

## **Breakout Session A (Presentations) Friday – 10:00 a.m. – 12:00 p.m.**

### **Room 2060**

#### **The Science and Art of Transcription**

*Sheryl Chatfield*

Qualitative researchers may view interview transcription as a burdensome way to initiate data analysis. I initially struggled with self-transcription, and, while I found it became easier over time, I continue to experiment with methods to improve my efficiency and my ability to capture more data. During this paper presentation, I will demonstrate technologies which, used alone or in combination, may encourage researcher comfort with transcription and facilitate creative presentation of data.

#### **Democratizing Academic Writing**

*marcela polanco*

In this paper, I revise my experience of writing an autoethnographic (Ellis, 2004) dissertation in the field of family therapy as a Colombian mestiza. I discuss how I grappled with my writing, and, in the process, stumbled into matters of democratizing texts. I problematize male-dominant academic standards, telling of the tensions when maneuvering at marking cultural and gender differences in my text.

#### **Hand-I Coordination: Writing Assessment, Student Identity, and Me**

*Inda Schaenen*

As an English Language Arts teacher who views writing as an embodied act of personal expression, I applied critical multimodal analysis to the writing and drawings created by my students in order to assess what their work was telling me about who they were and how they were developing over time with respect to their practices and understandings as writers. This paper takes up a sample of fourth grade student work in order to share methodological procedures and interpretive processes.

#### **The Role of Emotion and Aesthetics in Workplace Learning.**

*Matilda Mettälä*

In today's globalized and complex world there is a need for openness to the kind of learning which is incorporated with the individual's process of change. There is an increased awareness to the importance of engaging the whole person with cognitive, affective and experiential elements rather than one part in learning situations. This qualitative study from an ethnographic approach explores and presents a case that involves these dimensions; an overview with a theoretical outline covering cluster introductory courses for new employees at Tetra Pak facilitated by Rolf Viberg. It also highlights some variables that were used and which scholars have recognized that influence our learning which includes emotions and aesthetics and their role in workplace learning.

## **Photovoice: Views of Women with Child Protective Services Experience**

*Mary Sichi*

Gender-related stereotypes as well as racial, cultural and socio-economic factors can lead to problematic interactions for women whose families receive Child Protective Services (CPS) intervention. I will discuss Photovoice as the methodology I adopted in a study, supported by feminist perspectives, on the views of mothers with previous CPS involvement. I will present the use of pictures as a representation of the participants' lived experiences, along with preliminary findings, including a sample of pictures taken by participants and their analysis.

Room 2074

## **Fostering Graduate Education Students' Reflexivity through the Arts**

*Janet Richards*

In this inquiry, I turned to the arts to foster Master of Arts in Teaching (MAT) students' recognition of the importance and benefits of reflecting about their work as they tutored grades K-5 children in a semester-long service-learning writing course. As a researcher I took on the role of a 'bricoleur'. 'Bricolage' is an approach to qualitative inquiry in which researchers employ alternative methodologies to illuminate connections (Kress, 2013). The arts fostered the MAT students' reflections.

## **Qualitative Methods in the Department of Defense**

*Douglas Jordan*

This paper outlines my personal experiences with the use of qualitative methods in the Department of Defense in the area of International Communications. This paper presents an overview of the history of qualitative methods use and misuse and how the DoD has shown a preference for quantitative methods even though often they are actually qualitative measures that have been "quantified". I possess over 25 years of government experience and have presented on this previously within the US Government.

## **Balancing Dual Roles: Doctoral Students Who Are Full-time Teachers**

*Jennifer Denmon and Ruchelle Owens*

Doctoral students face numerous barriers in the pursuit of their degree (Bieber & Worley, 2006; Cao, 2001). We wanted to discover challenges doctoral students who were full-time teachers faced and how they handled these stressors. We will share our findings through a dramatic enactment, each taking a role (full-time teacher; doctoral student). Through the tapestry of participants' voices, we wrote a script to embody salient themes. We will share pitfalls and successes related to the study.

## **Weaving A Visual Data Tapestry: Cambodia Through An Ethnographic Lens**

*Kathy Thomas and Candace Lacy*

Using photographs and imagery in ethnography helps us in conducting observations and writing field notes. Perhaps even more importantly, it allows us to capture a visual and perceptual snapshot of the cultural and social phenomenon. “The increasing popularity of digital photographic equipment has made it possible not only to produce high-quality images but also to disseminate them far more widely than was ever imagined” (Angrosino, 2007, p. 81). However, collecting visual data to better understand a social problem, condition, or phenomenon is a major undertaking. This presentation explores the process planning and conducting an ethnographic study in Cambodia using visual imagery. Drawing on the work of Angrosino (2007) we begin by discussing the use of probing questions as a framework for conceptualizing the study. Next, we look at the works of Banks, (2007), Kenney, (2009), and Lichtman, (2010) as we plot our nontraditional exploration. Utilizing photographs

## **Sketchnotes as an Analytical Tool in a Large Qualitative Study**

*Rikki Mangrum*

I will discuss using a technique called sketchnotes to render concepts pictorially and keep track of emerging themes in a dataset of 3 million words from discussions with more than 850 participants. I will show samples of sketchnotes from the project and discuss their value in working with a large set of complex qualitative data.

Room 2078

## **The “Celebrity Questionnaire” - Revealing Cultural Identity**

*Beatrice Boufoy-Bastick*

This presentation introduces an innovative piece of qualitative research methodology called ‘The Celebrity Questionnaire’. It artistically blends empathy and empowerment with new research technology for mediating subjective responses - using only two questions. Its purpose is to populate two extreme groups – those with the strongest and weakest cultural identities.

## **Layering the Cake: Engaging Autoethnography in Dissertations**

*Kristin Rivers*

This presentation explores how the researcher employed autoethnography to juxtapose the lived experience of her 19th century Mormon ancestor with her own as a 21st century lesbian. She discusses how she interwove data derived from primary sources, historic documents, family lore, her own felt-sense, reflecting on personal narrative, and shamanic journeying. Themes of personal and societal neglect, persecution, perseverance, and resilience were also layered into the dissertation’s narrative.

## **Focused Ethnographies: Their Use in Qualitative Health Research**

*Gina Higginbottom*

Focused ethnographies can have meaningful application in primary, community, or hospital healthcare. They can be pragmatic and efficient ways to investigate specific phenomena important to individual clinicians or clinical specialities. While many examples of focused ethnographies are published, there is limited availability of guidance documents for conducting this research. This paper defines focused ethnographies, locates them within the ethnographic genre, justifies their use in healthcare research, and outlines the methodological processes.

## **The Crux with Creativity Research**

*Monika Reuter*

What is creativity? What do students and employers believe it to be? And what is the best way to study this highly abstract concept? This 4-year old, on-going research project employing a "triangulation" methodological approach will be described, and feedback is invited. Electronic open-ended interviews with employers have been so successful, for example, that management of data has become difficult while content analysis has produced some surprising results. What does this mean for theory?

## **Videos and Messy Data Analysis**

*Mirka Koro-Ljungberg and Brenda Lee*

This video collage expresses how students interacted with data in various ways as a response to the instructor's request to analyze data. Video 'stunts' illustrate how 'messy data analysis' can lead to spontaneous connections and 'accident zones' during different interactions with data. Additionally, this video collage has less to do with step-by-step approaches and more with engaging, challenging, interesting, thought-provoking, and sometimes pleasurable or threatening analysis approaches.

Room 2081

## **Pedagogical Research on Arts-Based Qualitative Research**

*Robin Cooper and Sheryl Chatfield*

This panel discusses various ways in which to incorporate arts-based strategies within a traditional qualitative research design, in order to generate additional data, address researcher bias, deepen qualitative analysis, and enhance the presentation of research findings. The presentation will also discuss how to teach such creative combinations in qualitative research courses, with examples of bracketing collages and found data poetry created by students in a doctoral program in conflict analysis and resolution. Finally, the panel will discuss a pedagogical research project which encompassed designing a multiple case study to explore the experience and outcomes of two phenomenological studies related to identity-based conflict, one of which used traditional phenomenological methods, and the other of which included arts-based techniques.

Room 2082

**The Art and Craft of Storytelling in Teaching Psychology and Education**

*Cynthia Langtiw, Katia Mitova, Michelle Cutler, and Charles Vanover*

Qualitative inquiry and storytelling go hand in hand. In this panel, we will discuss how to use stories to illuminate the teaching of psychology and education to undergraduate, graduate, and professional students. We will reveal how we use stories to elucidate the “how and why” of the course content using principles of qualitative inquiry. We will share how to use storied approaches such as case-based teaching, transforming true stories into theatrical pieces that highlight the subject matter, and creatively weaving fact and fiction to engage students in illustrated learning.

**The Best of Me: A Photographic Installation of Voice, Diversity, and Literacy Leadership**

*Kristi Cheyney*

This session outlines a participant-oriented, photovoice-inspired case study of a childcare center that serves at-risk children but has deviated from the predicted negative school readiness child-outcomes documented in national data. Data collection procedures included participant-observation and photo-elicited interviews with administrators. Transcripts and photographs were analyzed using modified narrative analysis processes. Participants then worked with me to create a photographic installation communicating the results of the study with their community.

**Breakout Session B (Panel Presentations) Friday – 1:10p.m. – 3:10 p.m.**  
Room 2060

**Love, Loss, Illness, and Teaching: Autoethnographic Works from a Doctoral Class**  
*Bridget Mahoney, Gianina Hayes, Brooke Eisenbach, Ruchelle Owens, Janet Richards, and Jackie Greene*

As a community of five doctoral students and our professor, we devoted our advanced qualitative methods class to autoethnography. We were interested in this methodology due to its reflexive process and active engagement of the reader (Ellis, 1995). We were informed by personal journals, teacher evaluations, experiences, and interviews. We will share our autoethnographies exploring family relationships, loss, illness, motherhood, and teacher identity during this panel presentation.

**Thinking with Art within Methodology**

*Mirka Koro-Ljungberg, Jasmine Ulmer, Justin Hendricks, Rebecca Williams, and Kristi Cheyney*

This panel provides examples of projects that combine art with methodology. The presenters will share a video installation about students' messy data analysis interactions, illustrate methodologies through literary turns and balletic, modern, and postmodern form of dance, demonstrate Deleuze and Guattaris' concept of rhizome with a monologue, share data interactions through visuals, and present a video re-enactment of *The Best of Me: A Photographic Installation*.

Room 2074

**Qualitative Research and the IRB: Where is The Control Group? A Play in Three Acts**  
*James Bernauer, Marilyn Lichtman, and Valery Keibler*

This presentation will be done as a dramatization. Marilyn Lichtman and Jim Bernauer will portray IRB members while Valery Keibler will portray a graduate student presenting her case to the IRB Committee. We intend to incorporate struggle, sadness, and humor as we portray the misunderstandings that sometimes exist among IRB members who have been trained under a traditionalist research approach. Our intent is to engage the audience and to hopefully provide them with some new insights!

**Spaces & Surfaces of Academic Work: Photography & Arts Based Research**  
*Thalia Mulvihill, Raji Swaminathan, and Lucy Bailey*

This panel, comprised of university faculty/qualitative researchers, engaged in teaching doctoral students about qualitative inquiry, will discuss the innovative pedagogical uses of arts-based-research projects using photography and visual ethnography representations of study spaces, mentoring spaces, and their meaning for doctoral students. Panelists will discuss the implications of using arts-based-research and related pedagogies in the context of doctoral student development and creativity.

## Room 2078

### **Sharing and Connecting Our Stories through “Archival Drama”**

*Sophia Acord, Kevin Marshall, Rebecca Jefferson, Bess de Farber, Alissa Zimmet, and Wesley Huffman*

This session presents a collaborative sociology-library-theatre project that uses devised performance as a tool for qualitative research into individuals’ experiences with family immigrant stories. The team created two original dramatic pieces from archival materials, and used audience reactions to explore deeply-held feelings linked to personal objects. The project uses Johnny Saldaña’s work on ethnodrama to articulate “archival drama”, a bridge between arts, humanities, and social sciences.

### **Collaborative Mentoring: The Discourse Analysis Research Team**

*Ginny Britt, Joshua Johnston, Rachael Gabriel, Vittorio Marone, and Trena Paulus*

Collaborative mentoring is a powerful model for keeping doctoral students connected during their dissertation work. Current and former members of the University of Tennessee Discourse Analysis Research Team will share their experience of collaborative mentoring. DART was conceived by graduate students enrolled in the 2007 discourse analysis course as a way to support each other as they began their own studies. Tips for creating a collaborative mentoring practice will be shared.

## Room 2081

### **They Are Only Going to Steal Your Cars: An Ethnodrama**

*Charles Vanover, Rose Lawrence, Cynthia Langtwi, Margaret Branscombe, and Andrew Babson*

The center of this ethnodrama (Saldaña, 2011) is a monologue voiced by an African-American teacher: “It’s one of those schools where if your heart is not in it, your kids are going to feel it. And then, she gets awesome teachers, but our principal knows how to make them go away! Like I did. I stayed for two years—you have to believe in your kids. You have to believe. But if you don’t believe; if you tell your teachers, ‘Don’t worry, because they are only going to steal your cars.’ Then.”

### **Creating a Culture of Qualitative Research in Calabar, Nigeria**

*Alex Timothy, Margaret Chukwurah, Eucharika Obiekezie, Lucy Udida, and Bernedette Cornelius-Ukpepi*

Five Nigerian lecturers from the University of Calabar, who participated in workshops and research groups with a Fulbright Scholar during the 2012-2013 academic year, discuss their first experience as qualitative researchers in a strictly quantitative culture. They will briefly present their individual research results and relate the challenges of learning new methodologies and adopting new perspectives. Their mentor will also be present to participate in Q & A.

Room 2082

**The Fall of Icarus: A Paid Intern's Search for Her Teacher Identity**

*Laura Sabella Robert Jordan, Pat Jones, Maggie Saturley, and Mike DiCicco*

While “reality shock” for beginning teachers has been well documented (Veenman, 1984), few studies have examined the transition to teaching of beginning teachers in accelerated preparation programs (Huling-Austin, 1986; Zeichner, 2012). This case study, taken from a larger study, examines the concerns a paid intern in her first semester of teaching. Findings suggest that conflict between her success-oriented self-perception and perceived failures to reach her own ideal within the realities of practice caused anxiety as she struggled to negotiate her teacher identity. (495)

**Frame clashes in learning qualitative research**

*Audra Skukauskaite, Annette Benging, Zeke Mora, Pamela Ray, and Blake Pearson*

The panel discusses frame clashes students faced in learning qualitative design. 1st presenter examines how her insider position in military cybersecurity languaculture impacted her interviewing. 2nd presenter shows how knowledge transfer theory shaped his study in a senior community, while 3rd presenter troubles critical theory for studying African-American college presidents. Last presenters emphasize issues of transcribing when entering an archived ethnographic dataset.



## **Breakout Session C (Presentations) Friday – 3:25p.m. – 5:00 p.m.**

Room 2060

### **Representations of Work: New Perspectives through Illustrations**

*Mary Ann Sprague*

Use of generic images to represent work practice and interactions gives a different feel for the work without personal connections to the work. Participants can focus on the flow of work through a process, as well as the roles of the people doing the work. Representations of work practice interactions provide a rich multi-level model of the complexity of the work being performed at a glance. Examples of business representations will be shown, along with a discussion of the benefits.

### **Deleuzian Lines: Intersections with Photography and Policy**

*Jasmine Ulmer*

This paper conceptualizes Deleuzian lines of thought through a photographic installation, “Entry Interrupted.” By exploring a plateau on which literary author F. Scott Fitzgerald, photographer Robert Ulmer, and poststructuralist philosopher Giles Deleuze converge, this paper explores how lines of break, crack, and rupture emanate within educational policy. Here, philosophy and photography illustrate thresholds through which teacher leaders enter educational policy discourse and development.

### **Unpacking the Backpack: A Dance-Based Inquiry of the Trail**

*Pete Cormier and Ellen Gorman*

The purpose of this arts-based research inquiry was to explore the meaning and embodiment of being on the Midstate Trail, a 95-mile footpath in Massachusetts. The researchers used dance to examine their trail experiences and those of the other research participants. The presentation will integrate dance, video, and narrative to present the findings within the liminal space construct. This project is a collaboration between a qualitative researcher and a professional choreographer/dancer.

### **Vignettes: Using Narrative in Data Analysis and Study Presentation**

*Linnea Rademaker*

I first learned about writing vignettes as a student in Bob Stake’s (1995; 2005) Case Study class years ago. Vignettes are frequently used to present study results in a narrative manner. However, writing vignettes can also serve as a method of analysis, via “Writing as Thinking,” as argued by Menary (2007), who claims writing “restructures thought.” Through analysis of my own research vignettes from multiple studies, I reflect on the nature of the vignette, both in the presentation of a study, and also as a tool for analysis and interpretation in qualitative research.

Room 2074

**Focus Group: Art and Metamorphosis**

*Brianna Kent, Sandrine Gaillard-Kenney, and Aerial Kirtley*

A focus group was the canvas for faculty who attended four human trafficking trainings. Initiating questions sketched the topic's silhouette. An image of faculty changing emerged from a palette of their feelings, perceptions, and experiences. The Transtheoretical Model of Change framed their decision making and intentional change in stages; pre-contemplation, contemplation, preparation, action, or maintenance. The painting revealed faculty willing to include human trafficking in their curricula.

**Research-Based Documentary: Living the Art of Qualitative Inquiry**

*Christine Jonas-Simpson*

Producing research-based documentaries is living the art of qualitative inquiry as craft while crafting artful research expressions. Through the use of digital video, as method, a series of research documentaries is being produced on the experience of perinatal death and loss. Short clips and the films' impact will be shared throughout the presentation. Creating authentic representations of lived experience while also creating aesthetic interpretations of these realities will be discussed.

**Critical Ethnography: A Useful Methodology in Conducting Health Research in Different Resource Settings**

*Dunsi Oladele*

In this presentation, I argue that conducting a critical ethnography study in different settings, as this research sets out to do (in Nigeria) is a first step to understanding the tobacco control policies that will work effectively in different resource settings. As the act of smoking becomes global, it is beneficial to study the effect of specific methods, methodology and policies in addressing smoking in the population. This particular presentation is one of three on the study of public health challenge of smoking in Nigeria, and explains the method used in collecting and analyzing data.

**Grounded Theory: Why, What, and How**

*Sabrina Habib and Lisa Duke*

Grounded theory provides researchers with a systematic way of developing theory, however the process can also be confusing for those attempting it for the first time. This study aims to clarify the analysis process and the kind of information that results from grounded theory (GT) research. Novice researchers and those embarking on a grounded theory study for the first time can benefit from understanding the various approaches and epistemologies; therefore it is important to become familiar with all traditions before choosing a specific path.

Room 2078

**Being the Data: Orienting to Yourself as a Participant**

*Joshua Johnston*

Discourse analysis (DA) emphasizes the use of naturally occurring data. However, researcher-generated data can be fruitful when methods of DA are applied to researcher's own talk and text. By orienting to their own contributions to the interactions as data in their own right, researchers can gain a deeper understanding of themselves in relation to their research topics. Regardless of the methods used, researchers can benefit from focusing on their own discourse as much as their participants'.

**Performing Professor: An Autoethnographic Dialogue**

*C. Amelia Davis and Mary Alice Varga*

The first-year experience of tenure-track professors is a complex transition that requires performing a new role in academia. In this session we illustrate our experiences transitioning from student to professor through a performance dialogue based on reflective journals and existing literature. Our dialogue gives insight into the emotions surrounding this experience and demonstrates how existing literature supports the notion of performance in various ways for new faculty.

**Fragile Engagement: Researching Psychosocial Projects in Postconflict Countries**

*Laurie Charlés*

Research is always informed by political, social, and economic factors; however, in post conflict states, such factors can include recent or ongoing human atrocities that impact researcher, inquiry, and most alarmingly, participants. Using Tilly's (2002) definition of democratization, including notions of public politics, inequality, and networks of trust, this qualitative case study analysis focuses on the strategies of technical training in psychosocial projects in 3 postconflict countries.

**Embodied Writing as a Data Collection Method in Phenomenology**

*Jennifer Hill*

Presents a methodological innovation of using Anderson's (2001) embodied writing protocol as a qualitative data collection tool in phenomenology. Embodied writing is a specific form of writing that asks participants to relay their experience from a slowed-down, sensory perspective, and as such, it is particularly useful for eliciting accounts of participants' lived experience for use in phenomenological investigations. This tool was utilized in a phenomenological study of grief (Hill, 2011).

Room 2081

**“Seeing” Differently: Using the Arts to Create and Disseminate Youth Mental Health Research**

*Katherine Boydell*

This presentation focuses on three exemplars of participatory research projects in Canada that use art genres to create and disseminate research on the perspectives of youth experiencing first episode psychosis. The projects include dance, mural art and digital storytelling. The unique ethical challenges of engaging in this participatory arts-based work are discussed including issues of ownership, anonymity, dangerous emotional terrain and the 'goodness' of the work.

**Trials and Tribulations: Overcoming Obstacles as a Quantitative Researcher to Qualitative Researcher**

*Stacey Kite*

Qualitative research is becoming increasingly popular in educational research. It seeks to discover a deeper understanding of how individuals derive meaning from their experiences. The world of qualitative research revolves around a quest to uncover the unknown; however, this should not be found in the method of inquiry. This session will present and provide an opportunity to discuss the common issues encountered when a quantitative researcher conducts qualitative research for the first time.

**Analyzing Creative Spaces: A Hybrid Intertextual Methodology**

*Vittorio Marone*

Social spaces in which users create, share, and critique digital artifacts can constitute a challenge for researchers trying to make sense of them. The complex multimodal endeavors enacted in these environments require an integrated approach that considers their interconnected components. I propose a hybrid intertextual methodology that draws upon discourse analysis, studio critique, and design process analysis, in order to interpret the interplay between texts, artifacts, and practices.

**Using Drama to Reflect, Question and Transform**

*Margaret Branscombe*

Preservice teachers are required to reflect upon their internships and their roles within them. They are usually required to document these reflections in a written format but in a required class for preservice teachers, drama is used as the medium to record individual reflections. This paper is about the use of ethnodrama as a research methodology among preservice teachers and the research question evaluates drama as an innovative tool that chronicles and elicits transformative possibilities.

*\*\*\*End of Friday*

**Breakout Session D (Presentations) Saturday – 1:00 p.m. – 2:15 p.m.**

Room 2074

**Exploring the In-School Identity Construction of Suburban Teachers of Color**

*Lee Vera*

In this exploratory qualitative study, I investigated the socialization experiences of eight teachers of color in two different suburban schools, and how they characterized their in-school identity construction. The findings revealed that the following factors influenced how the teachers constructed their identities: to deflect stereotypic images about their racial/ethnic group, to avoid prejudicial expectations from school members, and to integrate or demarcate their public/private lives.

**How I Deepened my Appreciation for Phenomenology by Making a Mobile**

*Martha Snyder*

Through my experience as a student of qualitative research, I was able to explore the concepts of phenomenology through the process of making a mobile. This learning activity helped me to gain a deeper appreciation for the method and my role as researcher. As a novice qualitative researcher and an experienced instructional designer, I will share this “origin” story and other ideas for designing learning activities that employ aesthetics and visual presentation to teach qualitative research.

**Troubling our Notions of Truth and Data in Iambic Pentameter**

*Chris Brkich and Tim Barko*

As qualitative researchers, posing direct challenges to the paradigms underlying our craft is something we do rather rarely, but must do it in order to advance our field fundamentally. We argue for an expanded understanding of data and assert that researchers not only create their reality, but also their data. We illustrate our point by presenting our arguments in rhyming iambic pentameter, which reflexively positions our text and ourselves as data to be examined and understood.

Room 2078

**When Two Worlds Collide: Shared Experiences of Educating Navajos Living off the Reservation**

*Daniel Conn*

Northridge Elementary calls into question the norm-based ideals of the No Child Left Behind Act (2001). By constructing a portrait of Northridge, this study reveals the challenges indigenous students face in the age of standardized assessments. The overarching question of this study is: Do high-stakes assessments further the endemic values of colonization? The term colonization in this study refers to federal and state governmental agencies directing what indigenous students should be taught at school despite cultural relevance. This study applies the theoretical

framework of Tribal Critical Race Theory (TribalCrit), through video photography, observations, interviews with former students, and a teacher focus group to construct portraiture of the educational realities indigenous students face in a standardized education system.

### **Seeing their Concerns: Pre-service Teachers' Concerns about Final Internship**

*Michael DiCicco*

This study sought to uncover pre-service teachers' enrolled master's degree program, concerns about their upcoming internships. The researchers used a photo elicitation method (Harper, 2002), with its roots in Photovoice (Wang, 1999) to unearth pre-service teacher concerns through photography, narratives and small group discussion. We found they were concerned about their ages, being overwhelmed, having enough time to plan, and managing the classroom. We also found they opened up to each other and us about the ways their personal beliefs guided them through this process.

### **A Greater Whole: The "Mash-Up" As Research Method**

*Daryl Ward*

Borrowing the artistic synthesis of the "mash-up" concept from popular media, this paper discusses the use of original data components to create an original work of aesthetically-oriented qualitative research. The "mash-up," which originated in the music industry, allows the researcher to mine data fragments to present data synthesis in a unique and innovative manner. This paper argues the artistic and academic merits of this research method and explicates the process involved in its creation.

### **Room 2081**

### **Exploring Oral History in the Decorative Arts and Theater Embroidery**

*Mary Lalon Alexander*

As a PhD candidate working on my dissertation, I have ventured into the realm of qualitative inquiry in the form of oral history in order to aid the gap of historical and cultural documentation in professional theater embroidery. The purpose of my qualitative oral history dissertation is to examine the oral history of professional theater arts embroiderers in the United States. However, the journey of a novice researcher is the purpose of this paper presentation for the conference.

### **Empathy, Anger, and Relationality: The Impact of Drama on Emotion Work**

*Pia Kontos and Karen-Lee Miller*

Client centred care is now the driving ethos of most institutional rehabilitation centers and yet barriers to its implementation persist in the clinical practice of rehabilitation. We conducted interviews and observations with staff of two inpatient neurorehabilitation units in Ontario to evaluate the impact of "After the Crash", a research-based theatre production about client-centered brain injury rehabilitation. Our analysis revealed important emotion work practices that were had both positive and negative relational outcomes in practice.

## **Tracing the History of the Couture Embroidery Industry**

*Theresa Alexander*

Little has been documented about couture embroidery, but much of this history is passed from embroiderer to embroiderer through the generations. The purpose of this study is to explore and record the history of couture embroidery. In my 1st study, using oral history techniques, I will record the stories of the embroiderers, capturing the history in the embroiderers' own words. I will also do observations in the workrooms and collect documents and visual materials to supplement the histories.

Room 2082

## **Artistry and Craft in Online Publications**

*Mary Stewart and Lynn Butler-Kisber*

This session will address the question of how to balance arts-based qualitative research with academic rigor, inclusion, and multiple perspectives. It will show how researchers can use peer-reviewed, online journals to integrate and disseminate their work creatively and effectively. It will address how technology can be used meaningfully and persuasively, while attending to aesthetics, and ethical issues. Participants are encouraged to bring digital devices to facilitate interaction.

## **Beyond Show and Tell: Photo-elicitation Ethnography of ELLs**

*Julie Dell-Jones, Andrea Lypka, and Lillian Tunceren*

The use of photo-elicitation is especially useful to support communication in English language learner (ELL) contexts. This ongoing study involves using photography as both course content and as research tool. Participants create and discuss images, which serve as a springboard for group discussions and interview data. This presentation will describe the role of photo-elicitation in oral communication between ELL participants as they share abstract ideas about immigration and language learning.

## **Critical Arts-Based Social Sciences and German Qualitative Research Traditions: Variations of Sociological Enlightenment**

*Alexander Geimer*

My proposal is a methodological reflection of newer developments in qualitative research and discusses approaches such as Performance Ethnography and Autoethnography being increasingly considered as a renewal of qualitative research. I will focus on the methodological foundation of these performative social sciences, especially postmodern / poststructuralist assumptions concerning the poetics and politics of interpretation, and discuss them in light of German traditions of qualitative research.

Room 2020 Computer Lab

**Dedoose (Beginner Workshop) —Getting Started with Your Qualitative and Mixed Methods Data Management, Analysis, and Presentation**

*Eli Lieber*

In this hands-on beginner workshop, Dr. Lieber will provide a conceptual orientation to Dedoose and then facilitate some exercises for those unfamiliar with or very new to Dedoose. Ideally, attendees will have signed up for a Dedoose account via the Dedoose.com website prior to the session. Further, while not required, attendees are welcome to bring samples of data their own data to upload and then manipulate within the Dedoose environment. Eli will guide a tour through the various Dedoose Workspaces and introduce project controls and teamwork features. By the end of the session, attendees should expect to be familiar with Dedoose in general and be comfortable uploading qualitative media to (or creating within) a Dedoose project, building a code system, creating excerpts and applying codes to qualitative content, creating (or uploading) descriptor data and linking to the qualitative media, making use of Dedoose analytic features, and exporting results for use in manuscripts, reports, and presentations.



**Breakout Session E (Presentations) Saturday – 2:25 p.m. – 3:45 p.m.**  
Room 2074

**Qualitative Poetry: Using the Research Poem as to Explore Youth Feminism**

*Qiana Cutts*

Furman, Lietz and Langer (2006) indicated that a literary poem differs from a research poem because the author is in a research poem is removed, as much as possible, from the data. However, this presentation reveals how I combined both literary and research aspects of poetry in a study of urban girls and critical literacy. Therefore, I argue for a “literary research poem” whereby data is presented through the authentic voices of the participants and the autoethnographic lens of the author.

**Egypt 2007, Away from/At Home in a Far Away/Close Land: An Auto-Ethno-Poem**

*Qiana Cutts*

Alsop (2002) suggested that, being home and being away are two very human states of being that are intimately connected” (p. 1). This connection often prompts exploration of self and others within the new culture. In this presentation, I use an auto-ethno-poem to describe my experiences being and feeling away from and at home during a trip to Egypt in 2007. I will also focus on the description of the research and writing process when engaging in self-reflexive qualitative research.

**I’m Just a Qualitative Girl...Trapped in a Quantitative World**

*Qiana Cutts*

According to Mahoney and Goertz (2006), quantitative and qualitative research are “alternative cultures [with their own] values, beliefs and norms” (p. 227). Too often those alternative cultures are placed on a hierarchy where quantitative research reigns supreme. As a qualitative researcher and professor for the last four years, I often have been the lone advocate at my quantitatively-oriented university for authentic qualitative research. This presentation will chronicle my research advocacy.

Room 2078

**Arts Based Research, Video, and the Social Studies of Genetics in Mexico**

*Sam Smiley*

During the spring of 2012, media artist sam smiley collaborated with the members of an interdisciplinary project called Tránsitos del Centro Nacional de las Artes, coordinated by Ilana Boltivik and Sandra Gonzales Santos in Mexico City. sam smiley will show the resulting 20 minute DVD compilation of video shorts. This presentation can serve as a case study of collaboration between artists, social scientists, and educators in the field of qualitative research and video art.

## **Alternative Education in Rural Adults, Junin-Peru**

*Karla Rodríguez*

The certification of job skills and professional aims to ensure labor mobility not only qualified, but improving the quality of education in raising benchmarks for vocational training and encourage learning processes throughout life. Skills certification equity is a tool that allows the recovery of the dignity of persons historically excluded, its better integration into the labor market and particularly their return to school. The intention is that the beneficiaries have better living conditions, to sell their services and receive fair compensation, demonstrating their skills certified. But also consider a process from their culture, from their language, respecting their customs, environment, diversity.

## **The Self-Commercial in a Child-Welfare Adoption Support Group: A Narrative, Arts-based Inquiry**

*Myriam Savage*

A doctoral qualifying pilot research study exploring personal stories of self-identity during and after the Narradrama self-commercial exercise. Using digital camera, how do 5 adopted male adolescents with a history of foster care in LA child welfare support group experience creating & performing the self-commercial & what to the narratives they create mean to them? Submitted to Expressive Arts Therapy PhD program at Lesley University, the paper is narrative and arts-based in inquiry and format.

Room 2081

## **One Head-Many Hats: Expectations of a Rural Superintendent**

*Jim Copeland*

I examined the expected roles or "hats" of the rural superintendent by collecting data from several districts located in NE Colorado. Interviews of school board members and superintendents provided data which suggested that the expected roles of a rural superintendent are multiple and varied. This study suggests that there are perceived differences in the community expectations for rural superintendents when compared to expectations for urban or suburban districts.

## **An Autoethnography: Cross-Cultural Awareness through the Mind of a Peace Corps Volunteer**

*Kenneth Carano*

A returned Peace Corps volunteer examines whether he established an increased cross-cultural awareness while living in Suriname for two years. Employing emotional recall, the presenter analyzed personal journals kept during the experience. He discusses the explored interactions of his physical/temporal reality and "enacted" reality to provide examples. A primary conclusion is that power structures and personal perceptions influence cultural experiences and its perceived meaning.

## **Understanding Student Veterans in Transition**

*Kevin Jones*

This presentation discusses the results of a phenomenological study documenting identity development in student veterans making the transition from active military service to higher education. This study took place at a doctoral granting proprietary university with a significant veteran population and consisted of in-depth interviews. This analysis illustrates how student veterans construct and achieve more complex senses of self that incorporate their experiences as service member, veteran, and civilian student into a coherent identity.

Room 2020 Computer Lab

## **Dedoose (Advanced Workshop) — Going Beyond the Basics toward Mastering Advanced Analytics, Methodological Rigor, and Teamwork**

*Eli Lieber*

The early portion of this advanced hands-on Dedoose workshop, Dr. Lieber will focus on some of the more advanced analytic and filtering features of the application and how Dedoose can support methodologically rigorous practices when working with teams. The later part of the session will be reserved for topics proposed by workshop attendees and may include working with video and audio in Dedoose, survey preparation, import, and analysis, or code system development and application. This workshop will be appropriate for those already familiar and comfortable with Dedoose, those interested in deeper discussion of teamwork strategy and techniques, and those simply interested in further guidance/practice with some of the more advanced analytic features.