The 2017 Interdisciplinary Symposium on Qualitative Methodologies

at the University of South Florida-Tampa is organized by:

With funding from Student Government.

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<td>Marshall Student Center: USF-Tampa 3707</td>
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<td>Sign-in and Morning Reception 3707</td>
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<td>&quot;Compassionate, Collaborative Research and Documentary Storytelling&quot; 3705</td>
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<td>*90-minute Ethnodrama Workshop, 1:30-3:00 3705</td>
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<td>Coffee Available 2:45-3:25 3705</td>
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<td>Invited Speaker: Dr. Arthur Bochner, 3:00-4:30 3707</td>
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<td>“The Making of ‘Coming to Narrative’: Blended Genres in the Human Sciences” 3707</td>
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PLENARY SPEAKER: Dr. Kakali Bhattacharya

Kakali Bhattacharya, Ph.D.  3707
Kansas State University  9:15am-10:15am

From Kolkata to Kansas: Making Space for Creativity, Criticality, and Contemplation in Qualitative Research

How do we come to know what kind of qualitative research do we want to engage in and to what end would such work be valued, if at all? As part of our journeys, wherever we might find ourselves in the qualitative research terrain, who do we look towards for inspiration? How do we make space for the work we value, especially when such work is outside the scope of what is centered in qualitative research or when such work breaks rank with tradition? In this talk Dr. Bhattacharya will highlight her journey in becoming a qualitative research methodologist and an educator and how she was able to create a space for critical, arts-based contemplative qualitative research. The key questions we will address include: How do we situate our work within the tension of neoliberalized academia and the world and a post-qualitative research world? How do we learn to imagine beyond what was previously available to us to become expansive and generative in our work? In what kind of bridge-building practices should we engage in so that we can integrate creativity, criticality, and contemplation in qualitative research?
Dr. Kakali Bhattacharya is an associate professor and program coordinator of Qualitative Research Graduate Certificate at the Kansas State University. Her research interests include contemplative and de/colonizing epistemologies, ontologies, pedagogies, and methodologies. She focuses on creativity in inquiry, and transnational issues of race, class, gender in higher education.

She has published widely, including articles in *Qualitative Inquiry, International Journal of Qualitative Studies in Education, Cultural Studies ← Critical Methodologies, International Review of Qualitative Research*. Her most recent co-authored text with Norman K. Gillen titled, *Power, Race, and Higher Education: A Cross Cultural Parallel Narrative* has won the 2017 Outstanding Book Award from International Congress of Qualitative Inquiry and 2017 Outstanding Publication Award from American Educational Research Association’s SIG 168, Doctoral Education Across the Disciplines.

Her new book *Fundamentals of Qualitative Research: A Practice Guide* published by Routledge guides newcomers to qualitative research in practical and tangible ways to move through the terrain of qualitative research and conceptualize a research project.

She has book chapters on various methodological and pedagogical aspects of qualitative research in *Enhancing qualitative and mixed methods research with technology* (2014), and *Academic Knowledge Construction and Multimodal Curriculum Development* (2013), *Qualitative Inquiry as Global Endeavor* (2013), *Higher Education: Handbook of Theory and Research* (2009), and *Arts-Based Research in Education: Foundations for Practice* (2007). Additionally, she has three books due to come out in late 2016 and early 2017 titled, *Conducting Qualitative Research: A Practice Guidebook* (Routledge), *Creativity and Qualitative Research: Possibilities in Graduate Education* (Springer-Palgrave), and *Power, race, and higher education: A cross-cultural parallel narrative* (Sense). Currently she is exploring the role of arts-based contemplative approaches to social justice work and healing practices.
# MORNING SCHEDULE

Please adhere to schedule so all speakers have allotted time.

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<th>Time</th>
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<tr>
<td>8:30-9:10</td>
<td>3707 Sign-in &amp; Morning reception</td>
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<td>3707 Plenary Opening: Dr. Kakali Bhattacharya</td>
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## A 10:20-10:50
- Dominguez: “Portrait of the Artist/Educator Identity”
- Bilgener: “A Photo-Elicitation Interview: Discovering Spaces in a Turkish Preschool Classroom”
- Hadid: “Re-Thinking Language Teacher Education”
- Spinazola: “Narrative (Stories) as Data, Method, and Product of Inquiry”

## B 10:55-11:25
- Khawaja: “Interviews Under Occupation: Collecting Data in Areas of Conflict”
- Joseph: “Young Children’s Conceptualization of Schooling and Learning”
- Alsofyani: “Female Saudi Learners’ Perception of Learning English in the USA”
- Morales: “Mothering without Mom: Exploring my Narrative of Immigrant Motherhood”

## C 11:30-12:00
- Bardo: “Web-based Data Dashboards for Grass Roots Communication in Education”
- Invited Speaker: Carolyn Ellis: 11:30-12:35 “Compassionate, Collaborative Research and Documentary Storytelling.”
- Le: “Nickname’ Identity: Stories Behind a Name”
- Nicholas: “‘D’ is for Divorce: An Autoethnography”

## D 12:05-12:35
- Khoshnevisan & Mannion: “Journeys to and from Asia: An Evocative Duoethnography”
- Martinez: “Reflection and Digital Storytelling: Narratives of Ex-Offenders”

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_AFTERNOON SCHEDULE_ Please adhere to schedule so all speakers have allotted time

3707: Closing and Certificates
Portrait of the Artist/Educator identity

Liliam Dominguez, Curriculum and Instruction, Barry University

This research analyzes the diversity of aspects and contexts in which pedagogy affects creative processes in visual artists who are also educators. The assumption underlying this study is that all artists want to be good artists and all teachers want to be good teachers. In order to understand the relationship between pedagogy and art making through the artist/educator, a methodology of portraiture (Lawrence-Lightfoot, 1997) will enable the illumination of real people in real settings through the ‘painting’ of their stories as well as put an emphasis on the voice of the researcher. Each portrait will require the researcher to constantly reflect on the participants’ experiences by incorporating ethnographic observations, interview responses, impressionistic records, the interpretation of context, and the researcher’s experiences and insights. As part of a concern voiced by several artists interviewed in a study of artist/teacher identity, the researcher found that this group lacked specific professional training in the area of educational practice as well as showed a hybridized identity that leaned toward being one over the other instead of both. Additionally, teaching artists have few resources that provide information and advocate or support engagement with the arts in a form of a community of practice to expand knowledge and opportunities. This study will utilize some of the hallmarks of the portraiture method, one of which is to portray success and positivity, and will point to the relationship this approach may have with contemporary research in Education and in the Arts.

A Photo-Elicitation Interview: Discovering Spaces in a Turkish Preschool Classroom

Gulcin Bilgener, Education, USF

Early childhood classrooms provide experiences for children that are considered significant predictors of future academic success (Sandilos et. al, 2014). While UNICEF (2000) defines quality in education, UNICEF also mentions about the significance of the physical environment in education. The tables, seats and workspaces in the classroom are components of the physical environment of a classroom (Uludag, 2008). The ways teachers utilize components of the physical environment influences their practice, students’ attitude towards the kindergarten classroom, peer relationships, and the overall quality of education (Celik & Kok, 2007; Karip, 2007). The teachers’ values and beliefs might influence creation of Thirdspace, in which is coined by urban theorist Soja (1996) as a combination of Firstspace—an observable environment— and Secondspace—reflection of a creative person’s interpretation of an environment— in their classroom. The focus of this study is to discover Turkish preschool teacher’s interpretation on creating a Thirdspace in their classroom. A preschool teacher became a participant and generated photographs of her classroom. The photo-elicitation interview was conducted via FaceTime. Based on Soja’s theoretical framework data were analyzed with a deductive approach. The
results displayed the participant had internal and external impressions, while creating a Thirdspace in her classroom. While external impressions were children’s need and interest, the educational policy of the country; internal impressions were values, beliefs and culture of the participant. This study showed struggle of a preschool teacher to organize and give meaning to her classroom based on her beliefs and values.

Re-thinking Language Teacher Education
Alia Hadid, Technology in Education and Second Language Acquisition, USF 3708
The path to becoming a foreign language teacher usually involves a number of requirements, such as fluency in the foreign language, holding a bachelor’s degree, and demonstrating competency in different areas. However, these requirements do not always hold true in different countries due to a number of challenges, such as the lack of teacher induction and professional development. This study aims to explore the experiences of novice English language teachers, focus on how they started their teaching career, and explore their perceptions about the differences between language teaching in the east and west. To this end, the researcher interviewed three English language teachers who started teaching English as a foreign language in Syria and who are now teaching English in the United States. The interviews were open ended to allow for more flexibility and to enable the researcher to probe for more clarification. The researcher is engaging in preliminary data analysis to acquire a deeper understanding of those experiences and identify major areas that require follow up. During this process, the research intends to transpose the data to gain insight into other perspectives. Iterative reading of the interviews will help the researcher see emerging patterns and capture similarities or differences in relation to those experiences.

Narrative (Stories) as Data, Method, and Product of Inquiry
Lisa Spinazola, Communication, USF 3711
For my PhD dissertation project, I facilitate Journaling and Storytelling groups at The Salvation Army’s residential rehabilitation facility for men who are (1) addicted to drugs or alcohol, (2) face homelessness, (3) may have criminal records, and (4) have alienated most of their social support. I created a 12-week curriculum which encourages the participants to share stories about their emotions, experiences, and turning point moments in a supportive, nonjudgmental, safe environment. The goal of my work is to examine the impact of purposeful journaling and storytelling on their current lives and coping skills.

I elicit stories through weekly prompts like regret or hope, by sharing my own stories, and asking them to tell stories out loud in the presence of each other. I am permitted to audio record all sessions which I transcribe in an effort to analyze the ways the men tell stories, change stories when they are presented with new ways of looking at their lives and addiction, and co-create new sober stories together. I will also use narrative to thread my personal stories into and throughout theirs, to show how I am impacted by our time together, and to demonstrate new understandings of identity, relationships, trauma,
addiction, and coping. Narrative offers opportunities to learn, understand, and create new ways of knowing. Narrative is not only an object to be analyzed, or a way to analyze, but can also be the product of the analysis (Bochner & Riggs, 2014).

**Interviews Under Occupation: Collecting Data in Areas of Conflict**

**Anastasia Khawaja, World Languages, USF**

Palestine has been under a brutal military occupation since 1948 (Khalidi, 2010; Suleiman, 2004). Suleiman (2004) contends that language use is one of the least studied dimensions of this Palestinian-Israeli conflict. Past studies in the region have explored these ideas via linguistic landscape (Ben-Rafael et al., 2006). However, current studies have interviewed Palestinians in regards to their perceptions of languages in use (Hawker, 2013; Olsen & Olsen, 2010).

This presentation specifically discusses careful strategies when interviewing participants or family of participants living in an area conflict such as Palestine. While there are already safeguards in place when analyzing interviews such as member checking (Janesick, 2011), this presentation will suggest additions to the qualitative interviewing guide in order to further protect anonymity and information which is shared throughout the course of the collection of data. This will be exemplified through data which has already been collected by the presenter as part of larger study on emotional perceptions of languages used by Palestinians both in Palestine and in the diaspora.

**Young Children's Conceptualization of Schooling and Learning**

**Immacula Joseph, Education, Barry University**

Around the world young children are taught that they must attend school to learn and to procure an education that will prove to be beneficial to them later in life. This contrasts with Dewey’s precept that for children to absorb what they were acquiring they must have experienced it. Experience per Dewey (1997) intimately involves interaction and continuity. There is limited research into how children understand of why they go to school and how they conceptualize learning. Through this phenomenological research study the researcher hopes to ascertain how children between the ages of five and eight years old construct their beliefs on schooling, their understanding of it, and their characterizations of learning. Semi-structured interviews were used to guide the participants as they create a visual representation of their best learning experiences. Participants were recruited from a private pre-k -5th grade school localized in Miami Lakes, Florida. Interviews were audio recorded and the visual representations were photographed by the researcher herself. Transcriptions then were themed, coded and interpreted. Preliminary findings will be presented at the conference.
Female Saudi Learners’ Perceptions of Learning English in the U.S.A

Abrar Alsofyani, Technology in Education & Second Language Acquisition, USF 3708

In this qualitative interview study, I explored the six female Saudi international graduate students’ perceptions of their educational experiences and English language learning in the U.S.A. I conducted individual interviews to answer the following research questions:
1- What are female Saudi students’ perceptions and opinions toward the collaborative and learner-centered approach of the educational system in the United States?
2- What are the female Saudi students’ perceptions and opinions of learning English in the U.S.?
3- What is the impact on female Saudi students’ social lives when socializing with native English speakers to improve their English language skills?
4- How does learning English in the U.S. compare to learning English in Saudi?

In order to analyze the data, I used constant comparative methods. I read students’ transcribed interview responses carefully and used them to create a general overview about students’ experiences. Then, I analyzed the common themes using the open, axial and selective coding data analysis. Join us and learn more about the results of the experiences and challenges Saudi female learners had with the educational system and learning English in the United States in comparison to their home country.

Mothering without Mom: Exploring my Narrative of Immigrant Motherhood

Joanelle G. Morales, Curriculum and Instruction, USF 3711

There is an interesting notion a “universal mothering ideology” (Hays, 1996) exists in the United States. However, literature suggests racial and cultural contradictions of motherhood vary among mothers (Arendell, 2000; Sutherland, 2010). Mothers as purveyors of an ethnic culture affect how they parent (e.g., Glassman & Eisikovts, 2006). Often ignored in the normative story of motherhood and the ideal of the “good” mother are narratives of immigrant mothers. This is due in part to current anti-immigration sentiment, which prevents immigrant mothers from sharing their stories (Chavez, 2007; Irving, 2000).

In this autoethnography, I draw from Rothman’s (2000) theoretical framework about ideologies affecting mothers to explore my narrative of motherhood and the challenges of passing down to my children the values prevalent in another country while remaining loyal to my mother’s lessons now that she is gone. To illustrate the cultural negotiation of my immigrant mother identity bearing a biracial child, I provide a mixed media arts-based representation of my analysis and discussion of immigrant mothers’ concerns regarding our bodies and parenting. By sharing my anxieties as a Filipino mother and connecting my story with the memory of my own immigrant mother, I address cultural issues about motherhood that vary across contexts. I hope that by giving voice to the cultural narratives of motherhood that challenge the universal mothering ideology, other mothers (especially those of color) are encouraged to reflect on and share their mothering narratives.
Dr. Carolyn Ellis (USF) will present "Compassionate, Collaborative Research and Documentary Storytelling." Carolyn Ellis will show a short documentary, "Groaning from the Soul," that she and Steven Schoen created together. The documentary describes and shows images from her visit, with Holocaust survivor Jerry Rawicki, to Treblinka, a death camp in Poland where Jerry's family members were killed. She will engage in an open discussion with audience members about her work with Jerry and the ethics, perils, and rewards of doing compassionate qualitative research with participants about the trauma in their lives.

Web-based Data Dashboards for Grass Roots Communication in Education

Nicholas W. Bardo, Education, USF

This 20-minute paper presentation addresses a new vision of interactive web-based qualitative data visualization with Tableau software. Traditionally this technology has been rooted in business analytics and in education as a tool for state level accountability measures. However, in this paper a broader vision of this technology is described, where data collection and display at the school level can create a web-based digital exchange to further communication between students, teachers, parents and administration.

For years, addressing complex educational issues related to fostering school-parent relationships, developing responsive curricular development, and creating a decentralized space for addressing important issues related to school atmosphere have proven difficult. This framework is a guide for implementation of a potential solution. Through embracing existing mobile based applications and interactive visualization software such as Tableau, issues related to participatory democratic action, communication and representation can be brought to the fore of how schools make decisions at the local level.

The framework described in the paper builds upon Collective Impact, an innovative and structured approach that has guided collaboration across educational institutions, government, citizens, business, and non-profit organizations to achieve significant and sustained social change. In this framework, the same principles are applied at the grassroots level of the school, empowering students, parents, teachers and administrators with representation in creating outcomes that benefit stakeholders. Supplemental guides for using tableau software will be provided.
“Nickname” Identity - Stories behind a Name

Nhu Le, Technology in Education/Second Language Acquisition, USF

You cannot transcend what you do not know.
To go beyond yourself, you must know yourself first.
– Sri Nisargadatta Maharaj

Do you have a nickname? What is special about your nickname? You don’t have a nickname? Why do you NOT have a nickname? Those inquiries and my own story have intrigued me to conduct a qualitative study on how international students perceive the way they have got their nicknames, or their own nickname identity. I interviewed five students who are from China and Vietnam; each of them shared their own unique beautiful stories about their names. These stories were visualized in my way and turned into a thematic lived story drawing collection. Despite the significance of knowing oneself’s identity through a name, there is not much research on the topic. My art-based presentation, therefore, hopefully will walk the audience through a journey of understanding the others’ identity, exploring what underline behind a name, as well as finding your true-own-self.

“D” is for Divorce: An Autoethnography

Gianna Nicholas, USF

The purpose of this is to critically examine the author’s adult experience of her parents’ divorce. Through the use of reflexive autoethnography, she details the event of the divorce and the feelings and emotions experienced as an adult, only child. Furthermore, she offers her inner thoughts and observations about how to comprehend and live through a permanent, unexpected change. Findings may assist others with divorced parents, the grieving process, and how to cope with life altering events.

PRESENTER ABSTRACTS SESSION D 12:05-12:35

Journeys to and from Asia: An Evocative Duoethnography

Babak Khoshnevisa, Patrick Mannion, Education, USF

In our duoethnography, we presented an overview of our cultural, educational, and social backgrounds to familiarize the readers with the authors. We then shed light on our journeys to and from Asia because they served as turning points in our lives and our families’ lives. These journeys served to frame and form our educational and vocational histories. Our intention in conducting this duoethnography was to explore both the past and our ongoing identity journeys from our present perspectives, which are informed by theories such as Post Structuralism. To that end, we challenged each other’s perceptions, beliefs, and cultural frameworks to deconstruct and dismantle our previous frameworks. We engaged in this in order to fashion a framework with which we can perform our identities in a third space (Kramsch, 2006; Bhabha, 2004). We collected data from face-to-face dialogues, frequent emails, and a collages we
created. Above all, we attempted to make our conversations transparent in order that both the authors and readers could “witness the transformative process that is central to the method.” (Breault, 2016). We hope this encourages readers to uncover their own journeys and to unfold their untold stories. Drawing on Post Structuralism, we turned to scholars such as Deleuze, Spivak, and Butler (Jackson & Mazzei, 2012) to explore the data. Our findings centered on our individual, familial, and social identities, as well as revelations regarding our journeys so far, and wondering how our journeys will continue to bewilder us in the years to come.

How Do Second Language Speakers of English View ESL Learning Process?

Maitham Al Lami, Barry University

Understanding the process of learning English as a second language (ESL) is a classic problem in the field of second language learning and education. The ongoing work in this line of research has produced an extensive body of literature that attempts to theoretically and empirically explain that process. However, despite the ample evidence that points to a multiplicity of constructs and models of ESL learning process, scholars are rarely explicit about the explanations ESL learners put forth to describe that process; and have not been in a position to classify and interpret those explanations. Therefore, of current interest is how adult speakers of English as a second language view the process of SLA. In this study, we aim at developing a taxonomy of these perceptions by applying such qualitative methods of inquiry as face-to-face interview. Specifically, we will adopt interpretive perspectives on what 25 adult participants believe to be the process in which an adult would optimally learn English as a second language.

Reflection and Digital Storytelling: Narratives of Ex-offenders

Sabrina Martinez, Curriculum and Instruction, Barry University

After having been incarcerated in the criminal justice system, individuals often feel misconstrued, unnoticed, or excluded by society. This qualitative study seeks to examine the use of digital storytelling as a reflective tool to give the marginalized population of ex-offenders voice and allow them an opportunity to use their stories to inspire and mentor at-risk youth. Digital storytelling is commonly used as a “means of empowerment for marginalized voices” (Podkalicka & Campbell, p. 208, 2010) making positive change. Digital storytelling provides a unique way to share stories via images, sounds, and digital media. The study collected data from a group of young adult ex-offenders as they create digital stories that will empower self-advocacy. Participants for the study were recruited through community agencies and religious organizations who serve the ex-offender population. Participants were guided by the researcher through the digital storytelling process in creating a storyboard, writing a script, and then storying experiences through the use of images, audio, and video. Then, the digital videos were shared with an audience of at-risk youth.

Finally, in a face-to-face interview with the researcher, semi-structured interview questions were used to facilitate the participants’ reflection on their life experiences and how their story could influence others. Data sources for this study include semi-structured interviews, observations, and a researcher journal.
NOTE: “Goodbye to All That!: Celebrating a Living Inquiry” is 1:30- 3:00  

Charles Vanover, University of South Florida; Vonzell Agosto, University of South Florida; Cynthia Lubin Langtiw, The Chicago School of Professional Psychology; Andrew Babson, University of Pennsylvania; Bob Devin Jones, The Studio @ 620; Omar J. Salaam, University of South Florida; Tarah Nkrumah, University of South Florida; Kate Trelease Knobloch, University of South Florida; and Erin Sheplavy, The Chicago School of Professional Psychology

How does performance shape interpretation?

What do performers gain participating in a long running ethnodramatic investigation?

Ethnodrama is more than a means to communicate fieldwork; ethnodrama may be practiced as a form of inquiry (Feldman, 2005; Saldaña, 2011; Vanover, 2016, Ahead of print). Script writing, rehearsal, performance, and analysis of data collected during those events provide multiple opportunities to engage in interpretation and analysis. Inquiry becomes a public and living practice (Fabian, 1990; Gouzouasis, 2006; Leavy, 2015; Prendergast, 2011; Springgay, Irwin, & Kind, 2005).

This symposium shares learnings gained through participation in Goodbye to All That! (Goodbye!) an ethnodramatic inquiry developed from a script built from verbatim transcriptions of interviews conducted with an accomplished Chicago Public School teacher. Each performance is staged by a changing group of actors and generates unique performance records.

The symposium at ISQM provides audience members the opportunity to engage with Goodbye! as an inquiry and example of core theory in arts-based research practice (e.g. Barone, 2008; Beck, Belliveau, Lea, & Wager, 2011; Conquergood, 2002; Leavy, 2015). The session begins with a 30 minute version of Goodbye!, with the University of South Florida’s Vonzell Agosto, Tarah Nkruma and Omar J. Salaam playing the leads and Andrew Babson performing the score. The session then shifts into small group discussion and concludes with a response by Cynthia Langtiw and a general discussion that discuss the session’s guiding research questions.
Female Cyberbullying and How School Performance/Mental Health is Impacted

Jamie Leeder, Education, Nova Southeastern University

This study was designed to study female cyberbullying and how school performance/mental health is impacted. Bullying is an ongoing problem in middle schools across the country. The participants’ perceptions were measured by observations during the interviews, transcribing the one-on-one interviews, and reviewing student documents such as bullying referrals and guidance counselor notes. The researcher chose the research questions based on problems that were perceived to be adding to bullying in middle school. The interviews took place over a month long period and were 45 minutes to one hour in length. The common themes that emerged were: emotional stressors related to bullying, females bully more than males, school districts need to improve their bullying programs and provide more professional development to train school professionals, and students who self-identified as being LGBTQ in their sexual orientation were bullied the most. The researcher noted a proven method that has worked in countries in Europe has been the Olweus Bullying Program, which is a comprehensive program for schools to follow that reduces the number of bullying incidences in schools. In 1991, Dan Olweus researched bullying and has been the number one proponent of this topic. His method includes teacher and staff training as well as various ways to education students on becoming aware of their actions.

Using Arts-Based Dialogic Narrative Analysis (ABDNA) to Explore the Role of the Researcher

Stephanie Lipp, Curriculum & Instruction, Eval. & Research, Barry University

Many doctoral students approach the end of their coursework without identifying and solidifying their position as a researcher. This can result in a lack of focus in research processes once the dissertation journey begins preventing doctoral candidates from reaching their true potential. Arts-Based Dialogic Narrative Analysis (ABDNA) is a reflexive, self-study methodology developed and coined by Winkle, Farrell, & Rosenkrantz (2014), which has been used to explore and develop doctoral students’ personal advocacy positions having the potential to support the voices of marginalized groups while concurrently interrogating and establishing the role of the researcher. The session format being proposed is a paper presentation. The paper is inclusive of a student’s experience of the discovery of one’s own advocacy position as a researcher using arts-based research methods. The format provides an overarching demonstration of the research methodology, context, supporting literature, and example while permitting opportunity for the facilitator to engage attendees in discussion. Attendees will gain a deeper understanding of how establishing, strengthening, and acting on one’s personal advocacy position is not only a self-reflective process, but that it is also an opportunity for collaborative, reflexive dialogue that helps the novice researcher articulate their researcher positionality through an arts-based research method.
Complementary Mixed-Methodologies in Health Research: Facilitating Praxes through Engaged and Translational Approaches

Seiichi Villalona, Anthropology, USF

The qualitative and qualitative realms of research have been popularly used in mutually exclusive approaches within the social and biomedical sciences, respectively. Mixed-methodologies employed as a way of investigating topical areas of interest can disproportionately favor one approach over the other, which presents significant challenges in translating research findings into practical applications for institutional partners. This presentation explores complementary mixed-methodologies within research areas in medical anthropology and bioethics. Ethnographic examples from previous works done in and out of institutional healthcare settings will be used as points of analysis in fleshing out how mixed-methodologies 1) offer theoretical and conceptual depth, 2) allow researchers to exercise analytical rigor, and 3) facilitate the development of practical solutions.

#refugeesnotwelcome: The Online Discourse of the European Refugee Crisis on Twitter

Ramona S. Kreis, Department of World Languages, USF

Europe is currently experiencing the rise of populist right-wing groups, partially caused by the actions of European national governments during the refugee crisis. Xenophobic and racist tendencies are also present in online discourse, for example, on the micro-blogging platform, Twitter. For this study, 100 anti-refugee tweets were collected in September 2015 after the closure of some European borders and analyzed using a Critical Discourse Analysis approach (van Dijk, 2009; Wodak, 2015). Data analysis focuses on how Twitter users employ semiotic resources, intertextuality, multimodality, and addressivity to express negative feelings, beliefs, and ideologies toward refugees in Europe. The discursive strategies that are used by Twitter users to construct negative other-presentations of refugees include negative characterization, reference to so-called facts and right-wing media sources, and visual intensifications. At the same time, the data analysis revealed the construction of a national or European identity that highlights white supremacy. These tendencies align with the current rise of xenophobic, national-conservative groups and the acceptance of a discourse of racism.

Revisiting the “Discursive Faultlines” of Sexual and Gender Identity Inquiry

Carter A. Winkle, Stephanie Lipp, Barry University, and Camilla Vasquez, USF.

Note: 2:10- 3:00

In this arts-based research ethnodrama (Saldaña, 2011), the presenters perform the experiences of an MA TESOL graduate student and a faculty member in the context of a “Cross-Cultural Issues” course. Both happenstance and purposeful encounters with discursive faultlines (Menard-Warwick, 2009)
around issues of sex, gender identity, gender expression, and sexual orientation—what Nelson (2009) terms sexual identity inquiry—and, as well, their interrelationships and relationship to cultural relativism were central to the experiences. Such was the case when—in the context of a “New Cultural Experience” course assignment—one student reported having attended a “drag queen show” performance as her new cultural experience. This led other students in the course—who were themselves culturally and linguistically diverse and unfamiliar with this phenomenon—to raise questions about sex, gender identity, and sexual orientation, as well as this topic’s relationship to language teaching. Data for the arts-based research inquiry (Leavy, 2009) were drawn from narrative artifacts of the course participant and instructor, as well as constructed data that emerged through dialogue among the ethnodramatist and co-contributors. Data were then analyzed, restoried (Clandinin & Connelly, 2000), and ethhnotheatrically represented (Saldaña, 2011) as performative texts which the ethnodramatist believes provide opportunity for fostering a stance of respect and relativity concerning differences in both culture and gender among TESOL professionals. Time for reflective discussion around methodologies employed and pedagogical implications will be reserved.
The Making of ‘Coming to Narrative’: Blended Genres in the Human Sciences

Arthur Bochner, Communications, USF
Invited Speaker 90-minute Workshop 3:00- 4:30

This session will focus on narrative inquiry as a blended genre of storytelling in the human sciences. What are the advantages and disadvantages of blurring distinctions between arts and sciences? What is the difference between understanding yourself as a writer and understanding yourself as a researcher? I will review how I used “writing as inquiry” in composing Coming to Narrative, a book that received national and international best book awards. We will discuss together the challenges for the next generation of writers of qualitative inquiry. This will include qualitative inquiry as a conversational dynamic; the place of imagination in qualitative writing; forms for expressing and representing emotional truths; ethics of relational storytelling; the qualitative storyteller as an artist and qualitative inquiry as a moral art and science.

Experiences of parents of ESE children who employ private interventionist-led literacy strategies.

Courtney Brown, Curriculum and Instruction, Barry University

Educators, policy makers and politicians have been attempting to close the achievement gap, especially as it pertains to students in exceptional student education (ESE) classrooms. Over the past four decades the United States has been implementing a plethora of legislative and judicial measures to support persons with varying exceptionalities (VE). According to The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, parents are key stakeholders and should be active participants in the special education process. One example of how parents are supported is through the implementation of a home program. Through narrative inquiry and analysis the researcher identified, what kind of strategies parents have used, what kind of support the parents have received in regards to literacy education for exceptional students, and what challenges they faced while learning ways to enhance their child’s reading abilities through the application of strategies they have been taught. Utilizing the lived-experiences and narratives of parents and caregivers of ESE children, the researcher qualitatively examined how parents carried out the home program to enhance their children’s literacy skills amongst those with VE. The researcher conducted semi-structured interviews, which were audio recorded and transcribed by the researcher. The transcriptions were then themed into re-storied narratives by the researcher. These stories were then shared with the participants as a means of member checking.
Exploring Our Perceptions of Key Events in a Qualitative Research Class: Applying Principles of Collaborative Analytic Autoethnography in Practice

Steve Haberlin, Dr. Janet Richards, College of Teaching and Learning, USF

Little research portrays the emerging form of collaborative analytic autoethnography in practice. In this presentation, we, a professor and a doctoral student in an advanced qualitative methods course, discuss how we applied principles of collaborative analytic autoethnography to construct new understandings about key events that occurred during advanced qualitative research class. Using asynchronous e-mail communication, we shared, affirmed, and questioned each other’s and our own storied recollections of moments of joy and learning intertwined with some challenging issues. To begin our inquiry, we planned and negotiated our responsibilities, voiced our concerns and questions pertinent to the project, and avowed our willingness to risk emotional vulnerability and discomfort as we confronted our truths. We also studied the extant literature to learn as much as we could about the emerging genre of analytic autoethnography. In the second phase of our work we documented what we believed were significant moments in the course and responded to each other’s and our own assumptions. Our reflections helped establish the value of collaborative analytic autoethnography to create space for self-study. In keeping with tenets of analytic autoethnography, philosophically we had reservations generalizing our discoveries to broader social phenomena.

Telling Our Story: The Transformation of a PhD Candidate

Valerie Scott and Ruth Ban, Higher Education, Barry University

The student-teacher relationship is oftentimes studied in terms of academic gains or impact on student progress. Almost half a century ago, Tinto suggested that interaction with faculty outside the classroom may increase both academic and social integration that may positively affect student persistence in higher education (Pascarella & Terenzini, 1977; Tinto, 1975). However, at the doctoral level, the professor – student relationship and furthermore, the dissertation committee relationship is even more complex. This narrative inquiry examines the development of the relationship between a doctoral candidate and one of her faculty mentors as it is mediated by their shared participation in research projects and epistemological and ontological views on the nature of knowledge and truth.

Based on Connelly and Clandinin’s (1990, 2000, 2006) observation, “we all live storied lives” this study uses re-storied accounts of shared experiences to highlight the doctoral student – professor relationship. This telling or re-telling, (either oral or written) of an experience as a cultural experience involves a complex combination of description, explanation, analysis, interpretation and mediated construction of one’s private reality as it is brought into the public sphere (Johnson & Golombek, 2016). Text and images will be included to further enrich and illustrate the re-storied narratives.

Findings point to potential contributions to the area of teaching and learning the art of qualitative research as well as reflections into mentoring doctoral students in their journey into the academe.
One School Community’s Journey through Conversations on Race:  
A Critical Family Histories Study

Omar J. Salaam, Education, USF 3711

A school principal expressed a direct interest for having research conducted to assist their school’s Parent Teacher Association (PTA) in their desire to learn how best to address their children’s questions about racial differences with their children. The design of this proposed research is a qualitative analysis using Critical Family Histories. This study stems from a school community-based Critical Participatory Action Research (C-PAR) project focused on adults learning from and leading one another in dialogue concerning race, racial bias, and racism in education. Participants in the C-PAR study included the school’s principal, assistant principal, guidance counselor, school resource officer, principal’s secretary, multiple teachers and various other school community members. The evidence I plan to gather is from five focus groups each consisting of one participant from the C-PAR study accompanied by the adults with whom they are raising elementary school children. I aim to develop a deeper understanding for how parents/guardians and/or educators engage one another, as members of a family and school community while attempting to sustain a dialogue focused on race, racial bias, and racism.

Methodological Decision Making in "Autism and Behavior: General Educators' Perspectives"

Danielle Nowosiadlo, Education, USF 3704

As a doctoral student, the world of academia demands, you must publish to be marketable after graduation, leading to doctoral students being urged to translate any research activity to potential publication. I understand the demands of academia but admit it feels rushed and focused on publication output. For this presentation, I plan to step back and reflect on my own development as a qualitative researcher and scholar.

I crafted my research project “Autism and Behavior: General Educators' Perspectives”, with the intent to explore general educator’s understandings of behaviors displayed by students with autism in the inclusive elementary classroom. The project adopted a series of iterative classroom observations and follow up interviews. However, this presentation is the story that will not be in the article findings about general educators’ perspectives of behavior. Rather, I ask you to put on your constructivist glasses and join me as I take you through a part of my journey as a young qualitative researcher. You will see how I respond to quintessential methodological decision making. What paradigm should I employ? How will I build my research design? What types of data collection tools will help me gather information to answer my research questions? How do I authentically capture the perspectives and voice of the teachers? How
will I analyze my data? What ethical challenges arose? This presentation becomes a platform for how I, as a developing scholar, grappled with methodological decision making in a small qualitative research project.

Performance Elicitation: A Method of Embodiment, Reflection, and Reflexivity

Andrew D. Bratspis, Educational Leadership and Policy Studies, USF

The purpose of this manuscript is to explicate the need for a newly defined research method, performance elicitation, within academia and qualitative research. Drawing from Performance Theory and Visual Arts Methods (photo elicitation), performance elicitation aims to increase the prevalence of performance methods within current literature. Performance elicitation also provides a platform for the participant(s)/performer(s) to make meaning through the aesthetic mind-body connection often marginalized in most methodological approaches.

While on the margins, or borders, performance methods provide the platform to examine what Jon McKenzie (2004) coined as the “liminal-norm”, the in-between. Conquergood (2002) notes, “…performance studies manifests itself more powerfully in the struggle to live betwixt and between theory and theatricality, paradigms and practices, critical reflection and creative accomplishment” (p. 151). Performance elicitation will allow for the performer(s)/participant(s) to identify, and articulate those liminal spaces. The liminal-norm being exposed—discovered—and shared has a high ceiling of potential in contributing to contested topics of research, seeping into multiple disciplines, and encouraging the possibility of building interdisciplinary coalitions (Dolan, 1996). The distribution of such knowledge is rarely in the form of published scholarship, which then blinds the academy to the transformative, epistemological, ontological, and pedagogical work that may have transpired during the performance(s). Interviews elicited from such performances will provide rich qualitative data, which can be utilized in research publications.

African American Students in Postsecondary Transition Education Programs

Ashley White, Special Education, USF

The purpose of this pilot study is to initiate a descriptive understanding and analysis of the STAGES program through a paired interview method and the attainment and review of specific program information pertaining to admissions criteria, coursework, and student demographic (age, gender, race, disability) data. The researcher will consider the program’s structure and analyze the degree to which these systems promote equitable access for African American students with disabilities. The pilot study will enhance the current research deficit through the examination and analysis of the PSEP in question, specifically with regard to the degree that such findings demonstrate equitable access for African American students with disabilities.
Experiences of African-American Educators in Addressing Social Justice Issues with their Students

Brittany Lee-Wright, Education, Barry University

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