's perceptions of community and sectarian violence in Northern Ireland: Implications for child security and adjustment  
See Taylor, Laura Kathryn

**Calderàn Gàmez, Carlos**, Basque Health Service  
La construcciòn del domicilio como espacio de cuidado. Reflexiòn teàrica y posibles v\_as de investigaciòn  
See S\_enz de Ormijana, Amaia

**Calderàn, Carlos**, Osakidetza-Servicio de Salud  
Oportunidades y riesgos para la Atencian Primaria de Salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los m\_dicos de familia (MF).

El acceso a una APS de calidad constituye un pilar fundamental para mejorar la asistencia sanitaria a las poblaciones. En los \_ltimos a-os la MBE se ha configurado como un referente de buena practica cl\_nica con una presencia creciente en APS a trav\_s de cursos y Gu\_as de Practica Cl\_nica. Sin embargo dicha implantaciòn se ha acompa-adido de

barreras y cuestionamientos que justifican su evaluaciòn. Se diseña una investigaciòn de metodolog\_a mixta cualitativa / cuantitativa para conocer las valoraciones de los m\_dicos de familia espa\_oles al respecto. En la fase cualitativa la informaciòn se gener\_a mediante 8 grupos focales con MF en Catalunya, Madrid, Galicia y Euskadi, teniendo en cuenta su experiencia en MBE e implicaciòn docente. Los resultados obtenidos tras un an\_lisis socio-l%C3%A1gico del discurso muestran oportunidades y riesgos que sugieren la necesidad de readecuar el desarrollo te%C3%A1rico y pr\_ctico de la MBE a la complejidad de la APS.

**Calder\_n, Dora In\_s,** Distrital Francisco Jos de caldas  
Procesos De Formaciòn Inicial En Matem\_ticas En Estudiantes Sordos

See Le\_n, Olga Luc\_a

**Calderà\_n, Dora In\_s,** Distrital Francisco Jos de Caldas  
Incidencia De Las Representaciones Sociales En El Acceso De La Poblaciòn Con Limitaciòn Visual A La Educaciòn B\_sica Primaria

Esta investigaciòn identific\_a representaciones sobre la ceguera que circulan socialmente y estableci\_a un marco de incidencia de tales representaciones en los diferentes tipos de acceso de la poblaciòn ciega a la educaciòn b\_sica primaria. Esta relaciòn deb\_a ser comprendida, m\_s all\_ de las pol\_ticas educativas declaradas en documentos p\_blicos e institucionales, que plantean condiciones para el acceso y la permanencia de las poblaciones con limitaciones al sistema educativo y hacer un llamado a la consideraciòn de la diversidad, la interculturalidad y la integraciòn de este tipo de poblaciones. Metodol\_gicamente se procedi\_a por etnograf\_a para la b\_squeda de representaciones sociales sobre la ceguera y su efecto en el acceso escolar de estas poblaciones. Se configuraron elementos organizadores de los escenarios de ocurrencia de los fen\_menos indagados, desde una perspectiva discursiva. Se acudi\_a al m\_todo del relato (Vasilachis, 2006), como fuente principal para la indagaciòn etnogr\_fica. Se obtuvo un marco discursivo (especialmente de tipo narrativo) como la fuente principal de datos.

**Calhoun, Chantae,** Lawson State Community College  
Using Graphical Representation Pedagogy in a Historically Black Community College Biology Classroom: Now I See What You Are Saying Chantae M. Calhoun, Sherry Nichols, Julianne Coleman, University of Alabama

This study focuses on science pedagogy as a piece of a bigger puzzle of science education in a historically black community college in the "Deep South". Given prevailing trends associated with use of text-biased pedagogy in postsecondary science teaching, and literacy problems associated with African American students in the region, science education has sustained a culture of marginalization for many of these learners. The reported case study explores the emergence of one instructor's alternative pedagogy through use of graphical representation as a means to explore narratives of science teaching/learning in a college biology classroom.

**Callaghan, CJ. Alexander,** Univ. of Western Ontario  
Research and Online Patient Populations: Strategies for Garnering Participant Data

A graduate student partnered with internet-based counselling service providers and research organizations to examine the experience of those who had been involved in mental-health help-seeking over the internet. Due to irregular levels of service-provider involvement, different approaches were necessary to acquire semi-structured interview data from participants. The purpose of this presentation is to describe the methods employed, and to discuss the limitations and advantages encountered during these processes.

**Calorusso, Christine,** Virginia Tech  
Listening to the Word on the Street: Using Discourse Analysis to Improve the Community Design Process

Citizen participation in the urban design process emerged in the 1970s to give marginalized communities greater say in the planning and design of their built environments. Although citizen participation has increased access to the political process, it has not always produced more satisfactory or equitable built environments. One reason for this is

that designers lack research methods that help them understand place meaning and attachment from a community insider perspective. In response, this paper describes a method of qualitative discourse analysis used to better understand place meanings expressed in the discourses of an African American community in southwestern Virginia.

**Camargo Plazas, María del Pilar**, University of Alberta

El Aporte de Filósofos Latinoamericanos a la Investigación Cualitativa en Latinoamérica: Hablando desde la Periferia

En Latinoamérica, es común el uso de filósofos provenientes de Europa como soporte filosófico de la investigación cualitativa. Sin embargo, poco o casi nada sabemos de las filosofías nacidas en nuestro propio contexto. Enrique Dussel y Paulo Freire son dos ejemplos de filósofos Latinoamericanos que bien podrían ofrecer un valioso soporte filosófico en la investigación cualitativa en Latinoamérica. Dussel con su filosofía de la liberación, encuentra la mejor forma de poder entender la realidad de pobreza e injusticia social de nuestro continente. Por otra parte, Freire con su filosofía de conciencia crítica nos brinda valiosos elementos para ayudar al vulnerable a entender su situación para luego hacerlo participar de su propio cambio. Ambas filosofías son escritas en un lenguaje que habla de nuestra realidad y exhortan a tener esperanza en un futuro no predeterminado.

**Camargo Plazas, María del Pilar**, University of Alberta

Understanding Social Justice and Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study in Colombia

In Colombia, health care is increasingly becoming a private good subject to the law of the market thus marginalizing “non profitable” health conditions. People with chronic illness experience the Colombian health care system as unequal and discriminative, far from the principles of equity, efficiency and universality that it promotes. We discuss how critical theory as a research approach prompts nurses to switch from being passive actors to active participants to enact social justice within the health care system. We report preliminary findings from a critical hermeneutic research study with the chronically ill in Colombia. For the chronically ill, critical consciousness brings out the opportunity to overcome indifference with action and participation. Through consciousness raising groups, critical theory moves nurses to challenge traditional norms and expose constraining socio-political barriers to ensure universal health care.

**Camden Pratt, Catherine**, University of Western Sydney

Relationality and the art of becoming in school classrooms

The pedagogical encounters examined in this paper elaborate the Deleuzian concept of becoming, where the processes of differentiation, or unfolding, exist alongside the sedimentation of hierarchies and power structures. We explore the movement beyond self-centred individualism and the repetition of the already known that characterises so much of today's education, to the sometimes dangerous lines of flight that enlarge our sense of well-being and community. Classrooms in kindergarten, primary and high schools are explored as potentially transformative arenas for ‘becoming’ where teachers and students are open to differentiation, and where difference is seen as positive and productive.

**Camden Pratt, Catherine Eileen**, University of Western Sydney

Somatic narratives and Art Making: Daughters and Mothers in Madness

We are embodied researchers, yet how often is the body a site for qualitative research investigation? This paper uses poetry and images to tell autoethnographic somatic narratives of daughters of mad mothers. Poetry, painting and collage allowed a telling of body stories that took the tellers into new research territories. Here the landscapes opened up new understandings of the mother's experiences of madness and the daughters subjectivities as her daughter. Drawing on Deleuze, Horsfall, Grosz, Springgay and her own work, the author invites the audience into a chaotic world contained by creative arts research.

**Cameron, Brenda Leigh**, University of Alberta

Social Justice and Health Disparities: Understanding Inequities in Access to Health Care for Indigenous and Marginalized Peoples

In Canada, current disparities in the health status of Indigenous and marginalized communities in relation to their Canadian counterparts challenge us to understand the conditions that hinder equity of access in health care. We delineate our critical hermeneutic participatory research process from a large Reducing Health Disparities Research Initiative to promote equitable access to health care for Aboriginal peoples and Inner City Residents in Canada. Our work to date shows a pressing need to enact Indigenous and marginalized peoples' right to culturally comprehensive health care. We report our efforts to reduce inequities in access through collaborative participatory work with these communities through an on-going bicultural knowledge exchange process. Reducing the local and global burden of disease of the marginalized and the poor is an urgent ethical mandate.

**Cameron, Brenda Leigh**, University of Alberta

Understanding Social Justice and Chronic Illness in the Age of Globalization: Findings from a Critical Hermeneutic Research Study in Colombia

See Camargo Plazas, Maria del Pilar

**Cameron, Brenda Leigh**, University of Alberta

Palliative Care and Social Justice in Developing Countries: the Political Relevance of Hermeneutics to Understand the Experience of the Very ill

See Santos Salas, Anna Valeria

**Cameron, Brenda Leigh**, University of Alberta

Cuidados Paliativos y Equidad: Una Experiencia Internacional de Investigaciòn Cualitativa Participativa con Grupos Vulnerables en la Comunidad

See Santos Salas, Anna

**Cameron, Catherine Ann**, University of British Columbia

Humor Enhances Socio-Emotional Functioning of Resilient Adolescents in Diverse Contexts

See Cameron, E. Leslie

**Cameron, E. Leslie**, Carthage College

Humor Enhances Socio-Emotional Functioning of Resilient Adolescents in Diverse Contexts

Using our Day in the Life (DITL) methodology (Gillen et al, 2006), we found young children use several types of humor - clowning, teasing, jokes/playful language, and physical actions - all characterized by incongruity (Cameron et al, 2008). While humor enhances cognitive/linguistic development it serves crucial socio-emotional functions, negotiating emotional terrain and solidifying social roles. Cognitive/linguistic and socio-emotional functioning operate reciprocally, each enhancing the other. We have adapted the DITL methodology with resilient adolescents internationally. While their humor is more sophisticated than young children's, its effectiveness persists in enhancing relational functioning and in augmenting reciprocal cognitive/linguistic and socio-emotional processing.

**Campbell Jr., Craig**, Buffalo State College, SUNY

Authentic Indigenous and Non-Indigenous Collaboration through Participatory Methods

The history of research in indigenous communities is long, sordid, and complex. A major push has been made in recent years towards more ethical collaborations between researchers, both non-indigenous and indigenous, participants and all respective communities. One area that has received particular attention is the use of participatory methods. Participatory research has grown from its 1970\_s roots as a number of approaches deemed non-objective and "fuzzy" to a set that is now better respected and utilized across many disciplines. Two major strands of participatory methods, Participatory Action Research (PAR) and Participatory Rural Appraisal (PRA), will be explored in this paper

within the context of a participatory community-mapping project conducted by this non-Indigenous researcher with the Lac Courte Oreilles Ojibwe of northern Wisconsin. The set of best practices that emerged through this research will be discussed from both indigenous and western perspectives.

**Campbell Jr., Craig A.**, Buffalo State College, SUNY

Participatory Best Practices for Indigenous Knowledge Production

This poster provides a visual representation of my work with the Lac Courte Oreilles Ojibwe in northern Wisconsin. The project became my dissertation entitled An Adult Education Study of Participatory Community Mapping for Indigenous Knowledge Production. Along with the research outline, resulting maps and knowledge produced, the piece also reflects a set of participatory best practices that emerged from the process. These elements will be of interest to those in a variety of fields that work within the cultural context in applying social mapping for the creation, documentation, and preservation of indigenous knowledges.

**Campbell Jr., Craig A.**, Buffalo State College, SUNY

Questioning Resistance: Personal Narratives as Dialogical Process Starters

See Corbett, Michael

**Campbell-Busby, Kelly**, Alabama

How the Visual Arts can Enhance Learning and Transfer Knowledge in the Elementary School Setting

I propose a study that examines the interaction of student learning and visual arts programs in primary schools as a means to inform multiple stakeholders (higher education institutions, state governing officials, state department of education and fine arts organizations). Evidence from the physical place—elementary schools—and the social space—the art studio—may hold clues as to how knowledge is transferred to other disciplines throughout the school setting. Suspecting this is the case, art specialists have legitimate reasons for demonstrating how learning across the curriculum is enhanced by having the visual arts as a part of students' daily instruction.

**Campolina, Alessandro Gon\_ales**, HSPM

O plano terap\_ utico e n\_... Uma an\_lise v\_deo cartogr\_fica das necessidades de sa\_de do idoso fr\_gil.

Introdu\_Ço: Para al\_êm das defini\_ões sindr\_micas da Fragilidade do idoso, a dinâmica deste estado de sa\_de reflete situa\_ões de vulnerabilidade bio-psico-social, em que os profissionais de sa\_de devem estar atentos para a emerg\_êcia de necessidades complexas. Objetivo: Cartografar os processos de decis\_ão em sa\_de, a partir das perspectivas compartilhadas por familiares de idosos fr\_geis e equipe de sa\_de, durante uma interna\_Ço hospitalar. M\_étodos: Autobiografia de grupos de compartilhamento de decis\_ões. Produ\_Ço de v\_deos com dispositivos "mobile", an\_lise registro do plano terap\_ utico tra\_ado. Hibridiza\_Ço dos desenvolvimentos de Novak (Mapas Conceituais) com o pensamento problematizador de Henri Bergson. Resultados: 1ª etapa: cria\_Ço da plataforma cartogr\_fica on-line em software livre para registro de dimens\_ões georeferenciadas, audio-visuais e problem\_tico-conceituais. 2ª etapa (em andamento): Constru\_Ço de "Mapas Videogr\_ficos". Conclus\_ão: Os "Mapas Videogr\_ficos" problematizam a Fragilidade do idoso, a partir do campo relacional que participa usu\_rios e profissionais no gerenciamento cl\_nico das decis\_ões em sa\_de.

**Campos, Rosana Onocko**, Universidade Estadual de Campinas

Uma revisao qualitativa do tema das narrativas

Apresenta-se a constru\_ao de narrativas a partir de material audio-gravado para estudo de media\_ões entre: experien\_a e linguagem (Ricoeur) estrutura e evento sujeitos e coletivos memoria e a\_ao politica (Kristeva). Na avalia\_ao de programas e politicas publicas essas media\_ões costumam ser relevantes. Metodologicamente propoe-se construir narrativas que lidem n\_ao so com a sequencia dos acontecimentos e as inten\_ões conscientes dos atores como tambem com as estruturas por meio de narrativas densas (Burke). A narrativa articularia assim rela\_oes de poder politicas identitarias e do contexto percebidas tanto

diacronica quanto sincronicamente mostrando a complexa rela\_ao delas com os discursos sociais (Leal). Nas rela\_oes entre texto narrativa e discurso poderia-se perceber condi\_oes para inser\_ao e circula\_ao dos dizeres sociais das ideologias e das realidades cotidianas. Na pesquisa avaliativa participativa as constru\_oes narrativas e o contato delas com outros grupos de interesse poderiam contribuir para a\_ao politica tornando-se a propria narrativa memoria e testemunha.

**Campos, Rosana Onocko**, Universidade Estadual de Campinas

Dos Grupos Focais aos Grupos Focais Narrativos e Hermeneuticos: Uma proposta metodologica.

Discute-se uma conforma\_ao inovadora da tecnica de grupos focais no contexto de uma pesquisa avaliativa participativa de carater qualitativo. Foram realizados vinte grupos focais. Apos transcri\_ao do material foram construidas narrativas recorrendo ao referencial teorico de Ricoeur. Denominamos esta etapa de grupos focais narrativos pois permitiu que o vivido se transformasse em discurso distanciando-se e produzindo novas ressonancias. A segunda rodada teve como objetivo retomar o contato com cada um dos dez grupos a partir da leitura conjunta da narrativa construida. Os participantes puderam contesta-las corrigi-las e valida-las e serem por sua vez interpelados pelas narrativas a maneira de uma constru\_ao em Freud. Este movimento propiciou passar mais uma vez pelo mesmo lugar mas em altitude diferente tornando a compreensao mais ampliada. Por esta razao denominamos a segunda rodada de grupos hermeneuticos. Estes grupos alcan\_aram o plano da a\_ao criando novas proposi\_oes para os servi\_os.

**Campos, Rosana Onocko**, Universidade Estadual de Campinas

From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal.

This paper discusses an innovative conformation of focal group technique in the context of research. Narratives were built with the groups' transcriptions according to Ricoeur. We name them narrative focal groups because life experiences were allowed to transform themselves in discourse and new resonances were produced with distanciation. In sequence the participants read the narratives being interrogated by them as a construction in Freud. They could correct and validate the material. This movement allowed participants to revisit the same place in different heights and to enlarge comprehension. We name them hermeneutic groups which reach the action level creating new proposals for the services.

**Campos, Rosana Onocko**, Universidade Estadual de Campinas

The narrative construction as an approach for mediation categories

This paper presents a proposal for narrative construction from audio-recorded material for studies that demand attention to mediations. The narrative construction is approached from the perspectives of literary theory (mediation between experience and language - Ricoeur) and historical studies (mediation between structure and events - Burke) as well as social communication theories (mediation between subjects and collectives - Leal) and psychoanalysis (mediation between memories and political action - Kristeva). In the participative evaluative research these mediations are shown to be relevant. Methodologically the paper proposes to build dense narratives that deal not only with the subject's happening sequences and conscious intentions but also with structures and social meanings.

**Cannella, Gaile S.**, Tulane University

Ethics, Research Regulations, and Critical Social Science

The positions from which ethical practices in research can be considered have included: concern that research is legitimated through market philosophies; voices of the marginalized, created as the "Other" by/through research practices; ethical perspectives used by those who teach research methods; as well as the legislative environment imposed on researchers regarding the ethical conduct of research. In addition to these issues, various groups of researchers are concerned about the ethical conditions in which research is practiced (for example, the use of anthropological methods in war zones). This paper focuses on the complexities of creating an ethical critical social science.

**Cannella, Gaile S.**, Tulane University

Using Situational Analysis as a Critical Qualitative Methodological Tool to Examine Disaster Capitalism

See Perez, Michelle Salazar

**Cantera-Espinosa, Mar al-Leonor**, Autònoma de Barcelona

El Conflicto de Pareja en México

See Meza-de Luna, Mar\_a-Elena

**Capous-Desyllas, Moshoula**, Portland State University

Images and Voices: An Arts-Based Qualitative Study Using Photovoice to Understand the Needs and Aspirations of Sex Workers

The ways in which sex workers have been studied and represented historically, socio-politically and academically do not take into account their voices and participation in the process. The arts-based methodology of photovoice was implemented to understand the needs and aspirations of female sex workers from their own point of view through the inclusion of their photographic images and voices. Photovoice provides the potential for collaboratively developing unique knowledge and insight about the experiences of sex workers through dialogue and their art, further presenting this information in an art exhibit to inform policy makers, influential community advocates and the broader public.

**Caracciolo, Diane**, Adelphi University

Closing the Distance: Partnering with the Indigenous Peoples on Whose Lands We Earn Our Living

This paper tells the story of a research journey from ignorance to an evolving understanding of the Indigenous peoples of my birthplace, Long Island, New York. Along the way I retrace my early stumbles and discoveries and show how the original project changed from a traditional graduate school "problem statement," to one more resonant with the ideas encountered in multiple conversations with the Shinnecock people who became teachers and ongoing research partners rather than the "subjects" of an objectivistic study.

**CARDENAS, LAURA ORTIZ**, PONTIFICIA UNIVERSIDAD JAVERIANA  
REPRESENTACIONES SOCIALES SOBRE CALIDAD INSTITUCIONAL.

See IZQUIERDO, GIOVANE MENDIETA

**Cardona, Marleny**, EAFIT

Análisis de la estructura agraria Antioquena Colombia- aproximación teórica y cualitativa

La estructura agrícola productiva y sus interrelaciones a nivel subregional en Antioquia para el periodo 1995 - 2005 es el objetivo de este artículo. En este estudio se considera la construcción histórica de la estructura agraria desde las distintas formas de tenencia de la tierra, los usos del suelo, los grupos de interés, la empresa, los mercados y la infraestructura. La metodología, se centra en la realización de grupos focales y aproximaciones cuantitativas. Se encontró que en los resultados cuantitativos se presenta que la valoración de las dimensiones es explicada desde los postulados teóricos que componen el concepto de estructura agraria.

**Carducci, Rozana**, UCLA

Taking the Dialogue on the Road: The Role and Value of Disruptive Dialogue Project Conference Symposia

One of the Disruptive Dialogue Projects (DDP) primary strategies for interrupting and interrogating methodological conservatism within the contemporary education research community is the presentation of conference papers and symposia at annual meetings of several national education and research methodology associations. This paper traces the evolution of the DDP conference agenda as well as explores the important role conference papers/symposia play in the cultivation of critical qualitative scholarly networks. Particular attention is paid to the DDPs strategic development of symposia that create opportuni-

ties for “junior” critical scholars to collaboratively identify strategies for negotiating the methodological tensions they confront on a daily basis.

**Carducci, Rozana,** UCLA

Creating Critical Space: The Disruptive Dialogue Project

See Kuntz, Aaron M.

**Carneiro, Rosamaria Giatti,** Unicamp

Parindo contra-narrativas da biopol\_tica

Este trabalho abordar\_a constru\_Co de contra-narrativas femininas frente o discurso m\_dico de parto corrente na contemporaneidade. Partindo de pesquisa etnogr\_fica com mulheres que experimentaram o parto domiciliar, problematizar\_a narrativa encontrada em campo enquanto contra-narrativas do poder-saber m\_dico, na medida em que parece retirar o parto do registro da patologia, sofrimento e perigo de morte, resignificando-o enquanto experi\_ncia feminina e um evento nCo somente biol\_gico, mas principalmente sacio-cultural e sexual. Em virtude disso, tratar\_de contra-narrativas da biopol\_tica, do controle e medicaliza\_Co dos corpos, trazendo a baila outros modos e percep\_es do parir desde uma perspectiva feminina.

**Carneiro, Rosamaria Giatti,** Unicamp

Por um outro parir: a criatividade feminina

Este trabalho explorar\_o ide\_rio de humaniza\_Co do nascimento, existente no Brasil desde os anos 80, a partir da perspectiva das mulheres nele envolvidas, considerar\_o desejo de parirem de outro modo e em outro ambiente, que nCo mais o tecnocr\_tico-hospitalar, a fim de entender a que se contrap\_em, os seus motivos e como isso tem repercutido na rela\_Co m\_dico-paciente e pol\_ticas p\_blicas de sa\_de nos \_ltimos 2 anos. Para essa empreitada, o encontrado na lista de debate online ?materna?, que re\_ne gestantes e ex-gestantes das cidades de SCo Paulo e Campinas, ser\_ considerado como fonte de pesquisa.

**Carr, Thembi R.,** University of Cincinnati

A Port in the Storm: An Investigation of Identity in a Student Race-Based Organization for African American Student Leaders

Scholars have noted that African American students have remained isolated on majority White college campuses despite the increase in the diversity of the student body population (Sidanius, Levin, Van Laar, & Sinclair, 2004). It has been suggested that this isolation is exacerbated by African American student race-based organizations. However, scholars have also acknowledged the benefits that these organizations provide to African American students (Exum as cited by Williamson, 1999). The purpose of this study was to investigate how African American student leaders in race-based student organizations experience their involvement in these organizations and how their experiences influence their identity. This study also attempts to investigate how these students manage their relationships outside the university by participating in student race-based organizations.

**Carramolino-Arranz, Beatriz,** Universidad de Valladolid

Interaction analysis in IBL courses: How can we help to improve the educative process?

See Santos-Fernandez, Roberto

**Carrera, Jennifer,** University of Illinois

A Welcoming Community? An Analysis of LGBT Culture in a Community Church

See Cuthbertson, Courtney

**Carter, Norvelia P.,** Texas A&M University

Guiding an Autoethnographic Dissertation: Making the Road as We Walked It

See Clark, M. Carolyn

**Carvajal, Di genes**, University of Los Andes  
The Political Role of Qualitative Research: Elements for a Debate in Educational Research

Assuming that qualitative educational research is not neutral, since it has to take in consideration not only its own interests, but also the interests of the academic community where the research is taking place, the interests of those who fund the research, as well as the interests of those who make decisions, among others, what is the political role of qualitative educational research? In this paper we want to discuss some issues we have found in our research experience that may guide the debate about this question: responsibility, subjectivity, and the production of knowledge, and the interplay among them.

**Carvajal, Diágenes**, University of Los Andes  
Vox Populi, Vox Dei? The Role of Qualitative Research in the Participatory Construction of a National Policy

What does happen when a government wants to take into account common citizens' opinions in the making of a national policy by means of a qualitative technique? First, there is a lot of information to analyze; second, when analyzing it, researchers must guarantee that all the opinions are represented in the final documents that will be the sources for the policy making. In this paper we present our experience as qualitative researchers in such situation, and how qualitative research methods can be used to guarantee that no opinion will be lost in the analysis process.

**Carvalho, Sárgio**, Unicamp  
New practices of qualitative inquiry at the Brazilian Public Health System

After argue the change\_s challenge at the Brazilian Public Health System with respect to care and management issues, this work reflects on the centrality of themes of subjectivity and health-illness/intervention to it. It affirms that this process has made possible, and if benefited, of new practices of participative qualitative inquiry. Between those practices the text describes and reflects upon proposals derived from the pos- structuralism (Deleuze, Foucault, Espinosa, etc) and of the French Institutional Analysis Movement. It reflects, in special, on the subjects of representation and knowledge production in the research. It concludes suggesting alternative methodologies that intends to qualify Brazilian Public Health Services and practices.

**Casimiro, Cintia Freitas**, University if Fortaleza  
Health promotion: an intervention in breastfeeding

See Frota, Mirna Albuquerque

**Casimiro, Cintia Freitas**, University if Fortaleza  
Breastfeeding in the perception of postpartum women from rural areas  
See Frota, Mirna Albuquerque

**Cassidy, Deborah J.**, University of North Carolina-Greensboro  
Participant Observation: Learning and Unlearning through Shared Stories in Higher Education

See Vardell, Rosemarie

**Cassiman, Shawn A.**, University of Dayton  
Poems of Resistance: Demonstrating the Potential of Poetic Research for Advocacy and Policy

This poetic research is part of a qualitative study utilizing qualitative content analysis of interview and observation data of 14 mothers with disabilities living in poverty. The impetus for this study is rooted in welfare reform of 1996. The use of poetic research affords an opportunity to promote socially just policy and advocacy efforts by concisely presenting the effects of inadequate policy upon marginalized populations. This paper presentation includes 4 research poems of research participants. Crafting poetry from transcripts gives license for a particularly creative approach to the interviews while allowing a deep and detailed analysis of text, the processes of which are laid bare in the research paper.

This paper builds upon an emerging literature in social work research and utilizes poetic research to argue policy implications.

**Casta-eda Ruiz, Hugo Nelson**, Universidad de San Buenaventura  
Responsabilidad Civil y la Bio\_tica en Colombia Estudio de Casos

Con esta ponencia se pretende mostrar la evolución los fundamentos constitucionales las transformaciones sociolágiticas y la influencia for\_nea que ha recibido la teor\_a de la responsabilidad civil en Colombia y mostrar cám o a través de esta herramienta jur\_dica se hace posible la defensa de los Derechos y se ejerce control sobre los excesos en que incurren los profesionales de la salud contra el medio ambiente y los seres humanos

**Casta-o, Alejandra**, Universidad de Antioquia  
2012: Prospectivas de la Televisiàn P\_blica de producciòn local en Medell\_n.

See Vel\_squez, Omar Mauricio

**castillo, sandra soler**, Universidad distrital  
La Representaciòn De Los Maestros En El Diario El Tiempo. 1977-2005

Este trabajo analiza 1870 noticias publicadas entre 1977- y 2005 en el \_nico diario de circulaciòn nacional en Colombia: El tiempo. El trabajo busca develar aquellas estructuras y estrategias discursivas que subyacen a la representaciòn que hacen los medios de los maestros del sector p\_blico y sus acciones. Desde el An\_lisis Cr\_tico del Discurso, nos preguntamos por cám o los medios de comunicaciòn legitiman pr\_cticas que mantienen las desigualdades sociales, y generan exclusiòn, y que a la vez que contribuyen a construir modelos cognitivos que hacen que determinadas ideolog\_as, fundamentalmente aquellas ostentadas por los grupos de poder, sean consideradas preferibles, naturales e incluso necesarias. As\_ se concluye, entre otros aspectos, que El Tiempo hace una representaciòn negativa del maestro al representarlo como una masa uniforme que se asocia mayormente con huelgas, paros y conflictos.

**Castro, Marta Luz Sisson de**, Pontifícia Universidade Católica do Rio Grande do Sul  
Case-Study Methodology in Educational Research: as an Interface between the Qualitative and the Quantitative paradigm.

This paper reviews the methodology of case study as an interface between the qualitative and the quantitative paradigms in educational research. In the qualitative paradigm this methodology is considered ideal for the area of education because it allows for comprehension of dynamic complex human situations that are common in the educational field. In the quantitative paradigm the case study is used in situation where control is not possible, and a case study is the only possible design.. We will discuss the topic looking at the research object, the strategies and the type of data produced adding the mixed method perspective.

**Castro, Renata Goulart**, UFSC  
O Significado da Sa\_de Bucal para um Grupo de Pessoas Envoltas no Cuidado do Idoso  
See Ferreira de Mello, Ana L\_cia Schaefer

**CAUCALI, CARLOS FABIAN ROJAS**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
DE LA FUNDACION UNIVERSITARIA DEL AREA ANDINA SOBRE LA PR\_CTICA  
DE CUIDADO INTENSIVO.

See CAICEDO, HECTOR ENRIQUE GOMEZ

**CAUCALI, CARLOS FABIAN ROJAS**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
DE LA FUNDACION UNIVERSITARIA DEL AREA ANDINA SOBRE LA PR\_CTICA  
DE CUIDADO INTENSIVO.

See CAICEDO, HECTOR ENRIQUE GOMEZ

**Cavalcante, Maria Beatriz de Paula Tavares**, Federal University of Ceará  
Social Representation: the Analysis of the Existence in a Federal University's Campus of Brazil.

Inquiries trilogy based on the Theory of the Social Representations (TSR) to understand the collective thought on the existence of the students and inhabitants with the University, and the influence in Activities of Life (AL's) of those. We aimed to apprehend the SR of residents about the existence on campus. Qualitative and descriptive study, which analyses results of studies from 2005 to 2008. The principal SR of the campus for students was disorganization and for residents was no structure neither security. To residents, at least one AL was damaged. For both of them, the existence in the campus is difficult and, in the inhabitants they provoke alterations on AL.

**Cechin, Petronila Libana**, Universidade do Vale do Rio dos Sinos  
Parto Humanizado:Pai presente ao nascimento de seu filho.

See Pinheiro, Camila Prestes

**Cechin, Petronila Libana**, Universidade do Vale do Rio dos Sinos  
Priva\_Cô da amenta\_Cô das mulheres HIV positivas.

See Cabral, Juliana

**Cecil, Joy**, University of North Carolina-Greensboro  
Empowering Women through Photovoice

See Morgan, Mary Y

**Cecil, Joy**, University of North Carolina-Greensboro  
Contextual Influences on Photovoices

See Morgan, Mary

**Cegłowski, Deborah Ann**, Ball State University  
Aced Out: Censorship of Qualitative Research in the Age of "Scientifically-Based Research"

In this manuscript I examine three layers of censorship related to the publication of qualitative research studies: 1) the global level of No Child Left Behind legislation and the definition of the "gold standard" of educational research; 2) the implementation of the No Child Left Behind in terms of the number of qualitative studies published in a top tiered early childhood educational research journal; and 3) a local story of my experience in submitting a qualitative study for review and the ensuing correspondence between me and the journal editor. In the final section, I discuss the implications of these three levels of censorship.

**Cejas, Magda Francisca**, Universidad De Carabobo  
LA FORMACION ETICA DE LOS PROFESIONALES ACADEMICOS EN VENEZUELA. Un estudio realizado en la Universidad de Carabobo

Hace ya aproximadamente dos d<sub>cadas</sub> (en los 80) que se introduce en la academia la necesidad de vincular el desarrollo profesional de los acad<sub>micos</sub> con el desempe<sub>n</sub>o, con nfasis en la demostraci<sub>n</sub> de las capacidades de las personas y en consecuencia en la t<sub>c</sub>ica demostrada en sus actuaciones laborales. Las necesidades del entorno, obligan en un mundo plural considerar las competencias de las personas en el d<sub>a</sub> a d<sub>a</sub>. En la Universidad de Carabobo, los profesionales ACADEMICOS constituyen un factor clave en la toma de decisiones y en consecuencia de los espacios de car<sub>c</sub>ter social, cultural, pol<sub>ticos</sub>, econ<sub>micos</sub> que en la actualidad se suscitan en el pa<sub>s</sub>. La tesis central del trabajo plantea un estudio de las condiciones cualitativa que caracterizan a los recursos humanos que se desarrollan en los espacios acad<sub>micos</sub> de la Universidad de Carabobo, con nfasis en la Facultad de Cs. Econ<sub>micas</sub> y Sociales.

**Celepoglu, Aysegul**, Hacettepe University  
Preservice Teachers As Developmental Readers

See Dedeoglu, Hakan

**Cerda, Alejandro**, Universidad Autonoma de la Ciudad de Mexico  
Healing QI. Perspectives from Emancipatory Health Promotion

See Chapela, Mar\_a-del-Consuelo

**Cerrahoglu, Necati**, Canakkale Onsekiz Mart University  
Restructuring European Higher Education in Sport Sciences: Turkey Case

The Bologna Process, an agreement among the education ministries and the universities of 45 European countries, aims to create a European Higher Education Area where international mobility of students and staff, as well as workers holding a degree, is facilitated. In 2003, the AEHESIS, an ERASMUS Thematic Network Project using the Six-Step Model, has been implemented to align a European Higher Education Structure in Sport Sciences. The project restructures the sectors 'Physical Education', 'Health & Fitness', 'Sport Management' and 'Sport Coaching' in order to develop new standards for curricula in the sport sector based on the Bologna Declaration, the Lisbon objectives, and the European Qualification Framework (EQF). The purpose of this study is to evaluate the results of the restructuring process of European Higher Education in Sport Sciences, and explore the impact, implementation and generalization of these results on the Sport Sciences in Turkish Higher Education.

**Cerrillo, Jose Antonio**, Instituto de Estudios Sociales Avanzados  
EPISTEMOLOG\_A Y CRITICA EN LA METODOLOG\_A CUALITATIVA: ALGUNAS REFLEXIONES

El investigador cualitativo se enfrenta a una difícil posiciòn moral: por un lado se transforma al empatizar con los sujetos estudiados; por otro, su metodolog\_a le obliga a cosificarlos de alg\_n modo. Da y quita la palabra. \_Es entonces leg\_tima la resistencia de los sujetos a nuestros intentos por lograr la informaciòn m\_s veraz? En este documento reflexiono sobre como vivo y gestiòn en mi praxis investigadora estas contradicciones intr\_nsecas de la metodolog\_a cualitativa.

**Cetinkaya, Cetin**, Gazi University  
Opinions Of Teachers About The Texts In The 5th Grade Turkish Lesson Books

This descriptive case study's purpose is to take the opinions of elementary school 5th grade teachers about the texts in Turkish lesson books. 7 teachers, comprising the working group, were interviewed. After analyzing, the interview data were evaluated by categorizing them as the consistency between the theme and text, the availability of establishing intertextual meaning, the appropriateness of the texts in respect of the children's ages, interests and needs and spelling rules, the clarity and comprehensibility of the language used and supporting the texts with visuals. The most important result gained is the necessity to restructure our lesson books hastily.

**Cetinkaya, Cetin**, Gazi University  
Opinions of Classroom Teachers About The Usage of Materials in Science and Technology Lesson

See Ozdemir, Muhammet

**Chaffin Brooks, Benjamin Francis**, University of Cincinnati  
Using Oral History Narratives to Examine Perceived Quality of Life Benjamin Chaffin Brooks, University of Cincinnati

Schooling in the U.S. has always been linked to our nation's need to create and maintain a strong economy. Schooling today, however, is increasingly geared toward personal and societal economic gains. The perceived benefit is that it will improve the quality of life (QoL) of the individual and society. This paper examines whether this economically focused model of schooling is the only way to understand educational attainment (EA), QoL and their relationship. Oral history is an innovative methodology to examine this

relationship, as both EA and QoL are usually measured using quantitative means that rarely focus on the individual.

**Chakravarthi, Swetha**, University of North Carolina-Greensboro  
Transnational Feminist(s) Metodologias and Critical Inquiry: Pl\_ticas y Encuentros in Research

See Saavedra, Cinthya

**Chandler, Genevieve**, Univeristy of Massachusetts-Amherst  
Research Collaboration through Relationships in Mental Health

Establishing good relationships between faculty and staff and students and faculty are essential to creating research collaboration in a clinical setting. This presentation will illustrate an example of a faculty-staff relationship where the staff identified potential areas for developing evidence through research. Results of the study indicated that relationship between the staff and patient was central to safety protocols and educational interventions. Additionally two nursing students, recognizing the centrality of the relationship, were interested in the use of psycho-educational resources and skills training. These students conducted focus groups and the results of these focus groups will be presented. The process for developing user-friendly educational tools and their implementation for mental health units will be presented as an illustration of research collaboration. The mentoring by the faculty and the near-peer mentoring that facilitated the project will be recognized as well.

**Chandler, Genevieve**, University of Massachusetts-Amherst  
Relational Research: An Overview

See Zucker, Donna

**Chang, Heewon**, Eastern University  
Where Spirituality, Gender, and Ethnicity Meet: Collaborative Autoethnography of Three Female Leaders of Color in a Faith-Based Higher Education

Female leaders of color are the rarity in higher education. They are rare in number, power, and authority, but not in ability and capacity. In this collaborative autoethnography, female faculties from Korea, Trinidad and Tobago, and Kenya explore together socio-cultural, institutional, and personal challenges affecting their functioning as academic leaders in a faith-based university and analyze their ability and capacity to manage and negotiate their leader-follower roles in the European male-dominant environment. The authors will discuss not only the intersection of spirituality, gender, and ethnicity from a critical multiculturalist perspective, but also benefits and challenges of the collaborative process.

**Chang, Heewon**, Eastern University  
Packing the Inquiry Toolkit: QDA Software as a Tool in the Doctoral Process

See Jacobs, Cynthia W.

**Chang, Hung-Min**, Northern Illinois University  
A visual ethnographic approach: Visual culture in the home of mixed cultural families

The visual culture of the homes of mixed cultural families are a source for understanding the diversity of cultures. Mixed cultural homes that connect everyday experiences are firsthand locations for mixed heritage adolescents to express their traditions, customs, values and beliefs. The pictorial documentation "has a transformative potential for modern thought, culture and society, self-identity and memory and social science itself" (Pink, 2001, p. 13). Visual ethnography emphasizes the exploration of visual meaning. Through photographs, which can aid in the interpretation and analysis of research data, I will document and interrogate the visual culture of homes of multi-race families. The participants will also be requested to take pictures of their significant visual culture. These images will be interrogated to understand and demonstrate the ways visual culture in homes reflect on adolescent identity.

**Chang, Jo W,** Argosy University

### Attitudes Toward Seeking Mental Health Services Among Chinese Immigrants: A Grounded Theory Approach

The purpose of this study was to explore (with a sample of Chinese female immigrants) Chinese immigrants' perceptions of why they are reluctant to seek mental health services. Grounded theory was used to conduct this research study. Through in-depth interviews, observations, and a focus group, the researcher gathered empirical materials, formed concepts and themes, compared that with more data, and generated three new theories to provide deeper insights into cultural beliefs and attitudes toward seeking mental health services among Chinese immigrants. The researcher recommended further studies be conducted to gain a better understanding of why Chinese immigrants are reluctant to seek mental health services: (a) A further similar study using different criteria (including male and female) should be undertaken among Chinese immigrants who have sought mental health services. Data from the proposed study could be compared and contrasted with data from this study, and (b) a systematic examination should be undertaken to assess mental health professionals' multicultural competency when working with Chinese clients. Recommendations should be made to increase this competency.

**Chao, Xia,** University of Alabama

How much does newly immigrant students\_ limited English proficiency affect them emotionally and academically?

From the social-cultural perspective, children literacy is not merely implied as an ability to read and write, but a way of thinking and living by osmosis of home-community and school contexts. Lucia, a seven-year-old girl from a Chinese immigrant restaurant owner family, struggles with the school and home-community dichotomy that brings psychological and cognitive damage to her literacy development. This study examines an unusual journey of Lucia's literacy development in school walls and out through grounded into narrative methodology. Her literacy development journey is explained from personal epistemology research in learning and teaching within school and home-community contexts.

**Chapela, Maria-del-Consuelo,** Universidad Autonoma Metropolitana Xochimilco

### PROBLEMAS DE UNA ASESORA DE TESIS CUALITATIVAS DE POSGRADO

A partir del momento 'modelos metodológicos difusos' en la década de 1970, la indagación cualitativa (IC) ha enfrentado múltiples intentos de describirlo en los campos científico, académico y político. Por ejemplo, desde los reclamos de la investigación basada en la ciencia y en la evidencia'. La IC requiere asegurar su calidad tanto para enfrentar esos embates como para mejorar sus maneras de entendimiento. En Latinoamérica esta IC es de arriba relativamente reciente, lo que marca algunos de nuestros problemas de aceptación y calidad, mismos que se revelan en la formación de investigadores de posgrado. En este trabajo relatamos y analizamos algunos problemas surgidos de nuestra experiencia como asesores de tesis cualitativas de posgrado.

**Chapela, Mar a-del-Consuelo,** Universidad Autonoma Metropolitana - Xochimilco

### Healing QI. Perspectives from Emancipatory Health Promotion

From a particular definition of health: 'an embodied human capacity to decide and construct transcendental feasible futures and achieve them', healing is the effect of signifying practices (SP) embedded with meaning, upon health. SP are historical results of individual and collective subjects' power struggles in their every-day-life. SP remain inscribed in the body and in objects of the space. Impeded health results from particular and collective subjects' experience with power and justice resulting in particular sets of meaning, SP, and inscriptions. Struggles for justice are healing. This is argued and sustained with aid of data and reflections of an ongoing healing QI.

**Chapeskie, Amy E.,** University of Waterloo

### ...And You're Doing That for Your Thesis?: Exploring the Experience and Process of Using Non-Traditional Methods for a Masters Thesis

What do you do when your first attempt at research involves the use of relatively amorphous, contested and complex methods? How do you justify and explain your work when you have no example to use as a model and it goes against what you always under-

stood to be fundamental characteristics of research itself? This performance explores the use of narrative and autoethnographic methods in a masters thesis seeking to understand potential differences between children's experiences and adults' perceptions of summer camp from a critical perspective.

**Charmaz, Kathy**, Sonoma State

Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.

This Spotlight Session critically examines the role of coding in Qualitative Analysis. As a tool for categorization, coding helps qualitative researchers organize and understand information in more systematic ways. The centrality of this task in any qualitative analysis project varies greatly. In some cases an analysis is conducted with pure \_code and retrieve approaches to work with textual data. In other instances, coding is a tool that supplements memo writing, diagramming and profiling key cases. Panel members discuss the use of coding for interpretive analysis, coding within grounded theory methodology, coding within mixed methods projects, the role of coding with qualitative software in spatially integrated social science and understanding qualitative data with little to no coding. The session concludes with panel members and the audience engaging in debate about the proper \_ place for coding in qualitative analysis.

**Chawla, Devika**, Ohio University

My Father, My Interlocutor: Finding Family History in ?Other' Narratives

In 1947, India's freedom from British colonial rule not only led to its splintering into India and Pakistan, but also a violent movement of refugees from both sides of the border. I am involved in a cross-generational oral history study of refugee families to explore how Partition lives along with family discourse six decades after Partition. My father, who was born in Pakistan and has ties with the refugee community, is my informal informant. In this essay, I tell the story of how my father's role in the research shifted from informant to interlocutor to participant thereby re/sculpting the contours of my research in radical ways.

**Chawla, Devika**, Ohio University

Framing Anti-gay Rhetoric as Neocolonial Discourse

The discourse surrounding California's Proposition 8 more recently and anti-gay rhetoric in general has focused upon equitable marital and therefore economic rights in the United States. In this essay, I use a metatheoretical approach to frame the anti-gay movement as ?new' neocolonial discourse because the movement against granting equitable rights to same-sex couples is essentially a state- sanctioned discriminatory process that is economically exploitative of its gay/not-straight citizens. I propose that we must broaden this issue into an international conversation about equitable rights and obligations in any civil society

**Chawla, Devika**, Ohio University

Mutual Metaloguing: (Auto)Biography As Discovery And Invention

See Anderson, Myrdene

**Chen, Cheng-Kan**, University of Northern Colorado

Chinese Parents Perceptions of Heritage Language Maintenance

The purpose of this article is to understand Chinese parents' perceptions of heritage language maintenance in a mid-western state. One parent from the twelve Chinese families is interviewed through an interview protocol to elicit the information about Chinese parents' attitudes toward learning Chinese, and their effort in helping their children maintain their heritage language. Through the in-depth interview, this study is to discover Chinese parents' perception of the heritage language status and its cultural significance, the importance of studying heritage language, and the difficulty of maintaining heritage language in an English-dominated setting.

**Chen, Cheng-Kan**, University of Northern Colorado

Understanding International Students' Cultural and Linguistic Adjustment in the United States

The purpose of this phenomenological study was to understand the cultural and linguistic adjustment of international students in the second-language cultural setting. Five international students from Germany, India, Korea, Saudi Arabia, and Taiwan currently enrolled in the doctoral program at a mid-sized Rocky Mountain region university were chosen to be interviewed. Phenomenological data analysis was used to analyze the interview data. Several major themes were identified: the motivation for studying in the United States, perceived cultural differences, language barriers, and coping strategies. The findings of this study provide helpful information on understanding the challenges that international students meet.

**Chen, Shujun**, University of Illinois at Urbana-Champaign

HOW DOES DIVERSITY REALLY MATTER? AN AUTOETHNOGRAPHY OF BEING A FIRST YEAR FACULTY IN SMALL LIBERAL ARTS COLLEGE

This paper aims to explore further the issue of diversity and unequal treatment to female faculty of color in small liberal arts colleges in the Southern part of the United States by reflecting my own experiences as a young Chinese female scholar. I hope my lived experiences could enrich the experiences female faculty of color from teaching in liberal arts colleges to research universities in higher education, to illustrate the complicated relationships and politics due to gender, race and ethnicity, geographic location, and the inherited power relations and politics that perpetuate the positioning of minority female color in academia, to call for the attention to diversity issue and to seek equity and social justice for female faculty of color.

**Chen, Tzu-Hui**, Arizona State University

Directing gender in preschools

Based upon the idea that social reality is constructed in a daily routine from a very young age, this study seeks to understand how gendered knowledge (e.g. girl-appropriate talk) and power between teachers and young children are enacted discursively in the daily classroom routine. Data were collected through observations of teacher-preschooler interactions for three months in three early childhood settings. Speech act theory serves to guide the analysis in order to investigate how power operates through specific speech acts (directives) between children and teachers as well as how directives serve to socialize young children into gender norms in preschools.

**Chen, Tzu-Hui**, Arizona State University

Understanding the Culturally Diverse Teacher? An autoethnography of an international TA about her teaching social justice class

I have taught a multicultural education course for undergraduates in college of education for six semesters, which is developed based on critical pedagogy and aims to empower students to pursue social justice in their teaching career. So controversial topics including racism, sexism, classism, and discrimination are addressed in this course. As a result, students in this class are often uncomfortable about such topics and show resistance. Being the instructor as well as an international student from Taiwan, I found my multiple identities including outsider as a foreigner, insider as a multicultural education practitioner, gender role as a woman, and authority as an instructor all come to play in the classroom. This autoethnography is a study to explore the tension, complicity, emotion, and creative strategies based on my teaching journals of my three-year long journey.

**Chen, Viola Yunshuan**, University of Illinois at Urbana-Champaign

A neo-colonial reading of a Taiwanese government fellowship program

Through a neo-colonial framework, this paper examines a current Taiwanese governmental fellowship program for their students to study abroad. The purpose of the program is to select and finance "elites" to study abroad in "world-class universities in developed countries", particularly in the United States. The fellowship requires them to return to Taiwan to "make a contribution to the national and social development". Through this process, the American values are disseminated by those fellowship recipients, legitimized

by the government, and highly appraised by the public in Taiwan. The neocolonial analysis of the relevant state papers about the program, this paper argues that the discourse and practice of the fellowship program reveals the embedded values of Western (particularly American) superiority. Additionally, it challenges the developmental state theories for explaining the modernization of the four newly industrialized countries.

**Chen, Wei-Ren**, University of Illinois at Urbana-Champaign  
Forbidden Words, Unheard Voices: Awakening Racial Consciousness Through Examining Racial Slur Words

How do racial slur words shape our ethnic identities consciously and unconsciously? Racial slur words do exist in our daily life, but we are usually shy away from talking about how they have impact on our doing, becoming, and being. Inspired by the Speak Theater Arts: N\*GGER WETB\*CK CH\*NK, I discuss the critical question. Moisés Kaufman's (2001) moment serves as an essential concept for me to conduct a decolonizing autoethnographic project focusing on racial consciousness in the controversial show. I draw on the following issues to examine the cultural, political, and historical ideologies of racial slur words: (1) speaking and listening; and (2) appearance and innerness. Specifically, in the performative autoethnography, I will use my own experiences to dialogue with the show, as if formulating communicative moments to challenge racial stereotypes, cultural identities, and colonial ideologies regarding the investigated issues. The enlightened moments involve "mystery" which represents epiphanies to connect my experience with multi-layered discourse?personal (autobiography), popular (historical and popular culture), and expert (Denzin, 2003). I argue that the personal narrative in conjunction with broader social discourse could become rich resources in pursuit of democratic, justice-related rights to confront racial slur words and to reconstruct new identities in the multicultural society.

**Chen, Yun-shiuan**, University of Illinois at Urbana-Champaign  
Let Me Hold Your Hand- A Case Study of an After-School Tutoring Program for Socioeconomically Disadvantaged Students in a Remote Area in Taiwan

By utilizing responsive evaluation, this case study examines a Taiwanese afterschool tutoring program for socioeconomically disadvantaged students at a local level; a tutoring class for elementary second graders with a diverse background, characterized by biracial, indigenous, and mentally challenged families. Through representing the stakeholders' multiple realities of perceiving this program, this research will challenge the narrow view of the program purpose that only concerns students' academic performance. There is no possibility to help the students get rid of their disadvantageous status, if an educational system prescribes a standardized form of success and neglects individuals' other potential to develop their unique talents.

**Chenail, Ronald**, Nova Southeastern University  
Developing a Critical Eye towards Qualitative Research Methodology

For developing qualitative researchers it is important to learn how to assess the quality of published research. This objective can be challenging in qualitative research given the variety of methodologies, styles, and philosophical approaches, as well as the uneven nature of the quality of some published results. To help students develop a critical eye for evaluating qualitative research products the presenter has designed a multi-part assignment utilizing the Critical Appraisal Skills Programme's Making Sense of Evidence Tool: 10 Questions to Help You Make Sense of Qualitative Research to evaluate and compare articles and a criterion-based rubric to assess students' performances.

**Chenail, Ronald Joseph**, Nova Southeastern University  
Advancing Qualitative Research through Open-Access Online Journals

Over the past two decades, open-access, peer-reviewed, online qualitative research journals have emerged as critical capacity-building resources for authors and readers from around the world. These journals embrace a multinational, transdisciplinary, methodologically pluralistic focus in their editorial policies, boards, and publications to provide quality articles and reviews to the broadest possible array of academics, students, and professionals who undertake qualitative research. Based upon a review of ten of these journals and discussions with their editors the presenter will discuss the commonalities among and

differences between these publications and share how each is helping to create a virtual qualitative research community.

**Cheng, Yu-ping**, University of Illinois, Urbana-Champaign

Schools as a revolving technological landscape -sustaining practices amidst clamorous discussions on change

The constant changes of colonizing regimes and the ever marginalizing forces from China situate Taiwan in a unique sociocultural manifestation of technological pervasiveness. Computer as a subject has been unofficially taught and mandated in most elementary schools. To understand what is constructed in this dwelling, I conducted a qualitative study from February to December, 2006 in a public elementary school in Tainan, Taiwan. Computers have posed challenges to the existing school culture. Facing and being aware of the diverse and uncertain possibilities beyond the school walls, teachers are reinforcing certain practices and are forced/invited to participate in local community events.

**Chernobilsky, Lilia Beatriz**, Universidad de Buenos Aires

Análisis de microempresas exitosas de trabajadores de mayor edad. Sugerencias para su sustentabilidad.

See Oddone, Mar\_a Julieta

**Childers, Sara Melissa**, The Ohio State University

What might a (Feminist) Post-Critical Policy Analysis of Urban Education look like? : A Report from the Field

Using data from a dissertation study in-progress, this paper explores what it means to do a sort of (feminist) post-critical policy ethnography in urban education. The author focuses on theorizing the methodological implications of working the nexus of feminist theory, educational policy analysis, and post-critical ethnography in the name of social science. She will share a “report from the field” and look at the shifts in practice and analysis that emerge within this context.

**Chin, Kevin**, McGill University

Integrating Interview and Stimulated Recall Sessions to Explore Educational Beliefs About Human Rights Education

Studies suggest that educational beliefs play a strong role in directing professional practices. In order to explore the types of educational beliefs that influence the work of facilitators in the field of human rights education, interview and stimulated recall (using video to prompt educators for commentary about educational beliefs related to their own behaviours) sessions were used to collect data from three facilitators regarding these important psychological constructs. The pairing of interviews with stimulated recall helped provide richer data and greater insight into how facilitators approach their work in the promotion and protection of human rights.

**Chisholm, Mervin Everton**, University of the West Indies, Mona

Surviving and Thriving in College, Coping Strategies of African American Undergraduates at a Midwestern University - The Outsider-Within Perspective

This phenomenological case study reports on the coping strategies of African American undergraduates in a Midwestern predominantly White university. The experiences of surviving and thriving despite the odds were investigated and this study reports on the qualitative investigative techniques used in the research and the findings of a repertoire of coping mechanisms that were employed by the students to facilitate their advancement in college, persistence and eventual success. Importantly, the study created space for the actual voices of the student to be heard as their pain was communicated. Further, coping strategies such as the drawing-on the wisdom tradition of the African American community figured prominently in their surviving and thriving.

**Chodko-Zajko, Wojtek**, University of Illinois at Urbana-Champaign  
Projeto ?New AGE': cria\_Ço de espa\_os verdes para promover atividade f\_sica entre idosos.

See Malavasi, Leticia de Matos

**Choi, Jung-ah**, Governors State University  
Relationships, Relational Positionality, and Truth Claims: What do Poststructural Feminists Tell us about Qualitative Research?

My presentation will discuss an alternative way of analyzing the interview data. Regarding the question, “from what position should the truth be described?” it is generally agreed that the insider position (obtained through extended involvement in participant culture) is more valid and privileged than the outsider position. However, I will demonstrate the cases where the insider position is complicated by the specific relationship between the researcher and the participant. By foregrounding researcher’s relational positionality, the discussion will disrupt the notion of insider privilege, and disclose the “relational sense of self” as inherent part of qualitative data.

**Choi, Sunghee**, Penn State University  
An Examination on Research Methodologies in Museum Education: Revealing Myself through Autoethnography

When you do research on learning in museums, where do you usually position yourself in the research settings? Are you visible in your research settings, or invisible? This presentation explores the potential of autoethnography as an alternative methodology in the museum education field. I will present how my individual experience at the three different type of museums of an art, a natural history, and a children’s museum could be the main text of my research, revealing myself? my assumption, struggle and transformation? and weaving my personal dimension into social, cultural, and political dimensions of the museums.

**Chowdhury, Dalia**, UIUC  
Single-take Reality and Performance Theory: A case for Dreyers “ La Passion de Jeanne d’Arc”

In this paper, I use performance theory to analyze Dreyer’s representation of Jeanne d’Arc and argue that forms of subjectivity are fluid and gendered identity of the material body is ever-changing. I read the body of Jeanne as a hybrid figure who deconstructs conventional realities of gender representation. In doing so, I challenge Bazin’s positivist claim that “reality” is best captured in cinema through prolonged single-takes with none or few cuts. In conclusion, I employ performance theory to show that Bazin’s technique is manifested in the film; however, it challenges dominant discourses of reality instead of creating them.

**Christ, Thomas W**, University of Hawaii  
Using Therapeutic Interviews in a longitudinal Mixed Methods Study of 09/11 FDNY families

Mixed methods research often relies upon interviews which raise ethical and design issues. This was the case in a five-year project focusing upon grieving in 45 families traumatized by a firefighters’ death on 09/11/01. Ethics shaped methodology as access was granted only if the intervention maximized benefits and minimized trauma. Therapeutic interviews allowed participants to lead conversations without predetermined guidance providing support for the families. Qualitative therapeutic interviews and quantitative measures of mourning and depression were collected as they were beneficial for the participants and allowed for a greater understanding of the trajectory of grief and familial reconstitution over time.

**Christ, Thomas W**, University of Hawaii

Teacher perceptions and attitudes about the communicative language teaching approach when teaching English in India: An embedded mixed methods case study

Research indicates Communicative Language Teaching (CLT) prepares students to acquire written and spoken English yet there exists a problem between the theoretical conceptions and practical implementation of CLT in classrooms. It is unclear if teacher attitudes or methodological understanding hinder English acquisition. This two-phase embedded mixed-methods study surveyed, observed, and interviewed purposefully selected EFL-teachers in India about CLT practices and barriers. Results indicated teachers have positive attitudes towards CLT and understand common properties and approaches; however, classroom size, available resources, and teacher/student English proficiency interfered with language acquisition. Conclusions also highlight the methodological differences between embedded mixed-methods and multimethod research.

**Christensen, Lynne**, Foxborough Regional Charter School

Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools-Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software

See Davidson, Judith A.

**Christians, Cliff**, U IL Urbana-Champaign

Theories for a Global Ethics

What kind of theory can produce an ethics that is cross-cultural, gender inclusive, and ethnically diverse? A single-strand modernist theory that is considered neutral and corresponds to reality is not sufficient. The demands of social justice require normative models that can be believed and advocated. Given a theorists passion for them and their role in empowering to action, what kind of ethical principles are epistemologically defensible?

**Chung, Wen-Ting**, Arizona State University

Resistance and Reconstruction: a Qualitative Study of Teachers Reactions to the Educational Reform Which Prohibited Corporal Punishment of Students in Taiwan

This qualitative study investigated Taiwanese teachers reaction to the countrys educational reform policy prohibiting the use of corporal punishment in schools. Narrative analysis was used to analyze interviews with twelve elementary and middle schools teachers. The results revealed that individual teachers developed personal sets of complementary instructional strategies to deal with students misbehaviors based on their unique belief systems. For teachers who have incorporated corporal punishment, the policy impacted not only their use of one strategy but their belief systems and practices as a whole. The success of the reform relies on teachers reconstructing coherent personal belief systems and practices.

**Chupina, Ana Guisela**, Alliant International University

Challenges and Tensions of Dissertation Supervision

As faculty committed to social justice, we reflect on how our histories and identities have positioned us into mentoring doctoral students who, despite having a genuine interest in bringing forth the issues and voices of disenfranchised social groups, may be unprepared for designing and conducting qualitative research. Drawing on our collective experience, we discuss the challenges of providing unconditional support to these students. This nonetheless demands time and energy not accounted for as part of our regular workload. We take a critical look at our role in supporting institutional structures and practices that undermine our values and goals.

**Chupina, Ana Guisela**, Alliant International Universityy

Fenomenolog\_a e Historia de Vida: Ventajas y Desventajas en la Implementaci\_n de una Metodolog\_a H\_brida para Comprender las Experiencias de Mujeres Inmigrantes Centroamericanas en Estados Unidos.

El objetivo de esta presentaci\_n es estimular discusi\_n acerca de las ventajas y desventajas de implementar una metodolog\_a cualitativa h\_brida, basada en fenomenolog\_a e historia de vida. Se describe la metodolog\_a propuesta por Seidman (1998) para conducir

entrevistas fenomenolàgicas a profundidad y se examina su implementaciòn en un estudio que investigà el significado que cinco mujeres inmigrantes Centroamericanas dieran a sus experiencias de aprendizaje en los Estados Unidos. La metodolog\_a facilità interpretar las percepciones de las cinco mujeres en el contexto de sus vidas antes y despues de migrar. Adem\_s, permitià comunicar la voz de las participantes en la representaciòn de los resultados. Por otro lado, la metodolog\_a disminuyà la circularidad y saturaciòn durante las fases de recolecciòn y an\_lisis. Se sugieren alternativas para mejorar la implementaciòn de esta metodolog\_a en el estudio de mujeres inmigrantes, quienes por su g\_nero y etnicidad son a menudo v\_ctimas de invisibilidad social.

**Churcher, Kalen Mary Ann**, Niagara University

Justice from within: Criminal Justice(?) and Media through the Eyes of Angola's Inmate-Journalists

Similar to several other states, in Louisiana, a life sentence means life. Because most men enter the state's maximum-security penitentiary (Angola) voiceless and never to leave, one must question what social justice and human rights exist for them. Conversely, opponents question if such luxuries\_ are deserved. If the United States truly operates a correctional (versus punitive) justice system, who speaks for the success stories and contests the status quo? Ethnographic research surrounding the award-winning staff of The Angolite, Angola's inmate-produced magazine illuminates possible answers. Through their words and actions, one learns that justice for them must come from within.

**CIFUENTES GIL, ROSA MARIA**, Pontificia Universidad Catòlica Madre y Maestra  
NARRATIVAS EN INVESTIGACIÒN Y TRANSFORMACIÒN EDUCAUTIVA

Las narrativas son una forma de investigar en primera y segunda persona (Elliot, 1987); posibilitan comprender la ense\_anza-aprendizaje, recuperar el ser humano como sujeto (Meza, 2008, 66-67), construir subjetividades, vincular autointerpretaciones de relatos con procesos de formaciòn, reconstruir historias; hacer expl\_citas opciones, identidades de docentes como intelectuales trabajadores de la cultura, comprender y transformar la pr\_ctica (Larrosa, 1995); implican mantener vigilancia epistemolàgica cr\_tica de sus condicionamientos, posibilidades (Cifuentes, 2008, Cifuentes 2008 A). La autorreflexiàn posibilita procesos de formaciòn integral, cualificar la docencia, construir saberes pr\_cticos, fruto de la autobiograf\_a creadora e interpretaciòn de conocimientos, sentidos y fundamentos generados desde la acciòn. La reflexiòn tica aporta a tomar decisiones con rigor, ser coherentes entre lo que pensamos, sentimos, decimos y hacemos para cambiar lo que somos (Villasante, 2002); abordar con prudencia, coherencia y responsabilidad social la construcciòn de conocimiento y democracia; configurar conciencia de restituir los derechos humanos (Hermeneutica, posestructuralismo, cr\_ticos y constructivistas).

**Cifuentes, Gary**, University of Los Andes

The Political Role of Qualitative Research: Elements for a Debate in Educational Research

See Carvajal, Di genes

**Cindoglu, Dilek**, Bilkent University

Headscarves and the Modernity Revisited; Discrimination at the Market Place in Contemporary Turkey

Even though the majority of the women in Turkey are wearing headscarf in 2009, the shopping floor, particularly malls and chain stores mostly employ uncovered sales women. The head covered women are minority in the shop floor. The main questions that the author is focusing on is the perceptions and experiences of the head covered at the shop floor, as a young woman, as a true believer and as a fashion consultant. This ethnographic research has been carried on five different cities of Turkey and sponsored by TUBITAK (Turkish Science and Technology Foundation) by a generous grant.

**Cisneros Puebla, Cesar**, Universidad Aut noma Metropolitana-Iztapalapa

Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.

See Charmaz, Kathy

**Cisneros-Cohermour, Edith Juliana**, Universidad Autonoma de Yucatan  
EVALUACION DEL PROGRAMA ESCUELAS DE CALIDAD EN UN CENTRO DE EDUCACION ESPECIAL

See Brice-o-Caballero, Maritza Minelli

**Cisneros-Cohermour, Edith Juliana**, Universidad Autonoma de Yucatan  
A Qualitative evaluation of a professional development program for Physics educators  
See Atoche-Rodr\_guez, Karla Egle

**Cisneros-Puebla, Cesar A.**, Autonomous Metropolitan University-Iztapalapa, Mexico  
Qualitative Data Analysis Software: Challenges from the Periphery

Focusing on qualitative data analysis software (QDAS) and the use of it in the Spanish speaking world this paper address some of the challenges researchers from this part of the world are currently facing in their practices. It is not a diagnosis but a critical perspective of the training and teaching strategies around QDAS based on the authors experience. The practice of qualitative research in a globalized academia is bringing some new requests to the practitioners and QDAS is playing a very polemical role on it.

**Clark, Charlotte R.**, Duke University  
Using QDA Software with Undergraduate Teams: Strengths and Challenges of Using QDA Software for Undergraduate Student Teams

This paper examines the experience of four six student teams, each investigating the relationship of food and climate change on the Duke University campus in conjunction with an on-campus staff client. The students used NVivo 8 from the semester outset, both to organize and analyze their own observations and interviews, and to collaboratively work as a group. The paper will explicitly illuminate the logistical plans and realities of the teaching experience, and will provide student evaluative comment on the experience.

**Clark, M. Carolyn**, Texas A&M University  
Guiding an Autoethnographic Dissertation: Making the Road as We Walked It

By definition autoethnography is profoundly personal and rigorously scholarly. We discuss how we co-chaired our first autoethnographic dissertation, by combining methodological and conceptual expertise with an eagerness to be learners ourselves. From inception [recognizing the appropriateness of an autoethnographic approach for this particular topic (resiliency in the face of sustained childhood sexual abuse) and encouraging the student to take this path], through completion [doing battle with the Thesis Office and its resistance to innovative dissertation formats], we "made our road" together with our student and assisted her in producing a deeply moving, high quality dissertation.

**Clark, M. Carolyn**, Texas A&M  
Impressionist Tales: The View from Inside the Developing Educational Researcher

We conducted a narrative analysis of 25 impressionist tales in which doctoral students recounted a memorable moment in their experience with educational research, focusing specifically on those tales that were explicitly about identity development. The overarching theme of these tales was anxiety over what it means to be a real researcher, centering around four themes: role (How do real researchers act in the field?); ability (What must real researchers be able to do?); the learning process (How do real researchers construct knowledge?); and legitimization (How do real researchers know their work is valid?). Implications for doctoral education are discussed.

**Clark/Keefe, Kelly**, Appalachian State University  
Zombies, Undecidables, and the Mortal Desire for Creative Encounters in Qualitative Inquiry: A Cautionary Tale

A well established literature exists on the sphere of 'subjectivity' and how this sphere of influence proliferates, enriches, and confounds qualitative inquiry practices. What is less examined is the status and function of researchers' and participants' corporeality, intercorporeality, and embodied creative practices while doing research. Such an investigation begins to surface how the valorization of speech and conventional writing that precedes

and extends throughout interpretive inquiry can lead to absenting bodies, thereby reinforcing the gendered and colonialist nature of research itself. Placing philosophical and theoretical perspectives of embodiment, friendship, and creativity alongside the author's feminist methodology in practice, this paper will bring readers into experimental contact with zombies and other impossibilities as creative provocateurs; disruptors of enduring humanist conceptualizations of interpretive inquiry.

**Clarke, Adele E., UC San Francisco**

"On the Theoretical / Empirical Importance of Taking the Nonhuman Into Account

Drawing on science, technology and medicine studies, this talk argues for the theoretical / empirical importance of taking the nonhuman as well as the human into account across social science and humanities research. Symbolic interactionists, provoked by Mead and Blumer, have long taken "things" seriously along with people. However, Latour and other actor-network theorists' assertion twenty years ago of the centrality of the nonhuman made this move more explicit. In developing situational analysis, drawing also upon Haraway's concept of situated knowledges, I therefore incorporated explicit means of attending to nonhuman elements. In every situation, "things" "matter"—make a difference. How they do so is a fundamental empirical question. At the same time, through articulations of primate visions and analyses of sites where species meet, Haraway has been troubling the very distinction between human and nonhuman as itself deeply historical, political and problematic. Can we take the nonhuman into account at the same time that we observe and participate in the melting of that distinction?

**Clemensen, Nana, The Danish School of Education, University of Aarhus**

Crossing the Language Gap: Investigating Communication Strategies in Home and School Environments in Multi-Lingual Post-Colonial Zambia

As the aspect of quality in primary education in developing countries is gaining increasing emphasis among local and international stakeholders, the factor of language has shown to be in the crux. In Sub-Saharan Africa, most countries cover various local languages while maintaining an ex-colonial language as sole medium of school instruction, often with dire consequences for children's learning returns. With the aim of contributing to a more contextually integrated, language-pedagogically founded primary schooling of African children, the project described in this paper investigates communicative and social strategies in a Zambian village environment, as well as those in local schools.

**Clementz, A. Rae, University of Illinois**

Causality, Confidence Limits, Common Sense, and Colonial Theory: An Evaluators Struggle to do Meaningful Work in a Post-Whatever World

A critique of the conflicting leverage and limitations of contemporary theories and theoretical constructs in evaluation including: Michael Scrivens "common sense" causality, a purportedly qualitative system of reporting confidence limits, colonial theory, and elements of social constructivism, complexity theory and pragmatism. Presented from the frame of an evaluator who has grown up in, is subsequently trapped in, yet hopes to work in a world that is post-modern, or maybe post-post-modern, doubtfully post-partisan or post-racial, but definitely a post-whatever world. All stemming from the question, "as a qualitative evaluator, what are the methodological implications of a bad day?"

**Clemerson, Sarah Elizabeth, Birmingham**

The Potential of User-Led Research in Articulating and Meeting the Sensory Requirements of those on the Autistic Spectrum in Relation to Inclusive Spatial Design

Some people on the autistic spectrum have sensory processing and integration issues, limiting their ability to access public and private space; this restricts access to jobs and leisure activities. Research in this area is problematic; the voices of autistics are marginalised, even within disability research discourse, often compounded by impairments of social interaction and communication. Our aim is to identify common issues, to create fully, accessible space, via user-led research methodology. My presentation will discuss the potential and limitations of this method to give voice to the lived experience of marginalised communities, to generate valid research of tangible benefit.

**Clendenin, Nathan**, Duquesne University  
Rural Eclectification: Re-routing Narratives of Country Culture

As an attempt to dialogue rural studies with cultural studies and narrative theory, this paper will examine the problems of rural communities in America today as collective crises of narration and breakdowns in psychogeographic identity. By dialoguing selected theoretical frameworks (sub-altern studies, ecocriticism, and borderlands studies) with a variety of challenges that face today's rural communities (education, environment, economy, changing demographics, mental health, agriculture), this paper will attempt to outline an interdisciplinary "rural appropriate" methodology for use in rural studies that is based on a narrative re-conceptualization of rural space(s) beyond the historical city/country dyad that has long stifled rural imaginations.

**Clough, Patricia T.**, Queens College and The Graduate Center  
Praying and Playing to the Beat of a Child\_s Metronome

This performance piece takes up a number of objects that are rather framings of experimentation and regulation in the memories or memorials of a child\_s life. The rhythm of music and the piano lesson, the daily timing of penance and the repetition of prayerful ejaculations, the flicking hit of a grandfather\_s razor against a barber strap, the finger tips hitting a father\_s adding machine and the twisting pendulum of the clock close to the parent\_s bedâall are found in this piece, intensifying the sound and the feel of a childhood, making the boundary between memory and knowledge impossible.

**Coelho, Ermicia Lorena Marques**, Universidade de Fortaleza  
SISTEMATIZAÃO DA ASSISTÃNCIA DE ENFERMAGEM AOS PACIENTES EM TRATAMENTO DE HEMODIÂLISE

See Lima, Francisca Elisôngela Teixeira

**Cogger, Alise**, UC Santa Barbara  
Collaborative Research Strategies to Support LGBT Community Change

See Oaks, Laury

**Cole, Courtney E.**, Ohio University  
De-territorializing Testimony: Dislocation and Discourse in the Diaspora Hearings of the Liberian Truth and Reconciliation Commission

The Liberian Truth and Reconciliation Commission held diaspora hearings in the US to engage those who fled the country during its decades-long civil war. Using the postcolonial notion of deterritorialization, I explore the LTRCs work to include diaspora communities within its purview and the discursive practices that characterized its efforts to enact transitional justice transnationally. Based on my ethnographic observation of the LTRC's public hearings in the US, I consider the issues involved in facilitating public testimony about personal experiences. Specifically, I contemplate the utility and ethics of engaging those dislocated from Liberia by position (social and geographic) and temporality.

**Cole, Courtney E.**, Ohio University  
Performing Narratives: Truth Commissions' Discursive Construction of Post-Conflict Societies

Truth commissions are tasked with fashioning new narratives to lead post-conflict societies toward cultures of peace and respect for human rights and counter discourses that contributed to mass violence. To accomplish this, these organizations increasingly draw on personal narratives. However, individuals' narratives do not neatly square with these organizational goals. Using research I conducted in South Africa and Liberia, I consider the problems?and opportunities?that arise from facilitating the public performance of personal narratives. I also reflect on the difficulties truth commissions face in using individuals' narratives to build discourses of peace and entrench new master narratives of reconciliation.

**Coleman, Julianne**, University of Alabama

Using Graphical Representation Pedagogy in a Historically Black Community College Biology Classroom: Now I See What You Are Saying Chantae M. Calhoun, Sherry Nichols, Julianne Coleman, University of Alabama

See Calhoun, Chantae

**Coleman, Julianne**, University of Alabama

Exploring Graphical Representation Pedagogy as a Counter Narrative in Elementary Science Teacher Education Sharon E. Nichols, Julianne Coleman, University of Alabama

See Nichols, Sharon Elizabeth

**Collares, Patr\_cia Moreira Costa**, UNIFOR

Uso de Drogas: Conversando com o Jovem de Ensino M dio

A pesquisa versa sobre a investigaÇo do significado da droga para o jovem escolar, bem como a relaÇo desta com sua rede social. Estudo explorat rio descritivo de cunho qualitativo, realizado em 2005. Foram entrevistados 9 jovens do ensino m dio de uma escola da rede p\_blica municipal de Fortaleza-Ce/Brasil. Ao termino, encontramos que na rede dos jovens o consumo de drogas freq\_ente; todos mencionaram conhecer amigos e vizinhos que fazem uso. As falas revelaram que tal uso est\_associado \_ fraqueza e inseguran\_a, bem como resultado das cobran\_as sociais e familiares que p\_em em risco sua estabilidade emocional.

**Collares, Patr\_cia Moreira Costa**, UNIFOR

Desenvolvimento de Recurso de AnimaÇo como Suporte Informativo na Incontin ncia Urin\_ria - New Media & Information Technology

Pesquisa objetivou conhecer o vocabul\_rio emp\_rico de mulheres idosas sobre incontin ncia urin\_ria (IU) para o desenvolvimento de um recurso de animaÇo como suporte informativo. Foi realizado um estudo qualitativo em servi\_o de aten\_Ço secund\_ria \_ sa\_de. Levantaram-se dados sociodemogr\_ficas e antecedentes pessoais relacionados \_ IU. Utilizou-se a t cnica de associaÇo livre de palavras buscando conhecer o vocabul\_rio para anatomia dos argos genitais e assolo do p lvico. Destacam-se 8 mulheres com IU. O tempo de IU variou de 1 a 8 anos. Obteve-se uma diversidade de express\_es culturais que auxiliaram a elaboraÇo do recurso, que servir\_ de estrat gia na abordagem cl\_nica profissional.

**Collares, Patr\_cia Moreira Costa**, UNIFOR

Oficina Produtiva Facilitando a Incluso de Adolescentes no Mercado de Trabalho

See De Holanda, Mariana Silva Sampaio

**Collares, Patr\_cia Moreira Costa**, UNIFOR

Apoio Social na Experi\_ncia do Familiar Cuidador

See Marques, Ana Karina Monte Cunha

**Collares, Patr\_cia Moreira Costa**, UNIFOR

Os Significados Atribu\_dos a Visita Domicili\_ria por Idosos Assistidos no Programa Sa\_de da Fam lia de Floriano - Piau\_

See Da Rocha, Christianne Macedo

**Cook, Carolyn**, San Dimas, CA

Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study.

See Stanford, Beverly Hardcastle

**Cook, Loraine D.**, University of the West Indies  
Doctoral Supervision: Perspective of the Supervisee

Doctoral study is a complex process, and the critical and overarching factor is the quality of supervision. The article presents reflections on a doctoral supervision from the perspectives of the supervisee. Key themes to emerge from these reflections on the role of the supervisor and experiences in the supervision process are: inauguration to academia: this involves the socialization and familiarization of the doctoral student with the requirements of the institution; dynamic disequilibrium: this involves the supervisor challenging the doctoral student into new ways of thinking that can sometimes be uncomfortable; and collaborative approaches: this is a model of supervisory dialogue that enhances integrative work between supervisor and supervisee.

**Cooper, Karyn**, OISE, University of Toronto

Diver (Digital Interactive Video Exploration and Reflection): A New Technological Application for the Annotation of Video Data Across Disciplines

What potential does Diver (Digital Interactive Video Exploration and Reflection) hold for researchers in the humanities? For several decades, the use of video has both captivated and confounded researchers. The enormous volume and unwieldy nature of video data has often prevented researchers from using video as a data collection or analysis tool. This presentation demonstrates the use of Diver by utilizing autobiographical video interviews from distinguished qualitative researchers from various disciplines (Clifford Geertz, Maxine Greene, for example). This application aims to accelerate the ability to conduct qualitative research across the humanities, and it also encourages dialogue regarding this new approach.

**Cooper, Karyn Anne**, OISE/UT

Arts-Based Research as Critical Pedagogy: Human Rights and Qualitative Research

See White, Robert Earle

**Corbally, Melissa Ann**, Dublin City University

The Other Side of the Coin: Male Victims Narratives of Intimate Partner Abuse (IPV) in Ireland

Intimate partner violence (IPV) is a serious problem worldwide. The dominant discourse relating to IPV suggests that this phenomenon is preprepared by men and experienced by women. This study sought to examine the other side of the coin, i.e. mens stories of abuse by women. This paper will present a narrative analysis of three male victims of IPV using the Biographic Narrative Interpretive Method. Their lived lives and told stories of IPV will be presented. The oppressive metanarrative of The System in Ireland, and its negative influence on the mens lives will also be highlighted.

**Corbett, Michael**, Acadia University

Questioning Resistance: Personal Narratives as Dialogical Process Starters

Resistance. When is it actually resisted? What is resisted? When we resist one thing, do we necessarily embrace yet another power game? Is there any place outside power where resistors operate? These are the kinds of questions that have been flying around the concept of resistance for decades. Many have put the idea to bed or applied it only in third World situations. We believe the concept still has relevance. Drawing on our teaching experiences in rural areas of Nova Scotia, the Midwest, and Indian reservations, our submission acts as a starter conversation to stimulate growth in the topic of resistance.

**Correa, Janaina Paes**, Universidade do Vale do Rio dos Sinos

Opinião dos usuários de uma Unidade Básica de Saúde de Porto Alegre/RS-Brasil, sobre o atendimento recebido.

See Fensterseifer, Lisia Maria

**Corrente, Antonio E.**, UNIJUI - Universidade Regional do Noroeste do estado do Rio

Grande do Sul

Understanding and apprenticeship of the Law of the Great Numbers in probability in a pleasurable process.

See Fricke, Ruth M.

**Cortegoso, Ana Lucia,** Universidad Federal de SCo Carlos

An\_lisis de concepciones y pr\_cticas de consumo de personas participantes en un proyecto de desarrollo territorial en Espa\_a

A partir de experiencias de apoyo a la Econom\_a Solidaria en Brasil, realizamos un estudio sobre concepciones y pr\_cticas de consumo de nuevos residentes en un territorio rural al norte de Espa\_a, como punto de partida para reflexi\_n de agentes de desarrollo rural sobre el rol de estas pr\_cticas, conveniencia de intervenir en ese tema y alternativas para ello. Los datos obtenidos apuntan al reconocimiento de la importancia del consumo para objetivos de desarrollo territorial, con diversidad de perspectivas sobre el impacto real de pr\_cticas individuales para estos resultados, limitaciones en las pr\_cticas observadas en el territorio, dificultades para presentar pr\_cticas adecuadas y potencialidades para promover pr\_cticas de consumo con las caracter\_sticas enfocadas.

**Cortegoso, Ana Lucia,** Federal de S o Carlos

Analyses of expectation of persons living in a Spanish rural area involved in a repopulation process: shirts that talk

See Cruz, F\_tima

**Cortes Ramirez, Juan Alejandro,** Universidad Pontificia Bolivariana

El cruce de caminos: los comportamientos directivos en las PyMes del sector textil en Medell\_n, Colombia. La confirmaci\_n y el rechazo de las l\_gicas administrativas vistas desde la perspectiva del aprendizaje organizacional.

La teor\_a del aprendizaje organizacional permite dar una mirada diferente a la acci\_n directiva, en donde prima reconocer las caracter\_sticas humanas de aprender y generar conocimiento. Este paper es el resultado de una investigaci\_n cualitativa a partir de entrevistas y observaci\_n en PyMes del sector textil de la ciudad de Medell\_n, Colombia. La encrucijada se evidencia en estilos directivos que se supon\_an superados por la teor\_a administrativa orientados hacia la l\_gica utilitarista del hombre como recurso negando su aprendizaje y por otro lado algunos comportamientos que manifiestan acciones asociativas entre competidores y preocupaciones por los problemas sociales de los empleados

**Cort s, Cecilia None,** Universidad Nacional de Buenos Aires

Participaci\_n Pol\_tica en la Argentina: intereses individuales y bien com\_n

Este trabajo es sobre participaci\_n política en la Argentina estudiada a partir de la tradic\_i\_n constructivista, el paradigma interpretativo, la antropolog\_i\_a política y la hermenéutica Mi propuesta consiste en analizar a partir de entrevistas en profundidad las motivaciones asociadas a la participaci\_n en partidos u organizaciones políticas se tendra en cuenta el cruce entre intereses individuales y valores asociados a la idea de bien comun Siguiendo la propuesta de Jack Katz la entrevista recorrera el camino desde el how to why atendiendo a la forma en que se estructuran las nociones de justicia social y lealtad en la tradici\_n peronista

**Coryell, Joellen E.,** University of Texas-San Antonio

Impressionist Tales: The View from Inside the Developing Educational Researcher

See Clark, M. Carolyn

**Costa, L\_llian de Queiroz,** Federal University of Ceara

Social Representation: the Analysis of the Existence in a Federal University's Campus of Brazil.

See Cavalcante, Maria Beatriz de Paula Tavares

**Costa, Marisa Vorraber**, Universidade Federal do Rio Grande do Sul

La etnogr\_a posmoderna y sus posibilidades en el estudio de la escuela contempor\_nea y sus protagonistas

La ponencia discute las posibilidades del trabajo etnogr\_fico en la investigaci\_n del universo escolar. El foco tem\_tico central es el tensionamiento de la condicin posmoderna ? ambivalencia, incertidumbre, provisividad, instabilidad, crisis de la representaci\_n ? y sus conexiones con nuevos modos de ser sujeto y nuevos modos de investigaci\_n. El trabajo se desarrolla a partir de una investigaci\_n que estudia la entrada y la presencia en la escuela de la cultura contempor\_nea de la media, del espect\_culo y del consumo, y su productividad en la constituci\_n de sujetos y en la conformaci\_n de pr\_cticas pedag\_gicas. La cultura mediatizada saturada de im\_genes opera dispositivos poderosos con profundas repercusiones en la vida y en la conducta de ni\_os y j\_venes en las sociedades contempor\_neas. Ni\_os y j\_venes escolares forjan sus experiencias en el interior de una nueva orden, definida principalmente en t\_rminos de una econom\_a liberta de embarazos pol\_ticos, ticos y culturales

**Costa, Marisa Vorraber**, Universidade Federal do Rio Grande do Sul

Raz\_n y sensibilidad en la Investigaci\_n Cualitativa de la virada posmoderna

Reflexi\_n sobre la Investigaci\_n Cualitativa ubicada en el contexto contempor\_neo de la investigaci\_n cient\_fica en la virada posmoderna, edificada en el \_mbito de influencias de uno de los m\_s pol\_micos conceptos de las ciencias humanas y sociales de la actualidad. El eje central son los embates para el delineamiento de abordajes investigativos m\_s sensibles a las formas culturales, a los modos como se desenrollan los procesos, fen\_omenos y producciones culturales en las sociedades de hoy. El argumento es que est\_en andamiento la constituci\_n de un nuevo modo de vida y, con el, el esbozo de una nueva gram\_tica cultural, en la cual se dibujan los intentos de movimentaci\_n en los meandros de sus prescripciones normativas, morfolog\_as, l\_xico, sintaxis y sem\_ntica. Una investigaci\_n consiste en montar una "perspectiva para ver", y en aguzar la sensibilidad para "leer" los textos culturales que ah\_se presentan en toda su complejidad.

**Couture, Elizabeth Mae**, Otterbein College

Circles of Hope: A Qualitative Analysis of Narratives and Drawings from Zimbabwean Orphans

What does hope mean to a child struggling to survive? To address this question, I adapted and used positive psychology's hope theory to understand the perspectives of 58 Zimbabwean orphans. During semi-structured interviews, the children drew pictures of hope and answered three open-ended questions regarding hope. Qualitative analysis of the individual responses revealed distinctive themes. The children described hope in terms of concrete images and specific actions, future goals and ways of reaching these goals, and the needs of others in the community. The results highlighted the developmental aspects of hope as a cognitive and social construct.

**Covarrubias, Esmeralda**, Universidad Autonoma Metropolitana - Xochimilco

Procesos de autonomia y dependencia en la investigacion cualitativa de posgrado. Relato a dos voces.

El trayecto entre la formulaci\_n del problema de investigaci\_n y la elecci\_n de metodolog\_a en la formaci\_n de posgrado est\_moldeado por la asesor\_a y las reglamentaciones universitarias, que provocan en el estudiante dependencia para decidir con respecto a lo que les interesa conocer. Sin embargo, el acercamiento a la mirada, el razonamiento y la reflexi\_n cualitativa puede ayudar al estudiante a re-apropiarse de su inter\_s por conocer, logrando una mayor autonom\_a y satisfacci\_n en su trabajo. Este es un relato a dos voces que cuenta la experiencia de dos estudiantes que, por caminos distintos logran cambios en la manera de tomar decisiones con respecto a su trabajo de investigaci\_n y los efectos que esto tiene sobre su problema de investigaci\_n y su metodolog\_a.

**Cowell, Noel M.**, University of the West Indies

Investigating the link between Corporate Strategy and Criminal Violence in Jamaica

In 2006, Jamaica was described by the British Broadcasting Corporation as the "murder capital of the world" after reporting 1674 murders for the year 2005. Concern with the

impact of non-violent crime on business organisations has spawned a body of literature focussing on the business as a victim. As yet however there has been no research examining the relationship between human resource management practices and criminal violence. This qualitative paper seeks to determine the nature and sources of criminal violence and how it has impacted human resource management practices in selected firms in Jamaica.

**Craveiro, Isabel Rodrigues**, Universidade Nova de Lisboa

The patterns of maternal healthcare utilization among poor and non-poor women living in urban areas: a mixed methods design

This study tries to understand if fertility is related or not to poverty among fertile Portuguese urban women. Data was collected relating the utilization of maternal healthcare services, in different social contexts. We did a case-control study, with a sample of 1513 fertile women, through a questionnaire; and subsequently a phenomenological study, conducting focus groups and semi-structured interviews with a smaller sample of those women. We used a mixed-methods design because of the complexity of the issues under study, namely, the inter relationship between fertility and poverty and the importance of representations in the patterns of use of healthcare.

**Creswell, John**, University of Nebraska-Lincoln

Using a Transformative, Emancipatory Lens in Mixed Methods Studies

Several authors have questioned the post-positivist leanings and lack of interpretive, theoretical frameworks in mixed methods research (Denzin & Lincoln, 2005; Howe, 2004). In answer to this concern, this presentation will review 34 mixed methods studies which utilize a transformative-emancipatory framework. The specific transformative lenses include feminism, critical race theory, and advocacy based upon socio-economic status, sexual orientation, age, and other categorizations according to Mertens (2003). The review will address basic characteristics of mixed methods in the studies and assess the extent to which the transformative emancipatory lens is useful in mixed methods research.

**Creswell, John**, University of Nebraska Lincoln

Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.

See Charmaz, Kathy

**Cristancho, Sergio**, Universidad de Antioquia

Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S.

U.S. Latinos are increasingly affected by growing cardiovascular health disparities but limited knowledge about their specific needs and concerns have hindered the implementation of effective health promotion programs. We conducted 13 in-depth interviews to a stratified purposeful sampling of adult Latino immigrants in northwestern Illinois. Using grounded theory; we identified emerging themes in relevant access and risk factors. We asked participants to contrast their pre and post migration experiences in order to suggest key acculturation areas that deserve special attention in the design and implementation of culturally competent and acculturation sensitive cardiovascular health promotion programs for Latino immigrants.

**Cristancho, Sergio**, Universidad de Antioquia

Investigaciòn Acciòn Participativa Basada en la Comunidad: Experiencias en la Identificaciòn y Soluciòn de Inequidades en Salud en Poblaciones Vulnerables de E.E.U.U. y Colombia

See Garces, Marcela

**Critelli, Filomena M.**, University at Buffalo

Claiming the Right to Freedom from Violence in Pakistan Filomena M. Critelli University at Buffalo

Gender-based violence is a serious violation of basic human rights throughout the world. Counter to many Western images of Muslim women as passive victims, women's

organizations in Pakistan are actively responding to violence and gender discrimination. Based upon in-depth interviews with founders and staff of a legal program and shelter for women in Lahore, Pakistan, the paper explores how a human rights framework is being applied to provide services and advocate for public support for women's rights to safety and security within their social, cultural and political context.

**Crunkilton, Dhira D.**, Southeast Missouri State University

Collecting Qualitative Data for Program Evaluation via Journey Mapping Technology

Journey Mapping offers a way to collect narrative data when the rigors of qualitative research are not required, yet the benefits of electronically capturing the rich nature of narrative data are desired. The Journey Mapping technology does not analyze the data, but stores the narrative data for future use and authorized electronic sharing. Hypothesized to be cost-effective, to have a user-friendly format, and to integrate both qualitative and quantitative methods, Journey Mapping exploits 21st century technology for capturing and sharing data in a unique manner. How to use the Journey Mapping tool, as well as research findings, will be presented.

**Cruz, F\_tima**, of Valladolid

An\_lisis de concepc\_ones y pr\_cticas de consumo de personas participantes en un proyecto de desarrollo territorial en Espa\_a

See Cortegoso, Ana Lucia

**Cruz, F\_tima**, of Valladolid

Analyses of expectation of persons living in a Spanish rural area involved in a repopulation process: shirts that talk

The purpose of this study is to show the motivations and expectations that new residents -involved in a repopulation process in the north of Spain. Through integrative dynamics of group carried out during a meetings, participants had to write on their shirts their own reasons so as their expectations to live in small villages. The information on the shirts were systematized, permitting identify relevant aspects to take into account, as a development agents, when planning strategies of actuation. The data collected show the importance given to the nature, the apparently romantic point of view of the rural life and to the personal satisfactions to live in the countryside.

**Cruz, F\_tima**, of Valladolid

A case study about the training of the autonomous subjectivity: Paideia School

Through a case study, we analyse the experience of Paideia School in Merida (Spain). The self-management is a basic principle to this libertarian school. Based on the principle of responsible freedom and solidarity among equals they look for autonomous, cooperative and supportive persons through the individual and collective self governance. This study tries to understand the system of work of this school through their daily routines and it focuses on the relationship established among the different actors involved (students, parents and teachers) and between them and the school institutionalised mechanisms: routines, rules, procedures, pedagogic project. We also analyse the effects on their participants of the school organization and personal relationships in the process of construction of autonomous subjectivities.

**Cruz, Lyvia de Ara\_jo**, Universidade de Fortaleza

Percep\_Co do Surdo sobre o Impacto do Implante Coclear no Cotidiano

Objetivo: Identificar a percep\_Co do surdo sobre o impacto do implante coclear no cotidiano. M todo: Estudo descritivo, em 2007, entrevistando por orkut 3 pessoas com 20 a 25 anos, 2 com 40 a 45 anos. Resultados: Quatro decidiram fazer o implante porque queriam ouvir; um, os pais decidiram. Afirmaram nCo haver impacto no cotidiano, mas que dificulta o uso do celular, fone de ouvido, evitar esportes de contato; e aus\_ncia de acompanhamento pr\_o ou p\_simplante. Conclus\_es: Os surdos investigados nCo perceberam impacto em seu cotidiano, provavelmente por nCo haver prepara\_Co por equipe interdisciplinar para a interven\_Co e suas repercuss\_es.

**Cummings, E. Mark**, University of Notre Dame

Qualitative assessment of mother's perceptions of community and sectarian violence in Northern Ireland: Implications for child security and adjustment

See Taylor, Laura Kathryn

**CUNHA, ANTONIO JOSE LEDO**, FEDERAL DO RIO DE JANEIRO

Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.

See MACHADO, MARCIA M TAVARES

**Cunningham, Nance Killough**, University of Oklahoma

The Long Fingers of Eugenics: How Far Do They Reach?

Eugenics education in the United States 1900-1945 meant teaching those of good stock to breed often and fervently for the health of the country, to marginalize, isolate, and sterilize those of poor stock, especially the "feeble-minded." In this narrative inquiry study, the author explores the possible involvement of her family and her church in the eugenics movement as she relates her study of eugenics education in Oklahoma, where her parents were born and raised, and her study of the involvement of Congregational churches, which became the UCC, of which she is a member. She considers her own lingering biases.

**Custádio, Ires Lopes**, Universidade de Fortaleza

Assistência de enfermagem ao paciente após infarto agudo do miocárdio - estudo de caso

See Lima, Francisca Elisângela Teixeira

**Cuthbertson, Courtney**, University of Illinois

A Welcoming Community? An Analysis of LGBT Culture in a Community Church

This paper comes from a larger study that examines the extent to which a Lesbian, Gay, Bisexual, and Transgender (LGBT) community exists and the institutions, businesses and agencies which provide support for the LGBT community in a non-metropolitan area. The boundaries of this community will be explored through limitations on social, religious, and status-based characteristics. The research will examine what facilitates entry into the community and the generation of a sense of communion. As well, the research will explore what factors impede integration into the community. In this paper a church touted as "open and welcoming" will be examined to determine the extent to which its words match the culture of the congregation. We apply the representational theory of Jean Baudrillard to analyze our ethnographic data.

**Cutts, Qiana M**, Georgia State University

Removing the Mask, I am African!: A Biopoem

Growing up in the South in the 1980s I was fortunate not to have to experience the assault that some of my ancestors had because of the color of their skin. However, I knew I had to study harder and perform better. My Black friends depended on me to "represent", and my Caucasian classmates expected me to be their non-confrontational Black classmate. And I wore that mask so tightly that I could not breathe. Using Rodriguez' (2006) notion of Un/masking Identity, this biopoem will depict my redefining myself as a Black person, and more specifically as a person of African-descendent.

**Da Rocha, Christianne Macedo**, UNIFOR

Os Significados Atribuídos à Visita Domiciliaria por Idosos Assistidos no Programa Saúde da Família de Floriano-Piauí

Pesquisa descritiva, de dimensão qualitativa, que objetivou compreender os significados atribuídos à visita domiciliaria (VD) por idosos assistidos pelo Programa Saúde da Família de Floriano-Piauí. Dados coletados por entrevista semi-estruturada, e organizados com a técnica do Discurso do Sujeito Coletivo, participaram 15 idosos. Os resultados apontam para o fato de a VD ser necessária e desejada pelos idosos, no entanto alguns discursos demonstraram insatisfações principalmente no que diz respeito ao relacionamento equipe de saúde-cliente e a ausência da equipe completa durante a VD. Alguns discursos provocaram reflexões no sentido da necessidade de conduzir a VD como prática de saúde.

**da Silva, Kelanne Lima**, Universidade Federal do Ceará  
CULTURA MASCULINA E RELIGIOSIDADE NA PREVENÇÃO DAS DST/AIDS EM ADOLESCENTES

See Ferreira, Adriana Gomes Nogueira

**da Silva, Raimunda Magalhães**, Universidade de Fortaleza  
AVALIAÇÃO DO PRÉ-NATAL NA ATENÇÃO BÍSICA: PERCEPÇÃO DA GESTANTE E A INTEGRALIDADE NAS AÇÕES DE SAÚDE

Objetivou-se avaliar, na percepção da gestante, o pré-natal sob organização do serviço de saúde/prática profissional e analisar integralidade das ações de saúde. Estudo avaliativo com 21 gestantes entrevistadas de julho/outubro/2008. Organizou-se resultados em duas temáticas: organização do serviço e prática profissional. Observou-se satisfação quanto ao serviço de pré-natal devido a acessibilidade, exames, encaminhamentos odontológicos e medicamentos; nas práticas profissionais, insatisfação com falta de acolhimento e atenção direcionada ao bebê. Profissionais devem criar vínculos e comunicar-se com a gestante assistindo esta em totalidade para que gerenciem hábitos saudáveis para promoção da saúde.

**DA SILVA, RAIMUNDA MAGALHÃES**, UNIFOR  
PRÉ-NATAL EM UM CENTRO DE SAÚDE DA FAMÍLIA DO CEARÁ - BRASIL:  
SIGNIFICADOS E MUDANÇAS COMPORTAMENTAIS DA GESTANTE

Objetivou-se compreender significado da atenção pré-natal pelas gestantes e analisar as mudanças comportamentais. Pesquisa com abordagem interacionista com 25 gestantes entre março/julho de 2008. Os resultados foram agrupados em: significado do pré-natal e mudanças comportamentais. Para gestantes o pré-natal está relacionado à promoção da saúde do bebê e a prevenção de complicações gestacionais. As mudanças comportamentais ocorreram articuladas com realidade cultural, socioeconómica e emocional. A orientação recebida voltou-se para alimentação e cuidados com corpo. O pré-natal não atendeu às necessidades de saúde e de informação das mulheres, com pouco cunho educativo e insuficiente preparação para a gestação e o puerpério.

**Da-Gama, Carlos-Alberto Pegolo**, Universidade Estadual de Campinas  
Dos Grupos Focais aos Grupos Focais Narrativos e Hermeneuticos: Uma proposta metodológica.

See Campos, Rosana Onocko

**Da-Gama, Carlos-Alberto Pegolo**, Universidade Estadual de Campinas  
From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal.

See Campos, Rosana Onocko

**Da-Gama, Carlos-Alberto Pegolo**, Universidade Estadual de Campinas  
Uma revisão qualitativa do tema das narrativas

See Campos, Rosana Onocko

**Da-Gama, Carlos-Alberto Pegolo**, Universidade Estadual de Campinas  
The narrative construction as an approach for mediation categories

See Campos, Rosana Onocko

**Daas, Ruba**, Hebrew University  
Back to Religion amongst Arab Palestinian Educated Women in Israel

See Diab, Khansaa

**Daiello, Vicki**, The Ohio State University  
To Inhabit an Impossible Text: Being With/In the Writing Impasse

Presentation focuses on a student's un-becoming moments of crafting a writerly text, wherein impatience, anxiety, uncertainty inherent in symbolizing the impossible-to-express \_satisfying object became a writing impasse. A site of \_difficult knowledge where borderline, discursive moments of \_almost and \_until were knotted with desire to construct and communicate meaning, the student's impasse was re-recognized and re-signified as an act of researcher reflexivity. This paper shares process notes and visual-textual examples of reflexive knowledge that grew from a commitment to patience and pacing, a willingness to linger with/in the discomfort of an impasse, and the desire to write the impossible.

**Daine, Julia K.**, University of Oklahoma  
The use of foreign films in creating cultural awareness and understanding

Qualitatively, this paper explores the use of foreign films as a means to enhance and create cultural awareness and understanding. It reports on students' responses to the use of foreign films in educational programs. Following self-reflection and group interaction students report how the films affected their ideas, beliefs, and assumptions about cultures other than their own. This study revealed two themes: Stereotypical assumptions and values in viewing foreign films in academia. The data suggests that integrating films from various cultures with educational curriculum increases cultural awareness through reflection on previously held stereotypes and assumptions contributing to a decrease in ethnocentrism.

**Dalben, Ivete**, Faculdade de Medicina de Botucatu, UNESP  
Intera\_Co do professor com alunos usu\_rios de substncias psicoativas.

See Rossi, Lilian Cristina Castro

**Daly, Tamara**, York  
Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research.

This paper reflects on an international comparative study exploring long-term care across Canada and Scandinavia. The study employed quantitative and qualitative methods, providing an opportunity to reflect on their differing contributions. The key finding of structural violence emerged through qualitative inquiry, which enabled the numbers to make sense and identified important patterns. Further, the qualitative component contributed surprising insights for addressing structural violence. This study provides a compelling illustration of how qualitative inquiry can contribute to struggles around basic human rights, such as the right for workers to care in safe conditions and for seniors to receive quality care.

**Daniels, Doria**, Stellenbosch University  
Breaking with township Gangsterism: the struggle for place and voice

For many Cape Flats communities in the Western Cape province of South Africa gangsterism defines the dominant culture. Nearly half of Cape Flats residents are younger than 25 years. Though mental health of the youth is fundamental to personal well-being and community wellness, limited research has been done with township youth. The researchers sought to develop a critical understanding of the childhood experiences of three township youth who grew up to become active gangsters. Our findings show that the choices that youth who engaged in gang and criminal activities make cannot be separated from the social disorganization of their communities.

**Davidson, Judith A.**, University of Massachusetts-Lowell  
Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools-Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software

This session presents the results of a study of the initiating stages of qualitative inquiry as they unfold in relationship to three powerful tools—autoethnography, arts-based research, and Qualitative Data Analysis Software. Using a doctoral level qualitative research course as our starting point, six qualitative inquiries were initiated using these three components. Within and cross-case analysis of the initiation stages of the six proj-

ects was conducted using NVivo software. We provide a critical discussion of the methodological issues related to qualitative inquiry initiation in this new context.

**Davidson, Judith Ann**, University of Massachusetts-Lowell

Autoethnography/Self-Study/Arts-based Research/Qualitative Data Analysis Software: Mixing, Shaking, and Recombining Qualitative Research Tools in the Act of Recreating Oneself as Qualitative Researcher, Instructor, and Learner

In this paper I describe the ways that I studied myself as both teacher (of a doctoral level course in Qualitative Research Methods introducing Autoethnography/Self-Study/Arts-based Research/ Qualitative Data Analysis Software) learner (as a student in an art class at a local art center that blended hands-on art work with introduction to new artists, styles, and materials), and researcher (using Autoethnography/Self-Study/Arts-based Research/Qualitative Data Analysis Software to study my teaching AND learning experiences). My data, which included curriculum logs, photographs, scanned in art pieces and other artifacts, was organized within an NVivo data base. I discuss the ways that the methodological tools were reflexively combined using NVivo as an anchor for the organization and analysis of the project, the results of this methodological/technological combination on my understandings as teacher, learner, and researcher, and the implications of my findings for qualitative researchers.

**Davies, Bronwyn**, University of Western Sydney

Pedagogical encounters: An introduction

Pedagogical principles developed in the specific settings of Reggio Emilia education are brought together with contemporary poststructural philosophy, particularly that of Deleuze and Guattari and others who use their work, to build a theoretical frame for understanding teaching and learning in place at all levels of education. Collective biographies and ethnographic data are analysed as 'stories-so-far' of teaching and learning. Place making is theorised as a relational art, and pedagogical places are explored in terms of their capacities to enable modes of being from which new ideas, new expressions, and new ways of performing life can be generated. The individualised and unitary subject, once a significant and desired product of educational practices, gives way in this new way of thinking about pedagogy and place, to what Guattari et al (1995) called an interdependent "ethico-aesthetic" paradigm". This paper provides the context for elaborations of different pedagogical sites in the accompanying papers.

**Davies, Bronwyn**, University of Western Sydney

Using Deleuzian Thought in Collaborative Writing

This spotlight session brings together 4 writers from Australia and the UK, who are working together to explore what insights Deleuze can offer us into our engagement in collaborative writing. Jonathan and Ken in the UK and Bronwyn and Sue in Australia have separate histories of collaborative writing. In this collaborative project they extend their thinking about Deleuze and work with his concepts to reflexively examine their own four-way collaboration. The thoughts of Deleuze provide a means of looking at collaborative writing as performance, as a means of becoming, each for the unknown other; selves as writers and academics, but also sexed subjects living complex lives, in this case in worlds many miles apart. Deleuze talks of his 'between the twos' with Guattari and in this session the authors examine how they write themselves for their collaborative others, these intimate strangers, in deeply embodied ways. The words that flow in between and among the authors send out ripples that become manifest in each of their everyday lives. The autoethnographic and dialogic nature of this collaboration can be characterized as Deleuzian nomadic flows and intensities. The exchanges, sometimes voluptuous, sometimes agonistic, in the *d* *lire* of unexpected moments, call and respond to one another, casting out lines that make new thoughts possible, spinning us off the rails in different directions and leaving them perhaps where they were at the beginning but somehow with everything transformed. Deleuze reassures his readers that in such collaborations it is both remarkable but of no great concern how little authors might know about each other, how delicate their multiplicities and connections are, how oblique their references to their personal contexts might be, how indistinct and yet how vividly seething their collaborative body-without-organs is. In this shifting collaborative space the reflexive bodies of the collaborating authors draw out the richness of their multiple intersecting lives, using that

richness to explore Deleuzian concepts as they interact with the ongoing act of collaboration. This session offers the collective and multiple senses of how the thoughts of Deleuze can be brought to life in collaborative writing.

**Davis, Amira Millicent**, University of Illinois

“Born to be Wild” or a “Tale of Two Theories”: the autoethnographic musings of a female revolutionary

I am the daughter of a Jazz Man and a Blues Woman born screaming into the spectacle of Emmitt Till. Denzin (1989) describes interactional moments that create potentially transformational experiences as epiphanies, subdivided as the major, the minor, the cumulative, the minor and the illuminative and the relived. In his model for the examination of racialized identity formation, Cross (1991) offers a Nigrescence Model with a four-stage approach to understanding the development of Black racial identity. My story illuminates how the convergence of these theories offers a new lens through which to view the maturation of a critical, Africana feminism.

**Davis, Andrea M.**, University of South Carolina Upstate  
(Un)stable Space(s): Critical Ethnography of Nightclub Spaces

Using critical ethnography and Butlers theory of performativity, I studied the ways in which space was created at a nightclub with three theme nights: 80s, Drag, and Goth. Performativity of space, like performativity of identity, occurred not through a single performance but through the constant and consistent repetition of performances over a period of time. Specifically the history of the space created stability for the nightclub that remained regardless of the individuals within it. The specific theme nights, however, did not reap the benefits of that stability.

**Davis, Karen C.**, University of Cincinnati

Creative Connections: Youth Engagement in Computing Concepts Through Digital Arts

See Arndt, Angela E.

**Day, Jillian Webb**, University of Texas M. D. Anderson Cancer Center

Using Mixed Methods to Understand the Effects of Organizational Climate and Culture in Business: A Case Study

In practice, the relationship between organizational culture and climate often overlaps and cannot be studied independently. Neither qualitative nor quantitative methods alone are sufficient to explore the relationship between these concepts or their combined effects. A mixed methods approach can yield a more thorough understanding about how these two concepts intersect and how they impact organizational outcomes. This paper highlights a case study where a mixed methods approach was used in a business unit to examine how bureaucracy, defined as both a measure of climate and culture, was influenced by employees perceptions (the effect) and in turn, impacted the departmental culture (the cause).

**DE AHOGADO, SOLEDAD ALVAREZ**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA

Representaciones Sociales y pr\_cticas sobre el tabaco y los efectos nocivos para la salud en los jàvenes universitarios.

See IZQUIERDO, GIOVANE MENDIETA

**de Barros, Nelson Filice**, University of Campinas

Vaccine coverage and immunization perceptions - a care givers qualitative research

It is well known that less than 95% of population vaccine coverage can open the possibility to infect-contagious disease epidemic events. Recent vaccine coverage research found small immunization coverage in rich and poor socio-economic classes in some cities in Brazil. The aim of this paper is to identify the vaccine's perceptions of less than two years child care givers rich and poor. The research was developed in five important Brazilian cities: Belo Horizonte, Recife, Goiânia, São Paulo and Florianópolis; guided by the hypotheses that rich people choose not to vaccinate their children, influenced by biomedical critical physicians, and poor people ignore the immunization process because of their social disengagement.

ment. This study's implications are related to the criticism of medicalization and public social inclusion policies in developing countries.

**de Barros, Nelson Filice**, University of Campinas  
My son was born in a day labor

Starting from the autoethnography perspective we built a dense description and analysis of our son's birth labor and nativity. We analyzed this experience because it happened at home, which is completely unusual in Brazilian health services tradition. The main idea is to use J.P Spradley's descriptive matrix to consider the space, actors, activities, objects, acts, events, times, goals and feelings, observed during the labor. This paper's implications are both methodological, as it discusses the self-centered process in knowledge development, and sociological, by trying to redeem person autonomy and resist to the medicalization of health practices. In conclusion, ten hours' birth labor brought us deep reflections about medicine power, uncomfortable freedom and the importance of cultural support.

**de Barros, Nelson Filice**, University of Campinas  
Managing Differences to Build and Develop International Research Collaboration

The international research collaboration (IRC) can be developed in different ways and since decades ago knowledge transference has been stimulated as mutual positive relationship. This paper presents elements that make IRC easy or difficult, taking as reference a concrete experience. Data collection was developed as part of the autoethnography and data analysis made in: building collaboration, developing projects and disseminating results. It was concluded that IRC is an important opportunity to develop the social sciences principles, as distancing and alterity, and expanding the analytical perspective transposing the local parroquialism.

**de Barros, Nelson Filice**, University of Campinas  
Quilombolas' perceptions of health and illness

See Siegel, Pamela

**de Barros, Nelson Filice**, University of Campinas  
YOGA IN BRAZIL AND THE NATIONAL HEALTH SYSTEM

See Siegel, Pamela

**De Brauwere, Greet**, University College Ghent  
Tracing the Potential of Combining Cartographies and Narratives in Researching Processes of Community Participation

See Verschelden, Griet

**de Carvalho, Larissa Carpintero**,  
My son was born in a day labor

See de Barros, Nelson Filice

**De Holanda, Mariana Silva Sampaio**, UNIFOR  
Oficina Produtiva Facilitando a Inclusão de Adolescentes no Mercado de Trabalho

Com o objetivo de identificar as oficinas produtivas como facilitadoras de inclusão dos adolescentes no mercado de trabalho realizou-se pesquisa de campo em 2007, com abordagem qualitativa, numa perspectiva descritiva, com adolescentes de uma comunidade de classe socio-econômica baixa, em Fortaleza-CE. A coleta de informações deu-se através de entrevista semi-estruturada e observação-participante com registros em diário de campo. Os dados foram analisados através da técnica de análise do discurso. O grupo composto por 11 adolescentes na faixa etária de 16 a 18 anos desenvolveu 3 categorias. Verificou-se que as oficinas produtivas são uma estratégia que facilita a profissionalização dos adolescentes gerando renda, incluindo-os no mercado de trabalho e, ainda, dando significado à sua vida para um processo de reconstrução.

**de la Garza, Amira**, Arizona State University  
The Sanctity of Marriage in the Shadows of Prop 8

This paper addresses the deep ambiguities regarding the purpose and nature of contemporary matrimony, utilizing the arguments for and against Proposition 8 as indicators of the underlying tensions. Jungs theory of the shadow is utilized as a heuristic for identifying the problematic nature in regarding marriage as “sacred;” the shadow side of unions is explored, and gay marriages are interrogated for their ability to bring to light aspects of marriage that can be addressed if confronted. The theory of the shadow is further used to explore why opposition to Proposition 8 is exceptionally volatile and risk-fraught. The challenge of developing a pragmatic response to such a psycho-cultural analysis is also discussed.

**De Pe-a, Luceli Pati-o**, De Ibagué

La investigaciòn cualitativa en la formaciòn de docentes universitarios

Este texto es el resultado de la reflexiòn sobre algunos ejercicios de investigaciòn cualitativa en programas de formaciòn de docentes universitarios. El propàsito ha sido constituir la investigaciòn como eje para la reflexiòn pedagàgica, a trav s de la escritura y la observaciòn de la pr\_ctica docente, para proponer transformaciones al quehacer diario en el aula de clase. Este trabajo se ha desarrollado en la universidad en programas de desarrollo profesional en los cuales se aborda la investigaciòn sobre la pr\_ctica pedagàgica, como elemento sustancial del ser docente.

**de Simoni, Carmem**,

Quilombolas' perceptions of health and illness

See Siegel, Pamela

**de Sousa, Francisca Georgina Mac do**, Univ. Federal do Maranhão

Tecendo a Teia do Cuidado \_ Crian\_a na Aten\_Co B\_sica de Sa\_de: dos seus Contornos ao Encontro com a Integralidade

A integralidade do cuidado \_ crian\_a na APS foi objeto da investiga\_Co cujo objetivo consistiu em construir modelo teórico explicativo a partir dos significados atribu\_dos por profissionais e mCes. Utilizou-se dos pressupostos da Grounded Theory como referencial metodológico. Participaram 29 sujeitos. Utilizou-se da entrevista semi-estruturada para a coleta de dados. Desse processo emergiu seis categorias e um fen\_meno nomeado Perspectivando a Integralidade do Cuidado a Crian\_a na APS em Contexto de Mudan\_as. Um modelo que d\_significa\_Co \_ produ\_Co do cuidado a partir das tecnologias relacionais organizadas por atitudes e subjetividades dos profissionais e da organiza\_Co do trabalho.

**de Sousa, Pedro Ricardo Mesquita**, Universidade Federal do Cear\_

CULTURA MASCULINA E RELIGIOSIDADE NA PREVEN\_O DAS DST/AIDS EM ADOLESCENTES

See Ferreira, Adriana Gomes Nogueira

**de Viesca, Mar\_a Blanca Ramos**, Nacional Aut\_noma de M\_xico, UNAM

The Importance of Qualitative Investigation in Bioethical Problems Derived from Aesthetic Surgery.

Aesthetic Surgery is a source of important reflexions on the Bioethical problems derived from its undiscriminated practice. As elective patient asked procedures it do not fall in the field of necessity but in that of personal liberty exercise. The main problems We identify are related to dysmorphophobia and desire to have an ideal face or bodily image. Non paradigmatic but significative Case studies open the possibility to explore personal preferences, beauty ideals, cultural aesthetic models, aesthetic colonization, comercial interests and the bioethical dynamic and variated limits concerning doctor and patient tendencies and preferences.

**De Visscher, Sven**, University College Ghent

Tracing the Potential of Combining Cartographies and Narratives in Researching Processes of Community Participation

See Verschelden, Griet

**De Visscher, Sven**, Ghent University

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study.

See Steel, Riet

**Deacon, Zermarie**, University of Oklahoma

Reaching the Truly Hard to Reach: Methodological Challenges for Making Psychology More Representative Zermarie Deacon, University of Oklahoma

US-based social scientists have become increasingly aware of ethnocentric biases inherent in a lot of our work. Community psychology has been no stranger to this process and has increasingly concerned itself with cross-cultural interpretations of illness and health. However, the viewpoints of communities who are geographically easier to reach or who speak languages in which we are more fluent are often privileged. Overcoming this bias presents genuine methodological challenges, with which we, as social scientists, have not yet fully grappled. The proposed paper will highlight some of these challenges, and potential solutions, based upon qualitative fieldwork conducted in rural Mozambique.

**Deakin, Lauren McCotter**, Cedarville University

A Qualitative Analysis of Prostitution's Detrimental Psychological Effects

See Firmin, Michael W.

**Dedeoglu, Hakan**, Hacettepe University

Preservice Teachers As Developmental Readers

This research investigates authobiographical life histories of pre-service teachers in an undergraduate children's literature class regarding their experiences with reading. Students written authobiographical narratives describing their development as readers were analyzed by using a framework namely content analysis in this qualitative study. The following themes emerged from the students' narratives; early reading experiences inside and outside of school environments; favorite books; why we are a reader or non-reader; who read to us as an infant, toddler, preschooler, and elementary school student; teachers throughout our schooling who fostered a love of reading and those who did not; and the strategies that helped us become an avid reader or discouraged avid reading.

**Dedeoglu, Hakan**, Hacettepe University

Representation of Poverty in International Children's Books

This study examined the text and images in the contemporary international children's picture books in order to discover the themes and messages conveyed in text and illustrations to describe the causes of poverty, and to analyze the text messages of the books for representations of poverty. The research methodology for this study was qualitative content analysis that includes methods for data collection and analysis. The portrayal of the poverty within father's absence, child labor, life conditions, barter system, race, ethnicity, geographic locale, homeless and other variables associated with poverty analyzed to provide insights into the representation of poverty in international settings.

**Defenbaugh, Nicole**, Bloomsburg University

More and/or Less the Truth: Articulating Crystallization as an Innovative Framework for Qualitative Research

See Ellingson, Laura L.

**DeLeon, Abraham Paul**, University of Rochester  
What about animals? Towards a critical pedagogy of the nonhuman animal

Where does the non-human animal fit within critical discourses in education and educational research? This question guides this article as the author constructs ways in which critical pedagogy can begin to theorize, attest to, and answer the question of the nonhuman animal by focusing on three key areas: representation, becoming-animal, and anthropomorphism. Utilizing two examples (a basic internet search and the practice of dissection) the author argues that these provide ways in which to engage the nonhuman animal and the concerns of critical animal studies scholars in their own classroom praxis by eschewing the human/nonhuman binary.

**Delibàrio, Amanda**, Universidade Estadual de Mato Grosso do Sul  
Feelings experienced by the co addicted to alcohol and drugs entered in groups: of subsidies to support the action of nursing

See Reis, C\_ssia Barbosa

**Delmar, Charlotte**, Aarhus University  
Meta-Synthesis: Is it Epistemologically Viable?

See Hoeck, Bente

**deMarrais, Kathleen**, The University of Georgia  
Qualitative Pedagogy: Thinking about Teaching Ethnography and Other Qualitative Traditions

See Preissle, Judith

**Demirbilek, Muhammet**, Suleyman Demirel University  
Representation of Poverty in International Children's Books

See Dedeoglu, Hakan

**deMoissac, Donna**, Grey Nuns Hospital  
Cuidados Paliativos y Equidad: Una Experiencia Internacional de Investigaciòn Cualitativa Participativa con Grupos Vulnerables en la Comunidad

See Santos Salas, Anna

**Dempster, Paul G.**, University of Leeds  
Using Street Theatre Language and Metaphors For Gaining Access to Closed Research Sites

There are some topics and research sites considered taboo or closed to researchers. Gaining entry into the field is often a major obstacle in those circumstances. The language and metaphors of street performance have been shown to be helpful during the access negotiation process. Video from Covent Garden, England, a famous site of street performance, will be presented. Its relevance for the process of gaining access into care homes for the elderly to discuss death and dying with members of staff will be discussed.

**Dempster, Paul G.**, University of Leeds  
Longitudinal Qualitative Analysis of Interaction using Transana

See Woods, David Kimball

**Denison, Jim**, University of Alberta  
"Messy Texts," or the Unexplainable Performance: Reading Bodies' Evidence

Denzin and Giardina (2008) recently stated, "for qualitative research to maintain its integrity as a legitimate research approach, scholars must now challenge the very ground on which evidence has been given its cultural and canonical purchase" (p. 37). Similarly, coach educators must begin to challenge how evidence should be represented when assessing coaches' effectiveness and athletes' performances, otherwise the body in sport is likely to become seen as an inert, trainable substance devoid of context and feeling (Hockey,

2006). In this paper I problematise my own efforts as a coach educator to “solve” athletes’ performance related “problems.”

**Denison, Jim,** University of Alberta

Messy Texts, or the Unexplainable Performance: Reading Bodies’ Evidence

Following global efforts to impose a new orthodoxy on critical social science that is above all, evidence-based, qualitative research, as an inherently “messy” practice, has come under attack recently. In response to this, Denzin and Giardina (2008) stated, “for qualitative research to maintain its integrity as a legitimate research approach, scholars must now challenge the very ground on which evidence has been given its cultural and canonical purchase” (p. 37). Similarly, given the rise of various accountability frameworks used by governments to evaluate coaches and athletes, coach educators must begin to challenge how evidence should be represented when assessing coaches’ effectiveness and athletes’ performances. Otherwise, the moving, performing body in sport is likely to become seen as an inert, trainable substance devoid of context and feeling (Hockey, 2006). In this paper I problematise my own efforts as a coach educator to “solve” athletes’ performance-related “problems.” Further, I consider the implications the evidence-based movement has for the development of ethical coaching practices and ethical coach education research.

**Denton, Diana,** University of Waterloo

The Call of the Sacred

How is inner calling reflected in the callings that claim us as we negotiate issues of social justice.? The author explores how to attend to this inner calling and considers how this attention might be a catalyst to social change. Concepts of surrender, sacrifice and a poetics of possibility inform and invigorate the landscape of social justice at the intersection of autoethnography.?

**Denzin, Norman,** University of Illinois

Author Meets Readers: Carolyn Ellis’s Revision

Each participant will select a passage from Carolyn Ellis’s new book, Revision: Autoethnographic Reflections on Life and Work, to read to the audience and then talk briefly about why that passage was chosen. Carolyn will then respond.

**Denzin, Norman K.,** University of Illinois Urbana-Champaign

The Third Moment, Mixed Methods and the New Paradigm Dialogs

In the methodologically contested present, what some call the third moment, qualitative researchers confront the scientific backlash and resurgent postpositivism associated with the evidence-based social movement. The mixed methods movement, in multiple forms (interpretivism, pragmatism, empowerment, emergent) has emerged in response to this backlash. A new set of paradigmatic models compete for attention, while critical researchers as bricoleurs seek to anchor this discourse in the critical interpretive social science tradition.

**Denzin, Norman K.,** University of Illinois at Champaign-Urbana

Meaningful Research, Aging, and Positive Transformation

The participants will tell short stories (2-3 minutes) about moments in their lives when they felt their research was meaningful and had the possibility to positively transform lives—their own and others—and the world we live in. These stories might be about a student, a class, a workshop, a community activity, or any event that happened in our lives. Additionally, participants will talk another 2-3 minutes about how the definition of “meaningful research” has evolved and changed through the life cycle. There will be time for questions and discussion from the floor.

**Devecioglu, Sebahattin,** Fırat University

Innovation In Practice Of Physical Education And Sports

Innovation in Education is the name of new methodology and planning towards acquiring life-oriented and fruitful outcomes in education. In educational programs, innovation is being carried out with crucial activities like cooperation, language training, development

of information technologies, pedagogy and change of best practices. The utilization of innovation methods in practice of physical education and sports, which has a significant place in education programs, is of great importance in terms of contemporary understanding of education. In this study, which is conducted in order to utilize innovation methods in practice of physical education and sports, means, methods and training techniques are examined, current situation of sports pedagogy and how to improve the current situation is discussed, and an effort is made to bring a suggestion of a model in context of developing curriculum of physical education and sports towards this direction.

**Dewhurst, Marit**, Harvard Graduate School of Education/Museum of Modern Art, New York City  
Youth Producing Activist Art: Directing and Experiencing Desired Impacts

How may participation in activist art complicate the framing of youth artists? This presentation is based on a close study of teenaged participants in an activist art class. In attempting to create artwork that would achieve certain desired impacts on an audience, youth participants often experienced the very impact they intended for their audience. This dual nature of the practice of making activist art -- whereby one is both directing and experiencing an intentionally social justice-based impact -- means that participants are not simply passive subjects, but rather they are active teachers, researchers, and activists through the process of creating their artwork.

**di Gregorio, Silvana**, SdG Associates  
Ethical Issues When Working within an E-Project

The increase in the use of qualitative data analysis software (QDAS) has not been matched by methodological textbooks integrating qualitative research practice in the context of QDAS. In particular, the transparency of data when working within QDAS raises a range of new ethical issues which both individual researchers and ethics boards need to consider. This paper addresses informed consent for electronically stored data, data archiving vs. data destruction, cultural differences between the UK and USA, privacy issues rights over the data, confidentiality issues and sharing the electronic project. We conclude with an ethics checklist when considering qualitative research using QDAS.

**Diab, Khansaa**, David Yellin College of Education  
Back to Religion amongst Arab Palestinian Educated Women in Israel

We will present a qualitative study about return to religion amongst Arab women in the Israeli political- social-religious context, who left their hometowns to study at Israeli higher academic institutions. Some women chose to become more serious in their religious observance and practices for different reasons. They feel spiritual tranquility which made it easier for them to cope with the difficulties in their surroundings. Although, social pressure and yearning for acceptability also play role in emphasizing religious Muslim identity, still some of them pay significant prices, in their work places with Jewish bosses and going through military checkpoints.

**Dias, Leila**, University of South Florida  
Reflective Voice: Young Latina Women\_s Experience in an American Middle School

This session will include interviews and student created documents from female, middle school, Latinas. The young women engaged in reflection on their experiences in American schools. They offered descriptions of teacher behaviors that could potentially increase class participation and improve academic success. Their voices will assist in providing schools and school staff specific information regarding teacher and school characteristics that may increase the academic success of female, middle school Latinas. Participants will have the opportunity to advance the discussion regarding culturally responsive practices and uncover future themes for research in the area of culturally responsive teaching.

**Dias, Leila**, University of South Florida  
Multiplicity: Developing Individual Teacher Identity through Varying School Experiences

See Martinez, Stephanie

**Dias, Leila Rosa**, University of South Florida  
Confronting our own demons

Some scholars question the validity of research performance in comparison to traditional presentation of research. A doctoral student reflects on her stance of research performance, following the completion of a course titled "Performing Your Research". The dialogue serves as a departure point in a new researchers quest to establish footage in the research world. The researcher raises questions and brackets her own writing as a component of research. The purpose of this presentation is to reflect on the differences between performance as an artistic presentation and research performance as a form of research dissemination.

**Dias, Sânia Ferreira**, New University of Lisbon  
A Focus Groups Study about Sexual and Reproductive Health Service Utilization of Immigrant Women in Portugal

This study aimed to understand migrants' perceptions on sexual and reproductive health issues and the factors related with access and utilization of health services. Six focus groups were conducted with 35 low income immigrant women from Brazil and Portuguese Speaking African Countries, aged 18-45 years, living in Lisbon, Portugal. The results showed that women faced reduced access to health care services due to structural, administrative, social, economic and cultural bafflers. Many of these problems are connected to a lack of migrant-oriented health services, an insufficient training of health professionals and a lack of sensitivity to multi-ethnic society.

**Dias, Sânia Ferreira**, Universidade Nova de Lisboa (UNL)  
Grupos Focais sobre a Utilização dos Serviços de Saúde Sexual e Reprodutiva por Mulheres Imigrantes em Portugal

Este estudo teve como objetivo compreender as percepções de mulheres imigrantes sobre saúde sexual e reprodutiva e os factores associados ao acesso e utilização dos serviços de saúde. Seis grupos focais foram realizados com 35 mulheres imigrantes do Brasil e de Países Africanos de Língua Oficial Portuguesa, de 18-45 anos, residentes em Lisboa. Os resultados indicaram que as mulheres enfrentam reduzido acesso aos serviços de saúde, devido a factores estruturais, administrativos, socioeconómicos e culturais. Muitos desses problemas devem-se à falta de serviços orientados para as dificuldades dos imigrantes e de capacitação e sensibilização dos profissionais para lidar com populações multiétnicas.

**Díaz Alvarez, Aida**,  
Paliative Care and Social Justice in Developing Countries: the Political Relevance of Hermeneutics to Understand the Experience of the Very ill

See Santos Salas, Anna Valeria

**Díaz Rojo, Gisou**, La salle  
Narrativas pedagógicas, un aporte reflexivo sobre la formación de los profesores.

See Santamaría Vargas, Juliana del Pilar

**Díaz, Raúl Adolfo**, Universidad Nacional del Comahue  
Repensando la interculturalidad: \_Desde dónde y para quienes? Algunos aportes a partir de prácticas de investigación políticamente situadas

See Villarreal, Jorgelina Andrea

**Díaz, Sonia Margarita**, Nacional Experimental Simón Rodríguez  
PROPUESTA LA GESTIÓN DE LOS POSTGRADOS A DISTANCIA: UN ENFOQUE SISTEMICO INTERPRETATIVO

La presente investigación tiene como objetivo general: Comprender las características fundamentales de la gestión del postgrado a distancia bajo un enfoque sistemico interpretativo en la Universidad Nacional Experimental Simón Rodríguez (UNESR). El paradigma cualitativo es el Interpretativo, el método será el fenomenológico. La fundamentación teórica estará enmarcada en la Teoría General de Sistemas, Teorías Organizacionales, Teoría Sociocultural, Teoría del Discurso Didáctico Mediado Enunciado, Teoría de La

Conversacià\_n, Teor\_a del Conocimiento Situado, Teor\_a Cognoscitiva Interaccionista, Sistemolog\_a Interpretativa. Se utilizar\_n t cnicas de observacià\_n directa, entrevista coloquial o dialgica, el an\_lisis de datos a trav s del software adecuado, triangulacià\_n y sistema de categorizacià\_n.

**Didkowsky, Nora**, Dalhousie University

The Process of Video-Based Methods: Reflections From the Field

This presentation reflects on an ongoing international study using visual methodologies - including photo-elicitation, videotaping a ?day in the life? of participants, and interviews - to understand the processes associated with resilience for youth in transition between two (or more) cultural worlds. The research looks at resilience in eight diverse settings from youths own cultural and contextual viewpoints, and encourages youth to create and analyze their own stories in ways meaningful to them. We reflect on the processes, practicalities, breakthroughs and barriers of using this rich methodology, and analyzing the data, in culturally sensitive ways that honour participant participation.

**Didkowsky, Nora**, Dalhousie University

Humor Enhances Socio-Emotional Functioning of Resilient Adolescents in Diverse Contexts

See Cameron, E. Leslie

**diGregorio, Silvana**, SdG Associates

Digital life histories - digital analysis

Both the reduction in price over the years in the price of video cameras and the development of smaller and easy to use cameras have made them accessible to a wider base of users world-wide. The popularity of YouTube is testimony to that. Life histories or stories are a popular format in YouTube. They are not restricted to promotional videos for popular media artists or politicians. There are many posted by ordinary people. An interesting form is the serial life histories to which you can subscribe. The authenticity of some may be questionable but they engage subscribers nevertheless. Postings are made on a regular basis and subscribers comment and ask questions about the postings. This activity is a kind of global storytelling network which would make an interesting topic of study. However, the current digital analysis tools we have (QDAS) have not really kept up with working with this new kind of digital data. YouTube videos are not downloadable - they are viewed on the web. This paper will look at ways analysis can be done given current QDAS tools and look at some new uses of some Web 2.0 based tools for analysis.

**Dillard, Cynthia B.**, Ohio State University

This is Our Moment (so) Yes We Can: Shifting Margins, Centers and Politics of Difference in the Time of President Barack Obama

Our political work, including qualitative research, depends profoundly on our perceptions of center and margins. Using Black feminist, spiritual and global perspectives, I explore ways that the recent United States election of President Barack Obama fundamentally shifts the margins and centers of collective discourses, practices, and imaginations globally, with implications for qualitative inquiry. I argue that regardless of political affinities, this shift disrupts taken-for-granted dialogues, including our discussions of ?paradigms,? toward potentially transformative discussions of larger cultural notions such as race, democracy, freedom, community and history. I explore the resulting contested, messy and emergent collective consciousness.

**Dini, Patr\_cia Skolaude**, HSPM

O plano terap utico e nàs... Uma an\_lise v\_deo cartogr\_fica das necessidades de sa\_de do idoso fr\_gil.

See Campolina, Alessandro Gon\_alves

**Diversi, Marcelo**, Washington State University Vancouver  
Critical Homelessness

This session on Critical Homelessness centers on the politics in the construction of knowledge about homelessness. The *Critical* part of our title is an effort to avoid reductionist definitions of homelessness and to include experiential representations of humans living at the margins under the 5th Avenues of the world, downtown shelters, outside of the ethical and systemic *home* of current ideologies, under the politics of HIV in Africa. Diversi and Finley discuss the notion of poverty pimps and take a critical look at our own work and the functions of the academy as researchers of vulnerable populations of homeless children. Two of the presentations in this session emanate from Brazil: Veissiere's exploration of capitalism and exploitation, set in Salvador, and Moreira's experiences as a homeless youth in his hometown. One of the central goals of this session is to create a bridge between homelessness as a personal experience and homelessness as a public issue. We assume that for this to happen it is crucial that people come to perceive homelessness via emic perspectives that invite session participants to relate to homelessness at personal and emotional levels.

**do Nascimento, Keyla Cristiane**, UFSC

Sistema de Cuidado em Enfermagem/Saúde: o Olhar dos Líderes de Grupos de Pesquisa de Administração/Gestão/Gerência

See Erdmann, Alacoque Lorenzini

**Doherty, Richard J.**, University of Illinois at Urbana-Champaign

Romance, Nostalgia and Danger: Resisting the White Male Guide Richard J. Doherty, University of Illinois at Urbana-Champaign

This performance examines the oppression of the “uncivilized” by science and media. Despite a rich history of indigenous knowledge and observations, the public continues to receive oppressive depictions of nature and Native Americans. White-male-dominated science and media in the United States maintain power by guiding audiences through cycles of nostalgia and danger. Auto-ethnography opens diverse examples from recent decades and prompts just and diverse alternatives to the usual take on the “uncivilized.”

**Dollinger, Stephen J.**, Southern Illinois University

Disadvantaged Social Class and Clients' Experiences in Therapy: A Qualitative Investigation

See Naumann, Marie E.

**Donmoyer, Robert**, University of San Diego

Why Did You All Over Again? Maybe Both Sides in the Paradigm Wars Got it Wrong

For qualitative researchers who are veterans of the so-called paradigm wars in the latter part of the twentieth century, twenty-first century talk about quasi-experimental research being the “new” gold standard in educational research conjures up feelings that Yogi Berra undoubtedly would characterize as “I déjà vu all over again.” The author begins by arguing that the thinking behind the gold-standard talk is not likely to go away with a new administration. He then explores radically different ways of thinking about inquiry in a field like Education, ways that transcend both the neo-positivist paradigm and the so-called constructivist perspective.

**Donohoe, Kerry**, University of Massachusetts Lowell

Weaving a Tapestry of Stories with Rigor and Artistic Expression: Portraiture a Method of Inquiry and Illustration

This paper explores Portraiture as both a method of inquiry-what we seek to discover and how we go about it in the field; and as a method of illustration- how we represent our findings through writing and weaving a tapestry of stories. This paper draws illustrations from a research study which utilized Portraiture to examine the leadership and culture within three high-performing, high-poverty, urban charter schools. It focuses its attention on the methods- the practice and process- of entering the field of study listening *to* and *for* the stories that exist and persist in the daily lives of schools or organizations and

explores the researcher's journey moving from data collection and analysis into writing the stories that illustrate and illuminate that which is being examined while honoring both the rigors of research and the creativity of artistic expression. Title Associate Registrar First Name Kerry Middle Name Frances Last Name Donohoe Department Office of the Registrar University University of Massachusetts Lowell Address 883 Broadway Street City Lowell State/Province MA Zip/Postal Code 01832 Country (if not US) Telephone 978-934-2542 Fax 978-934-4076 Email [Kerry\\_Donohoe@uml.edu](mailto:Kerry_Donohoe@uml.edu)

**Donohoe, Kerry**, and Steven Tello, University of Massachusetts-Lowell

Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools—Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software

See Davidson, Judith A.

**Donohoe, Kerry Frances**, University of Massachusetts-Lowell

Portraiture and QDAS: The Power of Story and the Transparency of Technology

In this paper, I draw from my dissertation study in which I utilized Portraiture to examine the leadership and cultures of three high-performing urban charter schools. This paper will focus on the ways in which QDAS supported this non-traditional methodology as a tool for organization, as a tool for analysis, and as a tool for writing non-traditional qualitative research. I will discuss how this tool supported me as a researcher in moving from uncovering and discovering the stories of these schools through the collection and analysis of documents, observations, interviews, and visual data, to creating the individual Portraits of each School and then examining themes that persisted across the three school portraits. I will reflect on lessons learned during this study and explore in retrospect, both the power of story and how the transparency of data strengthens and supports non-traditional representations of qualitative research. I will consider what worked well, and make suggestions for aspects of the study that I may now do differently.

**Downs, Adam B.**, Michigan State University

"Now what?": A Look at Discussions of Racism, Social Justice, and Diversity in the Classroom

See McKee, Kate S.

**Drew, Sarah Elizabeth**, University of Melbourne

Creativity and Going Beyond: Investigating Identity, Connection and Ethics

See White, Julie Anne

**Drew, Shirley**, Pittsburg State University

Computer Mediated Communication and Qualitative Research: Are We Facing a New Crisis of Legitimacy?

Historically, the struggle for legitimacy in qualitative research has generated discussion among those who do it, as well as among those who do not. While we have made significant progress over the years establishing practices that create legitimacy in our work, this progress is threatened by certain research practices using computer mediated communication. First, people doing qualitative research online may misrepresent themselves by constructing false identities. Second, they may withhold the fact that they are conducting research. This paper will discuss the moral and ethical implications of these practices, as well as proposed guidelines that we might use to maintain our legitimacy as qualitative scholars.

**Duarte, Sebastião Junior Henrique**, Universidade Federal de Mato Grosso

Memorandum of demand for late start of prenatal

Study qualitative, aiming to identify the reasons for the late beginning of prenatal. Eight pregnant women participated in the study. To acquire the data were applied opened interviews, which were recorded and literally transcribed. To organize the spoken data, it was used the technique of the Collective Subject's Speech. Results were pointed in three speeches: reasons for the late beginning of prenatal, importance of prenatal, and the going along process of prenatal with the staff of the Health Family's Strategies. Concluded that

women don't show up to get their process of prenatal initiated in the first three months of pregnancy.

**Duarte, Sebastiao Junior Henrique**, Universidade Federal de Mato Grosso  
Social Representations and feminine reproduction's health

Feminine reproduction's health is a subject of relevant importance and it has arousing more the appearance of political focus on the attention of a woman's health, in the cycle pregnant-puerperal, however only interventionist actions are valued giving little importance to the thoughts that circulated among pregnant women. This study has for a goal to describe the pertinent literature to the aspects of a woman's reproduction life, in order to point the reached advances and discuss the feminine needs considering the required qualified attention and the use of social representations as a basic element in the relationship with the pregnant.

**Duarte, Sebastiao Junior Henrique**, Universidade Federal de Mato Grosso  
Social Representation and health services

Social Representations are considered as a form of a social knowledge elaborated and shared with a practical goal that contributes for the construction of a common reality to a specific social group. They are equivalents to myths and beliefs of the society, or either, to a common sense. Social Representations are determinants in people's way of life, requiring attention on the part of the health professionals in an intention of knowing what circulates through popular knowing, connected to socio-cultural factors that link with the scientific knowledge.

**Duldulao, Aileen Alfonso**, University of Washington  
Democratizing the Academy through the Personal "I": Using Qualitative Research to Promote Social Justice

See Mountz, Sarah E.

**Duncan-Owens, Deborah**, Arkansas State University  
Moving Mountains and Scaling the Walls of Poverty: The Reading Teacher's Quest

This paper describes a qualitative study of 12 reading teachers as they implemented a reading reform model in low achieving schools in Mississippi. Efforts to improve the literacy levels of kindergarten and 1st grade students considered at risk for academic failure were confounded by the profound poverty experienced by their students. As one teacher stated, "We're trying to teach these children to read, and they're trying to survive." This research demonstrates the need to expand educational reform effort beyond instructional strategies to an understanding of how to meet the needs of young learners living with the negative consequences of poverty.

**Durham, Aisha**, Texas A&M University  
Texas Mourning

Durham juxtaposes two distinct experiences when her living memory of the American-King-Dream jibes with the felt-sense of loss on a Texas campus the morning after Sen. Barack Obama is recognized as the 44th President of the United States. Durham blends poetry with prose, and weaves her racial past with the present?wrestling momentary erasure and collective silence. The narrative that Durham provides is framed by what she identifies as the Three R's?recall, remember and represent, which highlights the creative-intellectual contributions by women of color to the interdisciplinary development of auto-ethnography.

**Durham, Sherry P.**,  
Impact of a Socially Just Environment within Student Learning: A Deeper Understanding Through Modeled Practice

See Hebert, Terri R.

**D**rrenberg, **Catherina**, Hanover University of Music and Drama, Germany  
On the Ethnography of Subjectively Networked Digital Media Development

See Winter, Carsten

**Dutta, Urmitapa**, University of Illinois at Urbana-Champaign  
Activist Ethnography: Towards a More Humane Psychology

Informed by critical, activist ethnographic traditions, my work investigates issues of representation, identity and subjectivity within marginalized tribal groups in Northeast India. I will use this work as an instance of activist ethnography, an ethical imperative when working in conflict-ridden areas characterized by a failed human rights paradigm. I will discuss how the project is an attempt at resisting categorization and a response to experiences of political and socio-cultural marginalization. Through this, my paper will elucidate the ways in which my work challenges and extends the boundaries of traditional inquiry within psychology and represents possibilities for a more humane psychology.

**Dutta, Urmitapa**, University of Illinois at Urbana-Champaign  
War, Terror, Safety and Expendable Lives

This paper troubles the taken-for-granted notions of terror, safety, humanity and justice. September 11 and the bombing of Hiroshima and Nagasaki in 1945 are representations of gross infringement, violation and desecration of life and liberty. And yet one incident becomes crystallized and monumentalized in public memory, in political and popular discourse while another gets erased. I attempt to bring together both these historical events to the present time and space to disrupt the hegemony of the post 9/11 discourse, to intervene in the collective, selective amnesia and through this to disrupt the ideological subtext that perpetuate differential valuing of lives.

**Edleson, Jeffrey**, University of Minnesota  
Battered Mothers and Children Seeking Safety Across International Borders: Examining Transnational Legal Processes

See Lindhorst, Taryn P.

**Ellingson, Laura L.**, Santa Clara University  
More and/or Less the Truth: Articulating Crystallization as an Innovative Framework for Qualitative Research

Crystallization combines multiple forms of analysis and multiple genres of representation into a coherent text or series of texts that spans boundaries of narrative/art and social science. While multi-method triangulation attempts to get closer to a definitive truth, crystallization instead builds rich and openly partial accounts that problematize their own construction, highlight researchers' vulnerabilities and positionality, make claims about socially constructed meanings, and reveal the indeterminacy of knowledge claims. Crystallization offers a constructivist framework for blending grounded theory and other social scientific analyses with creative representations, such as narrative, poetry, and film in order to research diverse audiences. This panel highlights a range of options for utilizing crystallization in qualitative research.

**Ellis, Carolyn**, University of South Florida  
Author Meets Readers: Carolyn Ellis's Revision

Each participant will select a passage from Carolyn Ellis's new book, *Revision: Auto-ethnographic Reflections on Life and Work*, to read to the audience and then talk briefly about why that passage was chosen. Carolyn will then respond.

**Ellis, Carolyn**, University of South Florida  
Meaningful Research, Aging, and Positive Transformation

The participants will tell short stories (2-3 minutes) about moments in their lives when they felt their research was meaningful and had the possibility to positively transform lives—their own and others—and the world we live in. These stories might be about a student, a class, a workshop, a community activity, or any event that happened in our lives. Additionally, participants will talk another 2-3 minutes about how the definition of

“meaningful research” has evolved and changed through the life cycle. There will be time for questions and discussion from the floor.

**Elison, SEason**, Bowling Green State University  
Performance is... Metaphor as Methodological Tool

This panel asks each participant to develop a new metaphor for performance that opens up an aspect or understanding that is underdeveloped, underutilized or untapped. After the panel develops provocative and heuristic metaphors, discussion time will be used to explore metaphors as a methodological tool for performance studies. Which metaphors were provocative and what does that tell us about what makes for a productive metaphor? How can metaphor expand our understanding of the relationship of performance to the academy and issues of social justice? What are areas of the discipline that need more metaphoric understanding? Does anyone in the audience have a good metaphor for us to consider? These questions can help us develop a conversation for how we might effectively use metaphor within the discipline of performance studies and beyond.

**Ellwood, Constance**, University of Melbourne  
Desires for the Other Place

Everywhere you go, and stay and come to know, enters the body and creates desire. The two authors of this paper employ poststructural theories of an embodied subject to write around desires/memories/affective responses to the place of each other: neoliberal Australia and post-communist Czech Republic. What does it mean to be homesick for a place which is not ones home? What does it mean to desire a place? We are inspired by the theoretical work of Foucault, Butler, Braidotti and Deleuze, as well as by novelists, such as Milan Kundera, who evoke affective responses to place in their writing.

**Ellwood, Constance Mary**, University of Melbourne  
“Listening to one hundred languages”: Relationality in education for homeless young people

This paper discusses relationality in a classroom attached to a homeless youth shelter. The presenter describes her work as a volunteer tutor with young people who are traumatised and sometimes substance-affected and whose needs for learning are very high. She explores how a ?strategy of attention? focused on listening and the careful nurturance of relationships of trust between teacher and learner can enhance not only the personal and educational growth of disadvantaged youth, but also enable a ?becoming other? of the adults who work with them

**Engel, Eric Paul**, University of South Florida  
Punctuating Illness: A History/Herstory of Breast Cancer

Blending ethnography and poetry, this co-authored narrative explores a punctuation of illness in three episodes: “History” (a son’s reflections on going wig shopping with his mother), “Herstory” (a mother’s reflections on diagnosis day), and “Ourstory” (shared reflections on health, illness, and relationships). The first episodic memoir stands in diachronic juxtaposition to the second, punctuating the day breast cancer first became “real” in two people’s lives, with the third story commenting on an episode of research, relationships, and reflexivity. In form and format, our research goal has been to provide a contextually-rich narrative to facilitate conversations about cancer and communication.

**Erdmann, Alacoque Lorenzini**, UFSC  
Sistema de Cuidado em Enfermagem/Sa\_de: o Olhar dos L\_deres de Grupos de Pesquisa de Administra\_Co/GestCo/GerCo

Objetivou-se compreender significados das intera\_es no sistema de cuidados vivenciadas pelos Grupos de Pesquisa (GP) de Administra\_Co/GestCo/GerCo de Enfermagem/Sa\_de cadastrados no CNPq. O processo investigativo ancorou-se na Grounded Theory. Foi realizada an\_lise documental das ementas dos GP e publica\_es dos l\_deres. Doze L\_deres, constituintes de dois grupos amostrais, foram entrevistados. Elaborou-se uma matriz teàrico-filosfica: “Constituindo-se enquanto grupo de Pesquisa em Administra\_Co/GestCo/GerCo de Enfermagem/Sa\_de: o sistema de cuidado como objeto”, assinalando bases conceituais e contextuais; intera\_es; funcionalidade; e produtos dos GP,

como processo e produto de interações humanas e como contribuiu para conhecimento da gerência do cuidado, de competência/aptidão/potência do enfermeiro.

**Erdmann, Alacoque Lorenzini**, UFSC  
Viver Saudavel: Experiência com Jovens em ONG

See Baggio, Maria Aparecida

**Erdmann, Alacoque Lorenzini**, UFSC  
O Significado da Saude Bucal para um Grupo de Pessoas Envolvidas no Cuidado do Idoso  
See Ferreira de Mello, Ana Lúcia Schaefer

**Erdmann, Alacoque Lorenzini**, Univers. Federal de Santa Catarina  
Tecendo a Teia do Cuidado - Criança na Atenção Básica de Saúde: dos seus Contornos ao Encontro com a Integralidade

See de Sousa, Francisca Georgina Macêdo

**Erdmann, Alacoque Lorenzini**, Univ. Federal de Santa Catarina  
Vislumbrando o Cuidado de Enfermagem como Prática Social Empreendedora

See Backes, Dirce Stein

**Erdmann, Alacoque Lorenzini**, UFSC  
Melhores Práticas Organizacionais no Contexto das Políticas Públicas: Atenção Básica de Saúde

See Ferreira de Mello, Ana Lúcia Schaefer

**Erickson, Frederick**, University of California, Los Angeles  
Panel Overview: Performing Arts Centers as Experiential Educational Settings

See Bresler, Liora

**Ersoy, Ali**, Anadolu University  
Problems That Primary School Students Face While Using the Internet: An Analysis from the Perspective of the Children's Rights

In 2007-2008 school year, 11 million (total 13 million) students in elementary and secondary schools in Turkey have an access to the Internet. The number of students who are provided with the opportunity of Internet access are increasing gradually. Internet may provide students with rich opportunities in terms of communication and learning. It is a considerable dilemma that children can reach the Internet contents easily; however, they might access uneducative or harmful Internet contents beyond their control. The situation brings up the issue of Internet and child rights on the agenda within the context of Internet and children's right of receiving information online. The purpose of this study is to investigate the negative situations that elementary schools students might face while doing or searching an assignment online. A mixed method research approach is employed in the study. 4th and 5th grade students from three different public elementary schools of Eskisehir province in Turkey participated in the study. The research sites were selected among the public schools with different socio-economic situation.

**Ersoy, Arife Figen**, Anadolu University  
Children's Rights in Turkey: Perceptions of Students, Teachers, and Parents

Children's experiences in schools, their relationships with adults in their communities, their communication with their parents and their interactions with mass communication tools might affect their perception of children's rights. The perceptions of children rights in society also shape the perceptions of what kind of citizen children are expected to be in the society they live in. The legal arrangements regarding accepting and applying children rights were made in 1995 in Turkey. Moreover, children's rights were recognized in the elementary school curriculum in 2004. The purpose of this study is to understand how students from different economic and socio-cultural environments, perceive children's rights, their sources to learn about those rights, violations they might face, and the problems they

might experience concerning children's rights. The study was conducted through qualitative research approach in order to obtain thick description about the phenomena under the investigation and to find out about the possible problems regarding children's rights. The study was conducted in three different public elementary schools in which there are considerable numbers of students from high, middle and low economic status in Eskisehir province in Turkey. Students, parents, and elementary school teachers from these schools participated in the study.

**Eryaman, Mustafa Yunus**, Canakkale Onsekiz Mart University

Developing Technology Standards for Primary Schools and Evaluating School Principals Level of Technology Competency in regard to the Technology Standards: A Canakkale Case

In order for a school administrator to foster a school-wide culture of responsible risk-taking that promotes the innovative and effective use of technology, there must be a shared vision for the comprehensive integration of technology into school by the members of a school community. The purpose of this mixed-method study is to develop National Technology Standards for school administrators, and analyze and compare public and private school administrators' competencies and abilities of using information technologies in Canakkale primary schools in regard to the National Technology Standards.

**Eryaman, Mustafa Yunus**, Canakkale Onsekiz Mart University

A Mixed-Method Evaluation of the Adequacy of Technological Infrastructure of the Primary Schools in Canakkale, and of Classroom Teachers' Level of Computer Literacy

The technological transformations in the information age give teachers a central role in every aspect of education to develop students' abilities for using multiple technologies to solve daily problems, critical thinking, reflection. (Kellner, 2000, 2003; Luke, 1998; Simpson, 1995; Zimmerman, 2000). Educators discuss and debate what and how teachers should be prepared for schools in the information age, and the use of technology in education has become one of the most important aspects of the debate. The purpose of this mixed-method study is to evaluate the current condition of technological infrastructure of the primary schools in Canakkale and analyze classrooms teachers' competencies and abilities of using information technologies in these primary schools.

**Escan s, Gabriel Adri\_n**, Universidad Empresarial Siglo 21

Influencia social y respeto de las normas: el peso relativo de los grupos de referencia en el irrespeto de las normas de tr\_nsito.

See Funes, Lucas Ernesto

**Esping, Amber**, Texas Christian University

Frankls Dimensional Ontology: An Existential Approach to Validity for "Insider" Inquiry

Autoethnographers, indigenous researchers, and other "insider" social scientists face unique challenges when establishing validity evidence. This paper describes a validity framework based on Viktor Frankl's existential psychology. Frankl asserted each individuals disposition (natural endowments or gifts), situation (external circumstances), and position (attitude toward disposition and situation) work together to establish "truth." This existential approach suggests that transsubjectivity is best facilitated when several individuals take advantage of their unique positions, rather than when a single individual tries to move into multiple positions. A shadow puppets demonstration using varying light sources and three dimensional objects will be used to illustrate this idea.

**Esping, Amber**, Texas Christian University

Autoethnography as Logotherapy: An Existential Paradigm for Reflexive Inquiry Amber Esping, Texas Christian University

Autoethnographic writing has often been described as "therapeutic." However, double consciousness and public vulnerability distinguish it from private therapeutic writing. This paper uses the lens of Viktor Frankl's logotherapy to demonstrate how social scientists can use autoethnography advantageously to discover meaning in personal adversity. This search for meaning is facilitated through the realization of three types of "values": Creative values (what we give to the world); experiential values (what we take from the

world); and attitudinal values (the ability to change ones attitude). Autoethnographic writing offers opportunities to realize all three. The results of a three year longitudinal study are described.

**Espinoza, Adriana Elizabeth**, University of Chile

Los Efectos Transgeneracionales de la Impunidad: Un Estudio Exploratorio con Hijos e Hijas de Detenidos Desaparecidos en Chile

El presente estudio explora el uso del cuerpo como un lugar de resistencia y memorias colectivas de un grupo de jóvenes cuyos padres y madres fueron detenidos y desaparecidos por agentes de la dictadura militar en Chile. Usando un todo de investigación acciòn participativa para la liberaciòn y un todo narrativo participativo este estudio identifica los efectos simbólicos de la represiòn y la violencia de Estado en los participantes y sus familias, lo que sugiere que las prácticas de memoria y resistencia se desarrollaron como una respuesta social para confrontar la destrucción del cuerpo individual y social. El estudio identifica tambièn que las desapariciones, asesinatos y la invisibilidad política experimentada por los padres y madres ha sido internalizada por los participantes como una forma de invisibilidad social. En consecuencia, la invisibilidad aparece como un resultado directo de estas desapariciones y asesinatos, y la impunidad reinante en relación a estos temas.

**Espinoza, Adriana Elizabeth**, University of Chile

Researching Human Rights Violations: Is There a Right Method?

Using a mixed methodology that includes a liberation action research method and an embodied participatory narrative method, this study investigates the use of the body as a site of resistance and collective memories by HIJOS, a group of adult children whose parents were detained and disappeared by agents of the military dictatorship in Chile. It also investigates the meaning of these practices of resistance and memory through the implementation of a series of creative workshops. Finally, the study explores the therapeutic value of these workshops that involve the use of narrative techniques, theater of the oppressed techniques, and collage making.

**Esteban, Pedro Vicente**, Universidad EAFIT

SENTIDO DE REALIDAD EN LA MODELACI N MATEM\_TICA

See Villa-Ochoa, Jhony Alexander

**Estrada Jaramillo, Lina Marcela**, San Buenaventura

Titulo: Prostituciòn, Género y Violencia: La Trinidad de la Indiferencia

See Arango, Gloria

**Evans, Colleen C.**, University of British Columbia Okanagan

Knowledge Translation as a Social Justice Issue in (Dis)ability Research

Since the early 1990s, (dis)ability researchers as activists have been promoting an emancipatory paradigm for (dis)ability related research placing primary importance on a different set of social relations for research practices. (Dis)ability research is repositioned as a political problem requiring that research be relevant and beneficial to (dis)abled people. As such, knowledge translation in (dis)ability research, all steps in knowledge production and its application, has social justice implications. In this paper, we explore the importance of knowledge translation as it relates to social justice issues and the politics of evidence in qualitative inquiry with and for persons with (dis)abilities.

**Falzone, Paul J.**, Green Mountain College

The Researcher as Mediamaaker, The Mediamaaker as Activist: Tactics for the Post-Positivist Hellraiser

This presentation explores ways for activist academics to further a human rights agenda through the production of art and media. It examines issues of production, performance, methodology and disciplinary and institutional positionality. It maintains that the academy and the academic's place within the academy needs to be maintained as a ground of contention lest it become a tool of oppression. The author draws from his own fieldwork

as a radical ethnographer working with organizations such as Brave New Films, WITNESS, The Ella Baker Center and The Yes Men, as well as other outside case studies and projects by activist academics.

**Fambrough, Mary,** Alliant International University  
Developing the Self-As-Instrument

How do we learn the art and craft of qualitative research? In qualitative inquiry, the self is the instrument, and every instrument is unique. Skills are learned (and perhaps taught) and techniques are developed. Most successful qualitative researchers grow more self-aware and resilient over time; they hone their instrument, cultivate a keen eye for observation, read between the lines, and peel away the layers in most situations without realizing they are doing it. How is an individual transformed into a qualitative researcher? This paper investigates some of the ways people become ethnographers and how the classroom can support this process.

**Fambrough, Mary J.,** Alliant International University  
Challenges and Tensions of Dissertation Supervision

See Chupina, Ana Guisela

**Fambrough, Mary J.,** Alliant International University  
A cross-cultural ethnographic study of a security guard who works at the DMV

See Wu, Chingfang

**Faulkner, Sandra L.,** Bowling Green State University  
Relationship Dissolution: 4 Poems and an Analysis

Themes in work and life intertwine at times. During the past few years, I realized many of the poems I had written and revised were of a theme; relationship dissolution, breaking up, calling it quits. But, the perspective I had taken was of that from the person who decided, albeit with encouragement from another party or parties. The poems contend with romantic and friendship dissolution and the aspects of identity creation and loss these entail. I present the poems and make an explicit connection to relational dissolution theories through poetic analysis, a technique that uses poems as data for qualitative analysis.

**Fehr, Mary,** Texas Tech University  
Using Fiction as a Catalyst for Narrative Inquiry

In a qualitative study, I wrote a short story about Christie, a first-year teacher, to inform participants about culturally responsive teaching and to encourage their own storytelling. My story, which follows Christie through her first year of growth, initiated dialogue, provided a framework for reflection, and opened safe spaces for participants to examine their own beliefs and practices. Principles of culturally responsive teaching were expressed through the voices of Christie's mentors. My paper begins with an excerpt of chapter one, followed by participants' stories, and ends with a final chapter excerpt in which my participants become characters.

**Fei, Foster,** Cardiff University  
Grounded Theory: Relevance, Rigour and Humanity

Grounded theory (Glaser & Strauss, 1967), as a complete and standalone research methodology, has been widely adopted in social science research over the past forty years. This paper discusses a number of humane aspects of grounded theory and argues their great significance from the perspectives of researcher, research participant and those also involved in the research enterprise. Furthermore, it suggests that grounded theory encourages and empowers researchers to discover "what is really going on" (Glaser, 1998) in the substantive and formal area of research and as a result of the research process, becomes "a whole person" (Gynnild, 2008).

**Feige, Diana M.**, Adelphi University  
Confessions of a Reluctant Professor: In Gratitude to Service Learning

Service learning has been my professional liberation. Tired of the weight of my professional mask, I have found in service learning both a pedagogical option and, more profoundly, a way of being that invites, encourages, demands my humanity to engage with my students' humanity. This paper articulates in a confessional manner the specific ways that service learning (a pedagogy that marries academics with action, curriculum with community) has liberated my teaching and helped create a far more authentic and experiential classroom.

**Flix, Diana Pires**, Universidade Federal do Ceará  
Educa\_Ço em Sa\_de no uso do preservativo

See Pinheiro, Patricia Neyva

**Feng, Yali**, UIUC  
The Role of Girl friendships and Collective Narratives in Gender Identity Formation among Chinese Migrant Girls

During China's massive urbanization, migrant children have become tangled in a web of transience, inferior education, and economic hardship. These problems are exacerbated for migrant girls, due to gender discrimination emanating from long-held son-preference values. To better understand these issues and adaptive responses, I observed and interviewed migrant girls in schools and homes in Beijing and Xiamen. They rely on girl friendships, and share each other's stories and experiences. This allows creation of collective narratives concerning being a girl that help build gender identification. Such indigenous identity formation is a first step in developing understanding required to promote gender equality.

**Feng, Yali**, University of Illinois at Urbana-Champaign  
How Indigenous Participants Use Local Cultural Resources to Redefine Research Relationships: Reflections from a Case Study

From July 2006 to December 2007, I lived in my home village in Southeast China to study the meaning of a 500 year Sutra chanting group to rural aging women. The group consisted of eight women with the total age of 500 years. Although born and raised in the village, I did not understand the local culture until my initial formal interviews failed. Relying on local age hierarchy as a cultural resource, the participants controlled the way I conducted the study. I had to identify myself and interact with them as a daughter of a group member who needed their advise, rather than as a "researcher."

**Fensterseifer, Lisia Maria**, Universidade do Vale do Rio dos Sinos  
Entendimento da equipe de enfermagem sobre a implanta\_Ço da pol\_tica de humaniza\_Ço da assist\_Ència \_ sa\_de em Imb\_ø/RS-Brasil.

A pol\_tica de Humaniza\_Ço da Assist\_Ència \_ sa\_de (PHAS) é uma proposta do Ministério da Sa\_de do Brasil com objetivo de dar atenção ao usuário. O estudo objetivou analisar e entendimento da equipe de enfermagem sobre a implanta\_Ço do PHAS no atendimento a usuários de um ambulatório do Sistema Único de Sa\_de (SUS) em Imb\_ø, Rio Grande do Sul e identificar como perceberam a receptividade dos usuários ao atendimento recebido após a implanta\_Ço deste Programa. Trata-se de uma pesquisa qualitativa que analisou as falas dos participantes do estudo considerando os princípios que regem o SUS sendo integralidade, universalidade e equidade e os do PHAS que são apoio e incentivo. Emergiram as categorias: entendimento do PHAS no olhar dos participantes, mudanças no atendimento e mudanças no atendimento observado pela manifestação dos usuários. Houve mudanças no atendimento ao usuário que busca a rede pública de saúde após treinamento e implanta\_Ço do PHAS.

**Fensterseifer, Lisia Maria**, Universidade do Vale do Rio dos Sinos  
Opinião dos usuários de uma Unidade Básica de Saúde de Porto Alegre/RS-Brasil, sobre o acolhimento recebido.

Acolhimento é uma proposta de atendimento de qualidade aos usuários que procuram os serviços de saúde pública, iniciando na chegada às Unidades Básicas de Saúde (UBS). O acolhimento deve acontecer harmoniosamente para que o tratamento seja em defesa da vida e dos direitos sociais de todos cidadãos. Objetivos: conhecer a opinião dos usuários de uma UBS de Porto Alegre/RS-Brasil sobre o acolhimento recebido, identificar o motivo pela busca do atendimento e se foi resolvido. Trata-se de uma pesquisa qualitativa que analisou a opinião dos usuários pelo método de análise de conteúdo. O motivo pela procura de atendimento foi maior enfermagem. Das falas emergiram as categorias: demanda bem atendida, demanda mal atendida, resolução dos problemas de saúde passando pelo acolhimento. Os usuários são bem atendidos e acolhimento é um tema que necessita ser discutido e estudado continuamente, pois faz parte do processo de humanização da sociedade como um todo.

**Fensterseifer, Lisia Maria**, Universidade do Vale do Rio dos Sinos  
Privacidade da amentação das mulheres HIV positivas.

See Cabral, Juliana

**Fensterseifer, Lisia Maria**, Universidade do Vale do Rio dos Sinos  
Mudanças dos hábitos de vida da pessoa com Diabetes Mellitus Tipo 2.

See Fontoura, Cristiane Maria da

**Fensterseifer, Lisia Maria**, Universidade do Vale do Rio dos Sinos  
Vivência com o Método Mapeamento: percepção dos pais.

See Ramme, Lúcia Teresa

**Fernández, Eduardo**, Valladolid  
ASIMILACIÓN DE CÓDIGOS DE GÉNERO EN LAS ACTIVIDADES DEL RECREO ESCOLAR

See Rodríguez, Henar

**Fernández, Silvia Lucía del Valle**, NACIONAL DE CATAMARCA  
La Construcción del Cuerpo Femenino en la Narrativa de Sandra Cisneros

La literatura norteamericana de posguerra sostiene intereses hegemónicos ligados a legitimar discursos que presentan en su forma y contenido sólo aquello que es legítimo enunciar. En The House on Mango Street (1991), Sandra Cisneros presenta a lo Chicano Americano como un otro marginal en oposición a la etnia blanca que se erige como impoluta. Se aplica el ACD al discurso del personaje central, Esperanza Cordero y se observa cómo este genera una imagen de mujer que materializa las voces silenciadas dentro de una sociedad patriarcal. Asimismo, Esperanza erige su voz y construye su impronta identitaria desde la periferia

**Ferrari, Marcela**, Secretaria Municipal de Saúde  
Memorandum of demand for late start of prenatal

See Duarte, Sebastião Junior Henrique

**Ferreira de Mello, Ana Lúcia Schaefer**, UFSC  
Melhores Práticas Organizacionais no Contexto das Políticas Públicas: Atenção Básica de Saúde

Objetivou-se compreender a organização das políticas de cuidado em saúde, considerando as políticas de saúde da Atenção Básica vigentes no Brasil, a partir dos significados das interações no sistema de cuidados. Ancorando-se no método da Grounded Theory, participaram gestores, profissionais de saúde e usuários. Os dados foram obtidos por meio de análise documental e entrevistas. O modelo emergente reflete referenciais teóricos que sustentam as boas práticas de cuidado no interior e no entorno das instituições de saúde,

pelas interações no cuidado em saúde ao ser humano/usuário/cidadão e suas inter-relações no sistema de cuidados em saúde, na perspectiva da complexidade.

**Ferreira de Mello, Ana Lcia Schaefer, UFSC**

Sistema de Cuidado em Enfermagem/Saúde: o Olhar dos Lideres de Grupos de Pesquisa de Administração/Gestão/Gerência

See Erdmann, Alacoque Lorenzini

**Ferreira de Mello, Ana Lcia Schaefer, UFSC**

O Significado da Saúde Bucal para um Grupo de Pessoas Envolvidas no Cuidado do Idoso

Objetivou-se identificar o significado da saúde bucal do idoso (SBI) para pessoas relacionadas com o seu cuidado. Pesquisa qualitativa na qual participaram 19 pessoas, por meio de entrevistas, analisadas pelo método da Análise de Conteúdo. Foram reveladas 8 categorias, emergindo dois grupos de significados: A SBI compreendida em uma dimensão bio-física e em uma dimensão psico-social. Alguns significados atribuídos ao SBI permanecem como barreiras para efetivar promoção de saúde. Considera-se importante conhecê-los para a melhor compreensão de algumas atitudes e comportamentos, traduzidos em práticas de cuidado à saúde bucal, que se perpetuam e são geradoras de estígmas e descuidado.

**Ferreira, Adriana Gomes Nogueira, Universidade Federal do Ceará**

CULTURA MASCULINA E RELIGIOSIDADE NA PREVENÇÃO DAS DST/AIDS EM ADOLESCENTES

Religiosidade e Cultura são fatores que influenciam as escolhas dos adolescentes quanto à prevenção das DST/Aids. Objetivou-se possibilitar aos adolescentes masculinos a adoção de comportamentos saudáveis acerca das DST/AIDS considerando aspectos culturais e religiosos. Metodologia: utilizou-se três Círculos de Cultura, participaram 22 adolescentes masculinos de uma escola pública de Fortaleza-Ceará. Os resultados foram: desconstrução dos conceitos trazidos na problematização, reconstrução e reflexão das práticas para repensarem seus comportamentos, considerando suas vivências, com fundamentação teórica, crítica e reflexiva. Os Círculos foram marcados por clima de amizade, diálogo, confiança, respeito e alegria. A necessidade de conhecimentos sobre DST/HIV/Aids e todos preventivos foi demonstrado pelo grupo, a igreja foi motivo de timidez e desconforto para alguns, sendo forte o discurso marchista. Conclusão: o método facilitou a reconstrução do conhecimento com liberdade, ética, alegria, respeito e amor tornando a Educação em Saúde importante ferramenta na prevenção das DST/Aids entre adolescentes de forma emancipadora.

**Ferrer, Ana-Luiza, Universidade Estadual de Campinas**

Uma revisão qualitativa do tema das narrativas

See Campos, Rosana Onocko

**Ferrer, Ana-Luiza, Universidade Estadual de Campinas**

The narrative construction as an approach for mediation categories

See Campos, Rosana Onocko

**Ferrer, Ana-Luiza, Universidade Estadual de Campinas**

Dos Grupos Focais aos Grupos Focais Narrativos e Hermeneuticos: Uma proposta metodológica.

See Campos, Rosana Onocko

**Ferrer, Ana-Luiza, Universidade Estadual de Campinas**

From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal.

See Campos, Rosana Onocko

**Frrer, Maria Liliane Sousa**, University if Fortaleza  
Maternal perceptions regarding the growth and development in childcare

See Frota, Mirna Albuquerque

**Ferrinho, Paulo Girou**, Universidade Nova de Lisboa  
The patterns of maternal healthcare utilization among poor and non-poor women living in urban areas: a mixed methods design

See Craveiro, Isabel Rodrigues

**Finley, Susan**, Washington State University Vancouver  
Critical Homelessness

See Diversi, Marcelo

**Finney, Mary**, Ohio University  
Digital StorySearching and InnerViewing Again: Autoethnography, Scholar-Activism and Aesthetic Inquiry

A growing number of scholar-activists from the arts, humanities and social sciences are engaged in reflection processes that are, in part, supported by innovative digital multimedia technology. One such practice involves digital story-searching and story-sharing which can be a contemplative space for scholar-activists' creative re-membering their researching experiences. Digital technology can offer insights into multi-layered, autoethnographic sense-making as it expands one's imagination and wonder. What does this have to do with "watering the roots of scholar-activism?" I will share a personal account of the use of digital media tools to enhance reflection and presentational practices.

**Firmin, Michael W.**, Cedarville University  
A Qualitative Analysis of Prostitution's Detrimental Psychological Effects

We conducted a phenomenological, qualitative research study, having interviewed 25 women who were incarcerated for prostitution crimes. Open, inductive coding was used in analyzing the data, augmented by NVIVO-8 software. Internal validity was enhanced through member checking, audit trails, and independent review. Results showed six negative, psychological effects of prostitution: prostitution viewed as being harmful to their own and family's lives, disliking prostitution, drugs are the primary reason for their prostitution behaviors, desires for changing drug habits if they had the power to change their lives, lifestyle of prostitution as an addiction, and hopes of cleaning up in the future.

**Firmin, Ruth L.**, Cedarville Universtiyy  
A Qualitative Analysis of Prostitution's Detrimental Psychological Effects

See Firmin, Michael W.

**Fischer, Cassie D.**, University of Western Ontario  
Same-Sex Couple Immigration: The role of Culture and Relationships in Identity Formation

This presentation will include a description of a developing community-university research partnership between researchers and a Canadian advocacy group providing assistance to same-sex couples immigrating into the country. The partnership was based on a relational-cultural model, and the researchers used a variety of methods to develop trust and rapport with the organization and participants. The limitations of the theoretical model employed in this study will be discussed. The challenges faced to engagement will be reviewed. Strategies used to address the theoretical model's limitations are described. Methods used to overcome challenges of engagement will be presented.

**Fischtein, Dayna Ann**, Indiana University, Bloomington  
Sexual Rights are Human Rights: The Possibility for Critical Qualitative Research to Advance Conceptualizations of, and Social Justice around, Sexuality

Sex is defined as a social practice: meaning is negotiated intersubjectively rather than at the individual, behavioral level. The study of sexual practice should consider the social and

cultural locations influencing sexuality. Some sex researchers have begun using qualitative methodology, but continue to focus on individual level behaviors and conceptualizations of sexuality and have not considered the social justice implications of their findings. We will explore the possibility for critical qualitative methods to both expand current monologic conceptualizations of sexuality as well as offer a social justice framework that can begin to remedy inequities and advocate for sexual rights.

**Fish, Michael**, University of Wisconsin-Madison

Understanding Models of Mathematics Educators' Instruction for Critical Mathematics Literacy.

Studies in critical mathematics education are particularly timely given current reform practices in mathematics education and mathematics educators' lack of knowledge regarding critical mathematics literacy (CML) and classroom strategies for instruction aligned with this perspective. This review will examine the research on mathematics educators' conceptualization and practice of CML aligned instruction. The goal is to better understand and characterize models of critical education and mathematics teacher insight and beliefs regarding CML instruction. The author suggests a new emphasis on maturing pre-service and inservice teachers' mathematical pedagogical content knowledge.

**Fisher, Kathleen M**, Drexel University

A Content Analysis of Open Ended Questions from a Statewide Survey Exploring Memorable Health Care Decisions for Individuals with Intellectual Disability Kathleen Fisher, Drexel University.

Examining agency directors' health care decision-making for individuals with intellectual disability (ID) to improve understanding and explore inclusion of the individual in the process was assessed by a mailed survey in a northeastern state. Findings using content analysis to the survey's open ended questions: 1) describe a memorable example of a health care decision when you included an individual with ID in the process, and 2) discuss additional issues/comments that influence decision making are discussed. Knowledge of how decisions are made will improve understanding of the complex array of service agencies and individuals that determine care for individuals with ID.

**Fisher, Kathleen M**, Drexel University

"Then the Clock Stops": Parents Describe the Lived Experience of Transitions for their Adult Children with Intellectual and Developmental Disability (I/DD) Kathleen Fisher, Drexel University.

The "lived" experiences and future plans in caring for their disabled adult child with intellectual disability were sought by interviewing 12 families. Interpretive phenomenology guided analysis and four themes were identified: 1)"this is the way it is", 2) transitioning i.e. "falling off the cliff", 3) structuring i.e. inventing meaningful activity and 4) advocacy i.e. worry for the future and what can't be controlled. Complex decisions for future and advanced care were identified, as state policies, available resources, medical insurance and inheritance, portend a myriad of decision points. More research on the intergenerational transmission of caregiving responsibilities is needed.

**Fisher, Kathleen M.**, Drexel University

Residential Caregiving for those with Intellectual Disabilities in South Africa: A Qualitative Case Study

See Johnson-Ford, Lisa A.

**Flaherty, Ian McPhail**, University of Sydney

Challenging Behaviour and Foucault

The New South Wales Department of Ageing, Disability and Homecare (AU), in response to the New South Wales Disability Services Act, has produced a policy to guide its services to its clients. The clients in this study are those who have been defined as having challenging behaviour. The Departmental policy regarding challenging behaviour ostensibly works towards inclusion and liberty for its clients. The process by which this policy is to be enacted is detailed in a second policy document, the Individual Planning for Adults in Accommodation Services Policy. There are three parts to the second piece of

policy: individual planning, behaviour intervention and lifestyle and environment review. When analysed using the framework Foucault provides in Discipline and Punish: The Birth of the Prison (1977), the mechanisms used to fulfill the requirements of the policy may be seen to provide the converse of what the policy sets out to achieve. Reconfiguring understandings of policy related to individuals with disabilities is an important step in working towards their autonomy and freedom.

**Flick, Uwe**, Alice Salomon University of Applied Sciences

Triangulation of Micro-Perspectives on Poverty and Social Exclusion: Homelessness and Health

Being homeless is an individual experience, which affects most areas of everyday life. Analysing this phenomenon from different angles can reveal mismatches of perspectives - how institutions do not meet needs of potential clients or how people with problems do not use available services. In the research presented here, I studied homeless adolescents with chronic illness by using three qualitative approaches: Participant observation as an approach to practices, interviews with adolescents about their illness and experiences with health services and expert interviews with various professions working in such services. Potentials and problems triangulation of these perspectives will be discussed.

**Fontoura, Cristiane Maria da**, Universidade do Vale do Rio dos Sinos

Mudan\_as dos h\_bitos de vida da pessoa com Diabetes Mellitus Tipo 2.

Diabetes Mellitus tipo 2 (DM2) uma doen\_a metab\_lica que apresenta a hiperglicem\_a e dist\_rbios no metabolismo dos carboidratos, l\_ip\_deos e das prote\_nas, sua incid\_nia atinge propor\_ces epid\_micas, causando alto custo econ\_mico e social. Objetivos: identificar a exist\_nia de mudan\_as e dificuldades ocorridas na vida de uma pessoa com DM tipo 2; desvelar a percep\_ao do paciente em rela\_o a sua nova condi\_o de vida e investigar o grau de conhecimento do paciente quanto \_ patologia. Trata-se de pesquisa qualitativa, analisando a percep\_ao de pacientes com DM tipo 2, sobre mudan\_as de h\_bitos de vida, atrav\_s da an\_lise de conte\_o. Verificou-se que nenhum dos entrevistados segue o tratamento completo do DM, as dificuldades referidas relacionam-se \_ manuten\_o do plano alimentar e \_ realiza\_o de exerc\_cios f\_sicos. Vrios fatores interferem nestas dificuldades sendo a melhor forma para super\_las o investimento no processo de educa\_o em sa\_de dos pacientes.

**Ford, Lance**, University of Oklahoma

A PhD Cohort Class: From Classroom to Bunker

PhD cohort groups bond in ways that may not exist in other doctoral settings. Even so, students and professors backstage and front-stage self- perceptions and presentations usually vary depending on time and circumstance. Based on class-member interviews, our phenomenological dramaturgy focuses on one weekend, cohort class we both attended, as student and professor. In the middle of a cerebral exchange concerning several students projects, a tornado siren blew loudly, and the class transformed from students and professor to perspective survivors who sought cover and interacted in completely different roles. Our results will be a reenactment of the event.

**Ford, Thea**, John Carroll University

Taking Care of Rosie

This presentation shares my experience with Probate Court as I sought guardianship of my sister, who developed Alzheimer's. The US Judicial system has a long history of being less than responsive to the needs and rights of American citizens. In addition to settling the estate of deceased individuals, Probate Court has the responsibility of protecting persons who become incapable of managing their own affairs. The process would-be protectors follow in order to obtain guardianship can be long, costly, and frustrating, as courts are often indifferent, and this can have tragic results.

**Fordham-Hernandez, Traci**, St. Lawrence University

A Third Space Corrido: White Mother, Chicano/a Children

Fordham-Hernandez interrogates discourses of racial and ethnic authenticity as she reflects upon her mestizo children. Re-membering and re-creating her Mexican-American

family's stories of "skin walking," (Scales-Trent, 1997) she engages the fluid and contradictory articulations of race, especially when the body is marked as "mixed." Weaving poetry and music together with narrative and prose, Fordham-Hernandez contemplates her shifting positionality in the Anglo hegemony while simultaneously arguing that the liminal space of her "bi-racial" children, might, ultimately, be a site for critical global citizenship.

**Fort, Vernita Pearl**, University of Illinois, Urbana Champaign  
Jamaicas Music Industry and the Ethical Economy

I use mixed methods to examine Jamaica's contemporary music industry in the context of four global seismic shifts. Together these shifts represent either a disastrous threat or a historic opportunity for humankind. They concern digital technology, climate change, faulty economic structures and attitudes favoring wellbeing, innovation and cooperation as opposed to consumerism, injustice and militarism. I use formal text, statistics, interpretive interactionism, film and performance to present my findings and a personal narrative about Jamaica's music industry and its possible future. I address policies, investments and practices for shaping a business model that supports human rights and an ethical economy.

**Foster, Elissa**, Lehigh Valley Hospital and Health Network  
Tales of the Not-Yet-Pregnant

This performance examines the impact of contemporary motherhood discourses on my own biographical agency as a woman who is "not-yet-pregnant." As I construct my life story, to conceive my future as mother-worker-citizen, I am increasingly aware that public conversations -- about fertility and feminism, work-life balance, and consequences of "postponed" motherhood -- infiltrate my consciousness to constrain the story I desire to write. In these public conversations, time is invoked as *asäanaänvisible* and immutable constraint that limits the possibilities for both social changes and personal choices that might fulfill the promise of wholeness, wherein family-work-life-productivity are a dynamic unity.

**Fox, Madeline C**, The Graduate Center, The City University of New York  
Through Corridors of Criminalization: The Social Psychological Ironies of Trust and Betrayal for Urban Youth

On the journey to school, freedom and oppression are happening in the same corridor at the same moment. Armed with book bags and Metrocards, New York City students can travel for hours on their way to and from school. In a continuation of a youth participatory action research project, the Corridors of Criminalization project utilized focus groups, survey data and a life-study to document, analyze, and theorize the relationships between students, city officials, policy, social trust, surveillance and betrayal. We will discuss our findings on criminalization, sexualization and freedom on the journey to and from school in New York City.

**Foy, Matt**, University of Northern Iowa  
Columbine and the Rise of the Violent Writer/School Shooter Stereotype

Since 1999s Columbine Massacre and 2007s Virginia Tech Massacre, many theories have been developed for the early detection of potential school shooters. This paper examines one dangerous stereotype, the Violent Writer/School Shooter stereotype, which suggests that students who write violent material (poems, short stories, plays, blogs, etc.) are more likely to "shoot up their school." This paper traces the stereotypes Columbine roots and the media and publics role in creating the climate of fear surrounding high school and college-age writers of violent stories.

**Fraga, Cecilia**, Universidad de Buenos Aires-Instituto de Investigaciones Gino Germani  
The biographical experience of class and gender in the lives of working class women.

This paper is part of a research project whose objective is to analyze changes in the interpretative schemas and micro-social relations of working-class women that were involved in a grassroots program of housing self-construction in the city of Buenos Aires (2004-2007). These women were living in squatter settlements but were able to improve their living conditions and life chances through their grassroots militancy in this community project. Taking the analysis of this experience as the focus of our reflections, the

objective of this paper is to discuss how qualitative methodologies can be used in the study of experiences of social and political empowerment. The main premise of our research is to be truthful to our interviewees' interpretative schemas as well as to reflect about our own involvement in the research process. The biographical approach will allow us to study how the objective changes in the lives of these women (grassroots militancy, house ownership and stable employment) can be related to changes in their world-view, their class self-concept and their gender dispositions.

**Francois, Emmanuel Jean**, University of South Florida

From Motivation to Motivation: Motivation at the Crossroads of Non-traditional Adult Students' Experience

Returning adult students face serious challenges to match their motivation for participation in an education program with their motivation to learn in the classroom. Obviously, they have to balance family life, work related responsibilities as well as additional demands from their brain. Despite their motivation for participation and their resilience, returning adult students seem need additional motivational supports from course instructors to overcome dropout temptations and persist in pursuing their educational goals. Using a phenomenological framework, this paper underscores students' perceived best practices for enhancing classroom motivation of returning adult students, which will eventually contribute to retention and academic efficacy.

**Franklin, Keita**, Virginia Commonwealth University

A Qualitative Study Exploring How a Diagnosis of Posttraumatic Stress Disorder or Other Associated Mental Health Concerns of the Service Member Impacts the Experiences of Military Spouses

See Love, Linda Elizabeth

**Freeman, Melissa**, University of Georgia

Critical Theory Evaluation: Theoretical and Practical Implications

Critical theory offers an historical framework that challenges the ideological underpinnings of everyday practice and uses stakeholder perspectives and experiences with those practices to develop new ways of conceiving of their meaning and purpose in society. Conducting critical evaluation means taking both a value-committed and value-critical stance (Schwandt, 1997), which means advocating for the democratic ideals of inclusion and equality, while also engaging critically with stakeholders about the social values embedded in the practice under scrutiny. This paper advocates for a critical theory evaluation and outlines the main components and concerns of implementing participatory, pedagogical, and change-oriented strategies in evaluation.

**Freidin, Betina**, Universidad de Buenos Aires

Reflexive Users of Unconventional Medicine in Argentina: Combined Care Seeking Strategies in Plural Medical Cultures

The utilization of complementary and alternative medicine (CAM) is a global phenomenon, and much research on the topic has been conducted in developed countries. We focus on the consumption of acupuncture in Argentina. Based on in-depth interviews with 43 users with diverse socio-demographic backgrounds and who have access to acupuncture treatments in non-medical and medical clinical settings (private and public), we analyze how they combine conventional and unconventional medical resources and the rationale of their care seeking strategies. Our theoretical perspective draws from current debates on laypeople experiences with biomedicine and their reasons to seek alternative ways of healing.

**Freire, Suellen Alves**, Universidade Federal do Cear\_  
Educa\_Co em Sa\_de no uso do preservativo

See Pinheiro, Patricia Neyva

**Fricke, Ruth M.**, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do

Sul

Understanding and apprenticeship of the Law of the Great Numbers in probability in a pleasurable process.

In the Methodology of Statistical Education, the educational plays allow the understanding of laws and development of the Statistical thinking. This playful form makes possible that the pupil builds his concepts of laws that are behind the phenomena. The Based on trials carried out with coins re-discovers the Law of the Great Numbers: when the number of observations grows, the relative value has a tendency to represent a theoretical probability. Educating it develops theoretical knowledge without representing a simple memorization. In this practice, secondary school students prepared and incorporated the LGN with an educational play of launch of coins.

**Fricke, Ruth M.**, UNIJUI - Universidade Regional do Noroeste do estado do Rio Grande do Sul

The Law Maria da Penha in Brazil in introduction - difficult to accept, impossibly of living with dignity without, according to women who survive domestic violence.

The contradiction between the struggle for human rights in social groups of women who live in a process of domestic violence and the acceptance, and formalization of the process leads to the difficulties in the introduction of the Law Maria da Penha (Brazil, 2006) who "To develop ways to restrict the domestic and familiar violence against the woman". The evidences are found in a research with women of urban outskirts who discuss the denunciation of the violence and the maintenance of the husband shows that they repel the aggression but they do not accept to abort the done choices.

**Fricke, Ruth Marilda**, Unijui

Economy and Ideology in the Electoral Choice

See Bourscheid, Joao Teodoro

**Frish, Yehiel**, Shaanan Academic College

The Use of Qualitative Methodology to Advance Diagnoses of Self-Efficacy to Perform an Action: a Set of Case-Studies

See Katz, Sara

**Frota de Holanda, Helena Cl\_udia**, Universidade Federal do Cear\_FAM\_LIA E ESCOLA: UMA RELA\_O POSS\_VEL.

Este trabalho aborda a rela\_Co fam\_lia/escola, tendo por base a fam\_lia como um dos ambientes de desenvolvimento decisivos na forma\_Co do indiv\_duo e a escola como um lugar de interpretar o mundo para modific\_lo. Acredita-se que algumas mudan\_as sCo necess\_rias para aprimorar a liga\_Co fam\_lia/escola, que deve ser alcan\_cada por meio de uma a\_Co articuladora na rela\_Co ensino/aprendizagem. Utilizamos, para a constru\_Co e an\_lise do conhecimento das rela\_es interpessoais, a escala avaliativa grupal pichoniana com enfoque do acontecer grupal operativo: interven\_Co-preven\_Co. Portanto, consideramos que deve haver um conjunto de a\_es coerentes para que essas duas ag\_nias socializadoras caminhem juntas.

**Frota, Mirna Albuquerque**, University of Fortaleza

The caregiver's influence in the introduction of complementary feeding in Children

Aimed to describe the caregiver's influence in the introduction of complementary feeding. Qualitative study conducted in a Nutrition Center in Brazil. The participants were 21 caregivers. Was conducted between February and October 2008, was used the free observation and participant observation, semi-structured interviews and focus group. The data analysis was carried out by the answer saturation which emerged the categories: Nutritional counseling received; Trial cultural about the food. Showed the various influences of caregiver, featuring the cultural diversity existing in the context experienced by mothers in the process of introduction of complementary feeding.

**Frota, Mirna Albuquerque**, University of Fortaleza  
Health promotion: an intervention in breastfeeding

Aimed to develop educational activities to improve the mother perception against breastfeeding. Qualitative approach, was used the semi-structured interview. The scenario was a Health Service from Brazil, between February and June 2008. The participants were nine mothers attended the service. The data analysis was held by an uprising in saturation of the responses, which emerged the thematic categories: Workshops Contributions and Breastfeeding is ideal. The educational activities are able to develop awareness about breastfeeding and nutritional benefits. Thus, the educations principle facilitates the development of critical consciousness, emphasizing the breastfeeding role in children nutrition.

**Frota, Mirna Albuquerque**, University of Fortaleza  
Mothers perception on with your child care

Aimed to know about the mothers perception caring for the children. Descriptive and exploratory research with a qualitative approach in Croat-Ceara-Brazil. The informants comprised 11 mothers of children under two years assisted by staff of the Family Health Program of St. Francis. For data collection was performed a semi-structured interview with the guiding question: How do you do to take care of your child? The data were analyzed, emerging category: Mother's care with her son. There was a need for professionals in the community are developing strategies with a focus on health promotion

**Frota, Mirna Albuquerque**, University of Fortaleza  
Maternal perceptions regarding the growth and development in childcare

Descriptive qualitative study aiming to investigate the perception of mothers in relation to growth and development of their children, attended a Basic Health Unit in the year 2008. Was a free observation of the behavior of mothers with their children in the waiting room, implementation of interviews with 20 mother, and finally carried out education activities. The results pointed to the importance of childcare, health posts in order to provide a service with integration of ideas and actions shared with the professional and mother.

**Frota, Mirna Albuquerque**, University of Fortaleza  
Breastfeeding in the perception of postpartum women from rural areas

The study aimed to investigate the knowledge about breast-feeding for mothers assisted in a Basic Health Unit in a rural area of the state of Ceara. Search with a qualitative approach with eight mothers of babies from 0 to 4 months in AME. The data collection took place through home visits during June 2007, with the technique on a semi-structured. It was noticed that the mothers, to breastfeed their babies, showed affection and dedication, and despite knowing the importance of breastfeeding on the health of the child, the work was seen as prevalent factor in triggering the weaning.

**Fudge Schormans, Ann**, McMaster University  
Photography, Social Work, and Persons Labelled Intellectually (Dis)abled: The Right or Responsibility of Inspection, Ann Fudge Schormans, McMaster University.

The imperative to understand how, and what, we know and tell, demands awareness of researchers' responsibility towards accessing the silenced voices of people with intellectual/developmental disabilities (PWD/DD). Reflecting power inequalities interacting in re-presentations, the marginalization of PWD/DD is revealed in public photographs: images rarely made by PWD/DD. This work engages with the ethics and politics of self-representation as a group of PWD/DD critique and re-image/imagine public photographs of PWD/DD. When shown to different audiences, these transformed images articulate new possibilities for knowing and being. The goal is not the finished product, but dialogic encounters between people with and without disabilities.

**Fuentes, Ingrid del Carmen**, Universidad Nacional Experimental Simón Rodríguez  
Las Tecnologías de la Información y la Comunicación: una alternativa para lograr la equidad en la educación superior como derecho social

La educación considerada factor estratégico para el desarrollo, debe contribuir al desarrollo humano sostenible y erradicar la pobreza. Debe ser una educación basada en conceptos alternativos e innovadores, sustentada en la equidad, la inclusión, la calidad y la pertinencia, con la finalidad de valorar las políticas alternativas tendientes a una mayor equidad social. De allí, debe tener capacidad para transformarse en busca de propiciar el cambio y el progreso de la sociedad. Por consiguiente, requiere emprender la transformación y la renovación de los planes de estudio con la finalidad de incorporar creativa y responsablemente las tecnologías de la información y la comunicación como alternativa para reforzar la calidad, la equidad y ampliar el acceso al conocimiento. Estos argumentos forman parte de una investigación basada en el uso de las TIC en la educación superior, sustentada en el enfoque cualitativo y el método de investigación acción en el aula.

**Funes, Lucas Ernesto**, Universidad Empresarial Siglo 21

Influencia social y respeto de las normas: el peso relativo de los grupos de referencia en el irrespeto de las normas de tránsito.

El presente artículo muestra algunos de los resultados obtenidos en una investigación cualitativa cuyo principal objetivo es conocer las razones que los conductores manifiestan para respetar o irrespetar las normas de tránsito. El trabajo se enfoca en analizar el cumplimiento/incumplimiento de las normas por parte de los conductores como agentes socializados. La conclusión central que aquí se presenta muestra cómo un grupo específico de conductores supeditan el acatamiento de las normas de tránsito al cumplimiento de ciertos principios culturales interiorizados, que le otorgan el reconocimiento de su grupo de referencia, a partir del incumplimiento de la norma de tránsito.

**Furtado, Juarez Pereira**, Universidade Federal de São Paulo

Uma revisão qualitativa do tema das narrativas

See Campos, Rosana Onocko

**Furtado, Juarez Pereira**, Universidade Federal de São Paulo

Dos Grupos Focais aos Grupos Focais Narrativos e Hermeneuticos: Uma proposta metodológica.

See Campos, Rosana Onocko

**Furtado, Juarez Pereira**, Universidade Federal de São Paulo

From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal.

See Campos, Rosana Onocko

**Furtado, Juarez Pereira**, Universidade Federal de São Paulo

The narrative construction as an approach for mediation categories

See Campos, Rosana Onocko

**Fusco, Caroline A.**, University of Toronto

Whose ethics? Ethnographic Dilemmas of Doing Research in Schools

What happens when we promise one thing in our research proposals and are constrained by the realities of doing ethnographies in schools? Drawing from a current research project, I highlight the larger methodological dilemmas researchers may confront when doing work on youth and health in school spaces. Such projects invariably face ethical reviews and institutional constraints with respect to school board reporting procedures that are at odds with the researchers' own sense of ethical responsibility. In this regard, institutional ethical procedures are not separate from the larger cultural context in which they exist, which both fears and over-protects youth.

**Futch, Valerie A**, The Graduate Center, The City University of New York  
Putting the Self on Stage: Theatre as a Site for Negotiating Adolescent Identity

How does theatre serve as a unique setting for negotiating adolescent identity? This paper explores data from a community theatre group that creates and presents plays focused on sexuality, peer pressure and other adolescent experiences. Interview, survey, and identity maps provide evidence that the artistic space allows for “safe” exploration of voices, emotions, and identities. Results suggest that spaces allowing creative personal exploration, such as theatre, also encourage self and identity development that travels to other settings and spaces. The lasting impact of adolescent development through theatre is considered in the context of a broader culture with an often reactionary stance toward adolescents.

**Futch, Valerie A**, The Graduate Center, The City University of New York  
Re-Writing the Script: Education, Resistance and Development through Theatre Participation

In a time of increased discipline and test-driven curricula, adolescents have fewer opportunities to explore aspects of self and identity that are critical to development. This paper draws on data from a youth theatre group and juxtaposes the community theatre setting with the school setting as a site for development and education. During interviews participants drew comparisons and contrasts between the settings, particularly around issues of sex and sexuality education. Narratives of resistance emerged in which the participants contest popular concepts of adolescence. They present the rights of expression, access to information, and freedom to make choices as vital to their overall education.

**Gaches, Sonya**, Arizona State University  
Fighting for Children’s Rights within the U.S. Public School Classroom

This paper, written by a teacher-researcher with over 20 years experience in primary education and child advocacy, explores issues that teachers face when attempting to foreground the voices and experiences of children in neoliberal times. Juxtaposing my experiences in a multi-grade, child-centered public school classroom with those of other educators with increasingly restrictive teaching conditions and narrowing curriculum (Heydon & Iannaci, 2008; Shields, Bishop & Mazawi, 2005; Swadener, 1995), I argue that a child rights-based framework for education is a powerful strategy for resisting such policies and creating more inclusive and meaningful experiences for young learners. The paper also looks at methodological and ethical challenges in doing research with and about children in one's own classroom/school.

**Gajjala, Radhika Gajjala**, Bowling Green State University  
Placing Homelessness: Critical Ethnography as Critical Pedagogy

See Yamaguchi, Precious

**Gale, Ken**, University of Plymouth  
An Inquiry into the Ethical Nature of a Deleuzian Creative Educational Practice.

In introducing the work of Deleuze and Guattari Massumi says: ?A concept is a brick. It can be used to build the courthouse of reason. Or it can be thrown through the window.’ Therefore in taking the Deleuzian view that concepts have no subjects or objects other than themselves and that the creation of concepts are acts, this paper is conceived as a nomadic inquiry into the possible ethical, affective and political aspects of the events with which these acts are associated. The paper will be informed by the author’s own collaborative and performative research practices and the inquiry will be sited within the context of his teaching and learning practices in post graduate education and professional development. In short the paper will explore the ethical implications and sensitivities of the use of creative practices of conceptualisation within educational settings of this kind.

**Gale, Ken**, University of Plymouth  
Becoming Encumbered: Variations on Themes of Intensity

Since last year’s congress we have continued to write, as our lives have taken their turns, sharing our vulnerability through the loving intensity of performative utterances of the

body. We write into a sacred, blood-red space where we stutter ourselves into being, where we play jazz in the bittersweet blues of life. Our lives are given added meaning through the life of this group, a life that we have collectively forged. Our virtual but embodied co-presence reminds us that it is how (our) bodies stand in relationship to one another that matters. We do not know where our writing will take us during the months between now and May 2009. However, at this session there will be stories of intensity, connection and loss, of journeys made and people encountered; stories of writing, with its gifts and limitations; and stories of pain experienced, its weight born in part through the words of this group.

**Gale, Ken**, University of Plymouth  
A Deleuzian Between-The-Two

We continue to journey beyond our joint doctoral dissertation. Over recent years we have been exploring writing, through writing, understanding that in writing together we become less Ken and Jonathan, and more a process, a Deleuzian between-the-two. Here we venture into a fiction where we encounter each other in a therapists consulting room. Our purpose is to explore how this might interrupt and trouble our established understandings of each other and our relating. As the conversation in the consulting room runs towards an impasse, trouble brews in the street outside. The story takes an unexpected turn.

**Gale, Ken**, University of Plymouth  
Using Deleuzian Thought in Collaborative Writing

See Davies, Bronwyn

**Gallagher, Kathleen Marie**, University of Toronto  
Justice for Urban Youth: Holding Theatre Methodologies to Account

What constitutes a theatre methodology in social science research? What makes it theoretically robust? Ethically responsible? This presentation will explore the epistemological and methodological trouble when researchers are led to science through art, in a wider political context of re-emergent scientism. Using ethnographic scenes from drama classrooms in New York City and Toronto, this presentation proposes the idea of a porous methodology. In other words, how much does what the researcher encounter in the field insist upon improvisation? The presenter will offer strategies for participatory drama methods to elicit understandings and utterances that would be otherwise inaccessible to researchers.

**Gallo, Luz Elena**, Universidad de Antioquia  
El cuerpo en la educación da que pensar: perspectivas hacia una educación corporal

El cuerpo en la educación da que pensar: perspectivas hacia una educación corporal, se configura a partir de la investigación de corte teórico-documental realizada a las cuatro tradiciones que han marcado el pensamiento de la Educación del F\_sica en Colombia y que han sido determinantes en la configuración de un discurso sobre el cuerpo enseñado y, por tanto, sobre la subjetividad corporal educable. Con ello se abre un espacio de reflexión sobre la Educación Corporal que permite problematizar lo que ha sido la mirada del cuerpo en la Educación F\_sica, buscando interpelar a aqu\_llos que consideran que se trata simplemente de educar el cuerpo desde marcos que no logran trascender una concepción de cuerpo fragmentado intimar en aqu\_llos trozos disgregados del cuerpo en la Educación F\_sica que solicitan una nueva mirada sobre la corporalidad. Acudiendo a la metafora de los despreciadores del cuerpo en Nietzsche, la Educación F\_sica desprecia la corporalidad porque ha aprendido y enseñado de ese cuerpo-f\_sico y ha emmudecido ante una concepción que reivindica la corporalidad como un anclaje necesario para devenir en la constitución de sujeto; hay menos razón en el cuerpo y ah\_ radica el despreciar el cuerpo. Tal vez, la Educación F\_sica deba hundirse en su ocaso, despreciador de la corporalidad, “yo no voy por vuestro camino, despreciadores del cuerpo!” (Nietzsche, 1999: 66); de ah\_ que surja precisamente una reflexión sobre una Educación Corporal que despliega una mirada, una inflexión en el tono que metamorfosea los vestigios alusivos a lo f\_sico del cuerpo en la Educación.

**Gama, Ana**, Universidade Nova de Lisboa (UNL)  
Grupos Focais sobre a Utiliza\_Co dos Servi\_os de Sa\_de Sexual e Reprodutiva por  
Mulheres Imigrantes em Portugal

See Dias, Sânia Ferreira

**Gama, Ana**, New University of Lisbon  
A Focus Groups Study about Sexual and Reproductive Health Service Utilization of  
Immigrant Women in Portugal

See Dias, Sânia Ferreira

**Ganapathy-Coleman, Hema**, Indiana State University  
Remembering Memory: Tradition, Culture, Colonization and Education in Contemporary  
India

In many schools in India, especially in math and science, memorization, a learning technique with deep roots in the Indian educational tradition, is disdained. Based on parent and teacher interviews and personal experience, I propose that in becoming co-opted into the western reification of “science and technology” many educators have learnt to devalue memorization, a traditional technique of learning while culturally, memorization continues to be encouraged. Analyzing this paradox, this paper argues that de-emphasis of memorization was used with only partial success as a weapon to colonize and intellectually disempower a people with a strong oral tradition.

**Gangnon, Bradley Allen**, United International College  
I Want to Tell the Whole Story: Managing My Public Persona in a Moment of Crisis

This essay explores the difficulties associated with needing image management advice as the chair of the communication department at a small comprehensive university. The crisis resulted from an anonymous tip to the student newspaper that I did not have the Ph.D. I had claimed to the institution. I went from providing image management advice to a US Senate candidate to relying on the advice of fellow communication specialist. The essay explains the tensions between successful image management, the desire to tell the whole story, and to stay on script for both myself and the institution.

**Gangnon, Bradley Allen**, United International College  
The Meaning of Dying: A Case Study of Experience and Meaning as Caregiver and Son

This reflective essay interweaves narratives of care giving and family communication within Kubler-Ross's five stages of dying. The approach involves personal reflection, interviews with medical professionals (oncologist, chemotherapy nurse, and social worker), and theoretical analysis. The essay concludes with an understanding of Kubler-Ross's stages as communicative phenomena in process and multifaceted. So a person can be in depression vis à vis loss of a job and acceptance about the inability to drive. This current essay revisits my masters thesis research from 10 years later to further increase the insight given.

**Gannon, Susanne**, University of Western Sydney  
Using Deleuzian Thought in Collaborative Writing

See Davies, Bronwyn

**Gannon, Susanne Marie**, University of Western Sydney  
Diversity and difference as ethical encounter

In this paper stories of teaching indigenous students and students from different language backgrounds in secondary schools are provocations to investigate the ethical relations between pedagogies, bodies and place. Although differences of skin, language, belief, taste and culture, class and privilege, or lack of it, appear to separate the teacher and her students and the students from each other, a pedagogy of vulnerability and openness legitimises what students know and bring with them to the pedagogical encounters. The paper aims to dislodge familiar discourses of diversity whilst acknowledging the material effects of particular historical and social junctures within which particular subjects are constituted. Rather, Deleuzian differentiation is taken up to enable differences to be understood

as continuously decomposing, reproducing and multiplying and within which subjects become “the locus of effects” of their surroundings (Bell, 2007: 11).

**Garces, Marcela**, Universidad de Antioquia

Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S.

See Cristancho, Sergio

**Garcia Castro, Ligia Ines**, Universidad Autonoma de Manizales

Estudiantes Afro-Colombianas y el Desarrollo de su Modelo Mental del Inglés:

Implicaciones para la Enseñanza a Minorías Pablo Acosta Acosta, Universidad del Cauca, Diana Albadan Murillo, Ligia Garcia Castro, Universidad Autonoma de Manizales

See Acosta Acosta, Pablo Enrique

**Garcia-Cabrero, Benilde**, Universidad Nacional Autónoma de México

A Diagnostic Study on the Evaluation of Teaching in Mexican Universities: A Methodological Approach

See Luna-Serrano, Edna

**Garcia-Cardenas, David**, Universidad Autonoma de la Ciudad de Mexico

Healing QI. Perspectives from Emancipatory Health Promotion

See Chapela, Mar\_a-del-Consuelo

**Garcia-Castro, Ligia Ines**, Universidad Autonoma de Manizales

African-Colombian Female Students' Development of Mental Models of English:

Implications for Teaching Minorities Pablo Acosta Acosta, Universidad del Cauca, Diana Albadan Murillo, Universidad del Cauca, Ligia Garcia Castro, Universidad Autonoma de Manizales

See Acosta-Acosta, Pablo Enrique

**Garcia-Quintanilla, Magda**, Universidad Autònoma de Nuevo León

Dimensiones y representaciones en los procesos de cambio educativo

Este estudio, nos ayudó a revisar como se espera que sean y como se concretan o no, las actualizaciones pensadas y diseñadas para que los docentes modifiquen su práctica, acompañamos a un grupo de maestros y directivos que después de asistir a cursos de capacitación con una propuesta innovadora, regresaban a sus prácticas diarias; una de las categorías que analizamos “La inercia institucional” nos mostró como el tiempo presiona y es enemigo de la libertad, o al menos así les parece a los profesores. El problema del tiempo complica y confunde la implementación de los cambios.

**Garcia-Sastre, Sara**, Universidad de Valladolid

Lights and shadows of evaluating Computer Supported Collaborative Learning

See Jorrin-Abellan, Ivan Manuel

**Garcia, Alejandro Cerda**, Universidad Autónoma Metropolitana - Xochimilco

Conjecture and Validation: Alternative Forms for the Sense Comprehension

In contrast with the Descartes perspective that compiles evidences with the objective to corroborate hypotheses, the interpretation looks for the discourse sense comprehension. The conjecture, that needs to be validated, is the departure point permits us to go further away of significance. The explanation is necessary but in insufficient to comprehend the discourse sense to which we can access through the dialectics relationships between event and sense and between sense and reference. This perspective can give us new methodological orientations to built knowledge.

**García, Alejandro Cerdá**, Univesidad Autònoma Metropolitana - Xochimilco  
Pasión y Sentido: Cuestionando la Visión Dominante de Experiencia y Subjetividad.

Desde la perspectiva neopositivista, experiencia y subjetividad deben ser explicadas a partir del sujeto individual y racional que percibe el mundo. En contraposición, el involucramiento de sujetos en experiencias colectivas muestra que pueden elegirse otras rutas para dar cuenta de lo que les sucede a partir de cuestionar las perspectivas cartesianas y empirista. En esta ponencia se exploran las nociones de pasión como ordenadora de la experiencia y de lógica del sentido - a través de la metafora del juego de Gilles Deleuze - como forma de razonamiento para la producción de conocimiento y como orientación metodológica para el análisis empírico.

**García, Alfonso Jorge**, Valladolid  
ASIMILACIÓN DE CÓDIGOS DE GÉNERO EN LAS ACTIVIDADES DEL RECREO ESCOLAR

See Rodríguez, Henar

**García, Antonio R.**, University of Washington  
Democratizing the Academy through the Personal “I”: Using Qualitative Research to Promote Social Justice

See Mountz, Sarah E.

**García, Carmen Emilia**, Universidad de Antioquia  
Estrategias que favorezcan procesos de investigación formativa

A partir de los resultados de la investigación “Recuperación de fuentes documentales para la historia de las prácticas pedagógicas del cuerpo escolarizado en la primera mitad del siglo XX en Medellín”, se proponen cuatro estrategias pedagógicas en el uso de las fuentes documentales históricas que favorezcan procesos de investigación formativa en el pregrado de la licenciatura de Educación Física. Se trata de hacer un tejido comprensivo con las cuatro estrategias, de manera que se posibilite en los estudiantes una formación encaminada al ejercicio de la investigación que devenga en la pregunta por las prácticas pedagógicas del cuerpo escolarizado en el siglo XX en Medellín. Las estrategias que se proponen son: la relación con el pasado mediado por el trabajo de elaboración de fuentes, la pregunta como dispositivo de sensibilización, el principio investigativo del asombro y la experiencia de la lectura. La pregunta por las prácticas pedagógicas del cuerpo escolarizado en el siglo XX en Medellín, permitirán la reflexión sobre las formas de interacción de los cuerpos en los discursos y la praxis pedagógica y pensar cómo los procesos institucionales que denominamos educativos se ocupan del cuerpo y su encaje en el quehacer pedagógico modelando comportamientos que se juzgan indispensables en el paso por el mundo. Se aborda el problema de la educación y formación corporal desde las reflexiones sobre los procesos educativos que se ocupan de las prácticas, los discursos y las técnicas del cuerpo y su encaje en la praxis pedagógica.

**Gardiner, Wendy**,  
Urban Teacher Residencies: Collaborations in Urban Teacher Preparation Reform

See Gardiner, Wendy Lynn

**Gardiner, Wendy Lynn**, National-Louis University  
Urban Teacher Residencies: Collaborations in Urban Teacher Preparation Reform

Urban Teacher Residencies (UTRs) are a recent innovation in urban teacher preparation. UTRs involve partnerships with not-for-profit organizations, universities, and urban school districts. UTR partners collaborate to recruit and prepare socially motivated teacher candidates, and then, provide induction coaching in the high poverty, high needs schools in which graduates ultimately teach. This paper will provide an overview of the Academy of Urban School Leadership model, the country's first UTR, and then use Wenger's (1998) theories on "communities of practice", in particular boundary relations and constellations of practice, as an analytic lens to describe the complexities of this inter-agency collaboration.

**Gardner, Marcia**, Drexel University

“Then the Clock Stops”: Parents Describe the Lived Experience of Transitions for their Adult Children with Intellectual and Developmental Disability (I/DD) Kathleen Fisher, Drexel University.

See Fisher, Kathleen M

**Garduño Duarte, Aurora**, Autònoma de Barcelona

Researching a Political Subject in Human Rights: understanding the International Civil Commission for Human Rights Observation, Ana C. Aguirre, Aurora Garduño, Social Psychology Department, Universitat Autònoma de Barcelona, Barcelona-Spain.

See Aguirre Calleja, Ana Cristina

**Garrido, Mar\_a Cristina**, Universidad del Cauca

Webbing Sense: School-Life

Webbing Sense: School-Life is the result of a research work based on two projects: Professional Development of Elementary School English Educators and The Childrens Realization in the English Language Learning Process at six schools in departamento del Cauca. This lecture deals with practical and theoretical elements intended to consolidate an educational proposal for teaching English to children in Elementary Schools.

**Garrido, Mar\_a Cristina**, Universidad del Cauca

Tejiendo Sentido: Escuela - Vida

Tejiendo Sentido: Escuela-Vida nace como producto de un trabajo investigativo basado en los proyectos: Desarrollo Profesional de Educadores de Inglés en Primaria y La Realización de los Niños y las Niñas en el Proceso de Aprendizaje de la Lengua Inglesa en Seis Escuelas del Departamento del Cauca, desarrollado por el grupo de investigación Niños Niñas Lengua y Cultura de la Universidad del Cauca. La presentación de este trabajo devela elementos prácticos y teóricos encaminados a consolidar una propuesta educativa para la enseñanza del inglés a niños y niñas de Básica Primaria.

**Garza, Gilbert J**, University of Dallas

The Other and the Face on Facebook: a Levinasian Approach to Focus Group Research

This paper employs an ‘approach’ (von Eckartsberg 1998), to phenomenological research rooted in Levinas to explore the emergent meanings of the Other as revealed on Facebook. This approach emphasizes the centrality of the ethical relationship to the Other as the basis for the dialogical emergence of phenomena. We enact this approach through the use of focus groups to develop dialogical data and an analytic procedure that treats the emergent results as communally produced and relationally lived. Through these results we will address the question of whether there are indeed faces and the ‘face to face’ on Facebook.

**Garza, Gilbert J**, University of Dallas

Heidegger and Levinas: Foundations of an Ethical Imperative for Qualitative Research

See Landrum, Brittany K

**Gastaldo, Denise**, University of Toronto

La construcción del domicilio como espacio de cuidado. Reflexión teórica y posibles vías de investigación

See Senz de Ormijana, Amaia

**Gault, Kim**, of Nebraska-Lincoln

Using a Transformative, Emancipatory Lens in Mixed Methods Studies

See Creswell, John

**Gemignani, Marco**, Duquesne

Between Researcher and Researched in Qualitative Research: Counter-Transference and Reflexive Supervision

As a performance, qualitative approaches require researchers to achieve greater awareness and familiarity with their subjectivity and reflexivity. However, this process may be difficult if the research topics, data, or relationships are source of anxiety in the researcher, for instance when working on potentially traumatizing research topics. Far from seeing this anxiety as negative, I argue for a parallel between therapy and research counter-transference (CT). In both instances, when CT is properly explored and narrated through a reflexive style of supervision, it is an important source of knowledge and data.

**Genc, Salih Zeki**, Canakkale Onsekiz Mart University

A Case Study Evaluation of Primary School Teachers' Perception of Democracy in Turkey

The meaning of the word "democracy" and its usage have varied over time. What is understood as democracy in classical Athens differs from what may be understood as democracy today. Not only the concept of democracy has changed, but there have also been differences in the valuation of democracy as well as differences in the conceptions of democracy. Furthermore, some of the most frequently used indices constructed to measure democracy will be presented, and these will be employed to map the variation in the occurrence of democracy over time as well as in space. The main purpose of the study is to evaluate primary school teachers' perception of democracy in Turkey. The research is a qualitative study in the descriptive form. In order to obtain data, a semi-structured interview technique is used. The study is carried out together with 20 primary school teachers working in the five primary schools located in the city of Canakkale.

**Gencel, Ilke Evin**, Canakkale Onsekiz Mart University

Reform in the Elementary Education Programs of Turkey during the EU Harmonization Process

Turkey has adopted the issue of becoming a member of European Union (EU) as a government policy. Education is of vital importance during the EU Harmonization Process. Elementary education has a distinct significance since it provides a basis for the development of social values and personality features. In the National Programs presented to EU, Turkey emphasizes the priorities targeting the improvement of the education quality. On the other hand, prestigious international researches such as World Bank Turkey Report (2005), PISA (2003), PIRLS (2001) and TIMMS (1999) demonstrate that Turkish Education System is substandard. Turkey remained below the international average by ranking 31st among 38 countries in TIMSS-1999 Mathematics test, 33rd in Science test and 28th among 35 countries in PIRLS test. According to the results of PISA-2003 in which 41 countries participated, Turkey ranked 34th in math and reading skills and 36th in science and problem solving. These results indicated that Turkish Education System required a radical innovation. In this context, elementary education programs were amended by taking the constructivist education theory as the basis. Renewed program has been put into implementation all over the country since 2004-2005 school year. In this study, we aim to discuss the model used for the development of the elementary education programs in Turkey and the features of the renewed programs.

**Gencel, Ufuk**, Canakkale Onsekiz Mart University

ACREDITATION PRACTICES AT HIGHER EDUCATION SERVICES IN EUROPEAN UNION AND TURKEY

Accreditation, in general, is a system aiming to guarantee that the goods and services provided for the society comply with certain standards. Ever-increasing and varying goods and services have required the quality features (health, reliability, durability, safety etc.) to be taken under guarantee. It is of vital importance for a product or service to be placed under an examination, test or analyses during the production phase and be certificated for its compliance in terms of usage. Compliance evaluations aiming to take the quality of goods and services under guarantee are called standardization, certification or accreditation. These quality assurance practices are becoming widespread not only for the commercial goods and services but also for many other areas and services such as education. In a globalizing world, accreditation practices have gained importance also for the higher education services abandoning the public sphere and gaining the characteristics of a com-

modity. In this study, we will try to analyze the objectives and benefits of these practices gaining more importance every day, their processes and standards and the accreditation services in the area of higher education services in European Union countries and Turkey.

**George, Purnima R.,** Ryerson University

Taking a Detour from a Journey: A Critical Auto-Ethnography on an Incomplete Term in Academic Administration

The context of managerialism sweeping across universities demands peer reviewed outcomes replacing the discourses of service and engagement. Within this context I, a South Asian immigrant ventured on yet another journey as an Associate Director, Student Affairs. I quickly realized that I needed to take a detour as the journey was fraught with tensions and contradictions. My commitment to building solidarity with students was competing with the expectation of meeting the ever growing number of peer reviewed outcomes. Given my status as a relatively new faculty member in a North American university I surrendered to the discourse of managerialism.

**Gergen, Kenneth,** Swarthmore College

Meaningful Research, Aging, and Positive Transformation

See Gergen, Mary

**Gergen, Mary,** Penn State Brandywine

Meaningful Research, Aging, and Positive Transformation

participants will tell short stories (2-3 minutes) about moments in their lives when they felt their research was meaningful and had the possibility to positively transform lives—their own and others—and the world we live in. These stories might be about a student, a class, a workshop, a community activity, or any event that happened in our lives. Additionally, participants will talk another 2-3 minutes about how the definition of “meaningful research” has evolved and changed through the life cycle. There will be time for questions and discussion from the floor.

**Germain, Lauren J.,** University of Virginia

Taking Back the Conversation: Collaborating with Sexual Assault Survivors to Advance Policy Reform and Outreach

Despite federal and institutional initiatives aimed at reducing sexual transgressions at American colleges, students remain at significant risk. The voices of student survivors have been marginalized in policy conversations and, as such, critical needs are not being met. Herein, the processes and ethical issues associated with the development and employment of a research strategy that values survivors’ voices is discussed. An approach to inquiry and advocacy as collaborative efforts between survivors, researchers, and the institution is introduced as a way of simultaneously protecting the privacy and sovereignty of survivors while allowing them to be empowered participants in education and reform.

**Gersh, Meryl Roth,** Eastern Washington University

Professionalism in Health Care: Exploring the Patients Perspectives

A basic human right is access to health care. Yet access does not guarantee respect for human dignity in the health care environment. This study phenomenologically explored the essence of professionalism in health care from the perspective of patients through in-depth interviews with twelve patients who had recently completed physical therapy care. Patients expressed that the instrumental demonstration of professionalism was shared through their empowerment as “first among equals” in the therapeutic relationship. They emphasized the core value of patient empowerment through education, goal setting, and self-advocacy as the primary indicator of a compassionate, caring, and respectful therapeutic relationship.

**Gerson, Jeremy L.,** Calle Mayor Middle School

Extending mathematical communication through algebra blogs

See Ishii, Drew K.

**Gerstl-Pepin, Cynthia Ina-Marie**, University of Vermont  
Exploring How Researcher Epistemologies Shape Research

The purpose of this paper is to explore the connection between a researcher's personal narrative, epistemology and choice of research agenda. We seek to demystify and discuss the intricacies of the intimate but complex relationship between a researcher and their research. We use critical narrative inquiry (Clandinin & Connelly, 2000; Riesmann, 2002) to conduct interviews with a diverse sample of 15 educational researchers (utilizing qualitative and mixed methodologies). In so doing, we seek to better understand how a researchers epistemological assumptions relate to their choice of research question(s), methodology, design, and agenda (Crotty, 1998).

**Gianinno, Lawrence**, Tufts University  
Highlighting Salient Values and Practices of Lebanese Immigrant Families

See Belcher-Schepis, Jeannette

**Giardina, Michael**, University of Illinois at Urbana-Champaign  
Toward a Politics of Hope: Performing Political Reality in the Age of Obama

This messy performance text situates itself within and against the 2008 Democratic National Convention, Republican National Convention, Election Day, and the Inauguration of Barack Obama. Melding popular fictions, media coverage, and the real (and at-times fictionalized) voices of the Washington punditry and other contemporary figures, the text presents an alternative voice to the cultural pedagogies at play during the historic election season, underpinned as it was by the eight-year legacy of one of the worst presidencies in U.S. history.

**Gilbert, Linda S.**, Georgia Gwinnett College  
Getting Started with QDAS: A Closer Look

For one academic year, a group of faculty members representing a range of disciplines met regularly with the goal of exploring and extending use of qualitative data analysis software. In the process, we recognized that we had multiple levels of experience, different styles of working, and various software needs. However, at the end of our collaboration we shared a common recognition: we made far more progress in this group than we would have on our own. Through the lens of this collaborative learning experience, this paper will explore some of the issues and barriers associated with "getting started with QDAS."

**Gildersleeve, R. Evely**, Iowa State  
Disruptive Conversations as Revolutionary Acts, potentially

A staple strategy of the Disruptive Dialogue Project (DDP) has been to engage in regular, bi-weekly teleconferences wherein participants discuss issues related to critical qualitative inquiry. Ranging from critique of recent scholarship to personal support for individual quandaries to the generation of new methodological insights and analyses, these conversations chronicle a discursive space that affords participants new ways of knowing, being, and acting in the world as social researchers. This paper uses transcripts from these conversations to explore ways that DDP teleconferences might represent revolutionary acts in a methodologically conservative era.

**Gildersleeve, R. Evely**, Iowa State  
Creating Critical Space: The Disruptive Dialogue Project

See Kuntz, Aaron M.

**Gildersleeve, Ryan**, Iowa State University  
Crafting Critical Space in Conservative Classrooms: Disrupting \_Introduction to Qualitative Research\_ Courses

Introductory research methods courses are often looked to as a one-stop-shop for all things methodological in graduate education. They are expected to serve entire academic programs, departments, or even colleges, despite the methodological pluralism that marks qualitative research traditions. Moreover, within the current "conservative modernization" (Apple, 2006) of the academy (Gildersleeve, Carducci, Kuntz, & Pasque, 2007), teaching

from a critical qualitative research perspective becomes a revolutionary act. This paper looks at tensions that two critical researchers faced when trying to teach “Introduction to Qualitative Research” courses in at their respective institutions. Disruptive moments wherein critical space possibly emerged are highlighted.

**Gildersleeve, Ryan Evely**, Iowa State University

A Dialogue on Space and Method in Qualitative Research on Education

This paper critically examines the use of space in social research and illustrates how spatial analyses reframe persistent social problems in productive, actionable ways. We juxtapose critical spatial analyses with traditional temporal analyses. We approach the knowledge-construction process in dialogue, emphasizing the spatial identity-markers of the historical moments and social spaces within/through which we investigate these ideas. We problematise traditional temporal notions and illustrate how social problems and research practices might be reframed and reconceptualized, spatially, through a dialogic process between the two authors. This process relies on a recursive practice of question, response, re-mediation, and repair.

**Gilgun, Jane**, University of Minnesota

Discourses of Masculinity in the Narratives of Male Perpetrators of Interpersonal Violence

Men who perpetrate physical and sexual violence draw upon discourses of masculinity and misogyny that many people espouse. In an analysis of the narratives of about 120 perpetrators of interpersonal violence, I connect the “little d” of these discourses to the “big D” or the grand narratives on which these men draw. I show how their violent acts enact grand narratives, while at the same time embody these narratives in their own idiosyncratic ways. These individualized enactments are the “little ds.” This analysis brings out the importance of resisting the Discourses on which these men draw. Resistance can take the form of counternarratives that foreground alternative masculinities and associated misogynistic ideologies.

**Gilgun, Jane**, University of Minnesota

Critical Discourse Analysis of the Narratives of Mothers in Families Where Incest has Occurred

The collusive mother and the belief that “the mother always knows” are typical discourses about the roles mothers play in the perpetration of child sexual abuse. These discourses stigmatize and disempower mothers who often risk everything to stop the incest and who are well-positioned to provide continuity of care to child survivors. This paper draws from in-depth interviews with 22 mothers in whose family child sexual abuse has occurred. I will show the multiple discourses that mothers use to express shock, disbelief, and trauma related to disclosure and the efforts they make to protect their children.

**Gilgun, Jane**, University of Minnesota

Critical Discourse Analysis as an Alternative Framework for Interpreting the Narratives of Men Who Perpetrate Child Sexual Abuse

See Sharma, Alankaa

**Giorgio, Grace Ann**, University of Illinois

The Future is on Our Minds: Cultivating Compassionate Public Policy in the Classroom

This presentation focuses on the discourses and effects of public policy on the American landscape, energy sources, and food systems, and the tensions between public and private spheres that shape it. Grounded in Giroux's theory of public pedagogy (2001) and five years of classroom work, this presentation explores how college students engage in these debates. The performance format, drawn from student evaluations, testimony, and qualitative and performative work, foregrounds how students develop innovative and compassionate forms of public policy, by applying happiness studies (Diener 2008, Ricard 2008) to public policy, to create a more socially, environmentally, and economically just world.

**Gipson, Christina M.**, Brunel University  
Using Archives, Life Histories, and Questionnaires to Understand Why Women Volunteer on Women-Led Sport Organizations

This paper seeks to understand why women volunteer on international women-led sport organizations. A few reasons for the development of these organizations for women were to: advocate equality, provide professional opportunities, and network worldwide. However, the issue of succession planning needs to be addressed as younger generations may not opt into women's sport organizations, thereby threatening their survival. In this study, histories of these organizations were ascertained through archival research. Life history interviews were conducted with leaders. Following archival and life history research, the data was presented to college-age women to gain an understanding of their interests within these organizations.

**Glasser, Michael**, University of Illinois College of Medicine at Rockford  
Investigaci n Acci n Participativa Basada en la Comunidad: Experiencias en la Identificaci n y Soluci n de Inequidades en Salud en Poblaciones Vulnerables de E.E.U.U. y Colombia

See Garces, Marcela

**Glesne, Corrine Elaine**, N/A  
Under the Influence of Ethnography: Poetic Travels and Other Scribing

Cultural understanding is important to me. I worry, however, about cross-cultural advocacy work that takes a universalistic ethical approach. "Next to money and guns, the third largest North American export is the U.S. idealist," Illich states in *To Hell with Good Intentions*. He tells "dogooder" Americans who want to "help" to go home. Yet, I also worry about defaulting to cultural relativism and not working to address issues of injustice. I desire a pluralistic world in which many autonomous ways of living can exist, each without fear of domination or suppression. Thus, I am reaching out to my own community, the American public, to "help" them see that the "American" way of life is neither the only nor best way of living for everyone. This presentation will explore narrating cultural understanding through "ethnographic poetry"?work based on learnings with people in primarily indigenous contexts.

**Glover, Troy D.**, University of Waterloo  
Mapping the Journey: Cancer Narratives and the Need for Navigation

See Mulcahy, Caitlin M.

**Glover, Troy D.**, University of Waterloo  
...And You're Doing That for Your Thesis?: Exploring the Experience and Process of Using Non-Traditional Methods for a Masters Thesis

See Chapeskie, Amy E.

**Gobodo Madikizela, Pumla**, University of Cape Town  
Inimba, The Embodiment of Empathy: Understanding the Essence of Forgiveness in Victim Perpetrator Encounters in South Africa

This research is based on interviews with women whose sons were brutally murdered by security police in former apartheid government. The study investigates the women's experience of forgiveness for a black perpetrator and explores whether forgiveness might be a necessary condition of the healing process in the aftermath of mass trauma. Inimba, a Xhosa language word that the participants used, which translates roughly into umbilical cord, is proposed as a conceptual term that captures the role of embodiment, the empathic dimension of forgiveness in a particular cultural context, and the complexity of intersubjectivity in encounters between survivors and remorseful perpetrators.

**Goel, Koeli Moitra**, University of Illinois Urbana-Champaign  
Rupture: Stepping Out through Narratives of Sexual Violence

This project uses narrative as a literary form to reflect how the disempowered frame their identities and voice resistance against societal abuse. The performance text uses mate-

rial from a case study of a peasant's struggle in West Bengal, India, in which women were punished severely through sexual assault for their family's political agenda. Use of sexual violence as a political weapon is representative of hegemonic practices in India's patriarchal society. Significant here is Indian everywoman's effort to resist, break age-old traditions of silence on sexual abuse, speak up and create what critical scholars like Hall have called "social rupture."

**Goldsmith, Laurie J.**, Simon Fraser University

Grounded Theory in Action: Exposing the Inner Workings of a Grounded Theory Project

Despite grounded theory being a popular methodology, there remains much confusion about the approach and frequent examples of underdeveloped grounded theory projects. To help remedy this situation, this presentation will describe the inner workings of a grounded theory project on access to health care. Using examples from this project, I will discuss methodological details around sampling, theoretical saturation, theoretical sensitivity, analysis and trustworthiness. I will emphasize the analytic moves needed for analysis, the accompanying creative process, and the (hopefully) resultant creation of a truly grounded theory.

**Goldstein, Tara**, OISE/University of Toronto

Zero Tolerance: A Performance on the Pursuit of Safe Schools

In May 2007, 15-year old Jordan Manners was shot and killed in the hallway of his Toronto school. In early June 2007, the Toronto District School Board commissioned an investigation into school safety which resulted in a report entitled The Road to Health. In September 2008, in an attempt to provoke discussion about the report among teachers in Toronto, teacher educator and performed ethnographer Tara Goldstein wrote a performance script that included both excerpts from and responses to The Road to Health. The script was performed for 500 teacher candidates at the Safe Schools Conference run within the faculty of education at the University of Toronto. This paper will describe the creation of the script and the impact of its performance.

**Goldston, M. J. Dee**, The University of Alabama

Voices from inside the Classroom: Three Teachers Perspectives on the Impact of NCLB on Elementary Science Education

See Webb, Brenda H.

**Goldston, Marion J.**, The University of Alabama

Atoms, Elements, Molecules, and Matter: An Investigation into the Congenitally Blind Adolescents Conceptual Frameworks on the Nature of Matter

See Smothers, Sinikka M.

**Gomez Herrera, Andres**, Universidad de San Buenaventura

Proyecto Piloto Para La Enseanza Del Nuevo Sistema Penal Acusatorio A Estudiantes De 10 Y 11 Grado Del Municipio De Bello.

See Mina Perez, Jair Alexis

**Gomez-Panana, Martha**, Universidad Autonoma de la Ciudad de Mexico

Healing QI. Perspectives from Emancipatory Health Promotion

See Chapela, Mar\_a-del-Consuelo

**Gomez-Sanchez, Eduardo**, Universidad de Valladolid

Interaction analysis in IBL courses: How can we help to improve the educative process?

See Santos-Fernandez, Roberto

**Gomez, Aitor**, Universitat Rovira i Virgili

Ten years of Critical Communicative Methodology

In this paper we study in depth how the critical communicative methodology was created and which are its main characteristics. This methodology is now used in the only Inte-

grated Project about school education in the VI Framework Program of Research of the European Commission. We will articulate our explanations in relation to different national and international research projects that have used this methodology in the last ten years. In doing that, we will show how the critical communicative methodology has evolved throughout time, and its political and social impact for the overcoming of inequalities.

**Gomez, Aitor**, Universitat Rovira i Virgili

Participation of Educative Community and School Successful of the Students

We present the results of INCLUD-ED: Strategies for inclusion and social cohesion in Europe from education. This is the only Integrated Project about school education in the VI Framework Program of Research of the European Commission. INCLUD-ED is formed by six different research projects. In Project 6 we are carrying out 6 communicative case studies in 5 European countries to analyze how the involvement of the educative community contributes to reduce school failure and improve coexistence in educational centers. Project 6 is a longitudinal study, which will go from 2008 to 2010.

**Gomez, Aitor**, Universitat Rovira i Virgili

Research on the Preventive Socialization on Violence Against Women

See Racionero-Plaza, Sandra

**González Gutiérrez, Luis Felipe**, Santo Tomás

Experiencia de construcción de un guión audiovisual como aporte a la ciencia social performativa en Colombia: la psicología discursiva en la vida social

Esta ponencia presenta los resultados de la investigación sobre Los géneros literarios en la vida social: un ejercicio performativo ; su objetivo es presentar a la comunidad académica de la Psicología y disciplinas afines a las ciencias sociales los principales aportes de la teoría de los géneros literarios y discursivos en la comprensión constructivista social de las narraciones y los relatos cotidianos mediante la construcción interactiva de un collage narrativo. A través de un guion audiovisual se cuenta la experiencia de un investigador que, cansado de su trabajo repetitivo, encuentra en el arte y la poesía un nuevo aire para su oficio.

**González Pinzón, Fanny Mercedes**, Red de Investigación en Educación

Las creencias de los docentes universitarios sobre la evaluación del aprendizaje

See Vera Silva, Alhim Adonai

**Gonzalez Lopez, Guillermo J.**, Colegio de Postgraduados

The "Both/And" Narrative as Central to Quality of Life: Experiences in Migration Decision Making and Migration among Mexican Immigrant Farmworkers in Northern California.

See Barranti, Chrystal C. Ramirez

**Gonzalez y Gonzalez, Elsa M.**, Texas A&M University

The Right to Education for Female Engineering College Students in Mexico, Cultural Considerations in their Retention

See Villa, Carmen G

**Goodall, Bud**, Arizona State University

Respondent

Dr. Bud Goodall will serve as a respondent to the presentations on this panel, providing feedback and directions for future research, as well as facilitating a discussion on the themes of the research represented in this panel.

**Goodall, H.L. (Bud)**, Arizona State University

Panelist

QI-4

**Goodwin, David R**, Missouri State University  
Unity of Consciousness in Teaching and Learning: A Case Example from a Middle School Mathematics Classroom

This paper examines unity of consciousness in teaching and learning. What does it mean when caring for student development and subject matter learning become a unity in the teacher to benefit student learning? Using in-depth biographically-based interviews and classroom observations, the analysis looks at authenticity in teaching (Moustakes, 1966) and primary group consciousness (Cooley, 1956) as important aspects in the understanding of sustained unity of consciousness in the classroom. A case example of a middle school mathematics teacher with her 7th grade students is used in the analysis to illustrate the phenomenon. This research is part of ongoing investigations into the nature of teacher growth, teaching as a moral activity, and beneficence from a comprehensive whole person perspective (Goodwin, 2005). Implications of the research for a positive basis for empowerment and self-realization in teaching and learning are discussed.

**Goodwin, Sheila Rae**, Ivy Tech Community College  
How “Good” Policy Produces “Bad” Outcomes when Gendered Definitions are Constructed

In discussion of equity in social policy, this policy analysis paper reviews two national policies: the McKinney Homeless Act and the Individuals with Disabilities Education Act (IDEA). Ways in which each of these policies constructs gendered definitions are identified and the intersection of gender and disability is considered. Finally, discourse between policymakers and affected groups to enhance policy and reduce bias are considered.

**Goodwin, Sheila Rae**, Ivy Tech Community College  
What if they dont want to change? Historical Perspective on Legislation to Increase Education Requirements for Entry-Level Nursing Practice in the US

Most policies aspire to enhance some aspect of life for a particular group or groups. The underlying premise is that the particular group or groups will be improved in some way if the policy is successfully implemented. This paper provides a historical perspective on the controversy over educational requirements for entry-level nursing practice. Additionally it considers the current status of policy in this area and ethical implications of possible outcomes.

**Gordon, Emma**, Alliant International University  
Experiences of a Novice Researcher

This paper explores the key learning(s) in completing a qualitative research project by a novice researcher entering the field and integrating the concept of self-as-instrument using Spradley\_s ethnographic framework. It provides a detailed narrative and analysis of the culture scenes discovered at the Graduate School of Business at Stanford University. Significant understanding about myself as an instrument of inquiry including the value of increased awareness of my biases and assumptions, ways to be more assertive during the interview process in order to get more information, and the interplay between how I pose questions and the way my informant responds are discussed.

**Gordon, Tedi Taylor**, Alabama  
Materiality of Rural Schooling: The Affect of Place on Meaning Making

My paper proposes a qualitative study to explore conceptualizations of learning and place by students within a low-income, rural context. Critical questions offered by this study include: Does the physical place where one attends school affect meaning making within and without the “place” of education? How do geographical boundaries of school, family, and community impact social space? How are conceptions of space and place internalized by those who inhabit inequitable educational environments? In an effort to foreground class, I offer the materiality of rural school and its effect on meaning making as my entry point of analysis.

**Gordon, Tedi Taylor**, The University of Alabama  
Struggles of "Getting It Right": Reflexive Practices Provide Opportunities for Growth

This paper focuses on the dilemmas of a beginning researcher using reflexivity to improve methodological practices. A critical analysis of a study on academic goal theory in a middle school literacy initiative provides opportunity for growth. Delving into the correspondences and contradictions between philosophical assumptions and methodological possibilities of this previous study, I hope to interrogate the challenges of positionality, ethics, validity and political considerations. Through addressing these challenges, I foreground issues of trustworthiness and philosophical-methodological congruency. As a result, the process of reflexive analysis leads me to better understand my choice and design of future studies.

**Gorman, Geraldine Mary**, University of Illinois @ Chicago  
Using Performance Text to Advance Human Rights: A Public Health Nursing Approach

Performance text arises from a union of Critical Theory and Ethnography. With its emphasis on addressing social issues from the perspective of personal narrative, it is a genre well suited to a health care system in dire need of spunky advocacy. Using Denzins work as model, a seminar was offered at the College of Nursing @ UIC which examined patient and clinician narratives. Students then created their own performance text. The seminar served as catalyst to disseminate these texts in the community and University. A reading of selected texts and discussion of their implications for Public Health research, pedagogy and practice will be offered by 3 of the participants.

**Goth, Carolina Noemí**, Universidad Nacional de Córdoba  
DISCURSO ACADÉMICO INSTITUCIONAL Y REPRESENTACIONES DE LA INFANCIA CORDOBA ARGENTINA 1884-1914

See Bisig, Nidia Elinor

**Graffigna, Guendolina**, Universit\_ Cattolica del Sacro Cuore di Milano  
Walking the Tightrope: Creativity and Experimentation in Qualitative Research within a Conventional World

See Wall, Sarah

**Granda, Dany Alex\_ndre**, Universidad de Antioquia  
Derecho y Territorio en el contexto urbano: apuntes sobre la irregularidad urbana en Medell\_n, Colombia

AUTOR: Dany Alex\_ndre Granda Jaramillo. Facultad de Derecho y Ciencias Pol\_ticas, Universidad de Antioquia, Medell\_n, Colombia. El inter s de investigar aspectos de Derecho y Territorio en el contexto urbano -haciendo un especial nfasis en la aplicaci\_n de instrumentos de gesti\_n territorial en espacios urbanos caracterizados desde la ilegal, tiene su fundamento en las dificultades que se evidencian desde lo jur\_dico, al tratar de aplicar la normatividad vigente a situaciones de hecho, consolidadas desde hace mucho tiempo en asentamientos humanos surgidos de manera no planificada, y en los cuales sus pobladores tienen arraigados conceptos muy diferentes de lo que es la propiedad y el espacio p\_blico, entre otros. Pretendo explorar la relaci\_n entre Derecho y Territorio a partir del tratamiento jur\_dico de la irregularidad urbana, poniendo especial atenci\_n a la mar\_cada tradici\_n civilista del Derecho colombiano, que vincula la relaci\_n del hombre con el territorio y particularmente con la tierra urbana, desde la perspectiva de la propiedad cl\_sica.

**Grant, Audrey Naomi**, La Trobe University  
Narrative Interviewing and Narrative Writing

Narrative is a marginalized genre in post-secondary institutions in China. Exploring the potential usefulness of narrative, the authors analyze narratives generated by interview conversations between an Australian researcher and her Chinese postgraduate students, and personal narratives written by a Chinese EFL writing researcher and his university student participants. Data include interview and video transcripts, email communications, conversations, autobiographical writing and drawings. By integrating concepts such as

potential space, identity conclusions, stance, externalization, discourse order and dialogue, the researchers propose a discursive theory for the development of identity, and a multi-storied approach for analyzing narrative, learner identity and change.

**Grant, Audrey Naomi**, La Trobe University

Being Radical in Action: Alfred Stanway Creating Relational Spaces for Development through Africanisation

This biographical research explores holistic approaches to education and development for sustainable nation building in East Africa, focusing on the leading contribution of an Australian, Bishop Alfred Stanway, and his policy of Africanisation. A multi-storied narrative analysis of Stanways policies-in-practice and his relationships with East Africans (1937-1971), within the changing contexts of colonial and postcolonial societies, draws upon extensive narrative interviews, personal correspondence and archival documents. Africans remember Stanway as ahead of his times, farsighted, fair, a financial wizard, extraordinary administrator and Christian who shared their aspirations for justice and independence - material, social, spiritual and political.

**Grant, Cosette M.**, Duquesne University

Narratives on the potential role of mentoring in the academic development of African American female doctoral students in educational administration programs at predominantly white institutions (PWIs)

Minorities remain underrepresented in higher education as graduate students, both in terms of enrollment and in the number of those actually attaining doctoral degrees. The same holds true for African American female doctoral students at predominantly White institutions (PWIs). Over the last two decades, however, the mentoring process has been explored as one effective strategy to counteract this trend, particularly for African American students at PWIs. This qualitative study examined the mentoring experiences of African American female doctoral students who aspired for the professoriate and who matriculated in educational administration programs at separate predominantly White institutions (PWIs). Black Feminist Thought (BFT), was used to focus on the possible role of mentoring as identified by these women that contributed in their academic development in educational administration programs at PWIs. Therefore, what (if any) effect does mentoring have on the academic experiences of African American female doctoral students in educational administration programs at PWIs? If there is an effect, what specific components of the mentoring experiences of African American female doctoral students in educational administration programs at PWIs are most critical to their matriculation? The findings from this study have the potential to provide additional data on those mentoring experiences that are most effective to improve African American female doctoral students' academic experiences and representation in educational administration programs at PWIs in tenure track faculty positions.

**Grant, Cynthia L.**, Loyola University Chicago

An Exploration of the Interpersonal Research Experience of Participants with Schizophrenic Disorders: A Mixed-Methods Study

Many individuals living with schizophrenic disorders participate in research, yet little is known about their experience as a human subject. This study explored the subjective experiences of individuals with a schizophrenic disorder who have participated in face-to-face social, behavioral or psychological research. Using concurrent triangulation data gathering methods, 36 individuals completed an in-person interview regarding their research experience and perceptions of the research relationship. Results describe the perspectives of human subjects with schizophrenic disorders. Findings showed this vulnerable group had clear boundaries regarding the research relationship, positive experiences with research, and moral aptitude regarding research participation.

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**Graue, Beth**, University of Wisconsin Madison

What are the Roles for Theory & Epistemology in Teaching about Qualitative Inquiry?

Many traditions of qualitative research embody recognition that how we know is part of what we understand. Given the centrality of epistemology and theoretical frameworks, what are their roles in teaching about qualitative research? In this paper, we explore the challenge of helping students have an appreciation of these two constructs in qualitative research. In teaching a survey of qualitative inquiry, we have struggled with teaching these ideas in ways that illustrate their richness, without oversimplifying and essentializing. We use this opportunity to work out pedagogical puzzles and to open up a conversation that will teach us about teaching.

**Green, Michael**, Penn State University

A Content Analysis of Open Ended Questions from a Statewide Survey Exploring Memorable Health Care Decisions for Individuals with Intellectual Disability Kathleen Fisher, Drexel University.

See Fisher, Kathleen M

**Greenlees, Susan**, University of Northern British Columbia:Terrace Campus

Potluck, or Notes on Eating the Whole Turkey: Our Method

We conducted collaborative autobiographical research. We each wrote a story about the self to share with others, and witnessed the stories told by the others. The process of writing, reading, sharing, analyzing, managing the qualitative analysis software, and making meaning from our own and the pooled collection of texts was a little like going to a potluck.

**Greenlees, Susan**, University of Northern British Columbia:Terrace Campus

Eighteen Ways to Bend the Light: Autobiographical Texts

See Viveiros, Susan E.

**Greenlees, Susan**, University of Northern British Columbia:Terrace Campus

Collaborative Autobiography and Montage: A Democratic Approach to Inquiry

See Lapadat, Judith C.

**Gregory, Karen**, The Graduate Center of the City of New York (CUNY)

A Dream is a Public Myth: Encountering the Psychic in New York City

How does the contemporary city dweller encounter the psychic's sign? This visual presentation is part sociological exploration and part theoretical meditation on how we come to understand the role of chance, fortune, and risk in our daily environment. Using three modes of analysis mapmaking with statistical software, walking the street with a notebook, and photographing the shops?I create original maps of the distribution of storefront psychics in the city. In addition, as these maps become walking guides to the city, I enter shops to receive various readings, the results of which are incorporated into the production of a new, slightly more mythological and sociological map.

**Griebling, Susan Joan**, University of Cincinnati

Designs for Making a Tree: An ethnographic study of young childrens visual art

Researchers conducted a two month ethnographic study in a preschool classroom where children regularly engaged in project work. Project work is an innovative curriculum approach in which small groups of children investigate a topic of interest to them (Katz & Chard, 2000). Children use the visual arts to express themselves and represent

their learning during a project. Children in the study ranged in age from 3 to 5 years from diverse socioeconomic and cultural backgrounds. Investigators analyzed the pattern and components of children's artwork using videotaping, photos and field notes. Findings show a repertoire of the types of art works children make and their purposes for creating them.

**Griffin, Shayla Reese,** University of Michigan

Intergroup Dialogue as Multicultural Practice: Toward a Structural Analysis of Educational Inequality

While, theories of multiculturalism have been some of the most persistent ideas for educational reform, there has been a gap in the literature regarding the development of effective multicultural practice. One similar and growing area of practice is intergroup dialogue for social justice. This paper, based on qualitative interviews, examines a high school intergroup dialogue program as a model of critical multicultural practice. It finds that while students benefited from the program, a stronger focus on structural inequality and the inclusion of teachers in the dialogue process would have been more effective in making the schools socially just spaces.

**Gringeri, Christina,** University of Utah

Mapping the landscape of feminist inquiry: Feminisms in social work research

Building on Olesen's (2005) "Early Millennial Feminist Qualitative Research" we explore a selection of current feminist social work research to map out contemporary themes of feminisms and feminist ideologies in social work research. Postcolonial feminist thought, queer theory, critical race theory, postmodernism, and post-structuralism inform our respective theoretical locations. Guiding our exploration is the question, "what does contemporary (2003-2008) feminist social work research look like?" This paper attempts to develop a beginning template to help answer and navigate this question. Components of the template will include theories, paradigms, research questions, purpose/goals, sample/participants, data collection and analysis, epistemology, and subjectivity.

**Groisman, Alberto,** Federal de Santa Catarina

Voices and Rights: free speech and qualified confidentiality in researching with drugs users in Brazil

This paper aims to present and discuss an application - for the first time among drugs users in Brazil - of research techniques and ethics procedures based on "free speech" and "qualified confidentiality". These techniques and procedures were elaborated from a principle of providing opportunity to drugs users for referring knowledge and strategies to deal with health problems eventually confronted. The research project related was developed regarding the dissatisfaction with dominance and almost exclusivity of quantitative approaches, and also with the relevant lack of opportunities for experiential and subjective expression, at the drugs use field of studies.

**Groleau, Danielle,** McGill

Reconfiguring insufficient breast milk as a sociosomatic problem: mothers of premature babies using the kangaroo method in Brazil

See Cabral, Ivone Evangelista

**Grube, Vicky J.,** Appalachian State University

True Crime

Modernism saw the universal in the local which demands that "the contradictory stories of others to be erased, devalued, suppressed" (Flax, 1990), an act of brutal insensitivity. Traditional art education follows a modernist "banking" model, in which children are seen as incomplete and reflects cultural beliefs about the innocence of children. Yet children's authentic drawing appropriates images from visual culture and breaks down the logic of representation, often drawing the sublime: severed heads spouting blood, a cartoon squirrel with TNT sizzling nearby, arousing a moral law more powerful than the forces of nature.

**GUALANDRO, SANDRA FATIMA MENOSI, USP**

A experiência em ter doenças falciforme: conflitos entre conviver com a dor e a falta da cura. Os significados revelados por adolescentes e mães no Ceará.

See Kubrusly, Elsie Sobreira

**Guerra, Gladys Mary Costa, UNIFOR**

Trabalhando as Condutas de Vida: Análise de uma Rede Social

Estudo descritivo que objetivou analisar uma rede social como estratégia para se trabalhar as condutas de vida de segmentos populacionais em uma comunidade carente. Utiliza pressupostos da metodologia de análise das redes sociais, a coleta de dados foi em uma Organização Nível Governamental - Rede de Integração Familiar e Comunitária, com 55 informantes, adotou-se a história oral, observação participante e pesquisa documental. Identificou-se que a rede teve origem no sonho de uma psicóloga que evidenciou apresentar as qualidades e atributos para fomentar esta rede, que possui suas lideranças e trabalha com o objetivo de administrar suas necessidades de suporte social individuais-coletivas.

**Guerrero, Doris Socorro, UPEL**

La Mochila Mágica

See Maldonado, Zulay Coromoto

**Guerrero, Lara Coelho Zito, St Thomas University**

Ethical Concerns for Qualitative Researchers: some Notes

This paper explores some ethical concerns for qualitative researchers in light of the increasing gaze brought on by national ethics regime. Issues as: 1. The nature of the relationship between research participant and researcher. 2. Privacy. 3. What can be published and to whom? 4. Reciprocity. 5. Revision the results with the community. 6. Multiple voices and interpretations. 7. Informed consent: how much can be informed? And the role played by reflexivity that allows each researcher to constantly reflect critically on ethical practices at every step. These ethical issues cannot be easily resolved by reference to any standard code.

**Gámez, Julián Fernando, Politécnico Colombiano Jaime Isaza Cadavid**

La formación popular y sus posibilidades en la edificación de sociedades igualitarias

See Villa, Edison Eduardo

**Gunel, Elvan, Anadolu University**

Teaching about democracy and human rights in social studies classrooms in Turkey:  
Different perceptions and interpretations

Democracy is being practiced by many countries as a political regime in today's global world. Therefore, it is crucial to understand and teach concepts such as democracy and human rights in schools especially in those countries in which democracy is the governing regime. Perception of democracy and human rights might be shaped by different factors such as culture and religion. Therefore interpretation and application of these concepts might vary in different cultures. According to the current constitution of Turkey, which was developed in 1982, Turkey is a democratic and secular state in which majority of the population is considered as Muslim. Some scholars, who might describe Islam as a significant obstacle to practice democracy, believe that having secularism protected by the constitution and having a Muslim population as the majority at the same time is the most important difference between Turkey and the rest of the Muslim world. Hence, it might be expected from students in Turkey to construct a different perception of democracy and human rights from the students of Western world. The national social studies curriculum in Turkey aims to teach students about democracy and human rights therefore they will become citizens who can make informed decisions concerning their rights and social issues. Hence, examining these students' perceptions of democracy and human rights are imperative in order to understand how factors such as culture, religion, and socio-economic status might affect students' perceptions of such concepts. The purpose of this ongoing study is to explore students', who are currently enrolled in 6th, 7th, and 8th

grades in two different public middle schools in Eskisehir province in Turkey, perceptions of democracy and human rights. This study also examines how democracy and human rights are presented in the national social studies curriculum, which was redesigned in 2004, and how the social studies teachers teach these concepts in their classrooms.

**Gurgel, Adryana Aguiar**, University of Fortaleza  
Health promotion: an intervention in breastfeeding

See Frota, Mirna Albuquerque

**Gutierrez Ceballos, Germ\_n**, Universidad de San Buenaventura  
DERECHOS DEL CONSUMIDOR EN LOS CONTRATOS SEGUROS: ESTUDIO DE DERECHO COMPARADO

See Rold\_n Mar\_n, Gladys Vanessa

**Gutierrez, Isabel T.**, University of Illinois at Urbana-Champaign  
Young Childrens Understandings of Death in a Culture that Celebrates Death

Developmental psychological research has ignored childrens experiences of death, reflecting American cultural taboos. This paper focuses on a culture that celebrates death, examining the practices that take place during the Mexican holiday of “d\_a de muertos”. In order to experience this event first-hand, I visited the cities of Cholula and Puebla in the days prior to the celebration, and helped families with their preparations. By combining these ethnographic observations with semi-structured interviews of parents and young children, I am better able to assess the significance of these practices from the point of view of members of the Mexican culture.

**Hagen, Kristine T.**, University of Alberta  
Researchers Have Feelings Too: Interviewing on Emotionally Sensitive Topics

Qualitative researchers often bear witness to participants' narratives on traumatic life events, potentially causing emotional distress in participants and researchers. This presentation examines the necessary considerations when conducting qualitative interviews on emotionally sensitive topics. In particular, how researchers gather sensitive information responsibly while sitting with their participants' and their own discomfort will be addressed. Despite current literature exploring ethical dilemmas when interviewing “vulnerable populations”, there is a dearth of information on the impact of these interviews on the researcher. Drawing upon insights from working with victims of sexualized violence, the author will offer strategies to ensure participant and researcher wellbeing.

**Hall, Grenita Greer**, University of Illinois  
(Re)Presenting the Black Female Body: a movement discourse experiment.

My ambition is to experiment with a movement discourse that challenges the dominant views about the Black female body. I find value in presenting this narrative through, dance, song, and spoken word. Black feminist scholars Patricia Hill Collins, Kyra Gaunt, Ntozake Shange, Janell Hobson, Evelyn Hammonds, Dionne Stephens, Layli Phillips, and bell hooks effectively confront discussions about misrepresentations concerning the Black female body textually, and on their foundation I will continue their discussion using my body as the medium.

**Hall, Jori Negola**, University of Georgia  
Thinking Qualitatively when Mixing Methods

Mixed method designs are becoming more holistic in nature, with a greater emphasis on lived experiences. This paper highlights this trend using an example of an instrumental mixed methods case study of how external accountability policies are translated at the local level. The trend is addressed through a discussion of how thinking qualitatively is compatible with the use of multiple data sources. The paper demonstrates how a form of parallel mixed analysis, with a qualitative orientation during interpretation, was valuable to reveal the complexity of multi-faceted issues and how they were experienced in a particular milieu.

**Halldorsdottir, Tanya Maria**, University of Manchester  
Through a Veil Darkly: A Question of Perspective?

After more than a decade as a 'privileged outsider' in Yemen, I share many unspoken understandings of Yemeni society with the female teachers who tell me their life stories. When I re-story their narratives, there is inevitably tension between the desire to let the storyteller's words speak for themselves and the need to mediate them for the sake of a further-removed audience. Given that texts are open to multiple readings, I explore a variety of responses to an extract, and the different frames of reference that provided starting points for those responses, before presenting the extract itself and my interpretation.

**Halley, Jean**, Sociology and Anthropology  
The Death of a Cow: Slaughterhouses and Dying in our Time

In this essay, I explore the death of beef cows. I contrast these deaths with the death of my beloved childhood cat and with the sadnessâ kind of dyingâ in my childhood. I look at the violence of these deaths, but also, simply the ways the deaths are a movement from one state to another, not only for the dying, but for all those involved in and surrounding the death.

**Hamdan, Amani**,  
Narrative Inquiry as a Decolonising Methodology

As a distinct form of qualitative research, a narrative (Creswell, 2002) could be used as a lens and means to explore changing sociohistorical context. Narrative can be used as a method of inquiry to examine past experiences and a significant characteristic of narrative is that it can allow for new meanings and diverse ways of knowing to emerge. In this paper, I will highlight how narrative could be a decolonising methodology according to Edward Said (1978) it is the responsibility of indigenous people to provide narrative to counter the perspective of the outsiders. I shed some lights on Arab Muslim women's narratives to counter the perception of Orientalists and their perceptions of Muslim women as passive victims of their faith.

**Hamer, Joseph**, Duquesne  
Electoral Politics and Communal Violence in Kenya: A Research Proposal

I'm researching how Kenyans make sense of the violence that ensued following last year's election? What kind of explanations do people give for why it happened the way it did? My approach is based on the understanding that culture and society are sustained or changed through the everyday activity of people, and that sense-making is ongoing and lived in daily interactions. The power-sharing agreement rectified to some degree the electoral dispute, but not necessarily the social conditions that the dispute signified. How does the violence the country endured show itself in daily life, and specifically intertribal relations today?

**Han, Hsiao Cheng**, Northern Illinois University  
"Do images always mean something?" Revealing the hidden curriculum of images in Second Life

This paper interrogates the hidden curriculum in Second Life using the visual culture designed by residents of this virtual world. Do we always have feelings about images? Do we always have thoughts about images? Do images always mean something? Are we constantly learning from images consciously and unconsciously? When we use the 3D visualized virtual worlds such as Second Life as an educational environment, where all images are created by 'residents' who, in First Life, come from around the world, what is the hidden curriculum of images in the virtual world? Semiotic, visual culture, and visual communication perspectives will be used to probe into the hidden curriculum of images in the visualized virtual world which have been adapted as learning environments.

**Hanley, Mary Stone**, George Mason University

Lemniscating Counter-Narrative: Oral History, Autoethnography, and Arts-Based Educational Research in Search of Race in Education

Educational critical race theorists propose the use of counter narrative to cast doubt on accepted premises about race, especially ones held by the majority. We used autoethnography and oral history to collect data and poetry performance and film to represent the counter narratives of seven people of color about their very complex experiences of race in education. What began as a transcript of memories developed into a multilayered representation as poets, musicians, filmmakers, and researchers interpreted the original narratives. The paper concludes with an examination of how audiences who viewed the arts based research responded to the form and content.

**Hanley, Mary Stone**, George Mason University

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**Haricharan, Hanne Jensen**,

'Feeling Freedom': an anthropological perspective from Cape Town on language and the right of access to health care for Deaf people who use South African Sign Language (SASL)

South Africa's Constitution (1996) entrenches civil, political and socio-economic rights including access to health care. It challenges anthropology to witness, promote and translate rights into the everyday social reality of marginalized people. Our qualitative research findings, including a case study of a Deaf woman with HIV/AIDS, illustrates the disjunction between human rights and the reality of health care for Deaf people. It demonstrates the consequences, such as misdiagnosis and improper treatment. However, a recently initiated professional SASL interpreter service suggests improvements in access to health care - enabling Deaf people to experience their right ('feel the freedom') to non-discriminatory health care.

**Harris-Roxas, Ben**, University of New South Wales

Examining Narratives to Understand the Effectiveness of Health Impact Assessment

Equity focused health impact assessment (EFHIA) is decision support tool that is being promoted internationally as an intervention to reduce and redress health inequities. Fundamental questions about the impact and effectiveness of EFHIA have yet to be answered. This study looked at the narratives of people involved in completed EFHIAs to develop a conceptual framework for the impacts and effectiveness of EFHIA. The narrative analysis identified a range of factors for inclusion in the conceptual framework that have not previously been emphasised, principally those relating to the distal impacts of EFHIAs such as changes to attitudes, beliefs and understandings.

**Harris, Anne**, Victoria

CROSS-MARKED: Sudanese Women Talk Education

These are a series of short films made collaboratively about Sudanese refugee young women in Australia. They examine the prevailing social conditions for connectedness/disconnectedness in the context of a sometimes-hostile contemporary immigration climate. The films utilise arts-based methodologies to disrupt the folds and pleats of conventional stories told of and about the pedagogies of belonging and becoming. The films draw upon the informants social practices of self to trouble teleological narratives of identity and they offer a territory of possibilities for travelling along disorienting lines of flight

**Hart, Rama Kaye**, University of St. Thomas  
Madonnas, Avatars, and Jersey Girls: The Dehumanization of Women Faculty

How are women faculty dehumanized in the classroom? In this autoethnography, I will explore my experience as a South Asian American woman in classrooms predominated by white, upper class students. I will examine three manifestations of being a female professor that reconstruct the teacher student relationship: teacher as pregnant body, teacher as virtual, online presence, and teacher as cultural pariah, to illustrate a dangerous trend in which women faculty face a potentially difficult struggle in motivating students to participate and learn in the 21st century classroom.

**Hart, Rama Kaye**, University of St Thomas  
Challenges and Tensions of Dissertation Supervision

See Chupina, Ana Guisela

**Harte, Helene A**, Northern Kentucky University  
Secondary Preservice Teachers Experiences with the Teacher Work Sample Methodology

See Wolfe, Jennifer C

**Hayes, Sharon B.**, West Virginia University  
The Social Constructionist Interview as a Relational Space: Negotiations of Power, Positions, Meanings, and Practices

This presentation explores how the participants in an interview create a relational space in which they view each other as active knowers engaged in constructing situated roles and identities within this relationship. These active knowers bring multiple, though not always identical, relational histories representing a unique combination of communities and voices. Through dialogue their relational histories intermingle and are re-created and transformed during the interview interactions. During this transformational process, the participants negotiate power relations, position and reposition each other, discover new knowledge, reshape their identities, and establish relationships among themselves and with others in particular and situated communities.

**Heap, Marion**,  
'Feeling Freedom': an anthropological perspective from Cape Town on language and the right of access to health care for Deaf people who use South African Sign Language (SASL)

See Haricharan, Hanne Jensen

**Hebert, Terri R.**, University of Central Arkansas  
Impact of a Socially Just Environment within Student Learning: A Deeper Understanding Through Modeled Practice

Teachers connecting with students through authentic learning experiences do so with an innate response of care while inviting the learners into a risky exchange of honest engagement, ensuring some measure of internal growth and change. In so doing, the learner and the teacher engage in honest and sometimes raw debate. However, in the current culture of testing, we are witnesses to an environment devoid of such relationships, of human nurture and care. Learners are reaping the outcomes of such a sterile landscape, as they detach from our world, our society, and enter into a virtual world of technology.

**Heiblum, Lisa**, University of Miami  
Novice Tools in Qualitative Research and Evaluation: Implementing Photolanguage and Photovoice

See Kloosterman, Valentina I.

**Hein, Serge Frederick**, Virginia Tech  
Thinking and Working with Derridas Concept of Life

In Husserlian phenomenology, the transcendental reduction is seen as effecting a shift in standpoint, away from the natural attitude to the transcendental attitude. This reduction has been criticized in various ways (e.g., the hermeneutic critique), but in Speech and

Phenomena, Derrida engaged in a different kind of critique, which we can experience. A parallelism exists between transcendental life and empirical life, and these parallels are simultaneously heterogeneous and the same. They are differentiated by "nothing," and Derrida refers to their enigmatic unity as "life." What might this conception of life mean for thought and various forms of qualitative inquiry?

**Hennessy, Kristen Marie**, Psychology Department

Neuropsychological Narratives: Exploring the Identity and Function of the Neuropsychologist.

Neuropsychology initially focused on the diagnosis of brain damage through neuropsychological testing. Neuroimaging has recently challenged the diagnostic function of neuropsychology. My experiences with neuropsychology suggested that unseen forces were determining the shape taken by the profession and preventing radical change or evolution in response to neuroimaging. Using my multiple positions in relationship to neuropsychology, I examined the role and function of the neuropsychologist, seeking to unmask these unseen forces. This presentation introduces the results of this exploration. In particular, I focus on the neuropsychologist in the context of a medical context that values images at the expense of subjectivity.

**Hennessy, Kristen Marie**, Duquesne University

Psychoanalysis and Developmental Disabilities: The Intelligence of the Unconscious

This paper explores the use of psychoanalytic treatment for persons with developmental disabilities and co-occurring serious mental illness. Drawing upon case material, disability rights literature, and psychoanalytic theory, this paper makes a case for the psychoanalytic treatment of persons with developmental disabilities. Issues of secondary handicap, trauma, empowerment, and subjectivity feature prominently.

**Hennington, Elida**, FIOCRUZ

Health Management and Humanization: an Ergological Perspective Elida Hennington  
Elizabeth Artmann, Oswaldo Cruz Foundation

The Brazilian National Humanization Policy recommends that cooperative, interdependent networks that are committed to producing health be established horizontally, encouraging the protagonism of subjects and collectives and their co-responsibility. The present study addresses health care management and institutional culture focusing on health care workers and the contributions of ergology to rethink work-related knowledge production at Evandro Chagas Institute of Clinical Research. The study was based on Schwartz's ergological approach and its "three-poled dynamic apparatus" comprising established disciplines, health workers and epistemological and ethical requirements. It was crucial to the National Health System humanization to promote inclusion and appreciation of health manpower.

**Herakova, Liliana L**, University of Massachusetts Amherst

Taken by the Gypsy

How could I grow up surrounded by Roma, or gypsies, without ever knowing anything about Romani culture, history, language, and without ever befriending a Roma? The "subaltern" silence might be a deceptively easy answer. Silence was/is in the space between dominant Bulgarians and subaltern Roma. However, I cannot "blame" this silence on the lack of Romani voice. I cannot say if the Roma had a voice, because I did not listen - neither to the Roma, nor to my own prejudice. Embodying socialized prejudice, I suggest activism should strive to empower not only voice, but also listening.

**Herakova, Liliana L**, University of Massachusetts Amherst

Giving Birth

While celebrity teenage mothers fill newspapers and fuel moral indignation, silence continues to be the word that best describes the public performance of a couple's troubles to conceive. This silence is pregnant (with meaning). This text, based on the intimate conversations of a trying couple, gives birth. One of us - a nurse; the other one - a graduate student in communication; we play, interrogate, and live celebration and mourning, birth and death, the talk of our disciplines and the silences of our cultures.

**Herczeg, Gabriela Nora**, Universidad Nacional del Comahue  
Dissident Subjectivities and Socioeducational Research

See Villarreal, Jorgelina Andrea

**hernandez ramirez, jorge andres**, Universidad Santo Tomas  
Los Derechos Humanos en Colombia y Su Relaciòn Con El Derecho Internacional  
Humanitario En Los Ultimos Diez A-os

El interrogante que tiene nuestro pa\_s con respecto a los derechos humanos y sus violaciones, es una perspectiva de la cual es separada de la realidad de acuerdo con una posible soluciòn ya sea de car\_cter nacional o por intervenciòn de rganos internacionales. La pobreza, los abusos de poder, el desconocimiento de los ciudadanos de sus derechos humanos y las diferentes infracciones que los particulares hacen a estos mismos derechos, por situaciones y justificaciones que no tiene validez ni aplicabilidad a la dignidad humana en razn de solo unos pocos son los perversos que dan abasto a la destrucciòn de un pa\_s desde dentro, proyectando la problem\_tica hasta su mas nefasto y desmesurado insignificancia por la valoraciòn del ser humano y su reconocimiento y respeto del mismo; conforme con esto la importancia que sea aceptado y valorado por ustedes.

**Hernandez-Anzola, Maria Elisa**, Simon Bolivar  
(Un-)Commonplaces: Forms and Senses of Everyday Space from a Wheelchair Perspective

From a Social Psychology interested in the affective dimensions of everyday life, this qualitative study aims to understand how everyday space is configured in narratives (collected through conversational interviews) told by people with motor disabilities who use wheelchairs. Practicing a hermeneutical approach, we identify some forms that everyday space takes in these stories, and analyze expressions which communicate how narrators deal with such space, interpreting from that possible ways to relate to others and to (re) signify senses of coexistence.

**Hernandez, Kathy-ann**, Eastern University  
Where Spirituality, Gender, and Ethnicity Meet: Collaborative Autoethnography of Three Female Leaders of Color in a Faith-Based Higher Education

See Chang, Heewon

**Herold, Kate**, UIC  
Using Performance Text to Advance Human Rights: A Public Health Nursing Approach

See Gorman, Geraldine Mary

**Hess, Aaron**, Arizona State Universty  
Digitized Researchers: Me and My Avatar

See Stewart, Karen

**Hesse-Biber, Sharlene**, Boston College  
New Qualitative Transcription Technologies: Highlighting researchers' work using Computer-Assisted Transcriptions with Qualitative Analysis

See Belcher-Schepis, Jeannette

**Hesse-Biber, Sharlene Janice**, Boston College  
Qualitative Approaches to Mixed Methods Research

The current practice of mixed methods research is exemplified by a "cart before the horse" approach. Mixed methods designs are driven by research "techniques" to the detriment of theory/problem based research. This paper explores a holistic approach to mixed methods research that stresses the tight link between theory and research that centers the research problem in the design and analysis of mixed methods projects, whether they are derived from a quantitatively or qualitatively driven approach.

**Heurich, M\_rcia Travi**, Universidade do Vale do Rio dos Sinos  
Mudan\_as dos h\_bitos de vida da pessoa com Diabetes Mellitus Tipo 2.

See Fontoura, Cristiane Maria da

**Heurich, M\_rcia Travi**, Universidade do Vale do rio dos Sinos  
Vi\_ncia com o M\_todo M\_Ce Cangur:\_ percep\_Co dos pais.

See Ramme, L\_cia Teresa

**Hidaka, Tomoo**, Ritsumeikan  
Ethnography of communication support for ALS patients

This study aims to describe and explore how the life of patients with an incurable disease can be supported by IT peer supporter, through fieldwork. Amyotrophic Lateral Sclerosis (ALS) is a progressive, neurodegenerative disease caused by the degeneration of motor neurons. There are many types of communication supports because patients lose their own voice by using artificial respirator, but people who support ALS patients was not really investigated in actual field. This study focuses on IT peer supporter and his support activity to understand the local knowledge for keeping patients communication environment.

**Higuita-Olaya, Gustavo Adolfo**, Universidad Católica de Oriente  
Una Visi\_n Transformadora de los Jueces de Paz en Colombia: El Caso de los Jueces de Paz del Oriente Antioque\_o

Los Jueces de Paz en Colombia espec\_ficamente en la regi\_n del Oriente Antioque\_o Rionegro Marinilla el Carmen son una clara muestra de c\_omo las comunidades adaptan y transforman los par\_metros estales seg\_n sus necesidades y realidades locales Esta investigaci\_n muestra como la aplicaci\_n de herramientas cualitativas permite entablar di\_logos m\_s comprensivos frente a los procesos de justicia comunitaria atacando el monopolio discursivo estatal que ingenuamente se cree capacitado para ense\_ar evaluar y criticar m\_s que para aprender comprender y discutir Propiciando as\_diferentes lecturas que permitan un verdadero empoderamiento de las comunidades sobre sus propios medios de soluci\_n de conflictos

**Higuita, Yomaira**, Universidad de Antioquia  
Relationship patient-health personnel in Health Social Security System, in 6 Colombian cities: influences and consequences

See Sarasti, Diego Arturo

**Hills, Laura**, Brunel University  
Using Archives, Life Histories, and Questionnaires to Understand Why Women Volunteer on Women-Led Sport Organizations

See Gipson, Christina M.

**Hinbest, Jerry**, Vancouver Island University  
Pragmatic Can Be Transformative: Participatory Nonprofit Evaluation

As the locus of evaluation work shifts to nonprofit program and service delivery, participatory approaches that acknowledge stakeholders and strive to increase ownership and enhance evaluation use are challenged by stakeholder turnover, multiple and overlapping allegiances, and demanding funder expectations. Using participatory evaluation can pragmatically address some capacity and resource issues, but to be effective, such efforts need to reframe the nature of participation, broaden perspectives on the forms, inclusiveness and benefits of participation, and link to broader and enduring constituencies. Practical considerations that reflect an appreciation of participation as capacity building can be truly transformative.

**Ho, Anita**, University of British Columbia  
Community Perspectives on Human Rights and Justice among Displaced Persons in East Africa

See Pavlish, Carol Lynn

**Hoare, Karen Jean**, Auckland  
Working with children to attain the Millennium Development Goals

Ethnography and grounded theory methodologies underpin many forms of qualitative inquiry. They share methods of data collection from three primary sources. The complementary use of these two methodologies has never been described when researching with children from different continents and cultures. This paper postulates using an ethnoground methodology (combining the two methodologies) with children linked across the developed and developing world via the Just Like You health project, currently most active in England, Tanzania, The Gambia and Kenya. The projects main aim is to work with children from resource rich and poor countries towards the attainment of the Millennium Development Goals. Using the methodology ethnoground, a theory of cross cultural work may be co-constructed with children.

**Hocker, Stephen Milan**, University of Illinois  
Dis-Membering and Re-Membering: Erasure, Political Theatre and Collective Memory

Using irony and metaphor, I reflect on collective memory, erasure, as well as performance and visibility as social intervention. Weaving historical accounts, indigenous storytelling, and autoethnographic vignettes, I revisit key historical moments in New Mexico's colonial past. Recalling how Christianity functioned to legitimate the subjugation of Native Peoples, I draw parallels with the persecution of Queers. Deploying indigenous accounts of Colonial atrocities, "dismemberment" is used as a metaphor to "re-member" subaltern history and re-form collective memory. If history is being re-enacted in the present, this presentation demonstrates how political performance can reshape and rearticulate collective memory.

**Hoeck, Bente**, Aarhus University  
Meta-Synthesis: Is it Epistemologically Viable?

The inherent ideology of evidence-based practice and especially the evidence hierarchy often prevents research based on qualitative methodology to inform health care practice. This may put patients at risk. Therefore it is important to find ways to make qualitative evidence an equal type of evidence in EBP. Meta-synthesis has been suggested as one way to do exactly that, but what does synthesizing do to qualitative research? In the context of qualitative research our paper will open for reflections on some of the many epistemological questions.

**Hogan, Joanne Marie Rose**, Royal Roads University  
Soles Remembering Souls: Memorializing Loved Ones who Have Lost Their Lives to Suicide

Participants, performers, and the researcher recount their experiences at a 2008 suicide memorial walk and vigil, a community event developed in part to increase discourse about suicide, held in Nanaimo, BC, Canada. Individual introspection and observations describe speeches, songs, the walk, and other performances as moving, courageous, and ultimately heartening textual experiences. Research examines the suicide memorial as a social action, applies concepts of performance theory, and incorporates analyses of audience and ritual. A multimedia screening presents poignant testimonials by survivors who have lost loved ones to suicide. Outcomes include participants inquiring about joining a suicide bereavement support group.

**Holanda, Helena Frota**, Federal do Cear\_-Brasil  
Ensino-Aprendizagem: Leitura do acontecer grupal operativo Pichon-Rivi re.

O estudo descreve a proposta did\_tica que foi utilizada com os alunos do curso de gradua\_Co em Pedagogia da UFC, disciplina PB 142 Psicologia da Educa\_Co II - Infncia. Teve como tema central a Subjetividade Infantil fundamentada nas teorias: Psican\_lise,

**Epistemologia Genética, Sácio-Interacionista, Walloniana.** Envolveram atividades grupais em salas de aula: leituras-pesquisas de textos, conferências-dialogal, confecções de murais com colagens de figuras explicativas do conteúdo do estudo-analisado e a tarefa-final foi elaborado e apresentado pelos grupos de um artigo e poster na “Semana: contribuição das teorias pedagógicas na construção da subjetividade da criança”. Observamos mudanças na aquisição de novos comportamentos: relacionando vincular aluno-aluno; aluno-professor-contendo, integração do conteúdo interdisciplinar, visão contextual, atitude crítica-reflexiva, empoderamento das habilidades, melhora da auto-estima Concluímos a importância da metodologia grupal-operativa adotada como uma das estratégias facilitadora do processo ensino-aprendizagem.

**Holanda, Helena Frotá,** Federal do Ceará-Brasil

Ensino-Aprendizagem: Leitura do acontecer grupal operativo Pichon-Rivière.

O objetivo deste estudo descreve a proposta didática que foi utilizada com os alunos do curso de graduação em Pedagogia da UFC, disciplina PB:142 Psicologia da Educação II - Infância. Teve como tema central a Subjetividade Infantil fundamentada nas teorias: Psicanálise, Epistemologia Genética, Sácio-Histórico-Interacionista, Walloniana. Envolveram atividades grupais em salas de aula: leituras e pesquisas de textos, conferências-dialogal, confecções de murais (arte-educação) com colagens de figuras explicativas do conteúdo do estudo-analisado e a tarefa-final foi elaborado e apresentado pelos grupos de um artigo e poster na “Semana: contribuição das teorias pedagógicas na construção da subjetividade da criança”. Observamos mudanças na aquisição de novos comportamentos: relacionando vincular aluno-aluno; aluno-professor-contendo, integração do conteúdo interdisciplinar, leitura contextual, postura de atitude crítica-reflexiva, empoderamento das habilidades, melhora da auto-estima e de auto-conhecimento. Concluímos a importância da metodologia grupal-operativa adotada como uma das estratégias facilitadora do processo ensino-aprendizagem.

**Holbrook, Teri,** Georgia State

E-Writing Towards Equity: Universal Design and the Hope of Digital Literacy

The principles of Universal Design in Education support curricula that are designed from the outside for maximum accessibility for all students, including students with learning disabilities. This presentation looks at how the tenets of Universal Design can be implemented in the context of digital literacy to re-envision writing as a multi-modal, multi-genre process that increases accessibility to individuals with reading and writing disabilities. Drawing on the works of hypermedia, disability studies, and poststructural scholars, the author will describe her research with preservice teachers as they explore concepts of literacy and accessibility via their own hypermedia writings.

**Holbrook, Teri,** Georgia State University

Reclaiming Professional Development: Counter-Narratives to the Banking Model

See Pourchier, Nicole

**Holcomb, Michelle,** Texas State University

“It’s Really All About the Teaching”; but How do You Teach Thinking?

See Waite, Duncan

**Holding, Cory Spice,** UIUC

Parable of the Bonfire of the Sanities

Authoethnographic co-performable text illustrates one small coming to racial consciousness in the life of the author by way of a fictional account that follows a spark loosed in a suburb of Pittsburgh to downtown and the river (probably the Allegheny). Led by a hyper-white Jesus who joins the fire fanning until the heat is loosed on him, the cast and this performance implore tough questions stand to be asked, like: why do people tell racist jokes? What are some of the many works of laughter? And what are your options, as listener, for dousing the flame?

**Hole, Rachelle D.**, University of British Columbia Okanagan  
Narrative Inquiry, Poststructural Readings, and Social Justice Possibilities

See Stack, Anne

**Hole, Rachelle D.**, University of British Columbia Okanagan  
Knowledge Translation as a Social Justice Issue in (Dis)ability Research

See Evans, Colleen C.

**Holguin-Rodriguez, Oscar**, University of Leon-Spain & U. Cambridge UK.  
Dicotom\_a entre Pedagog\_a y Politica? Los desafios pedagogico-politicos para un ulterior avance en los paradigmas universitarios

El desarrollo y la practica pedagogica esta ligada a los movimientos y cambios de las politicas regionales o nacionales. Las relaciones de dependencia o de autonom\_a de los docentes y de los educandos se vera reflejada en el analisis propuesto, donde la idea de la dicotom\_a entre los dos conceptos se hace evidente cuando se establece la division entre ense\_anza e investigacion, y a su vez, cuando se hace enfasis en los metodos y didacticas y lo esencialmente etico y moral. El sentido de ulterior analisis se propone como un nuevo esquema de aproximaci\_n de los docentes y estudiantes en un ambiente de inclusion y pluralidad de pensamiento. Aqui se trabaja la idea de autonomia que se ha venido elaborando desde una concepcion liberal europea y Norte Americana, sobre todo con relacion a la docencia, el estado y la justicia.

**Holguin-Rodriguez, Oscar**, University of Leon and U. Cambridge UK  
Dichotomy between Pedagogy and Politics? The pedagogical-political challenges for an ulterior development in the university s paradigms

Teaching approaches or methods and students learning are socially inflected by the identities and students institutionally situated, and influenced by curricular aims. It is an interactive space between lecturers and students, students with their classmates and state with social justice where knowledge is mediated, where power circulates, and where social and institutional structures penetrates. How to teach? what to teach? is furthermore a practical expression of whether existing cultural, economic and political patterns in any society ought to be reproduced or transformed. Thus there is always a possibility of either: normalising and reproducing social and cultural inequalities and oppressive power relations, or moments of equity. Consequently and based upon of above statement, there will be a notable influence of Martha Nussbaum (2004) and Sen (2003)that is reflected on this conferences paper.

**Holguin, Martiza**, Universidad del Rosario  
La intervenc\_i\_n multi-actoral en las comunidades v\_ctimas del Desplazamiento en las comunas 3 y 8 Medell\_n, Colombia.

En Colombia, la problem\_tica del desplazamiento forzado ha sido un tema de gran preocupaci\_n por parte de los acad\_micos e investigadores y parte fundamental de la agenda de las pol\_ticas p\_blicas. Paralelamente, en la resoluci\_n del conflicto intervienen las estrategias, programas y proyectos de diferentes actores que pretenden incidir positivamente en el conflicto. Es el caso de Medell\_n, donde adem\_s de las autoridades municipales, intervienen Universidades, fundaciones y ONGs, que ejecutan proyectos con cooperaci\_n Internacional, a partir de los cuales han buscado generar procesos de inclusi\_n social. Este trabajo busca evidenciar el papel de esta intervenc\_i\_n en la generaci\_n de din\_micas de dependencia con procesos asistencialistas en las comunidades v\_ctimas del desplazamiento intraurbano de Medell\_n, en contraste con la necesidad de transformar la estructura social, crear cultura pol\_tica y de los derechos, v\_a generaci\_n de movimientos sociales y comunitarios con incidencia pol\_tica directa, como estrategias para la resoluci\_n del conflicto.

**Holladay, Courtney L.**, University of Texas M. D. Anderson Cancer Center  
Using Mixed Methods to Understand the Effects of Organizational Climate and Culture in Business: A Case Study

See Day, Jillian Webb

**Holley, Shante S.**, Harper College  
Barack Obama and the Power of Critical Personal Narrative

In this essay we contextualize the narrative of the US President-elect Barack Obama to provide an understanding of critical personal narrative (CPN) and its use in mainstream curricula. We contend that Barack Obama's narrative serves as a means to understand racial hegemony and the politics of representation in a curricular setting. Through providing an understanding of CPN we suggest educational opportunities for African American students to rewrite their own educational narratives and educational practitioners to facilitate this process. In so doing, we are documenting the unfolding present, looking onward to the future yet to be realized.

**Holt, Melissa**, Texas A & M University Corpus Christi  
A mosaic of stories: The gifted and the talented left behind

Grounded in my experiences as an educator and the parent of a gifted child, I create a composite of fragmented narratives that hold together stories that are at once autoethnographic and yet tell tales of parents and teachers of gifted and talented children in the U.S. Through these stories, I question the ways in which academic freedom functions when the learning needs of gifted and talented kids are neglected due to the No Child Left Behind (NCLB) legislation. The mosaic of stories reveal the various ways in which the brightest students are left behind and how educators are resisting and accommodating to the structures of NCLB mandate. As a pragmatic educator and a researcher, I use storytelling as a legitimate way to challenge the lack of academic freedom to identify spaces of possibilities.

**Hopson, Rodney K.**, Duquesne University  
Studying up, studying down: Reimagining who's studied and why

Building on tenets of culturally responsive evaluation and an engaged and transforming anthropology, this paper raises fundamental questions at the intersection of values, ethics, adequacy and significance of interdisciplinary qualitative research in schools and the larger society. By referring to the seminal works of Dell Hymes, Laura Nader, Faye Harrison, Stafford Hood, and Linda Tuhiwai Smith, the paper builds on a larger topic of understanding how human rights can be advanced through attention in qualitative research. Instead of "studying down" (i.e., focusing research questions on marginalized peoples that relay self-fulfilling prophecies - Why are you poor? Why do your children not function well at school on standardized tests?), Nader suggests that anthropologists also make a habit of "studying up" (i.e., focusing questions on the most powerful strata of society - Why are you so affluent? How do your children outperform other students in schools?). The implications for studying up involve more than a framing of qualitative and evaluation questions; studying up is a deliberate way of exposing potentially transformative, democratic, and emancipatory lenses in the qualitative research enterprise for the purposes of exposing power implications of seeking truth, contributing to knowledge, generating theory, and using appropriate methods.

**Horejes, Thomas Patrick**, Arizona State University  
Re-framing disability policy: Seeking qualitative research strategies towards constructive policy frameworks.

American disability policy is often constructed in a socio-legal/medical framework using health, economic, technical, and/or safety issues rather than a civil rights framework which constructs a narrow interpretation of evidence that further perpetuates prejudice and injustice (often unintended) to people with disabilities. This paper focuses the current problematic socio-legal/medical research analysis on the politics of disability. This paper delves into the ethical, epistemological, methodological and social justice issues towards the politics of disability. More importantly, the paper will investigate the types of evidence, knowledge and paradigms that construct disability policy based upon the narrow interpretation and categorization on disability. Lastly, this paper will propose several research strategies notably the use of narratives that would promote a positive, ethical, and diverse approach and discipline of human understanding toward people with disabilities in America.

**Hoskins, Marie Louise**, University of Victoria

Making Meaning in Context: The Puzzling Relationship between Image and Metaphor

See Newbury, Janet

**Houston, Renee**, University of Puget Sound

Searching for Community Answers: Understanding Subjective Selves through People Living Without Homes

Homeless adults often face significant challenges associated with employment, health, stigmatized identities, and social support. In addition to reducing homelessness through economic and political change, developing a better understanding of the experiences of homeless individuals may lead to improvements in services intended to help homeless individuals. To this end, I conducted focus groups with local leaders and citizens, interviewed homeless individuals, conducted a content analysis of the local paper, interviewed local stakeholders and wrote an autoethnography of my shifting subject position as a community scholar. This multigenre approach helped gain insight into the construction and maintenance of homelessness in the local community.

**Howe, John M.**, Indiana University - Bloomington

Afghanistan Reflections: Journey Stories Toward Higher Education

In the summer of 2008 I had the distinct privilege of serving as Coordinator of Student Affairs for the American University of Afghanistan. Part of my duties included teaching University 101, a university success course in which students learned how to better maneuver the ropes of an American university system. The first assignment was a written reflection detailing their journey to the university. Through thematic narrative analysis of these reflections a master narrative will be presented in order to articulate the sojourn toward American higher education in a “post conflict” society. My personal journey will also be detailed in order to examine the intersection of a social research and the master narrative created in this unique and troubled land.

**Hsiung, Ping-Chun**, University of Toronto

The Qualitative Approach as a Means of Emancipatory Research in Contemporary China's Education Reform

Study of the practice of the Qualitative Approach (QA) in contemporary China through secondary analysis of ethnographic and interview data in PhD dissertations in Education (2000-2007) shows that the QA is able to adequately capture the nuances of constant conflict and negotiation among key constituencies (i.e., state apparatus, administrators, teachers, parents, and students) in education reform. Before the QA can be an effective means of critical intellectual expression, however, enhancement of academic training and reflective practice is essential. To employ the QA for action based, emancipatory research, one must cultivate partnership between researchers and practitioners.

**Hsiung, Ping-Chun**, University of Toronto

The Politics of the Qualitative Approach? A Historiography of the Qualitative Approach in the Chinese Communist Revolution and Beyond

This paper challenges a fixed, universal understanding of the “Qualitative Approach” (QA). What has been called the QA in China is susceptible to political and historical interpretation. The term “Dingxing Yanjiu” (Approach of Revealing Essence) was coined and expected to be accepted as synonymous with the QA at a time when the academic field was permeated with Maoist dogmatic rhetoric. After the QA of the Western tradition was introduced to China in the 2000s, another term with the same meaning, Zhixing Yanjiu, came to be used. Zhixing Yanjiu has the potential to be liberating for Chinese academics and community activists.

**Hsu, Hui-mei Justina**, Fo Guang University

Learning vs. Grades: Taiwanese College Students' Perception of Technology

The presence of technology is oftentimes believed to guarantee improvement in student learning. Such an instrumental view ignores the social aspect of educational computing. This study intends to unravel Taiwanese college students' perception of technology based

upon their past experiences and relationships with technology. Furthermore, this study focuses upon how students perceive technology in related to their studies and whether technology facilitates their learning as portrayed in the mainstream discourse. In-depth interview is adopted as the major research method, and ten participants are recruited. Results will be compared with the researcher's previous study with American college students.

**Huang, Wanju**, University of Illinois Urbana Champaign  
Developing Portraits Using the Essentialist Methodology in Qualitative Research with Children and Adults

See Jegatheesan, Brinda

**Huber, Aubrey Anne**, Southern Illinois  
Interpretations and Understandings:

See McRae, Christopher James

**Huber, Jamie L.**, Southern Illinois University at Carbondale  
Reproductive Rights and Reproductive Justice from a Critical Race Theory Standpoint

Critical race theory provides a productive lens through which to view specific artifacts of reproductive politics and take into account how various positional aspects, particularly race but also historical time period, geographic location, sex, class, etc., affect both these artifacts and how the artifacts are being employed. In this paper, I examine various political artifacts relating to reproductive politics, such as specific pieces of legislation, and examine them through a critical race theory lens, elucidating how these various positional aspects impact and constitute the politics behind these artifacts, as well as how reproductive rights politics and reproductive justice politics differ.

**Hubley, Teresa Ann**, University of Southern Maine  
Qualitative Assessment of Minority Experience in Maines Juvenile Justice System

This paper describes a study funded by Maines Juvenile Justice Advisory Group (JJAG) to assess what system actors see as important determinants to minority contact. Under the JJDP Act 2002, states must identify patterns of minority involvement in the juvenile justice system and act to reduce these numbers when they are out of proportion to the number of minorities in the population. States report quantitatively via the ratio of minority to non-minority juveniles at various points in the system but are encouraged to gather more information on underlying causes. Maine used stakeholder interviews to enhance understanding of state rates.

**Huergo, Juliana**, Universidad Nacional de Càrdoba  
Proceso de construccion de autonom\_a en materia de seguridad alimentaria y nutricional.  
Propuesta de desarrollo en una comunidad socio-vulnerable de la Ciudad de Càrdoba.

La seguridad alimentaria y nutricional necesita ser concebida en el marco del derecho a la ciudadan\_a, desde una perspectiva multiactoral, participativa, horizontal. Investigaciòn propuesta: investigaciòn acciòn participativa. Sujetos participantes: habitantes, referentes comunitarios, equipo de salud, agentes sociales de Villa La Tela. Metodolog\_a: cualitativa. T cnica de recolecciòn y an\_lisis de datos: Apreciaciòn Participatoria R\_pida, permite la detecciòn y priorizaciòn de problemas alimentarios y nutricionales mediante la triangulaciòn de datos cuantitativos y cualitativos; a posteriori, aquellos factibles de ser solucionados pretenden ser transformados en proyectos participativos en pos de la construccion de un contexto favorable para el pleno ejercicio de los derechos humanos.

**Hughes, Hillary**, University of Georgia  
Learning From the Past to Change the Future: Humanizing Our Pedagogy in Teacher Education

See Vasconcelos, Erika

**Hughes, Naomi R.**, OISE, University of Toronto  
Homelessness in Toronto: An Issue of Health and Wellbeing

The homeless in Toronto, Ontario, Canada lack more than a safe and permanent shelter: they also often lack access to basic healthcare. In Canada, universal healthcare is taken for granted. Homeless individuals are more likely to deal with illness, disability, and mental-health issues, and they are more vulnerable to physical and sexual abuse than the general population. Despite their obvious needs, homeless individuals often have less access to healthcare services. This discussion has global relevance, as many countries grapple with similar healthcare issues. Findings offer potential solutions that may support the advancement of inclusive and equitable healthcare systems.

**Hughes, Naomi Rebecca**, OISE/UT  
Arts-Based Research as Critical Pedagogy: Human Rights and Qualitative Research

See White, Robert Earle

**Hughes, Naomi Rebecca**, OISE, University of Toronto  
Diver (Digital Interactive Video Exploration and Reflection): A New Technological Application for the Annotation of Video Data Across Disciplines

See Cooper, Karyn

**Hughson, John**, University of Central Lancashire  
Geezers need excitement.: An analysis of Hooligan as documentary record

The 1980\_s Thames Television documentary Hooligan was one of the first documentary accounts of the subculture of English football hooliganism. The documentary attempts to dispel sensationalist tabloid vilification of the subculture by examining hooliganism as a routine activity from the perspective of one of the most notorious groupings of the 1970s and 1980s, the Inter-city Firm (ICF) followers of West Ham United. The paper examines Hooligan as a record of oral history\_giving voice to members of the ICF and, more generally, as an accurate representation of hooligan culture of the day. The paper also looks at the involvement of the Leicester School\_academics as talking heads\_in the documentary and questions the extent to which the documentary reflects the theoretical position of their written work. In conclusion, the paper examines Hooligan in relation to current debates in the UK about the marginalisation\_of the white working-class within public discourse.

**Hulgin, Kathleen M.**, College of Mount St. Joseph  
Encountering Disability Studies: Student Responses to Critical Pedagogy

This poster examines student responses to disability as a social construction. Qualitative inquiry, including readings, film and personal narrative, was used to challenge dominant notions of disability. Students were also guided to conduct their own qualitative analysis on inequality and disability. Responses were varied, depending upon students position in relation to the norm. Backgrounds ranged from traditional age European Americans at one institution to American Indians involved in a teacher preparation Tribal Cohort at another. Types of responses and consideration for critical pedagogy are presented.

**Hundley, Melanie Kittrell**, Vanderbilt University  
Shakespeare on the Digital Porch

In order to explore a Southern family's appropriation of Shakespeare, the author adopted a multimodal autoethnographic approach to her research by combining still images, music, audio recordings, narrative, poetry, and hypertext to explore her informal introduction to an icon of English literature. The author used Kress and Van Leeuwen's (2001) concept of design, one that reflects "a deliberateness about choosing the modes for representation, and the framing for that representation" (Kress and Van Leeuwen, p. 45) to trouble traditional representations of autoethnographic data arguing that multimodality is more democratic in both the collection of data and the representation of data.

**Hundley, Melanie Kittrell**, Vanderbilt University  
Data as Event

Like Morgan (2000), the author believes that while print is a product, “hypertext is necessarily a reader’s performance, an event” (p. 131). Research as event/performance challenges the traditional linear representation of research findings. The repetition of the mouse click, the conscious choosing of each new layer of hypertext, both activates the text and undoes it as a traditional, coherent, linear form. The multiple possibilities of representation using hypertext offer options to layer crucial reading experiences in ways that print texts do not offer. Research staged in hypertext may provide access to wider audiences and push at traditional academic boundaries.

**Hung, Ying Lin**, University of Bristol  
Video Haiku: A Hall of Mirrors

See Speedy, Jane

**Hung, Ying Lin**, University of Bristol  
Connections in China

See Gowen, Cindy

**Hung, YingLin**, University of Bristol  
Multiple-Identity: Swinging between Taiwan and England

Living in the UK for four years and half, I come to realise that the culture and the language have had a huge impact on my identity that is changing year by year. To find out how and what kind of identity transformation occurs in me, I set forth a journey of my identity searching by means of poetic writing. The poem is partly extracted from my writing written in a series of collective biography workshops, and partly from my daily scribbles of how identity transformation drags me into an ‘in-between’ situation and fights for my rights in the UK.

**Hurd, Ellis**, Illinois State University  
The Reflexivity of Pain and Privilege: An Autoethnography of (Mestizo) Identity and Other Mestizo Voices

Approximately twenty million Latinos in the United States identify as Mestizos. A Mestizo is a person of mixed heritage. Almost half of these Mestizos racially or culturally identify as White, while the other half identify as Hispanic or racially mixed. These racial and cultural identifications have vast effects on educational performance. This researcher has experienced the racial and cultural jerks between identity and society. The interplay provided by the poststructuralist perspective informs him of his affective identity history. His autoethnographic journey elucidates the Latino voice to better situate the context of the research and complex yet integral culture of Mestizo-Latinos.

**Hutt, Chris**, University of Alabama  
Spatializing power structures in learning environments

This paper presents a methodological proposal for analyzing a living learning community (LLC) at The University of Alabama. LLC\_s require that students share living space as well as classroom environment. I propose to examine this community with regard to its spatial structure and boundaries, with specific attention given to how the structure of the environment shapes the distribution and flow of power and authority within the community. Shaping influences would include historical social space in which the program exists; didactic curriculum of the program; and the physical place of the program in relation to the rest of the campus.

**Hutt, Christopher D.**, Alabama  
How the Visual Arts can Enhance Learning and Transfer Knowledge in the Elementary School Setting

See Campbell-Busby, Kelly

**Ianni, Aurea Maria Z. Ilner**, Santa Casa of Sao Paulo

Vaccine coverage and immunization perceptions - a care givers qualitative research

See de Barros, Nelson Filice

**Ib·ez, Ileana Desir e, UNC**

Reflexiones para el Trabajo Metodológico en Contextos de Pobreza Urbana: Técnicas que Re-Toman Sentidos y Senti-res Silenciados en Ciencias Sociales.

Asumiendo como lugar geográfico y epistemológico de lectura los aportes desde el Sur. Reconoceremos las diferentes concepciones de sujeto implicadas en la definición del campo de la pobreza como objeto de intervención y versión. A partir de esto presentamos aportes a una estrategia metodológica creativo-expresiva para el trabajo de campo en sectores urbano marginales. El eje de la estrategia de indagación es el cuerpo los sentidos y sentires de los sujetos que se ponen en acción a partir de técnicas artísticas. Elección que implica en acto reconocer al cuerpo y saberes otros y una crítica activa a la distinción jerarquización entre sujeto y cuerpo.

**Ibarra Hernández, Paula Andrea**, San Buenaventura

Acceso y Cobertura de las Personas en Situación de Desplazamiento al Sistema de Salud en Colombia: Una Mirada a la Política Pública

See Morales Gámez, Henry Alejandro

**ide, kanako**, Kansai University

Potentialities of Action Research and Human Activity Theory

This project is to rethink of the role of action research from the viewpoint of human activity theory. Traditionally, human activity theorists identify their research as an action research. However, the motivation to apply action research for human activity theorists is characteristic. Unlike mainstream action researchers who make use of action research for the self-improvement, human activity theorists utilize action research for the intervention to the research subject. By contrasting different understandings of action research between human activity theorists and orthodox action researchers, I expand the usefulness of action research.

**İlgar, Rustu**, Canakkale Onsekiz Mart University

THE EFFECTS OF MULTIPLE INTELLIGENCES THEORY SUPPORTED WITH COOPERATIVE LEARNING ON ACHIEVEMENT IN TEACHING A GEOGRAPHY LESSON UNIT "OUR TURKEY"

The purpose of this mixed method study is to evaluate the effects of multiple intelligences theory supported with cooperative learning on teaching a geography lesson unit called "OUR TURKEY." The study has been carried out at a Primary School in Canakkale Turkey. At the school, 32 students in 6/A class were participated in the study as the experiment group whereas 28 students in 6/B class were participated in the study as the control group. Multiple intelligences theory supported with cooperative learning was applied in the experiment group, whereas the control group has been taught in the traditional methods. Data have been collected with "Personal Data Form", "Multiple Intelligences Domain Determination Scale," Semi-structured interviews and "Achievement Test". At the end of the study, whereas the average of the pre-test scores of the students in the experiment group was 21.81 – 3.30, their post-test average has been found as 32.00 – 4.60. As for the control group, while average of pre-test scores was 21.78 – 4.58, their post-test average has been found as 24.03 – 4.58. Through the analysis of the averages of both groups' post-test scores, it has been determined that this difference is significantly meaningful in the favour of experiment group at an advanced level ( $p < 0.01$ ). As for the averages of permanence test scores, it was 32.87 – 4.47 for experiment group, whereas it was 24.82 – 4.51 for the control group. After the statistical analysis, it has been concluded that this difference is also significantly meaningful in the favour of experiment group at an advanced level ( $p < 0.01$ ). The statistical results were supported by the qualitative interviews.

**Ilves, Kadi**, University of Tartu

Some Ethical Questions: Power Relations between an Adult Researcher and a Minor Participant in Qualitative Interviews on Violence

Ethics is one of the central issues of qualitative research with children and young people. However, sometimes the researcher's attempt to be greatly ethical may resist the implementation of the study. This paper will discuss the meaning of being ethical in qualitative research with teenagers. The paper focuses on the relations between an adult interviewer and young interviewees. The discussion bases on the data collection experiences in recent research projects on peer violence. The main topics under discussion are agency of minors versus being a ward, and advocacy versus paternalism.

**Ilyasova, K. Alex**, University of Colorado at Colorado Springs

Using Ethnographic Research to Advocate for Changing Institutional Practices around Sexual Identity Issues

This paper presents the research of a two-year ethnographic study that was conducted at a mid-size conservative university. The ethnographic study focused on observing the social and institutional settings of the university and the classroom to determine how and if sexual identity issues, i.e., lesbian, gay, transgender, bisexual, and intersex issues, were considered in constructing classroom and university-wide policies. The study included observing and interviewing three different groups of participants: 1) straight-identified students in a writing-intensive course; 2) queer-identified students from the queer student organization on campus; and 3) straight-identified faculty who teach writing-intensive courses.

**INFANTE, DIANA MARCELA LEON**, FUNDACION UNIVERSITARIA DEL AREA ANDINA CONOCIMIENTOS Y PRACTICAS DE LAS MADRES SOBRE LOS FACTORES DE RIESGO DE LA ENFERMEDAD RESPIRATORIA AGUDA.

See POLANCO, LINA PERDOMO

**Isep, Claudia**,

Images, texts and social inquiry

Traditionally social sciences tend to privilege the written word as their main source of knowledge and analysis. Although our interaction with the world consists to a great extend of visual phenomena, qualitative research methods often don't seem to take these phenomena seriously. Visual material is often only seen as illustration and proof for results that are given in a purely textual description. We consider the question how visual data can have a more important role in social inquiry and how visual data can be combined with other forms of qualitative data (field notices, interviews etc.).

**Ishii, Drew K.**, Whittier College

Extending mathematical communication through algebra blogs

We explore the use of a blog associated with algebra classes at an urban middle school. The algebra teacher moderates the blog and the students voluntarily write comments on the various topics outside of class time. This outside-of-the-classroom mathematical discourse troubles traditional assumptions of mathematical communication and its role in learning mathematics. Through a grounded theory analysis of the teacher's and students' blog responses and surveys, we propose a framework for understanding the role of Internet technologies in their learning. Additionally, we address how mathematical communication was enhanced with the use of blogs and other technologies.

**Isik, Halil**, Canakkale Onsekiz Mart University

Educational Research Quality Indicators and Generalizability Issue of Qualitative Inquiry in European Educational Studies

See Karsli, Mehmet Durdu

**Islam, Sharif**, University of Illinois at Urbana-Champaign  
Standing In Line: A personal narrative of immigration to the United States

In this article, the author draws on the experiences with immigration procedures before and after his arrival to the United States in 1998. From the tail end of the dot-com boom to post September 11 environment, the author went through different types of immigration application process and interviews. Using personal narrative, the author explores the complex dynamics of immigration in the context of neoliberal globalization and war and argues for a more humane way of looking at immigration debates.

**Israel, Tania**, UC Santa Barbara  
Collaborative Research Strategies to Support LGBT Community Change

See Oaks, Laury

**Ivanova, Viktoria**, University of Western Ontario  
Concept Mapping: Applying Western Methodology with Native American Foster Parents

Concept Mapping is a methodology that utilizes the contributions of all participants in the interpretation of data. Native American foster parents are participating in a study about their fostering strengths, challenges, and needs. The experience of researchers with this methodology, which has Western origins, with Indigenous participants is reviewed. The pros and cons of the method present unique opportunities and challenges in cross-cultural research. The purpose of this presentation is to describe how Concept Mapping may be applied with Native American adults.

**IZQUIERDO, GIOVANE MENDIETA**, UNIVERSIDAD DE LA SALLE  
Representaciones Sociales de los Invidentes sobre los servicios de la biblioteca del Instituto Colombiano para ciegos -INCI-

Objetivo: Identificar las representaciones sociales de los invidentes sobre los servicios de la biblioteca del instituto colombiano para ciegos -INCI-. Materiales y m todos: Investigaciòn cualitativa, inductiva, interrogativa; la poblaciòn usuarios invidentes de la biblioteca a los cuales se les aplicó una entrevista semiestructurada a profundidad de tipo cautivo por conveniencia. Resultados: Se encontró que la representaciòn social de los usuarios invidentes gira en torno a que el servicio sea mejor, que tengan mayor alcance a poblaciòn invidente de otras localidades, as\_ como la correspondencia en la calidad del servicio, versus la calidad de la informaciòn con m\_s colecciones.

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
Representaciones Sociales y pr\_cticas sobre el tabaco y los efectos nocivos para la salud en los jàvenes universitarios.

Objetivo: identificar las representaciones sociales y pr\_cticas sobre el tabaco y los efectos nocivos para la salud en los jàvenes universitarios. Materiales y m todos: Investigaciòn cualitativa, inductiva, interrogativa; la poblaciòn jàvenes universitarios a los cuales se les aplicó una entrevista semiestructurada a profundidad de tipo cautivo por conveniencia. Resultados: Se encontró que las representaciones sociales y pr\_cticas representadas; sobre el tabaco en los jàvenes universitarios, gira en torno a la aceptaciòn social e independencia, los efectos nocivos est\_n representados en consecuencias de enfermedades como c\_ncer de pulmòn y menos tiempo de vida. Se concluye que los jàvenes no conocen en su totalidad los efectos nocivos para la salud del tabaco.

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
EXPERIENCIAS DE VIDA EN PACIENTES CON C\_NCER DE PULMÒN

See CORT S, JESSICA LORENA CAMACHO

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
CONOCIMIENTOS Y PR\_CTICAS DE LAS MADRES SOBRE LOS FACTORES DE RIESGO DE LA ENFERMEDAD RESPIRATORIA AGUDA.

See POLANCO, LINA PERDOMO

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACION UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
SOBRE LA PRCTICA CLINICA II

See COBOS, BELKYS DAHYANA SALAMANCA

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACION UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
DE LA FUNDACION UNIVERSITARIA DEL AREA ANDINA SOBRE LA PRCTICA  
DE CUIDADO INTENSIVO.

See CAICEDO, HECTOR ENRIQUE GOMEZ

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACION UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
DE LA FUNDACION UNIVERSITARIA DEL AREA ANDINA SOBRE LA PRCTICA  
DE CUIDADO INTENSIVO.

See CAICEDO, HECTOR ENRIQUE GOMEZ

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACION UNIVERSITARIA DEL AREA ANDINA  
Experiencia devida en pacientes con EPOC ante el uso de oxigenoterapia domiciliaria

See RINCON, KAREN YAMILE MARTNEZ

**IZQUIERDO, GIOVANE MENDIETA**, FUNDACION UNIVERSITARIA DEL AREA ANDINA  
EXPERIENCIA DE VIDA DE PACIENTES CON EPOC, DEL PROGRAMA DE  
REHABILITACION PULMONAR

See BARBOSA, JENNY BARBOSA

**Izquierdo, Mar\_a Dolores,**

Cuidado y salud en el contexto de la inmigraciòn: mujeres latinoamericanas cuidadoras en  
Espa;a

See S\_enz de Ormijana, Amaia

**Jacelon, Cynthia**, University of Massachusetts-Amherst

Mutual Mentoring: Building Relationships to Enhance Faculty Retention and Scholarship

The purpose of this presentation is to provide an exemplar of mentoring relationships for new faculty. Concepts from relational theory in communication and culture were combined to create mentoring relationships. Concepts of trust, competence, and similarity from relational communication theory were applied. The five good things that characterize growth-fostering relationships identified in relational cultural theory were actively employed. Employing relational frameworks to mentoring helped create an environment that increased faculty satisfaction with the work environment, increased the scholarly productivity of junior faculty, and improved new faculty retention at our school of nursing. Other schools can use this model to introduce new faculty to the role of scholar and promote creation, dissemination, and translation of nursing research.

**Jacelon, Cynthia**, University of Massachusetts  
Relational Research: An Overview

See Zucker, Donna

**Jackson-Paton, Robert**, Saybrook Graduate School  
Decolonizing White Inquiry: Research as Reconciliation

As a descendant of the perpetrators (and beneficiaries) of colonization, my work requires that I encourage healing reconciliation between peoples and the land, foster bridge building between subject and object in research, and nurture cultural transformation within White communities. Rituals of inquiry are needed for Whites to grapple with the legacies of colonialism in research. In this paper presentation, I will explore some protocols, and implications, of decolonized research for Whites: truth commissions, remem-

bering, vulnerability, grief, dialogue, critical indigenous inquiry, and fixing methodologies, among others.

**Jackson, Alecia Youngblood**, Appalachian State University  
Staying in Their Place: Southern Women in Deterritorialized Spaces

In this paper, I explore the Deleuzian concept of a “territory” as it might be thought in/with qualitative data. Using interviews from an ethnographic study of adult Southern women who remain living in their childhood hometowns, I attempt to evade territories as stable, unified, sedentary, nostalgic places; rather, I palpate place as process, as at once maintaining an organizing structure and unfolding new relations and forces. Place as Deleuzian territory - as the physical and psychological space of women who stay in one place - incites the question, “What does ‘staying’ produce?” Problematising this question offers up new ways to think about the historical, cultural, and material conditions of women’s lives and subjectivities in particular places.

**Jackson, Brenda**, University of Notre Dame  
Sorting out Stress: A Mixed Methods Study

See Scott, Stacey B

**Jackson, Kristi**, University of Colorado, Boulder  
Qualitative Methods Instruction and the Software Debate

Debating the virtues of different qualitative analysis software (QDAS) can be a bit like debating whether you should use Mac or PC if you are writing a novel. This paper de-centers the “which package?” debate, refocusing the discussion on “what is to be gained and lost?” when using any QDAS option. At a time when instructors incorporate QDAS into coursework, this paper helps them stay focused on issues such as the effects of closeness to the data and distance from the data. These important research issues can be creatively explored via any of the top available QDAS options.

**Jackson, Kristi**, QUERI, Inc.  
Troubling Transparency: Qualitative Data Analysis Software and the Problems of Representation

While “transparency” may be used as a democratic principle in research, the push for transparency often neglects two key questions. 1. WHO gets to define “transparency”? 2. Transparency for WHOSE benefit? The American Educational Research Association published guidelines for reporting empirical qualitative (and quantitative) research to “promote empirical research reporting that is warranted and transparent” (2006 p. 2). In addition, qualitative data analysis software (QDAS) experts often espouse the rigor and transparency that can be fostered with QDAS. This paper presents some of the benefits and potential problems in espousing the use of QDAS to help ensure research transparency.

**Jacobs, Cynthia W.**, QSR International  
Packing the Inquiry Toolkit: QDA Software as a Tool in the Doctoral Process

Most doctoral students are introduced to QDA software in the context of field research, and some are left to discover it on their own. In this study, a group of doctoral students met QDAS in an introductory qualitative research methods course and were then encouraged to continue to use the software as a tool in literature review and writing in a subsequent semester. Through semi-structured interviews with participants and observations of participants projects, we explore how participants creatively utilize the software in managing and analyzing complex material such as data and literature and how their increased facility with the software affects their confidence and competence with the dissertation process.

**Jacobs, Michelle R.**, Kent State University  
Feminists in the Academy: An Autoethnographic Inter-play

See Jauk, Daniela F.

**Jacobson, Nora**, Centre for Addiction and Mental Health  
A Taxonomy of Dignity

This paper has its origins in Jonathan Mann's insight that the experience of dignity may mediate the reciprocal relationships between health and human rights. It follows his call for a taxonomy of dignity: "a coherent vocabulary and framework to characterize dignity." The taxonomy, which was developed using grounded theory, identifies two main forms of dignity and describes and classifies several elements of these forms. Dignity is a quality of individuals and collectives that is constituted through interaction and interpretation and structured by conditions pertaining to actors, relationships, settings, and the broader social order.

**Jalani, Aishah**, University of Washington  
Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures

See Jegatheesan, Brinda

**Janesick, Valerie**, University of South Florida  
Teaching Poetic Devices in Qualitative Methods courses: Found Data Poems and Photovoice as a social justice project

The purpose of this paper is to describe and explain how qualitative data, particularly interview data may be represented through found data poems created from the transcripts of a study and how photography may be used to present interview data artistically. The use of artistic approaches may help to advance a social justice project since the voice of members outside the margins of society may be powerfully represented through poetry and photography. Samples of interview transcripts and photos from a recent oral history project will serve as models for how data poems were found in the transcript itself. Portraiture photographs and photos of the setting also will be used to demonstrate how visual photographs capture the voice of those on the outside of decision making but nonetheless manage to present a cohesive and coherent narrative that may influence policy makers, educators and the public at large. Problems and issues encountered in teaching Qualitative artistic techniques will be discussed and these include resistance to poetry, fear of the camera and the struggle for the researcher to define her role.

**Janesick, Valerie J.**, University of South Florida  
Oral History, Testimony and Social Justice: Issues for the Qualitative researcher

Oral history and testimony offer an avenue to social justice by documenting the life stories of those members on the margins of society. Qualitative researchers may wish to use testimony and oral history techniques to capture these stories as counter narratives, specifically counter to neo liberal canned misinformation. Based on two oral histories of female superintendents the researcher uses themes from the interview transcripts of alienation and diligence in one case, and persistence and ethical strength in the other to punctuate the importance of oral history as a qualitative research technique.

**Jaramillo, Carlos Mario**, Universidad de Antioquia  
SENTIDO DE REALIDAD EN LA MODELACION MATEMATICA

See Villa-Ochoa, Jhony Alexander

**Jarillo, Edgar**, Universidad Autonoma Metropolitana Xochimilco  
PROBLEMAS DE UNA ASESORA DE TESIS CUALITATIVAS DE POSGRADO

See Chapela, Maria-del-Consuelo

**Jauk, Daniela F.**, University of Akron  
Feminists in the Academy: An Autoethnographic Inter-play

Shared passions for qualitative research and feminist theory/activism bring together three inquisitive graduate students, two of whom live and work close to home and one who left her country of origin, Austria, to study in the United States. Utilizing autoethnographic accounts that overlap yet individuate, three women explore their commonalities while struggling over questions of difference resulting from their diverse backgrounds.

The paradigms and values that guide their lives allow them to unabashedly ask one another questions that others within the realm of academia evade, and consequently, they are able to probe and examine the internal and external tensions they face as they engage in academic life individually and as they participate in a local chapter of Sociologists for Women in Society (SWS) collectively. This interactive presentation of findings explores transitions and boundaries between subjectivity and intersubjectivity in an often oppressive, but potentially emancipatory, environment and hopes to shed light on different strategies for feminists in the academy.

**Jegatheesan, Brinda**, University of Washington

Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures

The authors consider the methodological and interpretative issues that arise as insiders and outsiders during their field experiences with five different cultural groups in the United States. The authors discuss how their biographical particularities and those of the participants blur their situated insider-insider in immigrant and refugee research.

**Jegatheesan, Brinda**, University of Washington

Developing Portraits Using the Essentialist Methodology in Qualitative Research with Children and Adults

The essentialist methodology (Witz, 2006) involves three major elements: treating the participant as an ally; contemplating on interview transcripts to see deeper aspects in the individual's feelings, attitudes and experiences and communicating these in a holistic portrait. The authors will discuss examples from their research with children and adults to show how these elements enable the researcher to give the reader an idea of how a particular aspect (such as having a sibling with autism, interacting with one's peers, belief in God) exists as part of the participants larger character, consciousness, and inner mental world.

**Jegatheesan, Brinda**, University of Washington

Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures

Using visual research with children enhances their participation and establishes child friendly communication between children and adults. Children's ways of seeing has helped researchers understand their everyday world from the child's own viewpoint. Drawing on fieldwork in diverse cultural settings in the US, methodological aspects, perspectives, pitfalls and promises of using visual research with children are discussed.

**Jelaca, Dijana**, University of Massachusetts Amherst

trauma in space

What roles does the site of trauma play in a post-war country (Bosnia) and in the process of reconciliation? What role does a neutral territory (the Hague Tribunal) play in the traumas displacement and muting? Through stories - personal, fictional, overheard, unreliable - I trace the link between these spaces and the misuse of trauma for political purposes, under the guise of conflict resolution. I argue that the PC talk about the necessity of the war crime tribunal unintentionally contributes to this troubling process of silencing trauma subjectivities - turning stories into a mere quota for calculating collective responsibility.

**Jenkins, Marika Katharine**, University of Technology, Sydney

Are all the Voices Heard? An Ethnographic Study of an Operating Room

In operating rooms multidisciplinary team members work in close collaboration to provide patient care in a unique manner. These teams provide care in highly technical and specialized environments where culture is influential on team communication practices. This environment is typically intense where reward systems and social hierarchies potentially create inequity between team members, in particular doctors and nurses. This paper explores how ethnographic methods may uncover the cultural influence of team communication practices on the "right" for all voices to be heard. I will share my research design as I embark on doctoral studies into operating room culture.

**Jenkins, Mercilee**, San Francisco State University  
Panelist

QI-2

**Jennings-Pinkerton, Lisa K.**, University of Alabama  
Barriers to care behind bars: Health and the forgotten older inmate

Social workers must understand how the older prisoner experiences health. ?Health' in this population affects individuals, the prison system, family, institutional caregivers and the larger community. More than 150,000 elder prisoners live in correctional facilities. Adults over age fifty now represent 11.3% of Alabama's total prison population. While the older inmate population grows, system improvements (funding, resources, support) have not. Over half of prisoners report poor health. Chronic health concerns are prevalent: hypertension, diabetes, arthritis, cancer, heart problems and sensory losses. This study explores the experience of older inmates in a southern prison specifically for the aged and infirm.

**Jewell, Lisa M.**, University of Saskatchewan  
"Threatening a Gay Man is Like Fighting a Girl": A Mixed Methods Approach to Understanding Heterosexuals' Participation in Anti-Gay Behaviours

This study documented the prevalence of antigay attitudes and behaviours at a Canadian university and explored the lived experiences of heterosexual perpetrators of homonegativity. A mixed methods approach was used wherein a questionnaire was administered to 286 university students. In general, students reported participating in few antigay behaviours. Interviews were then conducted with eight individuals who had engaged in homonegative behaviours and analyzed using Interpretative Phenomenological Analysis. Participants' motivations for telling antigay jokes, using prejudicial language, and engaging in distancing behaviours were varied. Results suggest that students may be more likely to engage in subtle rather than blatant antigay behaviours.

**Jim nez, Mauricio**, Universidad del Valle  
voces diversas sobre la participaciòn pol\_tica de jàvenes desvinculados de los grupos armados irregulares

La viabilidad metodolàgica de los grupos focales en procesos de recuperaciòn de voces diversas sobre una problem\_tica se pone a prueba en el abordaje del fenàmeno de participaciòn pol\_tica de jàvenes desvinculados de los grupos armados irregulares colombianos. Recuperar las narrativas diversas sobre algunos conceptos, escenarios, mecanismos, procesos, e incidencia de la participaciòn pol\_tica de este grupo poblacional, e interpretarlos desde los elementos teàricos de apuestas interdisciplinares con posturas cr\_ticas permite la construcciòn de un panorama complejo del fenàmeno y el acercamiento a un conocimiento m\_s informado sobre el mismo. Dialogar estos hallazgos es el objetivo de la participaciòn.

**Jim nez, Mauricio**, Universidad del Valle  
La IAP en un estudio sobre la participaciòn pol\_tica de jovenes desvinculados de grupos armados irregulares colombianos

See Obando, olga Lucia

**Joanou, Jamie Patrice**, Arizona State University  
History Making: Investigating the Humanizing Effects of Photographic Methods with Street Children

This study uses photovoice to investigate the lives of adolescents living and working on the streets of downtown Lima, Peru. Through photography I examine how the visual image can provide participants not only with a means of self-expression, but more importantly how the act of taking photographs can serve to humanize children who exist at the most extreme margins of society. As participants take photographs and reflect on these images, they engage not in the documentation of history, but in history making, memory making, and meaning making, gaining access to an act that is typically reserved for the elite.

**Johns, Mark D.**, Luther College

From Howard Dean to Barack Obama: Internet as a Machinery for Grassroots Political Campaigns

This paper aims at piecing together how the internet was used as machinery for political campaigning in the 2004 Howard Dean campaign as well as in the 2008 Barack Obama campaign. By doing so, we make explicit the utilities of various online technologies in constructing grassroots social movements and political campaigns. Much like scholars who pointed out how printing books had contributed to the grassroots enlightenment, and how the newspaper informed the American Revolution, we demonstrate how the internet has been used to successfully construct yet another grassroots operation, a 21st century political campaign.

**Johnson-Ford, Lisa A.**, Drexel University

Residential Caregiving for those with Intellectual Disabilities in South Africa: A Qualitative Case Study

Historically, South Africa is a country characterized by extremes of wealth and inequality. There is an estimated 2.5 million people with disabilities of which 200,000 are classified as intellectually disabled. The challenges that intellectually disabled persons face post-apartheid are numerous. This single case study is based on interviews of employees of one residential facility. Caring for an aging population of residents with chronic illness, proxy decision making, financial concerns, and maintaining quality of life were discussed. Attitudes and policies are changing in South Africa, however much research is needed to enhance the lives of this vulnerable and aging population

**johson, gary,**

Chicken and Watermelon: A look at minstrel Art and Music and the proliferation of stereotypes

See johnson, Gary Johnson

**johnson, Gary Johnson**, Northern Illinois University

Chicken and Watermelon: A look at minstrel Art and Music and the proliferation of stereotypes

Many Black Stereotypes are deeply ingrained within American Culture. Most of these stereo were spread through minstrel music and visual art. Minstrelsy, a pseudo portrayal of "Black culture", through music, theater and visual art became the original American popular culture, and as such, spread stereotypes on Black culture throughout the world. Though the minstrel era is now gone, the stereotypes have remained ingrained into America's culture. This paper will look at minstrel music and visual art and analyze the way in which these art forms were used to permeate black stereotypes throughout American popular culture.

**Johnson, Gary Vernemon**, Northern Illinois University

The Boondocks: Niggas in Suburbia

In a climate of cartoons such as The Simpson's and South Park, the Boondocks definitely stands out from the others. The focus of "The Boondocks" is based around Riley and Huey Freeman and how they adjust to life in the white suburban community of Woodcrest. Huey is a militant revolutionary whose zeal often leads him to fight white power, and Riley is a young gangsta wannabe representing rap culture. In analyzing The Boondocks, Fisk's (1987) tri-level method which analyzes cartoon publicity, reviews and viewer comments are used to dissect the cartoon and its conveyed meanings within the context of popular culture.

**Johnston-Parsons, Marilyn**, UIUC

A Post-Colonial Examination of a Teacher Education Program: Enhancing Freedom or Colonization

This paper reports on a qualitative self-study of a teacher education certification program, studied over a 15-year period, to consider ways in which a post-colonial lens might afford a productive critique of our work in teacher education. In this program, we

used sociocultural theories (Wenger, 1998; Vygotsky, 1978; Dewey, 1916) to frame our purposes and teaching, but critical questions rarely get raised from this theoretical stance. Here I use postcolonial writings, particularly Homi Bhabha, to ask questions about personal agency and the human rights of students in programs that purport to encourage freedom, yet may instead, be colonizing.

**Jonaitis, Leigh**, Bergen Community College

Compromising Data: Representation(s) of “Remedial” Writers

Lather (2007) explores the idea of “getting lost” as an alternative methodology, and Scheurich (1997) challenges “the idea that there is some definable or determinable thing or pattern that can be discovered through an interview interaction” (p. 67). Through interrogation of interview interaction with “remedial” writers, I attempt to situate myself as “curious and unknowing” and to think “against (my)?continued attachments” to notions of consciousness and intentionality (Lather). How can such examination of individual researcher subjectivities can be applied on a larger scale to explore the role that institutions and assessment practices themselves play in creating “remedial” writers?

**Jones, Amanda C.**, University of Alberta

Not Going to Research and Run: My Experiences Conducting PAR in International Settings

Conducting qualitative research in international settings comes with unique challenges and rewards. In this presentation I will share my experiences conducting a participatory action research project in western Uganda working with adolescents to provide sexual health information through peer education. The importance of sincerity in relationships, mutually-beneficial partnerships and the accessibility of results by participants will be highlighted. Good research is not just about producing the best research data, but providing the greatest benefit to the participants. Researchers have a responsibility to conduct ethical research and an opportunity to promote equity and social justice through our research in international settings.

**Jorrin-Abellan, Ivan Manuel**, University of Illinois at Urbana-Champaign

Lights and shadows of evaluating Computer Supported Collaborative Learning

The design and enactment of CSCL settings is inherently complex because of the wide mix of disciplinary perspectives engaged. Teachers, curriculum designers, evaluators, students, and technology developers must work together to implement a successful educational setting. As a consequence, the evaluation of these CSCL situations is shown to be a new and challenging field. In this paper we present an evaluation model called Evaluand Oriented Responsive Evaluation Model. It is oriented to the activity, the uniqueness and the social plurality of the evaluand to be evaluated, promoting responsiveness to key issues and problems recognized by participants at the site.

**Jovanovic, Spoma**, The University of North Carolina at Greensboro

Researching My Way Into Social Justice

This presentation presents a look inside one academic's experiences of research as the most direct route to social justice. New to a city, unfamiliar with the nuances of the political structure, yet yearning to be part of important work to advance the democratic impulse, she found her research contributions to be the ticket into the hearts of Black activists, faith-based leaders, and grassroots organizers. Professional research dovetails with the personal discovery of the joys and traumas in community organizing. Told through the journey of an ethnographic study with Greensboro, North Carolina's Truth and Reconciliation Commission, the country's first, this presentation demonstrates that research can, indeed, be a principal gateway into deepening a resolve for social justice. The parallel paths of the city's search for truth and reconciliation concerning a racial and economic tragedy and a professor's search for truth and reconciliation of her professional location in the academy reveal that qualitative research has the power to affect structural and personal transformation to our priorities, commitments, and actions.

**Juandà, Clara,**

Cuidado y salud en el contexto de la inmigraciòn: mujeres latinoamericanas cuidadoras en Espa±a

See S\_enz de Ormijana, Amaia

**Jungwirth, Jeb Gordon,** Duquesne University

Incomplete Stories: Narrative, Hermeneutics, and Dilemmas of Identity in American Society

Within this essay, I rely on an interdisciplinary approach to explore the features of contemporary identity involving race, culture, and history though narrative approaches to human understanding. Examples that exemplify the tensions and dilemmas of modern identity are found in seemingly disparate, though meaningfully linked, aspects of American history, from neglected assumptions about "whiteness," to post-WWII technological and consumer patterns, to the interpretive turn towards narrative and hermeneutics within the human and social sciences of the late 20th century. All of these facets are seen as reflections of identity which culminate in the crises of individual and collective meaning that have come to mark our epoch. Finally, this paper argues that viewing ourselves, and our stories, as inherently incomplete is precisely the appropriate response in the face of a diverse social world, one blessed by and riddled with the difficulties of language.

**Kahveci, Nihat Gurel,** Istanbul University

A Qualitative Case Study: Elementary Social Studies Teachers' Perceptions on "Critical Thinking"

In 2005, in the new social studies curriculum, critical thinking is placed one of the skills needs to get developed to the students. Since social studies education that incorporates discussions of controversial issues of social sciences, critical thinking skills in social studies are getting significant. In a broad definition, "Critical thinking is skilled and active interpretation and evaluation of observations and communications, information and argumentation." (Fisher & Scriven, 1997, p. 21) This study explores elementary social studies teachers' perceptions on critical thinking in their social studies courses. The study was conducted in an inner city school, Istanbul, Turkey. Data were collected from three experienced social studies teachers and Ministry of National Education's curriculum documents. Three social studies teachers were interviewed using semi-structured interviews and social studies curriculum was examined. Data were analyzed in terms of emergent categories and themes. Findings of the study revealed a variety of significant information related to teachers' conceptions of critical thinking that will be discussed in the presentation.

**Kako, Peninnah M.,** University of Wisconsin-Milwaukee

Grappling with Complex HIV Transmission Risks: Experiences of HIV-Infected Women in Kenya

HIV transmission risks facing women in Kenya are many and complex: husbands' condom refusals, husbands' multiple sex partners, persistent pressure from village men for sexual favors, alcohol and drug abuse by sexual partners, domestic violence, and traditional cultural mores. Women attempted risk reduction by: abstinence, strategic disclosure of HIV status, being faithful, and separation of toiletries and household sharps.

**Kamm, Carrie,**

Urban Teacher Residencies: Collaborations in Urban Teacher Preparation Reform

See Gardiner, Wendy Lynn

**Karnieli, Mira,** Oranim - College of Education

Against All the Odds

The traditional Arab-Muslim culture encourages females to get married young and stay home to raise the family. When Summaher (Muslim-Bedouin) announced at age 15 that she is engaged and needs to quit school, her teacher (a Christian-Arab) fought this decision, and helped Sammaher finish her high-school education, during her marriage, pregnancy and giving birth. This case study exemplifies the fight for individual's human rights, addressing topics such as: culture disparity in education based on gender; and short and

long term risks and benefits in trying to change inequality in one's own and in another's culture.

**Karsli, Mehmet Durdu**, Canakkale Onsekiz Mart University

Educational Research Quality Indicators and Generalizability Issue of Qualitative Inquiry in European Educational Studies

For researching on the problems in the area of educational studies in Europe, in recent years more and more qualitative methodology was employed (Yıldırı̄m & İmrek, 2005). Yıldırı̄m and İmrek (2005) is called as "transformation" in research methodology. Similar transformation can be seen in the all social science domain, as well (Yıldırı̄m & İmrek, 2005). Furthermore, this trend creates some new problems and questions to answer related to educational research methodology. One of the critical questions can be stated as "how can we evaluate quality of educational qualitative research and generalize the results of the qualitative research?" The purpose of this paper is to discuss the quality indicators of qualitative research and generalization issues of research results.

**Kassick, Clvis Nicanor**, do Sul de Santa Catarina

A case study about the training of the autonomous subjectivity: Paideia School

See Cruz, F\_tima

**Katen, Brian Frederick**, Virginia Tech

The Unintended Archive, Landscape, and Place

A landscape's forms and materials are a commonly explored archival record. This paper identifies a second, simultaneous archive as a site of qualitative inquiry into the history, memory, and identity of Virginia's African American communities: the unintended archive of private journals, oral histories, and period photographs, newspapers, literature, art, and music that capture the landscape in time and circumstance. Scattered and fragmentary, the unintended archive exists outside of traditional institutions and their means of control. Qualitative explorations here can give voice to marginalized communities and transform designers from archive makers and users to what Uriel Orlow characterizes as archive thinkers.

**Katz, Sara**, Shaanan Academic College

The Use of Qualitative Methodology to Advance Diagnoses of Self-Efficacy to Perform an Action: a Set of Case-Studies

Self-Efficacy is defined as peoples beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over task demands, and is a more consistent predictor of behavioral outcomes than are other Self-Beliefs. Enhancing students Self-Efficacy will contribute to academic performance. Self-Efficacy has usually been measured by structured questionnaires. Utilizing qualitative methodology revealed tacit knowledge and improved diagnoses of children and adults Self-Efficacy pre interventions in three case-studies and thus offered therapeutic benefits for psychological problems. Gaining reliable diagnoses opens new avenues for nurturing Efficacy-Beliefs of children as they go through their mental development.

**Kaufmann, Jodi Jan**, Georgia State University

After Making Her Cry: Rethinking the Narrative Tension between Voice and Discourse

I made my participant, Jessie, cry when I erased her embodied identity with a queer analysis of her story. The tension between authentic personal voice and (disguised) discursive formation has long confounded narrative researchers. Desiring a way to think through this tension, seeking a mode of thought which does not from the start constitute a binary of authentic voice and disguised discourse, I turn to Deleuze and Guattari (1987). Specifically, I re/read this tension through a machinic assemblage of form of content and form of expression, in order to think a possibility of emancipating both Jessie and gender.

**Kay, Lisa,** Independent Scholar

An arts-based research journey: Visual Essays in Action

Arts-based research is the systematic use of artistic processes as methodology. They may include artistic expression in any of the forms of creative arts as one primary way of understanding and interpreting experiences by researchers and participants in their studies (McNiff, 1998). In the process of arts-based research, the artist/researcher examines and clarifies multiple relationships, patterns, and meanings. This visual essay chronicles the researcher's journey through visual reflections and visual field notes, poetry, and a written play that present research findings. Moreover, this presentation illustrates how multiple art forms can be employed to record and document observations, experiences, and responses to trauma visually and in written form as an ongoing form of inquiry.

**Keats, Patrice Alison,** Simon Fraser University

Effects of Witnessing Trauma for Canadian Journalists Patrice Keats, Simon Fraser University

The price of news reporting has gone up grievously; each week readers pay for news either with the life of, or significant harm towards journalists and photojournalists who bring us news. Additionally, an unwritten code requires journalists to proceed with the next assignment without addressing the emotional cost of tragic event just covered. Their responses to graphic descriptions and violent events put them at risk for traumatic stress responses. I report on the results of a study showing the consequent effects for journalists reporting trauma. The results highlight unrecognized and untreated stress and inform interventions of care for news workers.

**Keefer, Jeffrey,** New York University / Visiting Nurse Service of New York

Liveblogging as Autoethnography: Exploring Blogging for Meaning Making, Power, and Positionality

Using constructivist and critical theorist lenses, this paper will be an autoethnographic exploration of the experience of liveblogging (the practice of blogging and posting the results in real-time). The author has engaged in liveblogging several academic and practitioner conferences, and will explore what liveblogging is and how it is an opportunity for an attendee to publicly and collaboratively engage in meaning-making by sharing in the presentation itself using just-in-time reflective practice. It will be argued that liveblogging conferences promotes democratic knowledge exchanges and expanded possibilities for research.

**Keefer, Jeffrey,** New York University / Visiting Nurse Service of New York

Twitter as a Micro-Blogging Panacea: Implications for a Developing Communications Model for Social Networking and Social Justice

Using constructivist and critical theorist lenses, this paper will explore the phenomenon of Twitter, a micro-blogging platform limited to Tweets, or short messages, of 140 characters. The research and practice literature will be examined to try to understand the phenomenon, and several examples will be used to explain and demonstrate how it works. Using Twitter to engage in social networking will be explored, while implications for human rights and ethical concerns will be discussed in the context of a developing communications model.

**Kennedy, Brianna L.,** University of Southern California

"But What if the Purse Ignites?": An Autoethnographic Exploration of One Researcher's Role at School

As a former public school teacher, conducting qualitative research in classroom environments challenges my notions of researcher objectivity. A four-month ethnographic case study at one school demanded the repeated negotiation of the boundaries between participation and observation, and their relationship to teaching and learning among students with exceptional needs. Always having believed in the maxim that it takes a village to raise a child, I now wondered how my new role positioned me as part of that village. Using autoethnographic narrative coupled with traditional ethnographic practices, this paper explores the role of the researcher among tensions between personal philosophy, ethical considerations, and concerns regarding trustworthy research.

**Kennedy, Brianna L.**, University of Southern California  
The Politics of Failure: Measuring Achievement Among Disaffected Students and Their Teachers

NCLB's accountability requirements have shifted focus from the processes of teaching and learning to the demonstration of achievement through test mastery in public schools. This shift has adversely affected students and teachers in alternative education settings designed to serve disaffected students. Data examined from a broader qualitative case study highlight the effects of the accountability movement on school personnel and students in one alternative school. Results indicate that NCLB data do not capture students' growth in these environments but instead show that students perpetually fail to reach academic proficiency. Failure to recognize gains made results in low teacher and student morale and further alienation from school for this population of primarily low-income, minority males.

**Kennedy, Emily Huddart**, University of Alberta  
Exploring Mixed Methods Research through a Study of Commuting

Mixed methods are an emergent methodological technique, employing quantitative and qualitative data and often built from a pragmatist paradigm. In this presentation I will discuss pragmatism and mixed methods research, using examples from a study of commuting I conducted in Edmonton, Alberta, Canada. With quantitative secondary data, I explore the relationship between distance of commute and mode of transportation. Using qualitative data from interviews with photo elicitation, I elaborate on the quantitative findings, examining individual experiences of commuting with different modes of transportation. I demonstrate how to integrate qualitative and quantitative findings in this sequential explanatory mixed methods study.

**Kfir, Nelly**, Tel Aviv University  
The Social Life of Immigrants' Rights: Labor Migrants in Israel and Singapore Nelly Kfir, Tel Aviv University Israel

Anthropological studies emphasize the 'social life' of human rights, exploring the relationship between state-centered processes of legalizing rights on the one hand and responsive social formations on the other hand. This study considers the 'social life' of labor migrants' rights in two nominally "non-immigration" countries: Israel and Singapore. I focus on the role of NGOs in giving life to rights in order to show that it is not the difference between "immigration" and "non-immigration" regimes which determines such rights. Rather, contingent interpretations of civil society and emergent concepts of human rights better explain actual processes of formulating migration rights.

**Kilinc, Aziz**, Canakkale Onsekiz Mart University  
Teachers' Appreciation and Application of Rhymes in Turkish Literacy Classes

Language is a mean that is used in every part of human life. The most frequently used language activities are listening and speaking. An active listening, an effective and correct speaking is one of the basic factors that shapes the social life of a person. The main objective of this study is to find out the importance of rhymes which is an essential part of Turkish oral folk literature tradition in Turkish language education and evaluate the level of importance that literacy teachers assign to rhymes in Turkish literacy courses in primary schools.

**Kim, Hyo Jin**, Texas Tech University  
The popularity of Prison Break in South Korea

The popularity of Prison Break (Fox Network television show)?is a new cultural trend in audience perspective in South Korea. It has significantly high ratings in Korea compared to relatively low audience ratings in the U.S. Familiarity of both American and Korean television cultures allows me to apply and understand two different cultural perspectives of this television show and its audiences. As a case study, I will examine the popularity of Prison Break in South Korea using interviews, observations of a fan message board, and document analysis of online news articles. In this paper, I will look at Prison Break not only as US television program but also a new cultural trend in Korea.

**Kim, Hyunjin**, Oklahoma State University

Critical Pedagogy on Educational Resilience in Children of Incarcerated Mothers in Oklahoma

Using Pierre Bourdieu's capital theory as a tool, first, I problematize the socially-constructed unavoidable fate of children of incarcerated mothers with critical perspectives in Oklahoma. Second, I juxtapose undesirably granted inequality and available social capital given to them and cultural, social, and symbolic capital, and hiatus and symbolic violence to reveal the dynamics of power relations in shaping their future. Third, I discuss how social capital, especially proximal adults' support, shapes the children's future either in a way of making educationally resilient social entities or in a panel of becoming parts of intergenerational criminal chains.

**Kim, Kyungo**, University of Illinois at Urbana-Champaign

Projeto ?New AGE': cria\_Co de espa\_os verdes para promover atividade f\_sica entre idosos.

See Malavasi, Letícia de Matos

**Kim, Minam**, Emporia State University

Self-Reflective Approach: Why Does Mommy Respond to Her Childrens Art as She Does?

Resent years, many researchers have reported evidences of cultural influence on child art. Children's interaction with others is one of important cultural factors and has studied actively. However, even though adults play a significant role in children's artistic development (e.g., adults decide and provide artistic experience including art activities to children, and their interaction with children is relatively long-standing.), the nature of influence of interactions with adults on child art has not seriously discussed. This study will explore the origin of adults' responses to child art, which are conducted in everyday utilizing researcher's personal documents recorded whenever inner narrative occurs.

**Kim, Su-Jung**, University of Illinois at Urbana-Champaign

International student policies in U.S. higher education institutions

By the effect of globalization, the number of international students is increasing under the administrative policy toward active recruiting of international students in the post-secondary institutions. However, in the discussions on minority issues in post-secondary education policy, the issues related to international students are easily excluded. This research will analyze the following issues through survey and in-depth interviews: 1) international students' self identification as members of university community; 2) international students' self-explanation about exclusion from the community; 3) international students' responses and strategies dealing with exclusion in the community; 4) the implication on redefining the concept of minority student groups according to cultural, racial, and linguistic contexts in university community.

**Kincal, Remzi Y**, Canakkale Onsekiz Mart University

A Comparative Evaluation of the Media Literacy Levels of University and High School Senior Students.

It is generally expected that duration of education may positively affect the media literacy levels of individuals. The purpose of this qualitative study is to compare the media literacy levels of senior students in the College of Education and High Schools. A total of 20 students, 10 from the College of Education in Canakkale Onsekiz Mart University, and other 10 from the High Schools in Canakkale, Turkey, participated in the study. Aspects of the students' level of understanding of media literacy were evaluated through a qualitative descriptive analysis of the data gathered through open-ended interviews and observations.

**King-White, Ryan**, Towson University

Are We Scientists? Research Concerns in Neoliberal Times

During my graduate school career I conducted two separate ethnographic research projects, one on the 2003 Little League World Series and one on the 2007 Boston Red Sox (and its fanbase). At the culmination of the former I was confronted with several ethi-

cal and political concerns that have had a dramatic effect on both myself, and the people researched. Following Laurel Richardson (2000), this presentation takes a critical look at the 'lived reality' of trying to create a 'vital text' that is impactful in the everyday lives of those dominated by the forces of neoliberal whiteness. Moreover, I will (re)evaluate choices made at the culmination of my LLWS research, and discuss with those attending this presentation choices made for 'real' change in the more recent project.

**Kinter, Victoria L.,** University of North Carolina-Greensboro  
Contextual Influences on Photovoice

See Morgan, Mary

**Kinter, Victoria L.,** UNCG  
Participant Observation: Learning and Unlearning through Shared Stories in Higher Education

See Vardell, Rosemarie

**Kintner, Victoria L. L.,** University of North Carolina-Greensboro  
Empowering Women through Photovoice

See Morgan, Mary Y

**Kirchner, Jamie L.,** Discovering Paradigms for Providing Patient Education in Rural Hospitals

See Scheckel, Martha M

**Kitadai, F\_bio Takashi,** HSPM

O plano terap utico e nás... Uma an\_lise v\_deo cartogr\_fica das necessidades de sa\_de do idoso fr\_gil.

See Campolina, Alessandro Gon\_alves

**Kjorven, Mary Colleen,** University of British Columbia Okanagan

An exploration of the discursive practices that shape and discipline nurses response to postoperative delirium.

Delirium is a common, costly and dangerous condition, especially in older adults. Although delirium is classified as a medical emergency, it is often not treated as such by health care providers. In this paper I discuss how a poststructural, feminist, discourse analysis makes possible a critical examination of the language practices and discourses that shape and discipline nurses care of adults with postoperative delirium. For example, how do biomedical discourses influence how nurses practice with patients who present as "confused"? By interrogating current practice it is possible to illuminate new possibilities for improvements in nursing care and patient outcomes.

**Klock, Patr\_cia,** UFSC

Sistema de Cuidado em Enfermagem/Sa\_de: o Olhar dos L\_dereres de Grupos de Pesquisa de Administra\_Co/GestCo/Ger\_nicia

See Erdmann, Alacoque Lorenzini

**Kloosterman, Valentina I.,** University of Miami

Promoting Awareness and Behavioral Change Through a School-Based Skin Cancer Prevention Program

Due to the critical need to protect children from the overexposure to the sun, a collaborative research-educational partnership created the SunSmart America program. The major goal of this program was not only to promote awareness but also behavioral change in elementary students. This paper session outlines the main components of the evaluation design and presents findings from a mixed-method approach examining the implications of school principals', physical education teachers', and students' awareness, knowledge, and behavior towards sun safety and skin cancer prevention. This presentation also dis-

cusses a health promotion theoretical research-based framework to garner insights related to sun protection issues.

**Kloosterman, Valentina I.**, University of Miami

Novice Tools in Qualitative Research and Evaluation: Implementing Photolanguage and Photovoice

Photolanguage and photovoice are unique qualitative methods that have the capacity to stimulate and facilitate individual's imagination, memory, and emotions, as well as to provide an opportunity for the person to articulate thoughts. These two novice tools can assist individuals convey inner thoughts and feelings in diverse settings, including medical, psychological, and educational. This presentation describes the step-by-step process of implementing photolanguage and photovoice, and explores the possibility of uses of these innovative tools for small group evaluation. In addition, data from different research-evaluation projects will be discussed in order to show their potential benefits.

**Knapp, Gerald**, Klagenfurt University, Austria

Educational Justice as a Key Function in the Struggle against Poverty

Poverty and social exclusion are very tightly connected with basic issues of education and schooling. As a NGO the *\_Carinthian Network against Poverty and Social Exclusion\_* is focusing on the coherences of society and poverty in its economic, political and cultural context. This presentation is on qualitative inquiry about *Qworking poor\_* and unfolds the correlation between poverty and the educational background of the persons concerned. Therefore it becomes apparent that established educational disadvantages and discriminations are mainly caused by the Austrian educational system, which associated mechanisms lead to an inheritance of poverty and social exclusion. The methodologies of biographical interviews and authoethnographical narratives disclose a lacking of relevance for educational issues for many generations. In addition the study points out that educational poverty and material poverty in many cases cause each other. To make a contribution to humanilization and democratization of the educational system and consequently to stand up for educational justice qualitative research methods have to be used in social sciences. The *\_Carinthian Network against Poverty and Social Exclusion\_* is operating as a social interface and is responsible for the circulation and recirculation of the research findings. Thus leads ideally to debates about the current politics of education, to a deconstruction of public discourses and to a general sensitization for educational justice.

**Koch, Lynn C.**, University of Arkansas, Fayetteville

Advancing the Rights of People with Disabilities through Qualitative Rehabilitation Research

The purpose of this paper is to explore qualitative inquiry in rehabilitation research to advance the rights of people with disabilities and to directly inform public policy and rehabilitation service delivery. We link the assumptions of interpretive and critical approaches to qualitative research with (a) philosophies espoused by leaders of the independent living movement, (b) disability legislation, and (c) a multi-constituency call for more consumer involvement in research. We then describe several examples of qualitative approaches to inquiry from the rehabilitation literature that address these goals. We conclude with a discussion of access and reasonable accommodations for qualitative researchers working with individuals with disabilities (e.g., alternative formats for data collection).

**Koenig, Ashley A.**,

Discovering Paradigms for Providing Patient Education in Rural Hospitals

See Scheckel, Martha M

**Koerich, Magda Santos**, UFSC

Sistema de Cuidado em Enfermagem/Sa\_de: o Olhar dos L\_deres de Grupos de Pesquisa de Administra\_Co/GestCo/Gerflncia

See Erdmann, Alacoque Lorenzini

**Koerich, Magda Santos**, UFSC

Viver Saudavel: Experiencia com Jovens em ONG

See Baggio, Maria Aparecida

**Kojima, Emi**, San Francisco State University

Disco as The Last Remarkable Gender Revolution: A Study on Whiteness and Gender Interpretation Through Performance, San Francisco State University

See Mungin, Douglas

**Koksal, Dincay**, Canakkale Onsekiz Mart University

Researching the Research Culture in English Language Education in Turkey

Research is considered to be significantly important in language teaching since it allows language teachers to share their teaching experiences with colleagues. Research is also considered to be essential in terms of language teachers' professional development. Despite these important factors, relevant literature does not present a great deal of studies on research culture of language teachers. This is also an untouched study field in Turkish context. Therefore, this study aims to investigate the research culture of English language professionals at the university level in Turkey. In this respect, professionals and post graduate students at ELT department in Turkish universities are being delivered a questionnaire on researching and academic writing which was developed by the researchers. The open-ended items in the questionnaire reveal researching and academic writing habits of ELT professionals and post-graduate students. The results highlight which parts of conducting and reporting on research studies are considered to be problematic by the participants. The conclusions will help both the professionals and the students at the department of ELT realize their weak points in research. Suggestions will offer views on how to promote the research culture in Turkey as well as in similar countries. The implications may lead to reassess the syllabus of 'Research Skills Course' for both undergraduate and post-graduate courses at ELT department.

**Kombo, Eddah Mutua**, St. Cloud State University

Rwandan Women's Narratives of Sexual Violence: Healing, Human Rights Discourse or both? Eddah Mutua-Kombo, St. Cloud State University

This paper examines the meanings assigned to Rwandan women's narratives of their experiences of sexual violence during the 1994 genocide. The paper uses data gathered by the author in Rwanda [summer 2008] to discuss the settings and contexts that these stories are told; who tells them and for what purpose. In doing so, the study focuses on narratives of women, what they mean to the women narrating them, and the researcher/researchers and the public that listen to them. bell hooks'(1994) discussion of people who theorize from locations of pain provides the analysis of women's narratives and conversations.

**Kontos, Pia C.**, Toronto Rehabilitation Institute

A New Care Ethic: Embodied Selfhood and Humanistic Dementia Care

With cognition upheld as the foundation of personhood in Western culture, advancing dementia is likened to a loss of selfhood. A presumed loss of selfhood encourages dehumanizing and demoralizing treatment of persons with advanced dementia. Using a qualitative research design that combines research-based drama with focus groups of health care practitioners we explored the meaning and significance of embodiment for self-expression in severe dementia. Findings support a new care ethic for dementia practice that underscores the importance of disentangling selfhood from cognitive abilities, and recognizing and supporting embodied expressions of selfhood.

**Korang-Okrah, Rose**, University of Illinois at Urbana-Champaign

Risk and Resilience: Perspectives of Ghanaian Widows on Property Rights

Violation of widows rights to property, emanating from discriminatory property rights laws, traditional, cultural and societal customary laws exclude women from direct property inheritance in Ghana. I traveled to Ghana in December 2007 to January 2008 to conduct focus group interviews with forty widows from the Akan tribe for my dissertation.

My interest centered on the widows perspectives and experiences of how their rights to property have been violated, their interpretations of their ordeals and strategies for survival. Being an indigenous member of Akan, I will reflect and compare the impact of my insiders familiarity and outsiders strangeness on the research process.

**Koro-Ljungberg, Mirka**, University of Florida

Pedagogical challenges and promises of qualitative research training

This presentation discusses epistemological and methodological challenges when teaching introductory graduate level qualitative research method courses. It explores how epistemological diversity and ontological resistance, open-endedness of qualitative inquiry, multiplicity of techniques and methods, instructors' preferences and training, methodological diversity of qualitative research practice and current literature, and students' perceptions of self as a researcher create unique challenges for method course development and classroom activities. Additionally, this session highlights how individualized assignments, diversified exposure and materials, balance between theory and practice, and the focus on methodological consistency might assist instructors in creating a learning community that acknowledges multiple ways of knowing.

**Koro-Ljungberg, Mirka**, University of Florida

Diverse Justifications for Selecting Data Collection and Analysis Methods for a Qualitative Research Project

To encourage qualitative researchers to evaluate the appropriateness of different data collection and analysis methods for their studies and better justify their method choices when conducting qualitative research, this presentation explores different justifications for method selections and their implications to the trustworthiness and soundness of research. Rather than relying on randomness, convenience, or limited familiarity with different methods, the selection of methods should instantiate with desired ways of knowing, research questions and purposes. Additionally, knowledge about ?epistemological pasts? and historicity associated with specific methods can assist researchers to implement and adapt existing methods and research practices in reliable ways.

**Koro-Ljungberg, Mirka**, University of Florida

Moving toward a "Culture of Dialog" within Qualitative Research Processes

See Arnold, Jennifer S.

**Koro-Ljungberg, Mirka E.**, University of Florida

The Social Constructionist Interview as a Relational Space: Negotiations of Power, Positions, Meanings, and Practices

See Hayes, Sharon B.

**Korsmo, John N.**, Western Washington University

An Introduction to Prosperity Action Teams: Using Community-Based Participatory Research in Overcoming Poverty

This session shares challenges and successes of a participatory action research approach to address poverty by a diverse team of researchers, with homelessness, substance abuse, incarceration, medical challenges, and domestic violence being but a few of the obstacles having been faced by members. Through an ongoing cycle of communication, action, and reflection we have developed cross-class relationships and supports for moving toward prosperity while establishing a richer understanding of contemporary poverty as an infraction of human rights and social justice. Tangible outcomes include scholarships for members to engage in professional training, and procuring a contract to support others in poverty.

**Koschmann, Timothy**, Southern Illinois University

Examining Understanding in Computer-Mediated Learning Environments

As our contribution to the exploration of the lights and shadows of computer-mediated learning practices, we offer an account of three students' interaction while solving a problem in the Virtual Math Teams (VMT) environment. The problem and the software

were designed by the Math Forum at Drexel University. The VMT environment supports collaboration at a distance using text-based, synchronous communication. Our interest is in the mundane practices whereby the participants make their actions understood. Influenced by the Ethnomethodological tradition in Sociology and borrowing methods and findings from Conversation Analysis, we seek to document the details of their interaction.

**Kraft, Robert N.**, Otterbein College

Circles of Hope: A Qualitative Analysis of Narratives and Drawings from Zimbabwean Orphans

See Couture, Elizabeth Mae

**Kral, Michael**, University of Illinois at Urbana-Champaign

Community Participation as an Ethical Principal for Indigenous Research

There is a long history of research with Indigenous peoples by outsiders, and many Indigenous communities have felt exploited. Terms such as *\_drive-by research* have been used, as well as expressions such as *\_we have been researched to death*. Anthropology itself has been accused of spying, and Vine Deloria Jr. asked anthropologists to *\_become productive members* in an Indigenous community *\_instead of ideological vultures* treating people as objects. Such statements need to be responded to. Anthropology and other disciplines are changing, as are social theory and research methods. A great many Indigenous communities and organizations are now requesting outside researchers to join their communities in a collaborative research partnership, and some have produced ethical principals for research highlighting this participatory relationship. In this paper I will discuss some of this history and current direction, giving examples of Indigenous research partnerships and Indigenous research from the inside.

**Kral, Michael J.**, University of Illinois at Urbana-Champaign

Ethnographic Research in Cultural Psychology

This paper serves as an introduction to the panel. After presenting a brief historical and theoretical background to qualitative methods in psychology, we focus on the emergent field of cultural psychology. We advocate an interdisciplinary version of cultural psychology with an affinity for ethnographic methods appropriate to the goal of understanding human meaning making within local meaning systems and complex, multi-layered contexts. The other papers involve three cultures (Mexico, India, Taiwan) and three moments in the lifespan (childhood, youth, old age) but share a focus on marginalization, ideological, linguistic, and political. Together, they illustrate three different versions of ethnographic inquiry.

**Krause, Mercedes**, Universidad de Buenos Aires

Tracking Educational Equality: The Advantages of Using Qualitative Methods to Study the Normative for Deaf and Hard-of-Hearing Students in Argentina

See Najmias, Carolina

**Kreher, Simone**, University of Applied Sciences Fulda, Germany

Poverty and Decline of Rural Families in Pomerania

Twenty years after reunification the situation in rural areas of Pomerania remains critical: 25% of the population is unemployed, many young inhabitants emigrate and poverty, in contrast to the prevailing scientific opinion, is a long-term problem. Using narrated life histories gathered in interviews with three generations of family members the paper demonstrates how people: deal with precarious living conditions, see themselves as either a poor or non-poor person or family, establish a lifestyle of poverty and pass it on to following generations.

**Kristin, Nick**, Loyola University Chicago

Exploring Women's Narratives of Social Comparison, Gender and Advertising

See Tuncay, Linda

**Krizek, Robert**, Saint Louis University  
Conflating Research, Scholarship, and Life: Turning to the IRB for help

In a search to find meaning, some social researchers have adopted embodied research practices that go beyond not only the social science practices of the 20th century, but also the practices of traditional ethnographic and participant observation methodologies. Some scholars have embraced approaches to understanding such as performance ethnography, personal narrative, and autoethnography as a way to access personal and cultural meaning. All are valuable ways of knowing and understanding the world—but are they research? And if they are \_counted\_ as research by universities and listed as research on *vitas*, should they meet the ethical standards put forth by our institutions—IRBs? This paper raises questions as to whether or not research, scholarship, and life (or at least writing about one's own life experiences) are the \_same things\_ as well as whether or not the various practices we engage as scholars and as \_life livers\_ meet the standards of research.

**Krogman, Naomi**, University of Alberta  
Epistemology and Feminist Qualitative Methods

See OShaughnessy, Sara none

**Krotz, Friedrich**, University of Erfurt, Germany  
Dialogic Introspection - a group based method to collect data about social and cultural phenomena by referring on personal experiences

Since the predominance of behaviouristic ideas in the academic field, \_introspection\_ was seen to be not scientific. But qualitative research in general assumes that humans have an inner reality that is related to their outer reality. Thus, a group of Hamburg sociologists, psychologists and communication researchers since nearly a decade is working about group based dialogical introspection in order to systematically produce data, which then will be analyzed in order to create a \_grounded theory\_ by heuristic analysis. They also apply this to empirical questions ([www.introspektion.net](http://www.introspektion.net), [www.heureka-hamburg.de](http://www.heureka-hamburg.de)). This approach will be presented. It aims to open a discussion about introspection.

**Krumer-Nevo, Michal**, Ben-Gurion University  
Writing against Othering

Othering is a process of differentiation and demarcation, in which differential moral codes are applied to differing social categories from which different emotional management is expected or required. Throughout history Othering has been produced through images and language, including those used in scientific research regarding women and girls in poverty. Idioms such as “girls at-risk”, “underclass”, “culture of dependency”, “welfare queen” and the distinction between “deserving” and “undeserving poor” have served to distinguish girls and women in poverty and to stigmatize them. When social scientists conduct research that represents the poverty stricken as different, they are involved in the textual constitution of Othering, complying with the production of ruling relationships. This paper will present the ways by which research on girls \_at-promise\_ and women in poverty produces Othering and three writing strategies to resist Othering. These strategies focus on the exposing the subjectivity of girls and women, on dialog and on self reflection.

**Kubrusly, Elsie Sobreira**, Escola de Sa\_de P\_blica do ceara  
A exper\_iencia em ter doen\_a falciforme: conflitos entre conviver com a dor e a falta da cura. Os significados revelados por adolescentes e m\_Ces no Cear\_.

Identificar os significados constru\_dos pelas m\_Ces e adolescentes diante da doen\_a falciforme e os obst\_culos para conviver com essa patologia que n\_Co tem cura. Foram entrevistados 21 sujeitos que revelaram o impacto do diagnstico e a busca de supera\_Co para adaptar-se \_s condi\_es de limita\_Co na vida. O choro f\_cil revelado durante as entrevistas, traduz o forte impacto de conviver com essa doen\_a, a estigmatiza\_Co freq\_ente e a dificuldade financeira. Apontam dificuldades na rede p\_blica para obterem aten\_Co que consideram adequada. Convivem com o desejo e a esperan\_a de que se encontre a cura, com subseq\_ente al\_vio do sofrimento.

**Kuckartz, Anne, VERBI**

The Issue of Anonymity in Computer Assisted Qualitative Data Analysis

Software provides the researcher with the potential to broaden the quantity and type of data in a project (audio files, pictures, video files and even geography). In this regard, the traceability and transparency of the analytical process are important issues. Computer assistance allows a new efficiency to meet these methodological demands. However, what about anonymity as one of the greatest goods in research? This paper does not focus on institutional answers to the problem, such as Research Ethics Boards but focuses on the researcher's perspective: The questions, answers, decisions and responsibilities that a researcher (or team) must address.

**kumar, hari stephen,** University of Massachusetts Amherst  
speaking in silences

I should say, abstractly, that this is about racism, if only I knew what race I should tattoo on my transnational post-colonial narcissistic subaltern brown body that so enjoys being white. I should rather say this is about silences invoked in my body during moments of misconstrued identity, silences between belonging and betrayal, if only I did not love dancing in the tension between boring and exotic. I should say much now, but I said little then, while so much was said by me in me for me. So all I have for you here are maddening silences.

**kumar, hari stephen,** University of Massachusetts Amherst  
stranger at the gate

Yes. What? Sorry, I meant, yes I agree, this is indeed abstract. Oh, a summary? Well, this is about my lived experiences as a stranger at the gate of the field known as "performance studies." Instead of an artificially progressive account, I narrate my own fragmented experiences of scholarly representations as disembodied scholars speaking intertextually and polyvocally to you and each other, across time and space, within the framework of a turn to the poetic. I perform a decolonizing ethnography of scholarly representation by backgrounding my voice and foregrounding the voices of scholars in scholarly and non-scholarly texts.

**Kuntz, Aaron,** University of Alabama  
A Dialogue on Space and Method in Qualitative Research on Education

See Gildersleeve, Ryan Evely

**Kuntz, Aaron M.,** University of Alabama  
What the future holds: Creating new spaces from which to speak

This paper illustrates future projects for the DDP even as it asks participants to help devise strategies and practices to counter conservative methodological practices within and beyond the academy. Collectively, we hope to imagine possibilities for future work within alternative critical spaces, those we have yet to engage, and understand how such work might complement and extend from our current practices as emerging scholars within the academy. This paper will shift our conversation into a workshop format with the hopes that participants will both offer their own insights and strategies as well as learn from our experiences developing the DDP.

**Kuntz, Aaron M.,** University of Alabama  
Creating Critical Space: The Disruptive Dialogue Project

This symposium draws from the formation of the Disruptive Dialogue Project (DDP), a working group initiated by four emerging scholars in 2005 who collectively sought to counter instantiations of conservative methodologies within their respective research contexts. Through monthly conference calls, collaborative work sessions, conference presentations, and writing projects, the DDP has evolved into a critical practice of working to promote the scholarship and practice of critical methodologies within the educational community. This symposium details the development of the DDP through a dialogic representation of our work over the past three years.

**K ttel, Claudia**, Klagenfurt University, Austria  
Images, texts and social inquiry

See Isep, Claudia

**La Pastina, Antonio C.**, Texas A&M University  
Queer in Macambira

In an account of the past, La Pastina works through the erasures and gaps of memory, self-imposed homophobia and patriarchal instincts to talk about how the closet, sneaks back in his everyday to become a continuous force in his academic and personal life. This account focuses primarily on his experiences as a fieldworker conducting ethnographic research in rural communities in Brazil where queer transgressiveness was marked as dangerous. In this space, his memories of self negation and distancing are associated with guilty for not working as an empowering force for other gay men in these communities. This work questions his balancing act of militancy, self-preservation and academic “ideals.”

**La Rose, Tara**, OISE University of Toronto

This knowledge has no value: Qualitative understandings in the age of quantitative social work.

Since its inception, social work has sought to alleviate human suffering through social change. Most often sanctioned and funded by government, social work activities are directly influenced by the political ideologies of ruling parties. In today's neo-liberal political climate social work is being transformed into a market driven, standardized activity; statistical outcomes and numeric representations shape intervention. This critical self reflective research project uses qualitative arts informed research perspectives and installation art to challenge the use of quantitative measurement in social work practice. The project suggests the loss that occurs for both workers and clients when only numbers matter.

**Lad, Kaetlyn**, St. Mary's

The Art of Teaching Qualitative Methodology to Doctoral Students within a Limited Time Frame

This paper discusses techniques and activities that facilitate teaching qualitative research methodology within the limited time frame of current doctoral programs in educational leadership. The current format of teaching doctoral students in educational leadership in a format of weekend classes in abbreviated sessions has created a challenging task for professors charged with teaching students qualitative research methodology. The paper suggests teaching activities that assist students in understanding the basics of qualitative research data collection and analysis and will prepare students for further learning in an independent manner.

**Lafrance, S.**, York

Making Structural Violence Visible: Qualitative Inquiry in Long-Term Care Research.

See Daly, Tamara

**LaJevic, Lisa Marie**, Pennsylvania State University

Arts Integration: An Exploration of the Dis/connect Between Theory and Lived Practice

This presentation explores the dis/connect between written texts (i.e., policy, curriculum documents) about arts integration and the lived practice of teachers in elementary arts integration programs. While there are a variety of pressures, expectations, and challenges in providing quality arts integration, this presentation investigates how teachers' experiences, access to, and understandings of policy strongly affect how arts integration is perceived, organized, implemented, and measured, and how this perception is then implemented in the classroom. In other words, by focusing on the complications and intersections between official written policy on arts integration; teacher beliefs; and lived practices in the classroom, important understandings will emerge. In the gaps between policy, beliefs, and practice, generative discussions and curricular possibilities will be revealed that will impact both arts integrated elementary programs and arts integrated teacher training

models, thus emphasizing the necessity of building a bridge between official policy and lived teacher practice.

**Lamping, Sally**, Wright State University

Collaborating for Change: Building Participatory Literacy Curricula with Adult ESL Students

This paper discusses an action research project involving five African men from oral language backgrounds and a teacher researcher in a U.S. public school. The project documented their journeys and used the recorded ethnographies to create a participatory adult ESL curriculum for these students. The five ethnographies explore issues concerning access to education, immigration, housing, employment, and outsider navigation of the urban American landscape. The paper also discusses how the group used action research to create a curricula framework for similar populations. The paper presentation will profile each participant, discuss our process, and provide an example of our curriculum.

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Uso de Drogas: Conversando com o Jovem de Ensino M dio

See Collares, Patr\_cia Moreira Costa

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Oficina Produtiva Facilitando a Incluso de Adolescentes no Mercado de Trabalho

See De Holanda, Mariana Silva Sampaio

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Trabalhando as Condi\_es de Vida: An\_lise de uma Rede Social

See Guerra, Gladys Mary Costa

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Apoio Social na Experi\_nica do Familiar Cuidador

See Marques, Ana Karina Monte Cunha

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Os Significados Atribu\_dos a Visita Domicili\_ria por Idosos Assistidos no Programa Sa\_de da Fam lia de Floriano - Piau\_

See Da Rocha, Christianne Macedo

**Landim, F\_tima Luna Pinheiro**, UNIFOR

Desenvolvimento de Recurso de Anima\_Co como Suporte Informativo na Incontin^ncia Urin\_ria - New Media & Information Technology

See Collares, Patr\_cia Moreira Costa

**Landrum, Brittany K**, Texas Christian University

Heidegger and Levinas: Foundations of an Ethical Imperative for Qualitative Research

This paper will explore the foundations of ethical thinking in both Heidegger and Levinas. The former only alludes to ethics, rooting his brief discussion of the proper treatment of the other in ontology, in the sort of being that Dasein is. Levinas takes Heidegger to task for his ?neglect' of the ethical, placing it at the forefront of his thought and naming ethics first philosophy. We will briefly characterize the ethical dimensions of both of these thinkers' works, and then discuss the practical implications of these ideas as foundational principles for the practice of qualitative research.

**Landrum, Brittany K**, Texas Christian University

The Other and the Face on Facebook: a Levinasian Approach to Focus Group Research

See Garza, Gilbert J

**Lapadat, Judith**, University of Northern British Columbia

Telling Memories and Identity: Autoethnography, Creative Nonfiction, and Fictional Stories

In writing tales of personal identity, researchers and writers draw upon their memories. Autoethnographic and autobiographical stories focus on the self – one’s own history of life experiences. The writing of such a piece can serve as a meaning making exercise for the researcher/writer; yet one also hopes for a wider readership and sharing of meaning. Creative writers, novelists, and short story writers have long used the genres of fiction and creative nonfiction to tell stories of experience as remembered, embroidered in the service of the story. In this talk, I will discuss the process of story making, and how the writing of stories is not just a recounting of memories, but a rewriting. Stories of identity are not just an account, but also a reconstruction. My talk will include a reading from identity stories I have written. Contact information: Judith C. Lapadat, PhD Northwest Regional Chair Professor, School of Education University of Northern British Columbia Terrace Campus 4837 Keith Avenue Terrace, BC, Canada, V8G 1K7 Phone: 250-615-3333 Email: lapadat@unbc.ca

**Lapadat, Judith**, University of Northern British Columbia:Terrace Campus  
Potluck, or Notes on Eating the Whole Turkey: Our Method

See Greenlees, Susan

**Lapadat, Judith C.**, University of Northern British Columbia:Terrace Campus  
Collaborative Autobiography and Montage: A Democratic Approach to Inquiry

In collaborative autobiography, co-researchers express, witness, understand, and ultimately act upon their own and others autobiographical narratives. We used layers of montage -- defined as a multivoiced sequence of brief text segments juxtaposed to create a narrative -- to draw collective meaning from our words. We juxtaposed autobiographical texts through thematic analysis to form a montage, contrasted analyses as another layer of montage, and then finally wrote/performed our piece as yet another polyphonic montage. By creating a collaborative community of inquiry, we can support personal development and a build a foundation for social change.

**Lapadat, Judith C.**, University of Northern British Columbia:Terrace Campus  
Eighteen Ways to Bend the Light: Autobiographical Texts

See Viveiros, Susan E.

**Lapum, Jennifer L.**, Ryerson University

Cultivating a Research Identity Through Poetry and Photography: Engaging Arts-Informed Methods

Cultivating a research identity is an arduous journey. It is suggested that researchers position themselves ontologically, epistemologically and theoretically, but rarely do stories of this journey surface. In this performative piece, I provide an autoethnographical narrative tracing rendered through poetry and photography of my journey to a research identity. I engage in an intimate portrayal of the blurring and temporal nature of research identities. The objective is not to merely tell you my story, but to show how arts-informed methods can help researchers position themselves. Arts-informed methods are used to provide aesthetic sensibilities in which the audience may feel and visualize my story.

**Lapum, Jennifer L.**, Ryerson University

Prompting a Gut Impact: The Epistemological and Performative Spaces of Poetry

Many of us are part of two ostensibly antithetical worlds with one foot in the world of arts and one foot in the world of science. Scientifically-informed logics are critical in health care. However, arts-informed methods of research, such as poetry can engage in creative spaces to hear and feel beyond methods of science. The backdrop of this performance is a narrative study on patients' experiences of heart surgery. Poetry is used to reawaken aesthetic ways of knowing and as a method of reflexivity and dissemination. The intended outcome is to reframe the narrative voice of health care and prompt a gut impact in which emotion and intellect connect.

**Lara Flores, Norma Laura**, Universidad Autonoma Metropolitana-Xochimilco  
The “Both/And” Narrative as Central to Quality of Life: Experiences in Migration Decision Making and Migration among Mexican Immigrant Farmworkers in Northern California.

See Barranti, Chrystal C. Ramirez

**Larrison, Tara Earls**, University of Illinois at Urbana-Champaign  
Transcendental Reflections of the Space-in-Between: Finding Ourselves through Creative Expression

Through alternative forms of data representation, including narrative, poetry, metaphor, and interwoven perspectives, my writing captures the intersection of knowledge, action, and self for professional education and practice. Expressed as the “space in-between”, understanding unfolds and evolves through the dialogical encounter, embodying the emotional resonance evoked through the inquiry itself (Freeman, 2001; Richardson, 1994; Schwandt, 2005). Reflecting on conditions that create opportunities for practitioners to gain insight into how we bring “ourselves” into our work, I suggest that we are transformed by and through our conversations and experiences with each other through relational processes that offer relevance, meaning and impact.

**Lather, Patti**, Ohio State University  
Performing Feminist Poststructural Research: Playing in Three Acts

Act 1: Setting the Stage. We present short papers on our latest work, one regards feminist policy analysis, the other collaborative autobiographical narrative inquiry. Act 2: Stuck Places in Our Work: A Conversation. An interactive discussion around six or so questions of where we find ourselves stuck, caught up in issues we can't seem to find our way around. Act 3: Getting More Lost: And It's a Good Thing Too. We invite the audience in to help us locate our work.

**Lather, Patti**, Ohio State University  
“Doesn’t u All Over Again?”

By the early 90’s, many qualitative researchers assumed that the paradigm wars had been “won” and that one could get on with one’s work . The emergence of “gold standard” discourses at the start of the twenty-first century changed all that. How are these moments of the paradigm war(s) the same and different in terms of the refusal to concede science to scientism “all over again”? How might the recent shift in US politics and economy affect such efforts? We are supposedly on the verge of a “New New Deal” or “post-neoliberalism;” what does this mean for paradigm proliferation in qualitative work?

**Latty, Christopher R**, Central Michigan University  
Narrating Confluent Experiences in a Child Welfare Case.

See Burns Jager, Kathleen

**Lavery, James**, University of Toronto  
Brokered Dialogue

See Parsons, Janet Ann

**Lavie-Ajaty, Maya**, Ben-Gurion University of the Negev  
Conflict as a Tool and a Challenge in Participatory Action Research

When we do research with, rather than on, people, we should acknowledge that we do so within the context of specific power relations. Issues of power can create both explicit and implicit conflicts in the research. This presentation will focus on conflicts in research, and their importance in highlighting the power that exists in - and can distort - research. I will argue the usefulness of conflicts as a part of a mutual inquiry and as “sensors” of collaboration, the challenges of exploring conflicts and the price we pay for avoiding them.

**Lawlor, Clare S.**, Lewis University

A Language of Inclusion in Undergraduate Qualitative Research

Wagner (2004) argues that the growing nature and complexity of our world's diversity requires continued examination of how academics search for answers. Regarding undergraduate research curricula, Wagner concludes that the way forward lies in universities establishing academic practice communities where knowledge is challenged and negotiated as academic power is shared among the members. In a qualitative research practice community, the professor and students study the meaning of tragedy in the lives of first year college students. The presenter will tell the story of this academic community through a focus on the thoughts, reflections, and meanings of the student researchers' problem/process as it illuminates their struggle with questions of empowerment, inclusion, and balance. The presenter will integrate the academic community's simultaneous conversation on the nature of knowledge. Through the use of Powerpoint slides and graphics, the presenter will describe this process as basic to the establishment of language, choice, power, and balance within a qualitative research practice community.

**Lawrence, Estelle**, University of the Western Cape

The Right to a Voice: Health Promoting Schools and Youth in the Western Cape Province (South Africa)

See Mohamed, Suraya

**Leal, Roberto Jos Leal Jos Leal**, Federal of Rio de Janeiro

HOW CHILDREN WITH SPECIAL HEALTHCARE CARE NEEDS ARE CARED FOR? THE FAMILY CAREGIVERS' DEMANDS FOR HEALTH EDUCATION.

See Cabral, Ivone Evangelista

**Lederman, Florencia**, University of Buenos Aires

Perceptions about Democracy of University Students in Argentina

See Plotno, Gabriela Solange

**Lee, Alisha D.**, Cedarville University

A Qualitative Analysis of Prostitution's Detrimental Psychological Effects

See Firmin, Michael W.

**Lee, David Haldane**, University of South Florida

Dissimulation, a Peculiar Justice

In the last decade, political figures have seen the advantage of falsehood in order to advance strategic goals. Journalists and academics have argued that neoconservatives invoked Platonic concept of "the noble lie" in order to justify the invasion of Iraq. In a retrospective of news stories and political theory I will discuss the use of semantic plasticity in both governance and scholarship?from ?strategic ambiguity' to blatant falsehood. I will argue that, with the best of intentions, postmodern theory was sometimes ill equipped to address such mendacity, inasmuch as postmodernism is skeptical of the "true-false" distinction that predicates realist epistemology.

**Lee, David Haldane**, University of South Florida

Healthcare as a Commodity or as a Human Right?

See Beck, Vanessa Coleen

**Lee, Delores Hicklin**, University of North Carolina at Charlotte

The Voices of Advocates: Black Female Administrators' Reflection on Inequity in School Mathematics

See Lim, Jae Hoon

**Lee, Heather Sophia, UIC**

The role of qualitative inquiry in reversing the silencing of drug users

Drug users have historically been silenced and granted few rights to self-determination. Research and treatment have been no exception to this dehumanization. This paper analyzes the way in which users are denied their own voice and one way in which qualitative inquiry can rehumanize. We discuss the traditional discourse of substance abuse and recovery, which defines users by their addiction (e.g., addicts) and the “gold-standard” clinical trials research which is highly exclusive of who participates. We then discuss the way in which qualitative inquiry can help to demarginalize this population through trauma and resiliency narratives of 15 homeless, active drug users.

**Lee, Young Ah, Ohio State University in Lima**  
Seeing Childrens Learning through Many Eyes

This study attempts to analyze the process of collaborative learning to teach mathematics more effectively between a first grade teacher in an urban public school and a university faculty. It also aims to examine how we apply our learning from this coressearch project into our classrooms. The data sources for this research are audio taped formal and informal conversations about planning, teaching, and assessing, researchers journal writing, observations of teaching, and interviews. The significance of this study is using shared voices to support all students to succeed in academics and prepare teacher conadidates to teach all studnets well.

**Leitch, Ruth, Queen's University Belfast**

Finding the voice of your child\_ using arts-based methods:Developing qualitative researchers to work creatively with children and young people

The concept of voice\_ has been taken up increasingly through research methodology/ies where efforts are made to find ways to bring previously unheard voices into scholarly and research texts (e.g. Thompson, 2008; Visweswaren, 1994). Children and young people are a group attracting growing attention in this respect and researchers have become concerned with an increasing range of qualitative methodologies that hold the potential to access and represent children\_s voices. Of course this is not unproblematic foregrounded in issues such as the power relationships and the ways in which adults hear, mediate, interpret and represent these voices\_. This raises questions about how to develop qualitative researchers\_s sensitivities to researching ethically with children where they are more on an equal footing, without over-romanticizing their participants. This paper will describe a creative program designed for university students and researchers wishing to engage in qualitative research with children and young people in order to improve their skills of research and consultation. As adults we often disavow our former childish/childlike selves while wishing to focus on liberating and representing the voices of (other) children and young people. This course specifically focuses on encouraging ways in which participants can get in touch with aspects of their own inner child\_ and childhood experiences through creative tasks such as visual imaging, personal writing, voice dialogue, meditation. The paper will discuss and critique whether or not such methods can lead to genuine development of increased awareness about how to engage more creatively, sensitively and efficaciously with children and young people in research but also how the enactive and reflective processes within the course can open up important narrative material regarding qualitative researchers\_personal positioning and the (often unaware) motives that drive and mediate their research agenda with and on behalf of children and young people.

**Leon Arizmendi, M. Paola, University of Illinois at Urbana-Champaign**  
Cultural Gender Expectations: Reflection from a Case Study

For the past three years I've traveled to Cusco, Peru to conduct dissertation research with indigenous women. My research interest is to explore if the women who participate in social entrepreneurship projects go through a process of empowerment that allows them to claim participation in public life in their communities. I've gathered these women's stories through unstructured interviews and in the process, as a female researcher, I've confronted their questions and comments for my "unorthodox lifestyle. In this presentation I will reflect on my experience as a subject of their interrogation and the impact this has on the research project.

**Leonard, Kathleen**, Tufts University  
Highlighting Salient Values and Practices of Lebanese Immigrant Families  
See Belcher-Schepis, Jeannette

**Lerberghe, Wim Van**, World Health Organization (WHO)  
The Impact Of Interventions To Strengthen Health Systems: Results Of A Delphi Study  
See Oliveira, Ana Paula Cavalcante

**Leàn Corredor, Olga Luc\_a**, Distrital Francisco Jos de Caldas  
Incidencia De Las Representaciones Sociales En El Acceso De La Poblaciòn Con  
Limitaciòn Visual A La Educaciòn B\_sica Primaria  
See Calderàn, Dora In s

**Le\_n, Olga Luc\_a**, Distrital Francisco Jos de Caldas  
Procesos De Formaciòn Inicial En Matem\_ticas En Estudiantes Sordos

En t rmimos generales, esta investigaciòn presenta el resultado de una etnogr\_a a que da cuenta de procesos actuales de formaciòn inicial de ni\_los sordos en contextos escolares de desarrollo matem\_tico de la lengua de se\_as colombiana, realizada en tres instituciones de formaciòn inicial de ni\_los sordos en contextos de biling\_ismo. La etnogr\_a presenta el desarrollo escolar de los sistemas de numeraciòn en tres tipos de registros semi\_ticos: la lengua de se\_as, el castellano escrito, el sistema de numeraciòn decimal indo ar\_bigo. Este resultado se convierte en un insumo para la comprensiòn del fen\_omeno educativo, en las \_reas de lenguaje y de matem\_ticas, en los primeros niveles de escolaridad. Por ello, se configura como un punto de partida para el an\_lisis de los aspectos de tipo ling\_stico-comunicativo, socio-cultural, cognitivo, tecnol\_gico y pedag\_gico en general, que requieren un desarrollo did\_ctico efectivo en la educaciòn y en la escolarizaciòn de las personas sordas.

**Levey, Gregory**, Ryerson University  
Talking Our Way through the Situation in the Middle East: Efforts at Narrative Reconciliation

With the Israeli-Palestinian situation - and the suffering it brings - continuing to drag on endlessly, a new breed of peacemaker has emerged. In Washington and elsewhere, a wave of researchers, analysts, and policy-makers is seeking to use qualitative research and discourse to bridge the gaps brought about by diverging narratives and rigid identity structures. This paper discusses the trend and its hopes for success.

**Lewis, Joseph**, Hamline University  
Storied Subjects: Theorizing “Narrators” in Research Interviews

How do we conceptualize the subjects of interviews? Are we participants in a narrative (Richardson, 1997; Chase, 2005), a creative instance of storytelling with shifting, sometimes competing, points of view? This presentation focuses on a study of language learning and language interaction in the community of Zagora, Morocco, where the researcher depended largely on interviews to construct “knowledge” about these complex processes. I theorize the interview as a multiply-constructed narrative, where all participants (including the interviewer and, where applicable, the translator) perform the role of narrator, sometimes cooperatively, sometimes competitively. What versions of subjectivity speak in interview stories?

**Lewis, Patrick**, University of Regina  
Collage Journaling with Pre-service Teachers

Students in a B.Ed. program take a Language Arts course and in an effort to suggest alternative ways of exploring the content students were asked to make collage journals. They were encouraged to explore the process and product of making art, which sees a constant movement between the two, a vacillation between process and product through the creative act. This multi-media presentation uses the storyteller-researcher\_s voice to knit the narrative together, however, it is the visual and textual voices of the students which emerge, creating a multi-vocal story of meaning-making for all.

**Leysa, Maria**, Indiana University

I care for you, not for me : A Community-integrated Health Impact Assessment of Overseas Filipina Workers as Domestic Helpers in Europe employing CB\_P\_R

See Ona, Fernando

**Liebenberg, Linda**, Dalhousie University

Protecting or patronizing: Ethical concerns around marginalized youth research participation

This presentation reflects on two studies of youth resilience, focusing specifically on the tensions between REB requirements and concerns raised by youth participants and those who work with them. Discussion will reflect on how biomedical ethical standards limit participation and suppress marginalized voices, limiting lessons regarding positive outcomes in the face of adversity. Findings stemming from such skewed samples often fail to contribute to the advancement of public policy discourse and consequent social justice as it relates to youth. This is of particular importance in a global context where models of intervention remain informed by dominant and privileged voices.

**Liebenberg, Linda**, Dalhousie University

The Process of Video-Based Methods: Reflections From the Field

See Didkowsky, Nora

**Lim, Jae Hoon**, University of North Carolina at Charlotte

The Voices of Advocates: Black Female Administrators' Reflection on Inequity in School Mathematics

This paper presents an analysis of Black female administrators' narratives as they reflect on their past mathematics learning experience, make sense of the current inequity problems in the discipline, and envision their dual role as school administrators and advocates of marginalized students. Despite a long and controversial debate on equity issues in mathematics, little research has presented the voices of this important group of educators. Their unique self-positioning as administrators and advocates is?we argue-- the existential context from which most authentic personal and professional reflection, struggle, and determination emerge affording poignant insights from the past and present.

**Lima, Camila Viana**, Federal University of Ceara

Social Representation: the Analysis of the Existence in a Federal University's Campus of Brazil.

See Cavalcante, Maria Beatriz de Paula Tavares

**Lima, Francisca Elisôngela Teixeira**, Universidade de Fortaleza

MODELO DO AUTOCUIDADO DE DOROTHEA OREM: AN\_LISE DA APLICABILIDADE NOS ESTUDOS DA ENFERMAGEM

Objetiva-se analisar a utilidade do modelo do autocuidado de Orem nas disserta\_ões e teses da Universidade Federal do Ceara. Estudo documental, com an\_lise de duas disserta\_ões e duas teses. Percebeu-se evolu\_ção das disserta\_ões para as teses, sendo necess\_rio realizar estudos pr\_évios na aplica\_ção dessa teoria. Ambas as teses utilizaram adequadamente a teoria do autocuidado, com aplica\_ção do processo de enfermagem baseado nos requisitos de autocuidado universal, desenvolvimento e desvio de sa\_de. A teoria do autocuidado \_ utilizada por pesquisadores de enfermagem em diversas circunstâncias, confirmando seu potencial de aplica\_ção na pr\_tica, pesquisa, educa\_ção e administra\_ção, contribuindo no desenvolvimento da enfermagem.

**Lima, Francisca Elisôngela Teixeira**, Universidade de Fortaleza

Assist\_nia de enfermagem ao paciente ap\_ás infarto agudo do mioc\_rdio - estudo de caso

Objetivou elaborar assist\_nia de enfermagem ao paciente hospitalizado ap\_ás um infarto agudo do mioc\_rdio. Estudo de caso de um paciente internado ap\_ás sofrer um infarto agudo do mioc\_rdio, em hospital referencia, Fortaleza-CE. Coletou-se os dados na consulta de enfermagem (entrevista, exame f\_sico). Principais diagnsticos de enfermagem detectados: ansiedade relacionada \_ preocupa\_ção com cirurgia; d\_ficit no auto-

cuidado para banho/higiene relacionada \_ dor; Medo relacionado com expectativa de cirurgia; Deambula\_Co prejudicada relacionada com dispn a. Portanto, descrever sobre a assist\_ ncia de enfermagem para um paciente que teve um infarto foi essencial para planejar e intervir na melhoria da sa\_de deste paciente.

**Lima, Francisca Elis ngela Teixeira**, Universidade de Fortaleza  
SISTEMATIZA O DA ASSIST NCIA DE ENFERMAGEM AOS PACIENTES EM TRATAMENTO DE HEMODILISE

Objetivou-se elaborar a sistematiza o da assist\_ ncia de enfermagem aos pacientes em tratamento hemodial\_tico de acordo com NANDA e NIC. Estudo descritivo, com an\_lise qualitativa, realizado em uma cl\_nica de hemodi\_lise, Fortaleza-CE. Participaram 12 pacientes que responderam uma entrevista, contemplando 13 dom\_nios da taxonomia II da NANDA. Foram estabelecidos 30 diagnsticos de enfermagem, sendo 25 real, tr\_s de risco e dois de bem-estar. As interven\_es foram bastante diversas, atendendo aos diagnsticos encontrados. Dentro desse contexto, acredita-se que a sistematiza o da assist\_ ncia de enfermagem permite ao enfermeiro coordenar a assist\_ ncia prestada, identificando as necessidades individuais de cada paciente, melhorando a assist\_ ncia prestada.

**Lima, Francisca Elis ngela Teixeira**, Universidade de Fortaleza  
ADES\_O DE IDOSAS AO TRATAMENTO DA HIPERTENS\_O ARTERIAL

Tm-se como objetivo avaliar ades\_o da idosa ao tratamento da hipertens\_o arterial. Estudo descritivo, qualitativo, realizado em um Centro Social Urbano, Fortaleza-CE. Participaram 10 idosas portadoras de hipertens\_o arterial no grupo focal. O grupo adere ao tratamento medicamentoso, com limita\_es, devido quantidade de medicamentos, nomenclaturas e hor\_rios diversos. Conhecem a\_es que necessitam realizar para controlar press\_o arterial, mas nCo verificam periodicamente, impossibilitando constatar necessidade de medidas para efetiva\_ o do controle. Possuem conhecimento sobre alimenta\_ o adequada, cuja dificuldade referenciada foi condi\_es financeiras desfavor\_veis. Portanto, cabe aos profissionais desenvolver estratgias para aumentar ades\_o do idoso ao tratamento da hipertens\_o arterial.

**Lin, Jen Yin**, Arizona State University  
Nationality, Identity and Creativity: Searching the Spirit of Taiwan through an Art-based Participant Workshop!

Taiwanese hegemonic culture and social power structure are reforming rapidly in the recent ten years. Several social/political/cultural components, such as China-Taiwan relationship, the uncertain of national identity, new Chinese/South-Asian immigrants, and bi-racial/cultural children, have been discussed in the media, education curricula, academia and political discourse. Taiwanese, thus, begin to revisit/reinvent their personal perspective of being a Taiwanese. I name this process as a journey of searching the Spirit of Taiwan. In this art-based qualitative project, I employ theatre workshop as a safe space for exploring the Taiwan spirit. Participants share their images, music, arts, and/or texts of Taiwan as a group and further create a collective artwork in order to embody their own Taiwan spirit. I will share the research outcomes as an alternative presentation by showing their voices, arts, and performances.

**Lin, Shumin**, University of Illinois at Urbana-Champaign  
Linguistic Marginalization through Television Viewing

This paper draws attention to a global trend in which elderly minority speakers are linguistically marginalized. Situated in Taiwan, where Mandarin is the high prestige language, the study focuses on a single case, my grandmother (A-ma), who is monolingual in Hoklo. Combining ethnography and discourse analysis, I show that television viewing becomes a site of double marginalization in which A-ma is denied the right to listen and understand the (Mandarin) content of the programs and therefore is unable to participate in family discussions about the shows. Through this case study, I advocate minority speakers' rights to listen and understand.

**Linares, Raúl Fernández**, Universidad Nacional Autónoma de México  
Ritual y drama social en una comunidad escolar.

Partiendo de los conceptos de ritual, desde una perspectiva antropológica, con un enfoque etnográfico, se accede a un "drama social" en una comunidad escolar de bachillerato, con el propósito de comprender las relaciones de poder y género en un ritual de rebelión, donde los estudiantes de ambos géneros, para detener la agresiones que ocurren contra las mujeres por usar faldas, convocan y realizan una marcha que recorre todo el espacio escolar y donde los participantes visten "faldas", portando carteles con mensajes que hablan de tolerancia; mientras marchan, gritan consignas y tocan música. Al día siguiente las agresiones cesan: la eficacia simbólica!

**Lincoln, Yvonna S.**, Texas A&M University  
Ethics, Research Regulations, and Critical Social Science

See Cannella, Gaile S.

**Lindemann, Kurt**, San Diego State University

Position(ing) Meanings: Communicative Transformations in Understandings of Health, Fitness, and Spirituality in the Popular Practice of Yoga

The mental, physical, and spiritual health benefits of yoga have been touted by practitioners and medical experts for years, but little research examines the vital role communication plays in understandings of these health concepts. Drawing on 40 hours of participant research and 14 interviews with yoga teachers and students, this study explores the ways participants create discursive openings into which they inscribe their practice with their own meanings of health, fitness, and spirituality. While the openness created by this communication also enables the commodification of yoga, yoga's postmodern characteristics prove surprisingly resistant to Western colonialist inscriptions.

**Lindhorst, Taryn**, University of Washington

Sexual Assault Response Teams: An Exploration of Coordinated Service Delivery Models

See Moylan, Carrie Ann

**Lindhorst, Taryn P.**, University of Washington

Battered Mothers and Children Seeking Safety Across International Borders: Examining Transnational Legal Processes

Women who flee across international borders to escape abusive spouses are subject to legal action under the international Hague Convention on the Civil Aspects of International Child Abduction. Little is known about these women's experiences. Interviews were completed with 21 battered women who fled countries in Europe, the Middle East and Latin America. Using a discourse analysis, we examine the framing of domestic violence in these cases. In today's context of increasing globalization, understanding these mothers' experiences reveals important dimensions of transnational legal processes, judicial interpretation of children's best interests, and safety needs of battered women and their children.

**Lindqvist, Per**, University of Kalmar  
(Mis-) using the e-Delphi Method

Teachers' practical knowledge is usually considered as contextual embedded and qualitative methods such as narratives or case studies are frequently used as tools for exploration. In the presentation we describe how one method, quantitative in origin and less commonly applied to this area of study can be employed: "the e-Delphi-method". We problemize the method's potential for taking advantage of, as well as excluding, the teachers' personal contexts. Attention is drawn to whether the method gives them an opportunity to extend and clarify formulations. We also discuss ways of deviating from the traditionally structured process of the method.

**Linville, Darla**, The Graduate Center, The City University of New York  
Narrating Sexual Subjectivities: The Interaction of Discourses among Peers, School Personnel, and LGBTQ Youth

Lesbian, gay, bisexual, transgender and queer and questioning youth weave a complex web of discourses about sexuality and gender which they use to inform the formation of their own sexual subjectivities. This study presents data showing how students interact with discourses of peers and school personnel, as well as how they form counter-discourses that resist negative stereotypes of LGBTQ people. A participatory action research team of LGBTQ youth worked to create the survey instrument and to analyze the data. Students identify with discourses that impact their own sense of sexual and gender identity and indicate their sense of belongingness in their schools.

**Lira, Luiza Luana Ara\_jo**, university of Fortaleza  
Breastfeeding in the perception of postpartum women from rural areas

See Frota, Mirna Albuquerque

**Livingston, Carol Wagner**, The University of Alabama  
Pedagogical Capital: A Framework for Understanding Scholastic Success in Mathematics

The theme that runs through this work is three-fold. First, there is a quality that some students possess that enables them to arrive at the academic table better positioned to take advantage of our educational offerings. This work seeks to forward for general vocabulary usage a name for that quality so that we as educational researchers can acquire it as a tool not only in the field of mathematics research, but analogously in all subject areas. The term being introduced is pedagogical capital. Secondly, as educational standards in mathematics become the rubric upon which the success or failure of teachers and schools are measured, it is important to consider whether these curriculum standards contain the seeds of social justice or hegemony. If mathematical standards convey an unconscious privilege to one group at the expense of another, then equity is at issue. And finally, as a new and emerging theoretical framework, the concept of education in this work uses Pierre Bourdieu's sociological idea of a firmly grounded, true mixed-methods approach of using both qualitative and quantitative data to highlight one detail in the overall picture of what is currently the portrait of mathematics education. Together these three points suggest an interesting cultural study concerning an issue of social justice that has to date been neglected in mathematics educational research.

**Lockard, Judith**,  
From Critical Consciousness to Action: Alliance for Racial and Social Justice's  
Participatory Action Research

See Tubbs, Carolyn Y.

**Lockford, Lesa**, Bowling Green State University  
Panelist

QI-3

**Lockford, Lesa**, Bowling Green State University  
Performance is... Metaphor as Methodological Tool

This panel asks each participant to develop a new metaphor for performance that opens up an aspect or understanding that is underdeveloped, underutilized or untapped. After the panel develops provocative and heuristic metaphors, discussion time will be used to explore metaphors as a methodological tool for performance studies. Which metaphors were provocative and what does that tell us about what makes for a productive metaphor? How can metaphor expand our understanding of the relationship of performance to the academy and issues of social justice? What are areas of the discipline that need more metaphoric understanding? Does anyone in the audience have a good metaphor for us to consider? These questions can help us develop a conversation for how we might effectively use metaphor within the discipline of performance studies and beyond.

**Logue, Jennifer**, University of Illinois  
Contentious Observation and Queer Youth

See Mayo, Cris

**Londoño, Beatriz Elena**, Universidad de Antioquia  
Relationship patient-health personnel in Health Social Security System, in 6 Colombian cities: influences and consequences

See Sarasti, Diego Arturo

**Londoño ramirez, maria adelaida**, Universidad Santo Tomás  
saneando los efectos del crimen

El trabajo de investigaciòn pretende abordar la justicia restaurativa desde la àptica de reconciliaciòn de una sociedad, que presenta altos \_ndices de criminalidad, siendo muy alta la tasa de delitos violentos, para encontrar una forma de sanar el conflicto en la sociedad civil, para privilegiar mecanismos diversos a la sanciòn penal, su amenaza de privaciòn de la libertad y los efectos colaterales sobre la familia del penado, buscando formas de reparaciòn directa. Victimas, victimarios y sociedad que renuncian al derecho penal tradicional, negocian la reparaciòn integral y renuncian a la privaciòn de la libertad como medida general. Una nueva visiòn de aplicaciòn del Derecho Penal, sin que el Estado se apropié del conflicto y que es Constitucional y legalmente permitida en el Nuevo Càdigo Procesal Penal Colombiano, pero que no se le ha dado el lugar e importancia que merece, lo cual queremos rescatar en esta investigaciòn.

**Londoño, mabel**, of de medellin  
Los retos y desaf\_os del investigador del siglo XXI en momentos de crisis pol\_tica

See sierra ospina, graicy

**Lopez Corrales, Cristian Daniel**, Universidad Santo Tomas q  
Los Derechos Humanos en Colombia y Su Relaciòn Con El Derecho Internacional Humanitario En Los Ultimos Diez A-os

See hernandez ramirez, jorge andres

**Lopez, Luz**, Boston University  
Battered Mothers and Children Seeking Safety Across International Borders: Examining Transnational Legal Processes

See Lindhorst, Taryn P.

**Lord, Daniel**, University of Illinois at Urbana-Champaign  
Performing History and Nature: How Am I Oiled?

So long have we lived in a world reliant on petroleum that its passage into our cars, homes, and products has become almost invisible. Through auto-ethnographic performance I make oil personal and question how my own sense of time and space are in part oiled. Just as it is difficult for me to imagine what I would be like without oil, collected written accounts of nineteenth-century oil encounters reveal some of the difficulties of adjusting to life with oil. My performative work is an attempt to write oil into play.

**Lotta, Gabriela Spanghero**, USP  
Implementation Styles: New Methods in Public Policy Analysis

This paper aims to present a research method designed to analyze the public policy implementation process conducted by street level bureaucrats. We mix ethnography methods with discourse analysis, social network analysis and impact analysis trying to put together methods that look to structure with methods about the implementation dynamics. This new methodology improves the public policy analysis, in ways it considers and illuminates the complex process that happens when the bureaucrats implement the public policy interacting with the population and becoming the mediator between them and the state.

**Love, Linda Elizabeth**, Virginia Commonwealth University  
A Qualitative Study Exploring How a Diagnosis of Posttraumatic Stress Disorder or Other Associated Mental Health Concerns of the Service Member Impacts the Experiences of Military Spouses

Over 1.6 million service members have deployed in operations Operation Iraqi Freedom and Operation Enduring Freedom since initiation of the Global War on Terror in 2002 (Rand, 2008). A returning service member, having experienced traumatic events, has the potential to interact with and effect countless "significant others", including spouses who may subsequently require treatment. This grounded theory qualitative research studied the lived experiences of 20 military spouses' married to service members who have returned from deployment and who has sought treatment for mental health concerns. The findings lead to practice guidelines for the treatment and implications for future research.

**Lower, Joanna K**, University of North Carolina-Greensboro  
Contextual Influences on Photovoice

See Morgan, Mary

**Lower, Joanna K**, University of North Carolina-Greensboro  
Empowering Women through Photovoice

See Morgan, Mary Y

**Lower, Joanna K**, UNCG  
Participant Observation: Learning and Unlearning through Shared Stories in Higher Education

See Vardell, Rosemarie

**Lower, Joanna K**, University of North Carolina-Greensboro  
Transnational Feminist(s) Metodologias and Critical Inquiry: Pl\_ticas y Encuentros in Research

See Saavedra, Cinthya

**Lozano mosquera, Judy Lizeth**, Universidad de San Buenaventura  
Proyecto Piloto Para La Enseanza Del Nuevo Sistema Penal Acusatorio A Estudiantes De 10 Y 11 Grado Del Municipio De Bello.

See Mina Perez, Jair Alexis

**Lu, Ling-Ying**, University of Edinburgh  
Balance under Pressure: A Case Study of the Practice of the Mixed-Ability Grouping Policy in Taiwan

This study utilized interviews with school principal and teachers to explore the practice and the policy discourse of the mixed-ability grouping policy in one school in Taiwan. Based on the recognition that policy process is a continuous process containing compromises, conflicts and struggle, this study seeks to understand schools reactions to the policy under various influences. The techniques of content analysis and discourse analysis were applied to find meaningful patterns of reactions. The results suggest the school educators tactically utilized different pressures along with their identification of own power positions and professions to create a tense yet dynamic balance.

**Luna-Serrano, Edna**, Universidad Aut noma de Baja California  
A Diagnostic Study on the Evaluation of Teaching in Mexican Universities: A Methodological Approach

This paper describes a strategy implemented to study the methods used to evaluate teaching in big, medium and small public universities of Mexico. Data obtained from an essay, a questionnaire, and focus groups conducted with key-informants served as sources of information to identify the instruments, procedures and uses of data in teaching evaluation programs. The results describe the global, as well as the local aspects that determine

the differences in teaching evaluation methods, which in turn, can serve as parameters for the design of just programs to evaluate teaching.

**Luz, Anna Maria**, Universidade do Vale do Rio dos Sinos  
Parto Humanizado:Pai presente ao nascimento de seu filho.

See Pinheiro, Camila Prestes

**Luz, Anna Maria**, Universidade do Vale do Rio dos Sinos  
Entendimento da equipe de enfermagem sobre a implantação da política de humanização da assistência saudade em Imbituba/RS-Brasil.

See Fensterseifer, Lisia Maria

**Luz, Anna Maria**, Universidade do Vale do Rio dos Sinos  
Opinião dos usuários de uma Unidade Básica de Saúde de Porto Alegre/RS-Brasil, sobre o acolhimento recebido.

See Fensterseifer, Lisia Maria

**Lymburner, Tyler**, University of British Columbia Okanagan  
The Death of a Giant: Surviving Sibling Suicide

Blood. An extravagant amount of blood painted the windshield of his old white Chevy. Thousands of scattered droplets slowly dripped down the cold glass giving the impression of a Pollock painting. From a distance the outside of the windshield looked like a piece of solid crimson stained glass. The inside was worse. He was sitting in the passenger seat. In his hand was a bright orange box cutter. Like everything else inside the truck the blade was dark red. He was dead. Pinned to the sun visor was a picture of his beautiful fifteen year old daughter. My Niece.

**LYNDsay, ANA CRISTINA**, HARVARD SCHOOL

Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.

See MACHADO, MARCIA M TAVARES

**Mabasa, Layane T**, University of Limpopo  
Voices from the Other Corner: Learner Safety in Schools in South Africa

This paper is based on the study that was conducted in the Limpopo Province of South Africa. The study looked at the safety of learners in schools. Six schools were identified as schools where incidents of crime and vandalism were predominantly reported. The schools were visited for observation. Focus group interviews were held with learners. Individual interviews were held with the principals of schools. Documents were also requested from the schools. The study found that there are challenges that lead to the compromise of the safety of learners in schools. The presentation will reflect on those challenges and lessons learnt.

**Macdonald, Mary Ellen**, McGill  
Oh Father Where Art Thou: Confronting the Missing Voice in Bereavement Research

See Affleck, William Peard

**MacDonald, Shauna**, Southern Illinois University  
Performance is... Metaphor as Methodological Tool

This panel asks each participant to develop a new metaphor for performance that opens up an aspect or understanding that is underdeveloped, underutilized or untapped. After the panel develops provocative and heuristic metaphors, discussion time will be used to explore metaphors as a methodological tool for performance studies. Which metaphors were provocative and what does that tell us about what makes for a productive metaphor? How can metaphor expand our understanding of the relationship of performance to the academy and issues of social justice? What are areas of the discipline that need more metaphoric understanding? Does anyone in the audience have a good metaphor for us to

consider? These questions can help us develop a conversation for how we might effectively use metaphor within the discipline of performance studies and beyond.

**Machado, Fernanda**, Universidade do Vale do Rio dos Sinos  
Entendimento da equipe de enfermagem sobre a implantação da política de humanização da assistência saudável em Imbituba/RS-Brasil.

See Fensterseifer, Lisia Maria

**MACHADO, MARCIA M TAVARES**, FEDERAL DO CEARÁ

Significados culturais da alimentação e dos cuidados prestados às crianças de 0 a 5 anos, na percepção de avós e mães indígenas Tapeba, Brasil.

Compreender os significados culturais da alimentação infantil e as condições de saúde das crianças, na percepção de avós e mães indígenas. Pesquisa qualitativa baseada na antropologia, com estudo etnográfico e narrativas captadas em dois grupos focais sobre as práticas nutricionais. As avós utilizavam a prática do aleitamento materno prolongado, porém com a introdução precoce de farinhas e pescados na dieta de seus filhos. Relataram que antigamente havia maior integração familiar. Hoje, a identidade alimentar indígena está se destruindo. Preciso sensibilizá-las a preservar os costumes indígenas e aproximar as conceções populares com o modelo biomédico, para minimizar os erros alimentares.

**MACHADO, MARCIA M TAVARES**, FEDERAL DO CEARÁ

A experiência em ter doenças falciforme: conflitos entre conviver com a dor e a falta da cura. Os significados revelados por adolescentes e mães no Ceará.

See Kubrusly, Elsie Sobreira

**Machado, Maria de Fátima Antero Sousa**, university of Fortaleza

The caregiver's influence in the introduction of complementary feeding in Children

See Frota, Mirna Albuquerque

**Machado, Rodrigo Balbuena**, National Health Surveillance Agency

Revision Of Insert Package Text Of Products Base Of Vitamins

Introduction: The heterogeneity of information made available to patients and health professionals of vitamins drugs, makes it necessary to re-evaluate the insert package text of drug products. Aim at: The objective of this work was to accomplish the evaluation and revision of the bulls of some vitamins, based on data of the scientific literature. Results: The result of the revision was the elaboration of the bulls standardized with minimum contents of the vitamins: A, B6, B12, Folic Acid Bc, C and E. The standardized bulls will be published in resolution that should be following for all of the companies.

**Maciel, Artur**, National Health Surveillance Agency

Revision Of Insert Package Text Of Products Base Of Vitamins

See Machado, Rodrigo Balbuena

**MacLure, Maggie**, Manchester Metropolitan University

Video: Opening up Images of the Classroom

The paper addresses the use of video recording practices in classroom research. Animated by the work of Deleuze on cinema, it aims to interrupt the mundane realism that still prevails in video method, allowing it to offer itself as transparent reflection of pre-existing realities. This illusory transparency conspires, we suggest, with the aggressive lethargy of the ethnographic gaze as it strikes yet glances off 'the child', and fails to disturb the banal images of childhood that recycle in the discourses of policy and practice. We consider ways of mobilising the supposedly static disposition of the classroom, the stable positions of participants, researcher/videographer and spectator. We experiment with framing, cutting, juxtaposition, superimposition and disjunctions of scale, speed and point of view, in the hope of opening classrooms onto the 'more radical Elsewhere' that inhabits or

?insists' in the familiar frames of research and prevents them from closing in on themselves (Deleuze, 1986: 18).

**Macri, Raquel Patricia,** Buenos Aires  
STudying and Working: Perpectives from the adolescents

The objective of this paper is to present some results of my Doctoral Dissertation presented at Buenos Aires University in may 2008.The research project was developed by using qualitative methodologies such as Grounded Theory (Glaser and Strauss,1967). The main topic of this paper is to show the adolescents personal perspectives on study and work.The information was gathered by means of interactive interviews (Holstein and Gubrium,1995)to 126 students in secondary schools. The interviewed adolescents work meanwhile they were attending secondary school in Buenos Aires city in Argentine. I also use qualitative case study (Stake,1994)to sample the variations of the conceptual categories.

**Madabhushi, Soumya -**, University of Nebraska - Lincoln  
Existential Concerns among Survivors of Torture and other Human Rights Violations: A Qualitative Inquiry

The inexplicable cruelty of torture and related human rights violations often leave survivors with existential questions and preoccupations. Survivors struggle to find a way to make sense of the abuses they have faced and to integrate these experiences into a coherent worldview. Qualitative research provides a method for understanding the diverse ways in which religion/spirituality is understood, experienced and expressed by individuals, in their attempts to heal from such atrocities. This presentation will discuss the process of conducting qualitative research with such vulnerable populations with a particular emphasis on the needs, benefits and challenges of conducting such work.

**Madison, Soyini,** Northwestern  
Performance is... Metaphor as Methodological Tool

See Myers, W. Benjamin

**Madonick, Michael,** University of Illinois at Urbana-Champaign  
Bunt

Sports are filled with rule, boundary and often family. This non-fiction piece tries to capture an incident that occurred over forty years ago, one of those moments that, for better or worse, shaped a character. We have collected a lot of information over timeâ statistics, measurements, all manner of academic enterprise, but we often neglect to recognize that territory, in its most primitive sense, drives us. One of the fundamental aspects of story-telling is to remind, and from remembrance there is often instruction.

**Magalh es, Karolina Rodrigues,** Universidade de Fortaleza  
ADES\_O DE IDOSAS AO TRATAMENTO DA HIPERTENS\_O ARTERIAL

See Lima, Francisca Elis ngela Teixeira

**Magalh es, Milena Sampaio,** UNIFOR  
Desenvolvimento de Recurso de Anima\_Co como Suporte Informativo na Incontin cia Urin\_ria - New Media & Information Technology

See Collares, Patr\_cia Moreira Costa

**Magat, Jonathan,** San Francisco State University  
Disco as The Last Remarkable Gender Revolution: A Study on Whiteness and Gender Interpretation Through Performance, San Francisco State University

See Mungin, Douglas

**Magill, Jonathan Miles**, University of Technology Sydney  
A critical ethnography of the contested emergency nurse practitioner role development in NSW, Australia

Traditionally ethnography has involved 'going native' into a foreign and often exotic field. In contemporary times there is a recognition that such research can be done in one's own backyard. As a researcher embarking on my PhD journey, I want to do critical ethnographic work in a setting already familiar to me, a metropolitan emergency department. In choosing this approach I must defend my position as an 'insider' researcher to colleagues unfamiliar with this notion of an insider looking from within. The critical ethnography of nurse practitioners will illuminate the culture which is a contested state in Australian health care.

**Mahmud Said Abdel Qader Shuqair, Nur Shuqaira**, National Health Surveillance Agency  
Revision Of Insert Package Text Of Products Base Of Vitamins

See Machado, Rodrigo Balbuena

**Maietta, Raymond**, ResearchTalk Inc.  
Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.

See Charmaz, Kathy

**Makagon, Daniel**, DePaul University  
Because the Night

This paper critically examines the use of qualitative research methods in the context of experiential learning and service-learning excursions and assignments. The paper will focus on a ten-week communication class that met from 10pm-1am, and highlight the ways in which the important intersections among cultural practices, time, and urban space help shaped how students learned about the city. Special attention is paid to dominant narratives about crime and violence at night; the production of fear in the metropolis; and assessing risk when observing, interviewing, and doing participant observation in urban communication contexts.

**Makarani, Sakilahmed A**, University of Hawaii  
Teacher perceptions and attitudes about the communicative language teaching approach when teaching English in India: An embedded mixed methods case study

See Christ, Thomas W

**Makela, Julia**, University of Illinois at Urbana-Champaign  
Creating Psychological Space: Self-Efficacy and the Performing Arts

The educational potential of performing arts centers is accessible only to those who chose to engage this particular environment. What leads individuals to participate in performing arts center events? What role do performing arts centers play in cultivating involvement? The psychological framework of self-efficacy theory (Bandura, 1986) provides a compelling perspective from which to consider such questions. Self-efficacy relates to an individual's perceptions of personal competency for acting and interacting within particular environments. An individual who believes that she can successfully navigate and integrate into a performing arts center community would more likely engage that environment than one who is uncertain or wary about her abilities. This presentation examines relationships between audience self-efficacy and performing arts center engagement through the lens of creating psychological space for meaningful interaction. Careful consideration is given to the potential of interactions with performing arts centers to modify individuals' self-efficacy beliefs over time and experiences.

**Makela, Julia**, University of Illinois at Urbana-Champaign  
Panel Overview: Performing Arts Centers as Experiential Educational Settings

See Bresler, Liora

See Bresler, Liora

**Malavasi, Letícia de Matos**, University of Illinois at Urbana-Champaign  
Projeto ?New AGE': cria\_Co de espa\_os verdes para promover atividade f\_sica entre idosos.

Diversas organiza\_es voltadas a sa\_de estCo trabalhando intensivamente no desenvolvimento de estrat\_gias para aumentar os h\_bitos de atividade f\_sica entre idosos Americanos. \_reas residenciais planejadas precariamente foram identificadas como uma das grandes barreiras para os idosos praticarem atividades f\_sicas. Nesta dire\_Co, pesquisadores da Universidade de Illinois trabalham na cria\_Co e desenvolvimento do projeto ?New AGE' (New Active Green Environments). O projeto ?New AGE' consiste no desenvolvimento e constru\_Co de \_reas verdes com o objetivo principal de facilitar e estimular atividades f\_sicas ao ar livre entre comunidades de idosos Americanos. Parte deste projeto busca entender os tipos de manifesta\_es, respostas e opini\_es dos idosos sobre a modifica\_Co de \_reas residenciais tradicionais para uma mais facilitadora de h\_bitos e estilo de vida ativo. O primeiro jardim ?New AGE' foi constru\_do em uma comunidade de aposentados na cidade de Urbana, estado de Illinois. Os idosos residindo nesta comunidade foram entrevistados em grupo e tambm responderam question\_rios em rela\_Co ao projeto. Os resultados destas entrevistas apontam que existe uma grande diversifica\_Co em opini\_es, variando entre idosos que apoiam a id ia e aqueles que resistem ao projeto inovador. Tamb m pode-se constatar varia\_es entre idosos que utilizam este espa\_o verde como uma oportunidade de aumentar seus h\_bitos de atividade f\_sica e outros que nCo usam. Este estudo pode concluir claramente que para o desenvolvimento de estrat\_gias voltadas ao aumento dos h\_bitos de atividade f\_sica entre idosos, faz-se necess\_rio a participa\_Co e colabora\_Co dos idosos em todas as etapas do processo, desde a cria\_Co da idia, constru\_Co e implementa\_Co do projeto.

**Maldonado, Zulay Coronoto**, UPEL  
La Mochila M\_gica

La lectura y la escritura son procesos indispensables en esta era del conocimiento y de la informaci\_n en la que se encuentra la sociedad actual. Sin embargo estudios, estad\_sticas e informes indican que existen gran cantidad de personas que no poseen las competencias b\_sicas para responder de manera efectiva a las exigencias personales, laborales y profesionales. Ante esta situaci\_n surge La Mochila M\_gica como un programa de promoci\_n de lectura, que busca despertar el placer y el amor por la lectura en los ni\_fos y ni\_fas desde su m\_s tierna edad. A trav s del pr\_stamo circulante y actividades de actualizaci\_n apoya a docentes, padres y otros adultos significativos en el proceso de alfabetizaci\_n inicial. Para determinar la efectividad del mismo, se selecciono como sujetos de estudio a 22 maestras del Jard\_n de Infancia Congreso de Angostura, del Municipio San Crist bal, Estado T\_chira, Venezuela. Se utiliz una investigaci\_n de corte cualitativo. La misma esta sustentada en los aportes te\_ricos de la psicolinguistica, la socioling\_stica, la perspectiva hist\_rica cultural de Vigotsky y las \_ltimas investigaciones de la Neurociencia. Despu\_s de un a\_o de intervenci\_n continuada y sistem\_tica se obtuvieron resultados significativos. Por lo que se ha seguido implementado el programa a lo largo de 10 a\_los, durante los cuales se ha tratado de crear las condiciones para que se desarrolle la conciencia social sobre la importancia de la lectura, como herramienta del pensamiento que abre los caminos hac\_a el ejercicio de la libertad, el conocimiento de s\_ mismo y el respeto por la vida,

**Malhiwsky, Dallas R**, University of Nebraska at Lincoln  
Student Achievement Using Web 2.0 Technologies: A Mixed Methods Study

This mixed methods study looks at three factors that effect student achievement: active learning, student engagement and building a community in the online classroom. These three factors are enhanced by using Web 2.0 technologies. The measures used to determine this enhancement are the CCS (Classroom Community Scale) created by Dr. Alfred Rovai (2002) and a pre and posttest to measure student achievement through active learning and student engagement. The study also includes online interviews of students which gathered their reactions to Web 2.0 technologies in the classroom as well as gathered their opinions on what effects their achievement.

**Mamede, Marli Villela**, Universidade de SCo Paulo  
Social Representation and health services

See Duarte, Sebastiao Junior Henrique

**Mamede, Marli Villela**, Universidade de SCo Paulo  
Social Representations and feminine reproduction s health

See Duarte, Sebastiao Junior Henrique

**Margolin, Myra Beth**, University of Illinois

Put an Electric Fence Around Us: Children Reflect on School Safety in Times of Ubiquitous Risk and Constant Uncertainty

This performance ethnography is grounded in the narratives of elementary school children around the issue of school safety. As the children call for imposed restrictions to their mobility, less personal freedoms, more surveillance, and increased adult supervision, other voices are woven between the childrens in order to make sense of these calls. This chorus of voices illuminates how dominant discourses of school safety may function to socialize young citizens into being accustomed to offering up their civil liberties at the suggestion of collective threat. This has particular salience in the post-9/11, Patriot Act United States.

**Margolin, Myra Beth**, University of Illinois

“And her death filled her with great plentitude”: Whiteness, Erasure and Racialized Schooling

Whiteness. We appropriate the word in order to erase it. We laugh - ha, ha - whiteness. I begin with my experiences as a white, upper middle class girl raised up in a racist and racialized educational system. This autoethnography revolves around an epiphanic moment regarding the impact of years of involvement in this system. I look at various ways educational practices that are meant to alleviate pain, inequity and a legacy of racism can function to allow white people to distance ourselves from the ugliness of privilege, silence criticism, perpetuate inequity and, ultimately, limit human growth and connection.

**Mark, Lucas**, Indiana University South Bend  
Spirit Meets Social Justice

See Bryant, De

**Markula, Pirkko**, University of Alberta  
Dancing the Data: (Im)Mobile Bodies

Dance is a form of performance where the body is the instrument of expression. However, injuries in dance are commonplace. The purpose of this paper is to interpret how 15 contemporary dancers understand and deal with injuries. I present their experiences through a performance ethnography which, according to Denzin (2003), \_examines, narrates, and performs the complex ways in which persons experience themselves within the shifting ethnoscapes of today's global world economy (p. 8). In addition, my work derives from Gilles Deleuze's philosophy to investigate how the dancing body might help us think differently about what matters as qualitative research.

**Marques, Ana Karina Monte Cunha**, FANOR  
Apoyo Social na Experi ncia do Familiar Cuidador

Estudo qualitativo, descriptivo, objetivando: conhecer a experie ncia de cuidar de pessoas doentes no contexto dos lares, analisando as implica\_es do apoio social na sa\_de f\_sica e emocional do familiar cuidador (FC). Dados coletados por entrevista semi-estruturada junto a 18 FC de pessoas com doen\_as cr\_nicas. O Discurso do Sujeito Coletivo foi utilizada para organizar os dados. Constatou-se que todos cuidavam ininterruptamente da pessoa doente. Relatavam comprometimento da sua sa\_de relacionado ao cuidado; dor na coluna, hipertensCo, enxaqueca e depressCo. Os discursos coletivos sCo sugestivos da quebra das redes sociais e escacez de apoio, levando-os a rejeitar a condi\_Co de cuidador.

**Marques, Sabrina Pinheiro**, Universidade Federal do Cear\_  
Educa\_Co em Sa\_de no uso do preservativo

See Pinheiro, Patricia Neyva

**Marshall, Catherine A.**, Northern Arizona University  
Cancer and the Needs of Low-income Families Living in America

What rights can low-income families facing cancer and living in the United States expect? Knowing that social class can limit the access to otherwise available cancer-related interventions, a study using qualitative methods was conducted with the goal of determining the feasibility of outreach based on socioeconomic status, yet with psychosocial intervention appropriate across the cultures of the research participants. Five families, the majority Hispanic, participated. According to one sister: "They said she had to go to Hermosillo, [Mexico], but in Hermosillo who would have helped her? Sometimes you feel so helpless? It's like a deep depression, a lot of pressure."

**Martial, Rose**, University of Alberta

Social Justice and Health Disparities: Understanding Inequities in Access to Health Care for Indigenous and Marginalized Peoples

See Cameron, Brenda Leigh

**Martin, Daniela**, The Pennsylvania State University, Brandywine  
TBA

Multicultural education aims to bridge educational and democratic goals by introducing "diversity" into the curriculum. This study examined a college classroom as a site of negotiation over the meanings of identity/diversity, their academic representations, and the connections and disconnections between students lived experiences and the school material. Tensions were generated when students addressed various audiences, alternately speaking to their peers and teacher in class, their home communities, and the institutions in which their schooling took place. In addition, students identities created a basis of difference that often put class communication at risk and presented obstacles for minority participants in diversity dialogues.

**Martin, John**, University of Wisconsin Madison  
New Narrative Models in Mobile Games

The Mystery Trip is a unique location-aware game that restructures a four-day hiking trip in the mountains of a Northeast U.S. summer camp. Campers were charged to play and modify a seed game to begin a self-cycling cultural artifact for maintaining and advancing the camp community. This paper analyzes player experiences and the successes and failures of the research in order to come up with game design scaffolds and models that are not "too much like school." The paper examines and modifies narrative design theories to fit new media forms of storytelling, such as Augmented Reality video games.

**Martin, Viv**, University of Bristol

Encounters With Gerald: Experiments With Meandering Methodologies and Experiences Beyond Our Selves In a Collaborative Writing Group

Some explorations of contact beyond our selves that emerged as the unintended side effects of experiences within a collaborative writing group. Moments of connection both with and beyond each other seemed elusive and ordinary in this context. They seemed hard to explicitly generate. They had to be sidled up to and caught unawares, yet they also became expected and everyday occurrences. Various describing words for such phenomena exist, nearly all with overworked religious or therapeutic overtones. In the moment, we came up with Gerald and it stuck.

**Martin, Viv**, Bristol

Figurative Language and Identity Claims in Illness Narratives: Negotiations and Transformations

The stories we tell in and about health and illness are rich in figurative language. As embodied storytellers, we may create analogies from our own felt-sense or from a stock of

culturally available and socially sanctioned metaphors. We may use or encounter imagery which conveys the complexity of illness, which may liberate and enable the construction of alternative identities, or which can constrain or stigmatize. I draw on the imagery used by five people to convey vivid pictures of the radical effects of illness on sense of self and the reconstructions of identity this has necessitated.

**Mart\_nez Labr\_n, Soledad, del B\_o-B\_o**

Discursos y pr\_cticas en torno a la participaciòn ciudadana: un an\_lisis cr\_tico de la experiencia chilena.

See Bivort Urrutia, Bruno Mauricio

**Mart\_nez-Labr\_n, Soledad, del B\_o-B\_o**

Limits and Possibilities of Narratives in Feminist Research

In order to critically address ethical problems concerning authorship and expertise as colonizing acts, and power relations produced in classical subject-object split, I introduce narrative method, in which stories about subjectivity and academy are co-constructed and re-visited by all the participant-authors, so they negotiate and converge in a non-unified and always mobile mixture of meanings, which nevertheless make some intelligibility. I also include the use of self narrative, to include my own vision as an academic woman. Narratives are reflexive and conscious raising tools that transform gender subjectivity construction of the participant-authors.

**Martinez-Mones, Alejandra, Universidad de Valladolid**

Interaction analysis in IBL courses: How can we help to improve the educative process?

See Santos-Fernandez, Roberto

**Martinez-Salgado, Carolina, Universidad Autonoma Metropolitana (Xochimilco)**

Cultivando la Relaciòn M\_dico-Paciente en Escenarios Dif\_ciles. Carolina Mart\_nez-Salgado, UAM-X

Hoy d\_a en M\_xico, muchos de los habitantes de los peque.os poblados rurales y las zonas pobres de las ciudades enfrentan sus problemas de salud con el \_nico auxilio de los servicios m\_dicos p\_blicos de atenciòn primaria y de primer nivel a cargo de pasantes de medicina que prestan ah\_ un a\_o obligatorio de servicio social. En este trabajo analizo la experiencia de algunos de estos pasantes que fueron acompa.ados por un programa docente orientado por la obra de Balint y las propuestas de Kleinman para intentar rescatar la calidad de la relaciòn m\_dico-paciente en esos dif\_ciles escenarios.

**Mart\_nez, Alejandra, Universidad Siglo 21**

El Problema de la Convivencia Urbana: Argumentaciones y Modelos de Acciòn /Situaciòn en el Discurso sobre el Respeto por las Normas de Tr\_nsito Aldo Merlino, Alejandra Martinez, Universidad Siglo 21, Argentina

See Merlino, Aldo

**Martinez, Consuelo, California State University, San Marcos**

Oral Histories of Student Activism

See Ard\_n, Ana Mar\_a

**Mart\_nez, Eduardo Fern\_ndez, Valladolid**

Gender Codes in School Recess

See Navarro, Henar Rodr\_guez

**Mart\_nez, Lucio, Valladolid**

LAS MIRADAS SOBRE LA ACCIION MOTRIZ: EL "LABORATORIO DE JUEGOS" UN LUGAR PARA COMPARTIR ENTRE DOCENTES, ESCOLARES Y FAMILIAS

See Garc\_a, Alfonso Jorge

**Martinez, Martha Irene**, University of Oregon  
Making Race (In)Visible in School Data

Educational disparities are frequently framed in racial comparisons that are based on data generated by sorting and counting racial subgroups. Our reliance on these data is fundamental to debates about racial inequalities. What is largely ignored in “achievement gap” discourse is how racial data collection procedures serve to naturalize “legitimate” racial categories and simultaneously obfuscate the existence of other racialized beings as well as the sociopolitical context in which racial disparities arise. By situating race discourse within actual race data collection practices, this project explores how technologies of truth create racial (arti)facts.

**Martinez, Rocío Anguita**, Valladolid  
Gender Codes in School Recess

See Navarro, Henar Rodríguez

**Martinez, Stephanie**, University of South Florida  
Multiplicity: Developing Individual Teacher Identity through Varying School Experiences

This performance piece intertwines four different schooling experiences that have influenced the practices of the authors as teacher educators. The author's influential experiences include life as second language learners, the process and impact of dropping out of school, and the role of staying in school. Each author entered teacher education as a result of her own personal experience vacillating through the hallowed halls of schools across the nation. The essence of these multiple experiences have helped to shape the way in which school practices are viewed and the way in which future teachers are prepared.

**Martinez, Stephanie**, University of South Florida  
ICAN: Opportunities for Youth to Understand Their Sense of Purpose During the GED Process

See Pollard-Sage, Jenna

**Martins, Mariana Cavalcante**, University of Fortaleza  
Mothers perception on with your child care

See Frota, Mirna Albuquerque

**Martins, Mariana Cavalcante**,  
Maternal perceptions regarding the growth and development in childcare

See Frota, Mirna Albuquerque

**Marty, Jillian A**, University of Massachusetts Amherst  
Around my way

Around my way represents space where we come from. It can be a source of strength and sustenance, but it could also be a place of weakness and burden. What does it mean to be a representative from “Around my way”? What happens when an individual is only brought into the academy to show how colorful their university is? “Around my way” can be one answer to how one floats through the multiple worlds of life, love, and pain. After all, its not about where I came from; its where I am going... Or is it?

**Marty, Jillian A**, University of Massachusetts Amherst  
The Beautiful Struggle

Do this. Do that. Work twice as hard to get ahead. Keep your head down and your mouth shut. Dont give your real opinion - they will just take it as the angry woman of color stirring up trouble. BE PERFECT! But what happens when circumstances outside your control derail your perfection? How does one survive the stares of the white gaze telling you “you dont belong”? Where does one find the strength to pull yourself up by your bootstraps? Welcome to the Beautiful Struggle - a battle that many women of color in the academy are forced to wage.

**Marzano, Marco**, University of Bergamo  
Midwife's Knowledge and Medical Knowledge in the Childbirth Interaction

The paper presents some findings of research on the profession of midwife conducted in Italy by a team consisting of sociologists and midwives and based upon direct observation of childbirths and in-depth interviews. The paper argues that midwife's knowledge is sub-altern to medical knowledge founded on intervention on a woman's body. This does not primarily concern medicalization 'from above'. Rather, organizational and legal factors and hospital routine often prevent midwife's knowledge from working in the childbirth interaction. Pregnant women, by delegating all choices to other actors, ask for a medicalizing intervention on their own bodies, thus excluding the midwife.

**Mason, Mark Barry**, Oxford Brookes University  
The use of Probing in Grounded Theory studies: An example of practice

Morse and Richards (2002) suggest that Grounded Theory (GT) studies frequently utilise unstructured interviews, starting with a general question, followed by probing for clarification. Wimpenny and Gass (2000) suggest that there is no "typical" GT interview because of the need for interviewer responsiveness. However even with the investigative nature of GT there is still a need to explore certain research questions. Controlling the shape of the interview in a GT study is therefore challenging. The poster explores the issue of when to probe, and on what topics, through experience of undertaking a GT PhD, utilising unstructured interviews with drug users.

**Mather, Kristin**, Loyola University Chicago  
Exploring Women's Narratives of Social Comparison, Gender and Advertising

See Tuncay, Linda

**Mathieson, Cynthia**, University of British Columbia Okanagan  
Narrative Inquiry, Poststructural Readings, and Social Justice Possibilities

See Stack, Anne

**Mattoon, Lyssabith**, Institute of Transpersonal Psychology  
Faith from the Ashes of War

The powerful effects of war trauma are not always as easy to identify as the bullet wounds on a soldiers body. The ways in which survivors deal with the emotional and physical scars that result, can be just as elusive. Religious and spiritual beliefs offer an accessible means of coping with trauma in the aftermath of war. In the process, some survivors show evidence of posttraumatic growth. 6 survivors of genocide and war were interviewed in Uganda. 6 adult refugees of the Vietnam War were also interviewed. The narrative approaches of Life Story Interview and Artistic Inquiry were employed in studying the transformative interplay among religious and spiritual beliefs, posttraumatic growth, and personal narratives shared about the suffering of war.

**Mawji, Azmaira Ismail**, University of Western Ontario  
Spirituality and Adjustment of Ismaili Muslim Immigrants in Canada

Elderly members of the Ismaili Muslim immigrant community in Canada were invited to share their experiences about the nature of spirituality and its role in their adjustment. The purpose of this presentation is to describe the researchers rich experience of being an investigator and student of the elders. Cultural and experiential similarities and differences between participants and the researcher enhanced opportunities for engagement and relationship development, and played a prominent role in the analysis and interpretation of meaning. Various obstacles to the research and change process will be described along with the strategies employed by the researcher to address them.

**Maxwell, Joseph**, George Mason University  
Experiential Learning

While almost all qualitative methods courses use some sort of hands-on research project or exercises, these activities can be substantially enhanced by deliberate attention to the strengths and limitations of experiential (as opposed to didactic) learning, and to the com-

plementarity of the two modes. In my introductory qualitative research course (as in many other such courses), students conduct a semester-long research project on a topic of their own choosing. However, the course as a whole is designed primarily to support their experiential learning in this project, rather than the project being an adjunct activity to mainly didactic goals. I see several advantages to this: 1) the individualization of the project greatly increases student motivation, as well as better preparing the student for their own future research; 2) the project individualizes and diversifies the learnings from this project, rather than imposing a uniform set of learning goals; and 3) the learnings are grounded in the student's interaction with the realities of doing qualitative research, rather than learned in abstraction from these. However, the successful use of this strategy requires taking account of the limitations and "blind spots" of experiential learning, and of systematically using didactic approaches to address these and to support experiential learning.

**Mayan, Maria,** University of Alberta

Walking the Tightrope: Creativity and Experimentation in Qualitative Research within a Conventional World

See Wall, Sarah

**Mazzei, Lisa A.,** Manchester Metropolitan University

Alternative "Images/Imagings" of Voice in Qualitative Inquiry

In this paper I am thinking with Deleuze's philosophical concept of the "image" of the speech-act in cinema and the implications for methodology and ethics in qualitative research. Drawing on research in the US with white teachers, this paper will specifically engage with Deleuzian concepts presented in his two books on cinema (see Deleuze 1983/1986; Deleuze 1985/1989) and his philosophical concept of the "image" (Deleuze 1968/2004; Deluze & Guattari, 1980/1987) toward a re-imaging of voice. To think with the "image" of speech-acts and how voice is conveyed in a cinematic sense, particularly if one is to consider silent films, is to think about "viewing" voice in qualitative research, and how such viewing might make it possible to "read" the image of voice from a multi-dimensional perspective.

**Mbuqe, Sipho,** Duquesne

Imagining the In-between: A Situated Narrative Analysis of Political Violence in South Africa

This paper analyzes narratives of political violence by juxtaposing and intersecting Hermeneutic and Semiotic Methods. How do individual narratives demarcate and are concurrently demarcated by collective narratives? How do individuals make meaning from a collective experience and why is this so significant? Considering the importance of understanding how a narrative is constructed, questions concerning its function help illuminate the meaning of political violence. This analysis focuses on the within and in-between of texts, contexts and subtexts. In so doing, it presents a challenge to the mainstream psychological notion of the self-sufficient individual, thereby suggesting new ways of understanding political violence.

**McAlister, Joan Faber,** Drake University

Home as Space and Place in the N2 Gateway Project, South Africa

This paper investigates the spatial-temporal definition of home guiding public housing policy in post-Apartheid South Africa. Drawing on Doreen Massey's (1994) concept of "space-time," the author analyzes how the N2 Gateway Housing Initiative—a controversial pilot program in the ruling African National Congress "war on shacks" campaign—visually, spatially, and textually constitutes home in promotional materials and on the site itself. The paper also examines how residents of the informal settlement being destroyed to make way for the N2 Gateway engage in daily practices challenging a (white, Western and modernist) definition of home as a fixed and permanent structure.

**McDonald-Kenworthy, Nancy,** The Ohio State University

"Stories from the Inside Out: The Complex of Ethics in a Virtual Ethnography"

As a virtual ethnographer exploring an online community of practice called "Widow-Net," this considers the embedded ethical issues of being an "insider." The community

has a high level of ethical sensitivity, because of its one membership qualification: ones partners death. Analyzing conversational grief narratives, the researcher explores ethics of other peoples stories, and considers intersections of the dependencies of the stories and to whom the stories might belong, those of history, memory and trauma, which in turn engender learning processes. This presentation will also show how the study contains ethical responsibilities of the ethnographer: first do no harm to participants.

**McElroy, John M,** Michigan State  
How We Persuade: The Bull & the Bear

This performance explores the act of persuasion. As Merrill Lynch Broker, I interrogate my own actions to “get out in front” and disrupt future forms of manufactured consent and “free-market” dialogues. A narrative performed; a narrative unearthed. “Straight ahead Rob noticed the big brass bull logo on the wall that he felt was reserved for “the winners” in life. For much of his life he had been “a bear” in nature and outcome. For most of his life, Rob felt he had been financially hibernating or not quick enough to respond while other winners had sprung into action and profited.”

**McGee, Sherry,** Wilfrid Laurier University  
Supporting the University-Ready through Empowerment: Innovative program development, research and collaboration

See Brown, Natalie M

**McGibbon, Elizabeth,** St. Francis Xavier University  
Social injustice and poor health: A political economy perspective

Political economy perspectives on health analyze why some groups of people have better health than others, and how countries' choices about health and social programs can strongly determine the health of citizens. Political economy approaches echo Marx's focus on a critique of neo-liberalism and a call for a materialist analysis of health and health care. However, the social and political origins of ill health have received relatively little attention. This paper describes these structural determinants of health and the links between political ideologies and the health of a nations citizens. The paper concludes with a discussion of globalization as an overarching determinant of health in capitalist market-driven economies.

**McGloin, Kathryn,**  
Qualitative Assessment of Minority Experience in Maines Juvenile Justice System

See Hubley, Teresa Ann

**McIntosh, Heather,** Northern Illinois University  
Representing Women and Girls in the U.S. Prison System: Two Documentaries by Liz Garbus

In Girlhood and The Execution of Wanda Jean, documentary maker Liz Garbus explores the realities of women's and girls' experiences within the U.S. prison system. Garbus gained extensive access to the prison facilities, the prisoners, and their legal support and families, and she used this access to create documentaries that question the system's effectiveness and even its fairness without turning the films' subjects into spectacles. Drawing on documentary theory and feminist theory, I will analyze how these films remain sympathetic to their subjects while they also show how the system both helps and hinders the processes of rehabilitation and punishment.

**McIntosh, Michele Janet,** University of Alberta  
Institutional Review Boards and the Ethics of Emotion

Predominant among the ethical concerns of IRBs is the emotional distress typically experienced by research participants in unstructured qualitative interviews. Certainly IRBs are mandated to protect participants from harm resulting from research participation, but does emotional distress constitute harm, warrant protection? “Trauma is notoriously subjective”: Human emotion and ethics are more complex than simple conceptualizations of risk-versus-benefit and positive-versus-negative emotions. IRBs grapple with ethics of emo-

tion because they are governed by guidelines steeped in epistemic and ethical perspectives that abjure it. Emotion is a critical component of moral reasoning. IRBs need to augment their governing guidelines with epistemic and ethical perspectives that take emotion into account. Sound moral reasoning will result in better ethical decisions including those that concern the justification (or not) of participant emotional distress.

**McKee, Kate S.**, Michigan State University

“Now what?: A Look at Discussions of Racism, Social Justice, and Diversity in the Classroom

It has become increasingly apparent that there is a need to investigate the intersections of race, social justice, diversity and the learning process in higher education. Using a collaborative autoethnographic approach, the purpose of this study is to tell the story of three Ph.D. students who have had different experiences in discussing race, social justice, and diversity throughout their higher education careers. By examining family messages about racism, their environment, as well as pivotal educational moments, we hope to provide into ways that graduate students and faculty can begin or continue to address these important issues.

**Mckenna, Tarquam**, Victoria

Dishing the Data

This paper draws on the experiences of talking to, from and about enacted performances of identity for gay and lesbian educators. It describes experiences of utilising fugitive knowledge practices to disrupt the impenetrable silences of other ways of knowing, being and doing ethnographic inquiry. In this paper, the authors critically consider how doing ‘insider research’ can alter existing social and material relations of research production to disrupt the axiomatic, regulatory norms of ethnographic practice. This paper positions fugitive stories and queer storytelling as a form of resistant praxis that productively troubles and queers the centre by centering the queer.

**McMillan, Sally**, Texas Tech University

Through the Looking Glass: Our Journey Admidst Research Mindfields

Two Curriculum and Instruction professors team-taught Naturalistic Inquiry in an Education College where research is the domain of Educational Psychology. Within the seminar, participants were challenged and transformed. Within the college, pillars of traditional research were cracked. Conflicting streams of criticism, support and imposition emerged, as grievances were filed, emails were requisitioned. Legalized bullying abounded. As the two await a decision if they will be allowed to teach qualitative seminars, students request their classes, and traditional pillars continue to crack. This session explores core questions such as: Who has the right to teach research? What constitutes legitimate research? What roles do narrative and imposition play in knowing and being known?

**McPherson, Charmaine**, St. Francis Xavier UNiversity

Social injustice and poor health: A political economy perspective

See McGibbon, Elizabeth

**McRae, Christopher James**, Southern Illinois University

Interpretations and Understandings:

This performance takes Roland Barthes's discussion of death of the author and applies it to a performance of a layered poetic interpretation of the text Only Revolutions by Mark Z. Danielewski. We then question the multiple relationships among text, performers, and audience while applying this model to stories from the classroom in an attempt to create what Warren (1999) calls a performative mode of engagement. How do our students interpret and understand our efforts at a critical pedagogy? How does social justice function in the classroom? What multiple interpretations are made possible by a performative pedagogy of social justice?

**Medici, Alberto**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
RECONHECIMENTO SOCIAL E AUTONOMIA INTERSUBJETIVA DA PESSOA  
IDOSA: UMA ABORDAGEM HIPOTÉTICO-DEDUTIVA DA VULNERABILIDADE

See Schumacher, Aluisio Almeida

**Medved, Caryn E.**, Baruch College - City University of New York  
Constructing Identity, Gender and Power: Discourses and Practices of Breadwinning  
Mothers

Common wisdom tells us that women more often than men would want to stay home to care for their children. Yet the number of couples with a primarily earning mother and an at-home father caring for children increased 200% between 1994 and 2005. Through the lens of feminist poststructuralism, this study explores the discursive construction of identity, gender and power in the context of 'role reversing spouses' (RRS). Through an analysis of 20 interviews, four subject positions are delineated along with a critique of their potential personal, organizational, and political consequences.

**Mehrotra, Gita**, University of Washington  
Battered Mothers and Children Seeking Safety Across International Borders: Examining  
Transnational Legal Processes

See Lindhorst, Taryn P.

**Melendez-Ortiz, Lucia**, Universidad Autonoma de la Ciudad de México  
Procesos de autonomía y dependencia en la investigación cualitativa de posgrado. Relato  
a dos voces.

See Covarrubias, Esmeralda

**Mello, Marcio Luiz**, Instituto Oswaldo Cruz - Fiocruz  
A Gestão do Trabalho em uma Instituição Pública Brasileira de Ciência e Tecnologia em  
Saúde: o Caso Fiocruz

Este trabalho pretende relatar a experiência da pesquisa qualitativa "A Gestão de Recursos Humanos em uma Instituição Pública de C&T: o caso Fiocruz" realizada na Escola Nacional de Saúde Pública, fazendo abordagem crítica da gestão do trabalho na principal instituição de educação, formação e qualificação de trabalhadores para o Sistema de Saúde do Brasil (SUS) e para a área de C&T em saúde - Fundação Oswaldo Cruz - órgão do Ministério da Saúde. A intenção é que a melhor qualificação do corpo de profissionais permitir que amplie seu espaço de atuação e possibilidades de intervir para melhorar a saúde da população.

**Mello, Marcio Luiz Braga Corr a de**, Fiocruz - Instituto Oswaldo Cruz  
A Gestão do Trabalho em uma Instituição Pública Brasileira de Ciência e Tecnologia em  
Saúde: o Caso Fiocruz

Este trabalho pretende relatar a experiência da pesquisa qualitativa "A Gestão de Recursos Humanos em uma Instituição Pública de C&T: o caso Fiocruz" realizada na Escola Nacional de Saúde Pública, fazendo abordagem crítica da gestão do trabalho na principal instituição de educação, formação e qualificação de trabalhadores para o Sistema de Saúde do Brasil (SUS) e para a área de C&T em saúde - Fundação Oswaldo Cruz - órgão do Ministério da Saúde. A intenção é que a melhor qualificação do corpo de profissionais permitir que amplie seu espaço de atuação e possibilidades de intervir para melhorar a saúde da população.

**Melo Júnior, Abtonio**, Universidade de Fortaleza  
Aprendizagem Estratégica: Jogo Eletrônico na Mediação da Educação Nutricional da Criança

See Munguba, Marilene Calderaro

**Melo, Elizabeth Mesquita**, Universidade de Fortaleza  
SISTEMATIZAÇÃ O DA ASSISTÄNCIA DE ENFERMAGEM AOS PACIENTES EM  
TRATAMENTO DE HEMODI\_LISE

See Lima, Francisca Elisongela Teixeira

**Melo, Elizabeth Mesquita**, Universidade de Fortaleza  
MODELO DO AUTOCUIDADO DE DOROTHEA OREM: AN\_LISE DA  
APLICABILIDADE NOS ESTUDOS DA ENFERMAGEM

See Lima, Francisca Elisongela Teixeira

**Mendiz\_bal, Nora**,

An\_lisis de microempresas exitosas de trabajadores de mayor edad. Sugerencias para su sustentabilidad.

See Oddone, Mar\_a Julieta

**Mendoza, Mar\_a del Consuelo Chapela**, Universidad Autnoma Metropolitana - Xochimilco  
Conjecture and Validation: Alternative Forms for the Sense Comprehension

See Garc\_a, Alejandro Cerda

**Meneghel, Stela Nazareth**, UNISINOS

Narrativas e histrias como fonte de dados de pesquisa

Esta uma pesquisa qualitativa na qual foi explorada a ferramenta contar histrias como fonte de dados de pesquisa e possibilidade de interven\_o grupal. Os referenciais deste estudo pautam-se na tcnica de narrativa oral: histrias de vida, folclore universal, mitologia afro-brasileira, contos, mitos e par\_bolas. O grupo foi o campo da interven\_o e o espa\_o para as narrativas, a partir das experi\_nias e viv\_nias dos participantes. Narrativas produzidas em grupos de contadores de histrias podem constituir uma fonte poderosa de dados de pesquisa alm da possibilidade de interven\_o social em projetos de pesquisa participante.

**Meo, Anal\_a In\_s**, Facultad de Ciencias Sociales. Universidad de Buenos Aires  
Cultural capital, Habitus, and the Rules of the Secondary School Game. Evidence from an ethnographic study in the City of Buenos Aires

In this paper I examine an extended notion of cultural capital together with the concept of habitus to unpack the ways in which middle class girls and boys are able to engage with the rules of the schooling "game" (in a Bourdieuan sense) in a public secondary school in the City of Buenos Aires (Argentina). These concepts contribute to illuminate the routine ways in which students are able to pass school year in an instrumental and detached way. This paper presents some results of an ethnographic study carried out in two secondary schools between March 2004 and December 2004

**Mercado-Garza, Rosalinda**, Texas A&M University

From Being Considered At-Risk to Becoming Resilient: An Autoethnography of Abuse and Poverty  
Rosalinda Mercado-Garza, Texas A&M University

This autoethnographic study is the process by which I, a young Latina, was able to evocatively and therapeutically write about the incestual abuse and poverty I experienced from age six until the age of seventeen. It was also the method I used to disclose how I shattered the at-risk phenomenon and embraced a resilient self. I unveil how I overcame poverty and ended a cycle of abuse. I offer insight into the discourse of a dysfunctional family, a message of hope, and ultimately eliminate stereotypes. This study concludes that autoethnography as a process permitted me to tap into new-found autonomy.

**Merlino, Aldo**, Universidad Nacional de Càrdoba

Understanding the Observance and Non - observance of Norms that Govern Social Coexistence: Representations around Masculinity and Development of Risky and Aggressive Behavior when Driving Alejandra Mart\_nez, Aldo Merlino CEA - Universidad Nacional de Càrdoba, Argentina

See Mart\_nez, Alejandra

**Merrilees, Christine**, University of Notre Dame

Qualitative assessment of mother's perceptions of community and sectarian violence in Northern Ireland: Implications for child security and adjustment

See Taylor, Laura Kathryn

**Merriweather Hunn, Lisa R.**, Ball State University

Who Is in Charge? Negotiating Power in an Intergenerational Mentorship

See Morgan, Alberta J.

**Mertens, Donna**, Gallaudet University

Integrating pathways: research and policy making in pursuit of social justice

Transformative research is rooted in the axiological assumption that priority be given to human rights and the pursuit of social justice. This belief provides a basis for subsequent decision making about methodology. Planning for utilization of findings to influence policy in health and social policy is essential during the initial stages of research design, as well as throughout the course of the study in order to improve the probability that data are gathered and disseminated in a way that they can be used to achieve the goals of social change and social justice. Transformative researchers can use policy analysis and advocacy as avenues to social change. This presentation will focus on the value of putting research side by side with policy making to integrate their pathways in the pursuit of social justice.

**Mertens, Donna M.**, Gallaudet University

Ethics, Human Rights, and Social Justice in Transformative Research

Social transformation is a goal of research that is recognized by many communities, especially those who experience discrimination and oppression as a historical legacy as well as part of their everyday lives. A transformative perspective in research is rooted in an axiological belief system that prioritizes human rights and social justice. When researchers use this framework as a point of departure, it influences decisions throughout the research process. Such an approach has implications not only for members of communities who are pushed to the margins, but also for the study of the dominant hegemonic power structures.

**Mertens, Donna M.**, Gallaudet University

Transformative Mixed Methods Research

The transformative paradigm provides an overarching meta-physical umbrella for guiding thinking in research settings that explicitly address human rights and social justice, as is reflected in the basic beliefs associated with the transformative paradigm's axiological assumption. This belief leads researchers to consider ways that they can create understandings of cultural complexity and issues related to access to power, and this influences subsequent methodological choices. Transformative mixed methods can be applied to conduct research with groups that have been pushed to the margins, as well as to interrogate the hegemonic power structures that systematically oppress such people.

**Mesquita, Rafael Barreto de**, UNIFOR

Uso de Drogas: Conversando com o Jovem de Ensino Médio

See Collares, Patrícia Moreira Costa

**Mesquita, Rafael Barreto de**, UNIFOR

Trabalhando as Condições de Vida: Análise de uma Rede Social

See Guerra, Gladys Mary Costa

**Metz, Jennifer**, University of Iowa  
Dancing in the Shadows of War: Performative Reflections on Race, Gender, and the Re-Becoming of Masculinity in America

As mediated sport becomes evermore explicitly violent with Ultimate Fighting, Tough Man, and Mixed Martial Arts (MMA) moving into the American mainstream, a renewed love affair with dancing seems a bit out of step. However, the recent popular explosion of movies such as Save the Last Dance and Step Up, television shows such as So You Think You Can Dance, and advertising campaigns/athletic lines by Nike and other companies are signaling a renewed (or never broken) connection with dance. Against this backdrop, this paper will examine the latest populist addition to the American dance craze – Dancing with the Stars - as read over and against the contextual backdrop of a country mired in political and economic stagnation that has seemingly turned to dancing athletes (rather than gladiators) such as Emmitt Smith, Layla Ali, Jason Taylor and Kristi Yamaguchi to reify and normalize heteronormative and hegemonic masculinity in the United States. Thus, and reflecting on my own personal obsession with Dancing with the Stars and its potential function as a “teachable moment” in the classroom during a time where we are literally dancing in the shadows of war, I discuss themes such as patriotism, democracy, and masculinity as they manifest themselves in research, classroom pedagogies and the broader arena of public debate (e.g., Pat Tillman, the Iraq War, and popular politics).

**Meyers, Laura E.**, Georgia State University  
Reclaiming Professional Development: Counter-Narratives to the Banking Model

See Pourchier, Nicole

**Meza-de Luna, Mar-a-Elena**, Universidad Autònoma de Barcelona  
El Conflicto de Pareja en México

Los humanos, como seres complejos difíciles de entender, son tierra fértil para el conflicto. Objetivo: Estudiar cualitativamente el conflicto de pareja. Método analítico: Teoría fundamentada en 18 entrevistas y 20 fotointervenciones. Resultados: el conflicto aparece ante los sentidos imputados a los acontecimientos y actos donde el imaginario social, vínculo afectivo y poder juegan un papel preponderante. Conclusión: caracterizamos el conflicto de pareja que aflora, independientemente del sexo y orientación sexual de las personas, ante el ejercicio de poder para que el/la otro/a se ajuste a la propia manera de pensar, ordenar y entender cómo debe funcionar el mundo.

**Mikos, Lothar**,  
Triangulation and critical audience research

If we look at audience studies we are forced to consider, in most cases, an unawareness of media texts. There may be acknowledgement of the fact that audiences of specific media texts, like soap operas, are constructed, but the specific textual structures are ignored. The main focus of audience research is with the processes of making meaning and not the textual structures that prefigure these processes. If we look at analysis of television texts we are confronted with, in most cases, a lack of knowledge about their relationships to audiences. At best, there are only assumptions of ideological effects; crude thoughts about how ideological elements are realised through the systems of representation. If we want to understand the fascination of media texts for audiences we have to bring textual analysis and audience research into contact with each other. Maybe then it will be possible to understand how media texts position both the individual viewer and specific audiences. With reference to television and film texts we have to consider different audiences that perform the texts in different ways in different contexts. The processing of film and television texts by different audiences in different times and spaces takes place in different reading formations (Bennett, Woollacott, 1987: 64). Text and context are inseparable. ‘Text and context are always part of the same process, the same moment - they are inseparable: one cannot have a text without a context, or context without a text’ (Storey, 1999: 73).

**Miller-Day, Michelle**, The Pennsylvania State University  
Researching the Researcher as Instrument

See Pezalla, Anne Elizabeth

**Miller, Janet**, Teachers College

Performing Feminist Poststructural Research: Playing in Three Acts

See Lather, Patti

**Miller, Montana**, Bowling Green State University

Your Brain on Steroids: How Academic Professionals Consider Cognitive-Enhancing Drugs.

Recent reports indicate that increasing numbers of academics are using so-called “brain steroids,” including Ritalin, Adderall, and Provigil, to enhance alertness, focus, and wakefulness while attending conferences or pushing to meet deadlines. Such cognitive-enhancing drugs are an emerging focus of discussion in the fields of ethics and education. To better understand how people use “brain-boosting” drugs to cope with pressure, and how they perceive this behavior ethically, I conducted an anonymous survey of academics in qualitative disciplines. The detailed responses provide insight into the ways professors, researchers, and students conceptualize and idealize ethical behavior in the field of higher education.

**Miller, Peggy J.**, University of Illinois at Urbana-Champaign

Ethnographic Research in Cultural Psychology

See Kral, Michael J.

**Miller, Vachel**, Appalachian State University

Exploiting Images of Exploitative Child Labor?

From 2005-2008, I coordinated the research/policy components of a regional child labor project in East Africa. Our mission: to “combat” exploitative labor as a violation of children’s rights. During field visits, I took photos of working children to incorporate into presentations and advocacy materials. The pictures I took inevitably showed children suffering from the burden of child labor. To illustrate the project’s advocacy messages, our visual representations of child labor were typically uni-dimensional. We didn’t show a hint of a smile on the face of a working child (until after she had become a “beneficiary” of the project). In retrospect, the project’s interest in raising community consciousness and motivating government action on child labor often resulted in representations of children as suffering victims, reducing the complexity of the situation and potentially undermining efforts to “empower” child workers. My presentation will reflect on the ethical tensions involved in the representation of child labor, in the context of my field project in East Africa.

**Mills, Jane Elizabeth**, Monash University

Using Situational Analysis Methods in a Constructivist Grounded Theory Research Design

Situational analysis, as conceived by Adele Clarke, shifts the research methodology of grounded theory from being located within a post-positivist paradigm to a postmodern paradigm. Clarke uses three types of maps during this process: situational, social world and positional, in combination with discourse analysis. This paper will describe the methodological tensions faced when using situational analysis mapping techniques in a constructivist grounded theory. In our attempts to use Clarke’s methodological/methods package, it became apparent that constructivist beliefs about human agency could not be reconciled with the postmodern project of discourse analysis. Alternative methodological strategies used will be outlined.

**Mills, Jane Elizabeth**, Monash University

Nursing in Remote or Isolated Areas of Queensland: A Multiple Case Study

Undertaking contract funded research studies for governments and industry requires a research design that promotes consultation, is flexible and is able to be undertaken in a limited time-frame. Multiple case study designs enable researchers to be responsive to organizational needs, while at the same time generating meaningful data and findings. This paper will report on a contract research study undertaken for the Office of the Chief Nursing Officer, Queensland Health, entitled ?Nursing in remote or isolated areas of Queen-

sland: A multiple case study'. This study was undertaken over a three-month time-frame in some of the most remote areas of Australia.

**Mills, Melanie**, Eastern Illinois University  
Fake IDs and IRBs

This paper will document an investigation into how different IRBs might consider covert qualitative online research investigations. Implied in this study is a view that (auto) ethnographic work should be reviewed by IRBs under particular conditions. Specific questions include: 1. How does the IRB consider (auto)ethnographic writing about personal experiences in an online environment? Where are lines drawn for IRB consideration with various types of qualitative covert online inquiry? What counts as \_public\_ space online? 2. Recognizing that others are implicated in the telling of personal stories, what precautions are recommended for (auto)ethnographers by IRBs? How does researcher identity and informed consent figure in for the protection of unknowing participants? 3. What differences, if any, are there when considering covert ethnographic research online vs. in the face to face context? 4. Under what conditions, if any, is it acceptable to be deceptive in online research? What kinds of deception are permissible and which are not?

**Mina Perez, Jair Alexis**, Universidad de San Buenaventura  
Proyecto Piloto Para La Ense·anza Del Nuevo Sistema Penal Acusatorio A Estudiantes De 10 Y 11 Grado Del Municipio De Bello.

Este proyecto piloto a desarrollar en el Municipio de Bello Antioquia sede de la Universidad pretende la ense·anza a estudiantes de los grados 10 y 11 de secundaria acerca del nuevo sistema penal acusatorio que entrá a regir en Colombia de manera gradual, con la finalidad que se convierte en una herramienta tipo pedagógica y a su vez preventiva frente a la alta tasa de criminalidad que se presenta entre la población juvenil pero mayor de edad y que generalmente desconoce las consecuencias del proceso penal y el modo de aplicación de la sanción, es un proyecto liderado por jóvenes pertenecientes a un semillero de derecho dispuestos a ejecutar dicha propuesta bajo una metodología de acción participativa impactando en su área de influencia y con la visión de una vez implementado aplicarlo en otras ciudades grandes ya contando con un apoyo institucional.

**Miranda, Liliam**, Universidade Estadual de Campinas  
Uma revisao qualitativa do tema das narrativas

See Campos, Rosana Onocko

**Miranda, Liliam**, Universidade Estadual de Campinas  
Dos Grupos Focais aos Grupos Focais Narrativos e Hermeneuticos: Uma proposta metodologica.

See Campos, Rosana Onocko

**Miranda, Lilian**, Universidade Estadual de Campinas  
From Focal Groups to Narrative and Hermeneutic Focal Groups: a methodological proposal.

See Campos, Rosana Onocko

**Miranda, Lilian**, Universidade Estadual de Campinas  
The narrative construction as an approach for mediation categories

See Campos, Rosana Onocko

**Mirza, Mansha Parven Qamar Husain**, University of Illinois at Chicago  
Strategic Humanitarianism: US Refugee Resettlement Policy and Refugees with Disabilities

Refugees with disabilities comprise 10% of the world's refugee population. This paper stems from an ethnographic study involving disabled Somali and Cambodian refugees living in Chicago. The study combined narrative interviews with interpretive policy analysis in order to understand disabled refugees' experiences within the landscape of US refugee resettlement policy and practice. This paper will focus on the interpretative policy analy-

sis results and highlight how the humanitarian intent of refugee resettlement tends to be precariously balanced with foreign policy goals, and restrictionist and nation building agendas. This paper will also address the impact of these conflicting agendas on disabled refugees.

**Miskovic, Maja**, National-Louis

Action by Accident: The (Un)Fullfield Promise of Teacher Research

This paper expresses the dilemmas of meaningful teacher research by documenting the collaboration between a university instructor and two high school teachers who, while enrolled in a graduate qualitative research course and fulfilling its requirement of conducting a research study, realized the potential of their teaching could be powerfully infused by research, only to abandon the process completely in the write-up and dissemination phase. Lacking the critical scrutiny of the wider research community, is this research incomplete then? Does this form of “getting the word out” do it justice, or does it shift the power back to the university?

**Miskovic, Maja**, National-Louis University

Barack Obama and the Power of Critical Personal Narrative

See Holley, Shante S

**Mitchell, Richard Charles**, Brock University

Young Peoples Rights-based Health Promotion in Canadas Niagara Region

The paper reports findings from a health and human rights study in Canada's Niagara Health Region. In partnership with the Chief Medical Officer, policy-makers, and student activists, the author collected data with the group “REACT” - Resist, Expose and Challenge Tobacco. While the UN Convention on the Rights of the Child turns 19 years of age in Canada, there remains a dearth of applied research looking at its impact. The author analyzes how this group of youth took the lead in a traditionally oriented, top-down service delivery system, re-constructing key concepts related to healthy development and health promotion along the way.

**Mitchell, Richard Charles**, Brock University

International Standards, Local Realities: A Grounded Theory Approach to Rights-Based Restorative Justice in Canada

See Moore, Shannon Amanda

**Mizuki, Shodo**, Ritsumeikan

Ethnography of communication support for ALS patients

See Hidaka, Tomoo

**Molina, Gloria**, Universidad de Antioquia

Una Experiencia de Investigacin Cualitativa en Pol\_tica de Salud: El Caso del Sistema de Salud Colombiano, 2008.

El gobierno colombiano introdujo una reforma compleja y profunda al sistema de salud en 1993, con estrategias basadas en los fundamentos del Neoliberalismo. La privatizacin, la descentralizacin y la disminucin del rol del Estado en proveer servicios p\_blicos se dieron simult\_neamente. Muchas agencias de seguros de salud privadas han participado y han logrado una posicin dominante, lo que ha afectado negativamente la equidad, la calidad y los derechos ciudadanos constitucionales. Un estudio llevado a cabo en seis ciudades colombianas signific un desaf\_o metodolgico importante del uso de la investigacin cualitativa en el an\_lisis de pol\_ticas de salud.

**Molina, Gloria**, University of Antioquia

Qualitative Inquiry in Health Policy Analysis: The Case of the Colombian Health System, 2008.

The Colombian Health System was reformed in 1993, and introduced policies based on Neoliberal foundations. Within this reform, privatization, decentralization and a decreas-

ing of the role of the State ran simultaneously. Many private health insurers got a predominant position due to their focus on economic profit, which has affected negatively equity, quality of services and the health citizen rights. A study of the health policies was carried out in six Colombian cities, which allow us an important experience in using qualitative inquiry to analyze health public policies, which represents a methodological challenge.

**Momo, Mariangela**, Universidade Luterana do Brasil

La etnograf\_a posmoderna y sus posibilidades en el estudio de la escuela contempor\_nea y sus protagonistas

See Costa, Marisa Vorraber

**Monetti, Elda**, Universidad Nacional del Sur

La complementariedad de la mirada cualitativa y cuantitativa sobre el fenàmeno de la deserciòn y permanencia en la Universidad

See Mastache, Anah\_Viviana

**Monge, Alfonso Garc\_a**, Valladolid

How can we build knowledge in Higher Education Classrooms? Supporting Learning in Educational Contexts

See Rodr\_guez, Eduardo Fern\_ndez

**Monge, Alfonso Garc\_a**, Valladolid

Gender Codes in School Recess

See Navarro, Henar Rodr\_guez

**Monte Cunha, Francisca Maria Aleudin lia**, Universidade de Fortaleza  
Sa\_de F\_sica e Mental da Mulher Brasileira na Fase do Climat\_rio

See Silva, Raimunda MagalhCs

**Montalegre, Carmen Elena**, Universidad del Cauca  
Tejiendo Sentido: Escuela - Vida

See Garrido, Mar\_a Cristina

**Montalegre, Carmen Elena**, Universidad del Cauca  
Webbing Sense: School-Life

See Garrido, Mar\_a Cristina

**MONTENEGRO, AMPARO ELIZABETH CRISTANCHO**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA

Representaciones Sociales y pr\_cticas sobre el tabaco y los efectos nocivos para la salud en los jàvenes universitarios.

See IZQUIERDO, GIOVANE MENDIETA

**Montenegro, Ingrid**, University if Fortaleza  
Mothers perception on with your child care

See Frota, Mirna Albuquerque

**Montiel, Beatriz Ch vez**, Universidad Nacional Autànoma de M\_xico  
Ritual y drama social en una comunidad escolar.

See Linares, Ra\_l Fern\_ndez

**Montoya, Jony**, University of Los Andes

Vox Populi, Vox Dei? The Role of Qualitative Research in the Participatory Construction of a National Policy

See Carvajal, Diàgenes

**Moore, Shannon Amanda**, Brock University

International Standards, Local Realities: A Grounded Theory Approach to Rights-Based Restorative Justice in Canada

The authors report findings from an exploratory, qualitative study into Canadas compliance with international standards of youth justice focusing upon two United Nations agreements--the Convention on the Rights of the Child and the Basic Principles of Restorative Justice. This integrated conceptual framework was developed as "Rights-based Restorative Justice" by the authors (Moore, 2008a; Moore & Mitchell, 2007a). In this presentation, they offer empirical evidence that applying this human rights approach allows legislators, policy-makers and practitioners new opportunities to engage with young people in conflict while at the same time complying with international legal principles.

**Mora, Ra. I Alberto**, University of Illinois at Urbana-Champaign

Critical Race Comedy: Racial Comedys Contributions to CRT Discourse and its Counternarratives

Comedy, particularly stand-up comedy, has provided social commentary to discuss and even denounce some of the major issues in society. Therefore, it would be useful to question how racial comedy in particular intersects with theoretical attempts to denounce issues of race, inequality and privilege. Critical Race Theory (CRT), from its genesis, has relied on diverse forms of storytelling to convey its message. This paper analyzes the possible intersections of the discourse of various CRT advocates with the contents in the stand-up comedy performances of some of the most popular and influential Black and ethnic comedians in recent history.

**Moraes, Viviane Sarava**, Universidade de Fortaleza

SISTEMATIZAO DA ASSISTANCIA DE ENFERMAGEM AOS PACIENTES EM TRATAMENTO DE HEMODILISE

See Lima, Francisca Elisongela Teixeira

**Morales Gmez, Henry Alejandro**, San Buenaventura

Acceso y Cobertura de las Personas en Situacin de Desplazamiento al Sistema de Salud en Colombia: Una Mirada a la Pol\_tica P\_blica

El goce efectivo de los derechos de las personas en situacin de desplazamiento es una mera expectativa, hasta tanto no se supere el estado de cosas unconstitutional declarado por la Corte Constitucional Colombiana. Lo que propone la Corte, es que una vez superado este, se consolide una pol\_tica p\_blica que responda a las necesidades de esta poblacin. As, el derecho a la salud ser \_concebido como fundamental y como componente necesario para integrar dicha pol\_tica p\_blica. La metodolog\_a implementada para adelantar la investigacin fue estudio de caso de una comunidad en situacin de desplazamiento localizada en Caldas Antioquia.

**Moreira, Claudio**, University of Massachusetts Amherst

This is home, or is it? Disrupting grand narratives of home as physical or institutional space.

In this article I try to expose a kind of homelessness. One that is not worse than others but is important to denounce; One where the narratives are lacking... One that goes against the essentialization of "home" as a middle class heterosexual construction, not to negate the desire of a home by the ones that have none... But with the idea of linking "home" with how knowledge is constructed about the homeless, disrupting grand narratives of home as physical or institutional space.

**Moreira, Claudio**, University of Massachusetts Amherst  
Critical Homelessness

See Diversi, Marcelo

**MORENO, LUIS HERNANDO BONILLA**, UNIVERSIDAD DE LA SALLE

Representaciones Sociales de los Invidentes sobre los servicios de la biblioteca del Instituto Colombiano para ciegos -INCI-

See IZQUIERDO, GIOVANE MENDIETA

**Moretti-Pires, Rodrigo Otávio**, Federal University of Santa Catarina  
Theory of Paulo Freire in Public Health research: draft framework

Freirean theory is based in dialogue - man to himself (individual aspects), man with man (colective aspects), and man with world (contexts aspects). These reasons are similar to various points raised by the Public Health. Aim: draft Freirean framework in Public Health research, based on doctoral thesis results on the formation of the doctor, nurse and the dentist. Methods: the framework - individual interview (to individual perspective), focus group (to colective perspective) and documental analysis (to context). Results: there are similarities between the critical social theory of Paulo Freire and concepts in Public Health, there are indications that the framework is valid for research in this area of knowledge.

**Morgan, Alberta J.**, Ball State University

Who Is in Charge? Negotiating Power in an Intergenerational Mentorship

Using an autoethnographic method,a younger faculty member and older student explore how power is negotiated in their mentoring relationship. Due to the increase in non-traditional students, and the decrease in the median age of university professors, younger mentors are mentoring older proteges across all levels of post-secondary education. The extant literature reveals that little research has been done on this type of mentoring relationship. This research alerts readers to the unique issues posed by this form of mentorship which challenges the conventional understanding of how power is distributed in higher education.

**Morgan, Kerri**, Washington University School of Medicine

Advancing the Rights of People with Disabilities through Qualitative Rehabilitation Research

See Koch, Lynn C.

**Morgan, Mary**, University of North Carolina-Greensboro  
Contextual Influences on Photovoice

This purpose of this presentation is to discuss the implementation of photovoice with two diverse groups of women in two settings: Nicaraguan refugee women in La Carpio, Costa Rica and a group of women working in Head Start and pursuing higher education while balancing other family/community, and life demands in Greensboro, NC. In comparing the two projects, we will contrast the contextual influences, the challenges in facilitating the photovoice methodology (e.g., photo-taking, discussion & story-creation, connecting with policy-makers), and the opportunities for empowerment encountered in each setting.

**Morgan, Mary Y**, University of North Carolina-Greensboro  
Empowering Women through Photovoice

The purpose of the research group Empowering Women through Photovoice (EWtP), is to create opportunities for women to document, critique, and change their life conditions through dialogue and reflection on photos they take of their everyday lives. This presentation will describe the methodology of photovoice including its foundation in participatory action research and critical/feminist theory. Additionally, we will discuss the primary goals of this method, as well as the process of data collection and analysis. Finally, the presentation will focus on the potential outcomes for participants including personal and community empowerment and social change.

**Morris, Jonathon**, University of Victoria  
Collaborative Knowledge-Making in the Everyday Practice of Youth Suicide Prevention  
See White, Jennifer H.

**Morris, William R.**, Academy of Oriental Medicine at Austin  
Recursive Systems Analysis: A Transdisciplinary Method of Inquiry

Recursive systems analysis (RSA) describes the process of shifting perspectives between classification of form and description of a system's action process. As a discipline, RSA involves reflective recursions upon practice and the interaction between form and process. RSA enhances practice based improvement, where the practitioner is involved in a form of contemplative hermeneutics. RSA is used here as a means of feedback in complex systems and has roots in Batesonian epistemology and recursive frame analysis developed by Keeney in 1983. RSA can be used subjectively or may be used in conjunction with other methods such as cognitive task analysis.

**Morrison, Marie**, The University of British Columbia  
An Action Theory Perspective on the Working Alliance in Cross-Cultural Counseling Dyads

Contextual Action Theory (Young & Valach, 2008) is used as a theoretical framework to conceptualize the development of the working alliance in cross-cultural counseling dyads. What develops is a comprehensive theoretical model that allows for understanding how the alliance is constructed. We apply this model to a case example of counseling with Aboriginal Canadian clients to illustrate how it incorporates both the client and counselor's individual and joint goals, in the context of their cultures. This model also provides a starting point for using the Action Theory Method to study the working alliance in cross-cultural counseling.

**Morrison, Melanie A.**, University of Saskatchewan  
"Threatening a Gay Man is Like Fighting a Girl": A Mixed Methods Approach to Understanding Heterosexuals' Participation in Anti-Gay Behaviours

See Jewell, Lisa M.

**Morrison, Sharon**, University of North Carolina at Greensboro  
Practicalities of Qualitatively Engaging African Immigrant Communities in the CB\_P\_R Approach

Qualitative inquiry offers a platform on which to launch a long-term, mutually beneficial and practical working CBPR relationship in which the voices and viewpoints of all constituencies are deciphered and integrated. However, mainstream public health efforts and efficacy to mount successful outreach to African immigrant communities are often thwarted by how participation is interpreted. This presentation examines the practicalities of this new minority population in the CBPR approach.

**Morse, Janice**, University of Utah  
Mixed Methods in Health Science Research

Forthcoming

**Morse, Janice**, University of Utah  
Putting Coding in Its Proper Place: Making Informed Choices About the Role of and Place for Coding in Qualitative Analysis.

See Charmaz, Kathy

**Mortenson, Joani Margaret**, University of British Columbia Okanagan  
(Sub)Versions of Identity: Queering Maternal Theory

This presentation will press the limits of (m)othering through an interrogation and contestation of cultural products and discursive practices that inform maternal identity. Drawing upon Judith Butler's work on performativity, I will explore how queer counter-narratives may be considered important elements in both personal liberatory practices

and in service to social justice. Based on research that explores role negotiations of queer mothers in both private and public spheres by exposing hegemonic ideologies such as heteronormativity, this presentation will involve the audience in a dialectical ethno-dramatic performance that plays in the spaces of alterity, promotes polyvocality, while questioning subjectivity and "experience".

**Mortenson, Joani Margaret**, University of British Columbia Okanagan  
Tapping & Mapping Community Wisdom: En(counter)ing the Effects of the Sixties Scoop in the Spletsin First Nation

See Sinclair, Raven Pelletier

**Mountz, Sarah E.**, University of Washington  
Democratizing the Academy through the Personal "I": Using Qualitative Research to Promote Social Justice

"Personal writing represents a sustained effort to democratize the academy..." (Behar, 1994). How can qualitative research be used to democratize the academy? This paper discusses the personal experiences of three emerging, diverse social welfare scholars in conducting qualitative research examining the challenges of being social work faculty of color in the academy. They discuss how autobiography-driven qualitative research can be used as a liberatory practice, enabling scholars to closely examine how intersecting differences in race, ethnicity, sexual orientation and gender affect the lives of social work faculty of color. Findings will be presented within a social justice/social change framework.

**Moylan, Carrie Ann**, University of Washington  
Sexual Assault Response Teams: An Exploration of Coordinated Service Delivery Models

To improve services provided to rape survivors, communities are adopting coordinated models of care which bring together police, health care workers, and rape crisis advocates to attend to survivors' post-assault needs. Semi-structured interviews with advocates, police, and medical professionals involved in collaborations were conducted to explore how discourse is enacted and negotiated across disciplinary boundaries. Preliminary analysis revealed that these collaborations involve complex negotiations of sometimes consistent and sometimes disparate discourses about sexual assault work. Participants enacted these discourses in an effort to both make sense of their role and to establish legitimacy and power within the collaborative environment.

**Mueller, Ben C.**, University of Illinois College of Medicine at Rockford  
Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S.

See Cristancho, Sergio

**Mueller, Ben C.**, University of Illinois College of Medicine at Rockford  
Investigaciòn Acciòn Participativa Basada en la Comunidad: Experiencias en la Identificaciòn y Soluciòn de Inequidades en Salud en Poblaciones Vulnerables de E.E.U.U. y Colombia

See Garces, Marcela

**Mugabo, Adija Michele**, University of Western Ontario  
Cross-Cultural Rapport: Conducting Counseling Research with Participants in Kigali, Rwanda, Adija Mugabo, University of Western Ontario

A masters student will be traveling to Kigali, Rwanda to investigate the role Westerners have played in pursuing collaborative projects with community groups. The goal is to investigate how mental health is conceptualized and how traveling professionals can best offer their expertise. The purpose of this paper is to discuss how the methodology has been designed to take into consideration the complexities of cross cultural participant researcher relationships. The role of informed consent in establishing trust across cultures will be considered. Flexibility of approach will also be emphasized, as it is necessary to address the multiple perspectives of both groups.

**Mukherjee, Dhrubodhi**, Southern Illinois University  
Network Effects on the Definition of Human Rights: A Case Against Elder Abuse

Though the term human rights encompass a variety of factors, however, two characteristics; universality and indivisibility, are significant for its social impact. The current paper explores, through multiple case studies across different social networks within a community, how "network effect" redefines the violation of human rights to different social groups. The paper uses elder abuse as a phenomenon that violates human rights, and critically analyses community responses towards it. The paper further shows that the influence of social networks leads network groups to compromise with the principles of universality and indivisibility, thus violating the human rights of elder abuse victims.

**Mulcahy, Caitlin M.**, University of Waterloo  
Mapping the Journey: Cancer Narratives and the Need for Navigation

By exploring the communicative power of narrative, this research sought to illuminate the meaning of cancer in people's lives, and the implications of that meaning for cancer care. The analysis was based upon twenty-six interview transcripts with members of Gilda's Club, a meeting place for people affected by cancer. The findings are presented through a fictional story using verbatim quotations from the narratives told by the participants of this study. In so doing, this paper seeks to contribute to a growing body of literature that values the use of narrative as a method of reporting findings within cancer research.

**Mulder, Cray A**, University of Illinois at Urbana- Champaign  
Autonomy, Dependence and Support: Experiences Within Three Generational Households

This research was influenced by welfare reform policies, which initiated stricter housing requirements for minor mothers. Policy requires un-emancipated, minor mothers to reside with a parent to receive governmental funds. This presentation describes experiences and tensions of mother-daughter relationships within three generational households, particularly the teens' quests for autonomy in constrained environments. Findings are based on interviews with 26 diverse pairs of cohabitating teenage mothers and their mothers. Policy has limited these mothers' ability to make their own decisions and live independently, fostering a sense of dependence. Although mothers, these young women wrestled with asserting their rights within current circumstances.

**Mulvihill, Thalia M.**, Ball State University  
Teaching Qualitative Research: Pedagogical Experiments with Performance Ethnography and Autoethnography

This paper would share a few examples form the author's own pedagogical experiments using performance ethnography and autoethnography with both undergraduate and graduate student groups. For example, through her work as a Fellow with the Virginia B. Ball Center for Creative Inquiry she worked with a group of 15 undergraduate students who researched the lives and work of select educators, some living some dead, such as John Dewey, Emma Willard, Johnnetta Cole, and Cornell West, and then wrote and performed an original theatrical production that put 12 different educators into conversation with one another. This example, as well as others, will be used as a context from which the author will shape a discussion about \_lessons learned\_ and \_new questions developed about the work of teaching qualitative research methods.

**Mungai, Anne**, Adelphi University  
Promoting Ubuntu: From Poverty to Destiny with Love

In this paper I describe the journey of turning pain into joy for someone else and finding inner peace by reaching out to others. My journey in this venture started when our second born daughter passed away at the age of twenty-five. Caroline W. Mungai was concerned about the plight of disadvantaged children. She was a passionate teacher who believed that every child needs to be encouraged to reach their destiny. This paper will tell the story of the origin and creation of the Caroline Wambui Mungai Home in Nairobi, Kenya, which currently houses and educates 43 children from poverty to destiny with love.

**Mungin, Douglas**, San Francisco State University  
Disco as The Last Remarkable Gender Revolution: A Study on Whiteness and Gender Interpretation Through Performance, San Francisco State University

In the 1970s the disco movement altered the way society not only viewed music and dance but also its own conception of gender and culture. The emergence of Disco resulted in inherently systematic patriarchal violence. This study examines the impact disco has had and continues to have on a new construction of gender through a performance of ethnographies with first hand accounts of individuals who were a part of this movement. Through this performance, we seek to address issues of "whiteness" in the academy as a framework in which social movements are understood, named, and made viable.

**Munguba, Marilene Calderaro**, Universidade Federal do Rio Grande do Norte/Universidade de Fortaleza  
Aprendizagem Estratégica: Jogo Eletrônico na Mediação da Educação Nutricional da Criança

Objetivo: Analisar a aprendizagem estratégica da criança mediada por jogos abordando conceitos nutricionais. M todos: Estudo qualitativo, longitudinal, em escola regular, em Fortaleza, Ceará, Brasil, em 2004, com 200 crianças nascidas de 1994 a 1996. Utilizou-se observação direta na aplicação de jogo eletrônico, tabuleiro, jogo de memória, quebra-cabeça, caixa-palavras e cartilha elaborados para a investigação. Resultados: As crianças acataram indicações verbais e dicas dos adultos e crianças, discutiram e analisaram estratégias, avaliaram os resultados das estratégias adotadas, planejaram metas. Conclusões: O jogo pode ser utilizado para mediar a aprendizagem estratégica de conceitos nutricionais, consolidando a interface educação-saúde.

**Munguba, Marilene Calderaro**, Universidade Federal do Rio Grande do Norte/Universidade de Fortaleza  
Grupo Focal Lúdico como Ferramenta de Avaliação da Aprendizagem Nutricional na Escola

Objetivo: Avaliar a aprendizagem nutricional de crianças em escola regular. M todo: Estudo qualitativo, em 2004, com 100 crianças nascidas de 1994 a 1996, em escola regular, em Fortaleza, Ceará, Brasil. Aplicou-se grupo focal mediante atividade lúdica, visando a composição da dieta de um dia. Resultados: Identificou-se que ao organizar a dieta 100% das crianças discutiam a escolha dos alimentos e a adequação ao contexto de sua dieta. Afirmaram que o lúdico ajudou a compreensão da proposta do grupo focal. Conclusões: Comprovou-se que o grupo focal lúdico possibilitou a percepção da criança sobre a aprendizagem de conceitos nutricionais.

**Munguba, Marilene Calderaro**, Universidade de Fortaleza  
Inclusão de Pessoas com Deficiência Intelectual no Mercado de Trabalho Mediada por Jogo Eletrônico

See Oliveira, Talita Tavares de

**Munguba, Marilene Calderaro**, Universidade de Fortaleza  
Inclusão de Crianças com Necessidades Educacionais Especiais na Escola Regular - Percepção dos Pais

See Pinto, Sônia Ferreira

**Munguba, Marilene Calderaro**, Universidade de Fortaleza  
Percepção do Surdo sobre o Impacto do Implante Coclear no Cotidiano

See Cruz, Lyvia de Araújo

**Munoz Mora, Juan Carlos**, Andes  
Análisis de la estructura agraria Antioquena Colombia- aproximación teórica y cualitativa

See Cardona, Marleny

**Muñoz, Iván Felipe**, Universidad de Antioquia

Relationship patient-health personnel in Health Social Security System, in 6 Colombian cities: influences and consequences

See Sarasti, Diego Arturo

**Muñoz, Oscar Reinaldo**, Universidad del Cauca

Webbing Sense: School-Life

See Garrido, María Cristina

**Munson, Dorothy**, Eastern Washington University

The Question is the thing: Context, collaboration, and commitment to open-mindedness as a framework for teaching and learning qualitative research methods

This paper explores one approach to teaching an undergraduate introductory research methods course to students in the areas of counseling psychology, educational psychology, and developmental psychology at Eastern Washington University. A component of this course is devoted to qualitative research and mixed-methods research in the context of the 3-research-paradigm approach proposed by Johnson and Onwuegbuzie (2004) which advocates open-mindedness and pragmatism as a sound approach to the selection of research methodologies. Our focus is developing a commitment to allowing the research topic and associated questions to determine the research method used in any study. In learning about qualitative methods within this framework we use multiple resources including a textbook, original works by Harry F. Wolcott from the University of Oregon, studies offered online at the Center for Ethnography of Everyday Life at the University of Michigan, and consultation with an ethnographer working for a consortium in Washington state on a small schools initiative. Our class time together involves discussion, analysis, collaboration, problem-based learning scenarios, and Socratic seminars.

**Muñoz, Oscar Reinaldo**, Universidad del Cauca

Tejiendo Sentido: Escuela - Vida

See Garrido, María Cristina

**Muñoz, Fernando Cuellar**,

Psychosocial effects of the violation of Human Rights in Atempan, Puebla, Mexico.

See Reyes, Neptal\_Ram\_rez

**Murray-Tiede, Donna**, University of Illinois at Urbana-Champaign

Lattices of Meaning: Interrogating the Intersections of History, Politics, Culture and Biography

An epiphanic moment in the life of a second grader connects as a moment of heightened racial consciousness forty years later. This autoethnographic co-performance text links a variety of past political culture texts which foreshadow comment on the experience in question, and culminates in the merging of past and present political culture texts to offer alternative experiences in the future.

**Murray-Tiede, Donna**, University of Illinois at Urbana-Champaign

Physical Space and Visual Learning: What Can the Physical Attributes of a Performing Arts Center Teach Us?

Focusing on the physical spaces of a particular performing art center (PAC), this study investigates, through structural and experiential analysis, the learning that these spaces can augment and enhance. Close examination of a performance hall, an experimental theater, a multi-use lobby, a cafe, and exterior details, as well as physical objects present within those venues, reveal a plurality of meanings embedded in the various settings as well as information and values embedded in the visual presentations and emotional and cognitive experiences they invoke. Textural reads drawing on the visual elements of line, shape, color, form, pattern and value, and the design principles of balance, emphasis, proportion, rhythm, and unity, unlock coded information that is often left hiding in plain sight. Experiential data reveals how these spaces and objects convey personal meanings. This

presentation seeks to increase understanding surrounding visual learning and illuminate the educational potential of the built environment.

**Murray-Tiedge, Donna**, University of Illinois at Urbana-Champaign  
Panel Overview: Performing Arts Centers as Experiential Educational Settings

See Bresler, Liora

**Myers, W. Benjamin**, USC Upstate  
A Profane Discourse: Using Atheist Narratives to Write The Spirit Out and the Body Into Autoethnographic Research

Coming from a subject position of atheism, this essay examines how spirituality has been deployed in autoethnographic and personal narrative research. How might an atheist autoethnographer position him/herself within this discourse? This essay uses personal narratives to explore the author's own religious past and conversion to atheism. Those narratives are used to critically examine the ways that "sacred" and "spirituality" often get used in autoethnographic research in uncritical ways that mirror the author's own troubled religious past. Of particular interest are the ways that spiritual research ignores its own connections to violence, closes down inquiry and devalues the body in the writing process. This essay ends with a proposal for using stage magic as a more productive and less troubling metaphor.

**Myers, W. Benjamin**, USC Upstate  
Performance is... Metaphor as Methodological Tool

This panel asks each participant to develop a new metaphor for performance that opens up an aspect or understanding that is underdeveloped, underutilized or untapped. After the panel develops provocative and heuristic metaphors, discussion time will be used to explore metaphors as a methodological tool for performance studies. Which metaphors were provocative and what does that tell us about what makes for a productive metaphor? How can metaphor expand our understanding of the relationship of performance to the academy and issues of social justice? What are areas of the discipline that need more metaphoric understanding? Does anyone in the audience have a good metaphor for us to consider? These questions can help us develop a conversation for how we might effectively use metaphor within the discipline of performance studies and beyond.

**Nabors, Jennifer H**, University of Georgia  
Auditing the Audit Culture in Education Research: A Critical Look at How the Audit Moved from the Accounting Firm to Education Research

The "audit" was an exercise for accountants to "bless the books" of businesses but has taken on a new life in education research. No longer just number-crunching, the audit has become a method of exercising power and control over the education research community by attempting to "bless" the research as "quality." Researchers are left questioning how the audit come into play in research and what can be done. This presentation seeks to critique the audit culture of education research by examining the accounting audit and how the audit has morphed into its current existence in education research.

**Naglie, Gary**, University of Toronto  
A New Care Ethic: Embodied Selfhood and Humanistic Dementia Care  
See Kontos, Pia C.

**Najmias, Carolina**, Universidad de Buenos Aires  
Tracking Educational Equality: The Advantages of Using Qualitative Methods to Study the Normative for Deaf and Hard-of-Hearing Students in Argentina

In the context of a research on the opportunities the Argentine educational system supplies to deaf and hard of hearing children, and how these opportunities are appropriated, interpreted and profited by families, the paper discusses the advantages of qualitative approaches versus quantitative ones. The discussion will be organized around a qualitative analysis of the normative regulating local educational supply for deaf and hard of hearing students. These norms are supposed to consider international recommendations on equal

access to education, supporting values of equity. The main issue is how international recommendations are translated into local contexts and how normative reaches schools.

**Nako, Esther Makuena**, University of the Western Cape

Exploring the Right to Health of Individuals and Collectives in the Western Cape, South Africa through a Spiral of Co-Learning Esther Nako, University of the Western Cape

Following an era of institutionalized racism, South Africa faces the challenge of building an emancipatory agency, in the academy as well as wider society that improves access to human rights. This paper outlines the methods to be used in an investigation of the interaction between individual and collective rights within and between Civil Society Organizations. The investigation is part of a wider project using mixed methods within a participatory action research design. The specific methods to be outlined here are interviews, focused groups and observation in an ethnographic study framed by a phenomenological philosophy.

**Nam, Chaebong**, University of Illinois at Urbana-Champaign

Approaching Evaluation in Youth Community Informatics

See Bruce, Bertram C.

**Natarajan, Uma**, Edith Cowan University

An Activity Theory Approach to the Study of a CPA Curriculum in Singapore

This paper is based on a case study in a secondary school in Singapore. It attempted to explore the pedagogic practices of the CPA (Computer Applications) classroom. The CPA is Information and Communication Technologies (ICT) based curriculum for low academic achieving students. The qualitative study included participant observations, teacher and student interviews and document collection. Activity theory forms the conceptual framework for the study. The preliminary findings show that due to traditional classroom practices and a number of other inhibiting factors, the students do not benefit from the various opportunities of access to ICT, other than being functionally literate.

**Nault, Caleb C. A.**, York University

Interrupting the Autobiographical Imperative: Autoethnography and Trans Subjectivities

In this paper, I explore the use of autoethnography in research involving transgender people. I highlight a methodological paradox: how might trans people put into practice methods of interrogating the self that are often, in different circumstances, used to limit, contain, and control our self constructions? I explore how personal narrative might be used for a different set of purposes: as a way to interrupt the often homogeneous stories required by medicine and psychiatry. While acknowledging the potential methodological complications, I argue that autoethnography can function as a site for the (de)construction and articulation of critical trans subjectivities.

**Naumann, Marie E.**, Southern Illinois University

Disadvantaged Social Class and Clients' Experiences in Therapy: A Qualitative Investigation

This qualitative study is designed to produce a theoretical model that illustrates economically disadvantaged clients' social class-related experiences in therapy. Clients' perceptions of therapist behaviors that positively and negatively influenced the quality of their therapy were also explored. Individual interviews were conducted with 18 adult therapy clients relying on Medicaid coverage or reduced fees to pay for therapy services. The grounded theory method (Strauss & Corbin, 1998; Charmaz, 2006) was utilized to collect and analyze the data. The emergent theory, categories, and direct quotes from the participants will be presented to illustrate clients' social class-related experiences in therapy.

**Navar, Robert C.**, George Fox University

White Preservice Teachers' Employment of Dominant Discourses to Position the Racial Other

This study attempts to explore White preservice teachers' employment of dominant discourses that position children of color. Through Willig's Foucauldian discourse analysis,

the researcher illustrates how White preservice teachers framed race within essentialist discourses and social construction discourses which made intelligible certain positions upon students of color. Data were collected using reflection journals, semi-structured interviews, and observational notes. A discussion of the implications of the two dominant discourses is included. Also included is a discussion of the usefulness of exploring the discourses that flow through White preservice teachers and the usefulness of exploring discourses in teacher preparatory programs.

**Navarro, Henar Rodr\_guez**, Education and social work Faculty  
Gender Codes in School Recess

It is the aim of this paper to describe the school cultural codes referred of gender extracted of an ethnographic study realized in a primary school in Spain. Firstly we'll make a brief introduction in order to set the topic and know the main researches linked with this methodology and topic. Next, we'll describe the ethnographic research used in this study. Later, we'll explain the aspects related to the gender that have been taken out through the observation of the social interactions in the playground between the equals. It will be described the different meanings building in this school situation. In last place, we will insist in the possible utility these kind of studies may have for the reflection of the praxis of the educational professionals.

**Navarro, Henar Rodr\_guez**, Valladolid  
How can we build knowledge in Higher Education Classrooms? Supporting Learning in Educational Contexts

See Rodr\_guez, Eduardo Fern\_ndez

**Navarro, Henar Rodr\_guez**, Valladolid  
Motor skills views. Laboratory of games: one place to share between teacher, pupils and families

See Garc\_a, Alfonso Jorge

**Ndimande, Bekisizwe**, of Illinois at Urbana-Champaign  
What has Culture Got to do with it?: Challenges facing Children\_s Rights in Post-Apartheid South Africa

The Children's Rights Act, introduced in July 2007 in South Africa, was received with mixed reactions by parents of different socio-cultural backgrounds. While the aims of this Act included transforming the treatment of children, strengthening their protection, and improving their educational opportunities, several communities challenged the Act, arguing that it is too Western, thus incongruent with their Indigenous cultural norms of raising and educating children. Findings from interviews with child advocates, teachers, and government officials tended to emphasize protection of children from sexual abuse and access to "de-racialized" and more inclusive education (Ndimande & Swadener, in preparation; Schmid, 2007). For this study, we built on a decolonizing research framework (Mutua & Swadener, 2004; Smith, 1999), and utilized a genealogy of discourses and constructs employed on behalf of children and their rights and voices. The paper unpacks ethical and methodological issues in carrying out the study.

**Netshitangani, Tshilidzi**, Human Sciences Research Council  
Qualitative Interview as "A Situated Account": Reflections on Interviews with Women Educational Managers

This paper argues that qualitative interviews cannot be divorced from their contexts and therefore it is a 'situated account'. This means that the interview is shaped by the fact that the 'cast' is the researcher, that particular woman/man, and that it is happening in a particular place, at a particular time, in response to particular shaping questions. Ten methodological issues are highlighted by the description of interview processes of the case study that explored the subjective accounts of five of the six women who were principals of secondary schools in Venda, Limpopo Province in South Africa, in 1996, in order to understand how they accessed managerial positions. The methodological issues discussed confirm that an interview cannot be separated from its context. Thus the interviewer must be aware of the contextual factors and be able to go around them. The paper suggests

that a reflexive approach can reduce the risk of 'harmful effects' when doing qualitative interviewing.

**Newbury, Janet**, University of Victoria

Making Meaning in Context: The Puzzling Relationship between Image and Metaphor

Utilizing both images and metaphor proved an effective qualitative method in our study with adolescent girls who use crystal methamphetamine. The combination increased the depth of learning by inviting less calculated responses, and the breadth of learning by allowing for consideration of societal and contextual dimensions of experience. We demonstrate how combining images and metaphors in qualitative inquiry can enable researchers to resist the tendency to distil complex experiences down to manageable forms. In terms of implications, we offer a contextualized perspective of how change may occur, thus reconceptualising our roles in practice, research, and citizenship.

**Newman, Tim David**, Bowling Green State University

Moral Emotions, Torture and American Identity in the Global War on Terror

This paper is a study of the political, cultural, and moral dimensions of using torture or harsh interrogation methods on detainees of the United States military and intelligence agencies or personnel contracted by the United States in Iraq, Afghanistan, and the broader global war on terror. This study uses Q methodology followed by semi-structured interviews as a means to provide insight into the complex normative, strategic, and ideological reasoning involved in both defining torture to oneself and others, and determining what, if any, circumstances can recommend or justify the use of torture. This paper concludes with recommendations for preventing torture in the future.

**Neysmith, Sheila M.**, University of Toronto

Reciprocal Peer Interviewing

See Porter, Elaine Gertrude

**Ngunjiri, Faith**, Eastern University

Where Spirituality, Gender, and Ethnicity Meet: Collaborative Autoethnography of Three Female Leaders of Color in a Faith-Based Higher Education

See Chang, Heewon

**Ngunjiri, Faith Wambura**, Eastern University

What Matters in the Qualitative Dissertation: Reflections on Factors for Success

This presentation will focus on content, context, committee, consequence, community, culture, and creativity as the things that matter in the writing of an emancipatory, social justice-oriented qualitative dissertation. The paper is based on both personal reflection from an Afrocentric, feminist, critical perspective and a synthesis of existing literature on qualitative dissertations. Presenter prepared this paper in response to her own successful process, hearing many horror stories from others, as well as not finding enough literature discussing effective, successful, and critical dissertation writing. Audience will be encouraged to add to the list of what matters from their own perspectives and experiences.

**Nichols, Sharon E**, University of Alabama

Using Graphical Representation Pedagogy in a Historically Black Community College Biology Classroom: Now I See What You Are Saying Chantae M. Calhoun, Sherry Nichols, Julianne Coleman, University of Alabama

See Calhoun, Chantae

**Nichols, Sharon Elizabeth**, University of Alabama

Exploring Graphical Representation Pedagogy as a Counter Narrative in Elementary Science Teacher Education Sharon E. Nichols, Julianne Coleman, University of Alabama

Due to technological changes in publishing the frequency and variety of complex analytical diagrams, multimodal presentations, and computer-generated visual representations within science texts has increased notably over the past decade. As a result, today's

teachers and students are encountering more graphical representations, which counters the tradition of verbal bias and marginalization of alternative literacies in science education. In this study, teaching teachers to draw upon graphical representations challenged our narratives about literacy and science education. This poster display re-presents our collaborative research featuring cases of four prospective elementary teachers and the emergence of graphical representation use as alternative pedagogical genre.

**Nichols, Sharon Elizabeth**, University of Alabama

The Places of Teacher Emotion in Science Education Kary Roberts, Sharon E. Nichols, University of Alabama

See Roberts, Kary Rose

**Niederer, Elisabeth**, Klagenfurt University, Austria

Sensitive Poverty Research With Female Immigrants

This qualitative research project examines cultural and social experiences from female immigrants in Carinthia, Austria, who suffer from manifest poverty and social exclusion. The living conditions in their everyday lives are deeply affected by individual and structural problems in the range of family and private affairs, health, habitation or sociocultural participation. Furthermore, attacks of radical xenophobia were experienced by these women. The central political discourse in this context is that immigrant poverty is an individual and personal micro-problem, which is caused by the characteristics of the outcasted people. Following Pierre Bourdieu in his conception of understanding the positions and perspectives of marginalized and oppressed people in *The Weight of the World*, the purpose of this exploration is to give female immigrants a participatory voice, to unfold the boundaries of the proclaimed activating welfare state with its obscure politics of poverty and to disclose unequal power relations. The methodological challenge was to collect data through a mix of concepts of researching vulnerable population, e.g. through reflexive interviews based on Denzinæs projects and focus groups interviews. Working with female immigrants within this complex methodological field requires substantial sensitivity, a well balanced self-disclosure and creative counseling skills.

**Niedrist, Gerhard**, Escuela de Graduados en Admininstracin P\_blica y Pol\_tica P\_blica, Tec de Monterrey

The Human Rights Clauses in the preferential Agreements of the European Union

Until now the European Union has signed about 25 Free Trade Agreements or Agreements of closer Economic Corporation, including the agreement of Cotonou which establishes a preferential relation of 79 former colonies with the EU in the ACP-Cooperation. Since 1992 the EU incorporates a Human Rights Clause with a standard text in all these agreements, consisting of the possibility to suspend the commercial agreement immediately in case of a severe violation of human rights. The proposed presentation will analyze the usage of the Human Rights Clause by the EU until now with the Human Rights situation in the other EUæs partner countries and conclude that the EU lacks of any clear criteria in the application of the Human Rights Clauses.

**Niesz, Tricia**, Kent State University

Advancing the Rights of People with Disabilities through Qualitative Rehabilitation Research

See Koch, Lynn C.

**Nissen, Laura**, Portland State University

Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers

While collaborative change models are gaining momentum in human services, more needs to be known about those leading the changes in a contemporary context. These “boundary spanners” (to use Dr. Harry Steadman’s term) work among diverse, fragmented, even rival factions, often without formal authority, yet they nevertheless facilitate cross-system cooperation among multiple partners. They represent the evolution of a rich and varied history of models of leadership in social networks and social movements. In this qualitative study, leaders from the Reclaiming Futures initiative reflect on their roles in

collaborative efforts to improve substance abuse treatment and community involvement in juvenile justice. Findings revealed the characteristics and strategies of successful boundary spanners - valuable for those engaged in such work and for future workforce development.

**Nitzel, Camie Lynn**, University of Nebraska-Lincoln  
Critical Consciousness Development in Women Survivors of Intimate Partner Violence

The development of critical consciousness has been identified as a crucial component of the ACCESS program, a career intervention group for survivors of intimate partner violence (Chronister, 2006). Critical consciousness is facilitated through dialogue, group identification, problem posing, identifying contradictions, power analysis, and critical self-reflection, with the goal of enhancing women's awareness of the oppressive power dynamics in their lives. This presentation explores the process of battered women's critical consciousness development as observed and documented by group facilitators. Through qualitative analysis of journals and interviews conducted with ACCESS facilitators, the mutually transformative nature of critical consciousness development is revealed.

**Nojimoto, Toshio**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
RECONHECIMENTO SOCIAL E AUTONOMIA INTERSUBJETIVA DA PESSOA  
IDOSA: UMA ABORDAGEM HIPOTÉTICO-DEDUTIVA DA VULNERABILIDADE

See Schumacher, Aluisio Almeida

**Nord nger, Ulla Karin**, University of Kalmar  
(Mis-) using the e-Delphi Method

See Lindqvist, Per

**Nordstrom, Susan**, The University of Georgia  
My Sofa Speaks

Is a sofa ever just a sofa? Is it something more than just an everyday object? This paper is a researcher's conversation with a talkative sofa. Using poetry, narratives, and theory(ies) she explores how the sofa's biography and her own intertwine. As she contemplates the impending absence of the sofa in her living room and her life, she wonders about the new furniture to be put in its place. By listening to the sofa she is able to understand the ways in which a sofa was a surprisingly active participant in the making and unmaking of her subjectivities.

**Northrop, Christopher**, University of Southern Maine  
Qualitative Assessment of Minority Experience in Maine's Juvenile Justice System

See Hubley, Teresa Ann

**Nygaard, Vicki L.**, University of British Columbia  
Recolonizing Through Decolonizing?: The Use of Indigenous Methodologies by Non-Indigenous People

Flowing out of the Decade of the World's Indigenous Peoples (1994-2004), scholars involved in qualitative inquiry have witnessed a welcome explosion of literature dedicated to the decolonization of the academy. Much of the literature urges non-Indigenous researchers to take up the decolonization project. However, how one goes about performing this endeavor will always be a political act. Can anyone legitimately use Indigenous methodologies (IM), for any/all research? This interactive session problematizes the use of IM by non-Indigenous people in order to tease out various ethical implications of the use of Indigenous methodologies by people located in various subject positions.

**Oaks, Laury**, UC Santa Barbara  
Collaborative Research Strategies to Support LGBT Community Change

This paper presents qualitative data collection and analysis based on a two year community-based participatory research study on lesbian, gay, bisexual, and transgender (LGBT) community mental health and social support disparities. Campus and community research partners employed an innovative community strategy to understand and

disseminate qualitative content analysis data by facilitating community forums using a Collaborative Change Approach. This includes an Action Planning Forum to recommend research and practical actions to meet the needs of the local LGBT community. This process contributes to sustained community change, and is equally valuable for LGBT service providers and researchers.

**Obando, olga Lucia,** Universidad del Valle

La IAP en un estudio sobre la participaciòn pol\_tica de jovenes desvinculados de grupos armados irregulares colombianos

En la ponencia se pretende socializar la forma como la propuesta de la Investigaciòn Acciòn Participativa se constituyó en una herramienta significativa para el estudio del fenòmeno de la participaciòn pol\_tica de jàvenes desvinculados de grupos armados irregulares colombianos. Basados en los hallazgos de una investigaciòn en las ciudades de Cali, Bogot\_ y Medell\_n, se eval\_uan algunas caracter\_sticas de la propuesta metodolàgica de la IAP, -como: el levantamiento un saber popular sobre el fenòmeno, el fortalecimiento de formas de organizaciòn, el dialogo de saberes entre diferentes agentes, y el jalónamiento de procesos emancipadores- como m\_todo de investigaciòn e intervenciòn.

**Obando, Olga Lucia,** Universidad del Valle

identidad femenina en ni\_as con experiencia de Maltrato

En la ponencia se socializan algunos hallazgos sobre la implementaciòn de herramientas psicopedagàgicas art\_sticas en procesos de fortalecimiento de formas identit\_rias de gnero, en poblaciones de ni\_as y jàvenes con experiencias de vulneraciòn de derechos. Una perspectiva constructivista acerca de diversos posicionamientos identitarios de gnero se constituye en el marco teàrico desde el cual se interpretan los hallazgos. Recuperar los contenidos, din\_micas, y procesos que emergen en la experiencia de investigaciòn y dialogarlos con pares acad\_micos de forma interdisciplinaria es uno de los objetivos de la participaciòn en este congreso.

**Obando, Olga Lucia,** Universidad del Valle

voces diversas sobre la participaciòn pol\_tica de jàvenes desvinculados de los grupos armados irregulares

See Jim nez, Mauricio

**Obando, Olga Lucia,** Universidad del Valle

Participaciòn pol\_tica de jàvenes en la construcciòn de pol\_ticas p\_blicas de juventud

See Ot\_lvaro, Bairon

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

Desatando la lengua: Experiencias en silencio de estudiantes Latinas en tiempos neoliberales.

Jovenes Latinas en Chicago vienen experimentando por m\_s de una d cada las realidades que conyeva el asistir escuelas formadas bajo un marco neoliberal. Marginalizadas econòmicamente en su mayoria, las comunidades Latinas en Chicago han tenido que aceptar y muchas veces impulsar el concepto de escuelas autànomas o "Charter" en sus barrios. Pese a la tendencia popular de desmantelar el sistema de educaciòn p\_blica con el concepto neoliberal de opciòn o alternativa en educaciòn en Estados Unidos (conocido en ingl s como school choice), los testimonios de las experiencias de estudiantes Latinas que se ven forzadas a intersestar entre lo personal, lo social, y lo pol\_tico dentro de ste marco educativo es escaso. Este estudio performativo muestra las complejidades que afectan la experiencia educativa de Latinas en este contexto neoliberal, incluyendo la ausencia de sus voces. Esta ausencia continua propagando una marginalizaciòn cultural, tñica/racial y de gnero que pospone equidad y justicia social.

**OConnor, Susan,** Augsburg College

Encountering Disability Studies: Student Responses to Critical Pedagogy

See Hulgin, Kathleen M.

**Oddone, Mar a Julieta**, Universidad de Buenos Aires

An\_lisis de microempresas exitosas de trabajadores de mayor edad. Sugerencias para su sustentabilidad.

En Argentina la crisis de 2001 provocó la perdida del trabajo y el empleo a gran parte de la población económicamente activa. Estudios realizados mostraron que solo uno de cada cuatro emprendimientos iniciados por personas de mayor edad desempleados habían sido exitosos. El interrogante fundamental es conocer cuáles son las claves del éxito relativo de estas microempresas. Propósito del trabajo: realizar un estudio descriptivo y teórico sobre el proceso de creación de microempresas, además establecer recomendaciones para la formulación de políticas sociales que favorezcan el éxito de las iniciativas emprendedoras de estos trabajadores. El estilo de investigación cualitativa nos permitió conocer en forma inductiva, naturalista y flexible las percepciones de todos los actores involucrados en el proceso, a la luz de contextos conceptuales.

**Odhiambo, Johnson Omondi**, n/a

Responding to the Use of Performance Ethnography as an Intervention Tool with Former Street Youth in Kenya, East Africa

See Osgood, Julie Jesmer

**Okpalaoka, Chinwe Linda**, The Ohio State University

"You Don't Look Like One, so How Are You African?" West African Immigrant Girls and the (Re)negotiation of Ethnic Identities

This study examined how home and school experiences shape the ethnic identities of young West African immigrant girls in the U.S. Since narrative research promotes the use of self narratives as a location from which the researcher can do the work of social critic (Bloom, 2002), I incorporate my personal narrative as an African immigrant who is raising daughters in the U.S. I use personal and focus group interviews and participant journal as data source. The data revealed what Banks (2008) has referred as "the complicated, contextual, and overlapping identities of immigrant students." No two girls appeared to identify similarly.

**Oliha, Hannah**, University of New Mexico

Killing me Softly: Transgressing, and Disrupting the Notion that all is well in Academe

This essay analyzes the disavowal of difference and the strategic use of a color blind rhetoric in the 21st century academy. Utilizing autoethnography as a liberating methodology, this piece interrogates the performance of color blindness and affirms the deployment of critical consciousness for unmasking color blindness and for realizing differences that do indeed matter in fostering the success of ethnic minorities in academic contexts.

**Oliha, Hannah**, University of New Mexico

Lost in the Dark: Asserting Whiteness using Representations of African's in a State of Conflict and Hysteria in Blood Diamond

Utilizing methods consistent with critical discourse analysis, this paper interrogates the portrayal of Africa in the film, Blood Diamond, based on the 1999 Sierra Leone civil war. The analysis found that the deployment of a chaos narrative reifies historic portrayals of Africa as the 'dark' continent by providing a stage for the performance of whiteness, through the depiction of Africa and Africans and by framing the war from a western perspective. Given the west's shaky relationship with the African continent, this paper asks the question: what are the consequences of harnessing a conflict narrative of Africa in the 21st century?

**Oliveira, Ana Paula Cavalcante**, Universidade Nova de Lisboa (UNL)

VANTAGENS E DESVANTAGENS DA TÉCNICA DELPHI NA PESQUISA EM SADE

A técnica Delphi, recomendada quando não se dispõe de dados quantitativos ou estes não podem ser projetados para o futuro com segurança, tem sido cada vez mais utilizada nas pesquisas na área da saúde. Neste estudo, serão analisadas as vantagens e as desvantagens de sua utilização, através da revisão de literatura e do relato de experiência da utilização desta técnica. De maneira geral, o uso da técnica é referido como muito útil. No

entanto, serão as dificuldades vividas, na prática, desde a escolha do painel de especialistas, o tempo gasto, entre outros aspectos, o eixo analítico deste trabalho.

**Oliveira, Ana Paula Cavalcante**, Universidade Nova de Lisboa (UNL)  
The Impact Of Interventions To Strengthen Health Systems: Results Of A Delphi Study

The Global Alliance for Vaccination and the Immunization Funds will devote significant funds to supporting interventions to “Strengthen Health Systems” (GAVI HSS), in order to increase immunization coverage. A Delphi study, with 21 specialists, was conducted to identify and analyze the possible impact of a random sample of interventions proposed by 35 countries to the GAVI HSS Fund. Consensus was reached on 57 interventions (70%) deemed likely to have a positive impact on at least one of the Care-Related Activities analyzed in this study. The majority of these interventions are related to “Health Services Delivery” and “Health Service Planning and Management”.

**Oliveira, Talita Tavares de**, Universidade de Fortaleza  
Inclusão de Pessoas com Deficiência Intelectual no Mercado de Trabalho Mediada por Jogo Eletrônico

Objetivo: Avaliar a repercussão do jogo eletrônico na preparação de jovens e adultos com deficiência intelectual na inclusão no mercado de trabalho. Método: Estudo aplicado, intervencionista, qualitativo, em 10 jovens e adultos com deficiência intelectual; escola especial, em Fortaleza, Ceará, Brasil, em 2008. Resultados: Quatro jovens e adultos ressaltaram a importância de se preparar para trabalhar. Outros quatro, enfatizaram a importância do comportamento social e higiene pessoal. Nove participantes identificaram a mediação pelo jogo. Conclusões: A aplicação do jogo eletrônico favoreceu a aprendizagem dos conceitos essenciais para a inclusão de jovens e adultos com deficiência intelectual no mercado de trabalho.

**Oliveira, Virgínia Maria de Costa**, University of Fortaleza  
The caregiver's influence in the introduction of complementary feeding in Children

See Frota, Mirna Albuquerque

**Oliveira, Walter**, Federal University of Santa Catarina  
A Study on a Process of Deinstitutionalization in a Psychiatric Hospital in Southern Brazil

A mental health reform is taking place in Brazil, prioritizing processes of deinstitutionalization. About 60,000 patients are still living in state mental health hospitals, many of them are ready to be discharged. An exploratory study has been conducted on the sociodemographic and clinical conditions, as well as on the levels of independence of 300 patients. At the same time, a qualitative investigation followed the exploratory study, verifying its impact on the institutional environment. The qualitative investigation showed the complexity of deinstitutionalization, which influences relationships between patients and professionals and actions that impact the whole institution and communities.

**Oliveira, Walter F**, Universidade Federal de Santa Catarina  
Investigação Qualitativa sobre um Processo de Desinstitucionalização em um Hospital Psiquiátrico no Sul do Brasil

Vem-se conduzindo, no Brasil, uma reforma psiquiátrica, priorizando a desinstitucionalização. Cerca de 60.000 pessoas ainda estão internadas, muitas em condições de alta. Conduziu-se um estudo sobre 300 pacientes de um hospital psiquiátrico no sul do Brasil, com dados sociodemográficos e clínicos e aplicação de instrumentos para verificar seu nível de dependência. Paralelamente um estudo qualitativo acompanhou o processo de pesquisa e verificou suas repercussões no ambiente institucional. A pesquisa qualitativa permitiu o entendimento aprofundado do processo de desinstitucionalização, mostrando que este inclui ações que se estendem não só aos pacientes, mas a todo o sistema de saúde e suas comunidades.

**O'Loughlin, Michael**, Adelphi University  
Being Otherwise, Teaching Otherwise

The story of my early life is in large part a battle against sanctioned inferiorization. I grew up as a member of the working poor in a class-stratified society. I explore the meanings of these biographical legacies for the development of my own subjectivity. I offer meditations on pedagogy, memory, and possibility. I explore the importance of inner work, and the importance of pedagogy that allows children to engage with spectral memories and historically transmitted trauma. I argue for critical narrative approaches to pedagogy that allow teachers and children to reinscribe themselves in their histories and name the worlds.

**Olson, Kjersti**, University of Minnesota  
The Bolivian Education Reform Act of 1994/Law 1565: A Critical Discourse Analysis of the Conclusion of the World Bank's Case Study

This poster uses critical discourse analysis to explore how the World Bank leverages its ideology and power onto the educational system in Bolivia through its sponsoring of the Bolivian Education Reform Act of 1994. The author posits that the World Bank in the summary of their case study of the reform effort utilizes multiple discursive tools to obfuscate meaning, conceal the impact of the imposed reform efforts and enforce their institutional elitism.

**Omori, Sayaka**, University of Washington  
Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures

See Jegatheesan, Brinda

**Omori, Sayaka**, University of Washington  
Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures

See Jegatheesan, Brinda

**Ona, Fernando**, Indiana University

I care for you, not for me : A Community-integrated Health Impact Assessment of Overseas Filipina Workers as Domestic Helpers in Europe employing CB\_P\_R

The majority of underpaid domestic workers are women. This experimental ethnographic health research critically explores how explanations for women's employment often are linked to persistent colonialist and continued Empire-building activities of the Global North. Working with a research team of Overseas Filipina Workers in Europe, this research explores not only how gendered work is characterized by low pay and invisibility but also how such work is part of a larger system of surveillance by the Global North and those complicit and in power in the Global South. This experimental ethnography seeks to understand how women are monitored and subject to international and bilateral agreements on immigration, labor rights and social protection while also paradoxically glorified and put forward as heroes for remittances and sacrifices. This research calls into question the meaning of participation and co-authoring of research that seeks to understand the public health conditions of overseas women domestic helpers.

**Ord, Robyn**, Ryerson University  
"Its Like a Tattoo": Rethinking Dominant Discourses of Grief

Grief is a highly contested discursive terrain, affecting definitions, perceptions and conceptualizations. Traditionally claimed by disciplines steeped in positivist notions of linearity and reason, dominant discourses on grief have always made 'normal' practices of pathologizing, othering and essentializing those living with loss. However, daring to ask "who is the problem and problem for?", in this paper we re-think dominant approaches to grief. With 'nods' to Goldsworthy (2005), Foote and Frank (1999), Garavaglia (2007) and Kellehear (1999), we propose an altogether 'edgy' alternative, taking up grief as resistance and rebellion to what has always been the most permanent of social conditions.

**Orejas Casas, Jos Antonio**, Valladolid

Acoso sexual laboral, regulaciòn jur\_dica y definiciòn del concepto en Espa;a

See Prez Guardo, Roc\_o

**Orkin, Fredrick**, Penn State University (retired)

A Content Analysis of Open Ended Questions from a Statewide Survey Exploring Memorable Health Care Decisions for Individuals with Intellectual Disability Kathleen Fisher, Drexel University.

See Fisher, Kathleen M

**Orozco, Juan Sebasti\_n**, Universidad de San Buenaventura

ASPECTOS JURIDICOS DE LA RESPONSABILIDAD SOCIAL EMPRESARIAL EN COLOMBIA

See Tabares Herrera, Laura

**Ortecho, Mariana Jesus**, Universidad Nacional de Cordoba

Estrategias Discursivas aplicadas a Proyectos de Desarrollo Social y Lucha contra la Pobreza

Actualmente, las organizaciones de desarrollo social abocadas a la lucha contra la pobreza han reorientado sus l\_neas de trabajo, sumando a la intervenciòn paliativa las actividades que denominan de "concientizaciòn" de la ciudadan\_a. El objetivo de esta l\_nea de acciòn es exponer a la pobreza como situaciòn de vulneraciòn de derechos generada por la deficiente distribuciòn de recursos. El presente trabajo revisa cmo, desde una metodolog\_a cualitativa de an\_lisis semitico, se puede contribuir a la efectividad de las estrategias discursivas empleadas en la Campa;a de Accin contra la Pobreza-Argentina espec\_ficamente, atendiendo a los din\_micos procesos de significacin que la constituyen.

**Osgood, Julie Jesner**, Virginia Commonwealth University

Responding to the Use of Performance Ethnography as an Intervention Tool with Former Street Youth in Kenya, East Africa

The authors will explore indigenous human rights and social justice issues presented by former street youth in Kenya. The purpose of this exploration will be to gain an understanding of the everyday lived experience of street orphans in East Africa. They will present a video performance by former street boys engaged in performance ethnography. The authors will then respond to the cultural and linguistic barriers that arise in the street youth performance utilizing their own performance ethnography as described by Alexander, B. The response performance will be an examination of the original street youth performance through three diverse cultural lenses.

**OShaughnessy, Sara none**, University of Alberta

Epistemology and Feminist Qualitative Methods

A key feature of feminist scholarship is the critical interrogation of the epistemological premises underlying qualitative research methods. While the variety of qualitative methods used in feminist research has received considerable attention, less systematic attention has been paid to the epistemological positions, such as feminist standpoint and postmodernism, underlying these methods. In this presentation, we discuss the results of a content analysis of qualitative research in the leading feminist journals over the past ten years. In this exploratory study, we systematically examine the trends in and across methods, epistemology and theory, and discuss methodological implications.

**osorio moreno, cesar alejandro**, Universidad San Buenaventura de Medell\_n

Necesidad De Armonizacin Del Derecho Penal Internacional De Los Derechos Humanos En Un Mundo Globalizado

Esta investigacin ha pretendido abordar los derechos humanos desde su perspectiva internacional en consonancia con par\_metros de jurisdiccin universal, su orientacin es a definir que tipo de delitos a parte de los de lesa humanidad (ya hay consenso al respecto) merecen una proteccin global, que en todo el orbe permitan su persecucin y castigo con reglas homologadas, podemos considerar inicialmente los ataques contra seres humanos

específicamente el tráfico ilegal de seres humanos, la explotación sexual de mujeres y hombres, de menores de edad y la pornografía infantil. La orientación metodológica es el estudio de caso, desde el punto de vista de aplicación de justicia trasnacional cuando en estas graves violaciones a los derechos humanos, los responsables no pueden ser perseguidos ni castigados debido a falencias en legislaciones de Estados en los que se inicia, continúa o ejecuta la conducta.

**osorio moreno, cesar alejandro,** Universidad Santo Tomás Medellín

Metodología Para La Enseñanza De Los Derechos Humanos a Estudiantes De Derecho En Un País En Conflicto Armado Caso Colombia.

La investigación desarrolla un extenso dos metodologías cualitativamente novedosas para la enseñanza de los derechos humanos a estudiantes de derecho. Colombia es el único país americano con un conflicto interno armado, de una duración superior a los cuarenta años. Esta realidad debe modificar la forma de enseñanza de los derechos humanos y en esta medida la metodología propuesta se fundamenta básicamente en dos pedagogías de carácter permanente durante el desarrollo del curso: 1) la elaboración de un diario de campo sobre violación de derechos humanos en Colombia y 2) la realización de la fase oral en un juicio simulado de derechos humanos ante la corte interamericana de derechos humanos, así acercamos y sensibilizamos a los estudiantes de derecho frente a la realidad de violación de los derechos humanos producto del conflicto armado y la imperiosa necesidad de trabajar en su protección, promoción, desarrollo y sanción a los Estados violadores.

**Osuna, Iván Retortillo,** Valladolid

Motor skills views. Laboratory of games: one place to share between teacher, pupils and families

See García, Alfonso Jorge

**Ot Iván, Bairon,** Gobernación del Valle del Cauca

Participación política de jóvenes en la construcción de políticas públicas de juventud

La ponencia busca socializar a pares académicos los resultados de la sistematización de una experiencia de participación de los jóvenes en la construcción de la política pública de juventud, de los departamentos colombianos del Chocó y del Valle del Cauca. Los hallazgos devuelven aspectos sobre la viabilidad de una apuesta incluyente de investigación e intervención. El ejercicio de construcción de propuestas políticas, con poblaciones en situación de vulnerabilidad, a través de formas dialogadas de construcción de conocimiento, plantea retos a los agentes adultos y jóvenes que lideran estas apuestas. Se ofrecen algunas pistas para intervenciones similares en otras localidades.

**Owens, Lois Smith,** Grand Valley State University

We Keep Coming

Using video and the spoken word, this performance presentation highlights the history and struggles of Black American Suffragettes involved in the battle to gain voting rights for all women and Blacks in the United States. The 40 minute performance spotlights the issue of expediency for white women only, as defined by Susan B. Anthony and Elizabeth Cady, and confronted by Ida B. Wells, Adella Hunt Logan, and the many Black women who formed the National Association of Colored Women. This one-woman performance is taken from the play, WE KEEP COMING, authored by the presenter.

**Ozdemir, Muhammet,** Gazi University

Opinions of Classroom Teachers About The Usage of Materials in Science and Technology Lesson

The research was made in 2008-2009 education year. Through the research, interviewing method was used. The data were collected by using structured interview technique with eight 5th grade Science and Technology teachers. After the analysis of the data, it was seen that the teachers had positive attitude towards using materials. The teachers attending the research indicated that they had lack of knowledge about the laboratory equipments. They further explained that the materials that they would use in the future might be technology based.

**Pacheco, Edith**, El Colegio de México  
Modelos Familiares en México y Distintas Pautas de Convivencia

Se analizará la vinculación familia-trabajo, y ciertos aspectos de las relaciones de género, considerando lo que algunos/as autores/as llaman modelos familiares. Más específicamente, sobre el modelo de organización familiar tradicional, nos interesa bordar en torno a la existencia de pautas de convivencia entre hombres y mujeres normadas por vínculos que devienen en asimetrías y que operan de modo sumamente desfavorable para las mujeres. En los modelos diferentes al tradicional, por lo menos es clara una significativa participación económica femenina la cual necesariamente se traduce no sólo en parejas donde ambos cónyuges son generadores de ingresos sino donde, de manera relativa y parcial, se han empezado a dar algunos cambios en las pautas de convivencia.

**Pacifci, Linda C.**, Appalachian State University  
Understanding Hispanic Cultures within Appalachia: From Observer to Participant Action.

This paper will highlight the journey of one woman's initial research as a participant observer within multiple local and intersecting discourses to that of participant in action research. Where and what are the boundaries among participant observation and participatory action research? Where is the research? An Hispanic women's group, their children as English Language Learners, the local public schools and teachers, and an historically homogenous Appalachian mountain culture are explored over two years. Initial use of observation, field notes, interviews and survey methods become the foundation for less defined relationships more involved and personal in nature.

**Paez, Florencia María**, Universidad Nacional de Córdoba  
La sociología de la ciencia y la sociosemiosis: complementos necesarios para un abordaje de la producción científica en movimiento

Desde un abordaje cualitativo la investigación "Lo publicable en las revistas periódicas de Ciencias Sociales de Argentina" indaga en lo que es considerado "verdad científica" en este campo del conocimiento. La perspectiva teórico metodológica de Marc Angenot nos provee herramientas útiles para el análisis del discurso científico y de los documentos que dan cuenta de las políticas científicas y de publicación mantenidas por las instituciones encargadas. La semiótica y la sociología de la ciencia son puestas en juego para comprender la relación entre el "campo" y el discurso resultante de las luchas entre diversas posiciones en la comunidad científica.

**Pagliuca, Lorita Marlena Freitag**, Universidade Federal do Ceará  
MODELO DO AUTOCUIDADO DE DOROTHEA OREM: ANÁLISE DA APLICABILIDADE NOS ESTUDOS DA ENFERMAGEM

See Lima, Francisca Elisângela Teixeira

**Pak, Soon-Yong**, Yonsei University  
Comparative Study on Adolescent Socialization in South Korea and the U.S. through Qualitative Network Analysis

Qualitative Network Analysis(QNA) is derived from Social Network Analysis and utilizes a social network chart to visualize social relations and to initiate in-depth interview. QNA focuses on how and what kind of contacts find entrance into an individual's social network and where he/she finds himself/herself according to both perceived and actual relevance. The objective of analyzing a person's network of contacts is to find characteristics with regard to the structure and function of such network. In this study, QNA is used to gain comparative insight into how adolescent boys and girls in South Korea and the U.S. evaluate themselves and their social environment in the course of socialization by focusing on the structural description of social relations.

**Palmer, Mary J.**, University of Memphis  
Body stories of an educator: When educating from the heart is the only way

In my experiences as an early childhood educator, I have seen a consistent decline of funding regardless of the political party in power in the U.S. With the mantra of, "do more

with less," I have had to lose staff, turn away parents, and still find ways to meet the needs of the children. I use my body as a performative space upon which narratives of breaking through barriers, finding ways to listen and adapt to children's specific needs, and working with/against a system that seems to put this critical population aside are inscribed. I demonstrate the various ways in which my body re/acts when I perform in spaces outside of the requirements of the legislation, outside of the "perceived" needs of the children, and definitely outside of the needs for funding. These re/actions depict the stories of my body when "doing more with less" ought to be replaced with "doing from the heart" in order to value children's education.

**Palmi, Christopher Joseph**, Niagara University

A Hermeneutic Phenomenological Look at the Belief Systems of New Teachers

Pre-service educators often possess a myriad of questions about their potential employment. Frequently, their student teaching experience encourages them to consider their educational philosophy as well as the attitudes they will bring to the classroom. How will their beliefs intersect with those of their students as well as the rest of the school community? This presentation examines the interviews of five pre-service English educators. Specifically, it considers their thoughts regarding the intersection of a teacher's personal life with her professional one. These teachers share the concerns they have in determining what is "appropriate" to share with high school students as well as with their colleagues.

**Palmi, Christopher Joseph**, Niagara University

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**Paluszak, Remi M**,

Giving Birth

See Herakova, Liliana L

**Park, Chae-Hee**, University of Illinois at Urbana-Champaign

Projeto ?New AGE': cria\_Co de espa\_os verdes para promover atividade f\_sica entre idosos.

See Malavasi, Letícia de Matos

**Park, Hyeyoon**, University of Washington

Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures

See Jegatheesan, Brinda

**Parra, Gabriel**, Universidad Simon Rodriguez

LA FORMACION ETICA DE LOS PROFESIONALES ACADEMICOS EN VENEZUELA. Un estudio realizado en la Universidad de Carabobo

See Cejas, Magda Francisca

**Parra, Zully Del Carmen**, Universidad Pedagogica Experimental Libertador

Values Resignification of Identity from Popular Demonstrations. An experience in the Postgraduate Studies in the UPEL-IMPM San Cristobal-Venezuela. Zully Parra "Universidad Pedagogica Experimental Libertador IMPM" Venezuela

EL Folklore is a fundamental part of the personality of the individual marking the pattern in conjunction spiritual and social development of a nation. It is necessary to guide the training of citizens in this regard. The aim of this paper is to present the expertise

developed at the Tchira nucleus UPEL from the chair; "The teacher and popular cultural manifestations." Whose purpose is to investigate popular demonstrations. The achievements are significant, because teachers have been involved with the realities of their community, thus becoming local researchers, motivating and reinforcing values that shape the sense of belonging and identity.

**Parry, Diana C.**, University of Waterloo

Mapping the Journey: Cancer Narratives and the Need for Navigation

See Mulcahy, Caitlin M.

**Parsons, Janet Ann**, University of Toronto

Brokered Dialogue

Brokered Dialogue is a new research method we have developed to bridge socially significant communication divides that limit understanding of the interests and perspectives of others, and, we believe, underlie many forms of social disparity. Brokered Dialogue uses the medium of film, and a participant-controlled editing process, to create a safe space for dialogue between persons with divergent perspectives. The technique is informed by dialogic narrative theory, the ethics of representation, and a social determinants of health perspective. We will present pilot data from two Brokered Dialogues, one on health disparities and one on controversial public drug funding decisions.

**Pascale, Celine-Marie**, American University

Epistemologies of Ignorance: 19th -Century Methods and 21st-Century Complexities

This paper explores how a 19th-century philosophy of science constrains contemporary interpretive research and the possibilities for understanding 21st-century complexities. Qualitative researchers have critiqued and transformed processes of data interpretation, yet the operational demands for producing valid data continue to tether qualitative research to Cartesian dualism. To a commonsense view, processes of systematization are possible only if evidence is understood as a thing to which one can physically point. Constrained by methodological realism, interpretive research is compelled to operate in reified modes of thought; yet researchers generally lose sight of this by focusing on processes of interpretation. From this premise, I explore the cross-currents produced by the competing ontological and epistemological commitments of interpretive frameworks relative to processes of interpretation and systematization.

**Pasque, Penny**, Oklahoma

The Disruptive Dialogic Project Network: An Overview

As emerging scholars, we developed the DDP to facilitate our interest in interrogating, interrupting, and resisting dominant methodological assumptions and research practices that perpetuate the marginalization of critical inquiry within the educational research community. The format and nature of the DDP has evolved over time. We have moved from casual conversations at ICQI, to the informal exchange of critical references, to the formal establishment of bi-weekly teleconferences and research memos, to national and international conference presentations, to publications. Each provides us with an opportunity to collectively address the opportunities and challenges embedded in a commitment to conducting critical qualitative research.

**Pasque, Penny**, Oklahoma

Creating Critical Space: The Disruptive Dialogue Project

See Kuntz, Aaron M.

**Pasque, Penny A**, University of Oklahoma

Voices from Women Leaders: Multiple Constructions of Social Identity and Leadership through Grounded Theory and Performance Ethnography

This study is framed by a feminist conceptual model of leadership, where "leadership, then is conceived as a creative process that results in change" (Astin & Leland, 1991, p. 116). Yet, little is known about the creative process that women undertake to develop such change. In a rare opportunity, this paper explores a nine-year diary collectively kept

by women leaders in higher education from various racial identities and points in their careers. More specifically, I explore the pages of written discourse of these leaders through a feminist lens while utilizing constructivist grounded theory (Charmaz, 2006) and performance ethnography (Denzin, 2003).

**Passos, Eduardo**, Federal Fluminense  
Searching for a policy of narrativity

A methodological problem in the field of research on health concerns what we define as a policy of narrativity. The data collected indicate ways of saying which define a position of analysis. The choice of a position in the narrativity expresses the ethos of the research and the policies of health, subjectivity and cognition on-going in the investigation. Following the contributions of Deleuze and Guatari, we want to argue that there are two ways of constructing the narrative: redundant narrative and deconstruction narrative. The second way indicates the contribution of pos-structuralism for the research in the field of health.

**patrick ndawula, sembuse emmanuel**, rakai community development trust  
Gender issues, socio-cultural and institutional factors that influence access and utilization of sexual reproductive health (SRH) and HIV/AIDS services

Objective: to identify the gender dimensions that affects the access and utilization of HIV/AIDS and SRH services. Methodology: The study targeted 339 respondents primarily women, PLHAs, rural poor fishing communities, those in urban and boarder towns. Descriptive and exploratory (qualitative and quantitative) approaches were employed. Data was collected using focus group discussions, key informant interviews, in-depth guide and questionnaire interviews. Results: Almost all the men (93.5%) and only a third of women owned and controlled resources which led to men having influence over their decision making, access and utilization of services. Apathy and resignation were identified as major determinants of people's health seeking behavior and a constraint to the utilization of services. Lack of health facilities and myths affected access and utilization of services (35.3% of women feared to use condoms because they are associated with prostitution while 58.1% of men and 54.8% of women reported that the community regarded women who openly procured condoms as promiscuous. Women could not go for VCT services without the permission of their husbands. Gender roles like domestic chores that women engage in, deprive them of time to seek medical attention and to attend community sensitization meetings. Stigmatization of STIs and HIV/AIDS grossly influence access and utilization of SRH services. Conclusion: Inequalities in access and utilization of SRH/HIV/AIDS services are a function of poverty as reflected in power relations at household level, differences in literacy between men and women, awareness differentials, access to health facilities and ownership and control over resources.

**patterson, donna lee**, University of Regina  
Performing Generosity and Ethics

At heart, teaching struggles with ethics, generosity and the liminal spaces in which they fuse, mingle and cross over one another. Since teaching, ethics and generosity happen largely in relation, one challenge teachers face is how and when to honour their teaching practice, their work with students and colleagues, as ethical and generous. This presentation revolves around accepting such a challenge within a graduate class focused on resilience. Efforts to teach mindfully in an ethical and generous manner act as voice, with student and collegial comments as countervoice.

**Paulon, Simone Mainieri**, Universidade Federal do Rio Grande do Sul  
cartografia e micropol\_tica da interven\_Ço: o desafio da pesquisa implicada

Este trabalho apresenta a cartografia como uma aposta tico-pol\_tica na constru\_Ço de percursos de pesquisa qualitativa, que radicalizem a proposta auto-gest\_ao do movimento institucionalista. Para tal, prop\_e colocar em an\_lise os diferentes vetores e planos de for\_as existentes em toda situa\_Ço de pesquisa , considerando-a sempre como uma interven\_Ço cujos efeitos se quer perseguir. Nessa perspectiva, o pesquisador aflora como intercessor, vetor de passagem de um territ\_rio ao outro, complexificando o campo atrav\_e de processos de constante desterritorializa\_Ço que conduzem ao resgate da processualidade. Sua principal ferramenta de trabalho \_a an\_lise de implica\_Ço com as institui\_Çes que o campo de pesquisa faz emergir e que lhe permite rastrear as for\_as de reprodu\_Ço/

inven\_Co e quais efeitos estCo se dando naquele arranjo singular. A interpreta\_Co converte-se em auto-an\_lise, as vari\_veis intervenientes em dispositivos-analisadores e o conhecimento t cnico sâ tem lugar quando, desconfigurado de qualquer especialismo, transmuta-se em alavanca para a auto-gestCo.

**Pavlish, Carol Lynn**, University of California, Los Angeles

Community Perspectives on Human Rights and Justice among Displaced Persons in East Africa

Gender-based violence persists in post-conflict settings. In an effort to develop deeper understandings about social structures that perpetuate violence, we implemented an ethnographic study with displaced persons in Rwanda and South Sudan to investigate community perspectives on justice and human rights. Using Atlas.ti software to manage data from each setting, we analyzed the categories of human rights and justice definitions, violations, structures, facilitators, and barriers. We then examined the data for gender differences in human rights and justice perspectives. This presentation will briefly explain the research method and results before comparing those results across gender and settings.

**Payne, Elizabeth**, Syracuse University

Lesbian Youth, the Slut Discourse and the Search for Sexual Agency

The power of compulsory heterosexuality regulates the sexuality of adolescent lesbians as strongly as it does their heterosexual peers. Marked with a "sexual"(ized) identity, young southern lesbians in this life history study made claim to moral high ground by consistently identifying with the hegemonic "good girl" construct and by participating in the naming of women whose sexual behavior demonstrated a disregard for the "rules." The good girl/ bad girl, virgin/slut binaries played significant roles in their identity claims, in their relationships, and in their choices of friendships. Personal self control ("just kissing") is seen by these young women as admirable and "sluts" are seen as dangerous women who harm others and themselves. This paper explores the marking of "sluts" in the life stories of adolescent lesbians, the continued social control imposed on adolescent female sexuality through the devaluing of women's sexual agency, and methodological tools to examine these young lesbians' understanding of the boundaries between "good" and "bad" women.

**Pearson, Amy R.**, Arizona State University

A Portrait of the Artist as a Young Woman

This piece is a poem in which I enact images of my life pertaining to feminism, family, marriage, religion, abortion, and patriarchy. I present these images in eight scenes that reflect and explore these themes as I describe my lived experiences. I use stark language to present a picture to the reader which invites her to reflect on her own experiences as a young woman navigating cultural discourses of patriarchy.

**Pearson, Amy R.**, Arizona State University

Contributing to Whose Good? Ethnographic Research in the National Park Service

While the goal of some qualitative researchers is to contribute to the greater good of the populations they study, definitions concerning what is good are contestable. In this panel, I will discuss ethical issues I encountered as a qualitative researcher doing ethnographic work in the National Park Service. Specifically, I will discuss my hesitancy to promote my feminist research aims to my participants while at the same time wanting to improve their lives. Additionally, I will discuss the ethical tensions I experienced concerning how to write research reports that most effectively conveyed the voices of my participants.

**Peled, Einat -**, Tel Aviv University

Reflections on the Search for a Just Feminist Social Work Narrative of Violence Against Women, Einat Peled, School of Social Work, Tel Aviv University

The past years were turbulent ones for my sense as an Israeli feminist social work qualitative researcher studying and teaching about violence against women. I felt my relatively stable and coherent identity and self-knowledge are constantly challenged, even attacked by tensions between radical and post-modern notions of feminism, and between my feminist commitment, my experience and approach as a qualitative researcher and my teaching

praxis. In this presentation I will explore several telling events I encountered as arenas of moral, ideological and paradigmatic debates shaking and shaping my perceptions of social justice and my personal and professional identity.

**Pelias, Ron,** University of Southern Illinois  
Performance is... Metaphor as Methodological Tool

See Myers, W. Benjamin

**Pelias, Ronald,** Southern Illinois University

Panelist

QI-1

**Pelias, Ronald,** Southern Illinois University  
Becoming Encumbered: Variations on Themes of Intensity

See Gale, Ken

**Peñaranda, Fernando,** Universidad de Antioquia

Participatory Research in Health Education: An Epistemological, Ethical and Methodological Reflection

How to investigate in a health education context from a social justice perspective? Epistemological, ethical and methodological reflections are presented as products of a participatory research project with parents from a Growth and Monitoring Program in Medellín, Colombia. After a continuous reflective process the educator/research team questioned their initial theoretical and methodological assumptions about participatory research. From an alternative reading of Freires thematic research and Stenhouse's researcher educator, the educator/researcher team proposes a way to solve the contradictions found in their reflective process of their own pedagogical practices.

**Peng, Caixia,** Teachers College, Columbia University

Traveling Theory: The Dissemination and Transformation of Educational Narrative Inquiry in China

Educational narrative inquiry has gained popularity in China. Its traveling experiences four typical stages which was proposed by Said. The curriculum reform and teacher professionalization stimulate its dissemination while it also encounters resistance for quantitative and speculative methodology tradition in China. Its transformation in Chinese context is: modeling of procedures and forms; presupposition of aims and superabundant voices from researchers; lack of deep description and interpretation; little reflection on the method itself; closing structure. The critical reason is Chinese thinking mode including holistic and intuitive thinking, 'complete thinking', subject-object dichotomy and the tendency of making value judgment before factual judgment.

**Penna, Stacy L.,** QSR International

QDA Software is Trickling Down to the Undergraduate Level: NVivo 8 Usage in an Undergraduate Research Methods Course

QDA Software NVivo 8 is trickling down to the undergraduate level. Professors teaching undergraduates are using the QDA software, NVivo 8, in their classes to help instruct undergraduate students on qualitative research methods. In this study, a class of anthropology undergraduate students used NVivo 8 in a research methods course. Through a semi-structured survey given to 25 students and an interview with the professor, the study inquires about how the software was used by the students and how the software could be used for other courses or research papers. With the multimedia functions of NVivo 8, the study also looks at how the students might use the software in their daily lives.

**Pé aranda, Fernando**, Universidad de Antioquia  
Investigaciòn Participativa en el Campo de la Educaciòn para la Salud: Una Reflexiòn Epistemolàgica, tica y Metodolàgica

Cómo investigar en el \_mbito de la educaciòn para la salud desde una perspectiva de la investigaciòn participativa? Se presentan las reflexiones epistemolàgicas, ticas y metodolàgicas de un proyecto de investigaciòn participativo realizado con adultos significativos en un Programa de Crecimiento y Desarrollo de la ciudad de Medell\_n, Colombia. Como resultado de un proceso de autocr\_tica continuada el equipo educador/investigador pone en cuestiòn sus supuestos teòricos y metodolàgicos inciales sobre la investigaciòn participativa. Desde una lectura alternativa de la investigaciòn tem\_tica de Freire y del educador investigador de su pr\_ctica educativa de Stenhouse, se propone una salida a las contradicciones identificadas en el an\_lisis cr\_tico de la pr\_ctica pedagàgica realizada por el equipo educador/investigador.

**P rez Arellano, Pedro**, Universidad Ju\_rez Autànoma de Tabasco  
Observaciòn personal y entrevistas no estructuradas como t cnicas para fundamentar una propuesta de Modelo de Centro de Desarrollo Empresarial

See Ronzàn Contreras, Jos Jaime

**P rez Guardo, Roc\_o**, Valladolid  
Acoso sexual laboral, regulaciòn jur\_dica y definiciòn del concepto en Espa\_a

A pesar de la existencia de una regulaciòn jur\_dica referente al acoso sexual laboral en Espa\_a, el tratamiento del mismo no est\_ exento de una serie de ambig\_edades que desprenden la excesiva generalizaciòn de su conceptualizaciòn en las diferentes ramas del derecho espa ol. Esta visiòn no coincide en muchas ocasiones con la formulada por los especialistas en la materia, quienes dejan entrever sus diferentes planteamientos en la deconstrucciòn del concepto. Nuestra comunicaciòn pretende aportar al debate un planteamiento propio mediante la investigaciòn del fenàmeno a trav s de la metodolog\_a cualitativa del estudio de caso.

**PEREZ, FELIPE RIAO**, UNIVERSIDAD MILITAR NUEVA GRANADA  
REPRESENTACIONES SOCIALES SOBRE CALIDAD INSTITUCIONAL.

See IZQUIERDO, GIOVANE MENDIETA

**P rez, Jes\_s Mart\_n**,  
Motor skills views. Laboratory of games: one place to share between teacher, pupils and families

See Garc\_a, Alfonso Jorge

**Perez, Michelle Salazar**, Arizona State University  
Using Situational Analysis as a Critical Qualitative Methodological Tool to Examine Disaster Capitalism

Situational analysis (Clarke, 2005) is a critical qualitative research methodology that contextualizes situations by simultaneously analyzing elements (both human and nonhuman) surrounding, producing, and affecting various positions. It attempts to (1) illustrate the complexities found within/impacting social situations (as they change, become stable, and create patterns and positions), (2) reveal subjugated knowledge(s) and marginalized perspectives, and (3) cross boundaries of philosophical and academic disciplines as they relate to feminist, postmodern, and poststructural approaches while expressing an awareness of problems with truth oriented theories. This paper uses situational analysis to examine instances of disaster capitalism occurring in post-Katrina New Orleans.

**Perrotta, Domenico C.**, University of Bergamo  
Midwife's Knowledge and Medical Knowledge in the Childbirth Interaction

See Marzano, Marco

**Perugorria, Ignacia**, Rutgers University

Qualitative Methods: Paths to a Latin American Methodology

See Sautu, Ruth

**Peters, Karen E.**, University of Illinois at Chicago

Investigaciòn Acciòn Participativa Basada en la Comunidad: Experiencias en la Identificaciòn y Soluciòn de Inequidades en Salud en Poblaciones Vulnerables de E.E.U.U. y Colombia

See Garces, Marcela

**Peters, Karen E.**, University of Illinois at Chicago

Grounded Acculturation Areas Relevant to Cardiovascular Health Promotion for Midwestern Latino Immigrants in the U.S.

See Cristancho, Sergio

**PETRACCI, M NICÀ N.**, BUENOS AIRES

EL APORTE DEL PSICOANALISIS A UNA INVESTIGACIÓN CUALITATIVA SOBRE ABORTO DESDE LAS REPRESENTACIONES SOCIALES DE LOS VARONES

El intercambio por la perspectiva psicoanalítica en un estudio cualitativo sobre aborto desde la perspectiva de los varones surgió después del análisis de las entrevistas. Se encontraron discrepancias entre opiniones y valores por un lado, y relatos de la experiencia subjetiva, por otro. Primero esas discrepancias fueron atribuidas al carácter espontáneo, disperso y contradictorio del saber del sentido común que habitualmente se refleja en las respuestas de los entrevistados en un estudio de campo. Fue incorporado el psicoanálisis dada la relevancia que la posición subjetiva y los pensamientos inconscientes tienen en la construcción de las opiniones, representaciones sociales y percepciones.

**Pettigrew, Jonathan**, The Pennsylvania State University

Researching the Researcher as Instrument

See Pezalla, Anne Elizabeth

**Pezalla, Anne Elizabeth**, The Pennsylvania State University

Researching the Researcher as Instrument

Because qualitative interviews use the Researcher as the Instrument?rather than a standardized, unvarying piece of paper?unique researcher attributes have the potential to influence data collection profoundly. This concept, although widely acknowledged, has garnered little systematic investigation. Our study considers differences in the researcher qualities of three members of a researcher team who used the same semi-structured interview guide. Findings describe the ways in which distinct interviewer styles and characteristics of each researcher/instrument shaped the interview process. Implications are discussed for ways to account for and utilize differing interviewer characteristics in team-based qualitative research.

**Phan, Mai B.**, University of Kent

Learning and Policy Change: Reforming British Columbia's Human Rights System

Human rights pose a paradox for liberal democratic governments when formulating laws. Models of policy change have failed to adequately account for how ideology and the interaction of different policy domains affect the relationship between types of learning and substantive changes. An analysis of the introduction and passing of amendment bills to British Columbia's Human Rights Code in 1997 and 2002 reveal how under different governments, different types of learning and evidence were involved. Finally, the restructuring of the human rights system in both periods were a result of policy spill-over from other domains?social justice and fiscal policy.

**Pia, Polsa Eva, HANKEN School of Economics**  
**A Crossing-Dialogue Approach for International Research**

The paper explores four different methodological approaches that can be applied in conducting research in an international setting. It discusses the advantages and disadvantages of emic (Glaser and Strauss, 1967; Hudson and Ozanne, 1988), etic, abductive (Kovacs & Spens, 2005; Dubois and Gadde, 2002) and combined emic/etic approaches (Hui and Triandis, 1985; Berry, 1997; Brislin, 1997) and addresses their applicability to international research. It starts from the traditional extremes of deductive/etic and inductive/emic approaches, moves to more recent paradigms of abductive and combined etic/emic research designs, and finally presents a new alternative. The paper first discusses their benefits and drawbacks for international research, and then presents an alternative approach, crossing-dialogue approach, that is a combination of the other four. The new approach is illustrated with examples from data collection in the People's Republic of China.

**Piecka, Debra C. Burkey, Duquesne University**  
**Reconceptualizing learning about cultural differences in kindergarten using interactive videoconferencing (IVC)**

As children enter the primary grades, they remain innocent and vulnerable to the threats of the world and have not yet hardened in their opinions about people outside of their immediate settings. They yearn to learn about others and hear the tales of the world. How can we make this happen without thwarting their dreams and therefore limiting their vision? We can let their voices be heard. The children and adult participants in this study eagerly wanted their story to be told. Educational research about how young children form meaning while learning with interactive videoconferencing (IVC) may assist educators, administrators, and parents to overcome gaps in cultural understandings in the primary grades. In addition, this line of inquiry provides insights about how children formulate positive self identities and multicultural awareness while collaborating in virtual communities. The research explored two research questions: 1) What types of meanings are being formed by the kindergartners during IVC?, and 2) What is the nature of young children's emerging inquiries and dialogue surrounding their use of IVC in their classroom? Results of the study have multidisciplinary implications in the fields of educational technology and distance learning, qualitative research, early childhood education, and sociocultural learning theory.

**Piecka, Debra C. Burkey, Duquesne University**  
**Data Analysis Using ATLAS.ti Concept Maps**

This presentation illustrates how concept maps generated from the ATLAS.ti qualitative software informed a study's findings that examined how kindergartners form meaning while learning with interactive videoconferencing. Dialogue from videoconferencing transcriptions along with field notes, pictures, and other artifacts were imported into the software for open coding, data display, and grounded theory development. ATLAS.ti features the ability to create concept maps of the codes and their relationships that provide a way to envision the phenomena being studied. The concept maps revealed patterns that represented the actual videoconferencing interactions and learning events and simultaneously assisted in data reduction during analysis.

**Piedra, Lissette M., University of Illinois**  
**Human Service Workers and Organizational Context: Harnessing the Power of Humanistic Ideals**

The client-worker relationship is shaped and constrained by the organizational context. Yet, social work practice theory decontextualizes the client-work relationship. In this presentation, I use results from a case study of a residential program for homeless medically ill adults. Eighteen worker interviews are used to describe how the staff conceptualize the challenges they confront working with indigent clients and the ways that on-site primary health care and social services help staff actualize their humanistic ideals. The results suggest that the organizational context is influential in helping staff remain optimistic about their ability to help clients.

**Pineau, Elyse**, Southern Illinois University

Revelatory Ruptures & Performance Pragmatics: a Conceptualizing PTSD as and through Performance

We live in an escalating global culture of violence and human atrocity; unprecedented millions live in, or in the aftermath of trauma. This essay uses performance as paradigmatic leverage for re-conceptualizing the lived state of post-traumatic stress disorder. Through a weave of theoretical and poetic narrative that maps a conceptual scaffold across performance methodologies and somatic trauma therapies, I consider the articulate performativity of the traumatized body as a site of knowledge, agency and resistance in the aftermath of the unspeakable.

**Pinheiro, Camila Prestes**, Universidade do Vale do Rio dos Sinos  
Parto Humanizado:Pai presente ao nascimento de seu filho.

A humaniza\_Ço envolve conhecimentos, pr\_ticas e atitudes que visam \_ promovendo do parto garantindo a presen\_a de um acompanhante durante o trabalho de parto e nascimento. Os objetivos; identificar os sentimentos do pai ao vivenciar ao nascimento de seu filho; conhecer a importânci a do pai presente no parto. O estudo exploratório, descriptivo, com abordagem qualitativa. A pesquisa foi realizada com 14 pais. Foram analisadas as categorias: Experi\_nica, inexplicavel - V\_nculo com a crian\_a; marido apoio a a sua mulher. Os pais referiram o nascimento como um momento especial, enfatizando a importânci a da presen\_a junto \_ mulher. Portanto, fica evidente, que a presen\_a do pai na sala de parto assume um papel relevante, para ele, para sua mulher e especialmente para seu filho. O estudo confirma que a presen\_a do pai traz benef\_cios para o trin\_mio- pai mÇe e filho.

**Pinheiro, Patricia Neyva**, Universidade Federal do Cear\_  
Educa\_Ço em Sa\_de no uso do preservativo

Objetivou-se proporcionar um momento de reflexo cr\_tica sobre a camisinha com a finalidade de desmistificar tabus e oferecer meios para o uso do preservativo de forma prazerosa. Através de uma explana\_Ço art\_stica acerca do uso do preservativo, englobando a participa\_Ço da platf\_ria. Utilizou-se da decora\_Ço do ambiente com recursos audiovisuais e de material de Sex Shop. Constatou-se que ainda vive-se a dicotomia confian\_a - trai\_Ço e como falar em uso de preservativo para prevenir as DST's em casais fixos. Conclui-se que ainda h\_ muito a fazer em termos de Educa\_Ço em Sa\_de para esclarecer sobre a necessidade do uso da camisinha.

**Pinheiro, Patricia Neyva da Costa**, Universida Federal do Cear\_  
CULTURA MASCULINA E RELIGIOSIDADE NA PREVEN\_ÇO DAS DST/AIDS EM ADOLESCENTES

See Ferreira, Adriana Gomes Nogueira

**Pinheiro, Patricia Neyva da Costa**, Universidade Federal do Cear\_  
Assist\_ncia de enfermagem ao paciente ap\_s infarto agudo do mioc\_rdio - estudo de caso

See Lima, Francisca Elisongela Teixeira

**Pinho, Mayara Bessa**, Federal University of Ceara  
Social Representation: the Analysis of the Existence in a Federal University's Campus of Brazil.

See Cavalcante, Maria Beatriz de Paula Tavares

**Pinto, Indianara Pitteri**, Universidade Estadual de Mato Grosso do Sul  
VIV\_NCIA DO PROFISSIONAL DE ENFERMAGEM NO P\_SS-ACIDENTE  
COM MATERIAL PERFURANTE NO HOSPITAL UNIVERSITARIO DE DOURADOS NO ANO DE 2007

See Reis, C\_ssia Barbosa

**PINTO, MARINA APARECIDA,**

Efficient School Project - Distrito Federal - Brazil

See ARAUJO, ELIETE DE PINHO

**Pinto, S via Ferreira,** Universidade de Fortaleza

Inclusão de Crianças com Necessidades Educacionais Especiais na Escola Regular - Percepção dos Pais

Objetivo: Conhecer a percepção dos pais sobre a inclusão de pessoas com necessidades educacionais especiais na escola regular. Método: Investigação qualitativa, numa escola inclusiva, em Fortaleza, Ceará, Brasil, de 2006 a 2008. Selecionou-se 38 pais de alunos com e sem necessidades educacionais especiais. Resultados: A maioria dos pais mantém boa relação com a escola. O conhecimento dos pais sobre inclusão educacional é adequado, tendo uma concepção da oportunidade de conviver com as diversidades; somente 9 vêm como negativa. Conclusão: Os pais apontam a inclusão como diferencial da escola, e estabelecem diálogo de cooperação, com ausência de barreiras atitudinais.

**Piper, Heather,** University of Manchester Metropolitan University

Inadmissible Questions: Protection or Censorship?

See Sikes, Pat

**Plotno, Gabriela Solange,** University of Buenos Aires

Perceptions about Democracy of University Students in Argentina

The objective is to investigate the perceptions of university students on the working of democracy in Argentina. The data comes from an intentional sample of 150 students. This study is framed within a wider project which that uses both qualitative and quantitative methods to analyze data. Here in this paper we present the results of a thematic analysis of the data answers to the open questions dealing with students' views about democracy. The interview also includes open questions about the ideas and beliefs about the actual respect to civil liberties and human rights in Argentina.

**Plummer, Angela Marie,**

Seeing Childrens Learning through Many Eyes

See Lee, Young Ah

**Poindexter, Cynthia Cannon,** Fordham

Adding human rights to a social work schools curriculum

A large urban School of Social Work piloted a graduate-level course on human rights, collecting evaluation data qualitatively from the students in the first class. Although social work and the human rights perspective should perhaps be hand-in-glove, there are very few social work courses taught specifically from the human rights perspective. How do social work students respond to this paradigm shift? Will they accept this new pedagogy? Is the human rights perspective too radical for a no-longer radical profession?

**Poindexter, Cynthia Cannon,** Fordham

Using Poems to re-present findings from a focus group with African-American HIV-positive women over 50

While conducting grounded theory coding of a transcript of a focus group I conducted with HIV-infected African-American women over age 50, I could not escape the narrative and poetic nature of their words. Two poems showing the struggle and the strength of their experiences [which I entitled "stigma" and "resilience"] emerged from the verbal exchanges in the group. These poems were published as one way of re-presenting their experiences. Can poems really represent focus group research in any way? Can a collective conversation harvest a poem as if from one voice?

**Polk, Emily A,** University of Massachusetts Amherst  
Performing Brown

How does an American journalist from a working class family perform the color of her brown skin during global travels? In the refugee camps of Ghana and Burma, inner-city slums in South America, and remote mountain villages of Southeast Asia and the Middle East, her androgynous ethnicity has afforded her breathtaking moments of intimacy and connection often beginning with “You look just like my sister.” But can this American woman really be your sister? Using (auto)ethnography, poetry and performance this text will examine a story-gatherers negotiation and contextualization of skin color, gender, and privilege in the developing world.

**Pollard-Sage, Jenna,** University of South Florida  
ICAN: Opportunities for Youth to Understand Their Sense of Purpose During the GED Process

The purpose of the session is to review the process of media and technology integration that was used with a group of students completing their GED preparation at a community center. The authors discuss the rationale for using media and technology integration in combination with literacy as a technique to increase advocacy and participant voice in the community. The authors also examine the process of using photography, poetry, music, and other media to address literacy beyond conventional techniques while helping students identify their sense of purpose. The audience will gain an understanding of multiple techniques of teaching and utilizing literacy and media.

**Pollard-Sage, Jenna,** University of South Florida  
Multiplicity: Developing Individual Teacher Identity through Varying School Experiences  
See Martinez, Stephanie

**Pollock, Della,** University of North Carolina  
Performance is... Metaphor as Methodological Tool

See Myers, W. Benjamin

**Poole, Jennifer,** Ryerson University  
“Its Like a Tattoo”: Rethinking Dominant Discourses of Grief  
See Ord, Robyn

**Poole, Mary Catherine,** University of South Florida  
On the Hope Bandwagon: The Presidential Election 2008 - A Personal Story of Family, Community and Race

After eight years of the Bush administration, I eagerly jumped on board the Obama campaign, and became one of his dedicated minions, determined to leave no stone unturned on the road to victory. While registering voters, canvassing neighborhoods and making phone calls, I collected a broken leg, heightened family bonds, a dog bite and encounters with racism, courage and community. By the end of election-day, a grandchild was born and Obama was victorious. The Presidential campaign provided an opportunity to be personally and nationally reflective about community, race, and identity. This is a story of one Obama volunteer.

**Popadiuk, Natalee Elizabeth,** Simon Fraser University  
Relational Connections and Disconnections in International Student Transitions

International students face many demands as they navigate the cross-cultural transition to a new country. Research indicates that one significant area of concern is interpersonal relationships. Many students find themselves disconnected from others, not only in their home country, but also when dealing with new people in their host country. The literature indicates that some international students struggle with building friendships, working with others in their classrooms, and developing intimate relationships. I will present findings from a feminist interpretive study that highlights how international student transition issues may be conceptualized from a relational perspective. Counseling implications will be discussed.

**Popadiuk, Natalee Elizabeth**, Simon Fraser University  
Coming Out Overseas: A Bisexual International Student's Emancipation

There is a paucity of research examining sexual orientation, international students, and cross-cultural transition. I will present a case drawn from a qualitative study that explores one young man's experience of rejection, isolation, and hiding of his sexual orientation back home, to finding acceptance, freedom, and loving relationships abroad. A relational perspective highlights how his well-being was significantly impacted positively or negatively by the connections and disconnections in both locations. In this presentation, I will also examine the intersection of gender, culture, and social class in light of his situation. Finally, counseling implications and institutional issues will be discussed.

**Popov, Lubomir Savov**, Bowling Green State University  
The Design Studio: Appropriation of Space and Placemaking

Architects believe that they are the placemakers, creators of places. They see design as a placemaking activity. My paper will contest this notion and will propose a view of placemaking as a process of endowing a particular topology with existential meaning. I will use research findings from projects on architecture student culture and the design studio in particular to analyze and construe the process of placemaking. The study will focus on placemaking as a process of functionally appropriating a space, developing existential significance as a result of this functional appropriation, and developing place attachment as a consequence.

**Popov, Lubomir Savov**, Bowling Green State University  
Men Are from Mars, Women Are from Venus: The Gendering of Environmental Design Education

Architecture programs attract considerably more males than females, and interior design programs are filled almost exclusively with young women. This leads to gendered patterns of thinking, not only in educational programs, but also in the professions. This study explores the mechanisms that contribute and even produce gendered practices in education and design. The study employs a grounded theory approach. The authors look at patterns of enrollment, reasons for choosing a profession, and the role of sociocultural factors on selecting a major. The paper discusses the effects of the zeitgeist, mass media, immediate social environment, and the production of gendered culture.

**Popov, Lubomir Savov**, Bowling Green State University  
Autoethnography and the Reflective Practitioner

See Popova, Margarita Savova

**Popov, Lubomir Savov**, Bowling Green State University  
Qualitative Research Methods for Residential Design

See Popov, Margarita Savova

**Popov, Margarita Savova**, "Architect Margarita Popova"  
Qualitative Research Methods for Residential Design

When starting a project, architects and interior designers must first engage in a study of building users. The present project analyzes the types of investigative tasks and approaches in residential design with the purpose of suggesting better and more sophisticated methods borrowed from qualitative research. In most cases, residential designers work with a single family and deal with a small environmental situation. They require in-depth understanding, rather than measurements. They have to develop a holistic picture of building users, including their lifestyle, activities, and needs. This can best be accomplished by employing qualitative epistemologies and approaches.

**Popova, Margarita Savova**, Design firm "Architect Margarita Popova"  
Autoethnography and the Reflective Practitioner

Science can be conceptualized as professionalization and sophistication of everyday inquisitive behavior. We can learn and develop new research methods by studying the investigate behavior of practitioners. This practice will enrich scholarly methodologies and

will refine professional inquiry as well. Methodologically, we examine architecture and treat architects as autoethnographers, as the goal of architects is to understand building users. For that purpose, architects use personal experience and empathy to develop professional knowledge. This process involves introspection and reflection, analysis, and evaluation. The paper discusses the productivity and the limitations of this approach.

**Poppe, Leen**, University College Ghent - Ghent University

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study.

See Steel, Riet

**Porignon, Denis**, World Health Organization (WHO)

The Impact Of Interventions To Strengthen Health Systems: Results Of A Delphi Study

See Oliveira, Ana Paula Cavalcante

**Porr, Caroline**, University of Alberta

Walking the Tightrope: Creativity and Experimentation in Qualitative Research within a Conventional World

See Wall, Sarah

**Porter, Elaine Gertrude**, Laurentian University

Reciprocal Peer Interviewing

Feminist researchers are acutely aware of the difficulties facing researchers as they try to bridge social locational differences between interviewer and interviewee. What we call reciprocal peer interviewing offers significant opportunity for interviewees to speak in their own voice and exercise control over the interview process. Comparable in some ways to focus group interviews, this method provided space for women to co-construct their experiences in response to the research questions. The qualities of the text produced through this dialogical form of active interviewing are illustrated and evaluated. Also examined are issues of interpretation and representation.

**Porto, Chrystiane Maria Veras**, UNIFOR

Uso de Drogas: Conversando com o Jovem de Ensino Médio

See Collares, Patrícia Moreira Costa

**Porto, Chrystiane Maria Veras**, UNIFOR

Oficina Produtiva Facilitando a Inclusão de Adolescentes no Mercado de Trabalho

See De Holanda, Mariana Silva Sampaio

**Porto, Chrystiane Maria Veras**, UNIFOR

Trabalhando as Condições de Vida: Análise de uma Rede Social

See Guerra, Gladys Mary Costa

**Porto, Chrystiane Maria Veras**, UNIFOR

Apoio Social na Experiência do Familiar Cuidador

See Marques, Ana Karina Monte Cunha

**Porto, Chrystiane Maria Veras**, UNIFOR

Os Significados Atribuídos a Visita Domiciliaria por Idosos Assistidos no Programa Saúde da Família de Floriano - Piauí

See Da Rocha, Christianne Macedo

**Porto, Chrystiane Maria Veras**, UNIFOR

Desenvolvimento de Recurso de Anima\_Co como Suporte Informativo na Incontinâcia Urinária - New Media & Information Technology

See Collares, Patrícia Moreira Costa

**Poulos, Christopher**, The University of North Carolina at Greensboro  
Autoethnography and Response

Borrowing the jazz metaphor, I will improvise a response, offering a series of impromptu "accidental ethnographic" riffs on these performances?

**Poulos, Christopher**, University of North Carolina at Greensboro  
Accidental Ethnography: An Inquiry into Family Secrecy

Family secrets shape family communication and relationships in ways generally unknown to the outsider and often to the family itself. The accidental ethnographer, while studying these relationships, may confront silence. But sometimes, there is a "slip of the tongue" that offers an opening toward transformation of a secret into a compelling story. In the eruption of a story, in the soft light of accidental talk, in a burst of memory overstepping forgetting—a world of hope and opportunity for writing is born. The accidental ethnographer is attuned to the signs that something is important is afoot in these moments.

**Poulos, Christopher N.**, The University of North Carolina at Greensboro  
Spirited Accidents: An Autoethnography of Possibility

Kierkegaard wrote: "A human being is spirit. But what is spirit? Spirit is the self. But what is the self? The self is a relation?" This understanding of spirit-as-self-in-relation, leads, inevitably, to concerns for social justice in our world. To engage spirit in our ethnographic practice is to engage the self in relation—with the world, with others, with the very frames and possibilities of our being. The accidental ethnographer, open to the driving pulse of spirited searching, may stumble into openings never anticipated. Following these openings may lead to transcendent experiences that bring new relational possibilities into view. But writing a prescription for accidental ethnography is tricky; there is no one straight path that inevitably leads to the infusion of spirit in our writing. Rather, my "prescription" is one that involves attunement of consciousness to the signs and openings that may surprise us as we stumble along through life.

**Pourchier, Nicole**, Georgia State University

Reclaiming Professional Development: Counter-Narratives to the Banking Model

In professional development, teacher experiences are undervalued and underutilized when a banking model (Freire, 2000) framework is implemented. In this paper, the researchers argue that in order to transform teaching pedagogies and philosophies, professional development seminars must offer "an experience" (Dewey, 1934/1980) grounded in aesthetics and that in-service teachers must be allowed to create counter-narratives to dominant professional development structures. We will present our research on a multi-modal professional development session that asked teachers to work within "the region of the unknown" (Dewey, 1915/2001) as a way to reclaim agency and re-imagine classroom possibilities for diverse learners.

**Prado, Josephine Gilchrist**, Alabama

Navigating the linguistic landscape of high school: ELLs learning English through the lens of materialist methodology

In response to the rigid standardization of education, my paper employs ecology as a metaphor for second language development through which relationships between individuals and their environments are highlighted. Within this organic, non-linear process, I introduce concepts of social space and material place and how they interrelate with each other as well as with individuals. Specifically, within the context of public education, I consider how social space and material (or physical) place intersect to affect language use and the language learning process for adolescent English Language Learners (ELLs) on a high school campus.

**Preissle, Judith**, The University of Georgia

Qualitative Pedagogy: Thinking about Teaching Ethnography and Other Qualitative Traditions

Qualitative pedagogy is the principles and practices of passing along the variety of qualitative research traditions to succeeding generations of inquirers. Qualitative pedagogy, we believe, changes as the traditions develop and change. In this paper we explore five principles of teaching qualitative research and design integral to most of the current traditions that inform this interdisciplinary practice: responsiveness, reflexivity, recursivity, reflectiveness, and contextuality. We draw on the literature on teaching qualitative research methods and approaches and our own experiences to explore the strengths and limitations of applying these principles to teaching novices how to conceptualize, conduct, and assess qualitative inquiries.

**Preston, Susan E.**, Ryerson University

A Journey into Autoethnography: Self as Researcher and Participant in Child Protection Research

This paper explores a journey of the self as both researcher and participant in a child protection research study. Building on principles of both analytic and evocative ethnography, the paper discusses the politics of evidence in the struggle to legitimize autoethnography as research, within the child protection sector and the academy. The discussion explores the tension between the explicit expression of self as researcher and the implicit expression of self as participant. The paper concludes by drawing a parallel between the denial of voice for self as participant with that of the voices of mothers in child protection.

**Price, Peggie**, Texas Tech University

Through the Looking Glass: Our Journey Admidst Research Mindfields

See McMillan, Sally

**Proctor, Michelle J.**, The College of Lake County

Motherhood, Teaching and Research: Whose Voice Gets Heard as the Conversations Blur

As this conference explores how qualitative methodologies can better attend to human rights across multiple disciplines, it also foregrounds how researcher positionality impacts how we even begin to choose our questions. Federal policy encourages higher education to explore more fully the disconnect between students' experiences and quality teaching, particularly in the context of lower socio-economic students (Spellings et al, September, 2006). The study presented herein answers such calls within the community college context and adds how researcher identities also push and are pushed by inquiry. This autoethnographic work draws on feminist and critical theories to explore issues of teaching, power and how researcher identities of motherhood emerged and acted upon a collective case study at a community college in a large Midwest town. The autoethnographic design of this inquiry builds upon a collective case study that described the teaching experience of one community college professor and five students. Findings of the autoethnographic piece highlight how this approach to knowing can 1) empower and affect teacher practice 2) create positive rapport with students and 3) create research that honors all voices because it is reflective and therefore, better grounded in local meaning.

**Proctor, Michelle J.**, The College of Lake County

Building the Realism Bridge: Shaping Policy and Empowering Pedagogy through Collaborative Research

The reauthorization year of the 2001 No Child Left Behind Act has engendered a powerful dialogue regarding what this policy and the research on it means to researchers, practitioners and teacher educators. While looking at how qualitative research can honor human rights, it is equally important to include teacher rights within the research process and what the lack of or presence of their voices mean to scholarship. This paper argues that collaborative research framed in sociocultural and critical feminist ways of thinking can honor teacher voice in the policy conversation while concurrently creating ethical inquiry. Based on a six-month collective case study of curricular change and high-stakes testing with teachers in a large, Midwest, urban city, this paper explains 1) how policy is a social practice 2) how teachers were empowered and changed their practice through

the research process 3) how collaborative research created a reflective space between researcher and participants to explore power dynamics and rights and 4) how this process of looking at questions can create realistic research that in turn creates realistic policy and a “realism bridge” between theory and practice.

**Pulkkinen, Catherine**, University of Wisconsin Superior  
Encountering Disability Studies: Student Responses to Critical Pedagogy

See Hulgin, Kathleen M.

**Puttemans, Karen**, Vrije Universiteit Brussel  
An Arts-Based Inquiry Project on Poverty and Bereavement: Because an Image says More Than a Thousand Words?

This session outlines the course of an arts-based community project, in which bereaved poverty-struck families and researchers collaborate in creating bereavement rituals. By means of this creative process, themes are addressed like childrens positions as mourners, positions of bereaved poverty-struck families in society, meaning reconstruction and resilience. In this session, we want to relate the projects focus to relevant literature and practice and examine the possibilities of translating the research findings into film to engage diverse audiences. Conference participants are invited to join us in discussing the above-mentioned themes and the usefulness of the projects design to effect social change.

**Puttini, Rodolfo Franco**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
MEDICINA E RELIGIÃO NO ESPAÇO HOSPITALAR: RELATO DE UM CURA DE CURA SIMBOLICA PARA IMPLANTAÇÃO DE DEPARTAMENTO DE ASSISTÊNCIA ESPIRITUAL

O objetivo da pesquisa foi compreender as relações entre médicos e religiosos atuando simultaneamente com terapias religiosas e médicas no mesmo espaço terapêutico hospitalar. Dentre 18 organizações hospitalares visitadas no estado de São Paulo escolhi apenas uma para o trabalho etnográfico. Três anos de observação participante e entrevistas estruturadas permitiram conhecer as relações de forças entre quatro tipos de agentes: agentes religiosos, dirigentes médicos, agentes religiosos habilitados e agentes profissionais da saúde habilitados. Destaco um caso de cura simbólico e descrevo detalhes do acordo entre administradores e profissionais de saúde durante a implementação de um departamento para assistência espiritual.

**Puttini, Rodolfo Franco**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
EXPERIÊNCIA IDOSA E VULNERABILIDADE: UMA ABORDAGEM METODOLÓGICA INDUTIVA DA AUTONOMIA REDUZIDA

Propomos verificar as experiências interacionais de idosos em situações de vulnerabilidade e elaborar modelos teóricos representativos dessas experiências. Constituímos dois grupos de pesquisadores com duas filiações metodológicas. No presente trabalho exploramos a metodologia indutiva. A coleta de dados está sendo realizado por meio de entrevistas nômadas diretas. A partir de um banco de dados de pessoas idosas da cidade de Botucatu (São Paulo), sorteamos idosos atendendo critérios: sexo, escolaridade e renda e selecionamos 45 idosos, seguindo critérios de grupo etário, classe social (renda) e tipo de família. A análise das entrevistas, já iniciada, aponta-se no referencial da Grounded Theory.

**Qi, Xuehong**, Nanjing Normal University  
The Qualitative Approach as a Means of Emancipatory Research in Contemporary China's Education Reform

See Hsiung, Ping-Chun

**RAÚL, DAZ ADOLFO**, NACIONAL DEL COMAHUE  
Derecho Territorial Mapuche: del mapeo cultural al fortalecimiento de la identidad

Por pedido de comunidades indígenas colaboramos en mapeos culturales para intervenir en procesos judiciales en que mapuches son acusados de usurpadores por actos de recuperación territorial. Interesa reflexionar sobre la técnica y su incidencia en el fortalecimiento de la identidad, a partir de talleres y recorridas en cuatro comunidades en la Pro-

vincia de Neuquén, Patagonia, Argentina. El trabajo fue realizado por un equipo intercultural de la universidad y la Confederación Industrial con el apuro de favorecer la defensa legal de personas enjuiciadas penalmente. Mediante el enfoque etnográfico performativo se elaboraron informes de la ocupación ancestral con efectos jurídicos relevantes.

**Racine, Louise**, University of Saskatchewan

The Health Needs of Non-Western Immigrants and Refugees in Saskatchewan: A Postcolonial Feminist Ethnography.

In Saskatchewan, nurses are confronted with the challenge of providing health care to non-Western immigrants and refugees. Globalization, regional conflicts, and the post-9/11 context resulted in increased entry of refugees, particularly from Afghanistan, Sudan, Iraq, Myanmar, and some African countries. Saskatchewan's exponential economic growth represents a powerful magnet that attracts newcomers to settle in this Western Canadian province. Very few studies have been conducted to explore non-Western immigrants' and refugees' perceptions pertaining to health and accessibility to culturally safe health services in Saskatchewan. Informed by a postcolonial feminist theoretical approach, results of a critical ethnography aimed at exploring perceptions on health, illness, and access to health care services will be presented. A sample of convenience composed of 20 non-Western immigrants and refugees was formed. Participant observation and open-ended interviews were used to collect data. Analysis of the results indicates that issues of social justice related to settlement, affordable housing, and employment intersect with gender and race to impact on immigrants' and refugees' perceptions of global health. Findings will help understanding non-Western immigrants' and refugees' perspectives in designing culturally sensitive and anti-racist health care services in Western Canada.

**Racionero-Plaza, Sandra**, University of Wisconsin-Madison

Research on the Preventive Socialization on Violence Against Women

The central contribution of recent developments in contemporary sociological theory goes around the idea that there are different socialization processes which might motivate adolescents to feel attracted to individuals whose values and behavior tend to be violent, thus leading to unequal or even violent relationships. The research on the preventative socialization of violence against women is based on the critical communicative methodology. The use of the critical communicative methodology contributes towards understanding the causes of violence against women, as well as to creating new knowledge for future potential research on the preventive socialization of gender violence.

**Racionero-Plaza, Sandra**, University of Wisconsin-Madison

Ten years of Critical Communicative Methodology

See Gomez, Aitor

**Racionero-Plaza, Sandra**, University of Wisconsin-Madison

Participation of Educative Community and School Successful of the Students

See Gomez, Aitor

**Rahill, Guitele J.**, Arkansas State

Application of Qualitative Inquiry in Dissimilar Cultures

See Brewer, Loretta G.

**Ramadurai, Vandy**, Texas A&M University

"Wait, where are you from?": Exploring Culture, Identity, and Resistance in Third Culture Kids

I was born in India, raised in Kuwait, Singapore, Bangalore, and the United States. This autoethnography discusses my experiences as a "Third Culture Kid (TCK)" in the United States. The stories provide a glimpse into how TCKs are conscious of their identity. I illustrate how communication plays an integral role in their identity construction and how TCKs negotiate their identity with different groups. Further, through my stories I recommend that as communication scholars we revisit the concept of TCK and conceptualize it

in more fluid ways. Lastly, I provide insight as to how TCKs communicate their resistance to categorization.

**RAMIREZ, ALIX V., UNIVERSIDAD NACIONAL EXPERIMENTAL SIMON RODR\_GUEZ**  
**LA EXPERIMENTALIDAD DE LA UNIVERSIDAD NACIONAL EXPERIMENTAL SIMON RODR\_GUEZ**

Las Universidades Nacionales Experimentales venezolanas, se crearon ensayar nuevas orientaciones y estructuras en la Educaciòn Superior. La UNESR (1974); desarrollar\_a experiencias y fármulas experimentales para explorar caminos para la soluciòn de cuestiones esenciales que entonces conformaban la problem\_tica integral del desarrollo de la Educaciòn Superior venezolana. La investigaciòn pretendía responder inquietudes generadas por la evoluciòn de su experimentalidad. Objetivo general: estudiar la UNESR en el contexto de la experimentalidad de la educaciòn superior venezolana y su progresiva desviaciòn hacia par\_metros tradicionales. Es una investigaciòn etnogr\_fica dentro del paradigma interpretativo. T cnicas de recolecciòn de datos: an\_lisis de documentos, entrevista en profundidad, la observaciòn participante y la aplicaciòn de una encuesta a participantes de un N\_cleo de la UNESR. El sistema de an\_lisis de la informaciòn asumià el M\_todo Comparativo Constante de Glasser y Strauss. La poblaciòn conformada por informantes protagonistas en la creaciòn de universidades experimentales, en particular de la UNESR.

**Ramirez, Carmen Eloisa,** Universidad Pedagogica Experimental Libertador  
The Self-Esteem of Elementary and High School Teachers in Venezuela

A theoretical model about the self-esteem of elementary and high school teachers in Venezuela is proposed and compared with existing national and international theories. This investigation is based on phenomenological and interpretative paradigms. Thirteen teachers coming from different regions were interviewed using structured questionnaires. Survey analysis was founded on the coding technique by Strauss and Corbin (1998). The professional self-esteem of teachers was defined as a construct that comprises their feelings, thoughts and self-concept about their role. It is found that teachers' self-knowledge and self-acceptance are in continuous development through interactions with individuals, groups, and institutions. Moreover, the interplay between these self-esteem components determines teachers' performance inside the classroom. Finally, an outstanding coincidence between the proposed model and the existing theories is observed in terms of the concepts of self-esteem and its components.

**Ramirez, Carmen Eloisa,** Universidad Pedagogica Experimental Libertador  
La Autoestima del Docente de Educaciòn B\_sica, Media Diversificada y Profesional

Construir teor\_a fundamentada: La Autoestima del Docente de Educaciòn B\_sica, Media Diversificada y Profesional, y comparar sta con modelos teàricos nacionales e internacionales. Sustentada en paradigma interpretativo fenomenológico. Los informantes seleccionados intencionalmente, lo constituyeron trece docentes, residenciados en regiones venezolanas. La informaciòn se recaba empleando la entrevista estructurada. Para analizarla se siguià el proceso de codificaciòn de Strauss y Corbin (1998). La autoestima profesional del docente se conceptualiz\_ como un constructo que integra lo que ellos piensan, sienten y aceptan sobre s\_ en su rol profesional y la determina, la autoestima global y espec\_fica, en distintos roles y contextos. En continuo proceso de construcciòn por interacciòn entre individuos y personas significativas, grupos e instituciones sociales y culturales. Componentes Autoconocimiento y Autoaceptaciòn, influenciados mutuamente e inciden en comportamiento docente en aula e instituciòn. Comparando esta teor\_a con otras, destacan aportes de la primera y relaciones conceptuales entre sta y las teor\_as.

**Ramme, L\_cia Teresa,** Universidade do Vale do Rio dos Sinos  
Viv\_ncia com o M\_todo M\_Ce Cangur:\_ percep\_Co dos pais.

M\_todo M\_Ce Canguru (MMC) é uma forma de assist\_ncia para recém-nascido de baixo peso, inspirado nos mam\_feros marsupiais, onde aps estabiliza\_Co inicial, m\_Ce e bebé mantêm contato de pele. Objetivos: identificar a percep\_Co dos pais sobre a viv\_ncia no MMC; descrever os fatores que motivaram a participa\_Co no m\_todo; conhecer dificuldades e facilidades na viv\_ncia do programa e as transforma\_es do conv\_vio familiar. Trata-se de pesquisa qualitativa, analisando a viv\_ncia dos pais, no MMC. Das percep\_es

dos pais surgiram as categorias: viv<sup>a</sup> ncia positiva com o MMC e transforma<sup>o</sup>es e dificuldades enfrentadas na viv<sup>a</sup> ncia no MMC. Verificou-se positivamente o fato dos pais terem contato permanente com o filho, durante 24 horas. Houve adequa<sup>o</sup>o na responsabilidade de conduzir as tarefas familiares e para as m<sup>c</sup>es, dificuldade de permanecer longe dos outros filhos. Evidenciou-se que a enfermagem tem papel fundamental na orienta<sup>o</sup>o e na motiva<sup>o</sup>o dos pais a ades<sup>a</sup>o ao MMC.

**Ramsak, Mojca**, Ljubljana Graduate School of the Humanities  
Mapping honor: visual thesaurus

When we talk about honor in everyday life we are shifting the boundaries and turning or mixing honor with other similar, and yet not quite equal concepts or indications of honor. The concepts of honor are still used in certain areas of public life like administration, military, politics, culture, art, law, social matters, academia and sports. The impression that honor is absent and that it is not fashionable to talk about is wrong. We do live in honor cultures, we do speak about honor and we use phrases referring to honor. Honor is deeply rooted in our collective history and therefore we cannot simply speak about the obsolescence of the concept of honor in everyday life. The paper shows an attempt to draw the relations between the notions, idioms and meanings that are related to honor and was written upon several lexicographic sources and examples from everyday life. The visual thesaurus as a tool helps us to better understand honor in cross-cultural and historical perspective.

**Rao, Radhika**, Harvard Graduate School of Education  
Seeing and Being Seen: Youth Actors as Youth Citizens

How may the embodied experience of telling and listening to stories about justice thicken ones citizenship identity? Through its combination of qualitative research and performance, Ethnodrama can create a space for youth to engage in rich inquiry and voice their opinion about issues relevant to their lives as citizens. This paper explores a summer theatre program that was used with teenaged youth to explore issues pertinent to social justice. Findings suggest that ethnodramatic theatre operates as a context for youth to see themselves as playing an important role in the community; as voices for, and enactors of justice.

**Rapp, Doreen**, University of South Florida  
A Video Documentary: Can Research be Performed?

In the Summer of 2008,six doctoral students participated in a course titled “Performing Your Research” offered through the College of Education, at the University of South Florida. The documentary gives an overview of the work that these students engaged in as a way of questioning alternative ways to present research findings. the students expressed their perspectives about research performance through a phenomenological framework. The students were asked to reflect on the question, “can research be performed?” Students answers represent a shift in their thinking.

**Rashe, Rachel L.**, Texas A&M University  
Welcome to Aggieland: Finding Myself in the Lone Star State

This autoethnography follows changes in my identity as a first-year doctoral student, a young female instructor, and a new resident of Texas. I confront issues of identity, specifically of finding where I belong in new personal and academic environments. Moreover, I search for who the “I” in this story is. Everything, especially my misdirection and lack of self understanding, is bigger in Texas. Drawing on my personal stories, my interactions and experiences with new people and place, and communication theories of identity and culture shock, this paper addresses the concepts of power, gender, and status under the umbrella of identity.

**Rasmusson, Sarah**, University of Illinois at Urbana-Champaign  
We’re Real Here!: Hooters Girls, Sexy Inquiry & Embodied Ethnography

Given the easy feminist critique of their sex/y work, Hooters Girls escape serious (let alone sympathetic) consideration. This year-long ethnography of local Hooters Girls

examines the anachronistic iconography of busty blondes in orange hot pants as global branding agents as well as the methodological and ethical stakes of embodied research.

**Ra, I, D, az Adolfo,** Nacional del Comahue  
LANDSCAPE, POWER AND WAYS OF SEEING. AND NOT BEING SEEN.

What I am trying to do, however redundant it may seem, is ethnographic performance about me and about “seeing” landscape. Once aware that it is part of the modern visual system, I must embrace my place of announcement, and this will be through diffraction. Patagonia lives of its landscape, a category that implies ways of seeing and being seen. The attempt is to rewrite the landscape separating it from nature, where travelers and tourists place it with our complicity. Also to “politicize” the symbolic scaffolding of the Patagonian myth, with feminist and postcolonial theories.

**Rausky, Mar\_a Eugenia,** Universidad Nacional de La Plata  
La investigacin cualitativa con ni-os: un an\_lisis de los principales abordajes y tcnicas utilizadas

Los posibles abordajes y tecnicas de investigacion social a utilizar con ni-os es un tema aun no cerrado. Con el correr de los a-os van apareciendo herramientas de investigacion novedosas y poco convencionales en el estudio de dicho grupo poblacional. El objetivo de este trabajo es realizar una sistematizacion y analisis cr\_tico de los planteos metodologicos que aparecen en estudios sociales cualitativos referidos a la poblacin infantil. \_Que nivel de participacion tienen los ni-os? \_Que tecnicas emplean? \_Se problematiza el acceso al testimonio infantil? Se analizara un corpus de articulos de revistas de ciencias sociales especializadas en la tematica de infancia.

**Ravindran, Vinitha Priscilla,** University of Alberta  
Follow- Up Care for Children with Congenital Disorders: Are We Partial?

More children are surviving life threatening congenital conditions and therefore the health care focus has shifted from survival to quality of life. Although different congenital conditions result in relatively similar types of disability, there appears to be an inequitable distribution of health care services to children diagnosed with different disease entities. In this paper using interpretive inquiry we compare the narratives of parents of children with life threatening heart disease and parents of children with other chronic conditions regarding their children’s follow- up care to understand the health equity issues related to care of children with long term needs.

**Ray, Lynne,** University of Alberta  
Follow- Up Care for Children with Congenital Disorders: Are We Partial?

See Ravindran, Vinitha Priscilla

**Redvers-Lee, Peter,** Vanderbilt University  
Theory, trust, and meaning: reconsidering participatory action researcher assumptions in post-violence societies

Ethical considerations are frequently the prime focus of researchers working in post violence contexts. Yet the restoration of meaning and trust for both the violence-torn community and the researcher are intertwined and inseparable in the participatory action framework. This suggests that a focus on ontological and epistemological considerations, in addition to ethics, could be equally productive for the researcher. This paper examines the links between ethnographic work and theory and suggests avenues that may offer greater clarity in understanding and interpreting the meaning of socio-political violence. These avenues could lead to more relevant outcomes.

**Reis, C\_ssia Barbosa,** Universidade Estadual de Mato Grosso do Sul  
VIVNCIA DO PROFISSIONAL DE ENFERMAGEM NO PS-ACIDENTE  
COM MATERIAL PERFUCORTANTE NO HOSPITAL UNIVERSITARIO DE DOURADOS NO ANO DE 2007

Na assist\_ncia de enfermagem, os trabalhadores exp\_em-se a diversos riscos ocupacionais. Diante disso o objetivo deste estudo foi descrever as percep\_es e repercuss\_es na

vida do profissional de enfermagem, no perodo pás-accidente com materiais perfurocorantes, no hospital. Foram entrevistados 7 profissionais, com Comunicado de Acidente de Trabalho. O estudo teve abordagem qualitativa analisado atravs do Discurso do Sujeito Coletivo. Observou-se medo e angstia da possibilidade de adquirir doenças graves, falta da atençao na execucao da assistencia, dificuldades na realização das ações preconizadas aps o accidente, falta de humanizaçao por parte do hospital e repercussões na vida pessoal, familiar e profissional.

**Reis, Cessia Barbosa**, Universidade Estadual de Mato Grosso do Sul  
Nurse's Social Representations About Woman Health Assistance At The Basic Health Web System

Regarding woman health assistance, is of a fragmented assistance. This work aims at knowing the social nurse given assistance representation for women at the basic health web system. To do so, interviews, which focused the qualitative aspect, were made with nurses of South of Brazil. The analyses were made through the collective subject discourse, based on the Social Representation Theory by Moscovici. We can say that the nurse has fragmented view about the woman health assistance, not able to define what assistance integrality is, and says to work in group, but one can notice it is not what really occur.

**Reis, Cessia Barbosa**, Universidade Estadual de Mato Grosso do Sul  
Feelings experienced by the co addicted to alcohol and drugs entered in groups: of subsidies to support the action of nursing

The chemical dependence is a complex pathology and a growing problem in the public health care and affect the co-dependents. Through a qualitative research, based on the social representation, with four group of co-dependents who were analyzed, inserted in the support group from Dourados/Brazil. To describe the emotional aspects of the co-dependents of alcohol and drugs. This study reveled behavioral phases like ranges from denial to surprise, rebellion to failure, guiltiness, etc; reveling that the co-dependency transforms the familiar environment, the personality and attitude of the co-dependents towards society and the necessity of the higher involvement of the professionals.

**Reis, Cessia Barbosa**, Universidade Estadual de Mato Grosso do Sul  
Representações sociais da dengue.

Uma das metas do Ministério da Saúde em relaçao ao controle da dengue é desenvolvimento de estudo para avaliaçao dos conhecimentos, percepção de risco e práticas da população em relaçao à dengue. Desta forma o objetivo desta pesquisa é analisar as representações sociais (RS) de profissionais e usuários de unidades de saúde da família, sobre a dengue no município de Dourados-MS. Pesquisa qualitativa, com base nas RS e análise dos dados através do discurso do sujeito coletivo, metodologia desenvolvida para o tratamento de dados qualitativos. Observa-se falha na comunicação entre os diversos atores envolvidos no controle da dengue.

**Reis, Cessia Barbosa**, Universidade Estadual de Mato Grosso do Sul  
What happens behind bars: strategies for prevention developed in the civilian police against HIV / AIDS and other STDs

The prisoners interacts with the community by means of familiar visits, visitors, prison workers and of diverse relapses. The aim was to know the strategies developed to prevent of the DST/AIDS in the Civil Police stations. Of qualitative drawing, it was carried through a developed focal group with prisoners. Results show that although to recognize the importance of the prevention, the masculine condom is used only in the first relation. It is well-known the lack of orientation in relation for the prevention of the DST/AIDS and the precarious assistance to the health of the prisoners, related on preconception and discrimination.

**Reitsma-Street, Marge**, University of Victoria  
Reciprocal Peer Interviewing

See Porter, Elaine Gertrude

**Rempel, Gwen**, University of Alberta

Follow-Up Care for Children with Congenital Disorders: Are We Partial?

See Ravindran, Vinitha Priscilla

**Retortillo Osuna, Ivano**, Valladolid

Acoso sexual laboral, regulaciòn jur\_dica y definiciòn del concepto en Espa\_a

See Prez Guardo, Roc\_o

**Retortillo, Ivano**, Valladolid

ASIMILACI覩N DE CÓDIGOS DE GÉNERO EN LAS ACTIVIDADES DEL RECREO ESCOLAR

See Rodr\_guez, Henar

**Reyes, Neptal Ram\_rez**, Universitat Aut\_noma de Barcelona

Psychosocial effects of the violation of Human Rights in Atempan, Puebla, Mexico.

This paper aims to describe the psychosocial effects of the violation of Human Rights in Atempan, Puebla, Mexico; this community belongs to the Nahuatl culture. A research project carried out from 2005 to 2008 is the base of the current paper. During this period an ethnography was conducted on the Social Movements of the town. Participatory observation and in-depth interviews were the techniques used to identify how the violation of Human Rights alters the mental health of individuals and the community as a whole. The members of this community have been attacked physically and/or psychologically by local and federal authorities. The presentation includes academic aspects and forms of intervention by the Centro de Promoción y Defensa de los Derechos Humanos "Joel Arriaga Navarro" A. C. Puebla, M\_xico.

**Reynaert, Didier**, University College Ghent

Cartography as a Qualitative Research Method to Map the Thematization of Children's Rights. The Case of Belgian Child Policy

In the study of children's rights and child policy, the notion of thematization points at the way the children's rights movement enacts the provisions of the Children's Rights Convention in the cultural, political, social and historical context of social policy for children. The method of cartography, defined as "the art and science of mapping ways of seeing" provides a useful framework to analyze the process of thematization. In this paper we will demonstrate how cartography as a qualitative research method concerned with localizing the social positioning of children's rights in Belgian child policy can offer an important contribution to the study of the relationship between the child and society.

**Richardson McGee, Jennifer**,

The Voices of Advocates: Black Female Administrators' Reflection on Inequity in School Mathematics

See Lim, Jae Hoon

**Richardson, Laurel**, The Ohio State University

Author Meets Readers: Carolyn Ellis's Revision

Each participant will select a passage from Carolyn Ellis's new book, Revision: Auto-ethnographic Reflections on Life and Work, to read to the audience and then talk briefly about why that passage was chosen. Carolyn will then respond.

**Richardson, Laurel**, The Ohio State University

Meaningful Research, Aging, and Positive Transformation

The participants will tell short stories (2-3 minutes) about moments in their lives when they felt their research was meaningful and had the possibility to positively transform lives\_their own and others\_and the world we live in. These stories might be about a student, a class, a workshop, a community activity, or any event that happened in our lives. Additionally, participants will talk another 2-3 minutes about how the definition of

"meaningful research" has evolved and changed through the life cycle. There will be time for questions and discussion from the floor.

**Riedler, Martina**, University of Illinois

Museums through the Lens of Curriculum Studies in the Light of Social Justice

This presentation analyzes various resources of museum studies, with particular attention to curriculum theories from the broader field of education. While museum educators in general emphasize techniques and learning standards of education, critical museum studies investigate political aspects of museum exhibition practice. Including curriculum theories, which address both political issues and technical principles of education, in museums can facilitate a deeper understanding of the nature of museum education practices connected to social meanings and conditions. The paper concludes by offering insights that may mitigate the political difficulties of museum exhibitions, bringing together theory and practice.

**RINCON, KAREN YAMILE MART\_NEZ**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
Experiencia devida en pacientes con EPOC ante el uso de oxigenoterapia domiciliaria

El objetivo del presente estudio se centro en la descripcian de la experiencia de vida de los pacientes con EPOC y el uso de la oxigenoterapia domiciliaria. Se aplico una entrevista semiestructurada a profundidad a pacientes internados en ese momento con EPOC. Se concluye que existen percepciones en las cuales existe mucha dificultad durante los trmites exigidos para solicitarlo y en lugares que prestan el servicio de proporcionarlo adems de muchas otras complicaciones econmicas y familiares que impiden que la experiencia sea buena para los pacientes porque todas estas complicaciones hacen que el paciente no se sienta a gusto durante su experiencia en la adquisicin del oxigeno para su utilizacin a nivel domiciliario.

**Rincn de Molina, Guadalupe del Carmen**, Simn Rodrguez, ncleo El Vig\_a  
ALFABETIZACIN DE ADULTOS CON LA METODOLOG\_A "YO S PUEDO" DE  
LA MISN ROBINS NI, MUNICIPIO ALBERTO ADRIANI, ESTADO M RIDA,  
VENEZUELA.

La investigaciin tuvo como propasito analizar el proceso de Alfabetizaciin de Adultos con el M todo "Yo s\_puedo" de la Misn Robins N I, en el municipio Alberto Adriani, estado M rida. Se revisaron algunas experiencias con el m todo en Latinoamrica, los condicionantes del proceso alfabetizador, as como, el impacto de esta metodolog\_a en Facilitadores y Participantes. Fue un estudio de caso cualitativo: interpretativo. Los informantes claves fueron: Asesor cubano, Tcnica, Coordinadora y 03 Supervisoras. Se aplic la tcnica de entrevista, como instrumento un guin de 12 preguntas abiertas. La validez se obtuvo con la triangulaciin terica - informantes. Los datos recolectados fueron procesados y analizados en unidades, categor\_as y subcategor\_as. Se dedujo que para lograr una alfabetizaciin exitosa, se requiere solventar los condicionantes del M todo, a trav s de la Caracterizaciin biopsicosocial de los Participantes, Capacitaciin de las Facilitadoras, Suministro del recurso tecnolgico y de apoyo, y una Supervisiin constructivista.

**Rinehart, Robert E.**, University of Waikato

Western Business Models: Peace Building in Competitive Cultures

Within a continuing project, I interrogate several macro models of business, paying particular attention to their placement within Western, competitive models; I trace how these dominant models, normalized as the only possibilities, have come into being and how they affect those in the system with their assumed naturalistic worldviews. Further, I provide case study models which are meant to be enacted as performative opportunities by the audience.

**Ritzo, Chris**, University of Illinois at Urbana-Champaign

Approaching Evaluation in Youth Community Informatics

See Bruce, Bertram C.

**Rivas, Frank E.**, Universidad de Los Andes  
Seguridad Social en Venezuela: Un Análisis Cuál-cuantitativo.

La ponencia aborda la posibilidad de integrar dos enfoques -cuantitativo y cuantitativo-, que a\_n cuando ambas perspectivas difieren tanto en la estrategia seguida en la recogida de la información como en su análisis (debido a su vinculación a distintas perspectivas paradigmáticas), no obstante, tienen algo en común que les identifica, y es precisamente el hecho de que ambas persiguen: una mejor comprensión de las relaciones múltiples entre los distintos elementos que intervienen en un fenómeno complejo. En consecuencia, ambos resultados resultan idóneos en la investigación. Se aborda como objeto de estudio la seguridad social en Venezuela en la \_ltima década del siglo XX y los primeros as de 2000.

**Rivera-Singletary, Georgina**, University of South Florida  
Research Performance: Where do I Stand?

prior to participation in a course titled “Performing Your Research” this doctoral student perceived research as thoughts and ideas informed by data presented in a paper that others must read to understand. Through self-reflection, practicing various “artistic” forms of research methods, and “acting” out some research, the epistemological views of this scholar were transformed. The purpose of this presentation is to share the experiences and rethinking that occurred during the semester through the various methods of performances that were presented as an alternate form of delivering research results.

**Rivera, Kendra Dyanne**, Arizona State University  
I Bleed Green: Heroism and the U.S. Border Patrol

Discourses of heroism generally conjure visions of masculinity, strength, patriotism and courage. Yet the stories of Agents from the U.S. Border Patrol also reveal alternative “feminine” versions of heroism, including images of care-giving and empathy. Indeed, Agents construct their identities within the haze between these discourses, framing their emotional work as part of the “greater good.” Sharing stories and images from my research with the Border Patrol, I explore how dichotomous constructions of heroism serve to constrain not only individual identities, but also impact those who are impacted by Agents and their narratives of the “greater good.”

**Rizvi, Fazal**, University of Illinois  
The Ethics of Qualitative Inquiry in Transnational Spaces

Increasing are the difficulties of ethical standing for research among people living transnational lives. Transnational is not just global, but coexistence in multiple cultures, economic, political, social and personal. The traditional ways of preserving human respect and dignity are still prominent, but the recognition of ethical problems is made much more difficult in transnational spaces. They come packaged or situated in unexpected ways. Codes and review boards provide far too little readiness, leaving us with what Wittel (2000) calls a crisis in objectification. New forms of experiential communication about ethics is needed, but ultimately ethical responsibility will reside with the researchers themselves, individually and interactively.

**Roberts, Earlene Katherine**, University of British Columbia Okanagan  
Narrative Inquiry: A Construction Site for Change

As a researcher and social worker, my interest is to contribute to a critical disability studies which will ultimately impact the social world with which we engage. In this paper I explore the value of narrative inquiry as a tool to promote social justice with disability communities. Using narrative inquiry it is plausible to change the deficit and pathological based grand narrative of disabled people which constructs experiences of discrimination, oppression and stigma. Also, as narrative inquiry opens up possibilities for social change it provides opportunities for personal growth for all who are engaged in the process.

**Roberts, Kary Rose**, University of Alabama

The Places of Teacher Emotion in Science Education Kary Roberts, Sharon E. Nichols, University of Alabama

Increasing demands from the educational leaders of this country in addition to the increased amounts of personal stress play out in the practices of educators, yet little research has focused on the emotions of teachers. Emotions deeply involve and ?move' the inner self in relation to other social things and events and should be taken into account in making educational change. This case study used grounded theory to understand the emotions of a science teacher and the teacher's views about the place of emotions in the science classroom. Emergent themes uniquely concerning science pedagogy are re-presented in this poster display.

**Robertson, Stuart P.**, N/A

Reflecting on Four Instructional Methods used with QDAS

The past six years have seen comprehensive qualitative data analysis software (QDAS) packages grow in complexity to the point where the option of teaching ones self how to use it effectively is not a viable alternative. As the need for training grows, the potential training options need to be examined. The purpose of this paper is to examine four instructional delivery methods (face-to-face group, face-to-face individual, asynchronous web-based, and synchronous web-based) from the perspective of an instructor who has utilized each kind.

**Robinson, Cathrine**, University of British Columbia Okanagan

She Looks Like Death: Bargaining for My Daughter's Life

Fear. Denial. Anger. Guilt. As my daughter walks past me I gasp. She is a human skeleton! I clamp my hand over my mouth to keep from screaming out loud from the shock. As a pediatric nurse and instructor I know the signs and symptoms of Anorexia Nervosa, so how could I let this happen to her? This autoethnography chronicles my daughter's eating disorder from discovery to our combined emotional, physical and spiritual healing. By accepting her disorder and asking for help I was able to provide my daughter with the support needed to fight this deadly disease.

**Robinson, Danielle**, University of British Columbia Okanagan

The Sound of Silence: Negotiating Sibling Eating Disorders

Walking into my little sister's bedroom I notice a bottle of liquid laxative on her dresser. I pick up the bottle and shake it; it's empty. Now I start to panic; we bought this yesterday. My academic mind immediately recalls an article about Anorexia Nervosa where a young woman abuses laxatives in an attempt to purge all evidence of consuming calories. I'm really scared. Who do I tell? I don't understand her desire to be thin. My autoethnography will give voice not only to my sister's struggle with an eating disorder but also to her sister who watches helplessly.

**Rocha, Cristianne Famer**, Universidade Luterana do Brasil (ULBRA) e Grupo Hospitalar Concei\_Co (GHC)

VANTAGENS E DESVANTAGENS DA TECNICA DELPHI NA PESQUISA EM SA\_DE

See Oliveira, Ana Paula Cavalcante

**Rocha, Cristianne Famer**, Universidade Luterana do Brasil (ULBRA) e Grupo Hospitalar Concei\_Co (GHC)

The Impact Of Interventions To Strengthen Health Systems: Results Of A Delphi Study

See Oliveira, Ana Paula Cavalcante

**Rocha, Cristianne Maria Famer**, Universidade Luterana do Brasil (ULBRA)

Grupos Focais sobre a Utiliza\_Co dos Servi\_os de Sa\_de Sexual e Reprodutiva por Mulheres Imigrantes em Portugal

See Dias, S醉ia Ferreira

**Rocha, Cristianne Maria Famer**, Lutheran University of Brazil (ULBRA)  
A Focus Groups Study about Sexual and Reproductive Health Service Utilization of  
Immigrant Women in Portugal

See Dias, Sônia Ferreira

**Rocha, Daniela Barros**, National Health Surveillance Agency  
Revision Of Insert Package Text Of Products Base Of Vitamins

See Machado, Rodrigo Balbuena

**Rocha, Deysiele Bezerra**, Universidade Federal do Ceará  
FAM\_LIA E ESCOLA: UMA RELAÇÃO POSS\_VEL.

See Frota de Holanda, Helena Cláudia

**Rocha, Deysiele Bezerra**, Federal do Ceará-Brasil  
Ensino-Aprendizagem: Leitura do acontecer grupal operativo Pichon-Rivière.

See Holanda, Helena Frota

**Rocha, Deysiele Bezerra**, Federal do Ceará-Brasil  
Ensino-Aprendizagem: Leitura do acontecer grupal operativo Pichon-Rivière.

See Holanda, Helena Frota

**Roden, Kathryne**, University of Oklahoma

Exploring Clustering: An Interview Technique that Elicits the Critical and Reflective

Qualitative interviews involve engaging participants intellectually and emotionally to reveal complex, holistic data. This inquiry explores clustering as a non-directive interview approach whereby participants cluster their thoughts, feelings, and experiences. Findings reveal that clustering elicits responses that encompass and integrate multiple layers that involve both logic and emotion revealing the critical and reflective aspects of their experiences. Clustering brings forth thoughts and ideas but also prompts discussion of feelings, associations and memories. This study suggests that clustering as may allow cooperation of the two hemispheres of the brain as it elicits both critical and reflective responses.

**Roden, Kathryne**, University of Oklahoma

Embracing the Complexity of Trustworthiness: Triangulating Methods and Theories in Qualitative Research

Trustworthiness is an important criterion for judging qualitative research. This paper explores methodological and theoretical triangulation as ways to enhance trustworthiness by focusing on these forms of triangulation in data collection and analysis. Findings suggest that method triangulation allows for greater depth and breadth of data collection. In addition, elements of complexity emerge as the number of data sources increases. Complexity also occurs in terms of connecting to emergent theories. Viewing data through the lens of various theoretical frameworks provides opportunity to consider the data and interpret the findings connecting various theories to experiences allowing for greater understanding.

**RODRIGUES5, RODRIGO PINHO**, UniCeub

Efficient School Project - Distrito Federal - Brazil

See ARAUJO, ELIETE DE PINHO

**Rodriguez-Triana, María Jesús**, Universidad de Valladolid

Interaction analysis in IBL courses: How can we help to improve the educative process?

See Santos-Fernandez, Roberto

**Rodriguez, Dalia**, Syracuse University  
From the Margins: Women of Color in the Academy

This paper seeks to understand the intricate ways that race and gender intersect, ultimately naming the experiences of women of color that often remain nameless in scholarly texts. Through the telling of stories, women of color provide particular insights into our racist and patriarchal society. Using critical race feminism, I seek to place the experiences of women of color at the center, unmasking the justification of racism, Eurocentric and patriarchal frameworks.

**Rodr\_guez, Eduardo Fern\_ndez**, Valladolid  
How can we build knowledge in Higher Education Classrooms? Supporting Learning in Educational Contexts

This paper sets out to describe and analyze the communication strategies used by teachers and students in higher education classroom activities. Specifically those related to two mains aspects: the description of the process involved in creating inter-subjectivities, in order to build educational knowledge. We used a qualitative and ethnographic approaches, inspired by the sociocultural and historical communication theories.

**Rodr\_guez, Henar**, Valladolid  
LAS MIRADAS SOBRE LA ACCIN MOTRIZ: EL “LABORATORIO DE JUEGOS” UN LUGAR PARA COMPARTIR ENTRE DOCENTES, ESCOLARES Y FAMILIAS

See Garc\_a, Alfonso Jorge

**Rodr\_guez, Santiago**, Universidad de Buenos Aires-Instituto de Investigaciones Gino Germani  
The biographical experience of class and gender in the lives of working class women.

See Fraga, Cecilia

**Roers, Anna C.**,  
Discovering Paradigms for Providing Patient Education in Rural Hospitals  
See Scheckel, Martha M

**Rogers, Michael**, UC Santa Barbara  
Collaborative Research Strategies to Support LGBT Community Change  
See Oaks, Laury

**Rold\_n Mar\_n, Gladys Vanessa**, Universidad de San Buenaventura  
DERECHOS DEL CONSUMIDOR EN LOS CONTRATOS SEGUROS: ESTUDIO DE DERECHO COMPARADO

El Semillero de Derecho Empresarial presenta este resultado parcial de la investigacin denominada: “Mecanismos de Proteccin de la libre competencia econmica y de los derechos de los consumidores en el sector asegurador en Colombia, Espaa y Mxico” con la finalidad de comparar los mecanismos jur\_dicos de proteccin del consumidor financiero entre los pases de Colombia Espaa y Mxico la finalidad con este primer informe es mostrar los cambios normativos m\_s relevantes que se presentan en estos pases en materia de proteccin al consumidor financiero

**Rom\_n- Maldonado, Yairamaren**, University of Puerto Rico, Rio Piedras Campus Rep\_blica Dominicana y Hat\_ Un Viaje Fotogr\_fico a trav\_s de Balances Desequilibrados.

A pesar de que la sociedad moderna sigue persiguiendo el ideal de progreso, todav\_a existen pases que coexisten bajo la l\_nea de pobreza extrema. Hait\_no es la excepcn, al ser uno de los pases m\_s pobres de Am\_rica Latina, mientras que Rep\_blica Dominicana se encuentra en situaciones menos denigrantes pero igualmente intensas. Este ensayo fotogr\_fico es un intento de capturar las diferencias que se reflejaron en algunas comunidades dominico-haitianas en un viaje a trav\_s de estos dos pases. Este trabajo etnogr\_fico es el producto de un trabajo de campo que revela serias y complejas diferencias econmicas, raciales y de g\_nero. Las \_reas visitadas espec\_ficamente, incluyen: los bateyes

dominico-haitianos en Santo Domingo, la capital de Rep\_blica Dominicana y Dajabàn, \_rea de la frontera con Hait\_. Este trabajo contribuye al campo en la manera en que busca representar la necesidad crucial que existe de desarrollar nuevos espacios de investigaciòn en pa\_ses como estos, que son muchas veces olvidados. Estas veinticuatro composiciones fotogr\_ficas le llevan a trav\_s de un ambiente culturalmente muy rico atrapado bajo la sombra de severas diferencias sociales. En la manera en que los investigadores puedan contribuir a desenmascarar dichas realidades, los pa\_ses puedan acercarse mas a la conservaciòn de los derechos humanos.

**Rom\_n- Maldonado, Yairamaren,** University of Puerto Rico, Rio Piedras Campus  
“Sin Sociedad No Hay Enfermedad”: Funcion Social y Estr\_s en los Usuarios de Drogas Diagnosticados con VIH/SIDA.

Durante muchos a\_os la literatura ha querido promover la idea de que la condiciòn de adicciòn a droga es producto de voluntad propia. Sin embargo, investigaciones recientes intentan descubrir cu\_les son algunos de los factores relacionados con el contexto social que influye esta condiciòn. Este trabajo busca explorar que relaciones existen entre la funciòn social y los estresores de una poblaciòn de adictos contagiados con VIH/SIDA. Para esto se analizaron datos de cuatro grupos focales de una poblaciòn de usuarios de drogas contagiados con VIH/SIDA en Puerto Rico y se llevo a cabo una revisiòn literaria durante seis meses. Algunos de los resultados preliminares muestran que los estresores sociales que principalmente afectan los adictos son aquellos provenientes de las instituciones de la familia y el trabajo. La relevancia de este estudio consiste en que se podr\_a contribuir en la categorizaciòn de estresores espec\_ficos de este tipo de poblaciones. De esta forma ser\_ posible contribuir en la creaciòn de intervenciones m\_s efectivas para con las diversas comunidades tanto puertorrique\_as y latinas.

**Romagnoli, Roberta Carvalho,** Pontif\_cia Universidade Cat\_llica de Minas Gerais  
cartografia e micropol\_tica da interven\_Co: o desafio da pesquisa implicada

See Paulon, Simone Mainieri

**Ronzan Contreras, Jos Jaime,** Universidad Ju\_rez Autànoma de Tabasco  
Observaciòn personal y entrevistas no estructuradas como t cnicas para fundamentar una propuesta de Modelo de Centro de Desarrollo Empresarial

La presencia de centros de desarrollo empresarial consolidados, como instancia universitaria en distintas universidades de M\_xico, ha mostrado su importancia para la vinculaciòn universidad - empresa. El objetivo de este trabajo, es presentar la metodolog\_a seguida en el desarrollo de una propuesta de Modelo de Centro de Desarrollo Empresarial para la Divisiòn Acad\_mica de Inform\_tica y Sistemas de la Universidad Ju\_rez Autànoma de Tabasco. Se llevaron a cabo observaciones y entrevistas no estructuradas en ocho instituciones de educaciòn superior del pa\_s que tienen presencia en el \_mbito empresarial, con funcionarios de gobierno del estado de Tabasco y presidentes de c\_maras empresariales. Como resultado se dise\_n y propuso un modelo, considerando que en la pr\_ctica no se requiere de una gran infraestructura f\_sica para implementarlo.

**Rosa, Paula Cecilia,** Universidad de Buenos Aires  
Experiencias compartidas: Reflexiones sobre grupos focales con personas en situaciòn de calle-homeless Paula Cecilia Rosa, Universidad de Buenos Aires

En el paper se reflexionara sobre el trabajo realizado con grupos focales formados por personas en situacion de calle homeless. Las reflexiones surgen de la puesta en practica de este metodo en un taller participativo con personas en situaciòn de calle en la Ciudad de Buenos Aires, Argentina. En el paper se ahondara en las ventajas e inconvenientes de la aplicaciòn de dicho metodo de investigaciòn con poblaciones altamente vulnerables. Asi mismo, se realizaran aportes para la utilizacion del grupo focal en futuras investigaciones dado que se lo considera como un metodo muy productivo para el entendimiento de la pobreza extrema y la formulacion de politicas efectivas.

**Rose, Nadine,**

Oral History Research on Discrimination: An Opportunity to Analyse Social Exclusion and its Effects on Young Migrants in Germany

Despite actors' lack of intentional discrimination, the unintended effects of everyday and institutional practices are often discriminatory. In order to sensitize actors to the subtle mechanisms of racism and classism, two case studies of young migrants will be contrasted. Using the theoretical framework of Butlers Foucault-based concept of *subjectivation* these case studies show how processes of subjectivation work in performative practices. They help to reveal the normality of discrimination in educational settings such as school or football-clubs. They also illuminate personal struggles of belonging in a society which has refused to acknowledge itself a country of immigration for several decades.

**Ross, Jodi,** University of Akron

Feminists in the Academy: An Autoethnographic Inter-play

See Jauk, Daniela F.

**Rossi, Lilian Cristina Castro,** Faculdade de Medicina de Botucatu, UNESP

Intera\_Co do professor com alunos usu\_rios de substâncias psicoativas.

Objetivos: Compreender a intera\_Co professor - aluno usu\_rio. MÉtodos: Interacionismo Simbólico, Grounded Theory, grupos focais. Resultados: Professor relata a "identifica\_Co dos alunos usu\_rios": ouvindo rumores; percebendo o uso; vendo o aluno assumir uso; fatores protetores e indutores. Tenta ajudar o aluno, agindo como conselheiro e comunicando \_dire\_Co, que chama a fam lia. Encontra barreiras: fam\_lias desestruturadas; Conselho Tutelar ineficiente; professor despreparado para abordar o tema; falta de pol\_ticas p\_blicas. Revelando o "sentimento de impot\_nia perante os desafios". Nesta fase, denominada como Trem da Alegria ocorrem conflitos entre aluno, professor, dire\_Co escolar e familiares, levando ao abandono escolar. A liga\_Co com marginalidade, criminalidade e viol\_nia conduz o professor a "silenciar para se preservar de um contexto amea\_ador". Conclus\_es: O professor deve participar com a fam lia, profissionais de sa\_de e institui\_es governamentais para redu\_Co de danos, no contexto da Escola Promotora de Sa\_de propiciando interven\_Co a todos os alunos - usu\_rios ou nCo.

**Rostam, Hajera,** The University of British Columbia

An Action Theory Perspective on the Working Alliance in Cross-Cultural Counseling Dyads

See Morrison, Marie

**Rotaeché, Rafael,** Osakidetza-Servicio Vasco de Salud

Oportunidades y riesgos para la Atenci\_n Primaria de Salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los m dicos de familia (MF).

See Calderàn, Carlos

**Rubenstein, Iris,**

From Critical Consciousness to Action: Alliance for Racial and Social Justice's Participatory Action Research

See Tubbs, Carolyn Y.

**Rubia-Avi, Bartolom ,** Universidad de Valladolid

Lights and shadows of evaluating Computer Supported Collaborative Learning

See Jorrin-Abellan, Ivan Manuel

**Ruckdeschel, Roy,** Saint Louis University

Careers, Moral and Otherwise

Using Goffmans "The Moral Career of the Mental Patient" as an analogy and autoethnography as a mode of analysis, the author discusses the cultural context of qualitative research in the period from 1970 to the present. A moral career refers to a social strand

of a persons course through life. In Goffmans Asylums, that career involves prepatient, inpatient and ex-patient phases. The authors moral career involves socialization in sociology, the shameless presentation of a qualitative social work self, and the post-pardigmatic present. The paper concludes with speculation on the moral careers of todays and future social work researchers.

**Ruglis, Jessica**, Graduate Center of The City University of New York  
(Re)Theorizing School Dropout and its Use as a Decolonizing Methodology

This paper deconstructs the language and meaning of "school dropout." What emerges is a new theory of school non-completion, under which are six new categories of why and how youth are denied an education. (Re)theorizing dropout is an act of conceptual analysis and critical race theory, and a move towards developing a decolonizing methodology: offering sites of possibility for counterstories, research, targeted policies and activism; and for youth and communities to reclaim, rename and reframe their existence apart from the imperial efforts of privatization, domination and White supremacy. This presentation will include interactive discussion of methodological implications of this theory.

**Ruglis, Jessica**, Graduate Center of The City University of New York  
Methodological Considerations of Embodiment: Researching That Which Cannot Be Seen and That Which May Not Happen for Years to Come

Using data from a youth participatory action research project entitled "ProjectDISH (Disparities in Schooling and Health)," this paper highlights considerations and critical issues when researching embodiment. ProjectDISH investigates how schools and health are related, specifically conceiving of education as a social determinant of health, and its research attempts to understand how and why education is the most significant predictor of lifetime health. This raises significant methodological questions and concerns for researching a) how one's social context in real time may affect things over time, and b) issues for which no language exists to describe their connectedness?particularly for youth.

**Ruiz-Velasco, Víctor M.**, Universidad Autónoma Metropolitana - Xochimilco  
Experiences with Medicine Students in Mexico

For the past five years I have been teaching last year medicine students, in the field of psychiatry. They arrive with a good quantitative research training, but never before have been exposed to qualitative methods. My invitation to work with this approach produces restlessness, discomfort, opposition and even rebellion, arguing that this is not science, etc. The purpose of this work is to share how the experience of using qualitative methods not only gives them more professional skills, but also allows them to be aware of their own emotions, an enriching awareness, as well as a therapeutic tool.

**Ruiz-Velazco, Victor**, Universidad Autonoma Metropolitana - Xochimilco  
\_Siempre escribe como literatura el reporte de sus casos cl\_nicos? Una experiencia con la narrativa.

En mi condición de psiquiatra cl\_nico/ investigador universitario formado dentro de tradiciones positivistas-m\_dicas y que recientemente se encuentra con las posibilidades de entendimiento y enriquecimiento que ofrece la IC, dirijo la mirada cualitativa hacia m\_m como terapeuta que identifica sus reacciones emocionales ante pacientes, demandas acad\_micas y las pr\_cticas propias de mi profesión. El trabajo que se presenta se inscribe dentro de la metodología de la narrativa. Narro un encuentro conmigo mismo en el espacio de la cl\_nica psiqui\_trica hospitalaria ante un caso de una mujer suicida y su familia. Entre otras conclusiones identifico que mi libertad de expresión como acad\_mico es un derecho humano.

**Ruiz, Tania**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
RECONHECIMENTO SOCIAL E AUTONOMIA INTERSUBJETIVA DA PESSOA IDOSA: UMA ABORDAGEM HIPOTÉTICO-DEDUTIVA DA VULNERABILIDADE

See Schumacher, Aluisio Almeida

**Russell, Larry**, Hofstra University

The Inevitability of Spirit in Autoethnography

It is the intense participation of autoethnographers that eventually? subjects them to the socially connective practices of spiritual ?experience. At this level of passionate concern, the ?researchers turn subjects are implicated in wider cultural webs, which? give meaning to social life. The commitment to intense participation? and a deeply self reflective response can lead the ethnographer to that ?undulating mobius interface between microcosm and macrocosm. I draw from ?William James, Maurice Merleau-Ponty, and George Lakoff to discuss how ?we “come” to write about spirituality in our narrative journeys.

**Russell, Larry**, Hofstra University

Becoming Encumbered: Variations on Themes of Intensity

See Gale, Ken

**Rusted, Brian**, University of Calgary

Portapak Video and the Performance of Social Change

Videos made for Canada's National Film Board Challenge for Change series have been seen as an influential moment in the development of community video and public access television, but there has been a tendency to trouble their impact on community development. This paper argues for a non-representational approach to the performance of documentary and social change and considers two of the NFB's Portapak projects, VTR St. Jacques and VTR Rosedale. Interviews, and contemporaneous reports and newsletters elaborate the performance context. Portapak videos are the reenactment of process, the handheld expressions of performing bodies used processually in mobilizing social change.

**Rybas, Natalia V**, Emporia State University

Mobilizing Identity and Difference in Social Network Systems

In this paper, I cyber-ethnographically examine the process of creating and interacting with profiles in one online social network system. I argue that in social network systems identities become mobilized - organized, articulated, and assembled in one place - while bodies and services remain mobile - moving in space. Therefore, the system collects multiple pieces of the self and organizes them coherently, logically, readably in the digital format. Simultaneously, the program encodes and tracks multiplicities, disciplining and managing them. Participation in the social network creates and erases differences at the electronic interface leading to a uniform representation of a network member.

**Rybas, Natalia V**, Emporia State University

Russian, Russki, Rossiyski: Surfing the Borderlands of the New Russian National Identity

See Rybas, Sergey Y

**Rybas, Sergey Y**, Capital University

Writing the Self into the Electronic Classroom: Validating the Subjective Knowledge in Online Community

The paper analyzes the functioning of a community in one distance learning class. Grounding the participation dynamics in the theoretical framework of power and agency formation, I argue that the subjugation of the online user makes online community an open-source concept where the communal is individually embodied by each of its members. The discussion focuses on ways of making online teaching and learning more respectful of the subjectivities of the online community members. Specifically, I explore how the technologies of online learning could be used to better accommodate and encourage the multiplicity of the learners' subjective knowledges and performances.

**Rybas, Sergey Y**, Capital University

Russian, Russki, Rossiyski: Surfing the Borderlands of the New Russian National Identity

The political and economic changes in Russia of the post-Yeltsin era have coincided with the aggressive attempts at reviving national ideology. A notable chapter in the discussion of the Russian national identity was the Russian Project, grounded in the Russian ethnic pride and self-esteem. Backed by the ruling party, United Russia, this political initia-

tive was recently scrapped due to heavy criticism of the lack of attention to the values of cultural pluralism and diversity. This paper scrutinizes the failure of the Project amidst the continuous efforts to define national policy by both political and non-political entities in modern Russia.

**Ryen, Anne -**, University of Agder

Hawezi Kukasirika, Kwa Sababu Ni Mtani Wangu On deconstructing decolonialisation of QI Anne Ryen University of Agder Norway

I claim there is a need for critical reflections on the “decolonisation of QI”. Last years we have seen a forest (or a quagmire?) of terms associated with and employed in this debate such as “Decolonising”, “Indigenous”, “Europeanism” and “Ubuntu”, some favoured in the West, others in the South. They are all welcomed to enrich and nuance the discussion, both epistemologically and in practice. However, I still argue there is a need for deconstructing these terms to better trigger off the QI potential to advance human rights.

**S. Sierra, Juan Carlos**, Virginia Tech

The interviewer interviewed: Changing roles in front of Guerrillas.

Methodologies in qualitative research of insurgent groups are challenged by several aspects: clandestinity, an on-going conflict, the fear of guerrilleros to give interviews. In a comparative research on historical representations, discourses and practices in guerrilla groups in Colombia and Angola, contact with both ELN and MPLA represent difficulties, and interviews not necessarily develop as expected. This paper illustrates facts that frustrated a balanced dialogue in recent interviews held in Panama with militants of Colombian guerrilla group ELN, possibilities to overcome such issues, and how ethical questions emerge doing historical inquiry with social actors still engaged in revolutionary struggle

**S\_enz de Ormijana, Amaia**, Balearic Islands

La construcci n del domicilio como espacio de cuidado. Reflexi n te rica y posibles v\_as de investigaci n

Habitualmente identificamos el domicilio con un lugar de recogimiento, protecci n y cobijo para el individuo. Adem\_s, y en distintos momentos hist ricos, el domicilio se concibe como un lugar id neo para el cuidado en salud. En los \_ltimos 15 a\_os, las pol\_ticas de “giro comunitario” del cuidado en salud de los pa\_sees desarrollados se sustentan sobre esta premisa para trasladar el cuidado de las personas en Fase Final de Vida (FFV) desde las instituciones hacia los domicilios. Este trabajo pretende aportar una reflexi n te rica sobre dicha construcci n del domicilio como espacio de cuidado y sobre las consecuencias que dicha construcci n tiene sobre quienes asumen ese cuidado. El an\_lisis de la relaci n entre el domicilio y el cuidado en FFV descubre espacios de conocimiento a\_n por indagar y permite dibujar l\_neas de investigaci n encaminadas a iluminar dichos espacios y a mejorar, con ello, la atenc n hacia quienes asumen ese cuidado en ese \_mbito.

**Saavedra, Cinthya**, Utah State University

Transnational Feminist(s) Metodologias and Critical Inquiry: Pl\_ticas y Encuentros in Research

While many critical qualitative research studies employ a plethora of methods, methodologies and epistemologies, we learn very little about the actual process, thinking and theorizing that occurs in research endeavors. Our purpose is to expose the process involved in co-constructing a transnational feminist space of inquiry in one early childhood research project. We believe that pl\_ticas or conversations are a powerful tool in critical feminist inquiry projects. As such we present our theorizing and research pl\_ticas that allowed us to 1) create critical feminist(s) pedagogies, 2) navigate through conflict and understanding and 3) build alliances.

**Sacramento, Carlos Jesus**, Universidade Estadual de Feira de Santana

Direitos dos pacientes na linguagem do rap: uma autoetnografia Maria Geralda Gomes Aguiar, Universidade Estadual de Feira de Santana

See Aguiar, Maria Geralda

**Saenghong, Nannaphat**, University of Illinois at Urbana-Champaign  
Globalization, Neo-liberalization and Thai Autonomous University

Thai higher education reform exemplifies the tendencies of globalization and neo-liberalism, characterized by a finance-driven motive emphasizing decentralization, privatization, and accountability. The reform "autonomous university" has been extended for several decades. On one hand, its impetus for the autonomous university is driven by a government based motive to shift the burden of effort and cost of higher education to the universities, while increasing their accountability. On the other hand, Thai higher educational institutions prefer to have an increased administrative freedom pertaining to financial, academic, and personnel affairs. In the framework of human capital theory, this article particularly examines how new regulation and faculty management can be shaped by global economy practices such as corporate managerialism. This article argues that new management system enhances the numerical productivity of faculty while it undermines the genuine values of being educator.

**Sahin, Cavus**, Canakkale Onsekiz Mart University  
Teachers' Perceptions About The Use Of Assessment Tools In The Fourth Year Social Sciences Course In Primary Education

In the Social Sciences Curriculum, teachers assess students' individual development while monitoring learning outcomes, concepts and skills and determining students' weak points, defining their difficulties and motivating them about learning and improving their skills. So, assessment plays a constructive and developmental role in students' education. This study aims to understand teachers' perceptions about the use of assessment tools in the 4th year social sciences course in primary education. In this study, phenomenological qualitative design was employed. Ten (10) primary teachers who work in Primary Schools in Canakkale in 2008-2009 Academic Year participated in the study. Data were gathered through semi-structured interview protocol.

**Sakellariadis, Artemi**, University of Bristol  
Encounters With Gerald: Experiments With Meandering Methodologies and Experiences Beyond Our Selves In a Collaborative Writing Group

See Martin, Viv

**Sakellariadis, Artemi Ioanna**, Bristol  
Co-constructing a New Lens? Qualitative Research, Educational Status Quo and the Social Model of Disability

It is often thought that disabled children (those with physical or sensory impairments and/or learning difficulties) should be educated in special schools. This convention, which violates disabled children's human rights, was established in an era when disabled people were thought to have no place in mainstream society. Today, when full access and participation are enshrined in law, education has yet to respond to the social model of disability's criticism that mainstream school structures, more than pupils' impairments, constitute barriers to learning and participation. This paper considers the role of qualitative research in widespread understanding of the social model of disability.

**Sakellariadis, Artemis**, University of Bristol  
Video Haiku: A Hall of Mirrors

See Speedy, Jane

**Sakulkoo, Saratid Tong**, Burapha  
A Little Voice of a Non - Native English Student: The New Ethnographic Performance of Learning in the Octopus and the Balanced Human Resource Development (BHRD) Concept

An assignment Ph.D. course for the Future Trends in HRD taught by Professor Dr. Gary McLean, world famous in the HRD field, in July 2007 became a catalyst for an in-depth personal investigation of self, others, and ethnicity/culture. I struggled with ways to incorporate my personal stories into scholarly writing. How could I situate my story without being self-indulgent? I needed a method that would allow me to express my emotion

and reflection, a method that complemented my scholarly writing with my natural literary approach. "What I needed was the New Ethnography" (Goodall, 2000, 2008). The new ethnography provided a comfort zone where I was able to explore my emotional self and engage in scholarly reflection using narrative. Through this new ethnographic performance I will explore transformative notions of self and engage the audience in an emotional account of my self-reflexive "A little voice" concerning the BHRD concept.

**Sakulkoo, Saratid Tong**, Burapha University

Volunteering as Active Aging in Elderly Thais: A Grounded Theory Approach

Population aging is an urgent global problem affecting many countries. Thailand will become an aging society in the coming decade. There are currently approximately seven million people aged 60 or over, 11% of the population. Thai senior volunteers play an important role in the country's social and economic life. They are increasingly recognized as a valuable resource for communities, organizations and individuals. There are over 3,000 registered senior citizens' clubs in Thailand. The body of knowledge how elderly Thais remain active is very little known. A grounded theory approach play a significant role in this study as it is a specific methodology for the purpose of building theory from data. This paper will outline how a grounded theory may be useful and will provide some preliminary findings.

**Saldana, Johnny**, Arizona State University

Second Chair: An Autoethnotheatrical Performance

"Second Chair," an autoethnotheatrical one-man play, explores the reminiscences by an older adult of his high school band years and his quest to become first chair clarinetist through an epiphany challenge. The play is a metaphor for the feelings of lesser status experienced by the marginalized individual in a competitive mainstream society. After the performance of the thirty minute autoethnodrama, Saldana presents his reflections on the development and performance of the piece, and its implications for narrative inquiry and performance ethnography.

**Saldan  a, Johnny**, Arizona State University

Autoethnodrama: One Voice, Many Audiences

The performative media of autoethnodrama and autoethnotheatre provide evocative forums for the marginalized individual to voice personal and social perspectives to diverse audiences. The presenter will perform and reflect on excerpts from Second Chair, a one-man autoethnotheatrical production about second-class status in a competitive mainstream society.

**Sales, Ana Am  ia Rocha**, university of Fortaleza

Health promotion: an intervention in breastfeeding

See Frota, Mirna Albuquerque

**Salinas-Urbina, Addis Abeba**, Universidad Aut  oma Metropolitana-Xochimilco  
Sexuality: A Human Right. Reflections about QI Approach to the Study of Medical Students' meanings of Sexuality

In a study about the sexuality meanings of last year medical students I found how hazardous it is to them to talk about this topic, diverse situations where students' and patients' human rights are violated and the underestimation of patients and students about these violations. In this work I will make some reflections about the relevance of QI studies to: identify violence, achieve patients and students' recognition of violence as such, and to find ways out from this situation. The achievement of identification, recognition, and ways out of situations of violence are a starting point to students and patients' free and responsible sexuality beyond international hegemonic discourses and practices.

**Sammet, Kornelia**, University of Leipzig, Germany

Dealing with the Contingent among the Poor in Germany

The problem of contingency is an important issue in modernity. Welfare state arrangements (in Western states) provide institutional forms of coping with contingency. Changes

in welfare state policies, especially the recent reforms („Hartz-IV“), have led to individualization of social security by transferring responsibility for biography and social situation to the individuals. On the basis of biographical interviews and group discussions of a current research project at the University of Leipzig, the paper analyses how people in precarious circumstances (e.g. unemployment) deal with the increasing individualization which implies both chances for autonomy and limited participation even to the point of exclusion from society.

**Sanabria, Luis Bayardo**, Pedagàgica Nacional

EXTERNALIZACIÒN DE LA IMAGEN MENTAL DEL ENTORNO EN INVIDENTES CONGENITOS QUE RECIBEN ESTIMULACIÒN H\_PTICA

El mapeo cognitivo indica còmo se movilizan los invidentes, la manera como est\_ distribuida esta informaciòn en el ambiente y qu\_ informaciòn se requiere en la movilidad,. Para estudiar estos procesos nos centramos en la exploraciòn h\_ptica como un medio para identificar la representaciòn del ambiente. Este art culo presenta una s\_ntesis del trabajo desarrollado con invidentes que representan espacialmente el entorno cuando son estimulados de manera h\_ptica con un dispositivo mecatrànico (DMREI) y caracteriza el proceso de razonamiento espacial a partir del conocimiento de la imagen mental. El estudio contempla la potencialidad del DMREI en la representaciòn espacial del entorno.

**Sanches, Mariana de Barros**, Universidade Federal do Cear

Sa\_de F\_sica e Mental da Mulher Brasileira na Fase do Climat\_ rio

See Silva, Raimunda MagalhCes

**SANCHEZ, ANGELA MARIA SANCHEZ**, FUNDACI N UNIVERSITARIA DEL AREA ANDINA  
REPRESENTACIONES SOCIALES DE LOS ALUMNOS DE TERAPIA RESPIRATORIA  
SOBRE LA PR\_CTICA CLINICA II

See COBOS, BELKYS DAHYANA SALAMANCA

**Sands, Roberta G.**, University of Pennsylvania

Mary Richmond and the Social Construction of Evidence

Mary Ellen Richmond (1861-1928) was one of the founders of the social work profession in the USA. In her influential book, *Social Diagnosis*, published in 1917, she formulated theory and systematic methods of social casework inquiry. In order to make a proper social diagnosis, she said, the caseworker collects multiple sources of evidence, makes inferences about them, and interprets them. The goal is to construct an accurate diagnosis and identify causal factors. This paper will compare Richmonds concept of evidence with the case-based evidence of Labov and Fanshel (*Therapeutic Discourse*, 1977), and contemporary constructions of evidence-based practice.

**Sanghera, Raj**, Simon Fraser University

South Asian Representation in Popular Cultural Texts

How do mass media-circulated representations of South Asian culture influence South Asian youth identities? Using Stuart Halls theory of representation and Hilde Nelsons framework of the master narrative, I will use discourse analysis to examine two common representations of South Asians in popular cultural: The South Asian male as inherently violent, and the South Asian female as traditionally submissive. While there are stark contrasts between these two binary narratives of gender, I argue that these stories become solidified through a cultural logic of “other” in which South Asian-ness explains the fixedness of the gender binary.

**Santamar\_a Vargas, Juliana del Pilar**, La Salle

Narrativas pedag gicas, un aporte reflexivo sobre la formaci n de los profesores.

Este trabajo describe una propuesta de investigaci n que profundiza sobre las reflexiones de los docentes en torno a sus procesos de formaci n. Tiene como objetivo identificar aspectos relacionados con los procesos de formaci n docente a partir de los relatos e historias de vida de los profesores, as\_ como la interpretaci n de las reflexiones acerca de dichos procesos. La metodolog\_a empleada de corte cualitativo, de orden hermen utico y

desde la perspectiva narrativa, la muestra es de nueve maestras de la Universidad de La Salle. Las herramientas narrativas empleadas para la recolección de la información son: la autobiografía, la entrevista semiestructurada y el diario de campo, información que será analizada empleando elementos de la teoría fundamentada (Glaser y Strauss) y desde las funciones de las narrativas.

**Santiago Leán, Wendi Matilde,** Universidad Juárez Autónoma de Tabasco  
Observación personal y entrevistas no estructuradas como técnicas para fundamentar una propuesta de Modelo de Centro de Desarrollo Empresarial

See Ronzán Contreras, Jos Jaime

**Santos Salas, Anna,** University of Alberta  
Cuidados Paliativos y Equidad: Una Experiencia Internacional de Investigación Cualitativa Participativa con Grupos Vulnerables en la Comunidad

Presentamos nuestra experiencia de investigación cualitativa participativa para desarrollar una iniciativa internacional de colaboración en cuidados paliativos (CP) junto con profesionales de Chile y Canadá. El fin último fue fortalecer el acceso a CP para grupos vulnerables en ambos países, combinando un enfoque hermenéutico con principios de investigación participativa en la comunidad. El intercambio participativo de conocimientos y experiencias junto al seguimiento participativo de un equipo de CP fueron claves para lograr los objetivos. Logros asociados incluyeron una relación internacional de colaboración en CP y mayor conciencia social sobre los cuidados paliativos como un enfoque de equidad y justicia social.

**Santos Salas, Anna Valeria,** University of Alberta  
Palliative Care and Social Justice in Developing Countries: the Political Relevance of Hermeneutics to Understand the Experience of the Very ill

Palliative care in developing countries has shown to be an effective approach to provide timely relief to people suffering from end-stage conditions. Lack of access to early treatments and other social inequities result in late diagnoses and untimely deaths in the developing world. Based on a hermeneutic research study with the very ill in Chile, we discuss how palliative care helps to enact social justice with people often marginalized by society and the health care system. Hermeneutics assists us to understand the political and societal need to restore and safeguard the experience of the very ill in low income settings.

**Santos Salas, Anna Valeria,** University of Alberta  
Social Justice and Health Disparities: Understanding Inequities in Access to Health Care for Indigenous and Marginalized Peoples

See Cameron, Brenda Leigh

**Santos-Fernandez, Roberto,** Universidad de Valladolid  
Interaction analysis in IBL courses: How can we help to improve the educative process?

Collaboration plays a significant role in Inquiry Based Learning (IBL) projects. However, formative evaluation of collaborative learning processes remains an open issue when applied to real practice. Social Network Analysis (SNA) techniques have been proposed as an appropriate method to gain insight on how social learning is taking place. This can be supported by computational tools that help gathering and processing interaction data, thus reducing the burden these tasks pose for teachers or even researchers. This paper presents a case study observing how the usage of SNA in a collaborative IBL course can change the practice of all practitioners.

**Santos, Javier Alberto,** Universidad Nacional de La Plata  
Desarrollos metodológicos de la Escuela de Chicago: el Case Study

Los aportes de la Escuela de Chicago al campo de la Sociología han sido amplios y diversos. Sin embargo sus contribuciones metodológicas son las que más han durado en el discurso sociológico. La nueva concepción de la investigación generada entorno al uso de los documentos personales y el trabajo de campo (en donde jugaba un papel central el Case Study) jugarían un papel crucial en la Escuela de Chicago. Esta visión central den

el Departamento de Sociologi irradia su influencia a la escena nsociologica nacional e internacional siendo reconocida como un referente destacado en la historia del desarrollo de la tradicion metodologica cualitativa.

**Sarasti, Diego Arturo,** Universidad de Antioquia

Relationship patient-health personnel in Health Social Security System, in 6 Colombian cities: influences and consequences

The quality of the health personnel-patients relationship is a key factor in the health therapeutic success. The purpose of this paper is to show perceptions of interviewees about this relationship. This research was conducted in six Colombian cities, using Grounded Theory. There were 174 interviews to physicians, managers, nurses and patients. Findings show influences from: a) Health system; b) Health institutions; c) health personnel; d) Patients. These lead to a perception that this relationship has lost its humanistic character and it has become a mechanic, ephemeral, shallow, tense and highly ruled appointment that negatively affects health necessities resolution of patients.

**Sariganides, Sophia Tatiana,** Teachers College, Columbia University

Exceeding Intentions: The Making of "Marginalized" Subjects in Research Interviews

Feminist poststructuralists argue for the temporary fixing of subjectivities for political ends. What happens to decisions about fixing the subjectivities of research participants, even temporarily (Weedon) or strategically (Spivak), when Butler attests to the theory that productions of identities "swerve from their original purposes and inadvertently mobilize possibilities of subjects" that exceed intentionality or intelligibility? Shaped by Butler's theory of "performative" subjectivity, I first analyze how research interviews possibly produce the subjectivities they are structured to "capture." I then consider how this view of research interviews making their subjects complicates efforts to "represent" participants, particularly those positioned as "marginalized".

**Sariganides, Sophia Tatiana,** Teachers College, Columbia University

"Ruined" Beginnings: Writing Methodology from Uncertain Ends

Methodological frameworks are researchers' guarantees to readers that what is presented in scholarship is "true" and "knowledgeable" and "sound." Yet, Lather (2007) proponds a "methodology under erasure", one that "surrender[s] [it]self to future deconstructions, given the limits of any knowledge" (x). In the five years that I collected the data for my professional development study, the inquiry necessarily drifted and changed from its original questions and focus. Three more years of writing have shifted it even more. Responsibly, what can be done with the remnants of a project's methodological conceptions when, by the time of writing, those precepts become ruins?

**Satinsky, Sonya,** Indiana University, Bloomington

Sexual Rights are Human Rights: The Possibility for Critical Qualitative Research to Advance Conceptualizations of, and Social Justice around, Sexuality

See Fischtein, Dayna Ann

**Sato, Tatsuya,** Ritsumeikan

The Trajectory Equifinality Model (TEM)?as a new methodology for qualitative study

Qualitative studies need new methodology. The Trajectory Equifinality Model (TEM) focuses on the diversity of life within irreversible time. The equifinality point (EFP) is the research focus in which researchers have interest, e.g., entering/dropping higher education, infertile experience of married women and so on. For research participants, the EFP is an alluded goal and to which they orient to. In this poster, I introduce a new methodology and its basic concepts. Obligatory passage point, social guidance, zone of finality should be used for depicting the diversity of life. Empirical studies using TEM will be showed and discussed.

**Sato, Tatsuya,** Ritsumeikan

Ethnography of communication support for ALS patients

See Hidaka, Tomoo

**Satterlund, Travis D.**, UC Berkeley

“A Good Pint of Guinness”: Community and Identity in Irish Pubs in San Francisco

This study analyzes the many roles that the Irish pubs in San Francisco play for labor migrants from Ireland. Study data subjected to thematic analysis include unobtrusive observations and semi-structured interviews. To Irish migrants, the neighborhood Irish pub operates as a hub of social relations, serving as a surrogate family, reinforcing an Irish identity, and protecting migrants from feelings of isolation. The pub also provides a vital economic role, offering a venue for making work contacts and learning about potential job opportunities. The Irish pub thus offers more than good times and cold beer for new Irish migrants.

**Saunders, Catherine**, UC Santa Barbara

Collaborative Research Strategies to Support LGBT Community Change

See Oaks, Laury

**Saunders, Cynthia M.**, Independent Scholar

Health Care as a Human Right (or Will it Continue to be a Privilege?)

The United States tolerates unequal access to health care for 16% of its citizens due to lack of health insurance, despite spending more money per capita on health care than any other industrialized democracy. This paper stems from the work of four discussion groups held in autumn 2008 in which two case studies from the acclaimed documentary film Critical Condition were shown and followed up by a dialogue which asked participants to define important aspects and wishes for the health system as well as tradeoffs they are willing to make in order to ensure the implementation of an ideal system.

**Saunders, Tanzia S.**, University of the West Indies

Overcoming the Culture of Silence: Methodological Issues in Research in the Jamaican Public Sector

In spite of the recent enactment of the Access to Information Act (2002), a cloud of secrecy still envelopes the Jamaican public sector. The main contributing factor is the pervasive culture of silence emanating from the Official Secrets Act (1911) which dominates the norms of disclosure or non-disclosure. Under these circumstances a civil servant who sets out to study administrative and political issues faces significant challenges. This paper reports on the cultural, institutional, professional, ethical and methodological challenges arising from a study directed at a critical evaluation of the Institutional Arrangements governing Human Resource Management in Local Government Authorities in Jamaica.

**Saunders, Tanzia S.**, University of the West Indies

Investigating the link between Corporate Strategy and Criminal Violence in Jamaica

See Cowell, Noel M.

**Sautu, Ruth**, University of Buenos Aires

Qualitative Methods: Paths to a Latin American Methodology

The objective of this paper is to analyze the tension existing between international methodological standards, and the distinctive features and constraints that characterize empirical sociological research in Latin America. Our paper will describe the various dimensions of this tension, and its multiple effects on the design and implementation of quantitative and qualitative research studies. In addition, we will propose a set of qualitative methodological designs and fieldwork strategies that have allowed us to circumvent this tension. Examples are drawn from our experience as researchers interested in the impact of social structures and processes on people's daily life.

**Sawyer, Jason M.**, Virginia Commonwealth University

Responding to the Use of Performance Ethnography as an Intervention Tool with Former Street Youth in Kenya, East Africa

See Osgood, Julie Jesmer

**Scheckel, Martha M**, Winona State  
Discovering Paradigms for Providing Patient Education in Rural Hospitals

Changes in healthcare systems, changing patient demographics, and healthcare providers concerns with lack of skills in providing patient education challenge the provision of this healthcare practice. In rural hospitals, the challenges of providing patient education are compounded by sparse resources, greater healthcare disparities, and healthcare workforce needs. The purpose of this presentation is to share findings of an interpretive phenomenological study whereby critical-social and feminist theories, postmodernism, and phenomenology reveal new ways to revision educational programming for healthcare providers who strive to provide patient education within rural health cultures.

**Scheleski, Sonia**,  
Understanding and apprenticeship of the Law of the Great Numbers in probability in a pleasurable process.

See Fricke, Ruth M.

**Schlecker, Karin**, FernUniversität Hagen  
Excellence and Diversity in Academia: Qualitative Research on Intersections

People do not have the same chance to succeed in academia due to ?axes of difference' such as gender, race, class, ablebodiedness, age, or sexual orientation, and, more complicating, diverse in their intersections: an ongoing challenge to a normativ stance based on human rights and social justice. Along recent discourse lines of managing diversity, though, there is a swift in perspective: The competencies of those regarded as diverse--compared to the implicit standard of the white, bourgeois, heterosexual, potent male--swerve into an asset for success on international diversified markets, including academia. Within such intersections, the paper presents a qualitative research project to probe into the opportunities of ?different' academic careers.

**Schmidtke, Carsten**, University of Arkansas  
Epistemological Alternatives for Non-Native Teachers of Native Students

Native scholars have increasingly argued against working within existing frameworks in American Indian education and have instead advocated the development of an indigenous epistemology grounded in critical theory and decolonization methodology and a focus on community needs to help Native students be more successful. This focus on advocacy and community, however, may be inappropriate for the many non-Native teachers genuinely interested in helping their Native students. This presentation wants to suggest an alternative approach for them, constructive postmodernism, that allows teachers to encourage their students to make positive decisions without telling them what is best for them.

**Schneider, Vania**, Universidade do Vale do Rio dos Sinos  
Parto Humanizado:Pai presente ao nascimento de seu filho.

See Pinheiro, Camila Prestes

**Schumacher, Aluisio Almeida**, UNESP - Universidade Estadual Paulista Julio de Mesquita Filho  
RECONHECIMENTO SOCIAL E AUTONOMIA INTERSUBJETIVA DA PESSOA IDOSA: UMA ABORDAGEM HIPOTÉTICO-DEDUTIVA DA VULNERABILIDADE

Propomos conhecer graus de autonomia intersubjetiva de pessoas idosas e contribuir para a construção de modelos compreensivos de vulnerabilidade. Constituímos dois grupos de pesquisadores com filiações metodológicas distintas. Neste, partimos da hipótese de que a autonomia intersubjetiva é assegurada por relações sociais de reconhecimento em que sujeitos reconhecem e são reconhecidos. A coleta de dados se realiza por meio de entrevistas semi-diretivas. Sorteamos 24 idosos de banco de dados da cidade de Botucatu (São Paulo, Brasil) segundo critérios de sexo, escolaridade e renda. A análise das entrevistas, já iniciada, se apóia no referencial do reconhecimento intersubjetivo de Honneth.

**Schweber, Simone**, University of Wisconsin Madison  
What are the Roles for Theory & Epistemology in Teaching about Qualitative Inquiry?

See Graue, Beth

**Schwingel, Andiara**, University of Illinois at Urbana-Champaign  
Projeto ?New AGE': cria\_Co de espa\_os verdes para promover atividade f\_sica entre idosos.

See Malavasi, Leticia de Matos

**Scott-Hoy, Karen Mary**, N/A

Risk and Responsibility: Exploring Autoethnographic Methods

Oil Paintings, stories, movement and music are integral to this evocative exploration of autoethnographic methodology. In this presentation, I explore a range of emotions and thoughts to which I am exposed while working in the field in Vanuatu. These include the need for patience and persistence in health work, exposure to physical risks, motivation, power and vested interests, the pain of self-discovery, and the responsibility to both obtain and use indigenous people's knowledge respectfully.

**Scott, Stacey B**, University of Notre Dame  
Sorting out Stress: A Mixed Methods Study

This mixed methods study examined stress exposure and perception in older adults. A tree-structured, nonparametric quantitative analysis of stress indices was conducted to examine how combinations of these were related to feeling stressed. These results were probed by profiling individuals' interviews; our goal was to give contextual detail about the lives of individuals in these terminal nodes and to examine these interviews in light of the quantitative results. Findings highlight the role of chronic difficulties (e.g., financial strain, social isolation) in placing individuals at-risk for feeling stressed; interviews provided nuanced descriptions of contextual features of the tree results.

**Seltzer-Kelly, Deborah L.**, Southern Illinois University  
Rend(er)ing My Research Subject: Challenging Colonizing Narratives in Educational Research

Traditional approaches to research on classroom practice too often position the researcher as the expert owner of an objective view of educational reality, and measure the performance of the teacher against externally-conceived norms and standards. Following Edward Said's theory, this is colonization: pre-emption of the actual experience of the subject and representation of it through narratives subordinated to ideology. It rends the subject, tearing and separating from meaning and context. The alternative, to engage in a process that meaningfully renders lived classroom experience, requires instead true collaboration among educational researchers and classroom practitioners: what John Dewey termed "conjoint" inquiry.

**Sen, Anindya**, Northern Illinois University  
Humor Analysis as a Qualitative Research Tool

Humor is a universal linguistic and social phenomenon that is exhibited by peoples of all cultures on this planet. What constitutes humor, under what conditions humor exhibition is considered socially acceptable, what are the reactions to an instance of attempted humor, and other related questions can shed light on cultural beliefs and practices. Humor primarily consists of jokes (spoken or written words) and actions which elicit laughter or generate mirth (these actions can be described in words). Given that qualitative research is characterized by a heavy dependence on data that are word-based (interviews, observer notes, documents, manuscripts, etc.), it would seem quite natural that humor analysis can be a particularly powerful investigative qualitative research tool. This paper explores in some detail this idea of using humor analysis to understand the characteristics of cultures and sub-cultures.

**Sen, Anindya**, Northern Illinois University  
Students Metaphors -- A Source of Information About Their Perceptions of College Life  
See Avci, Omer

**Senese, Guy**, Northern Arizona University  
An Indian Country Thanksgiving Prayer to the University of Heavy Qualitative Breathing

I was visiting Head Start programs in the back country, and at my hotel, I got a cc along with the class, from a professor in Evaluation research. It was a "parent involvement" evaluation study proposal, of tribal schooling?arguing for the importance of parent involvement observations. I replied to "all," with a series of poetic/photographic impressions, saying that low involvement is a natural response to theft. Here I discuss that day at the Head Start Thanksgiving. I show in a camera-phone travelogue, the blood/brain barrier between metaphoric interpretive research, and "Hard World" - funded evaluation.

**Sensoy, Ozge**, University of Illinois @ Urbana-Champaign  
Understanding Low-Income Kurdish Mothers experiences with migration to Istanbul

My research is on low-income Kurdish mothers with migration to Istanbul. Over the summer I conducted a pilot research with 7 low-income Kurdish mothers exploring their experiences with migration, and their thoughts and feelings about their current life in Istanbul. I gathered the mothers stories through formal interviews and informal conversations with them. Because of the long standing ethnic tension between Turkish and Kurdish people, my identity as Turkish had the potential to be problematic for gaining access to the community. In this presentation, I will reflect on my experience as a Turkish researcher working with Kurdish mothers.

**Sepulchre, Marie-Caroline**, Hospital Las Higueras  
Cuidados Paliativos y Equidad: Una Experiencia Internacional de Investigaciòn Cualitativa Participativa con Grupos Vulnerables en la Comunidad

See Santos Salas, Anna

**Serna Ram\_rez, Aceneth**, San Buenaventura  
Título: Prostituciòn, Genero y Violencia: La Trinidad de la Indiferencia

See Arango, Gloria

**Serna Ram\_rez, Aceneth**, San Buenaventura  
Las Reglas de la Calle. Historias del Derecho Vivido

See Arango, Gloria

**Settle, Winnie Chesney**, Palliative Home Care  
Cuidados Paliativos y Equidad: Una Experiencia Internacional de Investigaciòn Cualitativa Participativa con Grupos Vulnerables en la Comunidad

See Santos Salas, Anna

**Seymour, Brittany**, Schwab Rehabilitation Hospital  
Using PhotoVoice (Participatory Photography) to Assess the Impact of Services

See Taylor, Kimberly M.

**Shaler, George**, University of Southern Maine  
Qualitative Assessment of Minority Experience in Maines Juvenile Justice System

See Hubley, Teresa Ann

**Sharma, Alankaa,** University of Minnesota

Critical Discourse Analysis as an Alternative Framework for Interpreting the Narratives of Men Who Perpetrate Child Sexual Abuse

Research on perpetrators of child sexual abuse (CSA) focuses primarily on individual behaviors and uses the constructs of cognitive distortions and implicit theories as interpretive frameworks. Such frameworks view perpetrators' accounts as "maladaptive" or "distorted." Critical discourse analysis shows that in many senses perpetrators are one of "us" because many people share the discourses perpetrators use as the basis of their accounts. Perpetrators' accounts can therefore be understood as accentuated expressions of patriarchal values and attitudes, and CSA as a process informed by unjust yet normative social factors, and not of exceptional behavioral distortion of a few individuals.

**Sharma, Alankaar,** University of Minnesota

Racialized Disease Versus Diseased Race: The Dueling Discourses of Race and Masculinity within the Stories of the Negro Project of American Social Hygiene Association and the Tuskegee Syphilis Experiment

In this paper I trace the history of the Negro Project of American Social Hygiene Association, which began in early 1940s and lasted until the middle of the decade. I then use critical discourse analysis to contrast the story of this project with the Tuskegee syphilis experiment. While the discourse of Tuskegee study conformed to the grand narrative of stereotypical racial black masculinity, the Negro Project was counter-hegemonic, resulting in prosperity for the former and failure for the latter. Such juxtaposition of the two discourses brings out the complexity of the narrative of black masculinity and sexuality within the United States.

**Sharra, Steve,** Michigan State University

Towards an African Peace Epistemology: Teacher Autobiography and uMunthu in Malawian Education

Few studies have used autobiography to allow subjects to define peace and social justice from their lived experience. Little is known about how autobiography interacts with curriculum and pedagogy to create a peace curriculum. This paper argues for a peace curriculum and pedagogy that uses uMunthu/uBuntu (personhood) to bring lived experience and life writing into peace lessons. The paper draws on a study of Malawian teachers who wrote autobiographies and taught peace lessons, and concludes that the concept of uMunthu/uBuntu offers a framework that connects life experience with curriculum, pedagogy, peace and social justice.

**Shaw, Charles,** Alliant International University

The Generational Self

The use of self as an instrument has given me permission to view the world differently as a researcher and practitioner in the field. I have learned to pay attention to those dimensions in the world that are perhaps less visible to others. Through course work geared at developing self-awareness, reflection and empathy, I have learned to explore my own assumptions that allow me to get in touch with parts of who I am. I will share how I arrived at my research interest in exploring generational differences in the professional lives of African American women.

**Shaw, Ian F.,** University of York

Hidden Histories in Social Work

A naive reading of Clifford Shaws The Jack-Roller leaves the reader with a sense of having been inducted into a melange of what we now know as sociology and social work, but which to Shaw seems a coherent stance. I suggest this is close to the heart of how things were, and not a temporary historical distortion. A hidden history of an intellectual case for reciprocity between the two disciplines appears in some barely noticed work of Ernest Burgess. I suggest these offer support for a relationship between sociology and social work based on egalitarian respect and a commitment to positioning ourselves in a historical context.

**Sheon, Nicolas M.**, University of California, San Francisco  
Longitudinal Qualitative Analysis of Interaction using Transana

See Woods, David Kimball

**Sheppard, Gilda Louise**, Evergreen State College  
Moving from Object to Subject: Critical Ethnography and Documentary Film, Evergreen State College Tacoma Campus

This paper with video clips from Sheppard's 20 minute ethnographic film "Women Together as One" screened at Cannes Film Festival 2008, demonstrates the role of social justice, community activism and critical ethnography in the collaborative work between Sheppard and Liberian women refugees at the Buduburam Refugee Camp in Ghana, West Africa. The women give horrid testimonies of rape and war however break the frame through their active "fighting against poverty" for their reentry into society. The paper and clips reveal the women's activism and breaking ethnographic and media "victim" stereotypes as well as Sheppard's privilege positions as sociologist/filmmaker from outside.

**Sheth, Reena**, Duquesne  
Bollywood films: Sites of permanent provocation

One of the fundamental criticisms of Foucault's notion of power is that it is too closed, totalizing, and most of all, politically inadequate to such an extent that it forecloses any concrete space for resistance. This paper attempts to challenge this line of criticism by exploring a mainstream, Bollywood film, 'Lagaan'. The paper argues that the cricket match that forms the central storyline of the film constitutes an act of what Foucault has called "a mobile and transitory point of resistance, a permanent provocation". The match reclaims the voice of the subaltern by presenting a small peasant struggle against the British colonization that lies outside of the dominant discourse of Indian national struggle for independence.

**Shetty, Sudha**, University of Minnesota  
Battered Mothers and Children Seeking Safety Across International Borders: Examining Transnational Legal Processes

See Lindhorst, Taryn P.

**Shrigley, Tina Leanne**, University of Western Ontario  
Community Advocates' Responses to Water Contamination: A Community-Based Study

The experiences of community members who engaged in an advocacy role following the May 2000 E.coli water contamination in Walkerton, Ontario were described in a community-based study. Key informants from the community participated in the development of the methodology and interpretation of results. Non-professional community members that had stepped into an advocacy role in response to community crisis were identified by key informants for interviews about their experiences of personal empowerment. The purpose of the presentation is to outline the process of key informant recruitment and participation throughout the project and the associated challenges of participant recruitment.

**Shuttleworth, Mary B.**, Fielding Graduate University  
Human Rights Education: Phenomenological Explication

According to the U.S. Department of State Trafficking in Persons Report (2007), "This year is the 200th anniversary of the abolition of the transatlantic slave trade" (p. 6). Slavery continues internationally. According to the Trafficking in Persons Report (2006), an "Estimated 600,000 to 800,000 men, women, and children [are] trafficked across international borders each year" (p. 6). Human rights were defined by the United Nations General Assembly in the Universal Declaration of Human Rights, and human rights education was initiated (United Nations, 1948). The purpose of this study was to obtain perspectives about human rights and human rights education.

**Siegel, Pamela**, University of Campinas  
Quilombolas' perceptions of health and illness

The Quilombos were African communities existing during the colonial period of slavery in Brazil. In July 2008 members of different remanescent quilombos gathered to discuss: free software, technology, land, health, gender and ancestral culture. Thirty nine participants filled in a questionnaire to answer issues on health and illness. Their answers ranged from a political and social view of the national health system, mentioning the lack of a health programme to treat quilombola communities, to spiritual and cultural references. Although herbs and faith healers are widely accepted, health and illness are strongly linked to the social acceptance of the quilombola people.

**Siegel, Pamela**, University of Campinas  
YOGA IN BRAZIL AND THE NATIONAL HEALTH SYSTEM

This paper's objective is to present the contributions of yogic leaders, belonging to the 15 most developed Yoga traditions in the city of São Paulo, to the Brazilian Unified Health System. They responded semi-structured interviews, which were recorded, transcribed and analyzed according to the qualitative methodology. The results highlighted the following contributions to the national health system: the concept of body-mind-soul; vegetarianism; postural correction and integration of movements; peace culture and virtues; abstention of vices. In conclusion, Yoga is a useful practice in health, nevertheless it remains distant from the epistemological bases of the present Integrative Medicine.

**Siegesmund, Richard**, University of Georgia  
Constructing Visual Data in Arts-Based Research

It is possible to conceptualize visual data in at least three different ways: objective, formative, and generative. While there are no bright lines that demarcate the transition from one mode to the other, these different conceptual frameworks produce different understandings and interpreting of both symbolic and non-symbolic visual data. While objective and formative approaches to the visual are often closely related to photography, film, and digital media, the third form of visual research, generative, expansively embraces the full spectrum of visual media. The generative focuses on informed art making by either the researcher or the research participants.

**sierra ospina, gracy**, of de Medellin(colombia)  
Los retos y desafíos del investigador del siglo XXI en momentos de crisis pol\_tica

En el campo de la investigación social, los discursos se presentan precisamente como diferentes mantos de la verdad, como puente de comunicación entre el descubrir y el interpretar. La relatividad de los tiempos actuales le plantean al investigador los compromisos del quehacer investigativo, el sentir altruista con la ciencia y el conocimiento, sino además asumir el riesgo al decir lo que otros no quieren escuchar, asumiendo la amenaza contra su propia vida, cuando se atreve a expresar con argumentos de razón las situaciones políticas y sociales que la institucionalidad estatal no asume y oculta

**Sikes, Pat**, University of Sheffield  
Inadmissible Questions: Protection or Censorship?

At the 2007 conference we presented a paper about our attempts to study allegations of sexual misconduct made against teachers. Our story was of funders positive about our work but concerned that, given the moral panic around child abuse; it was too sensitive and high risk. We described difficulties in obtaining ethical clearance from our institutions when reviewers objected to our interpretation of official policy regarding investigation and treatment of allegations of abuse. In autumn 2007, just prior to publication, the paper came to the attention of the ethics review committee. This presentation tells the story of what happened next.

**Silva, Carlos Antônio Bruno**, Universidade Federal do Rio Grande do Norte/Universidade de

Fortaleza

Aprendizagem Estratégica: Jogo Eletrônico na Mediação da Educação Nutricional da Criança

See Munguba, Marilene Calderaro

**Silva, Carlos Antônio Bruno**, Universidade Federal do Rio Grande do Norte/Universidade de Fortaleza

Grupo Focal Lúdico como Ferramenta de Avaliação da Aprendizagem Nutricional na Escola

See Munguba, Marilene Calderaro

**SILVA, CLAUDIA FERNANDA GUZMAN**, FUNDACIÓN UNIVERSITARIA DEL AREA

ANDINA

EXPERIENCIAS DE VIDA EN PACIENTES CON ENFERMEDAD DE PULMÓN

See CORT S, JESSICA LORENA CAMACHO

**Silva, Girliani**, Unifor

AVALIAÇÃO DO PRÉ-NATAL NA ATENÇÃO OBSTÉTRICA: PERCEPÇÃO DA GESTANTE E A INTEGRALIDADE NAS AÇÕES DE SAÚDE

See da Silva, Raimunda Magalhães

**Silva, Raimunda Magalhães**, Universidade de Fortaleza

Saúde Física e Mental da Mulher Brasileira na Fase do Clima Rio

O estudo objetivou analisar a saúde física e mental de mulheres no clima Rio atendidas na atenção secundária à luz do Modelo de Crenças em Saúde, enfatizando a susceptibilidade, a seriedade, os benefícios e barreiras. Pesquisa qualitativa com 25 mulheres no clima Rio entre dezembro de 2007 e fevereiro de 2008 usando-se entrevista semi-estruturada e observação livre. Os resultados foram agrupados em: susceptibilidade física e mental; doenças; percepção da mulher quanto à severidade das doenças; benefícios encontrados para superar as queixas e as barreiras enfrentadas. Para as mulheres, o clima Rio envolveu sofrimento físico, psicológico, emocional, econômico e social.

**Silva, Ruth De C.**, University of North Texas

Teaching On-line: Issues in Creating and Moderating Participation, Interaction and Knowledge Construction in Virtual Classrooms.

Given the exponential growth in Higher Education institutions using online and distance education technologies as vehicles for educational delivery, this paper focuses on the issue of communication as the nucleus of online teaching and learning. Through an explication of the conceptual discourse underlying online communication, juxtaposing it with examples of authentic discourse generated in online communities the researchers argue for clarity in theorizing of online forums through multimethod evaluatory processes; to investigate epistemologically the nature, structure and processes used in online communication by all participants.

**Silva, Wanessa**, Universidade Federal de Minas Gerais/ UIUC

Music Etiquette, Gestures, and Audience Response

This presentation focuses on an Indie music and a popular music singer performances and their sets of musical etiquette. Each performance had its specific public, music structure, and aesthetic values. However, the way performers and audience engaged with each other revealed specific responses and modes of engagement. Amplified instruments, performance context, and opening acts were some of the similarities in the musical genres. Body language, invitation to engage, and hybrid repertoire were some of the differences. The findings focus on the understanding of implicit and hidden aesthetic values derived (or not) from the mainstream culture and its possible contributions to the experiential learning in a Performance Arts Center.

**Silva, Wal nia**, Universidade Federal de Minas Gerais/ UIUC  
Panel Overview: Performing Arts Centers as Experiential Educational Settings

See Bresler, Liora

**Silveira, C\_ssio**, Santa Casa of Sao Paulo  
Vaccine coverage and immunization perceptions - a care givers qualitative research  
See de Barros, Nelson Filice

**Silveira, Vanessa Gomes**, University of Fortaleza  
Mothers perception on with your child care  
See Frota, Mirna Albuquerque

**Silveira, Vanessa Gomes**, University of Fortaleza  
The caregiver's influence in the introduction of complementary feeding in Children  
See Frota, Mirna Albuquerque

**Silveira, Vanessa Gomes**, University of Fortaleza  
Health promotion: an intervention in breastfeeding  
See Frota, Mirna Albuquerque

**Silver, Susan**, Ryerson University  
Decolonizing a Graduate Research Course: Sabbath Candles Illuminate and Unsettle

In this paper I deconstruct a critical incident that exposed my deep positivist roots, shattering my self image as a teacher, researcher and ally. I reproduced the hegemony of positivism by positioning the Indigenous sharing circle as a focus group methodology. Unlike the focus group, the sharing circle represents a sacred cultural and spiritual space. I came to understand the significance of the sharing circle by connecting with my own Jewish heritage and invoking the memory of my mother lighting the Sabbath candles. This profoundly unsettling process lead me to rethink how I understand research and my position in it.

**Silver, Susan**, Ryerson University  
Evaluating from Afar: Connecting Up Close

In this paper I describe my experiences using communication technology, such as video conferencing and SKYPE to conduct a mid-term review of a collaboration between Brazil and Canada. The lead Brazilian partner is the national Social Services of Industry (SESI) and the lead Canadian partner is Ryerson University. This project, funded by the Canadian International Development Agency, is situated in seven different regional sites in Brazil and seeks to enhance the equity of industrial workers through occupational health and safety practices. I explore the possibilities of these technologies, when combined with participatory qualitative methodologies, for undertaking evaluations from afar.

**Simmerok, Bruce**, Azusa Pacific University  
Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study.

See Stanford, Beverly Hardcastle

**Sinclair, Christine E.**, Swinburne University of Technology  
Finding the Distance to go the Distance: the purposes and power of fictional and narrative frameworks in researching, writing about and performing personal experience for the creative PhD.

This paper draws on Polkinghorne's proposition that a storied narrative ?preserves the complexity of human action with its interrelationship of temporal sequence, human motivation, chance happenings, and changing interpersonal and environmental contexts? (Polkinghorne, 1995:7). The place of fictionalised or narrativised forms of representation used by PhD students across a range of research methodologies, including arts-based research,

performance ethnography and practice as research is discussed. The paper considers ways in which fictionalising or narrativising personal experience can not only provide the student with a critical distance from the raw material, but also has the potential to be an emancipatory practice.

**Sinclair, Christine Ellen**, Swinburne University of Technology, Lilydale Campus  
The Ethics of Fictionalising ?Truth' in the Creative Artefact

This paper explores ethical and creative challenges confronted by students undertaking a PhD through creative artefact and exegesis. Many of these students seek to draw from their own life experience or to explore the life experiences of others when they create works of fiction for doctoral study. These processes present ethical challenges for the writer/students, their supervisors and for University Ethics Committees. The writers must consider whose story is being told; whose permission should be sought; and how experience can be aesthetically and authentically represented through a fictional frame. This paper will draw on examples of current practice from an Australian PhD program in creative and professional writing.

**Sinclair, Raven Pelletier**, University of Regina  
Tapping & Mapping Community Wisdom: En(counter)ing the Effects of the Sixties Scoop in the Splat'sin First Nation

The Splat'sin First Nation Child and Family Well-being Project draws on qualitative historical and contemporary data to enable the community to map and make-meaning of what happened to their children following the Sixties Scoop and the Child Welfare Era as they seek evidence-based ways of addressing community health and well-being. Drawing upon Dr Sinclair's national study on trans-racial adoption, the polyphonic team engages the community through participatory action research that is informed and guided by the traditional wisdom of the Kia7as (grandmothers), and grounded in Indigenous research methodologies that respect the ownership, control, access and possession of the research findings.

**Sinclair, Raven Pelletier**, Regina  
All My Relations ~ Native Transracial Adoption: A Critical Case study of Cultural Identity

This poster articulates the findings of a doctoral research study that sought to explore the experiences of Indigenous adults who had been adopted into non-Indigenous families during the 1960s and 70s in Canada; now referred to as the Sixties Scoop. The literature explains that Indigenous transracial adoption is problematic because children lose their cultural identities in non-Indigenous contexts. The project revealed that the source of problematic adoption outcomes is rooted in racism and not cultural identity. An Indigenist philosophical stance framed a critical case study approach to the research. Recommendations for addressing racism in the field of child welfare are asserted.

**Siple, Bonnie J.**, Slippery Rock University  
Overcoming the barriers: A qualitative study giving voice to Black women in athletic training education

Black women are underrepresented in the profession of athletic training. Failure to introduce Black women and their perspective to the profession and literature may result in their continued absence. As the profession of athletic training seeks to involve more diverse clinicians representative of the athlete and patient population it serves, college retention of ethnically diverse students in accredited athletic training education programs may be critical to that goal. The purpose of this study was to examine the perceived effects of mentoring and other supportive factors on the retention and credentialing of Black women athletic trainers in order to understand the impact of those factors on the academic success of Black women athletic training students (ATSSs) enrolled in athletic training education programs. The study findings have many implications that potentially offer athletic training educators ideas that may improve the athletic training educational experiences of Black women ATSSs and lead to their increased involvement in the future membership of the athletic training profession.

**Slotta, Jim,**

Diver (Digital Interactive Video Exploration and Reflection): A New Technological Application for the Annotation of Video Data Across Disciplines

See Cooper, Karyn

**Small, Neil,** University of Bradford

Moving beyond speech in researching dementia.

There are approximately 24 million people living with dementia, 1 in 5 people age over 80. As populations' age numbers are forecast to rise to 81 million, world-wide, by 2040. Characteristically research is done on this population, not with or by them, and not always for them - there is a predominate concern to control rather than to understand and enhance lives. Qualitative research can help elevate human rights by challenging prevailing understandings of the nature of the self which discriminate against those with cognitive impairment, and by developing methods that do not rely on speech.

**Smit, Brigitte,** University of Johannesburg

Teaching cross cultural research dynamics: ethics and reflexivity

This presentation is firstly concerned with finding voice and signature when teaching qualitative research in a different cultural context. The intellectual puzzle relates to how the role as researcher impacts what is seen, heard and interpreted in varied cultural research settings. Secondly, conducting research across cultural boundaries has numerous reflexive and ethical implications. Using an individualized Western lens in a developing country context, could ignore the collective community way of knowing, as well as community consent for research. Little guidance, if any, is given to students engaging in such research, regarding the complexities and dynamics of conducting research in cultural settings that are dissimilar to their own. To this end, I focused specifically on one cultural group, and argued that unless researchers are sensitized to diverse cultural backgrounds, they will not be able to conduct ethical, sound and credible research in multicultural contexts. Thirdly, this inquiry used ethnography in a rural/township school in South Africa, where I spent considerable time with teachers, exploring their meaning making of their teaching profession. Moving from an etic perspective towards an emic perspective, as 'professional stranger', I learnt to appreciate and understand the distinctive dynamics and social practices about doing research in a rural/township community. In this presentation, I speak to my research learnings in terms of cultural particulars, code of conduct, interview practices, and observation dynamics and how I incorporated these into my research teachings.

**Smith, Ian,** Burapha University

Volunteering as Active Aging in Elderly Thais: A Grounded Theory Approach

See Sakulkoo, Saratid Tong

**Smith, Lee Ann,** University of Otago

Queer Students and the School Formal or Prom

In New Zealand, discrimination on the grounds of sexuality is illegal under the 1993 Human Rights Amendment Act. However, in this presentation I report the findings of qualitative interviews conducted with three New Zealand secondary school principals in 2008, in which I asked them whether their school had any policy in regards to queer students attending the formal with same sex dates. I specifically discuss how one school implemented practices that undermined the human rights of queer students to attend the school formal with same sex partners.

**Smith, Toni,** The Ohio State University

Thinking and Remembering: Excerpts From an Autoethnographic, Community-Based Project

As an African American female researcher, alternative interpretive tools are essential to impart subtleties of personal experience intertwining with social, historical, political context. Presentation excerpts autoethnographic narratives forming the core of community-based study on the history of a black community struggling to re-structure after a long

period of poverty, neglect. Central possibility for community renewal is an historic theatre, Lincoln Theatre in East Columbus, once a premier cultural phenomenon nurturing, promoting black culture as a source of community pride, accomplishment, empowerment. Performative stories illuminate issues, empathic understanding, structure possibilities in a research project intended toward community reconstruction through the arts.

**Smolik, Kimberley Ann**, University of St. Thomas

Arts-Based Inquiry in Anti-Racism Action Research: Rich Data, Measurement of Change and Personal Reflection Tool

Ask a research participant to explain her racial identity and the answers can be flat, academic, politically correct, or a couple of words in length. Ask a participant to create a visual piece as a means for exploring and explaining her racial identity and the data is not only rich, but the process contributes to learning and reflection, provides a measurement tool, and can even lead to action. Narrative inquiry, collage creation, and metaphor making in this action research study uncovered evidence for the power of the arts in critical race consciousness development.

**Smolik, Kimberley Ann**, St. Thomas

Action Research as Means to Personal and Institutional Anti-Racism Transformation: Building Community, Power, and Action Steps

This action research project, with a liberatory, anti-racist lens, was designed to inform and impact the non-profit from which it was drawn. It did so in three ways: First, the results of the research provided the organization with a synthesized overview of "organizational conditions that foster transformation" during a racial justice initiative. Second, the focus groups built community among the participants, creating not only a safe space for sharing, but also the opportunity to build connections across various parts of the organizations and action steps for change. Lastly, the research activities impacted the participants' ability for reflection and consciousness-raising.

**Smothers, Sinikka M.**, The University of Alabama

Atoms, Elements, Molecules, and Matter: An Investigation into the Congenitally Blind Adolescents Conceptual Frameworks on the Nature of Matter

Blind individuals have been marginalized in research studies while they offer the potential to contribute new insights in various fields. This qualitative multiple case study explored four congenitally blind adolescents conceptual frameworks on the nature of matter. Data collection comprised of individual interviews following tactile investigations, model making sessions, journal writing, and focus group interviews. Participants explanations about matter were theoretically inconsistent and tentative in nature, but rich in narrative style. Analysis of the interview transcripts led to a visual model of thinking titled Meandering Map. The study of blind individuals thinking and imagery reveals new knowledge about cognitive potential.

**Snow, Nicole**, University of Alberta

Using Institutional Ethnography to Explore Ethical Mental Health Nursing Practice

Considerable ethical debate surrounds mental health nursing practice. Approaches used in the provision of care may be considered paternalistic and coercive in nature. Mental health nurses are often challenged by the ethical dilemmas they face and are torn between opposing forces that govern their practice. Nurses provide ethical, comprehensive care while being obliged to uphold health system policies. The connection between ethical engagement and organizational culture may not be easily visible to those working within them. This presentation will explore how institutional ethnography as developed by Dorothy Smith can help elucidate the social processes that govern ethical mental health nursing practice.

**Sola, Ivan**, Autonoma de Barcelona

Oportunidades y riesgos para la Atención Primaria de Salud (APS) en el contexto de la Medicina Basada en la Evidencia (MBE): profundizando en las percepciones de los más jóvenes de familia (MF).

See Calderàn, Carlos

**Solarte, Cristina del Carmen,** Universidad Nacional Experimental Simàn Rodríguez, Néstor Cleo

El Vigía

Percepción de los Facilitadores del área de Psicología de la UNESR sobre el Rol de la Familia en la Sociedad Actual.

Esta investigación tuvo como objetivo fundamental determinar la percepción de los facilitadores del área de psicología de la UNESR sobre el rol de la familia en la sociedad actual. La metodología se orientó desde la perspectiva cualitativa basada en el método fenomenológico. Los informantes claves conformaron un total de cinco (5) facilitadores responsables del área de psicología a quienes se les aplicó una entrevista estructurada. Los hallazgos encontrados reflejan que la familia es percibida como una institución immutable que desempeña roles esenciales para el bienestar de las personas, los que no se han modificado en el tiempo. Entre ellos, el afectivo, por ser esta institución un refugio y apoyo frente a condiciones cambiantes que generan inseguridad. En su rol social la familia resulta el ámbito primario para la afirmación del sujeto como persona y la construcción de la identidad vinculada a su propia historia personal y a la convivencia relacional.

**Sombra, Paula Betina,** EHESS

Reinterpretar el presente: un recorrido metodológico por la militancia política en Argentina

Con el objetivo de reconstruir sociológicamente los recorridos de la militancia política en Argentina este trabajo propone una reflexión metodológica sobre los procedimientos de reinterpretación de los relatos orales referentes a las representaciones actuales de experiencias pasadas en torno a conflictos. Apoyado en datos empíricos este estudio repara en el examen comprensivo del pasado interrogado desde el presente a fin de reelaborar la biografía colectiva de un grupo de militantes de los años 60 y 70. Para ello se hace hincapié en las configuraciones verbales surgidas de los recuerdos provenientes de la memoria individual elucidando entre aquello qué fue la experiencia vivida y los tiempos de enunciación. La importancia de estos individuos se debe a que en la actualidad continúan ejerciendo la militancia sin embargo bajo formas nuevas. En este sentido reviviendo cotidianamente un pasado comprometido en la denuncia por violación de los Derechos Humanos durante el terrorismo de Estado.

**Soneira, Abelardo Jorge,** ---

Ciencias Sociales y Religión en el Cono Sur de Latinoamérica

Desde mediados de los años ochenta se ha conformado en el Cono Sur de Latinoamérica una comunidad académica autónoma dedicada al estudio del fenómeno religioso desde la perspectiva de las Ciencias Sociales. La producción de esta comunidad se ha expresado en publicaciones y congresos y en su gran mayoría se ha realizado aplicando metodologías cualitativas en sus distintos enfoques. La ponencia busca realizar una evaluación crítica de esta producción tratando de establecer sus logros y limitaciones. En segundo lugar advierte sobre un reciente cambio de tendencia a favor de estudios cuantitativos buscando establecer posibles causas y proyecciones de la misma.

**Sonik, Madeline,** University of Victoria

Exploring the process of short story writing

I will explore the process of writing a short story by considering specific questions: When does a story actually become an independent entity, no longer merged with the writer's ego? How is craft brought to the story and why is it important? What is writer's intuition and how is it employed in short story writing? I will consider two of my published works for this purpose, the short story "Tiger" and the memoir "Korean Moon," on which the story is based; both serve as points of reference in discussing the organic development of the fictional piece. Madeline Sonik 3371 Linwood Ave. Victoria, BC V8X 1E5 (250) 386-3371 sonik@shaw.ca

**Soo, Kadri,** University of Tartu

The Role of Interviewer Talking about Intimate Partnership Violence with Women

Interviewing violent experiences is complicated because violence is related to many negative feelings and the disclosing of unpleasant events in the intimate life is a hard trial for a victim. The present study explores the role of the female interviewer during the inter-

view with women suffered IPV. During Daphne project GVEI, 12 indepth interviews were carried out. The women willingly agreed to participate and narrate their story. The study displays the victims' essential need to talk about their experiences and emotions to some trusted and neutral persons. Next roles of interviewer are discussed: listener, mental supporter, counsellor, message sender.

**Sopczak, Nicolette**, University of Alberta  
The Invisibility of Teen Fathers

Although teen fathers, like teen mothers, face a variety of social disadvantages, they are currently invisible in the legal system and in social and academic discourses. In collaboration with a support agency which specifically provides social services to young fathers, I interviewed teen fathers and service providers in different settings. Through analysis of this data, critical factors in effectively reaching and supporting teen dads were identified. Employing a Community-Based Research (CBR) framework, I will discuss risks and opportunities for positive change for teen fathers from a human rights perspective.

**Sossa Vanegas, Douglas Stevenson**, Universidad de San Buenaventura  
Proyecto Piloto Para La Enseanza Del Nuevo Sistema Penal Acusatorio A Estudiantes De 10 Y 11 Grado Del Municipio De Bello.

See Mina Perez, Jair Alexis

**Sotirin, Patty**, Michigan Tech University  
Passing on Ethics?

Passing ethnography is a methodological alternative responsive to the contemporary mediated world both on-line and off-line (Couldry, 2003). The model revises such epistemological and ethical mainstays as authenticity, rapport, and situatedness. Does this model provide an alternative ethical framework or does it \_pass\_ on fieldwork\_s ethical commitments?

**Sousa, Girilani**, UNIFOR  
PR -NATAL EM UM CENTRO DE SA DE DA FAMILIA DO CEAR - - BRASIL:  
SIGNIFICADOS E MUDANAS COMPORTAMENTAIS DA GESTANTE

See DA SILVA, RAIMUNDA MAGALH\_ES

**Souzas, Raquel**, UFBA  
Relations of race and gender in the game: the reproductive issue of the black and white women.

The main goal is to analyze the issue of gender and race bias (the meaning that such differences acquire in the domain of reproductive health). Qualitative research: the oral-therapeutic history technique. The subjects interviewed were 18 black and 18 white, from three different educational backgrounds. In conclusion: black women's conception of freedom, of those with higher education, when one has supposedly greater autonomy, is more restricted to the private life due to the racism they face in public life. White women, on the other hand, show a broader conception, which includes the conquest of new spaces within public life's realm.

**Spadacio, Cristiane**, Unicamp  
The meaning of conventional and non-conventional medicine in cancer treatment

This study seeks to understand the meanings of Complementary and Alterantive Medicine use by cancer patients under treatment in the Servi\_o de Oncologia do HC/Unicamp (Oncology service at the clinical hospital of the State University of Campinas). This qualitative study is part of a sociological program on CAM in the brazilian health field and makes use of two data collection techniques: the in-depth interview and the field journal. It can be observed the importance of qualitative studies in the health field to understand the construction of meanings about a certain health and disease situation, from the perspective of the patients.

**Spall, Sharon**, Western Kentucky University  
Teaching and Practicing Techniques for Trustworthiness: Classroom debriefing and journal writing.

Classroom practice of qualitative research procedures engender and extend behaviors that support reader believability/trustworthiness. Debriefing and reflexive journal writing in class during ongoing research projects provide opportunities for development of research techniques (Creswell, 1998). Students of research learn how debriefing can benefit a study and a researcher. When students consistently journal about the research process, the student examines issues of self, and such practice (Lincoln & Guba, 1985) encourages rigorous inquiry habits.

**Sparkman, Torrence**, University of Illinois  
Leadership Capacities, Skills and Needs at the Senior Executive Level of a Traditional Religious Denomination

The practical relevance of leader development has been recognized by leaders and those who prepare leaders. Over the years, it has become obvious to those who run local churches that the development and skill enhancement of leaders is essential for long-term success. However, more specific knowledge of the leadership challenges facing executives of religious organizations is needed. This ethnographic study of the competencies and challenges of the senior executive leaders of an African-American protestant denomination will analyze the specific leadership qualifications, challenges and resources for the enhancement of leaders holding the position of bishop. Some research questions follow: What are the professional backgrounds and leadership abilities of those who currently hold the position of bishop within this denomination? What are the key issues and challenges of this role? What are the gaps between the abilities they have and what they need to fulfill their roles?

**Speedy, Jane**, University of Bristol  
Encounters With Gerald: Experiments With Meandering Methodologies and Experiences Beyond Our Selves In a Collaborative Writing Group

See Martin, Viv

**Spellings, Carolyn**, University of Tennessee at Knoxville  
Refugee Children, Resettlement, and Transitions to U.S. Public Schools

See Anders, Allison D.

**Spinelli, Selma Patti**, Santa Casa of Sao Paulo  
Vaccine coverage and immunization perceptions - a care givers qualitative research

See de Barros, Nelson Filice

**Spong, Sheila J.**, University of Wales Newport  
Individualism and Social Responsibility in Counselling Discourse.

This paper explores the expression in counselling discourse of what Billig (1988) described as a key ideological dilemma in modern Western societies: the dialectic of individualism and social responsibility. It presents data from two small projects which collected counsellors' talk about a number of issues relevant to social relations. Topics discussed in the interviews/ focus groups included feminist counselling, challenging clients' prejudices, and the interface between therapy and social power relations. The findings indicate some complex ways in which counsellors manage the tensions between social responsibility and an individualistic approach to personal change.

**Sprecher, Katharine**, University of Tennessee at Knoxville  
Refugee Children, Resettlement, and Transitions to U.S. Public Schools

See Anders, Allison D.

**Spry, Tami,**

Call it Democracy, or Call it Swing

Borrowing the title from the writing of jazz great Wynton Marsalis, this autoethnography explores jazz as a democratizing praxis. As the daughter of a jazz musician, the lived methodology of swing has provided a performative ethos to explore the ways in which my family inheritance has collided with racial inequity and cultural appropriation. The jazz swing of hope and desire can improvise a critical pedagogy of possibilities, a transgressive song in dissonance with an American political parable of racial erasure, a new old song, an autoethnographic libretto with a minor chord rewriting a major one, a post-9/11 improvisation with others in a sociocultural praxis of hope.

**Spry, Tami,** St. Cloud State University

Performing Human Rights: The Ethics of Aesthetics

This presentation discusses the studied use of performance methods as an ethical imperative. What is at stake when one puts her/his "body on the line" for human rights through performance, or when we ask others to do so? The power of performance as representation has considerable impact upon its use in human rights research/action. If performance is, as Victor Turner says with help from Wilhelm Dilthey, "explanation and explication of life itself," then how are performance methodologists, as researchers in any discipline, ethically responsible for epistemological immersion into this (or any method) before claiming "explications of life", and/or representations of human rights through performance?

**Spry, Tami,** St. Cloud State University

Becoming Encumbered: Variations on Themes of Intensity

See Gale, Ken

**Stack, Anne,** University of British Columbia Okanagan

Narrative Inquiry, Poststructural Readings, and Social Justice Possibilities

Recognition of identity is a precondition for participatory parity; therefore, contesting the ways in which the meaning of difference is constructed is a political act aimed at changing prevailing social practices. In this paper, we discuss the discursive practices governing and regulating identity construction in poststructural readings of three Deaf cultural narratives. In particular we focus on the social justice possibilities of poststructural projects: How might poststructural interrogations allow us to examine the contradictions and tensions of being multiply positioned within and across competing discourses, while creating space for relatively silenced voices and revealing possibilities for social action and change?

**Stacki, Sandra,** Hofstra University

Qualitative Inquiry with a Collaborative Design: Process Peaks and Pitfalls of Building a Research Community

The major focus of this discussion is the process that evolved as the 11 students in a qualitative research seminar worked together to understand and complete various stages of inquiry based around a common theme of achievement. A collaborative approach to qualitative inquiry is promoted by many researchers, especially feminists (Reinharz, 1992) who believe that this strategy can aid researchers in more accurately representing a respondent's voice or multiple perspectives (Brown, 1991; de Lauretis, 1986). However, a collaborative approach brings with it cautions as researchers must have common understandings of the research problem and agreement on how they will use methods or any instruments (Eisner and Peshkin, 1990). Data and perspectives come from using several naturalistic methods including individual conversations with students, my and their observations of weekly seminars, their final papers, and course evaluations. I reflect on this collaborative inquiry experience, my feminist approach and its benefits in the process, and the lessons learned through reflexivity as a facilitator and researcher.

**Stahl, Gerry,** Drexler University

Examining Understanding in Computer-Mediated Learning Environments

See Koschmann, Timothy

**Staikidis, Kryssi**, Northern Illinois University  
Paths In: Transformations of a Painter

This presentation documents a collaborative ethnography examining philosophy and methods underlying artistic studio practice and pedagogy in two Mayan painters studios. Mentored by two Mayan artists, I examine my positionality as student, artist, cultural outsider, and ethnographer. This teaching and learning experience demonstrates that artistic apprenticeship/mentorship in an indigenous context becomes a method of inquiry. Because the process is guided by indigenous artists, the research becomes a conscious and genuine way to present cross-cultural conversations that acknowledge the common and distinct grounds of the participants Included in the presentation are paintings by Mayan artists, and my own paintings.

**Stake, Bob**, U of IL  
The Ethics of Qualitative Inquiry in Transnational Spaces

See Rizvi, Fazal

**Stake, Robert E.**, University of Illinois at Urbana-Champaign  
Allæs Well Thataæs Not Ailing

As has long been the case, evaluating the development of instruction means different things to different people. The developers tend to want microanalytic formative evaluation whereas sponsors want evidence of good investment whereas potential users want adaptability to local conditions and cost-benefit assurances. The same evaluation data do not answer all questions. Research should answer the strategic mediation by computers, and evaluation should concentrate on the merit and shortcoming of fitting this mediaton into specific situations, that is the qualitative perspective of good use.

**Staller, Karen M**, University of Michigan  
Obituaries as Keyhole: Early U.S. Social Work

This study explores the history of social work using obituaries of 136 prominent charity/social workers published in the New York Times between 1851-1935 for two purposes: document analysis and as a sample for further investigation. Preliminary analysis indicates eclectic interests including; war and peace activities, associations with conservative and radical causes and organizations, work with special populations and service innovations. I examine the roles of these social workers as educators, authors, reformers, and social scientists. Special attention is paid to social works relationship to religion, philanthropy, capitalism, race/ethnicity, and social class thus painting a complicated picture of doing good.

**Stanford, Beverly**, Azusa Pacific University  
Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study.

This exploratory study sought to better understand the phenomenon of teaching and learning qualitative research methodology in a doctoral course taught totally online. At a time when universities are extending programs to broader geographical areas and the number of students taking online courses increases, researchers need to explore the quality of such courses. Could a realistic understanding of qualitative research be grasped through such a course? Which pedagogical strategies were seen as effective? Which caused frustration? The phenomenological study explored the ongoing reflections of the professor, four doctoral students, and two observing faculty, and surveyed the class as a whole. Surface mail address: Austin, TX

**Stanford, Beverly Hardcastle**, Azusa Pacific University  
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**Steel, Riet**, University College Ghent - Ghent University

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study.

Participatory (youth) research covers different approaches. Research with instead of about children however always is the common denominator. In this paper we present research wherein participant-generated pictures were explored and analysed through a process of photo-elicitation. The participatory quality of the research is discussed, through critical reflections on three aspects of conducting research: methodical aspects, ethical issues and aspects of knowledge construction. We conclude by discussing both opportunities and challenges of providing space for participants to take control over parts of the study and for respecting what could be perceived as 'wilfulness' of participants.

**Steen, April**, University of South Florida

Diary of a first-year teacher

Teachers continue to leave our nations classrooms at an alarming rate. Most teachers make this critical choice between their first and third year. Current literature informs this performance as it attempts to bring to life the cognitive dissonance faced by new in-service teachers. It takes the form diary entries into the stages of the teachers first year. The purpose is to present current teacher attrition research as a performance creating a discussion about the experiences of participating in a doctoral class titled "Performing Your Research?" that was completed in the Summer of 2008.

**Stein-Parbury, Jane**, University of Technology, Sydney

Defending Our Rights as Qualitative Researchers in the Ethical Review Process

Qualitative researchers often feel alienated in the ethical review of human research; at times we may perceive a violation of our rights to conduct research. This paper presents an analysis of comments made by a human research ethics committee in an Australian university in relation to applications that initially did not meet committee approval. The comments reveal a misunderstanding of the intentions and methods of qualitative research which can be interpreted as a lack of respect. The analysis provides insight into how we can defend our rights as qualitative researchers, without becoming defensive, when interacting with human research ethics committees.

**Stein-Parbury, Jane**, University of Technology, Sydney

Raising the Voice of Patients

This paper reports results of research undertaken in Emergency Departments (EDs) in Australian public hospitals. Spoken interactions between clinicians and patients were audio-recorded, transcribed and analyzed employing linguistic methods. These data were triangulated with ethnographic data concerning daily practices in the ED. Combining these methodological approaches made it possible to analyze how talk is socially organized. Results reveal that the voices of patients, who often want to express themselves in narrative form, are often silenced by the reality of EDs. This begs the question of how best to raise the voice of patients when communicating in this complex clinical setting.

**Stein-Parbury, Jane**, University of Technology, Sydney

Are all the Voices Heard? An Ethnographic Study of an Operating Room

See Jenkins, Marika Katharine

**Stein-Parbury, Jane**, University of Technology Sydney

A critical ethnography of the contested emergency nurse practitioner role development in NSW, Australia

See Magill, Jonathan Miles

**Steingisser, Gail**, Alcott School

Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools-Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software

See Davidson, Judith A.

**Stevens, Patricia E.**, University of Wisconsin-Milwaukee

Grappling with Complex HIV Transmission Risks: Experiences of HIV-Infected Women in Kenya

See Kako, Peninnah M.

**Stewart-Silver, Mary M.**, University of Virginia

Inquiry about Inquiry: How Mindfulness Practices Change How We Inquire about Self and Other

New orientations to identity and subjectivity in social science research posit a nonunitive, nonreified, contingent self. Buddhist mindfulness practices foster direct experience of subtle subjective phenomena, revealing both entrenched habits and a self that is process, not entity. This performative, poetic, partially autoethnographic, presentation culls from the mutually informative fields of general systems theory, "new physics", brain studies, cognitive science, and Buddhist philosophy and mindfulness practice, propelling an exploration of how this culled information could dramatically affect our orientation to social science research, expanding parameters of what we mean by, and experience as, self, reflexivity, inquiry, interdependence, ethics and compassion.

**Stewart, Karen**, Arizona State University

I Speak to Dead People? Exploring Representations of Qualitative Research in Prime Time Network Television Shows

In the United States, crime scene procedurals and reality television programs run supreme. But tucked between the forensic labs and hot tub parties are stories about qualitative researchers. These researchers, however, seldom look or act like researchers I know. Nor do they represent the scholarly qualitative identity I am striving to create for myself. This essay is a narrative account of my struggle to locate myself as a qualitative scholar within popular media while also investigating how qualitative research methods are presented to television audiences. Specifically, I explore Ghost Whisperer and Numb3rs, two shows about "research methods" airing on CBS.

**Stewart, Karen**, Arizona State University

Digitized Researchers: Me and My Avatar

When entering the field ethnographers must prepare body, mind, and spirit for participant observation. Similarly, when approaching virtual research sites researchers must also prepare their digital bodies, or avatars, for acceptance into digital fields. This paper examines "playing the part" of ethnographer in virtual fieldwork. We discuss how researchers in new media environments must adapt to rapid online interactions while balancing expectations for qualitative inquiry. Researchers must also be aware of user-generated aesthetics and adapt their speaking skills to the vernacular of virtual environments. Finally, ethnographers should embrace ludology (gaming) theory, by engaging in the playful spirit of virtual worlds.

**Storberg-Walker, Julia**, North Carolina State University

Teaching Qualitative Data Analysis: What Can We Learn from 5th Graders?

Their eyes seemed troubled, anxious. Whatever I was saying wasn't working and I could feel my sense of competency bleed through my feet and through the floor. I was standing in front of the class, teaching how to analyze data and 12 pairs of eyes were beseeching me to make it clear to them. "How do you know if you are right?" one asked. "How do you know how deep to go?" A hand rose in the back of the room, and Pat (fictitious name) excitedly asked "maybe learning to analyze data is the same as learning how to read?" What? Huh? I tried to make my face look OK on the outside, and on the inside I wondered how I was going to get myself out of this mess. "Say more about that" I replied (my fallback comment when I stall for time). Pat enthusiastically began to explain, based

on her 10 years of teaching grade schoolers, how she developed strategies for teaching reading comprehension. She talked about a table, and a cake, and balloons. I ask students what do you see in this picture? And they tell me; sometimes they say it is a birthday party and when they do I ask ~~do~~how do you know it is a birthday party? And we have a discussion about inference, about what we think when we see a picture like this. I write out the picture in words but again don't describe it as a birthday party, and we talk about words that are there as compared to words that are not there. We can imagine this is a birthday party; we can also imagine other things that are beyond the words on the paper . The class and I grasped her ideas with the energy of hope, and a new avenue for understanding appeared. Pat was talking about how she used Vacca & Vacca\_s (2002) literacy and learning ideas to help fifth graders learn about inferring meaning from text. Vacca & Vacca offered an easily-understood framework for teaching reading comprehension, and through Pat\_s contributions the class was able to see connections, understand the various types/levels of inference, and extend the framework to analyzing qualitative data. This paper continues the exploration of this instructional strategy for teaching qualitative data analysis to adults. The paper describes the framework offered by Vacca & Vacca (2002) and builds upon it to offer an innovative new framework for developing qualitative data analysis skills. The new framework points to key areas of importance during the analysis/inference process, and can be used as a tool for curriculum development as well as for student learning. Julia Assistant Professor Proceedings Editor, 2009 AHRD International Research Conference in the Americas

**Stout, Candace**, The Ohio State University  
Teaching the Writing of Writerly Research Texts

Focused on two graduate seminars in experimental writing in qualitative inquiry, presentation layers a conversation among two professors and their graduate students. Represented are two universities and related disciplines: Language and Literacy Education and Arts Education. Highlighted in this exchange are instructors\_ pedagogical strategies and protective caveats intertwined with students\_ exuberance for pushing the envelope of textual convention. Drawing on Barthes\_ critical methodologies, excerpts from students\_ experimental texts exemplify forays in creating and crafting writerly texts attuned to issues of interpretive reading, reflexivity, reciprocity, responsibility, ethics. Commitment and strategies for creating trust form foundations for techniques in workshopping student writing.

**Stronach, Ian**, Liverpool John Moores University  
Deleuze, Delusion and the Illusions of De-Meaning

There is a perennial problem in deploying poststructuralist and postmodernist positions in theorizing or indeed methodologizing data. The problem resides in their refusal to apply, because their interest and truth lie in difference, dissent, and delinquency. Any clear deconstruction is a contradiction in terms, a perverse ordering of disorderly knowledge. Robust findings are matters of suspicion rather than certainty in most educational contexts. Certain aspects of the philosophies of difference will be explored in this paper, and related to a recently published case study of Summerhill School (Stronach & Piper 2008). That paper attempts to put Deleuzian notions into practice, as aids as well as impediments to understanding.

**Struthers, Patricia**, University of the Western Cape  
The Right to a Voice: Health Promoting Schools and Youth in the Western Cape Province (South Africa)

See Mohamed, Suraya

**Stuessy, Carol L.**, Texas A&M University  
Impressionist Tales: The View from Inside the Developing Educational Researcher

See Clark, M. Carolyn

**Stuttaford, Maria Maria**, University of Warwick

Exploring the Right to Health of Individuals and Collectives in the Western Cape, South Africa through a Spiral of Co-Learning Esther Nako, University of the Western Cape

See Nako, Esther Makuena

**Suh, Jung-Won**, University of Illinois at Urbana-Champaign

Neocolonial and neoliberal relationship between Korea and United States through education

This study attempts to portray how the U.S.-Korean relationship has evolved throughout a century through education. The evolution of modern Korean education effectively supported and veiled the forceful U.S. influences such as economics, politics, and military power. American influences have permeated and was maintained in Korea more efficiently through these softer channels of exchanges: by letting the Koreans "exercise" their sovereign autonomy, U.S. could gain their "voluntary" submission under the American influences; in the meantime, Korea achieved its current state of living standard on the grounds of the fragile Armistice Agreement with the communist North Korea. The evolution of the U.S.-Korean relationship exemplifies the process of the U.S. dominance over many Asian countries. By examining this process, this research examines how America effectively gains its dominance over Korea by the pushing-pulling dynamic between the two countries.

**Suh, Jung-Won**, University of Illinois at Urbana-Champaign

International student policies in U.S. higher education institutions

See Kim, Su-Jung

**Sullivan, Ashley**, Arizona State University

Normalization of the Young Transgender Body in Early Childhood Education, An Exploration of Children's Rights

Young transgender children in the United States navigate a heteronormative, transphobic and gender normative educational environment that is often binary, stressful, and restrictive (Frankfurt, 2000; Quinn, 2002). As a means to begin to address these concerns, 12 transgender adults were interviewed regarding their early childhood experiences. This qualitative study was steeped in critical methodologies including post-structuralism, queer theory and feminist methods (Butler, 2006; Bornstein, 1994; Feinberg, 1998; Foucault, 1976). Multiple themes arose including bullying and violence, forced adherence to gender norms, links between classroom rules/guidelines and societal morality, and connections between supportive adults in early

**Summers, Laura Lee**, University of Colorado Denver

Inspiring Change: Portraiture as a Qualitative Research Method to Study Successful Results in Education Laura Summers, University of Colorado Denver

This paper's purpose is to demonstrate and explain how portraiture is used as a qualitative research method within research studies. A portraitist writes to inspire a community of practitioners through descriptive narrative. Dr. Summers will provide examples on how portraiture has been used within educational research studies over the past twenty years and explain how to establish a research study using portraiture. As a result of the paper, participants will understand how to use portraiture in their own research and will be better informed as a researcher or graduate student of this emerging method that focuses on success within education. Dr. Summers teaches qualitative research courses at the University of Colorado Denver.

**Sun, Kang**, Bowling Green State University

At the Vantage Point of a Disadvantaged Space: Centering the Writing Center

Foucault's idea of power/knowledge illustrates that what constitutes as truth has its fundamental position in power. It follows then, the detection of the social spaces where power has decentered offers, dialectically, possible vantage points for deconstructing power. This presentation problematizes the socially constructed binary research vs. service and teaching vs. tutoring to reconstruct a more strategic position for a power-overlooked academic space of writing center by deconstructing the power dynamic of teaching and research.

**Sun, Kang**, Bowling Green State University  
The Image that the City Poses: Institutional Ethnography and Historical Imagination of Class

This presentation is based on an ethnographic research of Shenzhen city in China and its severely exploited working force, migrant workers from the countryside. Labeled by Chinese government as Window of China, Shenzhen is the fastest growing industrial city in China that promotes itself as a city of modernity, economic prosperity, beauty, and tourist attraction. The abject condition of migrant workers, however, is largely foreshadowed. I argue that institutional ethnography bridges over such spatio-temporal specificity of abject situations of migrant workers with a historical project of class formation to allow theoretical room for collective social changes.

**SUPELANO, JOSE ALBERTO VARGAS**, UNIVERSIDAD DE LA SALLE  
Representaciones Sociales de los Invidentes sobre los servicios de la biblioteca del Instituto Colombiano para ciegos -INCI-

See IZQUIERDO, GIOVANE MENDIETA

**Surbaugh, Michael Jay**, University of Oklahoma  
Assuming the Masks of the Normally Abled: ?Biopolitics' and Self-Determination

The enfranchisement of students with disabilities had a long and complicated history drawing capital from philosophical problems of determinism and freedom, long before battles arose over mainstreaming and inclusion. In this paper, I will examine the reification of autonomy through discourse in the theory and practice of "self-determination." I will question whether self-determination discourse highlights independence in ways that problematically misconceive a normal person as an island of self-mastery. I will argue that, despite self-determination's avowed intention to empower students with disabilities, conceptions of normality that self-determination includes both bolster social constructions of disability and ignore the realities of frank disability.

**Suter, Elizabeth A.**, University of Denver  
A Review of Verification Processes in Relational Research

This manuscript presents the results of a review of verification strategies in purely qualitative articles published in two preeminent personal relationships journals, the Journal of Social and Personal Relationships (JSPR) and Personal Relationships (PR). This review spans from each journal's inception (1984 for JSPR and 1994 for PR) through 2008, analyzing the ways that purely qualitative articles published in JSPR and PR have "built trustworthiness" or used "verification strategies."

**Sutter, Judith A**, Argosy University  
Attitudes Toward Seeking Mental Health Services Among Chinese Immigrants: A Grounded Theory Approach

See Chang, Jo W

**Sutton-Brown, Camille**, Georgia State University  
Microfinance: Empowering Women, Empowering Communities

Microfinance ventures are primarily targeted toward the women in developing countries and/or poor communities in an attempt to foster female empowerment. Issues related to microfinance are examined through several feminist methodologies. The interrelation of gender, race, class, and caste are discussed with regard to poverty, as well as how microfinance initiatives can aid in the promotion of social justice.

**Sutton, Meagan T**, University of Texas M. D. Anderson Cancer Center  
Using Mixed Methods to Understand the Effects of Organizational Climate and Culture in Business: A Case Study

See Day, Jillian Webb

**Swadener, Elizabeth**, Arizona State University  
What has Culture Got to do with it?: Challenges facing Children\_s Rights in Post-Apartheid South Africa

See Ndimande, Bekisizwe

**Sweetman, David**, University of Nebraska-Lincoln  
Using a Transformative, Emancipatory Lens in Mixed Methods Studies

See Creswell, John

**Tabares Herrera, Laura**, Universidad de San Buenaventura  
ASPECTOS JURÍDICOS DE LA RESPONSABILIDAD SOCIAL EMPRESARIAL EN COLOMBIA

En el sector productivo la tendencia actual es hacia el crecimiento corporativo y económico de las empresas bajo exigencias del mercado en términos de buscar la transparencia el desarrollo industrial comercial laboral y ético de las empresas en el contexto nacional e internacional por tal razón con este trabajo se pretende identificar los diferentes parámetros teórico-jurídicos que en Colombia se han venido construyendo sobre la responsabilidad social empresarial y el respeto de los derechos de los trabajadores y consumidores e identificar la influencia de factores internacionales en este proceso

**Taltavull, Joana María**,  
Cuidado y salud en el contexto de la inmigración: mujeres latinoamericanas cuidadoras en España

See Senz de Ormijana, Amaia

**Tamas, Sophie E.**, Carleton University  
Writing and Righting Trauma: Troubling the Autoethnographic Voice

How do we speak meaningfully and ethically about loss and trauma? This piece grapples with the use of traumatic experiences as the basis of autoethnographic scholarship. It mulls over the impact of telling our messy, unreasonable stories in tidy, reasonable voices, and becoming participant-observers in our own lives. Our testimonial practices are bound by discursive norms that limit our ability to tell performative stories which produce both knowledge and empathy. The scholarly authorial voice insulates us from the experiences we purport to describe and limits the impact of our work. This piece asks how we might write ourselves differently.

**Tanggaard, Lene**, Aalborg University  
School Narratives

This is a presentation reporting from an interview study of school narratives in the Danish "Folkeskole" (primary and secondary school) from 1930 until present times. The aim of the study is to move behind educational theories by studying the historically, socially and culturally changing conditions for learning and school life as they are retold in interviews as personal narratives of school. This presentation will centre on themes such as the changing nature of discipline in school, changing images of the good teacher and social reproduction of gender and inequality within school.

**Tasbilek, Tayfun**, Canakkale Onsekiz Mart University  
A Mixed-Method Evaluation of the Adequacy of Technological Infrastructure of the Primary Schools in Canakkale, and of Classroom Teachers' Level of Computer Literacy

See Eryaman, Mustafa Yunus

**Taylor, Kimberly M.**, Schwab Rehabilitation Hospital  
Using PhotoVoice (Participatory Photography) to Assess the Impact of Services

The Extended Services department at Schwab Rehabilitation Hospital (Chicago, IL) strives to facilitate adjustment to life with a disability. Each program is evaluated independently, but it is difficult to determine the department's overall impact. To do so, we utilized PhotoVoice methodology (Wang 2003). Eighteen participants were given cameras

and asked to take pictures answering the question, "How has your life been impacted by being a part of Extended Services?" Afterwards, interviews were conducted. Staff coded transcripts and located themes, which were verified through member-checking. As a group, participants selected the final pictures. This presentation will include tips and lessons learned.

**Taylor, Laura Kathryn**, University of Notre Dame

Qualitative assessment of mother's perceptions of community and sectarian violence in Northern Ireland: Implications for child security and adjustment

How do mothers living in interfaced neighborhoods in Belfast experience sense of community and interpret sectarian and nonsectarian antisocial behavior? Consistent with prior research on political violence and child well-being in international settings, the current qualitative investigation utilizes a dynamic transactional approach to formulate catalyst questions for focus group discussions with Catholic and Protestant participants. Findings, rooted in emotional security theory, create a culturally-relevant framework to examine bidirectional relationships between each level of the social ecology (child, family, community, society). A grounded, constant comparative analysis illuminates patterns which will inform future empirical research on parenting, child adjustment, and sectarian tension.

**Tejeda, David**, Southern Illinois University

Performance is... Metaphor as Methodological Tool

See MacDonald, Shauna

**Tekinay, Nesibe**, Canakkale Onsekiz Mart University

A Mixed-Method Evaluation of the Adequacy of Technological Infrastructure of the Primary Schools in Canakkale, and of Classroom Teachers' Level of Computer Literacy

See Eryaman, Mustafa Yunus

**Tempel, Lorraine R.**, Hunter College of the City University of New York

Using Qualitative Inquiry to Understand the Intersubjective Action of Advocacy

This presentation will utilize narrative excerpts from a qualitative study about the development of a therapeutic alliance with low-income single mothers whose presenting picture involved physical aggression toward their children. An analysis of the narrative discourse suggests that shared client/worker involvement in case advocacy enhanced the experience and communication of empathy and mutuality. An infant-research based theoretical framework will be offered for understanding how social justice and clinical practice converge around these kinds of discourses, which hold the potential to address the concrete needs of women whose lives are immersed in poverty and to provide avenues for intersubjective development.

**Tenty, Crystal**, Portland State University

Images and Voices: An Arts-Based Qualitative Study Using Photovoice to Understand the Needs and Aspirations of Sex Workers

See Capous-Desyllas, Moshoula

**Terrill, Craig A.**,

We Interrupt this Marriage to Bring you Football: A Co-Constructed Narrative about Marriage in the NFL

See Binns, Rachel A.

**Themane, Mahlapahlapana Johannes**, Limpopo

Challenges Faced by Schools in the Implementation of Values and Human Rights in Secondary Schools of the Limpopo Province in South Africa

This paper reports on the study that was conducted on the challenges faced by schools in the application of values and human rights in schools. The study was conducted through a qualitative research methodology, where a multiple case study design was employed. A total number of six schools were selected by means of a purposive sampling

strategy as cases. The participants included six learners, eighteen School Management Team members, twelve School Governing Body members, twelve teachers and twelve parents. Data was collected by means of a semi-structured interviews. The results showed that there were gross human rights abuses in schools.

**Thomas, Stefan**, Free University of Berlin  
Subjectivity and Objectivity - Bridging a Notoriously Problematic Gap

Concepts and categories in Critical Theory must be bound to social practise. The fallacy of social science is that analytical concepts remain to often artificial. A main task of theory is the reformulation of lay concepts in a scientific way, generally known as understanding. On the other hand, to build-up these common sense concepts to scientific notions, it is necessary to transcend and criticise the shortcomings, ideologies and self-misunderstandings of social practise by explaining the phenomenon under study. In my paper, I want to highlight some methodological implications of this twofold approach exemplified by a research project on poverty and exclusion.

**Thomas, Tanja**, University of Lueneburg, Germany  
Capitalism in choppy seas: Financial crisis and unsettled media discourses

Social inequalities are discussed from different academic perspectives since decades. However, this respective debate has gained agile profit by including theoretical approaches that bring in relevant dimensions like gender, generation, race, skin colour, confession etc. Furthermore, the number of people who experience growing social inequalities is increasing in western industrialized countries too as we can see from the worsening conditions of temporary employment opportunities, decreasing wages, and shrinking social security systems. In order to understand these developments we have to look back to the early 1980s when a paradigm of economic rules and governance has prevailed in several European societies that became known as neo-liberalism. This acted upon the maxim of extending the market principle to the whole of the society. However, as part of the most recent crisis of the financial sector the dominant discourse of marketization and denationalisation got a heavy blow.

**Thompson, Beverly Yuen**, Texas Womans University  
Ethnographer Behind Bars: Arrested Activists, the General Population, and Social Integration

Mass arrest and imprisonment has become a favored tactic for policing protests in the United States. From the 1999 World Trade Organization protests in Seattle, to the most recent Republican and Democratic Conventions, thousands of activists are routinely arrested on inflated charges that are nearly always dropped in court. This ethnographic research follows the global justice activists behind bars, where they continue to practice collective acts of resistance against their imprisonment and charges. This study also compares the demographics of the activists (white, college educated, middle class) against that of the general population (people of color, poor, low education levels).

**Tilley-Lubbs, Gresilda**, Virginia Tech  
Commedia dell'Arte: Intentional Improvisational Research

Using Commedia del Arte as a metaphor, this paper examines a co-constructed approach to teaching qualitative research methodology in multicultural education. Students perform an improvised play in which they bring the elements of their research projects to class each week for constructive feedback from their peers and instructor. Using assigned readings as a crucible for making sense of qualitative research they examine and discuss their work, developing a deep, internalized understanding of the power and importance of solid, respectful research design. Students learn by performing their research design in an environment that fosters creativity.

**Tilley-Lubbs, Gresilda A.**, Virginia Tech  
Prismatic Perceptions across the Border: It All Depends on Who Tells the Story

Based on a transnational research project, this autoethnographic performance examines conundra besieging me as researcher, neither insider nor outsider, fraught with uncertainty about my role and interpretations in considering how five Mexican women living in the

US made sense of new situations in a new culture, far from home and family, struggling to adjust to new ways to construct life. I spent six years with the women before visiting their families in Mexico to investigate similar questions about their daughters'/sisters'/aunts' emigration and new lives. Every person told a different story. I explore ethnodrama to present the consonant and dissonant voices.

**Tobàn-Berrio, Luz Estela**, Universidad Católica de Oriente

Es el Desconocimiento de los Padres acerca de Límites a la Educaciòn de sus Hijos una Causa Generadora de Maltrato Infantil?

Avance de investigaciòn acerca de la autoridad de los padres sobre sus hijos espec\_ficamente desde los l\_mites al derecho y deber de educar nos preguntamos si el desconocimiento de los padres de cmo educar a los infantes es causa generadora de maltrato infantil Esta pone en evidencia la fragilidad del discurso jur\_dico para permear los esquemas tradicionales de educacin familiar que degeneran en maltrato e impiden la materializacin de los derechos de los ni-os Es aqu\_ que la investigacin cualitativa se erige en herramienta para transformar el imaginario social acerca de los l\_mites entre educacin y violencia sobre los ni-os

**Todd, Nathan R.**, University of Illinois Urbana-Champaign  
Dialectics of Whiteness

In this presentation we introduce a dialectical framework to explore the tensions that emerge for a White person benefiting from White privilege in the United States. Using a grounded theory analysis of 12 interviews, we develop a number of dialectics that White students expressed such as: 1) how Whiteness is relevant to a sense of self and personal experience or not, 2) acknowledging or minimizing racial difference, and 3) distancing or drawing oneself close to issues of race, racism and White privilege. Implications of these dialectics for intervention, education, and the Critical Whiteness literature will be discussed.

**Tombro, Melissa**, Fashion Institute of Technology  
Single Semester Ethnography: Teaching Undergraduates Qualitative Research

Ethnography and Autoethnography are increasingly being used in first-year classrooms to teach research methods and help students acquaint themselves with local communities and university structures. This kind of qualitative inquiry has led to a rethinking of what an introduction to research can look like for students beginning their college careers. However with the incorporation of human subject research in classrooms which are not wholly devoted to the issues of fieldwork students and teachers alike can find themselves in situations that are difficult to negotiate and with research that elicits the ethical questions which are the subject of this year's conference.

**Torres, Agueda**, Universidad sAnto Tomas  
La Seguridad Vial, un problema invisible a las Gobiernos Locales, el Caso del Departamento de Antioquia- Colombia

See Vargas, Nataly

**Toth, Barbara**, Bowling Green State University  
At the Vantage Point of a Disadvantageous Space: Centering the Writing Center

See Sun, Kang

**Tour , Judith**, Carlow  
"Theres Some Good Karma up in Here": A Case Study of White School Leadership in an Urban Context

This paper reports on a case study that used ethnographic methods to explore the role of White school leadership in facilitating teacher learning about race, culture, and learning, and contexts in which such knowledge is foregrounded. Pervasive deficit perspectives toward children were never explicitly or publicly questioned, even when they limited teachers' instructional repertoires, nor were issues of race and racism addressed. Another

finding highlights the influence of professional communities on teacher perspectives toward students of color.

**Tozzi, Elaine da Silva,**  
Quilombolas' perceptions of health and illness

See Siegel, Pamela

**Tracy, Rita C.,** University of Colorado at Boulder  
A Community Based Student Support Program Evaluated from the Perspective of Youth

This study seeks to illuminate why youth enrollment in a community based after school support program drops steeply when students transition from elementary to middle school. My initial analysis of interview transcripts, field notes and artifacts indicates that the Center assumes accessing the material resources and social values of the middle class are imperative for non-dominant students to succeed, implying that the students' existing cultural capital is insufficient. By eliciting richly described lived experiences from high school students and recent graduates I learn the degree to which students accept or reject this implication and their view regarding the Center's purpose

**Trainor, Audrey Ann,** The University of Wisconsin  
Research Ethics and Researcher-Participant Reciprocity

As researchers work with participants in educational settings, questions of reciprocity abound. Youth, families, teachers, school administrators, and researchers have differing perspectives on the value of research and their roles in research projects. Community-based research may promote involvement, however, how do researchers explore important questions that are not participant-generated? What do researchers contribute of immediate value to participants? How do researchers reciprocate participants' time, effort, and willingness to share personal experiences and perspectives when doing simultaneously creates personal vulnerability? This paper examines reciprocity as a component of participant recruitment and involvement, data analysis, and the presentation of findings.

**Trier-Bieniek, Adrienne Marie,** Western Michigan University  
Creating an Inclusive Voice: Toward a Feminist Autoethnography

In this paper I explore relationships between feminist qualitative methods and autoethnographic research methods. I discuss some of the critique feminists have faced, regarding the marginalization of women of color and lesbians, and the limitations this critique has brought to feminist research. With a functional marriage of feminism and autoethnography lies the possibility to give voice to groups of women who are found on the margins. Further, feminist autoethnography allows for considerable strides to be made in exploring reflexivity in feminist qualitative methods and strengthening validity of the autoethnographic voice.

**Trindade, Wilson Brum,** Universidade Estadual de Mato Grosso do Sul  
VIVÊNCIA DO PROFISSIONAL DE ENFERMAGEM NO PÁS-ACIDENTE  
COM MATERIAL PERFUCORTANTE NO HOSPITAL UNIVERSITARIO DE  
DOURADOS NO ANO DE 2007

See Reis, C\_ssia Barbosa

**Trindade, Wilson Brum,** Universidade Estadual de Mato Grosso do Sul  
Feelings experienced by the co addicted to alcohol and drugs entered in groups: of subsidies to support the action of nursing

See Reis, C\_ssia Barbosa

**Tubbs, Carolyn Y.,** Drexel University  
From Critical Consciousness to Action: Alliance for Racial and Social Justice's Participatory Action Research

The Cultural Context Model (CCM) is a systemic family therapy model that examines relational issues through the lenses of power, privilege and oppression, while emphasizing

solutions based on critical consciousness, empowerment and accountability. As a result, CCM's tangible impacts reach beyond the clinical setting and individual families, creating a non-traditional link between family therapy and the community. This presentation examines the development of a participatory action research (PAR) project that emerged from a CCM-community partnership focused on addressing intimate partner violence as a social justice issue. Presenters outline the evolution of their PAR, as well as findings and future directions.

**Tucker, Kerry Marlene**, Swinburne University  
Revlon and Razor Wire - Performing Prison Stories

This paper takes the form of a performance exploring themes of identity, community, autonomy, agency and personal healing for women in prison. The presenter, Kerry Tucker, spent 5 years in a maximum security prison in Australia. During this time she was the lead Peer Educator as representative of all women inmates. She received all new prisoners into the prison and supported them through their integration into prison life. Her experience of other peoples pain helped to heal her own. Through this process, her experiences and the writing of journals for her PhD in creative writing and through the development of a creative artifact, Kerry moved from the depths of isolation and despair to a reclamation of self. Kerry performs excerpts from her diaries, revealing her own personal healing as justice.

**Tufford, Lea Jennifer**, University of Toronto  
the Process of Bracketing Within Mental Health Research

The process of bracketing can mitigate the potentially deleterious effects of preconceptions within the research process. However, the processes through which bracketing occurs are poorly understood and tensions have arisen in terms of its timing in the research process, its definition, who brackets, and methods of bracketing. These tensions can subtly or overtly affect mental health research at the conceptual, data collection, and analytic phases of the research process. This presentation offers suggestions to maximize the value of bracketing for mental health researchers. A conceptual framework to advance dialogue around bracketing and to enhance its implementation within mental health research is proposed.

**Tulkin, David**, Alliant International University  
A Vietnamese Bakery Cafe

This paper documents a first time ethnographer's experiences entering the world of a small Vietnamese bakery cafe. What begins as a straightforward study of a tightly knit family owned and run business blossoms into a multilayered exploration of the intergenerational aspirations, fears, and longings of the central actors. My fascination with the informants and the process of inquiry introduced me to a richer understanding of how knowledge is co-constructed and the meaning of mutual empathy.

**Tuncay, Linda**, Loyola University Chicago  
Exploring Women's Narratives of Social Comparison, Gender and Advertising

Past research has explored how and when individuals engage in social comparison to advertising images. However while most studies explore comparisons of physical attractiveness, consumers engage in comparison on other dimensions, including gender roles. Research has shown that men compare themselves to images of masculinity and may experience feelings of vulnerability (Tuncay 2006). This research examines how women respond to images of femininity in advertising. In-depth interviews were conducted with 18 women. Preliminary findings indicate that while some women engaged in comparison they resisted the notion that they felt pressured to live up to idealized gender roles portrayed in advertising.

**Turner, Paige K.**, Saint Louis University  
It's a Working Breast, It Must Not Be Disabled: Conceptualizations of Duality Rather Than Difference.

In 2007, Sophie Currier's request for additional break time during the Massachusetts Medical clinical knowledge exam, in order to feed her 7-week old daughter, were denied

since accommodations are only granted to disabilities covered under the ADA of 1990. This case study of postings to newspaper blogs examines what constitutes an able/disabled body in a masculine workplace. Specifically, I argue that the United States culture marks difference as duality rather than diversity, explicate why we see this duality as ranked rather than just variation, how this duality and ranking influence our concepts of the body.

**Turner, Paage K.**, Saint Louis University

More and/or Less the Truth: Articulating Crystallization as an Innovative Framework for Qualitative Research

See Ellingson, Laura L.

**Ulusoy, Mustafa**, Gazi University

Reading Practices in Turkish Elementary Schools

The main purpose of this study is to determine teachers' and students' reading practices in the three content area courses. Six Social Studies, Science and Turkish teachers were interviewed with a semi-structured interview guide. In addition, three focus group interviews were conducted at the sixth, seventh and eighth grades. Each focus group included eight students. The results of the study illustrated that all teachers accepted the responsibility of teaching students how to read better. Focus group interviews also revealed that students used various reading strategies in their readings. Eighth grade students indicated using before, during, and after reading strategies.

**Ulusoy, Mustafa**, Gazi University

Reading Habits of Three Turkish Generations

The main purpose of this study is to evaluate whether the reading habits of people representing three different generations were changed over time. Four people representing each generations were interviewed two times. In the first interviews, semi-structured interview protocol was applied. Interviews included questions about preferred resources, time spent reading, positive and negative differences over time, and used strategies. After analyzing the data, new themes and issues were emerged and they were followed with an unstructured interview style. The results of the study showed that reading habits of people born between 1940 and 1970 were changed dramatically.

**Uzman, Ersin**, Canakkale Onsekiz Mart University

THE GUIDANCE SERVICES IN TURKISH EDUCATION SYSTEM ACCORDING TO TEACHERS PERCEPTIONS

Guidance is a complementary and an indispensable part of teacher training services in Turkish Education System and there are some problems in conducting this service. The major problem is lack of professional staff, and there are certain difficulties in order to fulfill this service. Since these problems have not been solved yet, they maintain negative effects on guidance practices and policies. This paper aims at evaluating the situation through presenting the guidance services according to teacher perceptions in educational institutions, raising awareness and offering insights to the services which are to be conducted in the future. In order to carry out this aim, ten teachers working in primary and secondary education schools were interviewed in order to obtain data. Qualitative case study is used as research method in the study.

**Vaisman, Tamar**, Achva College of Education

The Use of New Technologies for Creating a Student-Teacher Community in Times of War

It is war time now. The alarm sounds a few times a day. Most of my teacher-students live in the south of Israel, around 40 km from Gaza and inside the range of Hammas missiles. As our college closed down I asked the group to share journals containing reflections about their experiences through an email list. Within a short time the group of students that had little in common turned into a community where knowledge and emotions are shared. The paper describes the transformation of a group of isolated students into a community through the use of new technologies.

**Valandra, Ms,** University of Minnesota

Navigating the Complexities of Expectations and Experience: Female Students of Color Create a Sense of Belonging

This paper examines the narratives of female students of color attending a predominantly-white college in the upper Midwest of the United States using critical discourse analysis. Multiple methods of data collection included in-depth tape-recorded interviews with a cross-section of six undergraduate female students of color and five key informants (faculty & staff), participant observations, and document analysis. I examine students' expectations and experiences of campus life in four areas: 1) academic, 2) social, 3) residential, and 4) resource utilization to understand what gives them a sense of belonging and their unmet needs. Self-preservation and stigma management strategies students employ in navigating the complexities of race, gender, and class are examined within individual and culture-wide symbols and meanings.

**Vald s, Mar\_a Teresa Moreno,** Universidade de Fortaleza

Aprendizagem Estrat gica: Jogo Eletr nico na Media\_Co da Educa \_Co Nutricional da Crian\_a

See Munguba, Marilene Calderaro

**Vald s, Mar\_a Teresa Moreno,** Universidade de Fortaleza

Grupo Focal L dico como Ferramenta de Avalia \_Co da Aprendizagem Nutricional na Escola

See Munguba, Marilene Calderaro

**valencia, astrid ramirez,** distrital Francisco Jose de Caldas

EL DIARIO DEL PROFESOR COMO INSTRUMENTO DE REFLEXION EN LOS ESTUDIANTES DE LICENCIATURA EN INGLES DE LA UNIVERSIDAD DISTRITAL

En clase suceden situaciones que el profesor puede usar como temas de indagaci n. Sin embargo, no siempre los profesores hacen este ejercicio, no sistematizan estas experiencias ni capturan y recolectan los pensamientos y reacciones ante los mismos. En respuesta a esta problem tica, la universidad distrital con la licenciatura de ingl s, hemos encontrado que existen herramientas que pueden ayudar a los docentes a guardar las situaciones que a diario afronta en el aula de clases, para que as\_ pueda hacer intervenciones o cambios, teniendo en cuenta sus necesidades y las de los estudiantes. Esta ponencia busca demostrar como el diario del profesor puede ser un instrumento cualitativo donde el docente define situaciones que se le presentan en aula, el cual lo lleva a determinar problemas de investigaci n, los cuales deber\_ resolver dentro su carrera. Este es el resultado de una investigaci n que actualmente estamos llevando a cabo dentro de la licenciatura de ingl s.

**Valente, Joseph,** Florida State University

Cyborgization: Investigating Human Rights Crimes Against Young Deaf Children

The hyper-capitalist, techno-manic times of cochlear implantation has wrought havoc not only to the lives of young deaf children, but the parents themselves are indoctrinated into a system that first strips them of their competency through a diagnosing ritual to finally stripping the parents of their own rights to make informed choices for their children. This expos draws on journalistic traditions of muckraking and the methods of new journalism to report on, deconstruct, and critique the involvement of audist/ableist medical, business, welfare, and education stakeholders in the rise of cochlear implants (Wolfe and Johnson, 1974; Douglas, 1976). Following Zizek\_s detective metaphor, there is a \_crime\_ to be solved and something is \_fishy\_. The word I would give to the crime I am investigating is \_cyborgization\_. Cyborgization is a crusade that discards the basic human rights of children to be anything other than hearing,\_ as defined by the majoritarian hearing society.

**Valera, Pamela,** Columbia University

A photovoice study: The challenges to accessing healthy food by women in New York City

Photovoice is a participatory action approach in which individuals use photographs to identify and address issues in their community. The objective of this study was to docu-

ment the challenges to access healthy food by women in New York City. Data were drawn from focus group interviews. Participants were nine lower income women between the ages of 20 and 45. Data analysis identified lower income women living in homeless shelters have limited access to healthy food such as fresh fruits and vegetables. The findings speak to broader issue of structural barriers to eating healthy faced by women living in impoverished urban communities. Even with these constraints women are not powerless and instead find ways to exercise personal agency. Photovoice ought to be used as an alternative method to vividly capture the voices of vulnerable women and to help identify specific recommendations to address the problems face by women.

**Valera, Pamela,** Columbia University

“Hating the sin but not the sinner”: A study about heterosexism and religious experiences among Black men

This paper explored the religious experiences of a small sample of Black married men who have sex with men. Using data collected in 2005 in South Carolina, we examined the complex relationship of homosexuality and the Black Church. Specifically, we examined the notion of coping with same sex behavior concealment and its impact on Black married men who have sex with men. Findings from the thematic analysis suggest that men found creative ways to manage their religious traditions and their same-sex behaviors. The study found a pervasive, if not surprising experience of growing up in environments that teaches them about heterosexism.

**Van Hove, Geert,** Ghent University

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study.

See Steel, Riet

**van Laar, Carla,** Melbourne Institute of Experiential and Creative Arts Therapy

“Bereaved Mothers Heart” an Arts Based Autoethnographic Inquiry into Being a Bereaved Mother.

My book, “Bereaved Mothers Heart” uses visual arts and narrative to present a resonant and evocative description of the experience of being a bereaved mother. The use of creative media as research method and in the presentation of findings enables audiences to enter into the experience through empathic engagement, embodied sensing and imagination, creating deeper qualitative understandings. Hearing stories and seeing images of this common traumatic experience can give permission and empower other women to add their voices to the growing chorus of women who are challenging the tyranny of silence around maternal bereavement. Presentation includes images, narrative and discussion.

**Vandeveldt, Stijn,** University College Ghent-Ghent University

Cartography as a Qualitative Research Method to Map the Thematization of Children's Rights. The Case of Belgian Child Policy

See Reynaert, Didier

**Vandeveldt, Stijn,** University College Ghent - Ghent University

The Use of Pictures in Research on Views of Children and Young People: Reflections on Involving Young Co-Researchers in a Study.

See Steel, Riet

**Vardell, Rosemarie,** North Carolina A&T

Participant Observation: Learning and Unlearning through Shared Stories in Higher Education

This paper discusses participatory observation grounded in feminist theory used to evaluate the course, Making Room in the Circle: LGBT Families in Early Childhood Education. The research team engaged in the course alongside students to evaluate student growth and resistance as well as teaching strategies employed by instructors. Through participatory observation the research team connected with students and heard their stories to better understand experiences of progress and struggle that involved learning and

unlearning. Described are the benefits and challenges of utilizing participatory observation to evaluate higher education courses which challenge students' worldviews and create spaces for constructing new narratives.

**Vardell, Rosemarie**, North Carolina A&T  
Empowering Women through Photovoice

See Morgan, Mary Y

**Vardell, Rosemarie**, North Carolina A&T  
Contextual Influences on Photovoices

See Morgan, Mary

**Varela, Stephania**, Universidad del Valle  
identidad femenina en ni·as con experiencia de Maltrato

See Obando, Olga Lucia

**Vargas-Hernandez, Jos G.**, Centro Universitario de Ciencias Econ mico Administrativas  
Universidad de Guadalajara  
Historical Social Approach To Social Movements For Recognition Of Indigenous Rights  
In Contemporary Mexico

This paper iam to analyze the hIstorical social approach of social movements for recognition of indigenous rights in contemporary Mexico

**Vargas-Hernandez, Jos G.**, Universidad de Guadalajara  
HISTORICAL SOCIAL APPROACH OF SOCIAL MOVEMENTS

The aim of this paper is to analyze social movements using a historical social approach as the framework. The historical social approach of social movements explains its cyclical nature, more than an ahistorical approach to the study of the social dimension of a movement's activity. To examine how social movements are cyclically related it makes possible to establish their historical presence. Movements respond simultaneously to changing historical circumstances, which may be economic.

**Vargas, Nataly**, Universidad Santo Tomas  
La Seguridad Vial, un problema invisible a las Gobiernos Locales, el Caso del  
Departamento de Antioquia- Colombia

A partir de los componentes de la seguridad vial identificados por Organizaciòn Panamericana de la Salud en el 2004, a saber: la inseguridad vial y mortalidad en el tr\_nsito; la magnitud del problema; los costos de la inseguridad vial; la seguridad vial: Gestiòn institucional, entorno urbano y cultura ciudadana y la forma de implementar las recomendaciones del Informe mundial sobre prevenciòn de los traumatismos causados por el tr\_nsito, se analiza la situaciòn del Estado colombiano frente a la alta inseguridad vial que viven los ciudadanos, a partir del estudio de las realidades que aquejan las administraciones locales, espec\_ficamente, los Municipio principales del Departamento de Antioquia. En esta oportunidad se busca evaluar el componente la seguridad vial: Gestiòn institucional, entorno urbano y cultura ciudadana. As\_ las cosas se convierte en objeto de estudio, la Gestiòn Institucional que tiene que ver con el trabajo intersectorial e interinstitucional; manejo de la informaciòn, legislaciòn, normatividad y legitimidad de las instituciones responsables; participaciòn del sector privado y las ONG'S; asignaciòn y/o optimizaciòn de recursos; y la disminuciòn de los factores generadores de riesgo de colisiones de trnsito. El entorno urbano, hace referencia al uso inadecuado del entorno y su crecimiento desordenado. Y finalmente el componente cultura ciudadana y comportamientos inadecuados en la v\_a, como respuesta del ciudadan@ a la comprensiòn de las regulaciones legal, moral y cultural.

**Vargas, Nataly**, Santo Tomás

Responsabilidad patrimonial del Estado por privación injusta de la libertad.

En Colombia el derecho a la libertad personal goza de especial protección el cual se ve fortalecido por los instrumentos internacionales de protección de los derechos humanos los cuales además de contener obligaciones de protección y garantía también contienen obligaciones de responder patrimonialmente por los daños ocasionados. Es el tema que nos ocupa se examinará la importancia y el alcance que tiene la responsabilidad del Estado por la privación injusta de la libertad personal responsabilidad derivada incluso del actuar licito por partes del Estado. Todo lo anterior bajo el marco normativo colombiano y las tendencias presentadas en el derecho comparado.

**Varoudakis, Connie**, Danvers High School

Initiating Qualitative Inquiry: Report on an experiment with a cluster of powerful tools-Autoethnography, Arts-Based Research, and Qualitative Data Analysis Software

See Davidson, Judith A.

**Vasconcelos, Erika**, University of Georgia

Learning From the Past to Change the Future: Humanizing Our Pedagogy in Teacher Education

Exploring arts-based educational research methods and building upon diverse theories of Thich Nhat Hanh and Paulo Freire, these papers showcase graduate student work in teacher education and teacher identity informed by poetry, narrative, photography. First paper analyzes notions of mindfulness, humility, tolerance in interactions with preservice teachers during a middle school methods class. Second paper shares autoethnographic portraits (“snapshots”) from the author’s past that connect to emerging theory of humanizing pedagogy in language classrooms. Both authors turn to aesthetic, metaphoric properties of the arts as a means to attend to complexity and contradiction in lived relationships between teachers and students.

**Vasconcelos, Erika F**, University of Georgia

“I Can See You”: an Autoethnography of My Teacher-Student Self

My paper is an autoethnographic investigation of my second-nature teacher-student self from high school through graduate school in Brazil and the U.S. What has made me the teacher I am? What makes me the teacher I am? The teacher draws upon the student, whose memories of her own teachers now recurrently inform the teacher. I portray my most memorable teaching-learning experiences as narrative portraits, or “snapshots,” which are woven together by underlying threads into a coherent and revealing whole. The personal is linked to the cultural and to theory centering on relationships between teachers and students.

**Vasconcelos, Viviane Mamede**, University if Fortaleza

The caregiver’s influence in the introduction of complementary feeding in Children

See Frota, Mirna Albuquerque

**Vasconcelos, Viviane Mamede**, University of Fortaleza

Mothers perception on your child care

See Frota, Mirna Albuquerque

**Vasilachis-de-Gialdino, Irene none**, UBA

Itinerarios y Situaciones de Pobreza: el Análisis Sociológico-Lingüístico de la Narrativa y las Narrativas de Resistencia

El análisis sociológico-lingüístico de la narrativa permite dar evidencia de las narrativas de resistencia con las que se expresa oposición a las acciones que atacan la dignidad fundamento de la protección de los derechos humanos. Para dicho análisis propongo: 1. Privilegiar la voz del entrevistado conservando la historia original y respetando su alteridad su individualidad irreductible; 2. Considerar a los textos como una unidad semántica; 3. Evitar el empleo de categorías previas y de presuposiciones teóricas y 4. Observar las

evaluaciones propias de las narrativas con las que se exploran y evaluan los significados de los acontecimientos que se relatan.

**Vasilachis-de-Gialdino, Irene none, UBA**

Investigacion Cualitativa: la Igualdad en la Diferencia en la Representacion de la Identidad

La actividad de investigaciòn puede fortalecer a los procesos discriminatorios. Para evitarlo propongo una ruptura ontologica respecto de la identidad. Tal ruptura supone epistemolàgicamente la necesidad de respetar en todo el proceso de investigaciòn tanto la igual dignidad de los seres humanos como las diferencias que hacen unica a cada persona. Cuatro pasos llevan a esa ruptura: 1. de la epistemología a la reflexiòn epistemológica; 2. de la Epistemología del Sujeto Cognosciente a la Epistemología del Sujeto Conocido; 3. de la unidireccionalidad a la cooperaciòn en el proceso de conocimiento y 4. de la verificaciòn a la creaciòn de teoría.

**Vaughn, Courtney Ann,** University of Oklahoma

Writing in Academe: A Thought Experiment

For years, I believed that having the skills to understand and interpret phenomena would enhance my credibility as a writer. My recent attempt to use fictional presentation was a shock. I discovered that as a university professor my early talent for writing had dissipated, eaten away by my academic “training.” I had lost the ability to “show” rather than “tell” the stories of hundreds of people whose lives’ are scattered throughout my “scholarly” publications. I propose a retrodiction thought experiment, a systematic but subjective assessment of the steps I took that chronicle my deteriorating writing skills and disconfirms my a prior belief that being a good researcher would make me a better, more powerful writer.

**Vaughn, Courtney Ann,** University of Oklahoma

A PhD Cohort Class: From Classroom to Bunker

See Ford, Lance

**Veissiere, Samuel,** University College of the North

Critical Homelessness

See Diversi, Marcelo

**Vel\_squez, Omar Mauricio,** Corporaciòn Universitaria Lasallista

2012: Prospectivas de la Televisiòn P\_blica de producciòn local en Medell\_n.

La investigaciòn 2012: Prospectivas de la Televisiòn de inter s p\_blico de producciòn local en Medell\_n, surge como una iniciativa que busca encontrar los posibles escenarios futuros de la televisiòn local en la ciudad, a partir del uso que de ella hacen los televidentes y las consideraciones que sobre la misma tienen sus principales responsables. Nuestra ponencia tiene por objeto presentar la evaluaciòn y reflexiòn sobre metodolog\_as investigativas empleadas en nuestro contexto para el mismo tipo de estudios y la propuesta de cuatro instrumentos: Encuesta estructurada, Observaciòn encubierta, Entrevista en profundidad y Cuestionario final de hip%C3%A1tesis prospectivas a panel de expertos bajo el m todo Delphi. Los resultados obtenidos permiten, adem\_s de la formulaciòn de propuestas, analizar la coherencia entre la relevancia y la pertinencia de los discursos que rigen la televisiòn p\_blica en Colombia y la eficacia de su instalaciòn en nuestra sociedad.

**Velez Zapata, Claudia Patricia,** Universidad Pontificia Bolivariana

UN ESTUDIO ETNOGR\_FICO DE LA DECISION DE COMPRA DE ROPA EN LOS JOVENES UNIVERSITARIOS DE LA CIUDAD DE MEDELLIN - COLOMBIA

Los efectos de la globalizaciòn y las estrategias de marketing en funcion de la inserciòn y construcciòn de marcas presenta como resultado el incremento de los consumos, no s%C3%A1lo del orden material sino tambi n simb%C3%A1lico. El segmento de los jóvenes es identificado como representativo por sus caracter%C3%ADsticas psicoafectivas y el papel que le dan a los productos y marcas. Sin embargo, a pesar de estas condiciones vale la pena preguntarse: \_Qu papel juega la originalidad de la marca en la decisiòn de compra de los j%C3%A1venes? Esta investigaciòn se realiza desde el \_mbito cualitativo persigiendo la exploraciòn y explicaciòn del

problema planteado. Se apoya en la noción etnográfica que le facilita la descripción de los fenómenos culturales y ademas el grupo focal, que puede considerarse como una representación a pequeña escala de la interacción social.

**Vera Silva, Alhim Adonai**, Autónoma de Bucaramanga (UNAB)

Las creencias de los docentes universitarios sobre la evaluación del aprendizaje

The qualitative investigation on the beliefs of the educational college students about the evaluation of the learning was realised through a case study in the faculty of education of the Independent University of Bucaramanga. The conceptual founding was constructed with the expositions of Habermas that classic the interest in three demisiones that associated to the beliefs allow us to affirm that three forms of beliefs exist on the evaluation of the learning: a centered belief sobre the evaluation of the instrumental learning; a centered belief sobre the evaluation of the practical learning, a centered belief sobre the evaluation of the transforming learning. The found results allow to affirm the existence of mixtures between the three types of beliefs boarded. Without embargo a tendency was detected towards the belief in an instrumental evaluation in three senses: first in the design of the tests, (closed tests); secondly in its content (the sight in class) and third party in its intentionality, towards the tests of State tests ECAES). The beliefs of the educational ones on the evaluation of the practical learning, occupied the second tendency in the sense of the design of the tests (joint practical theory); in its content (practical verification of the theory) and the intentionality, work field. The tendency of the beliefs of the educational ones is smaller about the belief on the evaluation of a transforming learning in the three senses: design of the test, content of the test and intentionality of the test.

**Verni, Rachel Beth**, City University of New York Graduate Center

Queering Passing: An Exploration of Passing among Gay/Lesbian/Bisexual/Queer Individuals

Passing is a strategy employed by socially-marginalized individuals and is an intriguing topic because of its inherent ability to challenge social boundaries around identity and group membership. Four small focus groups were conducted in which self-identified gay/lesbian/bisexual/queer adults discussed their experiences passing as heterosexual. The findings suggest that passing must be re-imagined as a phenomenon that stems from interactive social dynamics. The results provide a starting point for understanding the role of power within groups that can splinter the group or lead to collective action. They also point to the benefits of focus group methodology for illuminating social representations.

**Verschelden, Griet**, University College Ghent

Tracing the Potential of Combining Cartographies and Narratives in Researching Processes of Community Participation

In this paper we discuss a starting research on community practices and policies in a socio-cultural diverse neighbourhood in Ghent (Flanders). In this study we rethink and refine conceptualizations of community and participation, and investigate the way in which residents and nonformal educators make meaning of these processes. We see processes of community participation as relational practices which are co-constructed in interactions between people and situated in the social, cultural, political and historical context. We will argue that this approach needs a variety of research methods. We combine cartographies and narratives (walking, mapping, interviewing and observing) which provide possibilities to go beyond the perspectives of individuals by analyzing interactions and socio-cultural positions in the neighbourhood.

**Viana, Ana Karine Sales**, Universidade Federal do Ceará

Educa\_Çõ em Sa\_de no uso do preservativo

See Pinheiro, Patricia Neyva

**Vicars, Mark**, Victoria

CROSS-MARKED: Sudanese Women Talk Education

See Harris, Anne

**Vicars, Mark,** Victoria

Dishing the Data

See Mckenna, Tarquam

**Vico, Leticia,** Universidad Nacional del Sur

La complementariedad de la mirada cualitativa y cuantitativa sobre el fenòmeno de la deserciòn y permanencia en la Universidad

See Mastache, Anah\_ Viviana

**Victor, Salvador Raymundo,** University of Illinois at Urbana-Champaign

Blue Eyes, Light Skin: An Autoethnographic Performance on Racial Consciousness and Ethnicity Revelation.

This autoethnographic/ethnodramatic performance explores socioeconomic status and skin color in the Dominican Republic and how privileges or disadvantages are linked to class and race. The presentation engages autobiographical and dialogical approaches, participant observation, and interactive interviews to provide agency for Dominicans of Haitian descent that significantly have been silenced, marginalized, or ostracized in discourses. This study examines Dominicans negotiating the interplay between race/class and constructing their own social realities and cultural meanings. It interrogates assumptions that Black and White Dominicans make about each other and how their various epistemological groundings converge or diverge.

**Vidal, Geny Alexis,** Universidad del Cauca

En Colombia los derechos humanos como proyecto democr\_tico liberal es una retàrica

See Alvarez, Luis Evelio

**Vidal, Geny Alexis,** Universidad del Cauca

En Colombia los derechos humanos como proyecto democr\_tico liberal es una retàrica

See Alvarez, Luis Evelio

**Vieira, Neiva Francinely Cunha,** Universidade Federal do Cear\_

CULTURA MASCULINA E RELIGIOSIDADE NA PREVEN\_ O DAS DST/AIDS EM ADOLESCENTES

See Ferreira, Adriana Gomes Nogueira

**Viesca, Carlos,** Universidad Nacional Aut\_noma de M\_xico, UNAM

The Importance of Qualitative Investigation in Bioethical Problems Derived from Aesthetic Surgery.

See de Viesca, Mar\_a Blanca Ramos

**Vigdor, Linda J.,** University of Illinois at Urbana-Champaign

The Transdisciplinary Traveler & the Legitimacy of Knowledge/Methods

My paper explicates a practice-based notion of transdisciplinary thinking (TD) and discusses what TD is posed to overcome. Transdisciplinarity refers to a way of thinking about knowledge that deconstructs discipline-enforced hierarchies and rules for the specific purpose of putting multiple perspectives into conversation over a specific problem. I explore (1) how transdisciplinary thinking enables a different kind, quality, and purpose in thinking about methodological and/or epistemological problems than do inter- and disciplinary approaches; (2) what a traveling TD researcher brings to knowledge building, and (3) some potential sinkholes and thoughts on what TD offers to the practice of education/social research.

**Villa-Ochoa, Jhony Alexander,** Universidad de Antioquia

SENTIDO DE REALIDAD EN LA MODELACI\_N MATEM\_TICA

Presentamos los resultados que surgen de un estudio de casos de corte cualitativo desarrollado en la Universidad de Antioquia (Colombia). En el estudio indagamos por el

papel que tiene la modelaciòn de situaciones “reales” en la construcciòn de conocimiento matem\_tico en las aulas escolares Mediante el uso de: estudios de episodios, entrevistas, cuestionarios y observaciones directas pudimos establecer y analizar las formas en cmo los profesores describen su desempe\_o y formas de abordar las matem\_ticas escolares; de igual forma pudimos caracterizar un “sentido de realidad” el cual es necesario para que la modelaciòn cumpla la funcin de establecer relaciones entre las matem\_ticas, la sociedad y la cultura

**Villa, Carmen G,** Texas A&M University

The Right to Education for Female Engineering College Students in Mexico, Cultural Considerations in their Retention

The purpose of this study was to explore the experiences of female students in engineering programs in Mexico and understand the cultural considerations that helped them remain in their programs. This study was set in a particular social context where, although females have increasingly entered the Mexican labor market, and the proportion of women in college has achieved parity with men, in some college programs such as engineering the proportion of males is still far greater than females. Because student experiences differ between countries, it was expected that Mexican students’ specific needs would be dictated by their culture.

**Villa, Edison Eduardo,** Escuela de Formacin Popular-Medell\_n

La formacin popular y sus posibilidades en la edificacin de sociedades igualitarias

Este trabajo presenta la experiencia formativa vivida en la Escuela de Formacin Popular de Medell\_n, Colombia, que adelanta diversos procesos de formacin donde participan variadas organizaciones sociales y juveniles del \_mbito de lo comunitario. Esta propuesta se alimenta desde las metodolog\_ias de investigacin cualitativa, investigacin-accin y pedagog\_a cr\_tica, donde se viene construyendo formacin entendida desde la perspectiva del pensamiento popular latinoamericano, como orientacin pol\_tica para resolver problemas colectivos estructurales a trav s de negociacin y el tr\_mite concertado para el desarrollo comunitario. Este proceso que surge del seno de la comunidad, de su referente cultural, apunta al fortalecimiento de la organizacin social y a una transformacin fruto de esa accin colectiva, enmarcada en la tradicin cultural comunitaria y no violenta. La escuela formativa pretender afectar de manera positiva los bajos niveles de comprensn de la realidad que afectan directamente las condiciones socioeconmicas b\_sicas para defender y construir vida digna.

**Villagr\_Sobrino, Sara Lorena,** Valladolid

How can we build knowledge in Higher Education Classrooms? Supporting Learning in Educational Contexts

See Rodr\_guez, Eduardo Fern\_ndez

**Villarreal, Jorgelina Andrea,** Universidad Nacional del Comahue

Demandas por la ciudadan\_a de la comunidad trans de Argentina, una mirada desde la investigacin socio-educativa

See Herczeg, Gabriela Nora

**Villasmil, Mar\_a A.,** Facultad de Ciencias Econmicas y Sociales

La Formacin de Capital Humano: Un desaf\_o para las pol\_ticas de empleo en escenarios locales. Sector Hotelero del estado M\_rida- Venezuela

Se realiz una evaluacin de pol\_ticas p\_blicas de empleo que influyen en el sector hotelero del estado M\_rida, Venezuela, con el objeto de establecer mecanismos para articular procesos formativos con dichas pol\_ticas. Del an\_lisis se infiere que las necesidades de formacin de los trabajadores de una zona, en correspondencia con patrones productivos de su entorno, propician condiciones de equilibrio en mercados de trabajo locales. Se propone modelo de naturaleza cuantitativa-cualitativa que pretende ayudar a comprender funcionamiento y particularidades de las regiones, a fin de conocer como est\_n estructuradas en funcin de variables relativas a fuerza laboral referidas al sector hotelero.

**Vining, Tim**, Univ of Pittsburgh  
Social Movement Studies in the Age of the Patriot Act

See Blee, Kathleen

**Virchow, Fabian**, Phillips University Marburg, Germany  
Capitalism in choppy seas: Financial crisis and unsettled media discourses

See Thomas, Tanja

**Viveiros, Susal**, University of Northern British Columbia:Terrace Campus  
Identity and Role: Self-Portraits, Transformation, and Praxis

The way that we choose to describe ourselves reflects, in the deepest and most profound way, whom we believe that we are. At critical turning points, each of us has the possibility for transformation. These are some of the meanings of identity that were revealed in our exploration. Learning about our personal identities opens the door to deeper understandings of clients and students perspectives; thus identity impacts role and praxis.

**Viveiros, Susan**, University of Northern British Columbia:Terrace Campus  
Identity Metaphors and Thematic Analyses

See Burrows, Marja

**Viveiros, Susan E.**, University of Northern British Columbia: Terrace Campus  
Eighteen Ways to Bend the Light: Autobiographical Texts

To introduce our work, we begin by sharing fragments of our autobiographical texts -- eighteen voices writing across genres. These are the ways we told ourselves, in poetry, letters, essays, stories, and expressive writing in response to three questions: Who am I? How am I contributing to or changing the world as a counsellor or educator? How is my role as a counsellor or educator related to who I am?

**Vivoni, Francisco**, University of Illinois at Urbana-Champaign  
Del patio a la yarda: hacia una autoetnograf\_a transnacional de espacios cotidianos

Nuevos proyectos de construcciòn en Grant Park corresponden a tendencias de regulaciòn social mediante espacios p\_blicos. La controversia alrededor de la relocalizaciòn del Chicago Children's Museum a este parque urbano gira en torno a la inclusiòn social. Para los detractores de este proyecto, el museo atenta contra el car\_cter democr\_tico del reconocido patio de Chicago. Esta presentaciòn adelanta la yarda como modelo alternativo que aborda las experiencias de inmigraciòn y exclusiòn social en Estados Unidos. Mis experiencias como puertorrique\_o radicado en Chicago y usuario de espacios cotidianos informan esta exposiciòn sobre el car\_cter contestatario de la yarda.

**Wade, Danny**, Washburn University  
Writing in Academe: A Thought Experiment

See Vaughn, Courtney Ann

**Wagner, Susan A.**, Texas A&M University  
Impressionist Tales: The View from Inside the Developing Educational Researcher

See Clark, M. Carolyn

**Wahab, Stephanie**, Portland State University  
Mapping the landscape of feminist inquiry: Feminisms in social work research

See Gringeri, Christina

**Waite, Duncan**, Texas State University  
“It’s Really All About the Teaching”; but How do You Teach Thinking?

This proposed paper presentation will explore several issues relevant to the teaching of qualitative research methods in university settings. This will be an experiential and reflec-

tive account. Fundamental issues have to do with teaching, in general, and the teaching of qualitative research in particular. Of special concern is the interplay between theory and analysis, and the teaching of them. How does one teach theory? How does one/can one teach others to think? Successful and innovative pedagogical moves by the instructors/presenters will be shared as well.

**Wall, Sarah,** University of Alberta

Walking the Tightrope: Creativity and Experimentation in Qualitative Research within a Conventional World

As participants in a qualitative research training program (EQUIPP), we undertook a project to design a logo that would represent our training experiences and provide a visual "brand" for our program. Using marketing research techniques, we created rich descriptions of qualitative inquiry and our participation as EQUIPP trainees. We experienced, however, tensions between wanting a creative and complex visual representation and the urge to produce a palatable logo with mass appeal. In this presentation, we will describe issues in our design process and connect them to broader tensions with qualitative inquiry, specifically the need to balance methodological and representational experimentation with the acceptability of our work.

**Wall, Sarah J.,** University of Alberta

Here, There Be Dragons: A Practitioner Explores Feminist/Poststructuralist Theory

The phrase, "Here, there be dragons" was used by ancient cartographers to indicate unknown lands beyond the boundaries of the discovered world. In my own intellectual journey, I moved, by way of a doctoral level course, from the realist world of healthcare to the world of feminist/poststructuralist theory. In this paper, I present my learning experience thematically using illustrations from my written responses to weekly course readings. I also connect my experience to writings about the pedagogy of theory, share insights that might benefit other students and teachers of theory, and consider how this theory fits into my work.

**Wallen, Jennifer,** University of Washington

Understanding the Meanings of Children through Images: Methodological Aspects of Visual Research with Children in Diverse Cultures

See Jegatheesan, Brinda

**Wallen, Jennifer,** University of Washington

Methodological Perspectives in the Interpretive Study of Immigrant and Refugee Families and Children in the United States: Position of Insider - Outsider to Five Cultures

See Jegatheesan, Brinda

**Walster, Dian E,** Wayne State University

Writing a Gothic Autoethnography

Recently I wrote a gothic autoethnography. It reinforced my thinking about how autoethnography allows writers to express not only the intellectual content of research, but also emotional and social interactions in ways that are academically and personally satisfying. "Data" are no longer cold unattached facts, but are the stuff from which life is created. Sometimes, as in my gothic tale, a virtual monster is born. This paper is about where the stuff of autoethnography (i.e. the "data") comes from and how it is crafted by writers of autoethnography into research that reflects both intellectual and emotional character.

**Walton, Zachary,** Southern Illinois University

Can I Get an Amen?: Spiritual Testimony and the Praxial Communicative Achievement of Self

Calvin Schrags hermeneutic phenomenology shifted the traditional philosophical and theological question of "What am I?" to the processual phenomenological posture of inquiring "How am I?" or "Who Am I?" This essay extends Schrags research and uses Lenore Langsdorfs notion of poiesis to suggest that the religious practice of "testifying" involves an innovative remaking of the implied self in personal spiritual narratives.

Rather than stable and autonomous selves that “do” testimony, I will suggest that selves are reconstituted in and through praxial communication encounters. Testifying, then, is a space of creative performatively where the boundaries of the self can be rewritten and former narrative configurations questioned.

**Wang, Jing**, Ohio University

Performing Philosophy: That of Love, Myth and Existence, Ohio University

This is a schizophrenic performance writing piece on several issues intersecting into, layered upon, and contradicting with each other. It engages with Roland Barthes and Ernst Cassirer's discussions of myth, contextualized in a Chinese bridge myth, taking a post-colonial gesture of resistance. The language style shifts between poem, embodied writing and mainstream academic writing. The writing performs contradictions, among different academic discourses, between a western mode of investigation and an eastern one, Chan Buddhism in specific. By exposing the writer's anxiety in the academy, the paper aims to evoke further discussions on the unsettling issues of justice at large.

**Wang, Jing**, Ohio University

Worlding in the Underworld: Depiction of Chinese Sound Artists

This paper is based on my fieldwork with Chinese sound artists in Beijing. While China has drawn the world's attention for its rich history, fast economic development and political status, my project locates in an almost socially invisible culture of independent artists, who struggle with commodification and social justice, who seek the meaning of self, happiness of living through music. I use performance writing, juxtaposing the artists' stories, my autoethnography, and analysis to weave the individual complexities of these artists. The paper shows how sound arts enable existence, and how musicians connect with the world through music.

**Wang, Yu-Wei**, Southern Illinois University

Disadvantaged Social Class and Clients' Experiences in Therapy: A Qualitative Investigation

See Naumann, Marie E.

**Wanschelbaum, Cinthia**, Universidad de Buenos Aires

El derecho a la educación en la 'd' cada olvidada (1983-1989). El proyecto refundacional alfonsinista y su política educativa

El trabajo se enmarca en una investigación de carácter exploratorio-descriptiva que se desarrolla a través de la combinación y articulación de diversos métodos de investigación social cualitativa. El objetivo consiste en el estudio de la política educativa del gobierno democrático instaurado en Argentina en el año 1983. Para la obtención de la información empírica se utilizan diferentes técnicas de recolección de datos y análisis de la información cualitativos. Además, al tratarse de una investigación histórica se efectúa un profundo trabajo de relevamiento de fuentes. El análisis cualitativo de la información, se realiza mediante un proceso en espiral en el que se combinan los momentos de obtención y análisis. El análisis se basa en la identificación de unidades de sentido y es realizado a través del Método Comparativo Constante (1987), que busca generar teoría a partir de categorías específicas emergidas de las diferencias y semejanzas encontradas en la clasificación del material empírico.

**Warren-Grice, April Michelle**, University of Illinois Urbana-Champaign

After School Program Directors as the Missing Link Between Students, Parents, and Educators

Utilizing culturally responsive evaluation, this study examines the Partners in Achievement program in St. Louis, MO. This study reveals how after-school program directors negotiate and navigate the academic and cultural system for Black students to raise academic achievement and self-confidence. Directors provide fundamental translators and translations with students, and between the following groups: Parents and Educators, Students and Parents, and Students and Educators. To facilitate academic success, directors interpret the socio-political educational structure, home life and culture of the students for

all parties. The ethnographic examination intersects educational policy and critical race theory demonstrating the successes of the program.

**Warren, Beckett**, Bowling Green State University

Moral Emotions, Torture and American Identity in the Global War on Terror

See Newman, Tim David

**Warren, John T**, Southern Illinois University

Social Justice and Critical/Performative/Communicative Pedagogy: A Storied Account of Research, Teaching, Love, Identity, Desire, and Loss

Through narratives and critical interrogations of classroom interactions, I sketch an argument for a co-constitutive relationship between qualitative research and pedagogy that imagines a more reflexive and socially just world. Through story, one comes to see an interplay between ones own experiences, ones own desires and ones community--I seek to focus that potential into an embodied pedagogy that highlights power and, as a result, holds all of us accountable for our own situated-ness in systems of power in ways that grant us potential places from which to enact change. Key in this discussion is a careful analytical point of view for seeing the world and a set of practices that work to imagine new ways of talking back.

**Watson, Megan Elizabeth**, University of Nebraska-Lincoln

College Women and Intimate Partner Violence: A Qualitative Exploration of Help Seeking Behavior

This study seeks to understand the experiences of college women who have experienced intimate partner violence and to explore the factors that facilitated their seeking mental health treatment to deal with these experiences. In order to gather this type of data, it is necessary to elicit the stories of those who have experienced the phenomena and had the courage and strength to seek out professional help. By obtaining these women's stories of violence and the how and why of their disclosure to a professional, those in the mental health field can better understand how to serve these women.

**Way, Amy K.**, Arizona State University

Intervening in the "real world": Transitioning in and out of ethnographic inquiry

Drawing on a narrative approach to inquiry, I detail the hour I spent running with one little girl in the context of an after school intervention program. Our story is meant to simultaneously demonstrate the extreme possibilities and limitations of intervention and ethnographic work. I hope to complicate the idea that while interventions are indeed important, they can not be viewed out of context of the larger social environments of which they are a part. Though my experience on this day made my intervention efforts feel futile, it is just such cases that keep us motivated to try and make change.

**Webb, Brenda H.**, University of North Alabama

Voices from inside the Classroom: Three Teachers Perspectives on the Impact of NCLB on Elementary Science Education

No Child Left Behind and Reading First changed curricula and pedagogy across elementary classrooms in the United States. Using critical theory, the impact of NCLB on elementary science education as perceived by teachers in three Alabama classrooms was explored. Multiple case study data were collected through classroom observations, interviews, and documents related to instruction and professional development. Inductive analysis of the data revealed categories that shaped themes focused on the impact on elementary science education. Themes include: a) marginalization of science, b) limitations on teacher decision making, c) time constraints, d) state accountability, and e) the de-professionalism of teaching.

**Webb, Karla Denise**, University of Memphis

Homogeneous Ability Grouping in Classroom: Oxymoronic Politics of Evidence

In response to the No Child Left Behind Act, many educational leaders have implemented homogeneous ability-grouping to help facilitate meaningful learning in mathemat-

ics. With an array of advantages and disadvantages, homogeneous ability grouping has been the topic of discussion in numerous educational debates and discourse; unfortunately, students are never included. This paper gives students' a voice in the structure and implementation of homogeneous ability grouped mathematics classrooms by re-presenting a performance analysis of data collected in interviews, focus groups, and observations. I will demonstrate how social, cultural, and internal pressures influence students' academic performance in the area of mathematics.

**Webster, David W.,** formerly Boston University

Shopping for Humans: Love, Sex, and Friendship on the Internet and Elsewhere

Ethan found a wonderful marathon training partner on Craigslist. Couch & Liamputong described Australian women and men who met through a web site to have innumerable brief sexual experiences. You can find housemates, Tai Chi teachers, fascist or arthritis support groups, egg donors, potential life partners, even long lost relatives on the internet. Very easily. We report what people say about how shopping for humans changes their lives. Does it build community; make them happier; increase loneliness? Arthur Frank suggests dialogic investigation about relationships between people, rather than the inner workings of individuals; this paper submission is dialogic.

**Webster, David W.,** Boston University (when research conducted)

Caring Research; Women Learning from Depression. Should Rules be Broken by Asking Contributors what they Would Like to do with their Stories Next?

Researchers incorporate research and various professional ethics; we are also in the web of human ethics that says, "I pull you from quicksand before interviewing." This panel submission explores gray areas of human subjects' research. Human ethics decries bystanding depressed contributors who might benefit from my expediting conversation with others; stories and research as healing. Four years later, should I initiate mutual and consensual dialogue between the fragile powerful humans who formally signed up for research only? Because they said, "I talk about my pain to help others." Should ethical codes encourage thoughtful and healing dissemination? Should we "do good?"

**Webster, Joan Parker,** University of Alaska, Fairbanks

Teaching On-line: Issues in Creating and Moderating Participation, Interaction and knowldege Construction in Virtual Classrooms.

See Silva, Ruth De C.

**Wee, Su Jeong,** University of Illinois at Urbana-Champaign

A Case Study of Drama Education Curriculum for Young Children in Early Childhood Program

This case study examines drama education curriculum for young children by a drama specialist. 9-week drama programs for one kindergarten and two first grade classes as well as the students' regular classroom activities taught by each classroom teacher were observed. The drama specialist was interviewed. The findings indicate that the drama specialist's curriculum highlights specialized drama techniques and knowledge within the well-defined structure that the classroom teachers do not address in their drama activities. For a more integrated learning, classroom teachers are strongly suggested to understand and use specialized knowledge and structure in drama with their developmentally appropriate approaches.

**Wee, Su Jeong,** University of Illinois at Urbana-Champaign

The Dramas of Collaboration between a Drama Specialist and Early Childhood Classroom Teachers

This case study explores collaboration between a drama specialist and two early childhood classroom teachers for a drama program. 9-week drama program as well as the classroom teachers' regular classroom hours and other arts programs were observed. Semi-structured and open-ended interviews were conducted with the three primary participants. The findings indicate that although collaboration between teachers was highlighted in the official school beliefs, its practice was minimal. After considering the specific aspects that hindered the collaborative process, I discuss what can contribute to a successful collabor-

ration, including staff development, a co-constructed curriculum, and improved school culture.

**Wee, Su Kyeng**, Seoul Women University  
Children\_s Rule Compliance based on Foucaults Principles

This ethnography research examines childrens strategies for resistance based on the principles of Foucaults discipline. The participants of this research are 2 kindergarten classroom teachers and their 58 5-year-old children in a private kindergarten. Participatory observations were conducted for 10 months. This ethnographic inquiry found that the teachers exercised their power in the name of the rules but the children violated the rules to meet their desires and interests. This research shows that teachers need to use appropriate strategies to guide children in rule compliance after considering various variables, including children's characteristics, types of play rules, and contextual factors.

**Weems, Lisa**, Miami University  
Excessive Feelings and the Problem of Queerness

In this presentation, I briefly address the strange relationship between "feeling like a problem" and the "problem of feeling" in popular media representations of queerness. I draw upon contemporary scholarship from feminist and post-colonial queer theorizing which argues that emotions are discursive effects of racialized and gendered tropes of affect and relations of power, and as such serve as sites of social control. My presentation is structured around three nodes. First, I articulate my interest in queerness in terms of the relations between "feelings" and "problems." I then discuss two specific representations of subaltern/queer violence and revenge and locate this interest within ongoing critiques of racialized heteronormativity that render certain subject positions both invisible and hyper-visible as "threats" to national security. I conclude by considering how Deborah Britzman and Sara Ahmed's work within psychoanalysis might be brought to bear in exploring how the problematization of excessive feelings in media representations of queerness suggests a concerted resistance to otherness despite claims of multicultural inclusion.

**Weems, Mary E.**, John Carroll University  
The Obama Chronicles: A Poetic Response

This series of poems explores the possibilities for the advancement of human rights in the United States through an African American woman's lens as she reconstructs the Barack Obama experience, including his uniquely orchestrated campaign, nomination, and subsequent election as the first African American president of the United States. Obama's election signals a rare opportunity for establishing a global community committed to Human Rights, and here I use poetic inquiry to investigate what his election means for the advancement of social justice.

**Wegner, Lisa**, University of the Western Cape  
The Right to a Voice: Health Promoting Schools and Youth in the Western Cape Province (South Africa)

See Mohamed, Suraya

**Weissinger, Sandra**, University of Illinois  
For The Love Of Jesus, For The Love Of Money: Black Churches And Their Struggle To Navigate Wal-Mart Stores, Dignity At Work, And Social Justice Related Activism

The proposed project takes place in two Christian church communities with very different understandings of the news-worthy company Wal-Mart stores. Because churches have taken very different stances, from indifference to recording documented statements in support or against Wal-Mart\_s practices, churches included in this study will be those where church leadership has published opinions about Wal-Mart stores. I seek to examine how members of fundamental nondenominational Christian communities use their religious ideologies to navigate social problems such as inequality at work, environmental and institutional racism, violence, underemployment and unemployment. Utilizing participant observation, archival research, and interview methods, I will analyze how congregation members talk about Wal-Mart, work, and social problems. I hope to illuminate the various ways religious socialization, race, class, gender, age, geographic location, and other cat-

egories of difference work together to shape one's perceptions and actions towards social problems and community needs.

**Weissmann, Marliese**, University of Leipzig, Germany  
Dealing with the Contingent among the Poor in Germany

See Sammet, Kornelia

**Weller, Vivian**, University of Brasilia  
Análisis Qualitativo y Metodología Documentaria

El reconocimiento de la contribución de la Sociología del Conocimiento de Karl Mannheim a la investigación cualitativa fue llevado a cabo por la Etnometodología. Posteriormente el sociólogo alemán Ralf Bohnsack retomó el método documentario de Mannheim y lo transformó en un método de interpretación de entrevistas, grupos de discusión, imágenes, películas y documentos. Como teoría y práctica de la interpretación sociológica este método constituye una herramienta de inserción del investigador en los contextos sociales, la comprensión de las orientaciones colectivas de un grupo, las particularidades de sus experiencias cotidianas, sus acciones y formas de representación.

**Wheat, Kathy**, University of Oklahoma  
Embracing the Complexity of Trustworthiness: Triangulating Methods and Theories in Qualitative Research

See Roden, Kathrynne

**Wheat, Kathy J.**, University of Oklahoma  
Through the Lens of Social Justice Theory: Teachers' Responses to Students' Challenging Behaviors.

This qualitative study examined teachers' responses to student's challenging behaviors and their subsequent use of referrals for special education services using methodology. From the initial pilot study, themes of perception, disproportionality and collegiality emerged. These themes were examined utilizing the theoretical perspectives of attachment theories related to histories of teachers and social learning theory. From a process of emergent design, a concept of social justice was identified and broadened providing the theoretical framework for a larger subsequent study. While social justice concepts administrated by law are often accepted, the scope in teachers' practices appears much broader.

**White, Carolyne**, Rutgers University  
When Urban Means Newark

This paper stories the ethical, epistemological and always already political minefield of writing as a critical, place-based, collaborative urban scholar engaged in a four-year radical autoethnographic performance project committed to transformation of educational spaces at the university and within the local public schools. The following are among the challenges explored: How to write from this project in ways that join the scholarly conversation about the importance of this work without undermining the viability of the project? How to write from the project in ways that illuminate the institutional constraints without reifying them and without eliciting new constraints given the attention the writing invites to the institutions that support and sustain the work? How to write about the project in ways that resist heroic, victim, and martyr positions and effectively empower all involved in the project? Dr. Carolyne J. White Department of Urban Education Rutgers University 110 Warren St. Newark, NJ 0710 973-353-3534 Whitecj@andromeda.rutgers.edu

**White, Carolyne J.**, Rutgers University  
Teaching toward radical democracy pre- and post-Obama

Teaching toward radical democracy with urban teacher candidates pre-Obama and post-Obama is like someone turned up the lights, piped in oxygen, and gave us shots of espresso. My words take on a new relevance, no longer easily heard as the simple ranting of an idealistic professor. My teaching is grounded in the importance of John Dewey's moral meaning of democracy: that it foster the all-around growth of each participant.

This autoethnographic performance is about that project within the preparation of urban teachers for this nation's third oldest city: Newark

**White, Jennifer H.**, University of Victoria

Collaborative Knowledge-Making in the Everyday Practice of Youth Suicide Prevention

We are currently documenting the development and implementation of a school-based suicide prevention program within one secondary school in Vancouver, British Columbia. Representing an alternative to traditional evidence-based models of inquiry, this in-depth case study makes space for multiple realities, recognizes the relational processes that construct local worlds, includes multiple voices and perspectives, and shows how school-based suicide prevention education programs like this one get accomplished. By opening up for scrutiny some commonly held assumptions about what it means to do youth suicide prevention work we hope to invite a more critically reflexive view of research, knowledge and practice.

**White, Julie**, LaTrobe

Author Meets Readers: Carolyn Ellis's Revision

Each participant will select a passage from Carolyn Ellis's new book, *Revision: Auto-ethnographic Reflections on Life and Work*, to read to the audience and then talk briefly about why that passage was chosen. Carolyn will then respond.

**White, Julie Anne**, La Trobe University

Creativity and Going Beyond: Investigating Identity, Connection and Ethics

If the description of creativity as going beyond is accepted, then our study might be described as creative in its aim and reach. Through visiting young people in their homes over a three-year period, researchers in this nationally funded Australian project have inevitably been drawn into the lives of families and the young people with chronic illness at the centre of the study. We have inquired about identity, schooling and friendships and invited the young people to create visual images and footage. The central argument developed in this paper concerns the production of knowledge as neither steady nor linear, involving complex and unanticipated ethical challenges not addressed through formal hospital and university ethics committee processes.

**White, Robert**, St. Francis Xavier University

Diver (Digital Interactive Video Exploration and Reflection): A New Technological Application for the Annotation of Video Data Across Disciplines

See Cooper, Karyn

**White, Robert Earle**, St. Francis Xavier University

Arts-Based Research as Critical Pedagogy: Human Rights and Qualitative Research

Ontologies and epistemologies colour perceptions of representations of truth and reality as well as influence belief systems, attitudes and values. A variety of representations exist within quantitative and qualitative research, with qualitative research being represented through interpretivist and critical research paradigms (Willis, 2007). Presented in this paper are five contexts that can be used as a model for qualitative research within an interpretivist or critical research paradigm. Such a model may be used to frame arts-based research. This session offers video-clips of interviews with internationally renowned scholars such as Professors Helene Cicoux, Elliot Eisner, Henry Giroux, Maxine Greene and William Pinar, who provide key insights into the educative role of arts-based research within a critical paradigm for the advancement of human rights and betterment of existing social conditions.

**Whitting, Glenice Joy**, Swinburne University of Technology

Bridging Gaps: Epistolarity and the Autoethnographic Novel as a Valid Means of Recording History

Autoethnography is based on a self-construction of the insider. The presence of the insider is evident in many epistolary novels by contemporary women in postcolonial cultures. This paper compares the two forms and emphasises what the autoethnographic pro-

cess can bring to epistolary novels. The autoethnographic letter based novel can be used to bridge gaps in cultural and linguistic understanding and radically rewrite womens lives in a postmodern genre. Thus providing an alternative concept of reality. The importance to history of writing from an epistolary autoethnographic perspective is the focus of this paper.

**Wickett, Jocelyn**, OISE/University of Toronto

Zero Tolerance: A Performance on the Pursuit of Safe Schools

See Goldstein, Tara

**Wiebe, Lenora**, University of British Columbia Okanagan

The Dis-Ease Delta: An AutoEthnographic Space

Autoethnography, an undoubtedly postmodern investigative interdisciplinary methodology with elements from several research strategies, serves as a particularly powerful framework for the examination of predominantly invisible and silenced lived experiences. Narratives of these experiences are often referred to as being written from the margins. Margins form a solid divisive line between the voices on the main page and the silenced voice in the margin. I propose a Dis Ease Delta, rather than a margin as this muddy area allows the illumination, examination, and explication of the indeterminate unbounded area between the marginalized and the normal, where innocence and knowing overlap.

**Wiggins, Joy L.**, University of Texas at Arlington

Feminist Discourse of place and power within the academy and community

This presentation explores questions and positions of female power within academic life. This presentation explores ways in which women feel depleted by the glass ceiling in regards to salary, the savvy or not so savvy ways of negotiating job requirements, compensation, benefits, and our priorities in our personal lives. It also explores how women can unite and divide each other in a competitive and often hostile environment. Theories of horizontal violence are explored. Narrative research using poetic representation and autoethnographic methods are used. Data collection stems from interviews and blogs with both junior and senior scholars within the academy.

**Wiggins, Joy L.**, University of Texas at Arlington

Peaceful Paths: Reframing Test preparation and conflict resolution at an urban elementary school

This presentation focuses on the 12-week pilot study of a 4th grade class in a Title 1 school located in an urban metroplex school in north Texas. The program focuses on peacekeeping skills such as conflict resolution, positive communication and improving students' general well being. The project included a 12-week yoga curriculum and weekly practice sessions for students. The culminating social action project created by students showcased their experiences in the program to the community. Data consisted of student journals, poems, artwork, pre, mid and post surveys, and interviews with teachers and students is also analyzed and discussed.

**Wilkins, Julia**, St. Cloud State University

"I Want Her to Be Independent, Successful, and Happy": Mothers Experiences of Transition Planning for Their Children With Disabilities

In order to create equal and respectful transition teams for youth with disabilities, professionals need to consider parents perceptions of their roles. It was found through interviews with four mothers of children with disabilities, that their experiences of transition planning centered around: (a) goals and barriers to independence in adulthood, (b) transition as an ongoing process, and (c) importance of communication and support from teachers. This poster presents these findings in the context of previous transition research. In order to truly hear the mothers' voices, audio clips of quotes from the mothers that illustrate significant insights will also be presented.

**Williams, Chyvette T**, University of Illinois at Chicago  
The role of qualitative inquiry in reversing the silencing of drug users

See Lee, Heather Sophia

**williams, richard**, rutgers university  
Reading Lolita Sociologically

Here I discuss two issues of evidence from my sociological analysis of Nabakov's LOLITA. First I raise the question of the legitimacy of novels as sociological evidence. In addition, I raise the question of evidence relative to the internal dynamics of the novel. I show that the answer to the latter question is sociologically useful in addressing the issue of why the name "Lolita" has cultural currency as a pre-teen girl who is a seductress while the name Dolores Haze, the twelve year old of the novel who is abducted and transformed into the Lolita of someone's fantasy, is unknown.

**Williamson, Pamela S**, University of Cincinnati  
Secondary Preservice Teachers Experiences with the Teacher Work Sample Methodology

See Wolfe, Jennifer C

**Wilson, Amy**, Gallaudet University  
Human Rights and Persons with Disabilities: Multilateral Initiatives

Over 135 Member States have signed the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the first legally binding international instrument that promotes, protects, and ensures the rights of people with disabilities. Advocates struggle to transform the traditional discourse concerning assistance to persons with disabilities from a "charity" or "medical" model to a "rights-based" model to achieve more sustained, effective changes in their lives. Wilson will provide examples of how qualitative research methodologies have empowered Disabled Peoples Organizations to advocate for their human rights promised by the CRPD.

**Winter , Rainer**, Klagenfurt University, Austria  
Critical Theory and Qualitative Inquiry

This paper explores the relation between critical theory and qualitative inquiry in German-speaking countries. Covered are the approaches of the critical theory of the subject, which goes back to Frankfurt School, of Critical Psychology and of Ethnopsychanalysis. Distinctive and conductive are hereby references to recent qualitative inquiry in the USA. Thus aspects of (self-) reflexivity, autoethnography and social criticism are discussed.

**Winter, Carsten**, Hanover University of Music and Drama, Germany  
On the Ethnography of Subjectively Networked Digital Media Development

The development of every new medium creates new articulations and thereby common grounds. Digital network media allow practically everyone nowadays to actively establish new relationships, to develop content and to engage in communication processes. New software, client-server and transmission technology provide us with ubiquitous free media as means of production that we have only now begun to discover. This presentation discusses challenges concerning the ethnography of complex \_interwovenness\_ of the active, subjective and networked media development in its multilayered cultural, technological, economical, social and legal preconditions and requirements. We present results of a research project enquiring into the relationship between the development of media and ensuing change in relationships and values. Finally a comparative analysis is conducted to explore these changes in the context of production, allocation, perception and everyday use.

**Witz, Klaus**, University of Illinois Urbana Champaign  
Developing Portraits Using the Essentialist Methodology in Qualitative Research with Children and Adults

See Jegatheesan, Brinda

**Wolfe, Jennifer C.**, University of Cincinnati

Secondary Preservice Teachers Experiences with the Teacher Work Sample Methodology

The purpose of this phenomenological study is to document secondary preservice teachers' (SPT) experiences with the Teacher Work Sample (TWS) methodology while planning and reflecting on a unit of instruction. Common experiences across participants included (a) design problems and thinking through ways to fix them in the future, (b) differential effectiveness of different strategies for differentiated instruction to meet the needs of diverse learners, and (c) collaboration with mentor teachers during the planning phase of the TWS. Evidence suggests that the TWS helped PSTs work with students with varied learning needs in their placement classrooms.

**Wong, Terrie Siang-Ting**, Arizona State University  
Ethnography in a Strange Land: Connecting in Racism

Racism is often considered a social injustice that divides rather than unites a group, one that bonds people who are alike rather than people who are different. In the depths of Marfa, Texas, a first-time visitor to the U.S. chronicles her journey of connecting with strangers via an embodied understanding of racism. Using in-depth interviews and field observations based on the Four Seasons of Ethnography, this paper is an auto-ethnographic exploration of the in-depth state of knowing and not knowing America and its racism.

**Woodruff, Elizabeth**, Alabama  
Identifying Social Spaces in Physical Education

This paper examines the gymnasium as a dynamic social site where hierarchies are established through social interactions and power struggles. Social practices are constructed by the teacher and the students, and the sociocultural discourses embodied in the gymnasium may result in oppressing, marginalizing or alienating certain students from positive attitudes about themselves and physical culture. I propose an ethnographic study that examines the sport experiences of American middle school students in physical education classes in an effort to examine the factors that affect students' interactions and to identify the implications for physical education curricula and pedagogy.

**Woods, David K.**, University of Wisconsin, Madison  
Using Street Theatre Language and Metaphors For Gaining Access to Closed Research Sites

See Dempster, Paul G.

**Woods, David Kimball**, University of Wisconsin, Madison  
Longitudinal Qualitative Analysis of Interaction using Transana

Qualitative research that analyzes recordings of interpersonal interaction, such as interviews, therapy, teaching, or medical consultations has typically been cross-sectional. Longitudinal research, comparing interaction across multiple visits collected at different time points has until recently been time consuming to assemble. Now it can be done digitally. This paper will present a software tool, Transana, that facilitates qualitative analysis of themes and patterns of interaction both within a single visit as well as across multiple visits at multiple time points. Data from Sheon's work with HIV counselors will be used to illustrate the techniques discussed.

**Woods, David Kimball**, University of Wisconsin, Madison  
Innovations in the Qualitative Analysis of Video and Audio

Transana regularly introduces new analytic tools for working with video and audio data. This paper will focus on two recent innovations. First, Transana allows for multi-modal qualitative analysis by allowing multiple simultaneous transcripts which encapsulate different analytic lenses. Second, Transana is currently adding support for multiple simultaneous media files to support qualitative studies using multiple video sources. Two very different qualitative studies will be used to demonstrate these innovative analytic approaches to video data. Halverson's analysis of youth identity through media production and Woods' work with parents of children with cancer will be featured.

**Woywod, Christine M.**, Northern Illinois University  
Unspoken Lessons: Analyzing the Visual Culture of Art Classrooms

The visual elements of children's learning environments are a significant daily source of unspoken lessons. These environments inform children's sense of identity, silently teach layers of intended and unintended curriculum, divulge the role of subject areas in the school environment, and evidence the values of the local community. Through the collection and analysis of visual data, the study in this presentation explores how images of the visual culture of K-12 art classrooms reveals thought provoking information about the intended and unintended representation of art educators' philosophical beliefs, teaching methods, and the position of art education in school communities.

**Wright, Handel Kashope**, University of British Columbia

Beyond Nostalgia for the Post: Prolonged Methodological Contestation as the New Paradigm War

By way of contextualization of the panel, I open with a reprise of various positions previously articulated on the phenomenon of paradigm proliferation in qualitative research. I then articulate my own argument that the prolongation of "the methodologically contested present" constitutes a new paradigm war between foundationalism and anti-foundationalism. With the renewed ascendancy of positivism, the resulting neo-foundationalist backlash is against feminist, ethnic, indigenous, queer, poststructuralist, experimental research; against the margins coming to voice. Qualitative research ought to be up in arms rather than lulled by nostalgia for the d tente of the original post-paradigm war.

**Wright, Travis**, George Washington University

Matters of Interpretation: Teaching a Hermeneutic Approach for Researching Practice

In their book, *Matters of Interpretation*, Nakkula and Ravitch (1998) present a dynamic approach to hermeneutic inquiry that bridges the abstract realm of hermeneutic theory with the applied demands of clinical intervention and human science research. Honoring the relational aspects of human inquiry, a hermeneutic approach allows the researcher to integrate her values into the process of social science research. This paper explores my efforts to teach such a framework in a doctoral-level qualitative research seminar, and the subsequent learning community that has emerged.

**Wright, Travis**, George Washington University

"Just a Thang": The Relational Lives of 17 Women Raising Children in an Urban Housing Development

Modifying Harter and Monsour's (1992) Self-in-Relationship interview, I use an in-depth phenomenological approach to explore the relational lives of 17 women raising young children in an urban housing development located in the northeastern United States. I consider how these women make meaning of different types of relationships, moving beyond straightforward comparisons of individual mothers to recognize their relationships as dynamic ecologies influenced by social environments, social class, gender norms, race/ethnicity, close relationships, and individual developmental processes. I consider women's experiences independent from child outcomes in this study, valuing the perspectives of mothers as important in and of themselves.

**Wu, Chinfang**, Alliant International University

A cross-cultural ethnographic study of a security guard who works at the Department of Motor Vehicles

This paper highlights the process, challenges, and barriers of writing a cross-cultural ethnography of a Latino informant as an Asian researcher new to the United States. Data was collected during a research course that supported personal reflection and discussion of the field process. I was learning about myself as a Taiwanese woman in America while simultaneously interviewing a Latino man, within a third culture. Through cross-cultural and Inter-relational analyses, I explore the complexities of communication due to the socially constructed, culturally bound nature of language.

**Wu, Chingfang**, Yu Da College

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**Wyatt, Johnathan**, University of Oxford

A Deleuzian Between-The-Two

See Gale, Ken

**Wyatt, Jonathan**, University of Oxford

Author Meets Readers: Carolyn Ellis's Revision

Each participant will select a passage from Carolyn Ellis's new book, Revision: Auto-ethnographic Reflections on Life and Work, to read to the audience and then talk briefly about why that passage was chosen. Carolyn will then respond.

**Wyatt, Jonathan**, University of Oxford

Using Deleuzian Thought in Collaborative Writing

See Davies, Bronwyn

**Xiong, Jie**, University of Alberta`

A Policy Analysis on Issues of Students' Higher Educational Rights in the Twentieth Century's America

The community college was the most successful innovation of American higher education in the twentieth century. Dougherty (2001) contends that, however, the two-year college was contradictory in terms of its conflicting origins, impacts, and futures. With a policy analysis approach, this research focuses on exploring a "planned" channeling system of American higher education by examining community colleges' conflicting impacts on the students. It concludes that selecting the community college was a policy arrangement for American students instead of their own choice. Pal's (2001) three dimensions of policy: process [context], content, and outcomes (p. 18) are adopted to analyze relevant policies.

**y Chapelá, Carolina Consejo**, Universidad Nacional Autónoma de México

Death in Hospitalized patients: Moral conflict, power relations and desicion making. The need of a Qualitative approach

In México Euthanasia practice is prosecuted with similar penalties as homicide. But in every day hospital life inducing dead is a common practice. Different moral conflicts among physicians, patients and family arise when the proposition of inducing death or stopping vital support is made. I have observed, in my clinical practice as a senior internal medicine resident, that the existent power relation networks, constructed trough and crossed by different moral normative discourses strongly influence decision making. Qualitative research is crucial to describe and understand this conflicts and characterize the ethical problems and implications derived.

**Yakupitiyage, Thanu**, University of Massachusetts Amherst

In Hope of Return

In leaving home, many are subject to a nostalgic idealization of their former place. But what happens when in the act of return, we are stopped at our own gates? This story examines narratives of those who have left Sri Lanka. Conceptualizing return renders many of us the same, as outsiders. What is the role of migrants in shaping the future of a flailing nation? Can a disunited people learn each others stories in order to influence a new collective reality of their motherland? Or must we render such notions futile and accept the impossibility of return?

**Yamaguchi, Precious**, Bowling Green State University  
Placing Homelessness: Critical Ethnography as Critical Pedagogy

This paper looks at how a service learning assignment working with a non-profit to understand Homelessness in a rural US location leads to critical understandings of place, identity and globalization. The co-authors of this paper speak from both teacher-student and co-ethnographer positions drawing from Transnational and Postcolonial Feminist frameworks. Feminist and critical studies research is comprised of locating the relationships found through holistic methods of participant-observation and ethnography in epistemic and natural communities. The interdependence of ethnography, ethics, and theories is an important relationship within the realm of naturalized feminist research. Community-based projects such as the one used as an example for this exam question, bring the ethnographer into a new relationship between she or he and the community where the negotiations and connections of accountability, trust, and responsibility should be examined, developed, and enacted upon with commitment.

**Yamtoob, Desiree**, University of Illinois at Urbana-Champaign  
Embodiment, Sounded Voice and Autoethnography

I know as I move. I move in/as time and space. I interact with textual meaning, and this to some extent informs my knowing. And I know as I am in space. The quality of my movement, my presence, is in relation with how the world I occupy is made. My sounded voice is in relationship to my present/presence. To understand my sounded voice, my presence and my present in relation with the quality of engagement I have with the world, I practice autoethnography, situating the quality of my presence and my sounded voice as a resistance through a way of apprehending the world.

**Yanez, Merecedes**, Texas A & M University - Corpus Christi  
Un/translated Spanish stories: Educating out/side No Child Left Behind

When teaching to tests and test scores become the standard operating procedures in schools, how do educators who teach students whose first language is Spanish respond to their learning needs? Given that students in English as Second Language (ESL) classes perform poorly on standardized tests mandated by No Child Left Behind (NCLB) legislation, what kinds of academic freedom are silenced when these students are seen as "failures" under a one-size fits all system of measurement? What instructional decisions are being made in the name of academic success and whose interests are being met? In this visual narrative I tell stories that are un/translated from the perspectives of students in ESL classes, their educators, and my personal journey as a bilingual learner and educator.

**Yang, Shizhou**, La Trobe University  
Freedom to Write, Freedom to Be: Multi-Storied Analysis of Bai EFL Writers' Identity Development

By seeing identity development mainly as the shift of internal discourse orders, the author suggests a new way of understanding both the discourses governing indigenous EFL writers' writing practices and the processes for these writers to achieve their individual freedom in writing. The author focuses on case studies with three Bai English majors at a Chinese university. Data include writing samples, interview transcripts, classroom observations and member discussions. Multistoried analysis is used to interpret the participants' identity development during an eleven month extracurricular writing program.

**Yang, Shizhou**, La Trobe University  
Narrative Interviewing and Narrative Writing

See Grant, Audrey Naomi

**Yartey, Franklin Nii Amankwah**, Bowling Green State University  
The Critical Condition of Rhetorical Choices: The Bush Administration's Framing of HIV/AIDS as a National Security Threat in PEPFAR

HIV/AIDS is an epidemic that humankind is still struggling to contain. This paper is a rhetorical analysis of PEPFAR (The President's Emergency Plan for AIDS Relief) and its web site presence. Both the visual and discursive tropes reflected in the PEPFAR initiative,

offer an interesting paradox. While the Bush Administration's rhetoric purports to offer succor to those stricken with the disease, the actual content and substance of PEPFAR belies its surface appearances by undercutting support for those in danger of being infected and those who are already ill with HIV/AIDS.

**Yates, Lyn**, University of Melbourne

Creativity and Going Beyond: Investigating Identity, Connection and Ethics

See White, Julie Anne

**Yau, Jenny Y. P.**, Azusa Pacific University

Teaching and Learning Qualitative Research in a Course Taught Totally Online: An Exploratory Phenomenological Study.

See Stanford, Beverly Hardcastle

**Yelle, Maria Theresa**, University of Wisconsin Madison

Exploring the Culture of Waiting: Illness Narratives of Lung Transplant Candidates

Lung transplant candidates have high levels of psychosocial and emotional distress while waiting for transplant. It is vital for healthcare providers to be able to recognize their psychosocial and emotional concerns. A critical social narrative inquiry will be conducted to investigate the illness narratives of lung transplant candidates across repeated interviews over six month period. This study will explore: the social and cultural factors that lung transplant candidates face in their daily lives while waiting for transplant and explore what enhances or inhibits communication with their healthcare providers to empower the patient's voice in health encounters.

**Yelle, Maria Theresa**, University of Wisconsin Madison

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**Yetter, L. Susan**, University of Southern Maine

The Experience of Older Men Living Alone: A Phenomenological Perspective

This study uncovered older men's experience of living alone. The literature reports that older men who live alone face the highest risk of health problems in the U.S., but because older women outnumber older men, health care providers and researchers have focused on older women. Exploring the experience of older men living alone, the themes of self-growth, self-determination, structure, balance, and sense of purpose emerged. This study demonstrated that it is not living alone that leads to the health difficulties older men experience. Future research is needed to identify those factors which contribute to the vulnerabilities of this population.

**Yildirim, Kasim**, Ahi Evran University

Turkish Elementary School Teachers' Opinions on Reading Fluency

In this qualitative research study, the author investigated elementary school teachers' opinions and experience on reading fluency by conducting in-depth, semi-structured interviews with 10 in-service teachers. This research was carried out in the fall semester of 2008-2009 academic year in the district of Kirsehir, Turkey. Elementary school teachers were chosen randomly from different parts of the district. After obtaining data from participants, the author used content analysis to evaluate data. Results indicated that participants were deficient in fluent reading, and that they needed in-service training about teaching and assessing fluent reading skills in their classrooms.

**Yıldırım, Kasim**, Ahi Evran University

### A Study on Primary Teachers' Opinions about Cursive Writing Instruction

Students spend half of their time at school writing. Quick and legible handwriting helps children's communication skills and academic success. Seen from this perspective, early primary years should emphasize the stylistics of writing. The principal aim of this study is to identify primary teachers' opinions about the teaching of cursive writing during literacy education. A descriptive situation analysis, the study gathered data through interviews and document analysis. It was conducted in the fall semester of the academic year 2008-2009 in primary schools located in Kırşehir city center. Data was analyzed through content analysis and discussed in line with the literature.

**Yıldız, Mustafa**, Gazi University

### Literacy Perceptions and Problems of Adult Illiterate Women

This qualitative study was conducted in Ankara with six adult illiterate women. Data were gathered by using the interview technique. After the video-recording of interviews, the recordings were deciphered and content analysis was performed. It was found that illiterate women did not go to school due to negative attitudes of family members toward sending girls to school and economic reasons. These women were found to experience serious problems in reaching information or finding a place, getting treatment in a hospital and helping their children's education. It was further noted that being illiterate adversely affected their family and social position.

**Yıldız, Rauf**, Yıldız Technical University

### A Mixed Method Investigation on the Adequacy Level of Turkish Information Technologies Teachers in terms of the Usage of the Alternative Assessment Methods

New primary school curriculum recommends not only the usage of traditional assessment methods but also some other alternative assessment methods. It strongly stresses the usage of concept maps, performance, project, portfolio, self assessment, peer and group assessment in information technologies lesson in primary school. In addition, to manage an objective assessment, the usage of control lists and rubrics has also been suggested. This research aimed at revealing the adequacy level of primary school information technologies teachers on the subjects of alternative assessment methods by appealing attitude, efficacy perception and of usage frequency. Information technologies teachers working in four districts in İstanbul made the sample. 104 of those teachers were participated in the research. As a research method survey model was used. The data of research was obtained through a survey which was developed by the researchers. Before applying the survey to the main working group, a pilot study was applied and the reliability of the survey (Cronbach Alpha) was determined as 0,88. In addition, the opinions of four subject experts was obtained to confirm face and content validity of the survey. As a result of this study, most of teachers stated middle level about attitude, efficacy perception and usage frequency towards alternative assessment methods in information technologies lesson. It was observed that teachers\_usage frequency was the lowest level in all of the variables. The average of these three variables had been calculated and teachers\_adequacy level was found as 3.15.

**Yolcu, Enver**, Çanakkale Onsekiz Mart University

### A Comparative Evaluation of the Visual Arts Teacher Education Programs and Curriculum of Turkey and European Union Countries

This article focuses on the Visual Arts Teacher Education and Curriculum in Turkey and European Union Countries including Germany and England. Despite their great significance to Visual Arts teacher training, we still lack an evaluation of the relative positive and negative aspects of Visual Arts Curriculum in teacher education programs in Turkey, Germany and England. It is thus the aim of this paper to contribute towards such a comparative evaluation. All visual arts education curriculum in these countries are evaluated with regard to the selection and presentation of the educational materials, objectives, standards, assessments and activities relating to topics and methods of visual arts education

**Yoneda, Fusako**, Ohio State University

“I Can Learn Better when I Feel More Secure and Connected”: Supporting Minority Students’ Learning through Creating a Space of Interconnectedness

Minority students often feel marginalized in the school shaped by the mainstream cultural practices. Listening to such students’ voices, this study attempts to better understand what they actually experience when they feel more comfortable in school. Preliminary findings include: (a) they find themselves as more capable; (b) they perceive themselves more positively; and (c) they experience more authentic friendships. With these, they also seem to feel a stronger sense of belonging to school. Based on the findings, the study aims to make some suggestions about how teachers can create a learning space where minority students feel more secure and comfortable.

**Yoneda, Fusako**, Ohio State University

Learning in-between Cultures: Negotiation of Race, Ethnicity, and Language of a Student with American/Japanese Mixed Cultural Heritages

This study aims to understand how it is like for young students to learn with mixed cultural heritages. More specifically, it investigates how Kyoko, an eleven-year-old girl with American/Japanese cultural backgrounds, negotiated her race, ethnicity, and language in a Japanese school context. Preliminary findings indicate that her identity perception and her identity performance are complex and sometimes contradictory. Based on the findings, this study attempts to make suggestions about how teachers can help students with mixed heritages develop a more integrated sense of self and learn better in-between cultures.

**Young, Richard A.**, The University of British Columbia

An Action Theory Perspective on the Working Alliance in Cross-Cultural Counseling Dyads

See Morrison, Marie

**Zárate, Gustavo Orozco**, Universidad Juárez Autónoma de Tabasco

Observación personal y entrevistas no estructuradas como técnicas para fundamentar una propuesta de Modelo de Centro de Desarrollo Empresarial

See Ronzán Contreras, José Jaime

**Zabrodska, Katerina**, Psychology Institute AVCR

Desires for the Other Place

See Ellwood, Constance

**Zdunczyk, Katarzyna Anna**, Newcastle University

Researcher Liminality in Participant Observation

The paper draws upon the authors reflections on a research project she conducted as a participant observer. It highlights difficulties and dilemmas associated with productive inquiry, academic discipline and reflexive interpretation experienced in the course of the project. The author proposes researcher liminality as a useful way of thinking and being in participant observation research. Researcher liminality is discussed as the state of being betwixt and between practice and theory, observation and participation, belonging and not belonging. It is concluded that researcher liminality empowers the researcher to take advantage of ambiguity and balance her obligations towards different stakeholders.

**Zelt, Susan**,

From Critical Consciousness to Action: Alliance for Racial and Social Justice’s Participatory Action Research

See Tubbs, Carolyn Y.

**Zemel, Alan**, Drexler University

Examining Understanding in Computer-Mediated Learning Environments

See Koschmann, Timothy

**Zerai, Assata**, University of Illinois  
A Black Feminist Critique Of American Religious Anti-War (Dis)Engagements

Within Protestantism, there is a strong tradition of antiwar sentiment within various African American churches. I conduct a comparative analysis of predominantly African American Protestant evangelical ministers and their parishioners and white Protestant evangelical leadership and flock in regards to the extent to which they address US aggression in the Middle East in their words and actions. Are these issues taken up in the pulpit or smaller group discussions among church members? What humanitarian, activists or other activities are encouraged and carried out in the name of religious values and dictates? I find that congregations fall within a continuum of views that on one end challenge the war on terror and on the other support it, with the bulk of congregations landing somewhere in the middle, that challenge the war with their words but do little to fight it. The operation of the intersection of race, class, gender, nation in American society helps to explain these distributions.

**Zhao, Guming**, University of Alberta  
A Reflective Response to "Do Narrative Inquirers Take Stories for Granted?"

Narrative inquirers collect stories, tell stories, and write stories about participants. Story (secret, sacred, cover...), storied, storying and restorying are the language they use to describe and make meaning of lived experiences. Though narrative inquiry as a research methodology is embraced by researchers from various disciplines and extensive narrative work has been published in journals and presented at conferences, I still hear questions like "Can we take stories for granted?" This presentation then is a response to the question. My narrative work is used to help elucidate my response. The presentation also discusses the relation between story and human dignity.

**Zucker, Donna**, University of Massachusetts-Amherst  
Theoretical and Philosophical Aspects of Relational Research

This paper addresses the theoretical work on an emerging theory of relational research. The theoretical framework for this research is pluralistic, drawing from relational communication theory and relational-cultural theory. Philosophical influences come from symbolic interactionism and social constructionism. Constructs from both theoretical perspectives underpin our work with vulnerable persons who are in less powerful positions than most. Our thinking is that disease and discomfort lead to disconnection and imbalance with health. Therefore, to increase ease and comfort, a reconnection with the body is necessary through: collaborative action, mindfulness, self soothing, an empowered environment of essential information, necessary resources, instrumental and emotional support and empathetic relationships. Our research with vulnerable populations indicates the need for empathic connection, body ease and comfort. An emerging theory and philosophy of human beings demonstrate that building the relations is a dynamic and continuous process, involving person, organization, setting, legislation, community and peers working toward health.

**Zucker, Donna**, University of Massachusetts-Amherst  
Relational Research: An Overview

This symposium presents in-depth discussions of relational research. We focus on the concept of relationship and use substantive exemplars as ways in which our work is enhancing the knowledge base of caring for vulnerable groups. Our work is an outgrowth of Jean Baker Miller's relational cultural theory. Relational cultural theory describes five good things that characterize a growth-fostering relationship: 1) increased zest (vitality), 2) increased ability to take action (empowerment), 3) increased clarity (a clearer picture of one's self, the other, and the relationship), 4) increased sense of worth, and 5) a desire for relationships beyond that particular relationship. General philosophical questions about epistemology and methodology will be addressed and to date we have identified the following methodological strengths of our collective work: appreciative inquiry, collaborative inquiry and narrative. Two final papers will be examples of intervention research completed by two group members in the areas of student and faculty mentoring.

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Jenkins, Marika Katharine, *University of Technology, Sydney*, 2011

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Jennings-Pinkerton, Lisa K., *University of Alabama*, 2031

Jewell, Lisa M., *University of Saskatchewan*, 1051

Joanou, Jamie Patrice, *Arizona State University*, 2036

Johns, Mark D., *Luther College*, 1038

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Kako, Peninnah M., *University of Wisconsin-Milwaukee*, 2092, 2092C

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Keefe, Jeffrey, *New York University / Visiting Nurse Service of New York*, 1013, 1083

Kennedy, Brianna L., *University of Southern California*, 1016, 2055, 1016C

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Kim, Minam, *Emporia State University*, 1016

Kim, Su-Jung, *University of Illinois at Urbana-Champaign*, 2081

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Kirchner, Jamie L., , 2029  
Kjorven, Mary Colleen, *University of British Columbia Okanagan*, 2061  
Kloosterman, Valentina I., *University of Miami*, 2029, 2036  
Knapp, Gerald, *Klagenfurt University*, 1105, 1105C  
Koch, Lynn C., *University of Arkansas, Fayetteville*, 2086  
Koenig, Ashley A., , 2029  
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Kombo, Eddah Mutua, *St. Cloud State University*, 2097  
Kontos, Pia C., *Toronto Rehabilitation Institute*, 2009, 2009C  
Korang-Okrab, Rose, *University of Illinois at Urbana-Champaign*, 2079, 2079C  
Koro-Ljungberg, Mirka, *University of Florida*, 2089, 2101, 2033  
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Kraft, Robert N., *Otterbein College*, 2014  
Kral, Michael, *University of Illinois at Urbana-Champaign*, 1106  
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Kreher, Simone, *University of Applied Sciences Fulda, Germany*, 1105  
Kristin, Nick, *Loyola University Chicago*, 1044  
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La Pastina, Antonio C., *Texas A&M University*, 2062  
La Rose, Tara, *OISE University of Toronto*, 1025  
Lad, Kaetlyn, *St. Mary's*, 2059  
Lafrance, S., *York*, 2071  
LaJevic, Lisa Marie, *Pennsylvania State University*, 2006  
Lamping, Sally, *Wright State University*, 2032  
Landrum, Brittany K., *Texas Christian University*, 2061, 2061  
Lapadat, Judith, *University of Northern British Columbia:Terrace Campus*, 2090, 2104  
Lapadat, Judith C., *University of Northern British Columbia:Terrace Campus*, 2104, 2104, 2104C  
Lapum, Jennifer L, *Ryerson University*, 1097, 2008  
Lara Flores, Norma Laura, *Universidad Autonoma Metropoitana-Xochimilco*, 2082  
Larrison, Tara Earls, *University of Illinois at Urbana-Champaign*, 1054  
Lather, Patti, *Ohio University*, 2008, 2091, 1112  
Latty, Christopher R, *Central Michigan University*, 1108  
Lavery, James, *University of Toronto*, 1015  
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Lawlor, Clare S., *Leuvis University*, 1075  
Lawrence, Estelle, *University of the Western Cape*, 2094  
Leal, Roberto JosÈ Leal JosÈ Leal, *Federal of Rio de Janeiro*, 2031  
Lederman, Florencia, *University of Buenos Aires*, 1048  
Lee, Alisha D., *Cedarville University*, 2001

- Lee, David Haldane, *University of South Florida*, 2035, 2050  
Lee, Delores Hicklin, *University of North Carolina at Charlotte*, 1014  
Lee, Heather Sophia, *UIC*, 1049, 1049C  
Lee, Young Ah, *Ohio State University in Lima*, 2052  
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Leon Arizmendi, M. Paola, *University of Illinois at Urbana-Champaign*, 2079, 2079C  
Leonard, Kathleen, *Tufts University*, 1048  
Lerberghe, Wim Van, *World Health Organization (WHO)*, 2071  
Levey, Gregory, *Ryerson University*, 2035  
Lewis, Joseph, *Hamline University*, 1110  
Lewis, Patrick, *University of Regina*, 2072  
Leysa, Maria, *Indiana University*, 1111  
Liebenberg, Linda, *Dalhousie University*, 1008, 2043  
Lim, Jae Hoon, *University of North Carolina at Charlotte*, 1014  
Lin, Jen Yin, *Arizona State University*, 2015, 2015C  
Lin, Shumin, *University of Illinois at Urbana-Champaign*, 1057  
Lincoln, Yvonna S., *Texas A&M University*, 1003  
Lindemann, Kurt, *San Diego State University*, 2050  
Lindhurst, Taryn, *University of Washington*, 2031  
Lindhurst, Taryn P., *University of Washington*, 1076  
Lindqvist, Per, *University of Kalmar*, 1068  
Linville, Darla, *The Graduate Center, The City University of New York*, 2068  
Lira, Luiza Luana Ara'jo, *university of Fortaleza*, 1095  
Livingston, Carol Vagner, *The University of Alabama*, 1012  
Lockard, Judith, , 1096  
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Lord, Daniel, *University of Illinois at Urbana-Champaign*, 2039  
Lotta, Gabriela Spanghero, *USP*, 1008  
Love, Linda Elizabeth, *Virginia Commonwealth University*, 2017, 2017C  
Lower, Joanna K, *University of North Carolina-Greensboro*, 2058, 2058, 2058, 2058  
Lu, Ling-Ying, *University of Edinburgh*, 2096  
Luna-Serrano, Edna, *Universidad Autónoma de Baja California*, 2006  
Lymburner, Tyler, *University of British Columbia Okanagan*, 2016
- Mabasa, Layane T, *University of Limpopo*, 2011  
Macdonald, Mary Ellen, *McGill*, 2052  
MacDonald, Shauna, *Southern Illinois University*, 1011  
Machado, Maria de F-tima Antero Sousa, *university of Fortaleza*, 1072  
Machado, Rodrigo Balbuena, *National Health Surveillance Agency*, 1051  
Maciel, Artur, *National Health Surveillance Agency*, 1051  
MacLure, Maggie, *Manchester Metropolitan University*, 2085  
Madabhushi, Soumya -, *University of Nebraska - Lincoln*, 1006  
Madison, D. Soyini, *Northwestern University*, 2002  
Madison, Soyini, *Northwestern*, 1011  
Madonick, Michael, *University of Illinois at Urbana-Chapaign*, 2072  
Magat, Jonathan, *San Francisco State University*, 1056  
Magill, Jonathan Miles, *University of Technology Sydney*, 1100  
Mahmud Said Abdel Qader Shuqair, Nur Shuqaira, *National Health Surveillance Agency*, 1051  
Maietta, Raymond, *ResearchTalk Inc.*, 2083, 2083C  
Makagon, Daniel, *DePaul University*, 2106, 2106C  
Makarani, Sakilahmed A, *University of Hawaii*, 1102  
Makela, Julia, *University of Illinois at Urbana-Champaign*, 2048, 2048

- Makela, Julia Panke, *University of Illinois*, 2004  
Malhiwsky, Dallas R, *University of Nebraska at Lincoln*, 1055, 1055C  
Mamede, Marli Villela, *Universidade de S.,o Paulo*, 2052, 2031  
Margolin, Myra Beth, *University of Illinois*, 1075, 1099  
Mark, Lucas, *Indiana University South Bend*, 1041  
Markula, Pirkko, *University of Alberta*, 2093, 2072C, 2093C  
Marshall, Catherine A, *Northern Arizona University*, 2050  
Martial, Rose, *University of Alberta*, 2080  
Martin, Daniela, *The Pennsylvania State University, Brandywine*, 2068  
Martin, John, *University of Wisconsin Madison*, 1103  
Martin, Viv, *Bristol*, 2029, 2084, 2029C  
Martínez-Labrín, Soledad, *del Bío-Bío*, 1053  
Martínez-Mones, Alejandra, *Universidad de Valladolid*, 2040  
Martínez, Alejandra, *Universidad Nacional de Cúrdoba*, 1066  
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Martínez, Eduardo Fernández, *Valladolid*, 2045  
Martinez, Martha Irene, *University of Oregon*, 1065  
Martínez, Rocío Anguita, *Valladolid*, 2045  
Martinez, Stephanie, *University of South Florida*, 1091, 1091  
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Marty, Jillian A, *University of Massachusetts Amherst*, 2044, 2065  
Marzano, Marco, *University of Bergamo*, 1108  
Mason, Mark Barry, *Oxford Brookes University*, 1028  
Mather, Kristin, *Loyola University Chicago*, 1044  
Mathieson, Cynthia, *University of British Columbia Okanagan*, 1031  
Mattoon, Lyssabeth, *Institute of Transpersonal Psychology*, 2017  
Mawji, Azmaira Ismail, *University of Western Ontario*, 1028  
Maxwell, Joe, *George Mason University*, 1112, 2051, 2008C  
Maxwell, Joseph, *George Mason University*, 2059  
Mayan, Maria, *University of Alberta*, 1077  
Mayo, Cris, *University of Illinois*, 2088  
Mazzei, Lisa A, *Manchester Metropolitan University*, 2085, 2085C  
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McAlister, Joan Faber, *Drake University*, 2106  
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McElroy, John M, *Michigan State*, 2039  
McGee, Sherry, *Wilfrid Laurier University*, 2057  
McGibbon, Elizabeth, *St. Francis Xavier University*, 2050  
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McIntosh, Heather, *Northern Illinois University*, 2095  
McIntosh, Michele Janet, *University of Alberta*, 2049  
McKee, Kate S, *Michigan State University*, 1062  
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McMillan, Sally, *Texas Tech University*, 2089  
McPherson, Charmaine, *St. Francis Xavier University*, 2050  
McRae, Christopher James, *Southern Illinois University*, 2012  
Medved, Caryn E., *Baruch College - City University of New York*, 1053, 1053C  
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Mercado-Garza, Rosalinda, *Texas A&M University*, 1084  
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Mikos, Lothar, , 1063  
Miller-Day, Michelle, *The Pennsylvania State University*, 1092, 1046  
Miller, Janet, *Teachers College*, 2008  
Miller, Montana, *Bowling Green State University*, 1089  
Miller, Peggy J., *University of Illinois at Urbana-Champaign*, 1057, 1057C  
Miller, Vachel, *Appalachian State University*, 1042  
Mills, Jane Elizabeth, *Monash University*, 1004, 2078, 2078C  
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Miranda, Lilian, *Universidade Estadual de Campinas*, 1098, 2003  
Mirza, Mansha Parveen Qamar Husain, *University of Illinois at Chicago*, 1076  
Miskovic, Maja, *National-Louis*, 2006, 1031, 2006C  
Mitchell, Richard Charles, *Brock University*, 1026, 1041  
Mizuki, Shodo, *Ritsumeikan*, 2031  
Mobley, Alex, *University of Illinois at Urbana-Champaign*, 2027  
Mohamed, Suraya, *University of the Western Cape*, 2094  
Molina, Gloria, *University of Antioquia*, 2050  
Monge, Alfonso Garc  a, *Valladolid*, 2045, 1037  
Montealegre, Carmen Elena, *Universidad del Cauca*, 1015  
Montenegro, Ingrid, *University if Fortaleza*, 2052  
Montoya, Juny, *University of Los Andes*, 1008  
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Morgan, Alberta J., *Ball State University*, 2020  
Morgan, Kerri, *Washington University School of Medicine*, 2086  
Morgan, Mary, *University of North Carolina-Greensboro*, 2058  
Morgan, Mary Y, *University of North Carolina-Greensboro*, 2058  
Morris, Jonathon, *University of Victoria*, 2011  
Morris, William R, *Academy of Oriental Medicine at Austin*, 1077, 1077C  
Morrison, Marie, *The University of British Columbia*, 1077  
Morrison, Melanie A., *University of Saskatchewan*, 1051  
Morrison, Sharon, *University of North Carolina at Greensboro*, 1111  
Morse, Janice, *University of Utah*, 2051, 2108, 2083  
Mortenson, Joani Margaret, *University of British Columbia Okanagan*, 1108, 2023  
Mountz, Sarah E., *University of Washington*, 2056  
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Mungai, Anne, *Adelphi University*, 2007, 2007C  
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Munson, Dorothy, *Eastern Washington University*, 2059  
Murray-Tiedge, Donna, *University of Illinois at Urbana-Champaign*, 2008, 2048, 2048  
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- Naglie, Gary, *University of Toronto*, 2009  
Najmias, Carolina, *Universidad de Buenos Aires*, 2086  
Nako, Esther Makuena, *University of the Western Cape*, 1018  
Nam, Chaebong, *University of Illinois at Urbana-Champaign*, 2040  
Natarajan, Uma, *Edith Cowan University*, 1109  
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Niesz, Tricia, *Kent State University*, 2086  
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- Oaks, Laury, *UC Santa Barbara*, 2024  
OConnor, Susan, *Augsburg College*, 2073  
Odhiambo, Johnson Omondi, *n/a*, 2015  
Okpalaoka, Chinwe Linda, *The Ohio State University*, 1075  
Oliha, Hannah, *University of New Mexico*, 2022, 2034  
Oliveira, Ana Paula Cavalcante, *Universidade Nova de Lisboa (UNL)*, 2071  
Oliveira, Virglnia Maria de Costa, *University of Fortaleza*, 1072  
Oliveira, Walter, *Federal University of Santa Catarina*, 2029  
OLoughlin, Michael, *Adelphi University*, 2026  
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Ord, Robyn, *Ryerson University*, 1098  
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OShaughnessy, Sara none, *University of Alberta*, 2076  
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Owens, Lois Smith, *Grand Valley State University*, 1014  
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- Pacifci, Linda C., *Appalachian State University*, 1069  
Pak, Soon-Yong, *Yonsei University*, 1005, 1005C  
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Palmi, Christopher Joseph, *Niagara University*, 1028, 2006  
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Park, Hyeyoon, *University of Washington*, 1076

- Parry, Diana C., *University of Waterloo*, 1093  
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Pavlish, Carol Lynn, *University of California, Los Angeles*, 2097  
Payne, Elizabeth, *Syracuse University*, 2088  
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Pearson, Amy R, *Arizona State University*, 2045, 2045C  
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Pia, Polsa Eva, *HANKEN School of Economics*, 1048  
Piecka, Debra C. Burkey, *Duquesne University*, 2025, 2073  
Piedra, Lissette M., *University of Illinois*, 1052  
Pineau, Elyse, *Southern Illinois University*, 2002  
Pinto, Marina Aparecida, , 2073  
Piper, Heather, *University of Manchester Metropolitan University*, 1064  
Plotno, Gabriela Solange, *University of Buenos Aires*, 1048  
Plummer, Angela Marie, , 2052  
Poindexter, Cynthia Cannon, *Fordham*, 1028, 1069  
Polk, Emily A, *University of Massachusetts Amherst*, 2044  
Pollard-Sage, Jenna, *University of South Florida*, 1091, 1091  
Pollock, Della, *University of North Carolina*, 2002, 1011  
Poole, Jennifer, *Ryerson University*, 1098  
Poole, Mary Catherine, *University of South Florida*, 2020, 2020C  
Popadiuk, Natalee Elizabeth, *Simon Fraser University*, 2013, 2024, 2024C  
Popov, Lubomir Savov, *Bowling Green State University*, 1066, 2078, 1046, 1047  
Popov, Margarita Savova, "Architect Margarita Popova", 1047  
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Poppe, Leen, *University College Ghent - Ghent University*, 2043  
Porignon, Denis, *World Health Organization (WHO)*, 2071  
Porr, Caroline, *University of Alberta*, 1077  
Porter, Elaine Gertrude, *Laurentian University*, 1088  
Poulos, Christopher, *The University of North Carolina at Greensboro*, 2093, 2107, 2107C  
Poulos, Christopher N., *The University of North Carolina at Greensboro*, 2041  
Pourchier, Nicole, *Georgia State University*, 1080  
Prado, Josephine Gilchrist, *Alabama*, 1058  
Preissle, Judith, *The University of Georgia*, 2037, 2003C  
Preston, Susan E., *Ryerson University*, 1016  
Price, Peggie, *Texas Tech University*, 2089  
Proctor, Michelle J., *The College of Lake County*, 2020, 2055, 2055C

Pulkkinen, Catherine, *University of Wisconsin Superior*, 2073  
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- Racine, Louise, *University of Saskatchewan*, 1088  
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Rahill, Guitele J., *Arkansas State*, 2033  
Rains, Frances V, *The Evergreen State College*, 2007  
Ramadurai, Vandy, *Texas A&M University*, 1104  
Ramirez, Carmen Eloisa, *Universidad Pedagogica Experimental Libertador*, 2096  
Ramsak, Mojca, *Ljubljana Graduate School of the Humanities*, 2036  
Rao, Radhika, *Harvard Graduate School of Education*, 1017  
Rapp, Doreen, *University of South Florida*, 2047  
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Reis, C-ssia Barbosa, *Universidade Estadual de Mato Grosso do Sul*, 1026  
Reis, Cássia Barbosa, *Universidade Estadual de Mato Grosso do Sul*, 2095  
Reitsma-Street, Marge, *University of Victoria*, 1088  
Rempel, Gwen, *University of Alberta*, 1093  
Reynaert, Didier, *University College Ghent*, 2014  
Richardson McGee, Jennifer, , 1014  
Richardson, Laurel, *The Ohio State University*, 1050, 2069, 2069C, 2069C  
Riedler, Martina, *University of Illinois*, 2018, 2018C  
Rinehart, Robert E., *University of Waikato*, 2078, 1074C  
Ritchie, Jenny, *Te Whare Wananga o Wairaka, Unitec Institute of Technology*, 2007  
Ritzo, Chris, *University of Illinois at Urbana-Champaign*, 2040  
Rivera-Singletary, Georgina, *University of South Florida*, 2047  
Rivera, Kendra Dyanne, *Arizona State University*, 1002, 1002C  
Rizvi, Fazal, *University of Illinois*, 1019  
Roberts, Earlene Katherine, *University of British Columbia Okanagan*, 2086  
Roberts, Kary Rose, *University of Alabama*, 2094  
Robertson, Stuart P., N/A, 1036  
Robinson, Cathrine, *University of British Columbia Okanagan*, 2016  
Robinson, Danielle, *University of British Columbia Okanagan*, 2016  
Rocha, Cristianne Famer, *Universidade Luterana do Brasil (ULBRA) e Grupo Hospitalar ConciênciA,o (GHC)*, 2071  
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2096	Wee

## **Evaluating inquiry**

0280	Koksal
1046	Pezalla
1054	Gerstl-Pepin
2029	Kloosterman
2078	García

## **Evidence-based inquiry**

0281	Karsli
------	--------

## **Feminist qualitative research**

1006	Diab
1006	Madabhushi
1024	Wiggins
1053	Medved
1055	Badiee
1059	Berbary
1081	Karnieli
1081	Germain
1081	Villarreal
1081	Peled
1083	Allen

1084	Trier-Bieniek
1087	Blair
1088	Choi
1088	Wright
1096	Nitzel
1099	Goel
2013	Popadiuk
2013	Halldorsdottir
2013	Villa
2045	Pearson
2061	Davis
2064	Turner
2076	OShaughnessy
2077	Racionero-Plaza
2094	Sutton-Brown
2095	McIntosh
2097	Critelli
2097	Fricke

### **Focus groups [critical]**

1108	Taylor
2024	Verni

### **Funded qualitative research**

1004	Mills
1005	Hubley
2034	Schlecker

### **Grounded theory & social justice**

1003	Jacobson
1018	Sakulkoo
1018	Naumann
1018	Sarasti
1024	Ardón
1041	Fei
1041	Moore
1041	Bryant
1041	Kfir
1093	Hoare
1096	Watson
1108	Tempel
2006	Palmi
2009	Chang
2017	Love
2036	Joanou

## **Human subject research**

- |      |                |
|------|----------------|
| 1005 | Newbury        |
| 1033 | Deacon         |
| 1072 | Aranda Barrera |
| 1073 | Cameron        |
| 2001 | Daniels        |
| 2033 | Cruz           |
| 2049 | Hagen          |

## **Indigenous approaches to knowledge**

- |      |                   |
|------|-------------------|
| 1045 | Hsiung            |
| 1060 | Ganapathy-Coleman |
| 1095 | Sinclair          |
| 2023 | Gough             |
| 2023 | Sinclair          |
| 2094 | Campbell Jr.      |

## **Indigenous critical theory**

- |      |                  |
|------|------------------|
| 1039 | Senese           |
| 2023 | Vargas-Hernandez |
| 2053 | Valentine        |

## **Indigenous epistemologies**

- |      |                  |
|------|------------------|
| 1088 | Vargas-Hernandez |
| 2023 | Schmidtke        |
| 2023 | Bessarab         |

## **Indigenous ethics**

- |      |         |
|------|---------|
| 2070 | Nygaard |
|------|---------|

## **Interrogating whiteness**

- |      |               |
|------|---------------|
| 1087 | Jackson-Paton |
| 1087 | Todd          |
| 1099 | Margolin      |

## **Mixed-method designs**

- 0280 Ilgar  
0282 Eryaman  
0286 Ersoy  
1008 Lotta  
1029 Christ  
1030 Gipson  
1048 Ensal G,lmmez  
1048 Pia  
1048 Belcher-Schepis  
1048 Plotno  
1048 Hall  
1051 Jewell  
1055 Malhiwsky  
1074 Chowdhury  
1102 Christ  
1102 Day  
1102 Craveiro  
1102 Grant  
1102 Scott  
1102 Kennedy  
2006 Hebert  
2043 Gregory  
2074 Fort

## **New borderlands**

- 1032 Rybas

## **New Methods & Methodologies**

- 1004 Ruglis  
1005 Pak  
1015 Parsons  
1015 Hundley  
1015 Stewart  
1015 Garrido  
1025 Gildersleeve  
1025 Sarigianides  
1028 Capous-Desyllas  
1033 Roden  
1038 Webster  
1046 Popova  
1046 Jegatheesan  
1051 Davidson  
1061 Woods  
1061 Woods  
1061 Belcher-Schepis

- 1077 Wall  
1088 Porter  
1095 Chaffin Brooks  
1097 Hoeck  
2003 Birks  
2003 Berdayes  
2012 Cassiman  
2028 Goldsmith  
2036 Taylor  
2036 Kloosterman  
2053 Katen  
2061 Hein  
2075 Siegesmund  
2078 Mills  
2094 Sato

## New Methods with Focus Groups

- 1028 Poindexter  
2003 Campos

## Participatory action research

- 1024 Wiggins  
1024 Ardón  
1047 Popov  
1047 Puttemans  
1047 Smolik  
1047 Shrigley  
1047 Anders  
1047 Korsmo  
1069 Bagheri Noaparast  
1069 Lavie-Ajayi  
1069 Ivanova  
1069 Pacifici  
1069 Jones  
1072 ide  
1080 Peñaranda  
1096 Tubbs  
2001 Brown  
2024 Billies  
2032 Lamping  
2077 Redvers-Lee  
2095 Thompson  
2097 Pavlish

## **Performance ethnography**

1056	Mungin
1073	Holding
1085	Saldana
2008	Gorman
2008	Murray-Tiedge
2008	Sinclair
2008	Lather
2008	Lapum
2015	Osgood
2034	Falzone
2039	Athens
2039	McElroy
2039	Lord
2070	Chen
2095	Tucker

## **Politics of Evidence**

0281	Gencel
1008	Phan
1104	George
2009	Small
2055	Kennedy
2055	Webb

## **Post-9/11 cultural politics**

1099	Dutta
2017	Newman
2035	Howe

## **Postcolonial methodologies**

1076	Chawla
1088	Racine
2054	Cole
2092	Basu

## **Qualitative case studies**

0280	Ulusoy
0280	Uzman
0282	Genc
0284	Ulusoy
0284	Ahn
0285	Yildirim

0285	Cetinkaya
0286	Mello
1005	Smothers
1022	Clemensen
1032	Niedrist
1033	Castro
1043	Yoneda
1046	Zdunczyk
1051	Satterlund
1051	Tracy
1052	Piedra
1053	Cruz
1055	Netshitangani
1065	Touré
1066	Gangnon
1068	Goodwin
1075	Feng
1078	Chung
1095	Katz
1103	Ozdemir
2001	Kim
2006	Shuttleworth
2011	Mabasa
2011	White
2011	Chisholm
2024	Popadiuk
2032	Yildiz
2032	Ates
2043	Didkowsky
2049	Gobodo Madikizela
2053	Bettanin
2077	Foy
2094	Roberts
2096	Yildirim
2096	Ramirez
2096	Lu
2096	Themane
2105	Johnson-Ford

## Qualitative criteria

1033	Sautu
1053	Burdick
1068	Wolfe
1089	Gordon
2031	Duarte

## **Qualitative evaluation and social policy**

- |      |              |
|------|--------------|
| 0280 | Dedeoglu     |
| 0281 | Gencel       |
| 0281 | Arslan       |
| 0285 | Kincal       |
| 0285 | Dedeoglu     |
| 0286 | Yolcu        |
| 1012 | Livingston   |
| 1032 | Balzer       |
| 1052 | Goodwin      |
| 1052 | Hughes       |
| 1075 | Chen         |
| 1075 | Margolin     |
| 1076 | Lindhorst    |
| 2001 | Cowell       |
| 2006 | Luna-Serrano |
| 2014 | Reynaert     |
| 2052 | Warren-Grice |
| 2101 | Backhaus     |
| 2101 | Clementz     |

## **Qualitative health research**

- |      |               |
|------|---------------|
| 1004 | Yetter        |
| 1018 | Yelle         |
| 1026 | Dias          |
| 1026 | Stein-Parbury |
| 1026 | Reis          |
| 1026 | Haricharan    |
| 1028 | Mason         |
| 1049 | Freidin       |
| 1049 | Lee           |
| 1051 | Machado       |
| 1072 | Frota         |
| 1072 | Frota         |
| 1089 | Fusco         |
| 1093 | Cristancho    |
| 1093 | Hennessy      |
| 1093 | Mulcahy       |
| 1095 | Yelle         |
| 1095 | Frota         |
| 1095 | Cabral        |
| 1095 | Duarte        |
| 1098 | Angell        |
| 1108 | Marzano       |
| 2009 | Kontos        |
| 2029 | Martin        |
| 2029 | Scheckel      |
| 2031 | Frota         |

2031	Cabral
2033	Brewer
2036	Valera
2050	Lindemann
2052	Frota
2052	Duarte
2071	Gersh
2071	Oliveira
2073	Hennington
2077	Salinas-Urbina
2092	Kako
2095	Reis
2098	Engel
2105	Fisher

## **Qualitative social work**

1005	Mulder
1005	Sopcak
1006	Valera
1025	La Rose
1028	Mawji
1072	Duarte
1100	patrick ndawula
1108	Burns Jager
2001	Firmin
2031	Moylan
2031	Jennings-Pinkerton
2056	Mountz
2082	Tufford
2082	Gringeri
2082	Barranti

## **Queer theory/Queering the postcolonial**

1044	Smith
1108	Mortenson

## **Reconceptualizing collaboration**

2017	Vaisman
2034	Balestryry
2049	Gemignani
2052	Lee
2057	Rybas
2057	Gardiner
2057	Hinbest
2057	Brown

## **Reforming the social sciences**

- 1003 Cannella  
2012 Stewart-Silver  
2052 Affleck

## **Reliability - Varieties**

- 2028 Roden

## **Rethinking critical theory**

- 2028 Thomas  
2028 Perez

## **Sporting pedagogies**

- 0282 Devecioglu  
0282 Cerrahoglu  
0282 Sahin  
1030 Binns

## **Technology**

- 0286 Eryaman  
1038 Johns  
1038 Callaghan  
1038 Ishii  
1083 Rybas  
1083 Keefer  
1103 Crunkilton  
1103 Silver  
1103 Martin  
1103 Cheng  
1109 Hsu  
1109 Holbrook  
1109 Natarajan  
1109 Arndt  
1109 Silva  
2061 Garza  
2073 Piecka  
2073 ARAUJO  
2075 Cooper

## **Training, Evaluating, and Extending Qual. Methods**

1067	Stanford
1067	Chupina
1067	Clark
1077	÷sterlind
1077	Morris
1077	Summers
1077	Morrison

## **Validity - Varieties**

1097	Esping
2101	Koro-Ljungberg

## **Video, dance, and performance**

1029	Dempster
1062	Hanley
1067	Ford
1076	Harris
2015	Avcı
2015	Akhan
2015	Lin
2022	Daine
2039	Hall

## **War, media, and democracy**

2035	Levey
2035	Lee
2035	Keats

## **What is Evidence**

1074	williams
1097	Pascale

## **Writing as method of inquiry**

1006	Wang
1045	Brown
1054	Larrison
2012	Hung
2012	Faulkner
2022	Brinkmann

2076 Vaughn  
2098 Badiée

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Los Angeles, London, New Delhi, Singapore and Washington DC (April 21, 2009) SAGE, the world's leading research methods publisher, will be well represented by some of its top authors at the 7th Annual Qualitative Research Summer Intensive, June 24-28, 2009 in Long Island, New York.

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\* MIXED METHODS RESEARCH: DESIGNS AND PROCEDURES by John Creswell (SAGE books include: Designing & Conducting Mixed Methods Research; Research Design, Third Edition; Qualitative Inquiry and Research Design, Second Edition; The Mixed Methods Reader)

\* INTRODUCTION TO FOCUS GROUPS AND TWO-PERSON INTERVIEWING by David Morgan (SAGE books include: The Focus Group Kit; Focus Groups as Qualitative Research)

\* WRITING RITES FOR QUALITATIVE RESEARCH by Kathy Charmaz (SAGE books include: Constructing Grounded Theory; The SAGE Handbook of Grounded Theory)

\* PERSONALIZING QUALITATIVE RESEARCH By Carolyn Ellis (SAGE books include: Investigating Subjectivity)

\* SORT AND SIFT, THINK AND SHIFT: MULTIDIMENSIONAL QUALITATIVE ANALYSIS by Ray Maietta (SAGE books include: "Qualitative Software" in The SAGE Encyclopedia of Qualitative Research Methods and "Qualitative Research" in The Handbook of Research Design and Social Measurement.)

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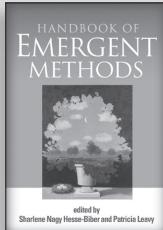
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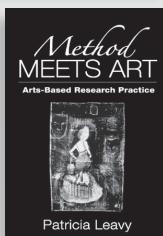
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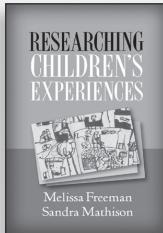
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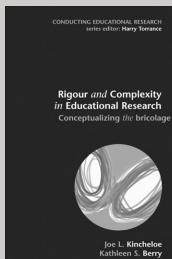
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