The Qualitative Report 12th Annual Conference

"30 Years as a Learning Community"

Virtual Conference

January 12 - 14, 2021

At-A-Glance Schedule

Tuesday, January 12, 2021

9:00-10:00	Announcements and Opening Plenary/Keynote, **Dr. Venus E. Evans-Winters,** "*Black Feminism in Qualitative Inquiry: Rites, Rituals, and Meaning-Making in Front Porch Politics"* – https://nova.zoom.us/j/98441259580
10:15-12:05	Breakout Session A (Please See Schedule for Breakout Sessions)
12:15-1:30	NVivo Power Lunch, **Dr. Stacy Penna** "Improving Research Team Collaboration with NVivo" – https://nova.zoom.us/j/98345175237
1:30-3:20	Breakout Session B (Please See Schedule for Breakout Sessions)
3:20-3:45	Snack Break and Conversation
3:50-5:40	Breakout Session C (Please See Schedule for Breakout Sessions)

Wednesday, January 13, 2021

9:00-10:00	Announcements and Opening Plenary/Keynote, **Dr. Kakali Bhattacharya**, "*Making Up Qualitative Research and Breaking Rules – De/colonizing Possibilities in Inquiry"* – https://nova.zoom.us/j/99320045623
10:15-12:05	Breakout Session D (Please See Schedule for Breakout Sessions)
12:15-1:30	MAXQDA Power Lunch, **Sinem Toraman** "Nuts and Bolts of Doing Qualitative Research with MAXQDA" – https://nova.zoom.us/j/98503093473
1:30-3:20	Breakout Session E (Please See Schedule for Breakout Sessions)
3:20-3:45	Snack Break and Conversation
3:50-5:10	Breakout Session F (Please See Schedule for Breakout Sessions)
5:30-6:30	Editorial Board Meeting - https://nova.zoom.us/j/95731094394

Thursday, January 14, 2021

9:00-10:00	Announcements and Opening Plenary/Keynote, **Dr. Ronald Chenail**, *"The Qualitative Report: 30 Years and Counting as a Learning Community"* – https://nova.zoom.us/j/94587290899
10:15-12:05	Breakout Session G (Please See Schedule for Breakout Sessions)
12:15-1:30	Lunch and Virtual Networking
1:30-3:20	Breakout Session H (Please See Schedule for Breakout Sessions)
3:20-3:45	Snack Break and Conversation
3:50-5:10	Breakout Session I (Please See Schedule for Breakout Sessions)

***All times subject to change

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Presenter Breakout Schedule

Tuesday, January 12th

Announcements and Opening Keynote

Zoom Link		https://nova.zoom.us/j/98441259580	
Time	**Type**	**Presentation Title**	**Presenter Names**
9:00-10:00	Keynote	Black Feminism in Qualitative Inquiry: Rites, Rituals, and Meaning-Making in Front Porch Politics	Venus E. Evans-Winters

Breakout Session A

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	10:15-10:35	Paper	The Experience of Being a Homeschool Mother: A Heuristic Inquiry	Michele L. Catlin
1	10:45-11:05	Paper	A Qualitative Exploration of Foreign-Born Leadership Educators	Jeff Bourgeois Sara Zare
1	11:15-12:05	Panel	Strengthening Scholarship Through Qualitative Research: Faculty Stress Management in Asynchronous Learning Environments	Louise Underdahl Barb Kennedy Mary Jo Brinkman Mary A. Robbins Kelechi Mezu Holly N. Sawyer

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	10:15-10:35	Paper	Identifying Opinions of the Neutropenic Diet in Oncology Providers	Kathryn Fakier
2	10:45-11:35	Workshop	Six Steps to Creating Theoretical Frameworks	Michael D. Overton Mariah Chobany
2	11:45-12:05	Paper	Virtual Work Team Members Describe Coaching and Mentoring as Key Contributors to Personal Development	D. Edsall Kelley A. Conrad

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Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	10:15-11:05	Workshop	The Hermeneutic Cycle: A New Angle to Qualitative Research Design	Dawn A. McDaniel
3	11:15-12:05	Panel	Dialogic Conversations in Qualitative Research Education: A Co-Constructed Learning Case	Bruce Lilyea Kristen Poppa Jeffrey Aguiar

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	10:15-10:35	Paper	Teacher Agency In Early Bi/Multilingual Education: An Insight from the Government Primary Schools of Balochistan	Sania Gul Panezai
4	10:45-11:05	Paper	Millennials in the Workplace: A Qualitative Exploration of Managerial Perceptions in Multi-Generational Organizations	Kimberly Underwood Joy Taylor Sandra Sessoms-Penny
4	11:15-11:35	Paper	What Does It Mean to Use One's Mind Well? A Case Study at the Eagle Rock School	Andrea Marie Hyde Jim La Prad
4	11:45-12:05	Paper	Clinical Research Professionals: Focus Group Findings of Workplace Communication Uncertainty, Stress and Emotional Labor	Jade Williams H. Robert Kolb

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	10:15-10:35	Paper	Poetry as a Medium for Articulating Stories	Jill Sanghvi Shoba Nayar
5	10:45-11:05	Paper	Unspoken Factors in Organizational Decision-Making: A Case Study	Kevin S. Bottomley
5	11:15-11:35	Paper	Perspectives of Community Health Nurses in Caring for Patients with Congestive Heart Failure	Lillian Cortez
5	11:45-12:05	Paper	Phenomenological Study of Female Veterans' Transition Experiences and Online Education	Trina M. Hines Michelle Susberry Hill Karen Johnson Mary W. Stout

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Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	10:15-10:35	Paper	Demystifying Reflexive Thematic Analysis	Janet C. Richards Christy Bebeau
6	10:45-11:05	Paper	Is this Good Enough? A Novice Researcher's Interpretive Journey to a Meaningful Visual Representation	Jason E. Cook Melissa M. Tovin
6	11:15-12:05	Workshop	Uncovering and Exploring the Foundations and Principles of Our Qualitative Research Epistemologies: Reflecting through the Arts	Janet C. Richards Alyssa Batastini Christy Bebeau Huiruo Chen Gretchen Dodson Christy Paris Michelle Rocha

NVivo Power Lunch

Zoom Link		https://nova.zoom.us/j/98345175237	
Time	**Type**	**Presentation Title**	**Presenter Names**
12:15-1:30	Lunch	Workshop: Improving Research Team Collaboration with NVivo	Stacy Pena

Breakout Session B

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	1:30-1:50	Paper	Provoking Reflection: A Photovoice Exploration of Non-Traditional Adult Learners' Experiences in Higher Education	Carmel G. Roofe Therese Ferguson Saran Stewart
1	2:00-2:20	Paper	Complex Roles in Qualitative Inquiry: Researcher, Professor, and/or Mentor?	Danielle Lane Katherine Baker
1	2:30-2:50	Paper	Listen Carefully: Supporting Ed.D. Students' Aural Literacy	Matthew J. Kruger-Ross Jennifer Rodgers
1	3:00-3:20	Paper	Cohousing Case Study: Gainesville Cohousing Community, Health and Social Wellbeing, and COVID-19	Gabriella C. Liwanag

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Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	1:30-1:50	Paper	The Role of Storytelling in Counselling for Opiate Use Disorder	Lewis E. Mehl-Madrona
2	2:00-2:50	Workshop	Techniques for Interviewing People with Communication Disabilities or Differences	Jacqueline Hinckley Erin J. Bush Katie Strong
2	3:00-3:20	Paper	Exploring the "At-Risk" Student Label Through the Perspectives of Higher Education Professionals	Nicholas Dix Matthew Birnbaum Joseph Paris

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	1:30-2:20	Workshop	The Need for Flexibility When Creating a Qualitative Dissertation	David Loren Hart Rebecca Jean Armstrong
3	2:30-3:20	Workshop	Learner-Centered, Sociocontructivist, Qualitative Research Pedagogy: Recognizing Students as Active Participants in Their Own Learning	Janet C. Richards Christy M. Bebeau Ron Chenail Audra Skukauskaite Daniel Edelen

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	1:30-1:50	Paper	English and Ukrainian Versions of "Coronavirus Disease 2019": A Critical Rhetorical Analysis of Wikipedia's Language Editions	Oksana Moroz
4	2:00-2:20	Paper	Having a Lime: Remote Qualitative Research Training for Novice Global Health Researchers in the Caribbean	Meredith Campbell Britton Saria Hassan Arian Schulze
4	2:30-2:50	Paper	Does the Meaning of Driving Independently Differ With Age in Rural America?	Dianne Trickey-Rokenbrod
4	3:00-3:20	Paper	Utilizing Grounded Theory Methods in the Conduct of a Mini Research: A Nitty-Gritty Experience	Victoria Landu-Adams

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Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	1:30-1:50	Paper	A Multiple Case Study of Special Education Administrators' Ethical Leadership and Decision-Making Approaches	John Palladino
5	2:00-2:20	Paper	Autoethnography of Two Scholars Whose Book on Prudence and the Authentic Self-Leadership Style of Theodore Roosevelt Was Censored Due to COVID-19	Erik P. Bean LauraAnn Migliore
5	2:30-2:50	Paper	Methods for Interviewing the Elderly: A Test of Dyadic Interviews Vs. In-Depth Individual Interviews	Fifi Kvalsvik Torvald Øgaard
5	3:00-3:20	Paper	Family Practice Physicians' Acceptance and Use of a Replacement Electronic Medical Record System: An Instrumental Case Study	Diana C. Berich Brieva

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	1:30-1:50	Paper	Students' Perceptions of Dissertation Preparedness: A Mixed Methods Case Study	Louise Underdahl Rheanna Reed Alice Vo Edwards
6	2:00-2:20	Paper	Flourishing Cultures in Silicon Valley Teams: An Appreciative Inquiry Project Informed by Integral Theory	Bryan D. Jennewein
6	2:30-2:50	Paper	Autoethnography of a State Senator Who Formed a Research Institute Where Researchers May Find Greater Purpose Helping Humanity in the Private Sector	Michael MacDonald
6	3:00-3:20	Paper	Exploring Parenting Influences: Married African American Fathers' Perspectives	Felicia L. Murray

Breakout Session C

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	3:50-4:10	Paper	Health-Related Quality of Life/Well-Being Influences on Servant Leaders in a Higher Education Context	Jason Paul Feltz
1	4:20-4:40	Paper	Implementing Barthes' Analysis Procedure: The Case of Bereaved Parents as a Result of Feticide	Ronit D. Leichtentritt Galia Weinberg-Kurnik
1	4:50-5:10	Paper	Systematic Visuo-Textual Analysis: A Framework for Analysing Visual and Textual Data	Nicole Brown Jo Collins
1	5:20-5:40	Paper	Adapting Qualitative Methods During the COVID-19 Era: The Photovoice Online With Strengths and Critical Perspectives	Ilaria Coppola Nadia Rania Laura Pinna

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Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	3:50-4:10	Paper	Nurturing Sub-Degree Students with Professionalism – An Experience to Instill Growth Mindset and Self-Determination Through Competition	Lau Yui Yip Ivy Chan Carmen Sum
2	4:20-4:40	Paper	Key Stakeholders' Lived Experiences While Implementing an Aligned Curriculum: A Phenomenological Study	Pedro P. Aguas
2	4:50-5:10	Paper	An Exploration of Adjunct Faculty Experiences: An IPA study	Stephanie Shayne

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	3:50-4:10	Paper	Open Season: A Qualitative Examination of the Impact of Police Violence Against Black Citizens on K-12 Educators	Kimberly Underwood
3	4:20-4:40	Paper	Exploring Male University Students' Perspectives of Sexual Violence Prevention	Maddie Brockbank
3	4:50-5:10	Paper	The Aesthetics of Walking Methodologies and Pedagogical Listening for Arts-Based Educational Research Projects	Thalia M. Mulvihill Raji Swaminathan

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	3:50-4:10	Paper	Integrating Methodology and Technology: The Five-Level QDA Method as a Framework for teaching Computer Assisted Qualitative Data Analysis	Christina Silver Nicholas H. Woolf
4	4:20-4:40	Paper	Examining the 2%: A Narrative Inquiry of Black Male Educators' Socialization Experiences in P-12 Classrooms	Kimberly Underwood Joy Taylor Sandra Sessoms-Penny
4	4:50-5:10	Paper	Toward a Phenomenographic Imagination: Understanding School Principals' Sensemaking of Identity and Disability	Roderick Jones

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	3:50-4:10	Paper	Experienced Critical Psychological States in Self-Managing Organizations: An Exploratory Case Study	Michael A. Deardorff
5	4:20-4:40	Paper	Using Participants as Consultants: Foster Scholar's Contributions to Research	Sheila Bustillos Angela Hoffman-Cooper
5	4:50-5:10	Paper	Developing Master's Level Education Students Identities as Researchers: Mentors' and Mentees' Experiences	Therese Ferguson

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Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	3:50-4:10	Paper	Transmediation A/R/T/S: Imagination and Innovation Illuminate Complex Texts in Qualitative Research Courses	Kristen E. Fung
6	4:20-5:10	Panel	Learning Along the Way	Ron Chenail Sally St. George Dan Wulff Nicholas Dix Matthew Birnbaum Joseph Paris Wenwen Tian

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Announcements and Opening Keynote

Zoom Link		https://nova.zoom.us/j/99320045623	
Time	**Type**	**Presentation Title**	**Presenter Names**
9:00-10:00	Keynote	Making Up Qualitative Research and Breaking Rules – De/colonizing Possibilities in Inquiry	Kakali Bhattacharya

Breakout Session D

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	10:15-10:35	Paper	Recruiting for and Conducting Virtual Focus Groups and Interviews with Low-Income Populations during COVID-19	Brigette A. Herron Darci Bell Jung Sun Lee
1	10:45-11:05	Paper	Understanding Theoretical and Conceptual Frameworks	Stephanie Cimperman Karen Johnson John Medgar Roberts
1	11:15-11:35	Paper	Recommendations for Secondary Analysis of Qualitative Data	Sheryl Chatfield
1	11:45-12:05	Paper	Exploring the Mentoring Needs of Early- and Mid-Career URM Engineering Faculty: A Phenomenological Study	Jennifer A. Tygret Sylvia Mendez Valerie Martin Conley Comas Haynes Rosario Gerhardt Sarah Cooksey

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	10:15-10:35	Paper	Mental Health Practitioners Becoming Qualitative Researchers: Experiences from an Indian Not-For-Profit Organization	Shoba Nayar Jill Sanghvi
2	10:45-11:35	Panel	The Double Pandemic and Educating from the Margins: An Analytic Autoethnography	Alcia Freeman Tiffany Darby Tiffany Hairston Pamela Harris

Presenter Breakout Schedule

2	11:45-12:05	Paper	Chronic Pain Patients Give Different Histories to Different Types of Practitioners	Lewis E. Mehl-Madrona Barbara J. Mainguy

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	10:15-11:05	Workshop	How to Transition to Research Domain Criteria for Social and Behavioral Science Research	Lewis E. Mehl-Madrona Barbara Jane Mainguy
3	11:15-12:05	Workshop	What Are Qualitative Questions?	Lauren Anne Acosta Penny Morgan Overgaard

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	10:15-10:35	Paper	Language Practices Used by People Living with Diabetes	Jessica L. Gonzalez
4	10:45-11:05	Paper	Investigating the Longer-term Impact of a Professional Development Program through Follow-Up Interviews with College Teachers	Susan Kerwin-Boudreau
4	11:15-11:35	Paper	Doctoral Student Positionings and Learning of Research	Daniel Edelen Michelle Sullivan Cristina Saenz Audra Skukauskaite
4	11:45-12:05	Paper	Learning Qualitative Research by Working with Previously Collected Records Through an Ethnographic Lens	Michelle Sullivan Cristina Saenz Audra Skukauskaite

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	10:15-11:05	Workshop	Ensuring Cultural Competence/Integrity in Qualitative Research	Christiana C. Succar
5	11:15-11:35	Paper	Parental Perspectives on Children with Autism Spectrum Disorder and Developmental Disability: Descriptive Phenomenology	Susan Ann Vitale Maureen Lowers Roach

Presenter Breakout Schedule

5	11:45-12:05	Paper	Comic Book Reader: An Autoethnographic Examination of Person and Pedagogy	Jason D. DeHart

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	10:15-10:35	Paper	A Phenomenological Study: The Perceptions of Hispanic Males' Classroom Behavior Based on Paternal Absence	Gabriela E. Matos
6	10:45-11:05	Paper	Instructional Leadership and Emotional Intelligence: A Qualitative Content Analysis of Exploring Students' Perspectives about their Learning Experiences in Online Education	Alicia Holland
6	11:15-11:35	Paper	Creating Wakanda: Historically Black Colleges/Universities: Thirty Years of Community in the Global Knowledge Economy	Velicia Moore-Toliver
6	11:45-12:05	Paper	Heuristic Inquiry Methodology: What Novice Researchers Need to Know	Sandra P. Dixon

MAXQDA Power Lunch

Zoom Link		https://nova.zoom.us/j/98503093473	
Time	**Type**	**Presentation Title**	**Presenter Names**
12:15-1:30	Lunch	Nuts and Bolts of Doing Qualitative Research with MAXQDA	Sinem Toraman

Breakout Session E

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	1:30-1:50	Paper	Expressing Beliefs about Educational Technology with Multimodal Projects in a Second Language Acquisition Doctoral Course	Patrick Mannion
1	2:00-2:20	Paper	The Possibilities of Critical Family Inquiry	Lucy E. Bailey
1	2:30-2:50	Paper	Infographics and the Representation of Qualitative Research Findings	Susana Verdinelli Norma I. Scagnoli
1	3:00-3:20	Paper	Cognitive Contexts of Ethical Practice: A Phenomenology Study of Nurse Managers	Jennifer A. Fosty

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Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	1:30-2:20	Workshop	Using Critical and Creative Thinking Strategies to Enhance the Photovoice Experience: A Clinical Focus	Erin J. Bush Laura Lorenz
2	2:30-2:50	Paper	A Qualitative Study of the Phenomenon of Physicians' User Experience (UX) Pain Points with Electronic Health Record (EHR) Systems	Elizabeth J. Arceneaux Laurie P. Dringus Martha M. Snyder Ling Wang Maria S. Gaeta
2	3:00-3:20	Paper	Applying Relational Gender Theory to Christian Summer Camps	Lindsay Myers

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	1:30-2:20	Workshop	A Model for Engaging Community Informants Impacted by Trauma in Qualitative Research	Linda P. Darrell Laura Daughtery
3	2:30-3:20	Panel	30 Years and a Pandemic: Panel Discussion of the Impact on Research Methods from Social Distancing	Ryan A. Rominger Mansureh Kebritchi Phil Davidson Erik Bean Karen Johnson Elizabeth Johnston James Lane

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	1:30-1:50	Paper	They Did What: Importing Culturally Attuned Single Session Modifications into the Us	Emily Tran Montana Holmes Elise Segui
4	2:00-2:20	Paper	Hoop-Jumping into Teacher Education Programs: A Qualitative Narrative Inquiry Case Study	Betsy Crawford Elodie J. Jones
4	2:30-3:30	Workshop	Virtual Reality and the Qualitative Researcher: An Immersive Frontier	Csaba Osvath Erica Newport

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Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	1:30-1:50	Paper	It's Okay to Be Feral: Exploring Librarian Identity through Autoethnography	Donna Harp Ziegenfuss
5	2:00-2:20	Paper	Key Themes in Black Dementia Caregiver Support: Linking Resources, Peer Communication, and Faith Community Outreach	Alexandra CH Nowakowski Nik M. Lampe Tomeka Norton-Brown Robert L. Glueckauf
5	2:30-2:50	Paper	Going Online: Conducting Individual, Dyadic, and Focus Group Interviews Via the Internet	Bojana Lobe David L. Morgan Kim Hoffman
5	3:00-3:20	Paper	Conducting Ethical, Valid, and Reliable Ethnographic Research: A Case Study	Mark A. Giesler

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	1:30-2:20	Workshop	Reimagining Research as Play: Unbearable Lightness of Being a Researcher	Saliha Bava Lynn Fels Annina Engelbrecht
6	2:30-3:20	Workshop	Using Qualhand, A Free Mobile App to Support Students' Qualitative Research Design Decision Making	Lynne Roberts

Breakout Session F

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	3:50-4:10	Paper	Emotional Landscapes of Living, Learning, and Teaching: A Lens Within, from Learner to Teacher-Researcher	Marcela Gallardo
1	4:20-4:40	Paper	Qualitative Study on the Interpretation of Sentiment Analysis on Small Businesses	Masudi Stolard
1	4:50-5:10	Paper	A Script for Change? Using Research-Based Theatre to Address Graduate Supervision, Inclusivity and Wellbeing	Susan M. Cox

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	3:50-4:10	Paper	Using Phenomenological Psychology to Understand and Promote Leadership Development in Black Girls and Women	Nuchelle L. Chance

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2	4:20-4:40	Paper	Qualitative Theory and Method: What Is Abductive Reasoning and What Does It Offer?	Gary J. Skolits Wes L. Skolits
2	4:50-5:10	Paper	Ambivalence of Collaboration in Psychotherapy Room: Perspectives of Sadomasochism and Conversation Analysis	Ilknur Dilekler

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	3:50-4:10	Paper	What Does Culture Have to Do with It? A Case Study of Three Teachers' Cultural Clashes	Christiana C. Succar
3	4:20-4:40	Paper	An Exploration of Teacher Dress Codes	Amy Orange
3	4:50-5:10	Paper	Digital Tools for Teamwork Integration and Collaboration	Silvana di Gregorio Stacy Penna

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	3:50-4:10	Paper	The Art of Living Well with Dementia: Methodological and Ethical Reflections on an Evolving Co-Creative Process	Susan M. Cox Gloria Puurveen Natasha Damiano
4	4:20-4:40	Paper	Engaging with Online Post-Graduate Students, Within a "Compulsory Choice" Framework	Meredith Tavener
4	4:50-5:10	Paper	Eight Ways Anxiety Among Virtual Library Users Hinders Academic Achievement: A Qualitative Descriptive Study	Rebecca S. Sledge Kelley A. Conrad

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	3:50-4:10	Paper	A Qualitative Description Analysis of U.S. Higher Education Quantitative Success Metrics	Mia Ocean
5	4:20-4:40	Paper	A Qualitative Study: Military Veterans and Franchise Ownership	Martin J. McDermott Jason Jackson
5	4:50-5:10	Paper	Fostering Equity through Educational, Financial, and Geographic Access: A Rural Community College Typology	Mia Ocean

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Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	3:50-4:10	Paper	Teenagers' Experiences during COVID-19 Shutdowns	Amy Orange Nora Parkhurst
6	4:20-5:10	Panel	Framing Equity: Critical Analysis of Frames in Education Policy Discourse	Kelley M. King Lal Rana Fardowsa Mahdi

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Thursday, January 14th

Announcements and Opening Keynote

Zoom Link		https://nova.zoom.us/j/94587290899	
Time	**Type**	**Presentation Title**	**Presenter Names**
9:00-10:00	Keynote	*The Qualitative Report:* 30 Years and Counting as a Learning Community	Ronald J. Chenail

Breakout Session G

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	10:15-10:35	Paper	Online Faculty Perceptions of Professional Development to Support Personal Academic Growth: Qualitative Case Study	Patricia B. Steele Cheryl Burleigh Marie Smith Grace Gwitira
1	10:45-11:05	Paper	Collaborative Writing Processes Explored Through Art	Inci Yilmazli Trout Shaniek Tose Caitlin Caswell Candace M. Christensen
1	11:15-11:35	Paper	Reflections on a Qualitative Restudy: Twenty Years After "Forty Years On"	John Goodwin Henrietta O'Connor
1	11:45-12:05	Paper	How I Developed as a Qualitative Researcher: A COVID-19 Induced Dissertation Research Shift	Jareau Almeyda

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	10:15-10:35	Paper	Cultivated for Acceptance: A Teacher's Journey to Cultural Awareness and Acceptance in Education	Chrystyan Williams
2	10:45-11:05	Paper	Metaphors as Research Design: A Revelatory Exploration of Learning Community Facilitators and Their Center of Truth	Ashlee Robertson Belkis Cabrera
2	11:15-11:35	Paper	National Council Licensure Examination for Registered Nurses (NCLEX-RN®) Success: Perceptions of Accelerated Second-Degree Bachelor of Science in Nursing Students	Vicki Lynn Brzoza
2	11:45-12:05	Paper	Male Chaplains and Female Soldiers: Are There Gender and Denominational Differences in Military Pastoral Care?	Daniel L. Roberts Joann Kovacich

The Qualitative Report 12th Annual Conference

"30 Years as a Learning Community"

Virtual Conference

January 12 - 14, 2021

Presenter Breakout Schedule

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	10:15-11:05	Workshop	Accountability Is Key: Mentoring Faculty Research through Partnership, Community of Practice, and Writing Groups	Micki Voelkel Shelli Henehan
3	11:15-12:05	Workshop	Teaching Qualitative Research Methods Online	Chareen Snelson

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	10:15-10:35	Paper	Retention Factors Important of Medical Surgical Nurses	Susan Steele-Moses
4	10:45-11:05	Paper	The Situational Analysis of Problem Gamblers in Recovery: An Action Research Study	Murray S. Anderson
4	11:15-11:35	Paper	International Student Acclimation to a U.S. Private High School: Successes and Failures	Cheryl Burleigh
4	11:45-12:05	Paper	Pedagogical Interludes-In-Time	Matilda Mettälä

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	10:15-10:35	Paper	For People Seeking Traditional Indigenous Healing, Does Compatibility of Seeker's and Healer's Beliefs Matter?	Lewis E. Mehl-Madrona Barbara Jane Mainguy
5	10:45-11:05	Paper	Refugee Children's Perspective on Pandemic Learning in the United States: A Case Study	Eleanor X. Mehta
5	11:15-11:35	Paper	Moral Injury in Women Veterans: A Grounded Theory Study	Daniel L. Roberts Joann Kovacich
5	11:45-12:05	Paper	Identifying the Influence of Power Dynamics in Implementing Change	Rebecca Friesen Adriana Cimetta

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	10:15-10:35	Paper	A Discussion on the Relationship Between Qualitative and Philosophical Phenomenology	Heath Williams
6	10:45-11:05	Paper	The Five-Question Method for Framing a Qualitative Research Study: Redux	Mark L. McCaslin

Presenter Breakout Schedule

6	11:15-11:35	Paper	Teachers Experience in Gamification in the Classroom	Moldir Seilbayeva
6	11:45-12:05	Paper	Exploring Refugees Using Narrative Inquiry	Alia Hadid

Breakout Session H

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	1:30-1:50	Paper	Using Narrative Pedagogy to Improve Learning and Practice Among Preservice Teachers	Pauline Swee Choo Goh
1	2:00-2:20	Paper	Emotion Regulation Strategies of Young Adults and Their Caregivers: A Qualitative Analysis	Zeynep Erdem İlknur Dilekler
1	2:30-2:50	Paper	A Qualitative Analysis of the Influence of Mentorship and Role Models on University Women Leaders' Career Paths to the Presidency	Celeste A. Wheat Lilian H. Hill
1	3:00-3:20	Paper	Conducting Asynchronous Online Interviews Using a Message Board	Florian Diddens Daniela Schiek Carsten G. Ullrich

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	1:30-1:50	Paper	From Grieving to Giving: An Autoethnographic Journey from Suicide Loss to Healthy Mind Express Foundation	Erik P. Bean
2	2:00-2:20	Paper	Making Sense of Postpartum Depression in Later Life: An Interpretative Phenomenological Analysis	Walker Ladd
2	2:30-2:50	Paper	Qualitative and Mixed Methods Authors' Experiences with Publishing in Top Education Journals	Phillip A. Olt Betsy Crawford
2	3:00-3:20	Paper	The Lived Experiences of Operating Room Nurses Working During Night and Weekend Hours	Tashma Watson

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	1:30-2:20	Workshop	Virtual Qualitative Research for Ordinary and Challenging Times	Jennifer E. Hoffman Lisa Bajor Colleen Keating

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3	2:30-3:20	Workshop	Employing Theoretical Infusions Toward Evolving Appreciative Inquiry Methodologies	Bryan D. Jennewein

Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	1:30-1:50	Paper	Who Is "I"? The Invisible Interviewer in Archived Data and Beyond	Judith Eckert Malin Houben
4	2:00-2:20	Paper	Teaching Adult Learners Qualitative Inquiry	Brett H. Bodily Sherri R. Colby
4	2:30-2:50	Paper	Informal Socialization in Virtual Work Environments: A Narrative Inquiry, Research Conducted with Insurance Employees	Stephanie Cimperman Karen Johnson
4	3:00-3:20	Paper	Preservice Teachers in Alternative Education Settings: A Grounded Theory Approach to Understanding their Experiences	Lesley N. Siegel Kristina M. Valtierra

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	1:30-1:50	Paper	Qualitative Self-Coding as a Tool for Teacher Candidate Growth and Reflection	Kristina M. Valtierra Lesley N. Siegel
5	2:00-2:20	Paper	Zoomed-Out: Teacher Fatigue in the Age of Distance Learning and COVID-19	Cheryl Burleigh
5	2:30-2:50	Paper	Beach Seines in Nigerian Waters, Flipping the Coin Between Natural Resource Sustainability and Human Survival: A Qualitative Case Study of Kainji Lake Basin, Niger State, Nigeria	Ebenezer Jibril Landu
5	3:00-3:20	Paper	Behavioral Health Leadership Competencies Needed for Leading Class Standards Competent Organizations: A Delphi Study	Natalie S. DuMont Kelley A. Conrad

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	1:30-1:50	Paper	Generative Theory	Mark L. McCaslin
6	2:00-2:20	Paper	Exploring Bangladeshi, Indian, and Pakistani Parents' Experiences and Perceptions of Their Children's Academic Achievement	Shahid Rasool Hasan Aydin Jingshun Zhang
6	2:30-2:50	Paper	A Systematic Literature Review of Qualitative Longitudinal Studies: Possibilities and Limitations for Educational Studies	Clarisse Halpern Jingshun Zhang

Presenter Breakout Schedule

6	3:00-3:20	Paper	Mindfulness-Informed Conflict Process in Romantic Relationships	Tetiana Sukach Stephen Fife

Breakout Session I

Zoom Link			https://nova.zoom.us/j/7353278067	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
1	3:50-4:10	Paper	Teaching Interviewing in Qualitative Research: What Can Be Learned from Cinematic Society?	Kathryn Roulston Brigette A. Herron
1	4:20-5:10	Panel	The Scientific Nature of Qualitative Inquiry: An Unscripted Panel Discussion	James A. Bernauer Sheryl Chatfield Robin Cooper Rikki Mangrum Martha Snyder Marilyn Lichtman

Zoom Link			https://nova.zoom.us/j/2656959746	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
2	3:50-4:10	Paper	Narratives of Community Trauma: Poetic Inquiry as a Means of Listening	Susan G. Goldberg Lori E. Koelsch Elizabeth Bennett
2	4:20-4:40	Paper	Reaching the Greek Universities' Managerial Top: Mission Accomplished, and Lessons Learned	Evangelia Ch. Lozgka Pelagia Stravakou
2	4:50-5:10	Paper	Examining the Research Assistant Role in a College Setting	Josephine Mazzuca Udeme Anosike

Zoom Link			https://nova.zoom.us/j/4190848075	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
3	3:50-4:40	Workshop	Creating Transparency in Team Based Qualitative Analysis	C. Doug Charles Christine Depies DeStefano Michelle L. Sullivan Audra Skukauskaite
3	4:50-5:10	Paper	Counseling Addiction in Rural Alaska Against the Odds: A Phenomenological Study	Heather J. Cromwell Kelley A. Conrad

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Zoom Link			https://nova.zoom.us/j/4740944821	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
4	3:50-4:10	Paper	Exploring University Students' Relationships with Communicative Resources Under the Corona-Virus-Quarantine by Interpretive Phenomenological Analysis	Yaeko HORI
4	4:20-4:40	Paper	The Dynamic of Performing Social Relations Amongst Managers and Supervisors: A Thematic Analysis	Tri Astuti Aniq Hudiyah Bil Haq Mohammad Dziqie Aulia Al Farauqi Avin Fadilla Helmi
4	4:50-5:10	Paper	A Demonstrated Model for Developing and Organizing Thematic Analysis Coding	Ronald Reidy Jacqueline Stavros

Zoom Link			https://nova.zoom.us/j/6930822241	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
5	3:50-4:10	Paper	Navigating Sample Bias While Honoring Participation from Underrepresented Groups	Emily J. Summers Katherine F. Guckian Katie Salter
5	4:20-4:40	Paper	Social Structure, Agency, and Language Learning	Magdalena Avila Pardo
5	4:50-5:10	Paper	Korean College Student Activists' Motivations, Experiences, and Perceptions	Jung Eun Hong

Zoom Link			https://nova.zoom.us/j/2923902519	
Room	**Time**	**Type**	**Presentation Title**	**Presenter Names**
6	3:50-4:10	Paper	Learning in Self-Contained Classrooms: A Modified Qualitative Delphi Approach	Shazia Rizvi Karen Johnson
6	4:20-4:40	Paper	Qualitative Research at the Anton the Kom University in Suriname: Coping with Positivist Traditions	Rishmidevi Kirtie Algoe Mirella Nankoe
6	4:50-5:10	Paper	Failure of I-Statements for Mitigating Interpersonal Conflict in Arguments Between Young Adult Couples	Neill Korobov

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Presentation Summaries Schedule

Tuesday, January 12th

Breakout Session A

Room 1

Michele L. Catlin, Capella University

The Experience of Being a Homeschool Mother: A Heuristic Inquiry

The intent of this dissertation was to answer the research question: What is the experience of being a homeschool mother? While the number of homeschool mothers across the globe increases rapidly, research that targets this population fails to keep up, from both quantitative and qualitative perspectives. Using a heuristic inquiry, 11 co-researchers shared their experience through in-depth interviews and journaling. What the data analysis exposed is that the homeschool mother is dissatisfied with corporate education, she is more concerned with her children's lifelong learning than their short-term information acquisition, and she has a strong social support. Among the patterns and themes, it became evident that not only does she invest in her own children, but she has a genuine concern for children in general. She is highly adaptive and can quickly recognize when she needs to alter the course and speed of her child's education. The homeschool mother in this research was also self-reflective, identifying her shortfalls and ensuring that she invests in her relationships with her children; she identified homeschooling as a transformative process. She is rewarded through her teaching and her relationships, yet she also struggles internally with guilt, pressure and self-care. External societal pressures require the need for defense mechanisms, and she is constantly and unashamedly prepared for conflict. Future research should focus on the homeschool mother from more diverse characteristics and backgrounds including those from various cultures, geographies, and socioeconomic statuses. Longitudinal studies should investigate the homeschool mother for a more thorough understanding of her experience.

Jeff Bourgeois, Indiana Institute Technologyy
Sara Zare, Pepperdine University

Toward a Model of Foreign-Born Leadership Educator Identity Development

Much has been written in support of the idea that culture influences the ways in which Leadership is done, perceived, and learned. It stands to reason, then, that culture influences the ways in which Leadership is taught. This presentation follows a qualitative study in which more than two dozen Leadership Educators from around the world who identify as foreign born were interviewed regarding personal and professional experiences in the classroom and in the community that defined their experience and shaped roles and expectations, and the subsequent construction of a Professional Identity Development model with these educators in mind. In an attempt to complement the work of Seemiller and Priest (2017), the authors used the current study to address the important implications of cultural identity for faculty who teach leadership at the university level. Derived from common themes revealed in the qualitative data analysis, four factors of identity development-- inspiration, initiation, immersion and infrastructure, and

introspection, emerged as the model's foundation. The introduction of a Foreign-born Leadership Educator Professional Identity Development model will provide a better understanding of the experience of teaching leadership in a foreign culture, and better equip institutions, departments, and faculty members to fully support and prepare individuals who lead classes in the culturally-dependent academic discipline of Leadership.

Louise Underdahl, University of Phoenix
Barb Kennedy, University of Phoenix
Mary Jo Brinkman, University of Phoenix
Mary A. Robbins, University of Phoenix
Kelechi Mezu, University of Phoenix
Holly N. Sawyer, Ophthalmic Devices Panel Author

Strengthening Scholarship Through Qualitative Research: Faculty Stress Management in Asynchronous Learning Environments

The COVID-19 pandemic necessitated rapid transition to online teaching and accentuated faculty challenges including work/life balance, proficiency with technology, curriculum development, perceptions of isolation, and classroom performance review. Effective instruction of online courses requires faculty to be well-organized, provide timely feedback, engage students with course-related resources, communicate with students, and maintain an active presence in the online classroom. The purpose of this qualitative descriptive case study is to identify stress management techniques used by online faculty to mitigate stressors associated with teaching in the asynchronous online learning environment. Findings may help faculty and academic leadership optimize stress appraisal and develop effective interventions.

Room 2

Kathryn Fakier, Louisiana State University

Identifying Opinions of the Neutropenic Diet in Oncology Providers

The neutropenic diet is often prescribed by oncology providers for immunocompromised patients in an effort to reduce the microbial content of the patient's diet. Research shows that the neutropenic diet may have adverse effects on a patient's nutritional status and quality of life. Studies suggest that food safety efforts may be more beneficial for patients to follow without increasing health risks. There is little research identifying the reasons why oncology providers continue to prescribe the neutropenic diet; therefore, the aim of this study is to bridge the gap in the literature. The purpose of the study is to identify the knowledge, attitudes, and beliefs about the neutropenic diet among oncology providers. Nine e-interviews were conducted with oncology providers. The interviews were recorded using Zoom, transcribed using Otter.ai, and analyzed using MAXQDA. Thematic analysis revealed inconsistencies among the definitions of the neutropenic diet and the prescribing practices of the providers. All participants agreed that providing patient education about the diet was essential, but the education varied among providers. When offered an alternative to the neutropenic diet, most participants were in

favor of shifting to a safe food handling approach for oncology patients. The participants offered a wide variety of recommendations for the implementation of a shift to the safe handling approach. The study concluded there is a lack of knowledge about appropriate diet options for immunocompromised patients among oncology providers. Future studies should examine the strengths and weaknesses of the implementation of a safe food handling diet for cancer patients.

Michael D. Overton, Bethany College
Mariah Chobany, Bethany College

Six Steps to Creating Theoretical Frameworks

Language defining theoretical frameworks varies and is flexible, a strength of qualitative research. However, this language can prove difficult to use for novice researchers. This presentation outlines an avenue to address barriers surrounding theoretical frameworks. A six-step process is outlined to follow when considering creating theoretical frameworks. Step one is a funneling method applied to the topic of interest. This seeks to answer research process questions, resulting in the formulation of research question(s). Step two considers which approach best answers the research question(s). If qualitative approaches are selected, key questions surrounding ontology and epistemology must be addressed. Answering these questions guides the researcher toward a paradigmatic home. Step three is constructing a conceptual framework. Conceptual and theoretical frameworks are often used interchangeably. This process situates conceptual frameworks as distinct from theoretical frameworks. If the researcher does not find a set of heuristics that function as the theoretical framework for the study then the next steps are necessary. The fourth step considers Grounded Theory as the gold standard for theory creation in qualitative research. Moving forward with the creation of a theoretical framework is recommended if doubts about using Grounded Theory remain. The fifth step applies all information gathered through following the preceding steps. It involves asking questions, demanding answers justifying trustworthiness of the theory. The sixth step is verifying theory through use by others. This process allows those not familiar or struggling with doing qualitative research a guide, helping direct their energy and attention.

Kelley A. Conrad
D. Edsall, University of Phoenix

Virtual Work Team Members Describe Coaching and Mentoring as Key Contributors to Personal Development

Although investigations of virtual teams continue to increase, the available research has not included findings based on a significant sample of workplace virtual team members and what they consider important in the performance coaching and personal development processes. Participants were members of social network virtual teams who had been members of virtual work teams. The sequential explanatory study data used a sample of 149 virtual team members. The Kruskal-Wallis results for coaching and mentoring indicated perceived positive contributions by performance development efforts on the personal development of individual virtual team members. Neither Kruskal-Wallis nor Mann-Whitney

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Tests could be computed on the training data so no statistical conclusion could be reached indicated the relationship of training to personal development. The final phase of the analyses was a qualitative analysis of participant comments. Most participants described advantages of virtual teaming to their personal development. Training varied widely across organizations and was often difficult to complete. Training helping employees and leaders acclimate to the virtual environment was helpful. Coaching was more challenging for both leaders and members of virtual teams than in the non-virtual settings. Mentoring for members of virtual teams was positive, establishing close, lasting working relationships with mentors.

Room 3

Dawn A. McDaniel, Saybrook Graduate School and Research Center

The Hermeneutic Cycle: A New Angle to Qualitative Research Design

Qualitative research methods devoid of a rigid structure may wreak havoc on a researcher as they struggle to design an adequate and effective research study. In addition to guiding principles of the method, the hermeneutic cycle and its philosophical underpinnings offer a unique approach to building a comprehensive research design. Gadamer (1982) explains that historical consciousness or our entire realm of understanding is based on our cultural, spiritual, and ancestral experiences, continuously influences our interpretation and decisions. Intentionally applying the hermeneutic cycle to the research design stage allows the researcher to explore their presuppositions from various angles. This workshop employs a cyclical hermeneutic approach that encompasses the researcher and their historical consciousness into developing a research design. Through reflexive exercises, the researcher will explore the strengths, weaknesses, affinities, and biases that make up their comfort zone. Participants will examine how the HP cycle can support research design, assess researcher values and biases that may unconsciously influence the research structure and design, and identify areas of improvement within the researcher's study development process. Identifying the researcher's presuppositions about the research process through the hermeneutic cycle can critically inform our choices and help us reach beyond the somewhat institutionalized tactics to building a research design.

Bruce Lilyea, Nova Southeastern University
Kristen Poppa, Eastern University
Jeffrey Aguiar, Nova Southeastern University

Dialogic Conversations in Qualitative Research Education: A Co-Constructed Learning Case

In this presentation we discuss the practical application as well as the personal experiences and discoveries that were designed into and emerged from a series of dialogic interactions in multiple online university courses. In a unique and disruptive time where sense-making and sense-sharing seem to have extra significance, this classical approach was implemented to tailor the learning to the interests, needs, and direction of the learners. The intent in this alteration of the standard course design was a greater sense of exploration of the topics and to create a space for the learners to thrive. This co-constructed learning experience was applied to multiple qualitative research graduate level courses and included

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discussions of qualitative methodologies from a theoretical and application perspective as well as concepts from the related literature that were perceived as resonating or challenging. Additionally, the discussions included the implementation of qualitative thinking and the potential application of a qualitative life. The instructor/facilitator and selected learners will share insights and descriptions of the experience and a related community discussion will be encouraged as we consider this co-constructed learning case and how it applies to a learning community.

Room 4

Sania Gul Panezai, National University of Modern Languages

Teacher Agency in Early Bi/Multilingual Education: An Insight from the Government Primary Schools of Balochistan

Balochistan is the province known for its language and cultural diversity. In the early phase, young children acquire their first language (Balochi, Pashto, Punjabi, Sindhi, and, Persian). Moreover, in their school phase, they are bound to learn Urdu (National language of Pakistan) and English (Official language of Pakistan) languages. Additionally, the family language of the majority of the children differs from the teaching and learning practices of educational institutes. The un/less educated parents (that do not speak socially dominating language) often hesitate while communicating with school while monitoring the language progress of their children. In this research project, the researcher focused on the important role that the agency plays in students' basic language learning need in the government primary schools of Balochistan (Pakistan). Besides, teacher agency in a bilingual/multilingual context, at the best information of the researcher, is not previously explored in the context of Pakistan in general and Balochistan in particular. In this research study, the research will identify, how teachers experience agency while implementing language policy in government primary school of Balochistan. This study falls under interpretative research. Creswell (2009) explained interpretive research as "not much has been written about the topic or the population being studied, and the researcher seeks to listen to participants and build an understanding based on what is heard" (p. 26). This research technique would assist the researcher to investigate primary school teacher agency while teaching English to students from multi-lingual/cultural backgrounds. Based on the major findings the researcher concluded that teachers need to own the responsibility for their learning. Lastly, this presentation highlighted the role of the school administration and Education department can play to improve teacher agency so that the teachers continue to improve their teaching methodologies and accelerate students learning practices.

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Kimberly Underwood, University of Phoenix
Joy Taylor, University of Phoenix
Sandra Sessoms-Penny, University of Phoenix

Millennials in the Workplace: A Qualitative Exploration of Managerial Perceptions in Multi-Generational Organizations

The growth and influence of Millennials in the workplace have generated questions from managers on how to best identify and harvest the skills, talents, expectations, and contributions of Millennials for the good of the multi-generational organization. This study investigated how the inclusive organization functions from the perspective of the managers of Millennial workers. By exploring the extent to which managers understand and respond to the wants and expectations of the growing millennial population in the workforce, the study advances the current state of knowledge about the role that Millennials are having on organizational culture and on the relationship between employee and manager. Participants were asked to reflect upon and share the strengths and challenges of having Millennials in the workplace, as well as what socialization tactics they used to engage Millennials and to help others in the workplace adapt to the Millennial's style of work. The participants were identified as leading multigenerational work teams that include one or more identified Millennial employee. Managers were recruited through three Chambers of Commerce from around the United States. Each manager participated in a 30-minute, recorded, semi-structured phone interview. Transcripts were entered into NVivo for coding and analysis of patterns and trends. Key themes were identified in the study: the benefits and challenges of Millennials in the workplace; tactics for management and socialization; and the characteristics needed for effective management. These results, along with a compiled list of suggestions for effective leadership of this population within organizational structures, will be shared during an engaging discussion with the audience. We propose a presentation session, within a PowerPoint format, detailing the methodology and results of this study. Also, within this presentation, the author will present a compiled suggestion of best practices for classroom management and leadership support. The session would then be open for an opportunity to ask questions (time permitting).

Andrea Marie Hyde, Western Illinois University
Jim La Prad, Western Illinois University

What Does It Mean To Use One's Mind Well? A Case Study at the Eagle Rock School

At TQR 12, we will share a preliminary report of findings from a case study at an alternative, residential high school that is organized around principles of social justice and leadership. This particular school was part of the now disbanded Coalition of Essential Schools (CES, 2012), founded by Ted Sizer and Deborah Meier, both of whose praxis could be called most simply, democratic education. The campus is operated in a democratic fashion, with daily meetings, called Gatherings, and students having a say in the construction of course content and the conduct of learning and assessments. All student evaluations are based on projects that are shared through public demonstrations of learning with requisite public engagement on their topics and including written and oral reflections shared with a panel of external

judges (as described by Meier, 2002; and Meier & Schwartz, 1995). We will share what students and staff at the school tell me in interviews about using their minds well and describe what I observe during classes, school-wide meetings, demonstrations of learning (as a participant observer) and intramural activities. Hopefully, we will be able to articulate their lived, local and shared meanings. We will invite conversation about what it may suggest about public education that this democratic microcosm (Dewey, 1916) exists at a private (tuition free) school.

Jade Williams, Universiity of Florida
H. Robert Kolb, Universiity of Florida

Clinical Research Professionals: Focus Group Findings of Workplace Communication Uncertainty, Stress, and Emotional Labor

This focus group study explored perceptions of workplace communication as experienced by Clinical Research Professionals (CRPs) managing or coordinating clinical research. Findings suggest that CRPs associate contentious communication with uncertainty, stress, and emotional labor. Further, although many participants regularly utilize effective conflict and emotion management strategies, they lack confidence in both knowledge and efficacy of competent communication, stress management, and emotion management skills. Presentation will define communication competence and conflict and examine positions, interests and goals via topic, relationship, identity, process. Then look at conflict styles and tactics as accommodations, avoidance's, collaborations, competitions, and compromises concluding with best practices in conflict management.

Room 5

Jill Sanghvi, Ummeed Child Development Center
Shoba Nayar, Independent Academic

Poetry as a Medium for Articulating Stories

Qualitative researchers are utilizing diverse ways to present and analyze data to capture people's narratives. One such way is through the use of poems. The use of poems in research has been widely documented; however, what remains underdeveloped in the literature is an understanding of the use of poems and its alignment with narrative inquiry. In particular, the use of poems as a way to gather stories for analyzing data, especially when participants are not very articulate. Narrative inquiry is interested in the stories that people tell and retell. It provides the flexibility to share stories in diverse ways. Poems are a way of telling a person's story. This presentation highlights the use of poems as a medium to gather stories of wonderfulness of young people with autism. Young people with autism have diverse verbal expression. The use of poems provided a way to capture the stories as well as honor the voice of these young people. This presentation offers a detailed description of the creation of poems from participants' transcripts and how these poems were analyzed in the context of narrative inquiry. Engaging in the poetry making process presented challenges, along with unexpected benefits. These will be explored and

discussed in the context of undertaking narrative research among populations with diverse communication needs.

Kevin S. Bottomley, Indiana Institute of Technology

Unspoken Factors in Organizational Decision-Making: A Case Study

The present study is a first attempt to operationalize the hidden dimensions proposed by the Covert Process Model (Marshak & Katz, 2001). The researcher employed an inductive approach based on the assumption that some level of hidden processes occurs during organizational meetings. The sample consisted of 22 participants including C-level, senior executives, and administrative support personnel for a large nonprofit organization in the southeastern United States. The researcher observed two of the organization's executive level meetings, then interviewed select participants. The results of the study indicate that unspoken factors exist within organizations, however it is difficult to surface these unspoken factors within a group. This appears to influence the amount of information that it shared in the decision-making process.

lillian cortez, Wilkes University

Perspectives of Community Health Nurses in Caring for Patients with Congestive Heart Failure

Approximately 70% of patients with congestive heart failure (CHF) are 65 years or older (Chiu & Cheng, 2007). Reports indicate that more than five million U.S. citizens aged 20 and above are suffering from CHF, and this number is likely to increase significantly in future years (Pi & Hu, 2016; Ziaeian & Fonarow, 2016). Care provided by community health nurses (CHNs) has demonstrated effectiveness in improving outcomes for CHF patients by reducing the problems of lengthy hospital stays, unplanned admissions, mortality, and hospital costs (Vedel & Khanassov, 2015). Using a phenomenological design, the purpose of this study was to explore the lived experiences of CHNs caring for an underserved population in a large urban area in one northeastern state, and their roles in improving the quality of life of elderly patients with CHF. The research questions for this study were: (1) What are the lived experiences of community health nurses who care for an underserved urban population of elderly patients with congestive heart failure, and (2) What are the community health nurses' perceptions of their impact on the quality of life of an underserved urban population of elderly patients with congestive heart failure. Data was collected through semi-structured, face-to-face interviews of 11 community health nurses and was analyzed following a six-step thematic analysis process (Braun, Clarke, Hayfield, & Terry, 2019). Three themes emerged from the data: (1) "care of congestive heart failure," (2) "patient qualities," and (3) "role of the community health nurse." Each theme encompassed several sub-themes and codes. This study adds to the growing body of literature that highlights CHNs as critical members of multidisciplinary teams treating elderly patients with CHF and can be used to inform future research aimed at reducing hospital readmissions.

Presentation Summaries Schedule

Trina M. Hines, University of Phoenix
Michelle Susberry Hill, University of Phoenix
Karen Johnson, University of Phoenix
Mary W. Stout, University of Phoenix

Phenomenological Study of Female Veterans' Transition Experiences and Online Education

The percentage of veterans who are female has increased. With military cutbacks, women veterans may choose to transition from the military to civilian life and enroll in higher education. The purpose of this qualitative, transcendental phenomenological study was to explore and understand the lived experiences of female noncommissioned officer veterans when enrolled in an online bachelor's degree program. The central research question was as follows: What are the lived experiences of female veterans when pursuing an online bachelor's degree at a higher education institution? The participants were four female noncommissioned officer veterans. The data analysis process resulted in four main themes: (a) leadership support affects morale, (b) three dimensions of health affect wellness, (c) reducing obstacles improves online performance, and (d) the level of communication affects success. Eight subthemes were identified: (a) conflict between work priorities and goals, (b) mental health, (c) physical health, (d) emotional health, (e) access to materials, (f) learning platforms, (g) money, and (h) the feeling of being unheard. The findings indicate female veterans may benefit from having an online social network and that both female veterans and faculty may benefit from participating in a technology workshop. Further, standardizing Veterans Affairs education benefits across all branches of service may assist veterans with completing higher education.

Room 6

Janet C. Richards, University of South Florida
Christy Bebeau, University of South Florida

Demystifying Reflexive Thematic Analysis

In 2006, Braun & Clarke developed an innovative and well-received structure for analyzing qualitative data. Termed "reflexive thematic analysis," this method has become of interest to qualitative researchers since it is theoretically flexible, straightforward, and intuitive and is compatible with many, although not all, types of inquiries. In their conceptualization of reflexive thematic analysis, Braun and Clarke (2006) and Clarke & Braun (2013) conclude themes do not spontaneously emerge from coding and categorizing data. Rather, researchers engage in active, decision-making processes to generate themes. Moreover, they stress the importance of researcher reflexivity, recursivity, and the goal of data reduction without losing meaning. Erlingsson & Brysiewicz (2017) note researchers often struggle to understand how to engage in reflexive thematic analysis. To help clarify these processes, we will begin with a brief overview of reflexive thematic analysis and then explain the phases of identifying, analyzing, and interpreting patterns of meaning (or "themes") within qualitative data. We will also offer examples of analysis of data for each of these steps. In addition, at all stages of the progression, we will provide Data Flow Diagram (DFD) segments (Woodman, 1988), graphical depictions that illustrate researchers' recursive patterns as

they work to reduce data yet maintain meaning. As closure, we will walk attendees through the process of reflexive thematic analysis: know the data; code the data; categorize the data; generate themes.

Jason E. Cook, Baylor University
Melissa M. Tovin, Nova Southeastern University

Is This Good Enough? A Novice Researcher's Interpretive Journey to a Meaningful Visual Representation

Data visualization is a powerful analytic tool that enables the qualitative researcher to explore and interpret the complexities of human experience, and present findings in a way that is meaningful and more easily understood by others. The construction of a visual representations can greatly enhance the interpretive process, and the wide availability of graphic and photo technologies make these methods accessible to researchers with little or no previous artistic experience. Constructing effective visuals to capture the complexities of human experience, however, is not always easy, particularly for novice researchers and graduate students. This session will explore one doctoral student's journey to exploring various artistic mediums and methods of visual interpretation for his dissertation research. During this session, a novice researcher will reflect on the evolution of a powerful visual construct that adequately captures the essence of caring for a child with a severe disability from the perspective of parents. Specific examples illustrating the visual construction process and the inner struggles of a developing researcher will be presented. An experienced researcher and dissertation advisor will add insights and reflections on effectively teaching visual construction to novice qualitative researchers. Pitfalls and barriers to effectively utilizing this method will be explored, and the audience will have opportunity to ask questions and share their own thoughts and experiences.

Janet C. Richards, University of South Florida
Alyssa Batastini, University of South Florida
Christy Bebeau, University of South Florida
Huiruo Chen, University of South Florida
Gretchen Dodson, University of South Florida
Christy Paris, University of South Florida
Michelle Rocha, University of South Florida

Uncovering and Exploring the Foundations and Principles of Our Qualitative Research Epistemologies: Reflecting through the Arts

OUR STORY: Recently Janet (our professor) had difficulty helping us (qualitative methods students) reflect on our epistemologies. Like most emerging qualitative researchers, we were confused about the legitimacy of our beliefs. To clarify our thinking, Janet formed a "Community of Interest" in which we employed the arts and turned our lenses inward to unravel the origins and principles of our epistemological positions. We discovered self-inquiry through artistic reflexive renditions of life-long learning experiences, cultural identities, nationality, ethnicity, and, social class helped us untangle the origins and principles of our qualitative researcher epistemologies. We will initiate this session with a

succinct Overview of why and how considering art as research advances knowledge, and in what ways researchers might turn to the arts as personal forms of discovery. Then, we will individually share our arts-based inquiries of "the self" through our music, dance, poetry, reflexive writing, drama, and; research, as expressions of our identities that influence our epistemic beliefs and consequently, our research. We will close the session by sharing what we learned about ourselves, our researcher stance, and the connection between our inquiries and our epistemic positions."

Breakout Session B

Room 1

Carmel G. Roofe, University of the West Indies
Therese Ferguson, University of the West Indies
Saran Stewart, University of the West Indies

Provoking Reflection: A Photovoice Exploration of Non-Traditional Adult Learners' Experiences in Higher Education

Non-traditional adult learners are different from the typical traditional learner (age 18-22) as they typically are employees rather than students who work. According to Chen (2017) these learners make up the majority of students in higher education classrooms. As a result, adult learners pursuing postgraduate studies will need support in understanding themselves as learners and how to succeed. With this in mind, this study seeks to ascertain the following: (1) the distinctive characteristics of adult learners in higher education in the Caribbean context; (2) pedagogic approaches lecturers utilise with them; (3) the challenges they face in pursuing postgraduate studies in higher education; and (4) the role, if any gender plays in their experiences. Using photovoice as a participatory action research method, a team of researchers and a group of their postgraduate students seeks to explore the experiences of adult learners pursuing postgraduate studies in a higher education institution in Jamaica. Qualitative data will be collected through photographed representations of prompts regarding the examined issue of adult learners in higher education in the Caribbean. Participants and researchers' co-analysis of the images and reflections on the meanings attached to images will be used to share findings. This presentation seeks to share the findings to provide an understanding of the experiences of adult learners in higher education in a Caribbean context. Additionally, the presentation will highlight reactions of the researchers to the use of photovoice as a research method as a means of sharing lessons learned.

Danielle Lane, Elon University
Katherine Baker, Elon University

Complex Roles in Qualitative Inquiry: Researcher, Professor, and/or Mentor?

In this presentation, we explore the complexities and reflections of two researchers completing research on and with our senior undergraduate teacher candidates. The study in which we contextualize our grapplings explored five teacher candidates' experiences completing the edTPA, a performance-based teaching assessment completed during their senior student teaching year. The inquiry employed the use

of individual interviews, informal conversations, focus groups, and open-ended survey data. The project transitioned from a case study to a more responsive and dynamic research design as participants asked for voice in the shape, outcomes, and presentation of the research. Part of the participants' desire for involvement resulted from their trust of the researchers due to overlapping roles embodied by each researcher. Both researchers taught the participants in core courses in their program, served as co-teachers in the participants' senior seminar, and acted as supervisors during participants' internships. Thus, we had to constantly determine the lines between researcher, mentor, and professor admitting that perhaps at times there were no lines. Throughout the course of the study, we recognized the complexities of the roles we served in relation to our participants and found ourselves pausing before responding to participant insights or questions, asking ourselves, "Under which role should I respond?" Herein, we share our experiences in navigating blurred boundaries between researchers and our professional obligations to mentor and support participants. Further, we aim to problematize how our own biases impacted these roles while guiding our design and then re-contemplating that design and analysis as the process emerged.

Matthew J. Kruger-Ross, West Chester University of Pennsylvania
Jennifer Rodgers, West Chester University of Pennsylvania

Listen Carefully: Supporting EdD Students' Aural Literacy

In this presentation I share the preliminary results from a phenomenological qualitative study conducted with my doctoral students. As a teacher-scholar, my classroom is my laboratory. Thus, I often explore the implications of new technologies or pedagogical strategies in my classroom. I am blessed with the opportunity to teach and nurture graduate students early in my career. I am also committed to meeting my students' needs as future scholars. Developing doctoral students includes an introduction to the culture of academia. Any introduction to academia must include the literacy practices within a field. But we often only consider students' literacy skills as they occur for visual texts. Most recently I have been experimenting with alternative ways for my graduate students to access course readings. This has included offering readings in audio format. My initial results address the first year EdD student's literacy practices. First I explore the expectations around traditional reading versus oral/aural literacy(ies). Then I tell the story of my students' reading practices. The narrative of my findings includes a transformation in how students see themselves as readers, using not only their eyes but also their ears. When integrating educational technologies into the classroom the benefits are often limited to efficiency and access. In the story of my students-as-readers I uncover benefits to the development of aural literacy and students' self-awareness as readers.

Gabriella C. Liwanag, University of Florida

Cohousing Case Study: Gainesville Cohousing Community, Health and Social Wellbeing, and COVID-19

Feeling lonely? In recent reports, 1 out of 5 Americans have reported feeling lonely or socially isolated; this increased to 43% among adults over 60. Social isolation has been linked to an increased risk for depression, anxiety, cognitive decline, stroke, and cardiovascular disease. This issue is all the more

important as COVID-19 forced the world to remain physically – and for many, socially – distant. Though there are many possible ways to address social isolation, one that deserves more attention is cohousing. Not to be confused with a kibbutz, cohousing communities are intentionally planned to combat social isolation and promote healthy social and emotional behaviors among independent households. Research shows that older people in cohousing communities could live in own their homes for approximately 10 years longer than in conventional community setups, due in part to the social support inherent in cohousing. Cohousing communities also had a lower incidence of chronic diseases. This study focused on the Gainesville Cohousing community. This study examined the community identity and experience, cohousing's role in promoting social connectedness and healthy behaviors, and how the community adapted to COVID-19. To assess these items, the researcher conducted an "Zoom ethnography" through observations during community events and interviews. Residents of Gainesville Cohousing reported high levels of emotional and instrumental support, which increased during COVID-19. Many reported the physical layout of the community fostered physical activity while enhancing social interactions. Additionally, the community shared how their COVID-19 decision making touched on the difficulties faced regarding individual freedom and collaborative living.

Room 2

Lewis E. Mehl-Madrona, University of Maine

The Role of Storytelling in Counselling for Opiate Use Disorder

Previously we explored storytelling for women recovering from opiate use. We examined the effect of using an Amazonian motif of strong women stories on subsequent recovery. We expanded our sample from 13 women to 41 people, including 8 men. We used the Northwestern University Life Story Interview at the initiation of our process along with the Adverse Childhood Events Scale. We sought the story people told early in their treatment to explain their opiate use. The psychotherapists working with these patients were encouraged and supported to tell stories about people having agency and making choices and taking actions to overcome adversity. We provided the psychotherapists with samples of stories from traditional cultures (many of the patients were Native American), popular culture, and literature. Following a minimum of six months of treatment, we looked again at the stories people told to explain their relationship with opiates. We applied an iterative, constructivist, grounded theory approach (inspired by Charmaz) to find the prominent themes of these collections of stories. Analysis continued to support previous findings that the stories told presented opiate use as reactive to life circumstances, justified by those circumstances, with a passive style of coping that minimized agency. Stories told after participation in treatment showed increasing levels of agency and sense of choice and often included examples of stories told by the psychotherapist. We concluded that continual repetition of heroic stories of characters with agency shifts perspective in that direction.

Presentation Summaries Schedule

Jacqueline Hinckley, Nova Southeastern University
Erin J. Bush, University of Wyoming
Katie Strong, Central Michigan University

Techniques for Interviewing People with Communication Disabilities or Differences

Interviews are a commonly used technique for gathering qualitative data. Approximately 1/5 of Americans have a speech, language, or hearing impairment or limited English proficiency that would substantially alter the effectiveness of typical interviewing techniques. Using typical, non-directive techniques for conducting interviews may be unsuccessful when participants have communication disabilities or differences (Luck & Rose, 2007; Prior et al., 2020). To address this difficulty, interviewers may often resort to the use of proxies rather than tackle techniques or strategies that could bridge communication challenges. Interviewers may also find that they are making interpretations or directing the conversation in ways that may not be consistent with the participant's meaning. These challenges may substantially affect the validity with which data are collected through interviews. Knowledgeable use of effective interviewer strategies, including supported communication and strategic use of wait time and conversational techniques with verification, can lead to more effective interviews (Wilson & Kim, 2019; Teachman & Gibson, 2018). Visual tools are also growing in use and can have a number of different purposes within an interview (Glegg, 2019). For example, pictographic supports, visual rating scales, and other tools can make the difference between a successful and unsuccessful interview with individuals with communication disabilities or differences. In this hands-on workshop, we will demonstrate and give you a chance to practice communication supports and strategies that can improve the results of interviews conducted with those who have communication disabilities or differences.

Nicholas Dix, University of Northern Colorado
Matthew Birnbaum, University of Northern Colorado
Joseph Paris, Temple University

Exploring the "At-Risk" Student Label Through the Perspectives of Higher Education Professionals

Institutions of higher education often use the term "at-risk" to label undergraduate students who have a higher likelihood of not persisting. However, it is not clear how the use of this label impacts the perspectives of the higher education professionals who serve and support these students. Our qualitative study explores the descriptions and understandings of higher education professionals who serve and support at-risk students. We use thematic analysis (Braun & Clark, 2006) to interpret our data and develop our themes. These themes include conflicting views of the "at-risk" definition, attempts to normalize at-risk, fostering relationships, and "at-promise."

Presentation Summaries Schedule

Room 3

David Loren Hart, Capella University
Rebecca Jean Armstrong, Capella University

The Need for Flexibility When Creating a Qualitative Dissertation

Every dissertation author is prepared to pursue all necessary phases of that process from beginning to end. That writer has come to the realization that certain components of a dissertation are standard, those such as possession of scientific merit, an introduction of the topic being examined, and review of the current literature, to name a few. Authorship of any dissertation will also include chapters that address data collection, data analysis, and a report of the study findings, among others. However, the role of the researcher in a qualitative dissertation is quite unique; selection of a formidable research design is a precursor, conduction of face-to-face interviews is a standard procedure so participants' stories can be told, travel to established interview sites is expected, and other opportunities for personal interaction are presented. However, unexpected adjustments are always possible: participants may withdraw from the study, data collection sites may become unavailable, and as we all know as of late, COVID-19 may be an unwelcome yet very real confounding factor. To adopt a sense of flexibility at the beginning of the dissertation process is to prepare for the unforeseen. This preparation is to arrive at alternative measures so that in the event of unexpected change, an effective doctoral study and summary of the findings in dissertation format can be provided. Such a mindset is to provide an ongoing sense of confidence and empowerment should certain elements interfere with creation of the culminating project. We look forward to sharing our proactive ideas with you.

Janet C. Richards, University of South Florida
Christy M. Bebeau, University of South Florida
Ron Chenail, Nova Southeastern University
Audra Skukauskaite, University of Central Florida
Daniel Edelen, University of Central Florida

Learner-Centered, Sociocontructivist, Qualitative Research Pedagogy: Recognizing Students as Active Participants in their Own Learning

Most literature on teaching qualitative research remains at the level of descriptions of teaching philosophies, course content, and teachers' experiences. There is not yet a pedagogical culture around research methodology … and little evidence of a research-based approach to teaching qualitative research (Wagner, Kawulich, & Garner, 2019). To advance this stasis in qualitative teaching methods, in this Workshop attendees will learn approaches in which the teacher functions as a facilitator who coaches, mediates, prompts, and provides opportunities for students to develop and reflect upon their understandings. In this interactive teaching style students expand their knowledge through individual cognition and also through interaction and collaboration with others. Thus, pedagogy is not offered through transmission of facts, but rather, embraces a collaborative nature of learning and is perceived as an active process, where knowledge is constructed, not acquired by individuals in interaction (See Bruner,

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2009; Dewey, 1933, 1998; Mascolo & Fisher, 2005; Piaget, 1972; Richards & Wolf, 2019-2020; Vygotsky, 1978). Attendees will briefly explore tenets of constructivism, socioconstructivist and sociocultural theories that undergird learner-centered qualitative research pedagogies. And learn pedagogical practices from instructors of qualitative research methods. The instructors will offer strategies and approaches they have developed to engage students in active ways of learning that promote students owning qualitative research practices. Instructors will offer these lessons not as a script for session attendees to follow, but as inspirational ideas based on theory with potential for attendees to extend, or alter the lessons to fit their teaching context and learners' instructional needs.

Room 4

Oksana Moroz, Indiana University of Pennsylvania

English and Ukrainian Versions of "Coronavirus Disease 2019": A Critical Rhetorical Analysis of Wikipedia's Language Editions

Since the outbreak of Covid-19 in March 2020, Wikipedia was among the first sources of updates for the general public. In recent years, the internet encyclopedia has gained a reputation of containing trustworthy information due to its strict rules on misinformation and verifiability. However, as reported by Harrison (2020), editors faced numerous challenges while creating articles on such a hot topic, for example, the novelty of information and the speed of making real-time edits. As a native speaker of the Ukrainian language, I was curious to see how Wikipedia's language diversity is manifested in reality by critically examining two articles in Wikipedia on the same topic titled "Coronavirus disease" in English and Ukrainian Wikipedia. To critically analyze the two versions, I used Foss' (2009) rhetorical criticism framework. She explained that rhetorical criticism is a "qualitative research method that is designed for the systematic investigation and explanation of symbolic acts and artifacts for the purpose of understanding rhetorical processes" (2009, p. 6). Different aspects of the two articles bring several implications to Wikipedia's language diversity and knowledge equity initiatives. First, the language versions of the same article differ in content, length, visual representation of information, number of views, edits, and editors. The two versions also have different levels of protection, which, therefore, designates one version as more valuable and exclusive than the other. In this presentation, I present a brief literature review on Wikipedia's knowledge equity and language diversity, provide critical rhetorical analysis, and propose an assignment for first-year composition students..

Meredith Campbell Britton, Yale University
Saria Hassan, Yale University
Arian Schulze, Yale University

Having a Lime: Remote Qualitative Research Training for Novice Global Health Researchers in the Caribbean

In the Caribbean, to lime is to socialize, or hang out. It is a fundamental aspect of Caribbean culture—when you lime, you build connections and become part of a community. Bringing the lime into science

requires trust, dedicated community engagement, and local capacity for conducting research. In this presentation, we will share our experiences using an online network to train local residents and stakeholders on qualitative research methods. The Lifestyle Intervention with Metformin Escalation (LIME) study seeks to reduce the prevalence of diabetes among high-risk individuals in Barbados, Puerto Rico, Trinidad and Tobago, and the U.S. Virgin Islands. Local research teams interviewed patients and providers from each island study site about the LIME intervention as well as individual and cultural beliefs about diabetes. We will describe our collaborative research training approach, which integrates remote instruction and hands-on practice into every aspect of the study, from instrument development through coding and analysis. We will share practical examples from the virtual curriculum, which includes independent readings, peer practice, feedback sessions, and group discussions. We will candidly discuss the benefits and drawbacks of an online network, particularly regarding accessibility and sustainability. Our online training was used to both effectively conduct an evaluation of an implementation science study and to strengthen regional research capacity. Strengthening research capacity helps ensure equitable partnerships across the science and research enterprise, particularly for global health research collaborations that span different countries and institutions. Come lime with us!

Dianne Trickey-Rokenbrod, Keuka College

Does the Meaning of Driving Independently Differ with Age in Rural America?

Our love affair with cars is well established. Unfortunately, the continued growth of cars is taxing the environment, the economy and our health. Efforts to change our driving habits requires a better understanding of why we love to drive independently. The aim of this study is to increase understanding of the meaning of driving independently, and to determine if this meaning differs between people of different ages. This preliminary qualitative study used an empirical phenomenological approach, with semi-structured, guided discussions conducted with four age-determined focus groups. A thematic analysis of transcribed audio files identified three primary themes common to all focus groups: Driving Supports Personal Freedom and Independence, Driving Enables Engagement in Valued Activities, and Driving Maintains Personal Identity. Analysis also revealed distinct differences in the nuances within primary themes and secondary themes which supported the development of the meaning of driving independently for each separate age group.

Victoria Landu-Adams, Georgia Highlands College

Utilizing Grounded Theory Methods in the Conduct of a Mini Research: A Nitty-Gritty Experience

My experience reviewing qualitative studies over the years showed that one out of fifty social science studies is conducted using the grounded theory methods. The grounded theory methods according to Charmaz (2011), involves systematic and flexible guidelines used for collecting and analyzing data collected. The analysis of the data leads to the construction of theories which is "grounded" in the data themselves. Utilizing grounded theory methods during my program obtaining the Graduate Qualitative Certificate in Nova Southern University was an eye opener that grounded theory studies can be conducted

Presentation Summaries Schedule

in social science studies. This presentation will demonstrate how I conducted and completed a grounded theory study assignment utilizing two interviews extracted from historical archive. In this session I will enumerate the steps to data collection from the beginning of the project. Additionally, the steps to developing theoretical analysis of the data leading to low level theory "grounded in the data will be discussed. It is hoped that this presentation will inform both educators and researchers on how to utilize grounded theory methods in social science studies.

Room 5

John Palladino, Eastern Michigan University

A Multiple Case Study of Special Education Administrators' Ethical Leadership and Decision-Making Approaches

The literature is not silent about the ethical dilemmas rampant throughout special education and for which Bon (2018) labeled as "wicked problems" (p. 98) before the profession's administrators. While these contributions point out an alarming concern, a dearth of comparable literature exists about how special education administrators navigate their ontological roles as both legal compliance officers and ethical leaders, especially qualitative contributions that could illustrate the debacle within specific contexts. The present study responded with an in-depth multiple case analysis of 12 special education administrators' espoused legal and ethical leadership approaches on behalf of the youth and families in their districts entitled to special programs under the Individuals with Disabilities Education Act. Interview questions elicited their justifications, approaches, and reflections about navigating a "both-and" approach to special education administration that accounts for compliance and ethics. A concurrent interdisciplinary literature review about ethical leadership was conducted via MAX-QDA software and resulted in the design of a framework used for coding and reporting the participants' responses. The upfront decision to do so was not meant to evaluate the participants' ethics or ethical leadership, but rather to illustrate their specific contexts within a broader understanding of how leaders, in general, emerge as ethical agents and the implications for special education, in particular. This presentation will address both the study's findings and the strengths and limitations associated with its design.

Erik P. Bean, University of Phoenix
LauraAnn Migliore, University of Phoenix

Autoethnography of Two Scholars Whose Book on Prudence and the Authentic Self-Leadership Style of Theodore Roosevelt Was Censored Due to COVID-19

Since our initial presentation An Autoethnography of Two Scholars who Developed a Framework on Prudent Leadership Using a Quote from President Theodore Roosevelt, our journey to create a booklet series 20/20 Prudent Leadership was abruptly interrupted on April 25th, the height of the COVID-19 pandemic. There, over the Zoom app, we sat dumbfounded in the Shelter in Place mandate more than 1,200 miles apart uploading our properly formatted Amazon Kindle and paperback versions of book two: Conversation, Conduct, Character, and COVID-19. As other entrepreneurial efforts we took advantage of

our editorial position to work in an extra "C" for the coronavirus and the tsunami of death, destruction and economic calamity it claimed. We asked ourselves, "What would Theodore Roosevelt (TR) do during such a pandemic?" And just after our Kindle version was accepted and published the paperback sat idle and could not escape the grip of Amazon's manuscript compliance algorithm. A new algorithm that would not allow any books with a COVID-19 title to be released. Our International Standard Book Number (ISBN), a requirement in the publishing business, was frozen, trapped in the behemoth's book distribution system of oppression, while many titles on other controversial, egregious, and erroneous issues, continued to be released. Join two scholars to learn how they overcame book 2's oppression and the journey to release all nine in the series culminated with a final single bound copy, public notoriety, reviews, and endorsements from a broad swath of leaders, trade publications, bloggers, and other TR admirers.

Fifi Kvalsvik, University of Stavanger
Torvald Øgaard, University of Stavanger

Methods for Interviewing the Elderly: A Test of Dyadic Interviews Vs. In-Depth Individual Interviews

In the presentation, we compare in-depth individual and dyadic interviewing as a method of collecting data in a study exploring the home-living elderly's perception of food and a healthy diet. The study sample consisted of 6 participants for the in-depth individual interviews and 8 dyads for the dyadic interviews. The dyads were composed of pairs who share a preexisting relationship and strangers. We will also discuss the role of participants' selection and pairing composition in dyadic interviewing, as well as how this facilitates interactions between the participants. Our results indicate that the main differences between in-depth individual and dyadic interviews are on the breadth of responses and types of information disclosed. We found that several types of personal and sensitive information were more likely disclosed during an in-depth individual interview, however, broader themes were covered in the dyadic context but not in the individual setting. While the dyad composition, homogenous (both male and female) and heterogeneous pairs work efficiently, both can be associated with disadvantages that hinder the elicitation. It is however indicated that females might succeed in either pairing style for this particular context. Furthermore, the pair with a pre-existing relationship is a more controllable and deliberate approach to pairing, however, the dyadic interview resulting from the stranger pairs contributes to valuable insight. Our findings can be useful for researchers to make a more informed choice when choosing the qualitative data collection methods, particularly when interviewing the elderly.

Diana C. Berich Brieva, University of Phoenix

Family Practice Physicians' Acceptance and Use of a Replacement Electronic Medical Record System: An Instrumental Case Study

Transitioning or upgrading electronic medical record (EMR) systems have unique and significant challenges than moving from paper charts to electronic charts. Physicians' perceptions of EMR systems affect the rate of adoption and use. The purpose of this qualitative instrumental case study was to explore the decision- making process of family practice physicians transitioning to a replacement EMR system at

a multi-specialty ambulatory clinic located in a metropolitan area of northeastern Indiana. This study sought to understand how family practice physicians form their decision to accept and use a replacement EMR system, how the family practice physicians overcame the barriers and challenges associated with transitioning EMR systems, and how did family practice physicians feel emotionally during the transition. Semi-structured interviews of 8 family practice physicians explored the decision-making process to accept and use a new EMR system. NVivo for Windows computer software was used to assist with the analysis of semi-structured interviews, questionnaires, and artifacts to identify themes. Three themes and 8 subthemes emerged from the data analysis. Key recommendations from the study include highlighting how the new system will improve the quality of care of patients, develop a multidisciplinary quality training program, and be prepared to address with the physicians the emotional impact inherent in transitions. The study findings may be important to health care leaders, policymakers, and health information technology designers and implementers in understanding how family practice physicians decide to accept and use future technology.

Room 6

Louise Underdahl, University of Phoenix
Rheanna Reed, University of Phoenix
Alice Vo Edwards, University of Phoenix

Students' Perceptions of Dissertation Preparedness: A Mixed Methods Case Study

Doctoral student attrition in onsite and online universities in the United States ranges from 40-80%. Student survey data have been collected but virtually no analyses have been conducted on students' perceptions of their dissertation experience, defined as interactions with professors and other school supports. The purpose of this mixed methods case study is to identify factors contributing to doctoral student retention. Existing literature suggests the quality of student-faculty relationships may be the strongest predictor of student learning success. In this qualitative research supported by quantitative data, student evaluations of dissertation and research courses are analyzed to better understand how course content and faculty interaction contribute to students' dissertation preparedness in an online University in southwest United States. Study results could identify strategies to improve effectiveness of existing services/interventions and provide more specific direction on strengthening student/faculty relationships to positively influence student persistence, retention, completion, and graduation.

Bryan D. Jennewein, California Institute of Integral Studies

Flourishing Cultures In Silicon Valley Teams: An Appreciative Inquiry Project Informed by Integral Theory

This session presents research from my doctoral dissertation inquiry addressing how one team at a Silicon Valley technology company engaged with their cultural contexts to provide an impetus for transformation. Tech company cultures have a longstanding and complex history, evidencing many contesting narratives: while some companies purport their cultures as desirable and advantageous, some critics assert these same cultures as disadvantageous or even detrimental economically, socially, and to both organizations

and the employees that comprise them. Situated in a constructivist and participatory paradigm, this study drew upon many diverse areas of study and infused Integral Theory's four-quadrant model into specific methods in fashioning an appreciative inquiry project as a series of four progressive meetings, to demonstrate how one established tech company team of eight people engaged with their cultural contexts to construct new knowledge about their team culture, present and future. In this session, I will present the strategy and design of this appreciative inquiry project, discuss my rationale and process for infusing integral theory into the methods, and share the new knowledge constructed about this team's culture. In addition, I will share my perspectives on the ways this qualitative study's design and execution help inform the growing body of knowledge concerning appreciative inquiry's efficacy and applicability, both when infused with integral theory and when employed in the study of culture, generally, and tech company culture, specifically.

Michael MacDonald, University of Phoenix

Autoethnography of a State Senator Who Formed a Research Institute Where Researchers May Find Greater Purpose Helping Humanity in the Private Sector

The doctoral journey has a deeply meaningful purpose for most everyone. I took my time to develop research that could add value to the published literature. I thought long and hard about the long-lasting value of my study. Most importantly, I wanted to help people. Within the first five years following my doctorate in health administration and a study entitled Women's Deterrence of Obesity through Exercise Adherence: An Interpretive Phenomenological Analysis I presented at The Qualitative Report Conference (TQR11) in 2020, I started to serve as a doctoral mentor facilitating the creation of a doctoral engagement think tank. Earlier in 2018 after winning election as a Michigan State senator, I was able to fuse my doctorate work and soon discovered opportunities outside of the academy for doctoral trained researchers was possible. In the past year, I formed a new Michigan based research entity, Fifth Domain Research Institute (FDRI). Join me for my autoethnography perspective to learn how our institute mission can align to assist other doctoral graduates and candidates, where post-doctoral work has the potential to be funded in the real world. As I stated at TQR11 our doctoral efforts and our skills are not only ripe for academia, but with the help of FDRI those with the same passion I had at the onset of my doctoral journey and throughout, may be able to secure private sector funding and notoriety where efforts from you can be lifted to new humanitarian heights and recognition during and after the current pandemic.

Felicia L. Murray, Tarleton State University

Exploring Parenting Influences: Married African American Fathers' Perspectives

This qualitative study sought to understand married, resident African American fathers' perceptions about parenting influences. Specifically, this study explored fathers' perceptions about sources and/or experiences that informed their approaches and attitudes about parenting. Social learning theory, the modeling and compensation hypothesis, as well as literature on the intergenerational transmission of parenting served as theoretical frameworks. Eight fathers participated in semi-structured interviews. One

main theme and four subthemes emerged from the data. Findings indicated that a number of influences including but not limited to experiences from their family of origin informed current parenting approaches and attitudes

Breakout Session C

Room 1

Jason Paul Feltz, McMurry University

Health-Related Quality of Life/Well-Being Influences on Servant Leaders in a Higher Education Context

This study investigates how higher education faculty and staff's mental and physical health-related quality of life/well-being (HRQoL) experiences influence their perceptions of servant leadership principles, defined as humility, altruism, vision, trust, empowerment, and service. Previously research has not explored the interaction between servant leader perceptions of mental and physical well-being/quality of life experiences and higher education faculty and staff perceptions of servant leadership principles. The research framework connected the previous theoretical foundations of servant leadership and health-related quality of life/well-being. A qualitative, phenomenological design was used to explore how HRQoL factors influence participant perceptions of principles of servant leadership. Thematic analysis was conducted to determine the well-being themes of influence on perceptions of servant leadership principles. Three primary results of the study were found: First, participant perceptions of servant leadership principles are changed or defined by struggle/trauma/hardship related to participants' HRQoL factors. Second, the development of interpersonal relationships through HRQoL experiences: access to healthcare, educational achievement, and material well-being, provided the modeling for participants' definitions of servant leadership. Finally, when people feel healthy, fulfilled and satisfied with their lives, they can become active participants in their environments, which for this study means participation in the principles of servant leadership.

Ronit D. Leichtentritt, Tel Aviv University
Galia Weinberg-Kurnik, Tel Aviv University

Implementing Barthes' Analysis Procedure: The Case of Bereaved Parents as a Result of Feticide

Bereaved parents who have undergone the feticide procedure due to fetus abnormality are reluctant to participate in a joint research interview and were therefore interviewed separately. Barthes' intertextuality approach was used to examine these texts in order to arrive at an interpretive understanding of this phenomenon. Barthes' analysis will be the center of this presentation. Barthes' analysis invites the reader to read the text by means of five codes in order to reinterpret the story. The codes ask the reader to examine the personal experiences of the plot's heroes, as well as the social and cultural discourses within which the plot unfolds. This reading makes it possible to examine the manner in which the individual is created and acts as a subject. The five codes generate a new text, which makes it possible to tell a multi-voiced and multi-layered story with multiple meanings. The "new text" allowed us to recognize that socially constructed gender roles and expectations ("this is what men/women are

expected to do" was a common statement in the interviews), as well as medical-biological and economic constructs, shape the parents' perceptions and actions. The results further demonstrate that both men and women actively try to behave based on the similarities with their partner and perceive any indication of differences as a threat. The researchers' proposal to take part in a joint interview was perceived as a danger to the agreed-upon socially constructed views informants had adopted when feticide was discussed and when it was performed.

Nicole Brown, University College London Institute of Education
Jo Collins, University of Kent at Canterbury

Systematic Visuo-Textual Analysis: A Framework for Analysing Visual and Textual Data

Over the past decades qualitative research has seen a linguistic and narrative turn (Atkinson, 1997), a participatory turn (Cornwall and Jewkes, 1995), a reflexive turn (Foley, 2002), a creative turn (Kara, 2015) and an emphasis on the sensory and embodied (Pink, 2015). Researchers now often combine some form of interviewing with the production of photographs, artefacts, collages, maps or drawings and the like. In practice, the artefacts produced are used to eliciting experiences and stimulating conversations for the interviews. The artefacts are a way into the conversation rather than data in themselves (Brown, 2019, 1). This may be due to differences in philosophical outlook on what is and should be data, but also due to the lack of theoretical constructs, frameworks and guides for how to deal with the artefact as data in a systematic analytical process. In our contribution, we present the Systematic Visuo-Textual Analysis, a framework developed to provide much-needed support for qualitative researchers in analysing artefacts in combination with interviews. Drawing on existing frameworks for visual and textual analysis the focus of this framework is to analyse visual and textual datasets separately and in conjunction with one another through several levels of interpretation from noticing descriptive elements and focussing on specific linguistic and artistic elements through to developing conceptual themes. Drawing on examples from our own research, we will demonstrate the practical application of the Systematic Visuo-Textual Analysis before concluding

Ilaria Coppola, University of Genoa
Nadia Rania, University of Genoa
Laura Pinna, University of Genoa

Adapting Qualitative Methods During the COVID-19 Era: The Photovoice Online With Strengths and Critical Perspectives

2020 will be remembered by the scientific community both for the pandemic health crisis that the world has had to face, and for the ability of researchers to adapt their research methods to the situation of social distancing necessary to combat COVID-19. The technology, not always widespread among the population, created many difficulties in reaching certain population targets, however it was the only way during the lockdown to be able to do more research. Therefore, both quantitative and qualitative research made use of remote data collection methods that allowed to mitigate the challenges of physical distancing and

improve the researchers' toolbox. This work aims to highlight the strengths and critical issue of using the online Photovoice. The Participatory Action Research project involved 130 young adults who took part in a Photovoice online activity with the theme "Living with COVID-19: practical and emotional aspects". In this work we intend to return the analysis of the online Photovoice process, giving voice to the participants who, through individual reflective practices, have reasoned on the proposed technique and, with a group reflection, have highlighted the relevant group dynamics. The data collected were analyzed, on the basis of grounded theory, with the support of the NVivo 12 software. In the light of the main results, the strengths, critical issue and challenges of the use and effectiveness of the online Photovoice are discussed, which has allowed the creation of new social networks, a space for reflection and discussion and activation for individual and community empowerment.

Room 2

Lau Yui Yip, The Hong Kong Polytechnic University
Ivy Chan, The Hong Kong Polytechnic University
Carmen Sum, The Hong Kong Polytechnic University

Nurturing Sub-Degree Students with Professionalism – An Experience to Instill Growth Mindset and Self-Determination Through Competition

Educational competitions framing on various themes are universal in the higher education context. Students are encouraged to take part in competitions that allow them to develop problem solving skills, foster gritty will, and experience thrill from initiation upon completion. The learning impacts of competition are deemed constructive as students can apply learned knowledge in a highly resembled competitive environment of the workplace. In Hong Kong, higher education institutions usually organize year-round competitions in different forms in order to nurture students with essential 21st century skills that they should equip in future career, such as team cooperation and collaboration, problem-solving skills, critical thinking skills, communication and interpersonal skills, leadership skills, and professional attitudes. Maritime Project Award has been established in 2015 and completed in 2020. The main objective of award is to increase students learning motivation and enhance students' professional maritime logistics knowledge. In general, Under Maritime Project Award, students were required to analyze one case study relevant with "hot issues" or "urgent agenda" in maritime industry. The outstanding six students are invited to provide one oral presentation. The first research objective is to examine the mindset and motivational drive of sub-degree students enrolled in a competition, "Maritime Project Award", of a logistics management subject. Sub-degree students usually associate their academic results as an explicit indicator of intelligence and smartness. They leverage their "self-worth" as being brilliant to do well in a particular subject when they get a high academic result. We intend to examine the interplay between students' mindset (growth vs. fixed mindset) and devotion to the contest. For example, are top students usually have a growth mindset? Do students with a growth mindset exert more effort to sustain good performance as a revelation of high ability? Will students choose to minimize their efforts if they presume success is not guaranteed? The second research objective is to scrutinize the impact of competition results on future learning strategies. For example, if students believe that they exerted great

efforts and performed well in the competition but finally failed, would they perceive they are incapable, feel disappointed and then disengage from the future work? If intrinsically motivated students win the competition, would they adjust their learning strategies that help them a higher chance of success in next competition? The intrinsic and extrinsic drives will be explored to address how educators can use competition to support students to gain a sense of ownership of their learning behaviors and control of their lives. This proposed study is going to conduct in-depth interviews with the parties involved in the competition. We will sample winners (awardees), candidates not being shortlisted as the for the award, and contest organizer to explore their perspectives of the above research issues. Judgment sampling will be adopted to screen out qualified candidates for interviews with sample size set as 30. Content analysis will be conducted to examine the data collected from interviews.

Pedro P. Aguas, Universidad de Córdoba (Montería)

Key Stakeholders' Lived Experiences While Implementing an Aligned Curriculum: A Phenomenological Study

Furthering innovation in English as a foreign language curriculum has been a concern for the Colombian educational system for many years. Nevertheless, the major attempts at the national level continue to fail. Through this phenomenological study of 12 participants at a an urban public school in grades 6-12 I attempted to answer the phenomenological question, "What were the lived experiences of key stakeholders involved in implementing an aligned curriculum at an urban public school in a northern city in Colombia, South America? "The theoretical framework that guides this study included innovation, the theory of policy attribution, and the learner-centered philosophy. The study employed Moustakas' modification of the Stevick-Colaizzi's-Keen method of phenomenological analysis and van Manen's (1990) hermeneutic approach to phenomenology. The researcher collected the data through in-depth, semi-structured interviews, focus groups, and reflective diaries. Seven themes emerged from the data: (a) aligned curriculum and political aims, (b) awareness of the significance of affectiveness, (c) a sense of ownership and lifelong learning, (d) communication as the cornerstone of implementation, (e) ability to face uncertainty and challenges, (f) ability to create transformational leadership, and (g) transcendence toward innovation. The study highlights the feasibility of curriculum innovation at the secondary level with key stakeholders' commitment and full potential.

Stephanie Shayne, Husson University

An Exploration of Adjunct Faculty Experiences: An IPA study

Adjunct faculty represent the fastest growing segment of the academic workforce. As such, the support of adjunct faculty is critical to both adjunct faculty satisfaction and the successful achievement of student learning outcomes. Yet, institutions often struggle when it comes to knowing how to best support this growing and diverse component of the academic workforce. This study, using IPA methodology, investigated the experiences of eight adjunct faculty members at a small, private, nonprofit university in New England to understand their perceptions of their role at their institution and their identified needs

in regards to support and development. This presentation will present the results of this study and offer several easily-implemented strategies for improving the experience of, and better supporting, an institution's adjunct faculty workforce. Strategies emphasize the importance of cultivating "small" relationships and how those relationships can positively impact adjunct faculty development, satisfaction, and effectiveness.

Room 3

Kimberly Underwood, University of Phoenix

Open Season: A Qualitative Examination of the Impact of Police Violence Against Black Citizens on K-12 Educators

Their stories are regrettably familiar: the shooting of unarmed Michael Brown by a white Ferguson, Missouri police officer; the choking death of Eric Garner by a New York police officer stemming from the allegation of selling single cigarettes; and the shooting of 12-year old Tamir Rice, who was shot by a Cleveland, Ohio police officer for playing with a toy gun in a park. And as of recent, we are watching protests across the country following national attention on the deaths of George Floyd, Ahmad Arbury, and Breonna Taylor- all at the hands of police. Undeniably, these incidents have allowed social media to firmly solidify its place in mainstream media. Within social media platforms, amidst the constant stream of photos and messages from around the world, powerful symbols are emerging of the current unrest within the United States. "Hands up, don't shoot," "Black lives matter," and "I can't breathe" have become the newest rallying calls around the long-standing issues of racial inequality, racial profiling and racial discrimination. In light of these events, this author has conducted qualitative research in various K-12 schools in Ferguson, Missouri; Baltimore, Maryland; Cleveland, Ohio; and New York, New York to gain a better understanding of how educators address diversity-related social issues within middle school and high school classrooms. Though the unique lens of educators, this study provides a timely inquiry into dynamics of how these teachers navigate the difficult dialogue surrounding these tragic events and document the various roles they must assume as educators and social advocates within classrooms impacted by community violence.

Maddie Brockbank

Exploring Male University Students' Perspectives of Sexual Violence Prevention

Emerging anti-violence work has focused on the importance of engaging men in primary prevention efforts, especially on postsecondary campuses, due to the statistical reality that men are overrepresented as perpetrators of sexual violence (Black et al., 2011; Flood, 2019; Piccigallo, Lilley, & Miller, 2012). This study sought to build upon this existing body of literature by inviting male university students into discussions around their perspectives of sexual violence prevention efforts on campus to better understand how prevention programming can be improved to elicit male student engagement. Six participants were recruited from McMaster University to participate in focus groups. Focus groups begun with the facilitation of a common activity used in anti-violence programming, titled "the gender boxes,"

Presentation Summaries Schedule

to contextualize the discussion around exploring the social construction of gender as it intersects with violence against women. The ensuing discussion revealed the following themes: (1) cisheteropatriarchal masculinity demands men perform gender in ways that recreate sexual scripts and traditional gender roles, as evidenced by their reflections on "the gender boxes" activity, (2) traditional masculinity intentionally obscures the dynamics of negotiating sex and consent, which subsequently create the potential for sexual violence to occur, (3) participants described feeling disengaged from existing prevention efforts, and (4) participants imagined potential improvements to engage men in sexual violence prevention, which largely reflected existing literature on the subject. This project contributes to anti-violence efforts through revealing the continued need to engage men in every stage of the process to then facilitate their investment in ending violence against women.

Thalia M. Mulvihill, Ball State University
Raji Swaminathan, University of Wisconsin

The Aesthetics of Walking Methodologies and Pedagogical Listening for Arts-Based Educational Research Projects

The purpose of this session is to offer various ways walking methodologies and pedagogical listening can be used to advance arts-based educational research projects. How can arts-based research projects, using walking methodologies and pedagogical listening, help qualitative researchers refocus their gaze by creating and dwelling in liminal spaces? What helps researchers learn to visualize the lives they are studying? How might we theorize the power of pedagogical listening as it relates to self and collective efficacy? In this presentation, we will discuss what researchers can learn from various walking methodologies and various forms of pedagogical listening and how arts-based educational research can be enhanced by both.

Presentation Summaries Schedule

Room 4

Christina Silver, University of Wisconsin
Nicholas H. Woolf, QDA Services

Integrating Methodology and Technology: The Five-Level QDA Method as a Framework for Teaching Computer Assisted Qualitative Data Analysis

A continuing challenge in preparing students for qualitative and mixed-methods research is teaching both methodology and the use of digital tools concurrently, to ensure high quality research in a digital environment. The Five-Level QDA® method was developed to address these challenges. It is the only Computer Assisted Qualitative Data AnalysiS (CAQDAS) pedagogy that is specifically designed to span methodologies, digital tools and teaching and learning modes within an adaptable framework for integrating methodology and technology in both in-person and online curricula. The method recognizes that analytic strategies – what you plan to do – are by nature in contrast with software tactics – how you plan to do it. The method makes explicit what experts have learned to do when harnessing CAQDAS-packages for conducting qualitative data analysis: to "translate" between strategies and tactics in a systematic way rather than blending them and thereby weakening the integrity of both. Students and researchers new to the use of digital tools for analysis can take advantage of this method to quickly and efficiently harness the power of software tools for their methodological needs. This presentation describes the genesis and principles of the Five-Level QDA method and presents alternative models based on its principles for designing and implementing curricula that integrates the teaching of methodology and technology.

Kimberly Underwood, University of Phoenix
Joy Taylor, University of Phoenix
Sandra Sessoms-Penny, University of Phoenix

Examining the 2%: A Narrative Inquiry of Black Male Educators' Socialization Experiences in P-12 Classrooms

This study examines the experiences of Black male educators and their socialization processes in K-12 school settings. Research indicates there is a paucity of Black male educators in P-12 classrooms, with less than 2% of the total teacher population represented by this demographic. The purpose of this qualitative, narrative inquiry is to examine the experiences of thirty-two Black male educators in P-12 schools to determine common factors within their socialization experiences. The objective of this study is to explore commonalities within those experiences that may shed new light on ways to diversify P-12 education with new talent and retain current talent in P-12 schools. This IRB-approved, qualitative, narrative inquiry study used semi-structured interviews to capture the socialization experiences of thirty-two K-12 Black male educators across the nation. We chose narrative inquiry as the approach for this study because of its ability to examine historical perspectives of how Black male educators came to understand themselves as educators and their perspectives on how they were socialized to understand their roles in relation to others. The purpose of this qualitative research study was to examine the socialization process and

experiences of Black male educators in P-12 school classrooms across the nation. This research seeks to specifically explore the early experiences of learning the organization, understanding their role as a Black male educator, and relationship-building with colleagues and leadership. As there is limited research specifically examining the socialization process of Black male educators, the results of this study should be of interest to education leaders and advocates in strategies to better diversify P-12 classrooms across the nation, specifically in the areas of recruiting and retaining Black male teachers.

Roderick Jones, University of Wisconsin-Eau Claire

Toward a Phenomenographic Imagination: Understanding School Principals' Sensemaking of Identity and Disability

Phenomenography, an approach which draws upon phenomenology and ethnography, offers a nuanced way of understanding variation in experience and meaning of a phenomenon (Marton, 1981). The purpose of this session is to present how a phenomenographic approach was utilized to uncover different ways five retired school principals experienced and made sense of their social identities and disability as they led students identified disabled. Moreover, in this presentation I aim to explore historical and theoretical underpinnings of phenomenography, complexities associated with this approach, and the researcher's reflections on phenomenography as a means unpacking the research questions. Interviews, field notes, and reflective journaling served as sources for data generation. Employing a phenomenographic analytic framework provided by Dahlgren and Fallsberg (1991), findings suggested participants became and remained aware of their sense of leadership involvement in special education and disability through: (a) active presence, (b) critical reflection, and (c) inclinations/enactments to socially transform their school. Additionally, these themes of awareness (Marton and Booth, 1997) were connected to and supported four primary, interwoven ways participants experienced and made meaning of their social identities and disability. From these findings I suggest education leadership preparation programs should incorporate discussions on the significance professional and leadership identity, which can improve aspirant and in-service principals' understanding of role expectations associated with leadership in special education. It further addresses opportunities and challenges to performing phenomenographic research within the realm of educational leadership and suggests how this approach can help researchers and practitioners better apprehend interrelations between personal experience and leadership practice.

Room 5

Michael A. Deardorff, University of Phoenix Online

Experienced Critical Psychological States in Self-Managing Organizations: An Exploratory Case Study

The purpose of this exploratory case study was to investigate how 12 employees who had worked in self-managing organizations in the United States, experienced meaningfulness of the work, responsibility for the outcomes of the work, and knowledge of the results of the work. Eight themes and three subthemes emerged from participant interviews describing the motivational components of self-managed work. Purpose-driven work characterized by autonomy, high collaboration, and felt responsibility resulted in

participant descriptions of motivating work. Participants described feedback-seeking behavior as contributing to feelings of task significance. When respondents could determine how to accomplish work goals, self-managed employees described feelings of self-reported increased efficacy. The results of the research provide additional considerations to leadership and human resource managers of the potential benefits and challenges associated with the use of self-management as a motivational tool in work design.

Sheila Bustillos, Texas Center for Child and Family Studies
Angela Hoffman-Cooper, Colorado State University

Using Participants as Consultants: Foster Scholar's Contributions to Research

Learning from participants in qualitative research is a privilege. Decades of scholarship guides qualitative researchers with inclusive methodology that elevates participants' experiences. Inclusion in research projects can include member checking, key informant interviews, and making sure participants are adequately compensated for their knowledge and time. Yet, many times the participants are not used to co-create knowledge in the research process at a peer-level with researchers on the project. Using participants as research consultants on mixed-methods projects elevates their role from information source to co-creator of knowledge in the research process. Not all participants will be in the position to provide research advice or feedback on the research design. However, if it is possible, we should make efforts to bring participant consultants into the research process. In this presentation I explore not only the ethics of conducting research with people who have lived experienced in foster care but also how using Foster Scholars (academics with lived experience in foster care) as research consultants on projects when working with people with lived experience in foster care is the research focus. Participants will receive actionable steps for how to work with Foster Scholars when doing social work research.

Therese Ferguson, The University of the West Indies

Developing Master's Level Education Students Identities as Researchers: Mentors' and Mentees' Experiences

Mentorship practices are increasingly utilised in higher education settings as both capacity development for staff, as well as for "emerging" scholars at doctoral and postdoctoral levels (Strebel & Shefer, 2016). For students in higher education, mentorship fosters growth and development, and contributes to a more holistic development of students beyond the impartation and facilitation of disciplinary knowledge (Paterson & Hutchinson, 2019). Whilst many tertiary level institutions acknowledge the need for mentorship of doctoral candidates to develop research capacities and capabilities, perhaps less developed are those initiatives focused on graduate students who pursue research degrees through coursework, such as those in MEd or MA programmes of study. There may be more concerted focus on doctoral candidates given the presumption that these students will be entering into academic careers, which will entail a focus on research and publication. Yet, for candidates in research programmes primarily examined through coursework, research competencies are not only needed given the transferable skills they offer; but for a number of professions, these skills are needed in order for those working within their

professional settings to undertake research and apply their findings to their contexts. Those working within educational settings, for instance, can carry out action research to address and improve issues within their institutions (Greenwood & Levin, 2007; McNiff, 2014). With this in mind, this generic qualitative study sought to explore the experiences of mentors and mentees in relation to researcher development of graduate research students in education at a Caribbean university. The study found that mentoring relationships enhanced students' research capabilities and resulted in students identifying themselves as researchers. Further, those working within the education sector were able to translate these research skills into their professional contexts. The findings of the research are useful with respect to fostering a culture of mentorship among academic staff within the discipline of education in order to enhance Master's students research competencies for use in their professional contexts, as well as for those students who may ultimately decide to pursue doctoral studies.

Room 6

Kristen E. Fung, University of South Florida

Transmediation A/R/T/S: Imagination and Innovation Illuminate Complex Texts in Qualitative Research Courses

"Covid-19 rapidly shifted life into a tech-driven state that has educators and researchers searching for real-time answers for challenges in education as the world attempts to continue amid social distancing measures that prevent us from connecting face to face. This distance has amplified academia's need to develop innovative new methods for teaching and learning complex concepts. Transmediation requires a learner to transmediate prose (i.e., qualitative research texts) to other semiotic systems (poetry, visual art, letters to authors, music, etc.) and is a dynamic tool with benefits in process and product. The theoretical ideas in qualitative research texts are often difficult to grasp. Transforming concepts written in prose to arts-based representations makes these ideas clearer for the learner or "artist" creating the expression and the viewer who later experiences it. This presentation will present examples of student transmediations created to explore Poststructuralist theories and arts-based methods in qualitative research courses. Visual art, poetry, scriptwriting, and performance are just some of the mediums the audience in this visually stimulating session will experience as text is transformed before them. The theories of Deleuze, Foucault, and Butler will come alive through arts-based methods and illuminative explanation. Insight into the power of transmediation for the artist and audience and the reasons why researchers, teachers, and students need to start creating transmediations is revealed through the perspective of an Artist/Researcher/Teacher/Student."

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Ron Chenail, Nova Southeastern University
Sally St. George, University of Calgary
Dan Wulff, University of Calgary
Nicholas Dix, University of Northern Colorado
Matthew Birnbaum, University of Northern Colorado
Joseph Paris, Temple University
Wenwen Tian, King Mongkut's University of Technology Thonburi

Learning Along the Way

Writing and publishing qualitative research is not a "one and done" endeavor. At *TQR* we value that authors are passionate and "possessive" of their work (and rightly so), and as editors we are dedicated to helping authors be clear and showcase all of the high-quality effort they have put into their work. These two processes are brought together by the progression of mutual learning. In this session editors and authors join to share what they have learned from each other about working together to report quality qualitative work. We discuss and share what we thought at the beginning of working together, what we re-thought along the way, how we have grown from these experiences, and what thoughts we can offer to others who hold responsibilities for presenting their work and/or helping others present their work.

Presentation Summaries Schedule

Wednesday, January 13th

Breakout Session D

Room 1

Brigette A. Herron, University of Georgia
Darci Bell, University of Georgia
Jung Sun Lee, University of Georgia

Recruiting for and Conducting Virtual Focus Groups and Interviews with Low-Income Populations during COVID-19

Many qualitative researchers have weighed the costs and benefits of conducting focus groups and interviews at a distance (Krueger & Casey, 2009) and the possibilities and promise of using digital tools and synchronous online platforms for qualitative data collection (Morrison, Lichtenwald, & Tang, 2020; Paulus, Lester, & Dempster, 2014; Qianzhi & Cohen, 2020). However, less research exists on the methodological implications of recruiting and conducting virtual focus groups and interviews with low-income populations and professionals providing health and nutrition education to these populations. This presentation will explore the methodological implications and experience of recruiting for and conducting virtual focus groups and in-depth interviews with vulnerable low-income populations in Georgia. These observations arose from a series of qualitative virtual focus groups and in depth-interviews conducted during the early months of the COVID-19 pandemic as part of the University of Georgia Supplemental Nutrition Education Program Education (UGA SNAP-Ed) research project involving a formative evaluation and development of a pilot food and nutrition education program delivered by text message to low-income Georgians. To support the development of this text message health intervention, 8 focus groups and 3 in-depth interviews with 26 total participants were conducted. These focus groups and interviews were conducted synchronously online using Zoom, which allowed participants to connect via cell phone, landline, or computer in order to participate. Methodological considerations from this study indicate a need to remain flexible to the needs and abilities of participants and the importance of incorporating a trauma-informed approach to conducting qualitative research, particularly when pivoting to a virtual data collection platform.

Stephanie Cimperman, University of Phoenix
Karen Johnson, University of Phoenix
John Medgar Roberts, University of Phoenix

Understanding Theoretical and Conceptual Frameworks

This presentation titled Understanding Theoretical and Conceptual frameworks is a comprehensive overview of the definitions, distinctions, and use of theoretical and conceptual frameworks within research studies and dissertations. The presentation includes a review of how the frameworks are used, some examples of theories utilized within the frameworks, the differences between theories and concepts, example problem statements and how frameworks align to those problem statements, how to

generate the frameworks, barriers and best practices when getting started, and examples from two dissertations of both a theoretical and conceptual framework.

Sheryl Chatfield, Kent State University

Recommendations for Secondary Analysis of Qualitative Data

Publications and presentations resulting from secondary analysis of qualitative research are less common than similar efforts using quantitative secondary analysis, although online availability of high-quality qualitative data continues to increase. Advantages of secondary qualitative analysis include access to sometimes hard to reach participants; challenges include identifying data that are sufficient to respond to purposes beyond those the data were initially gathered to address. In this presentation I offer an overview of secondary qualitative analysis processes and provide general recommendations for researchers to consider in planning and conducting qualitative secondary analysis. I also include a select list of data sources. Well-planned secondary qualitative analysis projects potentially reflect efficient use or reuse of resources and provide meaningful insights regarding a variety of subjects.

Jennifer A. Tygret, University of Colorado
Sylvia Mendez, University of Colorado
Valerie Martin Conley, University of Colorado
Comas Haynes, University of Colorado
Rosario Gerhardt, University of Colorado
Sarah Cooksey, University of Colorado

Exploring the Mentoring Needs of Early- and Mid-Career URM Engineering Faculty: A Phenomenological Study

While mentoring has been identified as a valuable resource in recruiting and retaining underrepresented minority (URM) faculty, little research has examined the difference in mentoring needs of early- and mid-career engineering URM faculty members. As these needs can change as they navigate academia and the tenure process, mentors can effectively provide guidance and support only when they have been identified. The purpose of this phenomenological study was to determine the mentoring needs and activities of early- and mid-career URM engineering faculty who participated in the IMPACT mentoring program and how their needs were met (Moustakas, 1994). The IMPACT program and the associated research were supported by a National Science Foundation Office for Broadening Participation in Engineering award (15-42728 and 15-42524). The Ideal Mentoring Model for URM Faculty served as the theoretical framework and the study included interviews with 11 early- to mid-career faculty who provided an in-depth understanding of the participants' needs and activities. Findings indicate all faculty members seek career development support in navigating the engineering promotion and tenure process. However, mid-career faculty display greater interest in receiving sponsorship and coaching from their mentors, as well as an awareness of the importance of having a network of mentors.

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Room 2

Shoba Nayar, Independent Academic
Jill Sanghvi, Ummeed Child Development Centre, Mumbai, India

Mental Health Practitioners Becoming Qualitative Researchers: Experiences from an Indian Not-for-Profit Organization

Across India, qualitative research remains poorly understood and underutilized as a way of developing new knowledge. Ummeed Child Development Center (UCDC) provides transdisciplinary care to children and families experiencing developmental disabilities in Mumbai, India. In 2009 the UCDC mental health team began training in narrative ideas and practices as a framework that aligns with Indian values of collectivism and storytelling. Subsequently, all mental health therapists in the organization have adopted this therapeutic approach in practice. Anecdotally, clients and therapists have had transformative experiences using narrative practices; however, due to limited experience in conducting research, the team has lacked any empirical evidence to support such claims. In 2019, the UCDC mental health team engaged in training to develop their skills and knowledge as qualitative researchers. As narrative practitioners, they already had an affinity towards a qualitative paradigm. Their motivation was to undertake research that would bring to light the myriad ways in which narrative practices were being used by the team and the challenges and benefits of such an approach, both for their own organization and more broadly in an Indian context. In this presentation I explore the journey of the UCDC mental health team to becoming qualitative researchers. The teaching and activities that have facilitated their learning of qualitative research will be discussed, along with challenges encountered with conducting qualitative research in the practice setting (e.g., obtaining IRB approvals) and strategies to overcome these issues.

Alicia Freeman
Tiffany Darby, University of the Cumberlands
Tiffany Hairston
Pamela Harris, University of the Cumberlands

The Double Pandemic and Educating from the Margins: An Analytic Autoethnography

This article presents a collaborative analytic autoethnographic approach as a vehicle to explore and examine the experiences of four black, female, faculty members during a double pandemic. Personal narratives were used to detail how intersecting components of their identities infused with social, cultural, and political norms impacted them during the coronavirus outbreak and racial trauma resulting from deaths of unarmed black men and women. The theoretical underpinnings of critical race theory provided the lens through which the researchers offer an understanding of the broader social phenomena. The researchers provide implications for counselor educators and future research.

Presentation Summaries Schedule

Lewis E. Mehl-Madrona, University of Maine
Barbara J. Mainguy, University of Maine

Chronic Pain Patients Give Different Histories to Different Types of Practitioners

In previous research we found that chronic pain patients told different stories to medical students than they did to a physician who could prescribe medications. Their stories were more positive to the medical student and more angry, bitter, and dysfunctional to the physician. In this study we looked at the stories that patients told to their psychotherapist compared to those who could prescribe them medication. Stories told were analyzed in an iterative, comparative process using a constructivist, grounded theory approach as inspired by Charmaz. Two raters assessed overall level of positivity or negativity of emotional affect on a 5-point Likert scale (ranging from -2 to +2) with a third rater contributing to form an average in case of disagreement. We sought common themes in the reports that patients made to their practitioners. Forty-nine patients were included, of whom 19 were male and 30 were female. The setting consisted of medication assisted treatment programs based in a family medicine residency clinic in central, rural Maine. Negotiations with prescribers often involved requests for higher doses of opiates, benzodiazepines, and psychostimulants. Patients presented significantly more negative affect to those who could prescribe them medication. They put more emphasis on how poorly they were doing when speaking to prescribers while putting more emphasis on how well they were doing when speaking to counselors. Our findings underscore the patient-practitioner encounter as a negotiation in which a narrative is created to support a goal and helps us realize that no one person gets the full story.

Room 3

Lewis E. Mehl-Madrona, University of Maine
Barbara Jane Mainguy, Coyote Institute

How to transition to Research Domain Criteria for Social and Behavioral Science Research

Qualitative researchers often rely upon the American Psychiatric Association's Diagnostic and Statistical Manual (DSM) for the classification of mental disorders for their research. Many qualitative researchers have assumed that these classifications are scientifically sound since they come from medical sources. Recently, however, the National Institutes of Mental Health (NIMH) has determined that no research will be funded that is based upon DSM diagnostic criteria. The DSM is actually a consensus-derived system without strong scientific evidentiary support. NIMH is now requiring Research Domain Criteria for diagnoses. This workshop will expose participants to what constitutes Research Domain Criteria (RDC) and will aid them in the transition from DSM to RDC. We will expose qualitative researchers to how to do qualitative research within the RDC criteria which are based upon brain circuitry that serve specific functions. For example, the familiar categories such as major depression, generalized anxiety disorder, and bipolar disorder, do not exist in RDC. Examples of circuits include story brain or social brain, the attention network, executive function network, sadness network, social belonging network, fear network, and more. The activity of these networks can be measured and can be mapped with specific interview techniques and questionnaires. For qualitative researchers, this means a completely different orientation

to psychiatric diagnoses. Instead of using the standard categories of which we are all accustomed, we select the brain circuits that are under or over-functioning and find ways to categorize people in that way for selection in research studies.

Lauren Anne Acosta, Northern Arizona University
Penny Morgan Overgaard, Cottage Health

What Are Qualitative Questions?

The innate curiosity of qualitative researchers may be guided by a particular field of study or shaped by specific interests. While it is important for researchers to channel this curiosity as they develop a qualitative study proposal, it is also necessary for researchers to be deliberate and methodical when crafting a research question. The creation of a research question is a crucial step in proposal development that provides a foundation for the entire study. A qualitative researcher operating with a poorly conceived or constructed research question will likely experience problems that affect all subsequent stages of a study and impair the overall trustworthiness of study findings. This workshop will help mitigate these issues, by presenting approaches that help qualitative researchers refine their research questions. Interactive feedback and real time practice with question development will help both novice and experienced researchers explore the relationship between the research question and optimal study design. This workshop will give participants the confidence they need to skillfully develop a qualitative research question that will lay the groundwork for fruitful scientific inquiry.

Room 4

Jessica L. Gonzalez, University of Alberta

Language Practices Used by People Living with Diabetes

Individuals' experiences living with diabetes continually changes, and how they feel about their diabetes evolves throughout their lives. The purpose of this focused analysis research project was to explore how individuals who live with diabetes and who manage with an insulin pump use language practices to describe their experiences with diabetes, their self-identity, and threats to self-identity. The data set consisted of 30 interviews with 15 participants in Newfoundland and Labrador. I employed inductive content analysis to identify essential language practices, implied meaning in the conversation, intended audiences, and conversational consequences in the interviews. Understanding how people with diabetes express their experience provides insight into how individuals perceive their self-management practices and their self-identity with diabetes in different contexts. This, in turn, may aid nurses in identifying language indicators that need to be followed up in conversation to illuminate the challenges and stigma people may face in living with their diabetes.

Presentation Summaries Schedule

Susan Kerwin-Boudreau, Champlain College-St. Lambert

Investigating the Longer-Term Impact of a Professional Development Program through Follow-up Interviews with College Teachers

Few research studies have monitored the longer-term impact of professional development (PD) programs on teachers in higher education. For example, do changes in perspectives on teaching and learning that teachers experience in a PD program persist over time? How might they evolve? In this presentation the author first summarizes the results of her original two-year qualitative study of Quebec CEGEP (college) teachers' perspectives on teaching and learning within a PD program. She then describes the results of a follow-up qualitative study that she conducted with the same teachers five years later. In the follow-up study, teacher interviews were coded using the constant comparative method (Maykut & Morehouse, 1994, 2002). Three major conceptual themes emerged: teachers reported engaging (outside of teaching), innovating (within teaching) and evolving (professionally and personally). Threads that appeared in the original study re-emerged in follow-up findings. Monitoring the longer-term impact of PD programs can shed valuable light on the on-going process of teacher development.

Daniel Edelen, University of Central Florida
Michelle Sullivan, University of Central Florida
Cristina Saenz, University of Central Florida
Audra Skukauskaite, University of Central Florida

Doctoral Student Positionings and Learning of Research

Doctoral students often find themselves in compounding positions during their time learning to conduct research. Using positioning theory (Davies & Harré, 1990), we outline the intricate storylines (Holland & Lachicotte, 2009) that influence how graduate students navigate their desires, expectations, and responsibilities as they traverse research learning in their doctoral program. Positioning theory is used to explore when, in what ways, and under what conditions the doctoral students position themselves, each other, and professors in particular ways. Although the act of positioning can refer to the physical arrangements of people as they position themselves in spaces in relation to others, more often, positioning represents a metaphor of the relationships of people as actors (i.e., doctoral students, professors, and university personal) in their daily social structures (Wagner & Herbel-Eisenmann, 2009). To explore positionings-in-action, we draw on our positions, experiences and records from group meetings in which doctoral students and a professor collaborated on peer-reviewing qualitative manuscripts submitted for national journals. Focusing on the rich points (Agar, 1996) that happen when individual or collective student and/or professor expectations of positionalities clash, in this study we demonstrate the intricate roles positionings and storylines create to enable and constrain opportunities for learning. Analyses of data from the peer-reviewing activities make visible how doctoral students enact positionings by drawing on and creating compounding storylines that subsequently influence their learning and becoming researchers.

Presentation Summaries Schedule

Michelle Sullivan, University of Central Florida
Cristina Saenz, University of Central Florida
Audra Skukauskaite, University of Central Florida

Learning Qualitative Research by Working with Previously Collected Records through an Ethnographic Lens

In research classes doctoral students learn about varied research approaches and methods for data collection and analysis. Qualitative research scholars learn about interviewing, observing or other forms of data collection methods such as documents, artifacts or art-based practices. The tacit assumption is that each new scholar will collect their own data for their dissertations and other projects. While students of quantitative methodologies are often encouraged to work with large datasets and existing data, qualitative research scholars are rarely introduced to the idea that they too, can work with previously collected records. In this presentation we share how a team of doctoral students and a professor have approached and worked with a video and text-based archive generated by high school students and a teacher from a different state. Working with records collected by others, we had opportunities to explore a range of questions that made visible the potentials and limits to certainty (Baker & Green, 2008) arising from analyses of such records. In this presentation we demonstrate how we approached the records to construct different levels of analysis to understand what was represented in the activities captured by insiders in texts and videos they had shared with the research team. We also make visible the potentials for learning qualitative research when working collaboratively to analyze previously collected records. Key issues we discuss include access and epistemological preparation; insider-outsider positionality continua; reflexivity; records vs data distinction; and understanding the role of theory and content knowledge in constructing analyses through an ethnographic lens.

Room 5

Christiana C. Succar, University of South Florida

Ensuring Cultural Competence/Integrity in Qualitative Research

Given the subjective nature of qualitative research, for validity, practitioners and researchers need to have a strong sense of their socio-cultural environment. Cultural competence determines the level of awareness one displays of their socio-cultural setting from the personal understanding of their own identity and the environment around them. This session provides tools to address and enhance this knowledge. Though the materials stem from educational research, they are appropriate for use across disciplines for qualitative research. In this interactive session, participants will be provided tools: (a) to measure their own cultural competence, (b) to learn how to frame their research according to the traditional cultural values of a specific research setting, (c) to understand how cultural integrity is achieved through various frameworks and principles, and (d) to apply the various frameworks and principles to their own work and various qualitative research methods. In summary, the participants will leave the workshop with a stronger sense of one's cultural self, a working knowledge of cultural integrity, and tools to apply to both professionally and in qualitative research.

Presentation Summaries Schedule

Susan Ann Vitale, Molloy College
Maureen Lowers Roach

Parental Perspectives on Children with Autism Spectrum Disorder and Developmental Disability: Descriptive Phenomenology

The purpose of this study was to follow the formation of parental fields-of-view when coping with children who have autism spectrum disorders (ASD) and developmental disabilities (DD). The development of behavior, temperament and social communication within the context of family issues and needs served as the vantage point for this investigation. The researcher was also interested in finding indicative parental narratives that could provide recommendations for healthcare therapists. This was a qualitative, descriptive, phenomenological study. Audiotaped interviews were conducted with 18 parents raising children with ASD and DD. Colaizzi's analytical approach was implemented in data analysis for identification of significant statements, meanings, and themes. Three thematic content areas emerged from the data. These included assessment of a child's temperament, behavior, and communication within the context of parenting styles (My Child); family issues, stressors, and needs as impacting delivery of help to the child (Our Family), and parents' interactions with therapists (Advice for Therapists). A broad range of challenges and family stressors were identified. In response, parents focused on preparing their children to function at optimal levels. Healthcare therapists are advised to support their persistent devotion to the improvement of practical expertise through the application of affirmative and substantiated practices. A health equity-based approach will aid in the development of shared goals. The commitment and sacrifice of these parents provides drive and reinforcement for the improvement of current health care practices and impetus in the search for better ways to help their children.

Jason D. DeHart, Appalachian State University

Comic Book Reader: An Autoethnographic Examination of Person and Pedagogy

In this presentation I draw on the author's role as a literacy educator and personal identity as a reader to explore the nexus of literacy instruction, autoethnography, and visual storytelling. In particular, the author focuses on comic books and graphic novels (a range of texts that can be subsumed under the term "graphica"), and their function in both personal literacy development and in pedagogical work. This autoethnography features notes captured in the form of five comic book images constructed by the author to inform their teaching practice, and the role of autoethnography as a narrative process with cultural reflection stems from Chang's (2008) implementation of term, as well as prior work uniting notions of self with cultural texts (Averett, 2009; McClung, 2018). This work has served as the foundation for further pedagogy and reflection using graphica and other visual texts to engage a range of students during the COVID-19 pandemic in online instruction, and further draws on the author's prior research with multimodal texts (Kress, 2005) and visual ways of storytelling (Horn & Giacobbe, 2007).

Presentation Summaries Schedule

Room 6

Gabriela E. Matos, Southeastern University

A Phenomenological Study: The Perceptions of Hispanic Males' Classroom Behavior Based on Paternal Absence

This qualitative research study used a phenomenological perspective to describe the perceptions of classroom behavioral challenges experienced by Hispanic young adult males who grew up without a constant paternal figure. The purpose of the study was to discover the essence of the effects of father absence on Hispanic males' educational experiences to inform both parents and educators of the internalized and externalized classroom behaviors. The study presented Feuerstein's mediated learning experience (MLE) as a theory for limiting negative behaviors in Hispanic males caused by father absence both in and outside the classroom. The method of inquiry followed Creswell's defining features of phenomenology which included: a description of the phenomenon; the identification of the young adult Hispanic male participants; a philosophical discussion of the phenomenology; the role of the researcher in the study of bracketing while remaining Dasein; data collection through demographic information, face-to-face interviews with study participants, and the inclusion of song lyrics relevant to the phenomenon; data analysis which developed into five themes; and a discussion of the essence of the father absence phenomenon. Hispanic young adult males in the study were found to experience multiple hardships both in school and in their lifeworld as the effect of father absence. Essential themes of father absence experience were relationship with mom, relationship with father, always stayed in school, friends are family, and self-concept. The study highlighted the essence of the father absence phenomenon and strengthened the phenomenological research process.

Alicia Holland, University of Phoenix

Instructional Leadership and Emotional Intelligence: A Qualitative Content Analysis of Exploring Students' Perspectives about their Learning Experiences in Online Education

Emotional intelligence is understood as an essential component of human intelligence that, through innate abilities and acquired abilities (Niţă, 2014). Another study claimed that the instructor's ability to demonstrate aspects of emotional intelligence in different elements of course design and instruction is key to helping learners cultivate emotional intelligence, an important competence in management and leadership (Majeski, Stover, Valais, Ronch, 2017). Within the field of education, more research is needed to understand the students' perspective of what emotional characteristics and type of instructional leadership that will support positive learning experiences in online classrooms. The purpose of the qualitative content analysis study was to examine the role of emotional intelligence in online education from the student's perspective regarding their learning experiences in their online graduate programs. The study did not involve contact with any human subjects. Data collection was achieved through analyzing primary and secondary resources such as websites, books, academic journals, videos, and online interviews made available publicly in databases regarding online students as they share their stories about their perceptions of emotional intelligence and instructional leadership used in their online learning experiences. There are three research questions that guided this study, which was the following: (1) To

what extent do instructional leadership practices influence the emotional intelligence of students in the online learning environment? (2) To what extend do students demonstrate emotional intelligence within the online learning environment? (3) From the student's perspective, how do they define emotional intelligence in the online learning environment? The questions were designed to help determine key themes of competence in emotional intelligence and how their knowledge contributed to their overall online learning experiences under their instructors' leadership. In this presentation, the researcher will report the findings, including some key issues to consider in instructional leadership practices that will enhance emotional intelligence to better support students in the online learning environment, and offer suggestions for future research.

Velicia Moore-Toliver, Prairie View A&M University

Creating Wakanda: Historically Black Colleges/Universities: Thirty Years of Community in the Global Knowledge Economy

During the 1990's Ghana enjoyed the greatest amount of investment and economic growth to date. In 2003 the African Union designated the African Diaspora (including HBCUs) the 6th region of Africa. In 2019 Ghana celebrated the Year of Return and HBCU Africa Homecoming launched its inaugural media campaign. One year later Morgan State University became the first HBCU to offer a joint degree program through an International Collaboration. This is the first tangible step toward the establishment of the first HBCU International Satellite Campus. This thirty year span of growth, cooperation and development between West Africa and the sixth region of Africa has culminated in the establishment of a global academic community throughout the diaspora. This case study will highlight the strategic nuances of the development of the first HBCU satellite campus. It will further outline the advantages, disadvantages, merits and prognostications for the world's first HBCU branch campus. As many HBCUs are vying to remain economically sustainable, academically viable and socio-politically relevant, international expansion may serve as a means for accomplishing these goals. This multilateral, consortium model highlights the shared educational responsibility of HBCUs within the African Diaspora as members of the Global Knowledge Economy.

Sandra P. Dixon, University of Lethbridge

Heuristic Inquiry Methodology: What Novice Researchers Need to Know

Heuristic Inquiry ([HI]; Moustakas, 1990) is often misunderstood as a research methodology due to its apparent unconventional approach to exploring a phenomenon that tends to deviate from traditional natural scientific approach in psychological research. Despite its underutilization in the research field, it is arguably an innovative exploratory approach to qualitative research that provides a unique lens through which to discover the deeper meaning of a phenomenon. Viewing HI through a critical lens, the heuristic process emphasizes the ability to discover significant problems or questions that hold passionate commitment for the researcher. Additionally, HI is a highly structured and step-by-step methodology that outlines key phases that guide the direction of the research process and represent the steps in designing the research. These phases will be given detailed attention in this paper presentation. Therefore, the aim

of this paper presentation is to offer suggestions to new researchers who might be interested in using this qualitative methodology in their investigations. I will provide reflections about my own experience working with HI. Further, I will address key challenges faced by researchers using this approach and how to best navigate these challenges without compromising the integrity of the research findings. Lastly, I will provide arguments for the benefits of using HI in counselling psychology research.

Breakout Session E

Room 1

Patrick Mannion, University of South Florida

Expressing Beliefs about Educational Technology with Multimodal Projects in a Second Language Acquisition Doctoral Course

Educational technology (ET) plays a variety of roles in second/foreign language (L2) education, including enabling engagement with target cultures and languages, and interaction with people both inside and beyond classroom walls. Research indicates influences upon ET use in L2 education include the ET-related beliefs of teachers. However, scant research appears to exist on the ET-related beliefs of current and future (doctoral students) teacher educators in L2 education programs, who (will) design and implement teacher education curriculum that may influence future L2 teachers' ET beliefs. This presentation addresses this gap with a discussion of the discoveries of a qualitative case study in which 17 international doctoral students in a Second Language Acquisition course expressed beliefs about ET use in L2 education. The study data were collaboratively created digital stories, responses to a digital survey, semi-structured interviews, and discussion thread posts. The author employed deductive analysis to identify themes in the data, and used multimodality concepts from Unsworth's (2006) work on image-text relations to explore the expression of beliefs in the digital videos. Discoveries indicated the participants believed ET use should be purposeful and involve consideration of learning objectives and individual students' needs and desires. Exploration of multimodal data indicated the participants employed ideational concurrence (Unsworth, 2006), or the use of multiple modalities to express similar meanings, to convey beliefs about ET, including perceptions that ET motivates learners and allows them to take more control of their learning. The presentation concludes with a discussion of implications for teacher education practice and research.

Lucy E. Bailey, Oklahoma State University

The Possibilities of Critical Family Inquiry

This presentation explores the methodological possibilities and complexities of undertaking inquiries with, on, or through our own family members through a critical stance. There exists a long, eclectic history of inquiries involving family members that reflect diverse methodologies ranging from biography, autoethnography, narrative inquiry, to arts-based projects (see Bailey & Norquay, 2017/2018). Bud Goodall's classic narrative inquiry into his father's secretive career (A Need to Know), for example, underscores the rich potential of studies that focus on a family figure, yet also reveal broader historical insights as well. There is much methodological complexity yet to consider in this eclectic brew of

investigations. In this presentation, which is part of an ongoing trajectory of inquiry, I provide an overview of a diverse range of studies researchers have undertaken on/about their own family members, their approaches, and their purposes. The works include critical studies into the contemporary reverberations of racist policies that shaped the author's inheritance of land to a writer's group biography of her famous uncles. I then detail a series of critical issues for researchers to consider in undertaking family inquiry. These include questions about what constitutes "family," the researchers' relation to the subject of inquiry, their theoretical investments, and the broader significance of the inquiry, among others. I argue that we must pause and ponder the complex forces that saturate "family" in research to resist simplistic hagiography or demonization, and to take seriously how "family" can be a generative site in inquiry relevant to others outside our family circles.

Susana Verdinelli, Walden University
Norma I. Scagnoli, Northeastern University

Infographics and the Representation of Qualitative Research Findings

The two highly desirable elements of research, engagement and memorability, can be more easily achieved with the use of infographics as visual abstracts to portray the research findings. In recent years, natural sciences, software engineering, and several branches of the medical field have seen the benefits of infographics for research engagement and dissemination. However, the social sciences which heavily report qualitative data, have not incorporated this technique at the same rate as the fields that report quantitative research findings. This study explores the evidence that shows the benefits of visual abstracts in engagement and dissemination of findings, and suggests strategies to transform textual qualitative research abstracts into visual abstracts. Our research aims to encourage qualitative researchers to consider the use of infographics as visual abstracts that will foster further dissemination of research findings.

Jennifer A. Fosty, University of Phoenix

Cognitive Contexts of Ethical Practice: A Phenomenology Study of Nurse Managers

Excellence and quality nursing care are significant concerns of senior leadership in the nursing discipline. A gap in the nursing literature exists to understand what it is like for frontline nurse managers, working in hospitals' acute care setting, to workplace ethical leadership and practice. Meanings nurse managers attach to their experiences affect their abilities to lead and manage in nursing practice. Therefore, the purpose of this study is to describe the lived experiences of frontline nurse managers' workplace ethical issues and dilemmas. A descriptive phenomenological approach was used to conduct an in-depth telephone interview survey. The telephone survey was audio-recorded using a two-part process to explore personal life histories regarding encountered workplace ethical dilemmas. The investigator obtained permission from the University of Phoenix School of Advance Studies Institutaional Review Board to conduct the research study. Four themes were identified relevant to frontline nurse managers' experiences of workplace ethical issues and dilemmas, and these include: (1) using teamwork to keep

patients safe, (2) creating psychologically safe environments, (3) managing just practices, and (4) balancing compromises. These themes characterize frontline nurse managers' activities for workplace ethical practice; and ensuring that patients are the focus of care processes we call ethics of care. Fronline nurse managers need skills to develop ethical leadership regarding ethical awareness for resolving workplace ethical issues and dilemmas. Practice implications and future recommendations for futher studies are discussed.

Room 2

Erin J. Bush, University of Wyoming
Laura Lorenz, Brandeis University

Using Critical and Creative Thinking Strategies to Enhance the Photovoice Experience: A Clinical Focus

Critical thinking is an intellectual process that entails evaluating, applying, analyzing, conceptualizing, or restructuring information i, to inform viewpoints and/or incite action. Since the mid-1900s, creative thinking has emerged as a complement to critical thinking. ii, iii Creative thinking involves developing new ideas – alone or in groups – to address problems or support strengths identified through critical thinking. As individuals or groups, we use critical and creative thinking in an ongoing, iterative process that informs our viewpoints, our perceptions of our lives and circumstances, and our thoughts about ways to realize advocacy or action. Photovoice involves placing cameras in the hands of research participants and patients, who become visual researchers as they take photos and interpret the personal experiences, preferences, and hopes they represent. Photovoice provides opportunities to see with new eyes, benefits to the individual, the project, and society. Using Photovoice methods with people who have intellectual or cognitive disabilities is ethical public health practice when it encourages critical and creative thinking that leads to shared decision-making, inclusion, and self-determination in policy and practice. Workshop participants will be exposed to definitions and examples of ways that critical and creative thinking have enhanced Photovoice projects. With a focus on individuals who have intellectual, cognitive, and/or communication challenges, presenters will discuss opportunities to incite critical and creative thinking at each stage of the method and provide sample scenarios of when and how these strategies can be used in research and clinical care. An interactive exercise will provide practice with the strategies shared.

Elizabeth J. Arceneaux, Nova Southeastern University
Laurie P. Dringus, Nova Southeastern University
Martha M. Snyder, Nova Southeastern University
Ling Wang, Nova Southeastern University
Maria S. Gaeta, The University of Texas MD Anderson Cancer Center

A Qualitative Study of the Phenomenon of Physicians' User Experience (UX) Pain Points with Electronic Health Record (EHR) Systems

Electronic Health Record (EHR) systems have become vital tools for managing electronic patient documentation in healthcare settings. Persistent problems of system adaptation, usability, and interface

design are consistently reported with EHRs by stakeholders who rely on these systems to document and work through various clinical work processes. Research is limited on the lived experiences of physicians who use the system. A few studies have focused on quantifying the factors that describe the phenomena of "meaningful use" of EHR systems. A qualitative approach to studying the phenomenon of physicians' use of EHR systems is understudied and is relevant to investigate given the reliance on EHR systems in clinical settings. The presentation will highlight outcomes of an interpretive phenomenological analysis (IPA) study that was conducted with the goal to discover what emergency room physicians describe as the "pain points" of their user experiences (UX) with EHR systems. Their stories and perspectives reveal the various difficulties they face with managing task complexity, task demands, and inefficiencies of EHR system design.

Lindsay Myers, Oklahoma State University

Applying Relational Gender Theory to Christian Summer Camps

I will explore relational gender theory and apply it to a multi-staged qualitative research study I am undertaking on Christian summer camps. I first describe the study, which involves a completed historical content analysis of cultural artifacts such as 1990s Teen Study Bibles and ongoing research on Christian camp websites. In the future, the study will include ethnography of Christian summer camp counselors. Then, I describe Z. Nicolazzo's (2017) relational gender theory as a framework for the study. Nicolazzo understands gender according to cultural contexts; it is not only performed and embodied, but it is open to interpretations and perceptions. In this sense, "Gender" is not a product of the only social or biological environment, but rather is created through interaction with varied genders within various environments. In this presentation I will apply relational gender theory to the masculine history and social landscape of organized outdoor education and the patriarchal theological perspective of complementarianism. In doing so, it will provide more possibilities and expansions for girlhood and boyhood, for masculinity and femininity, particularly within the Christian camping context.

Room 3

Linda P. Darrell, Morgan State University
Laura Daughtery

A Model for Engaging Community Informants Impacted by Trauma in Qualitative Research

In conducting qualitative research communities that are particularly vulnerable are those directly impacted by trauma, as are the researchers conducting Community Based Participatory Research (CBPR). Vicarious trauma is real and researchers hoping to engage with vulnerable communities to explore their lived experiences, as a way to develop appropriate and effective clinical interventions must come to terms with this fact. This presentation seeks to examine the impact of vicarious trauma on the researchers conducting CBPR research in a high trauma urban community and a method by which the researchers both academics and community researchers can benefit through intentional psychoeducational and mental health support.

Presentation Summaries Schedule

Ryan A. Rominger, University of Phoenix
Mansureh Kebritchi, University of Phoenix
Phil Davidson, University of Phoenix
Erik Bean, University of Phoenix
Karen Johnson, University of Phoenix
Elizabeth Johnston, University of Phoenix
James Lane, University of Phoenix

30 Years and a Pandemic: Panel Discussion of the Impact on Research Methods from Social Distancing

Our recent Covid-19 pandemic has largely accelerated the use of online and distance means for data collection and analysis. In this presentation we will discuss how the social distancing requirements during the pandemic may, and may continue to, impact the specific qualitative methods of: focus groups, narrative inquiry, phenomenology, action research, appreciative inquiry, and content analysis. In many ways the shift must be accounted for starting with topic selection, and the pandemic has offered new topics for inquiry including the shift within education to crisis online education. However, how might these studies be engaged if we are required to be socially distant, avoid in-person data collection techniques such as in-class observation or focus groups, and potentially limit the collaborative analysis of in-person research teams? An additional question becomes, "Has each method been impacted to the same extent?" Content analysis, for example, may be affected very little. Thus, it is important we discuss the ways different methods have been impacted, ways we might adapt, and how altered methods might also impact topic selection beyond the novel topics related specific to Covid-19.

Room 4

Emily Tran, Our Lady of the Lake University - San Antonio
Montana Holmes, Our Lady of the Lake University - San Antonio
Elise Segui, Our Lady of the Lake University - San Antonio

They Did What: Importing Culturally Attuned Single Session Modifications into the US

What can therapists learn from therapists practicing internationally, specifically regarding single-session therapy (SST)? We sought to collaborate with several mental health professionals in varying cultural contexts and invited their perspectives on SST. A concern for those who adhere to a postmodern epistemology is the massive amount of Westernized academic literature being exported to other countries where a Westernized truth does not serve as a universality. Frequently, the ways in which psychological research is conducted and distributed is without cultural consideration and is inherently US-centric. For this reason, we sought the expertise of individuals who had to modify single-session therapy in order for it to be congruent with their cultures while utilizing an interpretive phenomenological analysis method. Furthermore, we found those modifications as potential improvements to be imported into the US and applied to western practices. The US is the primary exporter of psychological research. Possessing such a privilege comes with the responsibility of following through with our psychological footprint and incorporating what others have learned from their practice with ours.

Presentation Summaries Schedule

Betsy Crawford, Fort Hays State University
Elodie J. Jones, Fort Hays State University

Hoop-Jumping Into Teacher Education Programs: A Qualitative Narrative Inquiry Case Study

As nation-wide teacher shortages continue to grow (Garcia & Weiss, 2019; Sutcher et al., 2016), the standards for which a candidate is admitted into a teacher education program have continued to remain steadfast in rigid assessment scores and vast amounts of "hoop-jumping" for those candidates that meet all criteria points but that of the ACT or other forms of standardized assessment (Ingersoll et al., 2014; Lankford et al., 2014). To answer this call, national accreditation organizations, such as CAEP, which ultimately set the admissions standards to be met, have revised selectivity and added admissions standards that allow for multiple criteria to validate that the teacher education candidate can be admitted (cite CAEP). Participants of this session will contemplate how this case study investigates multiple undergraduate teacher education candidates who meet all requirements to gain entry into an accredited program. Individual case study narratives examine potential themes such as entry into a program, multiple occurrences of re-taking a standardized assessment to gain entry, and challenging conversations and life decisions with their academic advisor. After all, can a one-point deviation on a standardized assessment keep an otherwise qualified candidate out of a teacher education program and hinder their dreams of becoming a teacher?

Csaba Osvath, University of South Florida
Erica Newport, Keiser University

Virtual Reality and the Qualitative Researcher: An Immersive Frontier

Virtual Reality is a new frontier for qualitative researchers both as a research tool and as an immersive research environment. Social VR, spatial networking, immersive gaming/storytelling, and virtual experiences, ranging from friendships to sex, are fundamentally shaping human existence and culture. In what ways the tools and methods of qualitative research can be used within the domain of VR? How to study phenomena emerging and experienced in VR? This presentation aims to inspire an engaged and critical dialogue regarding qualitative inquiry in the context of VR. As an emerging technology, Virtual Reality (VR) is already shaping fundamental aspects of human existence - ranging from communication, relationships, social presence, embodied experiences, etc. Spatial networking and various social VR platforms are becoming mainstream due to affordable HMDs (head-mounted displays). Popular VR worlds, such as Altspace and Recroom are becoming vibrant social spaces where human governed avatars (and AI) interact in fundamentally new ways through virtual bodies and virtual environments. Due to the immersive nature of VR, this technology creates presence by stimulating the human brain in ways that the person's body in VR reacts to the virtual world and experiences as if it is real. The emotional, cognitive, psychological, and social interactions in virtual reality will not only change us, but it will potentially change our culture. For qualitative research and qualitative researchers, VR is a new domain and territory to explore and contend with. Immersive storytelling, gaming, social VR, and VR experiences/simulations broaden not only the possibilities of qualitative research, but I believe it will create new research methods

and paradigms for qualitative inquiry. As a qualitative researcher and an early adopter of VR, I would like to start a conversation about virtual reality within the context of the qualitative research tradition. I will share how I use arts-based research, narrative inquiry, and autoethnography in the context of VR, and how I envision new opportunities for researchers to engage with and to use this medium.

Room 5

Donna Harp Ziegenfuss, University of Utah

It's Okay to Be Feral: Exploring Librarian Identity through Autoethnography

A "feral librarian" is defined as a librarian without a library science degree. Although this may appear to carry a negative connotation, as a library outsider with an EdD and not an MLS degree, I contend this unique identity adds value to my librarian practice. As more focus in higher education is placed on interdisciplinarity and collaboration across silos, it becomes more important to learn how to cross boundaries, how to collaborate in multiple academic cultures, and how to reframe your academic professional identity. In this session I will present findings from an exploratory research study that integrates autoethnography with grounded theory methods to uncover the experiences and identity of a faculty member living in the fringes of multiple professional communities. Themes that emerged from this research, that include serendipity, the inside-outsider dilemma, relationship building, confidence boosting, people power, and leveraging experience will be presented. Findings from this research can be applied to a variety of academic roles, especially feral-like or third-space identities, and presents a new lens for rethinking impact in your professional community. Participants will also learn about the opportunities and value of using autoethnography to reflect on career and professional decision-making. A preliminary model for professional development using autoethnographic processes will be shared that builds upon the presenter's research findings, as well as, recent workplace learning literature. Participants will take away templates, strategies, and materials grounded in the study findings to help them think differently about planning and assessing their own progress in their academic career.

Alexandra CH Nowakowski, Florida State University
Nik M. Lampe, Florida State University
Tomeka Norton-Brown, Florida State University
Robert L. Glueckauf, Florida State University

Key Themes in Black Dementia Caregiver Support: Linking Resources, Peer Communication, and Faith Community Outreach

We describe content analysis and present thematic visualizations using semi-structured interviews from participants of the African-American Alzheimer's Caregiver Training and Support 2 (ACTS 2) Project in Florida. This telephone-based program provides faith worker-led skills training and support for distressed AA dementia caregivers. It facilitates integrated care and reduces dementia stigma through faith community partnerships. ACTS 2 serves North and Central FL. ACTS 2 uses mixed assessment methods including standardized questionnaires of depression, caregiver appraisals of burden and reward, social

support and health status; and narrative data on various facets of program delivery and participant satisfaction. Evaluation uses prospective cohort designs, following participants from recruitment past completion. For this thematic analysis, we examined final thesis manuscripts for all 11 collaborating students who worked on ACTS 2 in the course of completing their MS degrees in the Bridge to Clinical Medicine program at FSU College of Medicine. We imported the thesis manuscripts into NVivo qualitative coding software and performed a series of content analyses. Results were cross-checked through manual review of student theses. Our content analyses highlight how ACTS 2 provides skills building and spiritual support for distressed AA dementia caregivers. We showcase thematic visualizations of how program success hinges on linkage of care resources across domains, phone communication to reach people in diverse geographic areas, and sustained outreach through relationships with clergy. We also describe implications for the scalability of ACTS 2 within and beyond Florida, and explore how this model can enrich the lives of AA dementia caregivers nationwide.

Bojana Lobe, University of Ljubljana
David L. Morgan, Portland State University
Kim Hoffman, INCAAS – International Center for Advanced Research and Applied Science

Going Online: Conducting Individual, Dyadic, and Focus Group Interviews Via the Internet

In the last decade, we have witnessed continuous methodological innovations in qualitative methods with researchers bringing at least some aspects of their research process online. The current COVID-19 situation has contributed to even more rapidly increasing interest in online interviewing. In this presentation, we aim to review the existing literature on and current options for three interview formats in synchronous and asynchronous temporal structure: individual, dyadic and focus groups. In each case, we present tables that systematically compare face-to-face, text based and video-based technological formats using these methods. For each method, we consider: Recruitment issues such as locating, contacting, screening participants, sampling issues, dropout and refusal issues, ensuring sufficient participants; Design issues such as degree of interview structure, interview composition, number of participants, temporal and technological formats; Logistical issues such as technological requirements related to devices, platforms and applications, interruptions and disturbances from online and offline context; Ethical issues such as obtaining informed consent online, privacy, confidentiality and data security issues; CMC (Computer mediated communication) issues, focusing on full or partial disembodying experience, examining control over self-presentation of participants and the lack of social context cues (i.e., non-verbal communication, para-verbal communication, visual cues, emotional cues and context cues). We conclude with practical recommendations for each of the interviewing formats regarding the main above-mentioned issues

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Mark A. Giesler, Saginaw Valley State University

Conducting Ethical, Valid, and Reliable Ethnographic Research: A Case Study

This presentation explores the strengths and challenges of conducting ethnographic research (pre-COVID-19) at three public libraries in the United States. Drawing upon individual interview and focus group data, the study clarifies the role and articulates the needs of the public library social worker, as perceived both by the social worker him/herself and his/her colleagues. Findings articulate the duties and tasks conducted by the library social worker, as well as challenges related to: (1) supervision and support; (2) navigating the cultural shift of the mission and purpose of libraries; and (3) occupying and creating space in library facilities for their work. Implications for staff and administrators regarding procurement of the role are included. As an exploration of conducting ethical, valid, and reliable ethnographic research, the presenter will reflect on (1) the importance of recruitment of participants, (2) the difficulties of occupying and navigating physical space during the research, and (3) acknowledging and controlling for researcher bias. The presenter will then discuss the use of peer debriefers, a field journal, and on-site interviewing protocol as strategies to address these challenges. Implications for using ethnographic methodology for studies conducted during the COVID-19 pandemic will be mentioned.

Room 6

Saliha Bava, Mercy College-Dobbs Ferry
Lynn Fels, Simon Fraser University
Annina Annina Engelbrecht, Simon Fraser University

Reimagining Research as Play: Unbearable Lightness of Being a Researcher

How do we play to reimagine research? Reimagination as the call of our times has been made starker by the pandemic. In research, we create the world around us in the process of making sense of it. So, how might we not get locked into the activities that we call research? How do our positionality and the context of research offer us the paradox of lightness and heaviness of research? How might we be "light" to see what arrives through the "heavy" process of research? In this workshop, we will explore these questions through performative inquiry and play using zoom as an action site of inquiry. We will play a game of stick figures to explore the paradoxical tensions of research. We will do a role-play activity to explore how we put our worlds into what we are doing. And we will close-off with a virtual game of chase to explore emergence and disruptions of being a researcher. The researchers will interweave their stories of a collaborative research process on emergent play within the context of art education. Come play with us!

Lynne Roberts, Curtin University

Using Qualhand: A Free Mobile App to Support Students' Qualitative Research Design Decision Making.

An area that students new to qualitative research particularly struggle with is how to select appropriate designs, methodologies, methods and analyses for qualitative research questions. In this workshop we will introduce and demonstrate QualHand, an iOS app designed to support students' qualitative research

Presentation Summaries Schedule

design decision making. QualHand is based on research on how experienced qualitative researchers approach qualitative research design. QualHand steps students through a number of decision points in developing a qualitative research design. At each decision point information is provided on the options available, and the user selects the option that best fits the intended purpose of the research. The final page describes the selected qualitative approach and provides detailed information and resources on how to conduct research using that approach. QualHand can be used across disciplines to support the teaching of qualitative design selection to undergraduate students, or can be used independently by graduate students and academics. This will be an interactive workshop, where participants can download the QualHand app and work through the process of selecting a research design with the presenters. Teaching materials will be made available for anyone wishing to use QualHand in their own teaching.

Breakout Session F

Room 1

Marcela Gallardo, Monash University, Australia

Emotional Landscapes of Living, Learning, and Teaching: A Lens Within, from Learner to Teacher-Researcher

This article explores experiences that have influenced my choices for becoming a teacher and then researcher. I used autoethnography as a research method to explore significant moments in my life during the years of both my primary and secondary education. The cumulative power of these life vignettes have been researched to understand the diverse emotional, complex and multilayered experiences of my formative years of childhood and how such emotions may have shaped my career choices and who I am at this very moment. I meticulously collected artifacts such as personal photos, newspapers, transcribed recordings of moments of intense emotions and memories as sources of data that supported a journey of growth. These data were analysed using thematic analysis and compared with my own written recollections, together with visual representations of emotions found in photographs of my life journey. Findings of this study revealed a journey of "self" that has explored and documented an understanding of the motivations of myself as a teacher-researcher to become the person I am. Today, my intrinsic interest in emotional intelligence area of research motivated me to explore the genesis of my own experiences and successes. In this autoethnography I become a learner, analysing my life data searching for themes such as self-awareness, perseverance, resilience, empathy, motivation and social skills, all found in the repertoire of a person's emotional intelligence.

Masudi Stolard

Qualitative Study on the Interpretation of Sentiment Analysis on Small Businesses

There is a drive among small businesses and organizations to gather and interpret authentic and accurate sentiment and opinions from individuals regarding the use of their respective products or services. In addition, there is a need for small businesses and organizations to do this quickly and accurately. The purpose of my study was to explore and understand how an organization can increase accuracy and speed

while analyzing gathered sentiment analysis from social media environments. This qualitative study was conducted by examining the interviews provided by the participants. This research is necessary because there is a challenge for an organization to make viable decisions while attempting to overcome the lack of accuracy and the interminable amount of time it takes to gather usable information. The finding may be beneficial to future organizations and small businesses and their ability to make better decisions quicker. In this session I will present a report based on my completed qualitative research dissertation. I will also will cover three sets of findings based on my research.

Susan M. Cox, University of British Columbia

A Script for Change? Using Research-Based Theatre to Address Graduate Supervision, Inclusivity and Wellbeing

Graduate supervision is likely the most complex, subtle, and under-researched form of teaching in which faculty engage (Brown & Adkins, 1988). We used Research-Based Theatre (RBT) to address this gap by developing a series of dramatized scenes about the challenges inherent to graduate supervisory relationships and their impacts on mental health and wellbeing. Six workshop performances of the resulting Don't Rock the Boat (DRTB) were piloted in fall 2019 with UBC graduate students, faculty, and staff. Scenes were interspersed with facilitated small group discussion enabling participants to identify tensions in supervisory relationships and appropriate actions to better support wellbeing. A new video-based version of DRTB that emphasizes issues of equity and diversity in graduate supervision is now in production. It is being piloted online and will be distributed as an educational resource along with a facilitator's guide.This presentation will feature a selected scene from the video and demonstrate our methods for facilitating interactive online discussion. Findings from our ongoing evaluation show that participants identify with the experiences of the central characters and appreciate how the use of theatre enables them to discuss sensitive issues without having to divulge personal stories. This approach enhances awareness of challenging aspects of graduate supervisory relationships (such as cross cultural communication or unconscious bias) while also enabling participants to define and deconstruct systemic barriers to successfully resolving these challenges.

Room 2

Nuchelle L. Chance, Fort Hays State University

Using Phenomenological Psychology to Understand and Promote Leadership Development in Black Girls and Women

Several approaches exist for the collection, organization, and analysis of data in the social sciences. This presentation will provide a definition and the philosophical underpinnings for the qualitative methodology of phenomenological psychology. Using the seminal works of Giorgi, Knowles, and Smith (1979), Moustakas (1994), and Van Kaam (1959, 1966) this presentation provides support that phenomenological psychology is a viable approach for conducting and evaluating leadership development in Black women. This presentation will enable the audience to understand the unique lived experiences of this

underrepresented group and the influence those experiences have on their ascension into leadership. In exploring the lived experiences of Black women in higher education senior leadership phenomenological psychology was applied as a research method to capture the essence of the participants' stories and to thoroughly understand their experiences as it related to their leadership development. The findings of the current research identify and outline strategies young Black girls and women that aspire to leadership might utilize to support leadership development and career advancement. These findings further provide guidance to policy and decision-makers on leadership development pipelines.

Gary J. Skolits, University of Tennessee
Wes L. Skolits, Rutgers University

Qualitative Theory and Method: What Is Abductive Reasoning and What Does It Offer?

While abductive reasoning was formally introduced into the philosophy literature early in the 20th century, it has only recently received much interest by social scientists, especially from those who practice qualitative methods. In contrast to induction and deduction, abductive reasoning is often simply defined as reasoning to be the best explanation. C. S. Peirce introduced abduction within the pragmatic philosophical tradition. While qualitative research is often associated with inductive reason (using particular observations to establish a generalization), a recent qualitative literature (Timmermans & Tavory, 2012) advances greater relevance and consideration of theory in qualitative research especially theory building through abductive reasoning processes. This presentation will briefly review the concepts of induction and deduction from a qualitative theory building lens, followed by a more in-depth discussion of abduction. This discussion will address the origin and meaning(s) of concept of abductive reasoning and its potential application and role in qualitative research theory building. Moreover, we will introduce the challenges and common critiques of abductive reasoning, which is viewed between the extremes of "nearly impossible to effectively apply" to an "obvious routine skill of everyday thinking processes." The potential benefits and challenges of abduction to qualitative research will be introduced and discussed.

Ilknur Dilekler, TOBB University of Economics and Technology

Ambivalence of Collaboration in Psychotherapy Room: Perspectives of Sadomasochism and Conversation Analysis

Psychotherapy process and outcome researchers have long been trying to extricate what makes a psychotherapy successful. Almost six decades of research signify that psychotherapy relationship is of the essence. The quality of psychotherapy relationship depends on many circumstances of a therapist-client dyad, one of which is personality organization. Sadomasochism is a personality organization that individuals' relationship with pain is intricate so vicious circles of abusive and/or painful interactions with others are pervasive. Although this complicates the psychotherapy process, research on sadomasochistic dynamics in psychotherapy is scarce. Thus, the current study is aimed to probe how clients displaying sadomasochistic personality and therapists interact. For doing so, four viable therapist-client dyads were recruited who had terminated a psychotherapy process. Audio recorded sessions of the participants were

transcribed and analyzed using conversation analysis (CA) as it enables researchers to examine the micro intersubjective dynamics of daily and institutional interactions. The analysis revealed that the process was characterized by moments of collaboration, break of collaboration and ambivalence of collaboration. Interactions of collaboration and break of collaboration reflected almost identical conversational strategies documented by previous research. However, ambiguity of collaboration as an uncommon pattern of interaction in general was encountered extensively in this study. Conversations of the dyads in that moments were collaborative in terms of content but uncollaborative in terms of how the talk is organized, and vice versa. The extracts representing these moments will be presented and implications for sadomasochistic relatedness in psychotherapy and promises of CA for psychotherapy research will be discussed.

Room 3

Christiana C. Succar, University of South Florida

What Does Culture Have to Do with It? A Case Study of Three Teachers' Cultural Clashes.

Teachers' cultural competence and awareness about their students vary widely across K-12 education. The National Education Association (NEA) emphasizes cultural competence is a crucial factor in allowing educators to teach students from cultures other than their own effectively. The NEA (2019) defines cultural competence as "…having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families" (p. 1). Drawing from this definition, in this case study, I sought to understand; How teachers' perception of their cultural awareness impacts their classroom environment? And through student surveys, In what ways do students feel comfortable in their classroom surroundings? With three teacher participants at various stages in their teaching careers, I conducted interviews, surveys, and questionnaires to determine how they perceived themselves, how they compared to the research on what is determined competent, and how the students saw their school surroundings. This presentation will discuss the outcome of the case study and the insight both the teachers and the researcher gained to provide the tools necessary to teach and nurture all students.

Amy Orange, University of Houston

An Exploration of Teacher Dress Codes

Student dress codes have received considerable attention in recent years. However, little research has been conducted on teacher dress codes. Million (2004) surveyed principals and found that even if there was not a formal dress code in place for teachers, the principals expected them to dress professionally and believed that doing so demonstrated respect for the school and positively influenced student behavior. To better understand the district-level expectations for teacher attire, I examined 250 employee handbooks (5 from each of the 50 states) looking for information on the specificity of the dress code, what guidelines were in place, and whom was responsible for setting and enforcing the dress code on campuses. I also explored the data to see if there were patterns based on whether a state

was right-to-work or union. Results showed a range of specificity in dress codes, with some being quite detailed while others were not mentioned. In right-to-work states, there appeared to be a greater concern with public perception of teachers, but nearly all dress codes place an emphasis on dressing "professionally" or "appropriately". Interestingly, the majority of right-to-work states had guidelines specific to jeans while few of the union states did. These findings contribute to a discussion of teacher deprofessionalization and lack of autonomy.

Silvana di Gregorio, QSR International
Stacy Penna, QSR International

Digital Tools for Teamwork Integration and Collaboration

Doctoral training in the social science is an apprenticeship in doing research for the individual scholar. However, most social science research after the doctorate is conducted by teams of researchers. Newly minted PhDs may not be aware of the various digital tools that can support qualitative research teamwork. A recent survey by QSR Research of qualitative researchers' practices during the pandemic, explored the range of digital tools used by researchers. The survey was followed up with in-depth interviews. The survey included 346 responses from qualitative researchers worldwide. The 12 in-depth interviews were selected from the survey respondents. Thematic analysis was used to analyze both the open-ended questions and in-depth interviews. The digital tools used for the research included, Appointlet, GoToMeeting, Survey Monkey, NVivo Transcription, NVivo and NVivo Collaboration. The findings revealed that researchers are not planning for their digital tool kit and instead experimenting ad hoc or using the digital tools their institution will allow and are often changing tools on the fly. In this presentation I will propose methods and a plan for a digital tool kit which is customized for their team. It is important for team collaboration that the digital tool kit can be integrated and accessed across team members who may be from different institutions.

Room 4

Susan M. Cox, University of British Columbia
Gloria Puurveen, University of British Columbia
Natasha Damiano, University of British Columbia

The Art of Living Well with Dementia: Methodological and Ethical Reflections on an Evolving Co-Creative Process

Whether through poetry, storytelling or the visual arts, opportunities to engage collectively in creative activity have enabled people living with dementia to contribute in new ways to our understanding of lived experiences of dementia. From a methodological perspective, however, there are many unexplored aspects of how such a co-creative process works, and what it may mean for the agency and expression of individual participants. As part of our research on what it means to live well with dementia to the end of life, we conducted a series of arts-based workshops with individuals living with dementia and their care partners. The focus of the art-making and sharing was exploring what participants would like others in

their community to know about what it means to live well with dementia. Our data includes observational fieldnotes, photographs, video from 4 in person and 4 online arts-based workshops and follow-up interviews with participants. Focusing on what we learned through our evolving co-creative approach, we reflect here on three issues: (1) going with the flow by working within a dynamic relational context; (2) respecting the muse by supporting an imaginative and creative risk-taking process; and (3) circling between the making and sharing by enabling personal and collective meaning to emerge. We discuss the implications of these issues for how creative participation in research of people living with dementia might be further developed and in light of the trustworthiness of claims that might be made about understandings of their lived experience that are generated through creative practice.

Meredith Tavener, University of Newcastle

Engaging with Online Post-Graduate Students, within a "Compulsory Choice" Framework

My role as Lecturer for "Qualitative Methods in Health Research" has me teaching online students for a Trimester (13 weeks) or a Semester (15 weeks). The course is a directed and/or core course across 18 different Graduate Diploma, Certificate and Masters' degrees at my institution, The University of Newcastle, Australia. Students enroll from around the world, but may have limited options from which to construct their study experience. Many tell me they take my course as it is "the last subject to complete the(ir) degree." I question how this "compulsory choice" influences their desire to engage with course content. With each new student cohort, I reflect on approaches which haven't worked, and consider what I could do instead. Have my different approaches worked? Not always. Shall I keep striving to engage? Absolutely. I need to re-learn what "engagement" means to students each time I teach, but feel it's necessary, in order to learn which practices challenge my students the most and which modes of teaching they feel best creates knowledge together. Engaging enables me to remain mindful of student "choice" - how can my students begin to negotiate engagement if they feel they don't have choices, and are relegated to passive consumers as opposed to active meaning makers? This presentation details my two-year quest to engage with my ever-changing cohort of online students – as I try to negate the mystery of negotiating engagement with students when they are enrolled for a short time, not necessarily for a good time.

Rebecca S. Sledge, University of Phoenix
Kelley A. Conrad, University of Phoenix

Eight Ways Anxiety Among Virtual Library Users Hinders Academic Achievement: A Qualitative Descriptive Study

Research indicates an issue among students from anxiety caused by unskilled library use. Negative effects of library anxiety include poor academic performance, underachievement, failure, insecurity, and psychological distress. Library anxiety may also hinder students' mental and creative processes when conducting academic research. The purpose of this qualitative descriptive study was to describe, explain, and map the pattern of themes related to library anxiety experienced by users of virtual libraries within

the United States. Content data analysis was achieved using Dedoose, which revealed eight themes: situations in the virtual library contributing to anxiety, situations while using the virtual library contributing to frustration, situations while using the virtual library contributing to stress, situations presenting challenges while using the virtual library, descriptions of virtual library users' experiences, situations while using the virtual library contributing to confusion, level of training received to understand how to use and navigate a virtual library, and descriptions of an ideal virtual library. The descriptions of participants' experiences aligned with current literature, which deals mainly with live library use. Understanding the challenges described by students led to recommendations to improve virtual library experiences of students. Research results may improve academic and research skills by helping stakeholders understand anxiety experienced by virtual library users and creating solutions to help students cope with stressful situations while they are conducting research in virtual libraries.

Room 5

Mia Ocean, West Chester University of Pennsylvania

A Qualitative Description Analysis of U.S. Higher Education Quantitative Success Metrics

Currently, the U.S. system of higher education almost exclusively evaluates success using quantitative data metrics based on traditional student trajectories and university structured programs. This is problematic for community colleges and their students. Therefore, I conducted a pilot, qualitative description analysis to evaluate the accuracy of the quantitative metrics and to identify factors that influence student classifications as completers and non-completers. I interviewed individuals (n=13) who attended community colleges and high-ranking university graduate programs, to gather information about their successful educational paths and timelines. I then applied the success metrics of three U.S. quantitative datasets to classify the students as completers or non-completers. In some cases, participants were classified as completers, but often half of the sample were classified as non-completers or did not meet the criteria to be included in the national samples. Participants were classified as non-completers for two main reasons: transfer prior to Associate degree completion and limitations with prescribed timelines. The latter is complicated by the student perceived freedom of the open door policy at community colleges and rigid timelines within the quantitative measures. The results from this study indicate a need to modify existing quantitative metrics to purposefully incorporate community colleges and their students. Moreover, the findings reinforce the importance of qualitative research in higher education and qualitative description research as a valuable method to evaluate quantitative metrics.

Martin J. McDermott, Purdue University Global
Jason Jackson, Purdue University Global

A Qualitative Study: Military Veterans and Franchise Ownership

This study focuses on the military experience and motivation to become a franchise business owner. Previous research indicated franchisees who were military veterans had a significantly higher level of job satisfaction in owning and operating a franchise compared to franchisees with no military background.

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This study attempts to provide answers to important research questions like how and why military experience influences satisfaction in owning a franchise. Seven franchise business owners who served in the military participated in this qualitative study using a process of surveying, coding, and thematizing to answer this research inquiry. The findings of this follow-on study indicated veterans had strong negative sentiment towards bureaucracy, however did value the positive aspects of systems within the franchise construct. In addition, the veterans valued their prior learning related to military experience and leadership and perceived it as a key strength towards successful franchise leadership and business ownership. One of the main aspects of business ownership and leadership that veterans valued more than other concepts was control, which connects to the traditional aspects of control within the business profession.

Mia Ocean, West Chester University of Pennsylvania

Fostering Equity through Educational, Financial, and Geographic Access: A Rural Community College Typology

Despite cumulatively providing pivotal post-secondary educational opportunities for 3.4 million students in the U.S., there is a dearth of literature on rural community colleges. Therefore, we investigated the different types of rural community college locations and the role(s) of these locations. We conducted a multiple case study on Pennsylvania's 25 rural community college locations. We examined publicly available (n=25) and shared internal, institutional data (n=6), and conducted site visits (n=7), telephone interviews (n=21), and in-person interviews (n=27). We developed a typology that included two main types, the college hub and satellite sites, with six satellite sub-types: scaled hub, focused site, outreach site, virtual site, partner site, and closing site. Additionally, we found that rural community college locations foster equity through educational, financial, and geographic access and that these institutions are invested in their local communities in unique ways. Our findings indicate a need to reassess state funding formulas and develop strategic ways to maximize the use of rural community college locations.

Room 6

Amy Orange, University of Houston
Nora Parkhurst, Clear Creek Independent School District

Teenagers' Experiences during COVID-19 Shutdowns

Spring 2020 was a unique time, with the majority of U.S. states moving schooling online and shutting down businesses. The shift to online schooling in K-12 was unprecedented and the majority of schools and teachers were unprepared for this move, as were the students. These changes also led to isolation in many cases, as many people tried to stay home, whether by choice or mandate. As teens are at a time in their lives where peer interactions take precedent (Moses & Villodas, 2017), I wanted to know how these changes were affecting them. Using snowball sampling, I asked teens to take pictures of, or describe, the changes to their lives and school experiences as well how they coped with the changes. I gave participants the choice to respond to prompts about their experiences or to participate in an interview via Zoom. Eleven teenagers elected to participate in this study. Results showed that many found their online school

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experiences to be lacking in rigor compared to their usual face-to-face classes. They missed interacting with their friends and felt that virtual interaction, though nice, was not the same. Some felt that their peers did not socially distance appropriately and spoke of friends who still visited each other in person. Coping strategies included exercise, reading, playing games, and watching movies or television shows. Some positives included having more time to spend with their families, getting to sleep in, and having more free time, but some reported that they argued with their siblings more.

Kelley M. King, University of North Texas
Lal Rana, University of North Texas
Fardowsa Mahdi, University of North Texas

Framing Equity: Critical Analysis of Frames in Education Policy Discourse

This panel presents 3 papers that use frame analysis to critically analyze the ways educational issues are symbolically structured within policy discourse: (1) Tracing the Roots of Educational Discourse with Frame Genealogy proposes frame genealogy as novel method for analyzing educational discourse and its influence on policy and practice. Extending critical policy analysis diachronically, frame genealogy supports tracing persistence and change of key frames. Presented as an example, a frame genealogy of Christian Right educational discourse traces the roots of contemporary frames to a past century, documenting persistence of supremacist ideology. (2) (Re)imagining ELLs in the Every Student Succeed Act explores the findings of a frame analysis of Title III of ESSA following Entman's (1993) framework. Analysis through the diagnostic frame shows English language learners (ELLs) struggle academically due to their nascent English language proficiency, deficit perspectives, low expectations, and lack of support. The prognostic frame suggests ELLs succeed if they are viewed positively, expected to meet high academic standards, and supported. ESSA perpetuates the assimilationist's perspectives rather than transforming ELLs' lives. (3) A Critical Frame Analysis of the California Mathematics Placement Act of 2015 analyzes problems and solutions as represented in Senate Bill 359 (SB 359). SB 359 addressed public concerns about the mathematics placement process. The problem framed by the SB 359 document was students being held back unfairly due to race, ethnicity, gender, or socioeconomic background. A proposed solution requires students' accurate placement and progress, and each local educational agency adopting a fair, objective, and transparent mathematics placement policy."

The Qualitative Report 12th Annual Conference
30 Years as a Learning Community"
Virtual Conference
January 12 - 14, 2021

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Thursday, January 14th

Announcements and Opening Keynote

Room 6

Ronald J. Chenail, Nova Southeastern University

The Qualitative Report: 30 Years and Counting as a Learning Community

For over 30 years, *The Qualitative Report* has served as a learning community for a worldwide audience of qualitative researchers, practitioners, policy makers, professors, and students. In our relationships with authors, we have endeavored to not only share our knowledge, expertise, and guidance, but also to remain open, discovering new insights, practices, and voices. As an open-access publication, we have ensured readers around the world can read enriching words, opening new and invigorating vistas from qualitative research findings and qualitative methodological innovations. In reflecting on this three-decade journey, I can see how we evolved, but I can also envision new opportunities to become an even more inclusive community. In this presentation, I will share these insights as an open invitation to join us we continue to be a place where the world comes to learn qualitative research.

Breakout Session G

Room 1

Patricia B. Steele, University of Phoenix
Cheryl Burleigh, University of Phoenix
Marie Smith, University of Phoenix
Grace Gwitira, University of Phoenix

Online Faculty Perceptions of Professional Development to Support Personal Academic Growth: Qualitative Case Study

The current qualitative case study research was centered on exploring perceptions of experiences of online faculty members from online institutions of non-traditional practitioner adult learners and their experiences and expectations of professional development (PD). From a professional sample of online faculty, each participant shared personal perceptions and expectations of their experiences in online PD through one-on-one interviews and questionnaires. From a sample of experienced online faculty from online universities, findings from this study could benefit online university PD programs, which are not location or time specific, and could be provided at a convenient time when social distancing was necessitated by events such as the COVID-19 pandemic (Setswe et al., 2019). Implementing an effective PD program could lead to increased career satisfaction and student success (Curwood, 2011; Darling-Hammond et al., 2017).

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Inci Yilmazli Trout, University of the Incarnate Word
Shaniek Tose
Caitlin Caswell
Candace M. Christensen, University of the Incarnate Word

Collaborative Writing Processes Explored Through Art

In academia, publications are emphasized as an indicator of productivity, despite the absence of formal curricula in graduate programs. This leaves graduate students to navigate the writing process on their own, through their own efforts or informal collaborations with experienced researchers beyond the classroom. While informal collaborations are encouraged, there are no guidelines on how to navigate a collaboration process in conducting and writing research which can be daunting for inexperienced researchers. There are many examples of studies conducted collaboratively and interdisciplinary settings, however, there is limited research on the process itself and how novice and experienced researchers navigate the process. In this presentation, we share the experiences of four scholars from different backgrounds, locations, and experience levels in qualitative research collaborating online in writing for publication for over a year. The initial framing of this interdisciplinary collaboration shifted from writing for publication towards including the aspect of a learning community in engaging with qualitative research in addition to writing together over time. The learning community setting provided space for us to discuss different aspects of research including research methods, data analysis, writing, selecting journals to submit, paper preparation and submission processes, and to emotional support throughout. During this process, the boundaries between mentorship and partnership became permeable.Drawing from each researcher's reflection journals and the conversations that took place during regular research meetings, we demonstrate how we navigated this process and what we have learned about collaborating, writing, and publishing as a community of researchers through using arts.

John Goodwin, University of Leicester
Henrietta O'Connor, University of Leicester

Reflections on a Qualitative Restudy: Twenty Years After "Forty Years On"

In 2001 we received research funding from the UK Economic and Social Research Council to revisit and restudy a lost research project from the 1960s. The project was initially carried out by researchers at the University of Leicester, UK under the guidance of Norbert Elias. With the support of Ilya Neustadt, the original research sought to examine the "lived realities" of school to work traditions of over 800 young people leaving school in the early to mid-1960s. Our initial investigation revealed that the data had never been analysed and that the project has ended abruptly in acrimonious circumstances. Little did we know that when embarking on this qualitative restudy, it would be a profound research journey changing our research practices, interests and us as researchers. In this presentation, we reflect on these impacts, the genesis of the restudy and consider what we have learnt. To do this use three sensitising themes to explore our autoethnographic accounts of the research and to analyse a previously unpublished interview with us about the restudy. The sensitising themes we use are reorientation of research practices; things

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left unsaid (or the stories we couldn't tell); and connections and extensions. We conclude the presentation by restating the need for qualitative researchers to return to "past studies" and offer some suggestions as to how it is possible to overcome the analytical complexities of doing so.

Jareau Almeyda, Nova Southeastern University

How I Developed as a Qualitative Researcher: A COVID-19 Induced Dissertation Research Shift

Prior to the global COVID-19 pandemic, my dissertation study aimed to explore how exposure to information systems project management impacts perceptions of computing careers among high school female participants. However, the emergence of the COVID-19 global pandemic and the closure of schools forced the premature end of the study–resulting in the design of a new study. The new study aimed to understand the experiences of teachers and the readiness and sustainability concerns they had after being abruptly transitioned from an in-person teaching environment to a fully online teaching environment. The qualitative data, collected from a ten-item, open-ended questionnaire, underwent a three-level analysis–descriptive analysis, machine learning-based psycholinguistics analysis, and a qualitative content analysis. This presentation will focus on my experience as a dissertation student who had to shift my research as a result of the pandemic and the lessons I learned about qualitative research.

Room 2

Chrystyan Williams, University of South Florida

Cultivated for Acceptance: A Teacher's Journey to Cultural Awareness and Acceptance in Education

The aim of this article is to explore the concept of cultural awareness as it shapes itself in classrooms. This qualitative report explores my own interactions as both a student and an in-service teacher as it relates to racial identity and culturalism through a process of documenting my experiences as anecdotes and analyzing the memory's effects on my disposition as an educator and my pedagogical style. I found that in unpacking my experiences, a common theme of inquiry and appreciation stemmed from young children whilst ignorance manifested itself in various ways. I conclude this article with the argument that people are built for community, and our communities include a variety of intersections of people, in children and adults alike. Educators hold the privilege role as a facilitator to a world of learning, assisting children through their real-world explorations and shaping their knowledge with them. My belief is if educators create a sense of belonging and welcome conversations of differences to all their students, we can minimize ignorance, discrimination, and prejudice. And in turn, representation, awareness, and acceptance will be the new normal.

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Ashlee Robertson, Keiser University
Belkis Cabrera, Keiser University

Metaphors as Research Design: A Revelatory Exploration of Learning Community Facilitators and Their Center of Truth

Metaphors are revelatory. By the very definition, metaphors communicate a meaning in terms of another; they are connective, perceptive, and expressive. Lakoff and Johnson (1980) argued that metaphors are fundamental mechanisms of the mind. Structures we use in daily conversation can reveal conceptualizations of the world and our place in it. The re-classification of metaphor as more than mere poetic device has given rise to a specific form of metaphorical analysis, conceptual/cognitive metaphor theory (CMT), which has been garnering attention and credibility for conducting qualitative research (Alarcon, Diaz, Vergara, Vasquez, & Torres, 2018; Cameron & Maslen, 2010; Csatar, 2014; Fábián, 2013; Franz & Feld, 2015; Mason, 2018; Sarac, 2018; Schmitt, 2005; Shutova, Devereux, & Korhonen, 2013; Turner & Wan, 2018; Zheng & Song, 2010). In utilizing CMT for comparative qualitative research with learning community facilitators, we found that reflective interview questions, which directly ask participants to provide metaphorical conceptualizations for their work, may serve to uncover the conceptual center of participants' truth and the rawest essence of understanding and meaning-making. Using Cameron and Maslen's (2010) systematic guide for engaging in cognitive metaphor research (CMR) may alleviate issues of reliability and validity that have traditionally plagued perceptions of qualitative research studies. Our presentation will (1) contextualize CMT and CMR in qualitative research, (2) present an overview for metaphor-led analysis (using Cameron and Maslen) we used in studying learning communities, (3) offer insights into the systems used to alleviate questions of reliability and validity, and (4) answer questions on metaphorical analysis.

Vicki Lynn Brzoza

National Council Licensure Examination for Registered Nurses (NCLEX-RN®) Success: Perceptions of Accelerated Second-Degree Bachelor of Science in Nursing Students

The majority of the 50 United States (U.S.) states will experience a significant nursing shortage by the year 2030. Research supports a Bachelor of Science in Nursing (BSN) workforce is associated with better outcomes, fewer adverse events, and lower patient mortality. BSN prepared nurses are in great demand and the Accelerated Second-degree Bachelor of Science in Nursing (ABSN) Programs may fulfill this need. This study investigates how to be successful in these ABSN Programs and satisfy the demand for more BSN prepared nurses. The purpose of this study was to describe the ABSN students' perceptions and experiences about what they believe to be factors of success in completing the program, and on passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) on the first attempt. A qualitative hermeneutic phenomenology approach, and Knowles' (1980, 1984) Adult Learning Theory guided this study. A purposive sample of ABSN students was chosen from three northeastern U.S. universities. Interviews were conducted. Data analysis was completed using the Diekelmann, Allen, and Tanner (1989) hermeneutic analysis method. The resulting themes included (a) responding to the call, (b)

unleashing the power within, (c) support systems, and (d) one life-changing test. Results from this study may be used to assist nurse faculty in identifying key factors to support retention and student success in ABSN programs and on the NCLEX-RN®. Findings from this study may also help fill the growing U.S. need for BSN prepared nurses.

Daniel L. Roberts, Moral Injury Support Network for Servicewomen, Inc
Joann Kovacich, University of Phoenix

Male Chaplains and Female Soldiers: Are There Gender and Denominational Differences in Military Pastoral Care?

The purpose of this presentation is to describe a research study that examined male military chaplains' support to servicewomen. This study was conducted by the president and CEO of Moral Injury Support Network for Servicewomen, Inc. and a University of Phoenix faculty associate and was published in the *Journal of Pastoral Care and Counseling*. The purpose of this study was to compare the ways in which male chaplains of various religions provide emotional and spiritual support to female soldiers. Using a descriptive case study design, this study focused on one research question: how do male military chaplains of different religions provide emotional and spiritual support to female soldiers? Fifteen U.S. Army chaplains, representing Christian, Catholic, Buddhist, and Jewish denominations, participated in the study. Triangulation was achieved through semi-structured interviews and public sources, including instructional books from the United States Army Chaplain Center and School, US Army regulations, ethics guides from chaplaincy professional organizations, and denominational literature pertaining to cross-gender counseling. Investigators developed seven themes from the data: ministry philosophy, sensitivity to accusations, creating safe spaces, transference, counseling, confidentiality, and referrals.

Room 3

Micki Voelkel, University of Arkansas
Shelli Henehan, University of Arkansas

Accountability Is Key: Mentoring Faculty Research through Partnership, Community of Practice, and Writing Groups

Academic writers frequently struggle to produce research, presentations, and peer-reviewed articles. In particular, faculty in teaching and learning institutions may lack the background and support necessary to effectively work individually on research and writing projects. University of Arkansas-Fort Smith was a community college for decades before becoming a comprehensive regional university in 2002. In less than 20 years, the university has worked to create a research culture and foster works of scholarship. The challenge has been particularly acute for the College of Applied Science and Technology (CAST), which has retained technical certificates, associate degrees, as well as baccalaureate degrees. Some faculty members, despite terminal degrees, have not developed the habit of scholarship. Other faculty members are still pursuing their doctorates. Because of the heavy focus on teaching and service, CAST faculty have been at a research and writing disadvantage. In this interactive workshop, the presenters share their

personal experiences creating a research partnership, participating in an international community of practice, and finally mentoring developing researchers through the creation of a research and writing support group.

Chareen Snelson, Boise State University

Teaching Qualitative Research Methods Online

In this workshop, a veteran online educator shares practical strategies for course design, teaching strategies, choice of technology, and assessment in online qualitative methods education. The primary focus of this workshop is on asynchronous (anytime) strategies that offer flexibility and provide time for thoughtful reflection. Examples are drawn from online courses including (a) introductory coursework in qualitative research methods that covers research design and (b) advanced coursework in qualitative data analysis where QDAS (Qualitative Data Analysis Software) is taught.

Room 4

Susan Steele-Moses, University of Phoenix-Online Campus

Retention Factors Important of Medical Surgical Nurses

Medical-surgical (Med-Surg) nursing has evolved from an entry-level position to a distinct specialty that represents the mainstay of every acute care hospital. Although the discipline has progressed, in 2019 the turnover rate of acute care Med-Surg registered nurses (RNs) was 20.4%. With the retirement of the baby-boom generation and the limited availability of new graduates interested in Med-Surg nursing, it is imperative to understand the retention factors inherent to their decision. The purpose of this qualitative explanatory research study was to elucidate the retention factors important to Med-Surg RNs. Prior to the face to face interviews, 151 Med-Surg RNs completed the Work Satisfaction Questionnaire. Fifty-six percent of the variance of whether a nurse was retained was predicted by four factors Age, Role Function, Supportive Management, and Pay. To further understand why these factors were important, 20 Med-Surg nurses were interviewed. Four themes emerged: "Just A Med-Surg Nurse"; "Enjoy the People in The Trenches"; "A Place Where I Belong"; and "Hear Me When I Say ." Many organizations believe that pay is the primary factor that predicts RN retention. However, while pay was predictive of behavior, moreover Med-Surg RNs wanted to feel valued, have a sense of belonging, enjoy the people they worked with, and have input into decisions that affected them. When managers work collaboratively with staff, leverage their gifts and talents, understand their motives, and empower them to succeed nurse retention improves.

Murray S. Anderson, Athabasca University

The Situational Analysis of Problem Gamblers in Recovery: An Action Research Study

As of 2012, there were more than 100 studies on the prevalence and social impact of problem gambling in Canada. However, few qualitative psychological studies specifically explored the process of therapy for

problem gamblers. This research initiative attempts to bridge this notable gap in the literature. In this action research inquiry, I explore the recalled experiences of therapeutic interactions of six problem gamblers and six registered clinical counsellors. The participants engaged in focus groups, individual interviews, and a teleconference that helped to foster a greater understanding of the stigma attached to "being" a problem gambler. Although there are many comprehensive works on the topic of stigma, I felt the quintessential work of Erving Goffman (1963) on the moral management of stigma and spoiled identity was a fitting lens through which to examine the plight of the problem gambler in counselling. In this exploratory inquiry, I found many examples of participant gamblers morally managing their identities, agentively adopting, challenging, or resisting various descriptions of their stigmatized status. My situational analyses highlighted how clients engaged in "healthy" resistance, agentively managing the potential for stigmatized or spoiled identities. These shared narratives brought awareness to the marginalized status of "being" a problem gambler, while providing an appreciation of ways in which clients and counsellors can collaboratively promote preferred ways of being. These findings also indicate that further sensitivity may be required for practitioners providing services to stigmatized populations, such as the individual with gambling problems. Implications for counselling theory, practice, and possible future research are discussed.

Cheryl Burleigh, Walden University

International Student Acclimation to a U.S. Private High School: Successes and Failures

Reasons why international students come to the U.S. to attend high school vary as the students themselves. Some of these students come to the U.S. to experience the best educational opportunities available, improve their academic standing, increase their chances to be admitted to U.S. universities, quench curiosity, and encounter a new culture. International families, who have secondary students, believe if their children are immersed in a U.S. high school experience, they will be a more competitive applicant to American higher education institutions (Farrugia, 2017). When international students are new to a country, its culture, norms, and language, the availability and adaptability of support services within the high school play a critical role in the students' success. In this study, the researcher applied narrative inquiry to describe and understand the experiences and insights of the successes and failures of international high school students through the lens of educators, administrators, and sponsors. The findings revealed a direct correlation of adult mentorship and support to student acclimation and accountability, drove the level of academic success international students had at the high school. The academic future of these students was ultimately determined by the roles these adults played in the international students' high school experiences. By fully understanding this phenomenon, educators, administrators, and sponsors can develop strategies that will fully welcome and assist in the acclimation of international students into their high schools.

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Matilda Mettälä, Independent Researcher

Pedagogical Interludes-In-Time

Each day offers new episodes of learning, allowing past experiences to integrate with the future. This enables me as a practitioner a sort of rethinking; to be able to pause and inquire retrospectively and selectively into my own pedagogical experiences. However, I realize that experiences are multifaceted and so it has made me wonder how I can study and create an understanding and meaning of elusive processes and interconnections based on years of documented experiences? This presentation is a dialogue of my ongoing inquiries and work as a practitioner-researcher from an autoethnographic approach which seeks to describe and systematically analyse personal experiences with some theoretical reinforcements, with the aim to develop my own understanding and offer some small insights in the wider integrated knowing.

Room 5

Lewis E. Mehl-Madrona, University of Maine
Barbara Jane Mainguy, Coyote Institute

For People Seeking Traditional Indigenous Healing, Does Compatibility of Seeker's and Healer's Beliefs Matter?

For some time, we have served as a connector for people with illnesses to traditional indigenous healers. As part of that work, we have assisted people to chronicle their process of preparing to meet the healer, interacting with the healer, and integrating what happened into their daily life. These have resulted in narratives sometimes accompanied by art with some reaching the level of artists' books. We gave 100 of these narratives to graduate students in psychology who were learning about qualitative methodology. They worked in teams of three to identify themes in the stories. Our first question concerned how people approached the uncertainty associated with what could happen to their health condition. Thirteen believed that the outcome was predetermined and in the hands of a higher power. Nine believed that anything was possible and that it was up to them to make healing happen. Thirty-eight believed that the healers were powerful and would heal them. Thirty-two espoused the idea that it was a mystery to them how things worked or if the healers could help them, but it was worth the effort to try. Eight believed that the healers could intervene for them with the powers who could heal them and make them well. Using a scale for improvement developed in previous research, we determined that compatibility of beliefs of the people with illnesses with the beliefs of the healers was associated with higher levels of improvement at a statistically significant level using chi-square testing ($p < 0.001$).

Eleanor X. Mehta, University of Georgia

Refugee Children's Perspective on Pandemic Learning in the United States: A Case Study

How do refugee children learn and cope in the Covid-19 pandemic in the United States? In this case study, I use Actor Network Theory (Latour, 2005) to explore two Iraqi refugee children's perspective on

remote learning during the Covid-19 pandemic in a southern U.S. state. Based on data generated from participatory visual ethnography methods via online tools in a 6-month period, multiple themes emerged in refugee children's perspective on pandemic learning, including (a) shifting relations in the network of schooling, (b) community acting as resource, (c) technology acting as barrier, and (c) influence of pre-migration experience on children's resilience. I conclude the paper by exploring the implications for educators and community organizers as they support the well-being of second-generation refugee children and their families during the Covid-19 pandemic and beyond.

Daniel L. Roberts, Moral Injury Support Network for Servicewomen, Inc
Joann Kovacich, University of Phoenix

Moral Injury in Women Veterans: A Grounded Theory Study

The purpose of this presentation is to describe a research study on military moral injury that the president of the Moral Injury Support Network for Servicewomen, Inc. and a faculty associate of the University of Phoenix are conducting. The research question is: What is the nature of moral injury for U.S. women veterans? This study is using a qualitative grounded theory design. The purpose is to discover a theory of the nature of moral injury for U.S. women veterans. Data was first collected from in-depth interviews with women who are no longer serving in the U.S. Department of Defense, achieved the rank of E-5 or above, served at least five years in the military, and participated in or were the target of activities by military personnel that created inner conflict or violated their personal moral values. Nineteen in-depth, semi-structured interviews with this inclusion criteria were conducted. After those interview, the data collection method was changed to anonymous online surveys. Some women expressed a desire to participate in an online questionnaire as opposed to a telephone interview since reflection on experienced moral conflict is deeply personal. Switching to an online form for collecting data gave the team access to people who felt that they could not verbalize their experiences but who were willing to contribute rich and in-depth data to the study. To date, 40 women have completed the survey.

Rebecca Friesen, University of Arizona
Adriana Cimetta, University of Arizona

Identifying the Influence of Power Dynamics in Implementing Change

Discerning the complex and integral role power plays in any given program is difficult. Yet, despite its influence, power dynamics are rarely addressed in empirical practice. Ascertaining a more complete picture of the merit and worth of any program requires understanding how power dynamics have impacted the results and the power dynamics involved at the university level are no exception. This project seeks to understand the influence of students, teaching assistants, faculty, and administration in integrating research experiences in undergraduate courses in the biology and chemistry departments. Using a case study approach, this analysis applies the work of Haugen and Chouinard to identify the relational, political, discursive, and historical power dimensions at work in a university program. It concludes with considerations specifically related to the unique power dynamics at universities. This study

analyzes how the unique power dynamics at a university influence the effectiveness of an educational intervention. In particular, it shines a light on the significance of power dynamics in facilitating or hindering change. Thus, this proposal highlights the relational, political, discursive and historical power dimensions to look for and identify in a university setting.

Room 6

Heath Williams, Sun Yat-sen University

A Discussion on the Relationship Between Qualitative and Philosophical Phenomenology

Recent discussion in qualitative research centres around what constitutes a "genuine" phenomenological qualitative research method. I argue that the insistence that qualitative researchers adhere to the traditional methods and theories of phenomenological philosophers is misguided. One form of this insistence if Dan Zahavi's proposal that qualitative researchers ought to draw from canonical phenomenological philosophical theories in pre-structuring their interviews. What I show however is that, by employing open, semi, and unstructured, interview methods, qualitative researchers seek to instill their work with freedom from presupposition. Freedom from presupposition is as a matter of fact a bona fide trait of Husserlian philosophical phenomenology, so the suggestion that researchers are contravening phenomenological orthodoxy by not adhering to canon is contradictory. Moreover, the canonical phenomenological tradition is populated primarily by white, upper-class, Judeo-Christian, European males living in the first half of the twentieth century. A noteworthy absence from the canon is discussions of class, race, sexuality, or gender; themes that have been given a much more extensive treatment by qualitative phenomenological researchers. Given the tendency of implicit biases towards race, gender, sexuality, criminality, etc., there's probably even a good reason to begin some qualitative studies with a limited amount of traditional phenomenological theoretical background. I finish by pointing out that it is not adherence to the theories and methods of prior practitioners that justifies the moniker "phenomenology." Qualitative research methods still qualify as phenomenological if they develop their own set of theoretical terms, traditions, and methods instead of importing them from philosophical phenomenology.

Mark L. McCaslin

The Five-Question Method for Framing A Qualitative Research Study: Redux

The Five-Question Method was first published in 2003 and since that time has seen 18000 downloads. Given the changes in the field of qualitative research since then it now seems important to provide updates as well as lessons learned along the way. The Five-Question Method was originally designed as an approach to framing Qualitative Research, focusing on the methodologies of five of the major traditions in qualitative research at the time: biography, ethnography, phenomenology, grounded theory, and case study. In this presentation two additional questions will be asked as related to narrative and heuristic research Asking Seven Questions, novice researchers select a methodology appropriate to the desired

perspective on the selected topic. The Method facilitates identifying and writing a Problem Statement. Through taking a future perspective, the researcher discovers the importance and direction of the study and composes a Purpose Statement. The process develops an overarching research question integrating the purpose and the research problem. The role of the researcher and management of assumptions and biases is discussed. The Five-Question Method simplifies the framing process promoting quality in qualitative research design. In that regard discussions will center on building the research triad.

Moldir Seilbayeva

Teachers Experience in Gamification in the Classroom

Gamification is a new trend in the education system of Kazakhstan with only some educational organizations and individuals embracing it. The purpose of this qualitative research was to understand "Bilim-Innovation" high school teachers' experiences and perceptions of gamification in Kazakhstan. Using a qualitative research design, the researcher used open-ended questions to interview eight participants across high schools in Kazakhstan. Considering the novelty of gamification, the snowball method was an appropriate method for identifying high school teachers with experience in the approach. In using the snowball method for participant requirements, the researcher started with a high school teacher familiar with gamification, followed by other participants as suggested by each individual interviewed. The participants came from eight different schools and had taught different school subjects. The analysis involved thematic coding of interview transcripts as aligned with the research questions. Findings showed teachers' experience with gamification in conducting gamified lessons in their classrooms. The findings suggest that teachers' perceptions of gamification are positive, as gamification appears to mitigate teachers' and students' work. These findings are consistent with the literature on the topic of gamification regarding motivation and engagement of students in learning. This study holds particular significance considering how educational institutions are experiencing the effect of the emergency with the COVID-19 virus. Schools have tried to create different applications to teach and organize activities to be delivered in a distant manner and gamification can provide one solution. Recommendations include to conduct systematic training and seminars for school teachers in gamified lessons and to reconsider educational reform, taking into account current market demand for technology-integrated learning. Future studies should examine gamification across varied subjects and how gamification can facilitate learning during times of online learning.

Alia Hadid

Exploring Refugees Using Narrative Inquiry

In this presentation, I describe the challenges I faced while researching the experiences of Syrian women refugees learning English online. I chose narrative inquiry since it provides refugees with a voice to recount their lived experiences (De Fina & Tseng, 2017). I share my involvement with narrative inquiry, discuss the various obstacles I encountered, and how I tried to overcome them. In doing so, I intend this to act as a roadmap for future researchers who wish to involve in similar research practices. First, I discuss the

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multiple issues I came across during the planning and data collection stages. During those phases, I continuously made changes to my research plan and was open to adjustments given that researchers "must consider the multiple "realities" experienced by the participants themselves—the "insider" perspectives" (Suter, 2006, p. 343). The analysis and writing phases presented a different set of obstacles. There are multiple ways to carrying out analysis, which Kim (2016) attributed to differences in interpretation. Narrative analysis was pertinent in this study since it allows for a comprehensive understanding of one's experience (Daiute & Lightfoot, 2004). Writing was cumbersome since it included narratives from interviews, data from live sessions and journal writings, knowledge of theories, and my own teacher-researcher narratives to re-story the final narrative. Furthermore, considering that the participants were refugees, I needed to maximize the need for ethical considerations and the power of the investigator (Bourdieu, 1996); thus, I considered several measures to ensure rigor and trustworthiness.

Breakout Session H

Room 1

Pauline Swee Choo Goh, Sultan Idris Education University

Using Narrative Pedagogy to Improve Learning and Practice Among Preservice Teachers

This study set out to explore preservice teachers' and the teacher educator's experience of using a narrative pedagogical approach in one of the course within the teacher education program. In addition, the study also sought to understand how the teacher educator evaluated preservice teachers' learning outcomes following the enactment of narrative pedagogy. The participants were nine preservice teachers in their 5th semester of their teacher education program. Ricoeur's framework of the prefigured and configured arena of education was used to analyze the rich interview and reflective data which emerged. Prefigured arena encompassed an environment which is taken-for-granted, therefore when narrative pedagogy was conducted, the preservice teachers' learning arena was "shaken" and they felt challenged to take greater responsibly, felt anxious and felt insecure about learning in the new way. The configured arena is the bridge from "what has been done" to accepting a new way of doing. As the weeks passed, the configured arena begun to emerge when the preservice teachers begun to learn through listening the "act of practice" and their roles of teaching began to surface. The preservice teachers have interpreted and discussed "lived" stories and this has shifted the way they think about teaching. Similarly, the teacher educator developed new insights into the new way of approaching teacher education. The most common methods and tools used by the teacher educator to determine if new learning has taken placed was through written narratives, class discussion, and preservice teachers' self-evaluations.

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Zeynep Erdem
İlknur Dilekler

Emotion Regulation Strategies of Young Adults and Their Caregivers: A Qualitative Analysis

It is noticed that theories and research on emotion regulation (ER), ER strategies, and subjective experiences of individuals about ER are inconsiderably various. The effects of caregivers and caregivers' ER on people's ER are also among the subjects examined, but young adults' definition of the ER strategies of their own and caregivers' seems to be limited. Therefore, this study aims to answer the question of "What are the views of young adults on (a) how they regulate their emotions, (b) which ER strategies their caregivers use, and (c) on the factors affecting their ER, including caregivers' strategies?". In order to answer this question, 14 individuals, included 8 women (mean age=21.4) and 6 men (mean age=21.6), explained ER processes in detail in audio recorded semi-structured interviews and in online diaries. The data was transcribed, coded and analyzed using thematic analysis in line with guidelines of Braun and Clarke (2006). It is comprehended that ER strategies of young adults and their caregivers have similarities. These are expressed in 3 main themes as strategies based on mental processes, strategies based on interaction with others and strategies based on exposure. It is seen that the experiences of ER are more complex than those mentioned in the literature and the participants think that their ER strategies are not only affected by their caregivers but also many other factors. Therefore, this study examines young adults' views on their own and caregivers' ER processes and on factors affecting ER, and differs from existing research in the literature in that it is qualitative, includes fathers and other caregivers, and includes expressions of young adults.

Celeste A. Wheat, University of West Alabama
Lilian H. Hill, University of Southern Mississippi

A Qualitative Analysis of the Influence of Mentorship and Role Models on University Women Leaders' Career Paths to the Presidency

While the literature concerning female administrators in higher education indicates the critical role that mentors and role models play in contributing to women's professional advancement, the relationship between mentorship and women's attainment of senior leadership positions including the college presidency remain underexplored. The purpose of this study was to explore how women in key-line administrative positions to the presidency (e.g., academic dean, vice president, chief academic officer) and women presidents understood the role of mentoring relationships and role models in their career paths to leadership. This study employed a postmodern feminist theoretical framework and a feminist qualitative design to give voice to the unique and individualized ways university women in key-line positions to the presidency and women presidents made meaning of the influence of mentors and role models during their careers. Data collection involved 16 in-depth, semi-structured interviews with a criterion-based sample of 12 female key-line administrators and four presidents employed at universities located in the southeastern United States. The data analysis revealed four main themes related to: (1) the minimal role of mentors and role models; (2) gender dynamics characterizing participants' role models

and mentoring relationships; (3) mentoring moments with multiple and non-traditional mentors and role models; and (4) the benefits of mentors and/or role models. This study recognizes the participants' complexity in their multiple identities and demonstrates women's resourcefulness in seeking career guidance and social support from multiple sources including male and female mentors, role models, colleagues, friends, and family members.

Florian Diddens, University of Hamburg
Daniela Schiek, University of Hamburg
Carsten G. Ullrich, University of Duisburg-Essen

Conducting Asynchronous Online Interviews Using a Message Board

In this presentation we present findings of a methodological analysis on asynchronous online interviewing using a message board, as examined in a qualitative research project in a sociological context. Based on computer-mediated communication (CMC), online interviewing is considered advantageous because of overcoming restrictions accompanying face-to-face interviewing, such as a locally or finically limited scope of recruiting interviewees or as currently experienced during the COVID-19 pandemic. The current state of research argues that online interviewing enables the collection of enriched narrative or discursive data if conducted in writing and asynchronous. Both features would lead to a reflexive approach to the thoughts, experiences, or insights of interviewees by favoring a self-disclosure, which is based on potentially anonymous and disembodied communication. While E-Mail is the state of the research medium and semi-structured interviewing the preferred technique, it remains uncertain if the use of other CMC-media could benefit shaping semi-structured interviewing. In this session we address this issue by presenting recent findings of a research project, which examined the use value of a message board, reachable by web interface or mobile app, for semi-structured asynchronous online interviewing. Based on a sociological approach to reconstruct views on single moms who depend on welfare in Germany, nine semi-structured asynchronous online interviews were conducted. In this presentation we outline the challenges and practicability of a message board as the medium for online interviewing, the effects on semi-structured online interviewing, and the data gathered this way. This approach broadens the perspective on asynchronous online interviewing and discusses its potential for qualitative research.

Room 2

Erik P. Bean, University of Phoenix

From Grieving to Giving: An Autoethnographic Journey from Suicide Loss to Healthy Mind Express Foundation

It's an unimaginable loss, a 17-year-old son with multiple atypical diagnoses takes his own life in August 2018. One year later with love and support from my immediate family, we established the Ethan Bean Mental Wellness Foundation. It was a therapeutic device to help alleviate my pain of loss and hopelessness. But we needed to contribute in a meaningful way and differentiate ourselves amidst a sea of philanthropic entities each vying for attention and competing for grants and donors. A co-author whom

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I had published a couple of peer reviewed curriculum books 4 years prior came up with an idea for children's book on mental health that we collectively honed. After bringing in another friend and finding a talented paper arts illustrator, our self-published endeavor went live on November 23, 2019 National Suicide Survivors Day. Since then Ethan's Healthy Mind Express has garnered critical reviews comparing it to the work of an Academy Award Winning animator and deceased Tony nominated actress. This effort and others lit a fire and today our organization also known as Healthy Mind Express is vying for prolific research studies, offers Zoom programming for autistic children and families who struggle with loss, and is primed to work with new authors to publish their mental health elixirs under our publishing arm. Join me for this autoethnographic session to take you through my journey of loss to hope for so many people as our society continues to struggle with mental health issues and the shame of having them.

Walker Ladd, Saybrook University

Making Sense of Postpartum Depression in Later Life: An Interpretative Phenomenological Analysis

Postpartum depression (PPD) occurs in as many as 1 in 7 women. Despite the wealth of research reporting the negative effects of PPD on childbearing women and their offspring, PPD remains underdiagnosed and largely untreated, contributing to significant societal costs and increased maternal mortality. Little is known about how women make sense of the experience in later life. Understanding how women describe and interpret the event in later life may provide critical perspective as to how providers might address the disorder not only in the postpartum period but across the lifespan. Semi-structured in-depth interviews with a purposive sample of 10 women self-identifying as having had PPD and whose children were 13 years or older were conducted. Interpretative phenomenological analysis (IPA) was used to analyze and report results of the interviews. Three themes emerged: 1) It was like falling down a black hole, 2) It changed me, and 3) I am grateful it. While the experience of PPD included severe symptoms of insomnia, anxiety, suicidal ideation and intrusive thoughts of harm coming to the baby, women reported that they were changed in positive ways as a result. Increased confidence, competence, and sense of purpose were reported. Women described gratitude for the experience, as PPD facilitated substantive personal growth. Findings provide insight into the impact and meaning of PPD for women in later life and indicate future research into the transformative nature of a perinatal mood and anxiety disorder.

Phillip A. Olt, Fort Hays State University
Betsy Crawford, Fort Hays State University

Qualitative and Mixed Methods Authors' Experiences with Publishing in Top Education Journals

We conducted a case study of authors who published their research in top-ranked education journals during 2018. In this session, we focus on the experiences and perceptions of those who published qualitative and mixed methods studies in those content-area journals. We share the unique challenges they faced (as compared to authors of quantitative manuscripts) and strategies used to overcome them. At the end of the session, we will facilitate a brief discussion of equivalent issues for other academic fields

than education and gather other attendee suggestions for qualitative and mixed methods publishing success.

Tashma Watson, University of Phoenix

The Lived Experiences of Operating Room Nurses Working During Night and Weekend Hours

Nursing plays a vital role in the care and safety of patients. Compared to other healthcare disciplines nursing spends the greatest amount of time at the bedside. As healthcare continues to evolve nursing will be an active participant in effecting the delivery of patient care. However, there is a paucity of research focused specifically on experiences of nurses caring for patients. Recent research explores the phenomenon of the "weekend effect." This phenomenon suggests variations in patient outcomes on weekends and nights (off-peak hours) compared to weekdays. The purpose of this hermeneutic phenomenological study was to understand the meaning of the experiences of the nurses who provide care during the off-peak hours. All participants were over the age of 18 and worked as circulating nurses during night and weekend hours at hospitals around the United States. The study used Jean Watson's Theory of caring as a theoretical framework and Max VanManen's research method to complete the research process. Eleven participants were interviewed for this study. One research question guided the study. Data was collected via in-person interviews (semi-structured) as well as through remote video call applications and telephone. Data were analyzed and prepared for coding using Van Manen's research method to identify patterns and themes. Several themes developed from this study, the most prominent was self-care neglect. Other emerging themes focused on the delivery of nursing care; we work as a team, No one to rely on, being responsible for everything, safety is the primary concern, and limited resources and support. Findings from the study have implications for the discipline of nursing, through leadership, education, practice and research.

Room 3

Jennifer E. Hoffman, St. John's University
Lisa Bajor, St. John's University
Colleen Keating, St. John's University

Virtual Qualitative Research for Ordinary and Challenging Times

It is critical that qualitative research be conducted to ensure that individuals' lived experiences, perspectives, and inimitable stories are captured as we chart untrodden paths in education, healthcare, and the workplace. Attendees will interactively engage in various activities to learn methods for remotely employing qualitative approaches during ordinary and challenging times, including narrative, phenomenological, grounded theory, ethnographic, and case study research. To conduct off-site fieldwork, attendees will learn ethical ways to virtually recruit participants from diverse backgrounds and socio-economic status as well as remotely use audiovisual tools to conduct interviews and observations. Attendees will evaluate appropriate platforms for video and audio conferencing to support data collection methods including zoom.us, meet.google.com, and flipgrid.com, web-based tools, such as

goformative.com, as well as telephones and traditional mail communication for those lacking access to online resources. Attendees will learn ways to analyze digital content such as videos and chats. Presenters will demonstrate strategies for creating rich descriptions of phenomena from digital data to make sense of an individual's unique stories or inductively form theory grounded in qualitative data analysis. Takeaways include a) strategies to remotely conduct an aligned qualitative study, b) a digital toolkit for conducting qualitative research, c) making meaning from digital data, and d) procedures to make ethical considerations and ensure trustworthiness of findings. Presenters will be available for questions. In our increasingly technology-dependent society, it is important that we continuously conduct relevant qualitative research to improve the lives of others during typical and unprecedented times.

Bryan D. Jennewein, California Institute of Integral Studies

Employing Theoretical Infusions Toward Evolving Appreciative Inquiry Methodologies

This workshop draws upon research from my doctoral dissertation addressing how one team at a Silicon Valley technology company engaged with their cultural contexts to provide an impetus for transformation. As a practice, Appreciative Inquiry invites practitioners to adapt and evolve its tools and methodology as applications of its methodology grow. And as part of my dissertation, I received training and certification as an Appreciative Inquiry Facilitator, and I deeply investigated both the theoretical and qualitative understandings and applications of appreciative inquiry in a variety of settings and in a variety of ways, noting some ways in which the application of the methodology may prove problematic for qualitative researchers. In this workshop, I will share the approach I employed for resolving methodological challenges through the infusion of complementary theories and (re)design of appreciative methods. Participants will be invited to bring an example inquiry question to this session, receive a brief introduction to appreciative inquiry and its methods, and explore strategies for adapting those methods with complementary theories and/or methodologies. Specifically, we will workshop the pair appreciative interview tool and experiment with adaptations aimed at improving the tool's efficacy and resolving potential methodological and paradigmatic conflict for their chosen inquiry. So bring your burning and budding inquiries, and prepare to explore and experiment together!

Room 4

Judith Eckert, University of Duisburg-Essen
Malin Houben, University of Duisburg-Essen

Who is "I"? The Invisible Interviewer in Archived Data and Beyond

In our methodological project "Questions in Qualitative Interviews" (headed by Prof. Carsten Ullrich, funded by the German Research Foundation DFG), we carry out secondary analyses of research interviews from 15 studies that have been deposited in 8 archives in Germany, Austria and Switzerland. This presentation reflects on one particular observation we made while working with these data: The interviewer/researcher seems to be "invisible" (Parry & Mauthner 2004) in most interview transcripts and related materials. For instance, few details are provided about the interview set-up and pre-interview

communication, including task and role definitions and negotiations. Furthermore, while we find considerable information about the interviewees (e.g., gendered pseudonyms and socio-demographic characteristics), the interviewer remains an almost attributeless, anonymous "I." Some transcripts even conceal their acknowledgement tokens, "small" questions or comments. This invisibility of the interviewer's work and contribution to the interview runs against the theoretical commitment of many qualitative researchers that context matters and the interview is a co-construction (Mauthner & Parry, 2009, Parry & Mauthner, 2004). We therefore explore some possible explanations for this gap between principles and practice which encompass, and go beyond Mauthner and Parry's diagnosis of an implicit foundationalism in the archives. In doing so, we engage in an "epistemic reflexivity" of archival practices (Mauthner & Parry 2009), contribute to the studies of qualitative interview studies (Rapley 2012, Roulston 2019a), and discuss practical suggestions to overcome the gap.

Brett H. Bodily, Dallas College
Sherri R. Colby, Texas A&M University-Commerce

Teaching Adult Learners Qualitative Inquiry

In this presentation, we discuss the characteristics of adult learners, specifically the internal schemas and unique dynamics adult learners bring to classroom environments. We focus on the dual roles of teachers and learners as co-constructors of learning experiences. We conclude with a pragmatic example of how to teach researchers to understand their motivations for learning and how to engage in co-collaborative qualitative inquiry.

Stephanie Cimperman, University of Phoenix
Karen Johnson, University of Phoenix

Informal Socialization in Virtual Work Environments: A Narrative Inquiry, Research Conducted with Insurance Employees

Virtual work environments are increasing in the United States and are part of the future of many organizations. It is predicted that in the United States alone, there will be over 90 million virtual employees working in organizations by the year 2030. While there are copious advantages to virtual organizations, companies are reluctant to commit to this type of environment due to barriers in effective communication and collaboration. The problem is little knowledge exists around how employees informally socialize in these organizations, including how they engage, learn the culture, and share knowledge using digital communication technology. Virtual work environments reduce or inhibit informal socialization which is paramount to the success of remote employees. This qualitative, narrative inquiry study is an exploration of the experiences and stories of participants working in virtual environments in the insurance industry. The aim was to understand what it takes to increase informal socialization in virtual work settings. The qualitative data collection process consisted of interviews and diary entries from five insurance employees. Data collection occurred during the COVID-19 pandemic with some participants experiencing fluctuations in their levels of virtuality. Five themes emerged: Emotions and levels of connectivity, Staying

connected to maintain bonds and unity, Multi-communicating to get work done, Digital communication technology: Easy and efficient, and Culture of connectivity: Maintaining an office-like atmosphere. Future research may bridge the knowledge gap around informal interactions in virtual environments. Recommendations produced from these themes may be used to guide leaders in the engagement of virtual workers.

Kristina M. Valtierra, Colorado College
Lesley N. Siegel, West Chester University of Pennsylvania

Preservice Teachers in Alternative Education Settings: A Grounded Theory Approach to Understanding their Experiences

Students educated in alternative educational settings are disproportionately students of color, students who come from economically disadvantaged backgrounds, and students with disability needs (United States Department of Education, 2018). Although AES serve some of our most vulnerable and disadvantaged students, there is a dearth of research that explores the ways teachers are prepared to work in alternative settings. Guided by Strauss and Corbin (1994) this study used a grounded theory approach to explore the experiences of preservice teachers at a four year university completing field placements in alternative education settings for students with disability needs. The first author of the study was the professor of the course facilitating the field placements. Teacher candidates kept weekly reflective journals throughout their time at the AES, which served as the primary source of data for the study. In line with a grounded theory approach, data analysis and collection were simultaneous activities, leading to eventual theoretical saturation after the third semester of this study. The authors concluded the study after 1.5 years at which point it included three cases comprised of 18-22 teacher candidates per case, for three consecutive semesters. Final data analysis is underway at the time this proposal was authored. Preliminary findings reveal a heightened anxiety and implicit bias at onset, with potential reductions overtime. This is coupled with a shift in how the role of a teacher is conceptualized as different or other in an alternative setting and an emphasis of disposition over skill.

Room 5

Kristina M. Valtierra, Colorado College
Lesley N. Siegel, West Chester University of Pennsylvania

Qualitative Self-Coding as a Tool for Teacher Candidate Growth and Reflection

Reflective journaling is commonly used in teacher education to document candidates' field-experiences, support self-reflection, and cultivate professional dispositions. Given the prevalence of journaling as a pedagogical tool, the authors have developed and researched a method of empowering pre-service candidates with the tools of the researcher by teaching them how to apply qualitative coding to their reflective journal writing. In this presentation we detail a systematic process for teaching InVivo and thematic (Miles, Huberman, & Saldaña, 2014) self-coding to pre-service candidates. Further, the authors share trends from the application of the self-coding method in three different institutions: a small private

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liberal arts college (n=32), a public liberal arts university (n= 13), and a large state university (n=45). Findings indicate that in all three settings (N=90), the process of self-coding reflective journals bolstered teacher candidates' dispositional growth and reflexivity. Implications for teacher preparation and bridging the process to in-service educator professional development are discussed.

Cheryl Burleigh, Walden University

Zoomed-Out: Teacher Fatigue in the Age of Distance Learning and COVID-19

K-12 educators are seen as super-human, being able to scale all life has to throw at them on a daily basis in the classroom. Challenges can happen anytime during a school day from students who are not feeling well, unexpected fire drills to a dogged parent who is unrelenting in contacting teachers about their student's grades. The role of an educator is to support student learning regardless of the obstacles. But what happens when COVID-19 strikes, the school shuts down, and distance learning is implemented? How do teachers adapt to endless zoom meetings to acquire the skills needed to learn and employ a new platform, deliver curriculum and content, hold students accountable for their learning, teach parents how to log into the learning platform and support student learning at home, hold office hours, and attend online meetings including IEP/504, department, school, and district-wide? The mental health of classroom teachers is directly affected by the stress, exhaustion, and demands of their job, which may result in fatigue or burnout (Abraham-Cook, 2012; Gewertz, 2020), coupled with the responsibilities at home, especially if they have school-aged children. The intent of this narrative analysis is to describe and understand the experiences and insights of K-12 educators who are experiencing teacher fatigue during this time of COVID-19 induced distance learning. The findings suggest insights to how K-12 educators apply personal strategies, creativity, and professional values as they attempt to bring normalcy to their classrooms during this unusual time.

Ebenezer Jibril Landu, National Institute for Freshwater Fisheries Research

Beach Seines in Nigerian Waters, Flipping the Coin Between Natural Resource Sustainability and Human Survival: A Qualitative Case Study of Kainji Lake Basin, Niger State, Nigeria

Beach seine activity endangers fish species which negates sustainability of natural resources. However, to some fishers beach seine is an important survival strategy and a means of livelihood. The qualitative study is to further reveal the observation of Seisay (1998) on the practice of beach seine in the some section of kainji lake basin. The study analyzed 334 qualitative data of respondents who resides in central and southern stratum of the basin which lies between longitude 10°00' and 10°50' N and latitude 4°20' and 4°50' E. Snowball cluster sampling was deployed to select participants for the personal interview due to the geographic segmentation and sensitivity of subject matter. Findings revealed factors such as skill acquisition method, education informality, cost of beach seine, family needs, marital status, household size, and lack of extension are responsible for the growth in the use of beach seine. Flipping the coin between sustainability of natural resources (essential to extinction, exploitation and loss of fish species) and increases in fish supply (a source of income for riparian dweller) remains a factor to eradicate poverty

and food insecurity. It is hoped that this qualitative study will help policy makers make the right decision on the side of the coin to flip in decision making.

Natalie S. DuMont, University of Phoenix
Kelley A. Conrad,University of Phoenix

Behavioral Health Leadership Competencies Needed for Leading CLAS Standards Competent Organizations: A Delphi Study

Before this study, the core leadership competencies executive behavioral health leaders must demonstrate to lead a CLAS Standards competent organization and workforce were unknown. The purposes of the presentation are two. First, to discuss a qualitative Delphi dissertation research study identifying the core leadership competencies executive behavioral health leaders must demonstrate to lead CLAS Standards competent organizations and workforces effectively. Second, to discuss what the study meant to the growth of the lead author. Twenty-one expert behavioral health leaders located in the United States participated in the study (N = 7 for the pilot study and N = 14 for full panel study). Analyses of data gathered from experts across two rounds of the pilot study and four rounds of the main study revealed 15 leadership competencies were very or extremely critical to leading a CLAS Standards competent organization. While 11 of the 15 identified competencies were very similar to existing competency frameworks identified by the HLA and NCHL, four unique competencies emerged: cultural competence and adaptation, collaboration and teamwork, care planning and care coordination, and systems oriented practice, with the two most critical competencies being (a) cultural competence and adaption, and (b) collaboration and teamwork.

Room 6
Zoom Link -

Mark L. McCaslin
Generative Theory

How do we create the good person? How do we create the good society? These are the perennial questions, Maslow's "big questions," that are immediately implicit in any exploration into the nature of human potential. Therefore, these questions remain forever embedded in any qualitative research endeavor concerning the full actualization of human potential, or, barriers to its actualization. Additionally, these questions are at their core generative. The former seeks the realization of capacity and/or ways to build upon that capacity — the actualization of human potential. The latter seeks sustainability a viability that is in-and-of-itself self-sustaining and generative. The generative reality of these questions, that capacity coupled with sustainability yields potential, remains active whether we openly honor their presence through mindfulness (awareness, insight and discernment) and an enduring sense of hope (the will to believe), or leave it hidden in some subterranean stream of unconsciousness. Like the nucleus of an atom, generativity is the absolute centrality that holds not only the search for human potential but also the reality of human potential together. This work, Generative Theory, purposes

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itself within the centrality of these "big questions." In its simplest definition Generative Theory purposes itself with holistic explorations into natures of human potential. In this presentation I will discuss the overarching importance of qualitatively uncovering a generative approach towards revealing these potentials by way of articulating a philosophy that will affirm it, the principles that will sustain it, and the practices that will extend it. Generativity,for clarification, concerns itself with thriving.

Shahid Rasool, Florida Gulf Coast University
Hasan Aydin, Florida Gulf Coast University
Jingshun Zhang, Florida Gulf Coast University

Exploring Bangladeshi, Indian, and Pakistani Parents' Experiences and Perceptions of Their Children's Academic Achievement

Bangladeshis, Indians, and Pakistanis (BIP) are among the highest educational and financial achievers in the United States with unique cultural and behavioral patterns. Despite the significant signs of economic and educational achievement, BIP individuals have remained an understudied population. This study utilized Hoover-Dempsey and Sandler's (1997) model as a theoretical framework to understand the experiences and perceptions of BIP parents via semi-structured interviews to explore key factors to parental involvement behaviors in children's academic achievement. A qualitative research method was used to investigate BIP parents' experiences and perceptions about the phenomenon. The data collection process included in-depth, semi-structured interviews, observations, and field notes to compose a rich narrative description from the findings and the researchers' interpretations of the phenomenon to answer the research question. The purposive sampling technique was employed to recruit ten BIP origin parents with children currently enrolled in a public K-12 school and who reside in xxx. The semi-structured interviews were recorded, transcribed verbatim, and then distributed for member checking and confirmation. The researchers analyzed data sources for codes, discussed the common ideas and grouped them into themes. Finally, direct quotations from the data were incorporated into the thick, rich descriptions of the perceptions and experiences of the participants. After coding and thematic analysis, three themes emerged: parents' behavioral trends, parents' role and cultural values. The findings will help stakeholders and policy makers to select or develop family-school programs that further encourage this group to be involved in their children's education.

Clarisse Halpern, Florida Gulf Coast University
Jingshun Zhang, Florida Gulf Coast University

A Systematic Literature Review of Qualitative Longitudinal Studies: Possibilities and Limitations for Educational Studies

Qualitative longitudinal methods seek to study change during a defined time period, and has a minimum of two measurements (Derrington, 2019; Saldaña, 2003; Vallance, 2005). Though Saldaña (2003) postulated that longitudinal studies should be conducted throughout long periods, there is "no clear

definition of the meaning of 'long' in longitudinal research" (Corden & Millar, 2007, p. 586). Its extensive nature requires that researchers adapt the content of the questions asked to the participants, accommodating the changes observed during the research and its context (Corden & Millar, 2007; Holland et al., 2006). Despite the need for regular contact with the participants to keep data collection consistent and allow insightful understanding of the phenomenon under investigation (Derrington, 2019), its major limitation is maintaining the participants engaged in studies conducted through more extended periods (Saldaña, 2003). Because longitudinal qualitative studies can be particularly useful to the field of education, this presentation will introduce the results of a multi-stage systematic literature review using a concept mapping approach (Zhang, 2011) of qualitative longitudinal educational research in peer-reviewed articles published in the last ten years. The goal is to inform the audience of this approach's limitations and possibilities applied to educational studies. Concept mapping applied to systematic literature reviews was the method used because it allowed the identification of nodes and links between key concepts of qualitative longitudinal research and education studies, their connections, relationships, and possible gaps to be addressed in future research (Alias & Suradi, 2008; Arruarte, Rueda, & Elorriaga, 2008; Carnot, 2006).

Tetiana Sukach, Texas Tech University
Stephen Fife, Texas Tech University

Mindfulness-Informed Conflict Process in Romantic Relationships

Conflict is a common occurrence in romantic relationships. Constructive conflict process can promote closeness between partners and enhance partners' experience of the relationship. Skills needed for constructive conflict resolution echo some of the core mindfulness principles, such as awareness, compassion, and self-regulation. The purpose of this presentation is to present the results of the grounded theory study of the Mindfulness-Informed Conflict Process (MICP) that explains how mindfulness practice informs the conflict process in romantic relationships. This presentation will describe MICP and highlight how mindfulness can be utilized during conflict in romantic relationships. Participants in this study included female graduates of an 8-week Mindfulness-Based Stress Reduction (MBSR) program, who were in cohabiting romantic relationships for a minimum length of a 1-year period. MICP grounded theory was developed as a result of thorough analysis of semi-structured interviews. The theory of MICP will be discussed, including its two key processes: Internal mindful process and Intentional communication process. The Internal mindful process includes three interdependent components: becoming aware, distancing from emotions/reactions, and engaging in self-reflection. The Intentional communication process includes three main components: focusing on understanding, implementing active listening skills, and refraining from damaging responses. Findings of the current study highlight that coming to a mutual understanding and acceptance of each other/the conflict issue was more critical than finding an immediate resolution of the conflict.

The Qualitative Report 12th Annual Conference
30 Years as a Learning Community"
Virtual Conference
January 12 - 14, 2021

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Breakout Session I

Room 1

Kathryn Roulston. University of Georgia
Brigette A. Herron, University of Georgia

Teaching Interviewing in Qualitative Research: What Can Be Learned from Cinematic Society?

Sociologists Paul Atkinson and David Silverman (1997) coined the term the "Interview Society" to discuss the use of interviews as a central mode of understanding in late 20th century society. Although scholars have critiqued the over-use of interviews to examine research questions (Potter & Hepburn, 2005) and poorly executed interview studies (Silverman, 2017), interviews are a primary research method to understand the social world. The sheer ubiquity of interviews in contemporary society can blind us to the intricacies of interview interaction, and how interviews are used by individuals and organizations for purposes other than generating information about a topic. Rather than dismiss interviews in popular media as irrelevant to the social sciences, in this presentation we explore how teachers might make use of interviews from Cinematic Society (Denzin, 2018) to highlight key issues in research interviewing, including the mechanics of asking questions and following up on what interviewees say, the ethics of representation, and the complexities of interviewer-interviewee interaction. Drawing from literature on fostering critical reflection among adults, we focus on how media interviews might be used to examine qualitative interviews (Brookfield, 1991; Mezirow & Associates, 1991). We argue for an approach to teaching interviewing that facilitates spaces for critically reflecting on others' interview practices, before students apply these skills to their own practice. We explore the different purposes for which interviews are used in cinematic society, approaches to selecting media, resources to explore, and teaching strategies.

James A. Bernauer, Robert Morris University
Sheryl Chatfield, Kent State University
Robin Cooper, Nova Southeastern University
Rikki Mangrum, American Institutes for Research
Martha Snyder, Nova Southeastern University
Marilyn Lichtman, George Washington University

The Scientific Nature of Qualitative Inquiry: An Unscripted Panel Discussion

Aspects of the TQR learning community, including the journal, the conference, and the NSU qualitative research graduate certificate provide myriad opportunities for scholars to connect and collaborate. In keeping with the conference theme, the purpose of this panel presentation is to provide an organic demonstration of how we as members of the TQR community learn from each other through a process of personal construction of understanding, followed by social re-construction of our understanding of the same phenomenon. In this session, five participants who met as a result of TQR learning community activities will engage in an unscripted scholarly discussion about the question: "To what extent should

qualitative inquiry be scientific?" Prior to the conference session, panel members will independently prepare a brief manuscript, replete with references, to describe their unique responses to the question. Panelists will engage in limited exchange prior to the conference, and incorporate reflections from the exchange into their writing. During the session, all panelists will share their responses with each other, describe what they have learned from each other, consider how this new learning enriches their initial thoughts about the question, and provide session attendees with opportunities to contribute to the conversation.

Room 2

Susan G. Goldberg, Fielding Graduate University
Lori E. Koelsch, Duquesne University
Elizabeth Bennett, Point Park University

Narratives of Community Trauma: Poetic Inquiry as a Means of Listening

Emotionally resonant poetry, called I poems, were constructed from interviews from a qualitative study about meaningful life experiences of women in the Hill District of Pittsburgh, Pennsylvania (USA). The Hill District was once a vibrant community that experienced socioeconomic decline through urban renewal polices and related factors. Interviews were completed as part of an undergraduate-level community-engaged learning course, in collaboration with a local agency. The poems were created through use of the Listening Guide, a feminist relational method. The poems attend to the subjective experience of each participant by focusing on her use of "I" throughout the interview. One component of the course was a public reading, during which the poems were shared with members of the community and the university. While individual in nature, these poems are inseparable from the historical trauma the Hill District has experienced. Seen through the lens of root shock, interpersonal and intergenerational traumas are also the trauma of the Hill District. Poetic inquiry provides an avenue for connecting individual experience with the larger community story.

Evangelia Ch. Lozgka, Democritus University of Thrace

Reaching the Greek Universities' Managerial Top: Mission Accomplished, and Lessons Learnt

Interviewing influential people who occupy the highest positions in a social or professional system ("elites") poses special difficulties in aspiring social researchers, which makes elite interviewing both a distinct and a significant research method, yet an underdeveloped research technique. In fact, the literature review indicates not only a paucity in methodological writings concerning this research technique, but also that the relevant knowledge accumulated comes from elites pertaining to scientific fields other than management and organization. Still, questions have been raised about whether elites in diverse organizational and industrial contexts differ from each other and if these differences can have an impact on the conduct of interviews. In the light of the above, the main aim of this methodological article is to extend earlier research on elite interviews by adding some findings and reflections on interviewing elites in the special domain of management and organization in higher education. These reflections

emanated from the 15 interviews the author conducted with Greek universities' upper elite, namely former and serving Rectors and Vice-rectors, to enter their managerial world and investigate how they performed both individually and collectively as a Rectorial team their managerial and leadership roles. As, after conducting the interviews, it became apparent that many methodological challenges stressed in the literature about elite research participants did not appear in the interviews with the university administrators, some preliminary answers are added about how university upper elite may differ as research interviews due to their academic identity and academic culture.

Josephine Mazzuca, Humber College of Applied Arts and Technology
Udeme Anosike, Humber College of Applied Arts and Technology

Examining the Research Assistant Role in a College Setting

Experiential learning in the post-secondary setting is increasingly being emphasized as an important opportunity for students. One example of this type of learning is working as a research assistant on an applied research study. (Abord-Babin, 2017) The applied research model used at many Canadian colleges includes collaboration with a community or industry partner and the hiring of students as research assistants. (Luke, 2013) This session will report on a qualitative study done to examine the role of the research assistant position as learning experience for college students. This study examined how the research assistant role in an applied research project is experienced by students and faculty as both a learning experience and a teaching tool. Individual interviews with faculty and research assistants were done to gain a deeper understanding of their experiences working on research projects together. The findings include best practice examples and contribute to possible areas of improvement for this experience for both students and faculty. This session will focus on both the findings of the study, which will be of interest to both faculty working with student research assistants and students engaged in these roles, as well as, the qualitative research process of conducting interviews with faculty and students.

Room 3

C. Doug Charles, University of Central Florida
Christine Depies DeStefano, University of Central Florida
Michelle L. Sullivan, University of Central Florida
Audra Skukauskaite, University of Central Florida

Creating Transparency in Team Based Qualitative Analysis

Qualitative data adds depth and perspective to research questions and provides a richness that cannot be obtained solely from quantitative data. In large-scale qualitative research projects, having multiple analysts is a necessity, but ensuring transparency, uniformity, and dependability in multi-person analysis can prove challenging—particularly when team members have different disciplinary backgrounds. This workshop will discuss how the Teacher Quality Partnerships (TQP) project approached hundreds of hours of interview data using James Spradley's Developmental Research Sequence (DRS). TQP is a partnership between the University of Central Florida (UCF) and Orange County Public Schools (OCPS) designed to

recruit, prepare, and sustain highly effective teachers with specific foci in mathematics to support students with diverse learning needs. Qualitative data from the Teacher Quality Partnerships (TQP) will be used for demonstration purposes. The workshop will begin with a broader discussion of the strengths and potential pitfalls to avoid in team-based qualitative research and then move into the mechanics of applying the DRS Method. Participants will together practice skills demonstrated during the workshop and will learn strategies to capitalize on the strengths of an interdisciplinary qualitative research team. They will also learn techniques to help ensure transparency and reliability in their own future research.

Heather J. Cromwell, University of Phoenix
Kelley A. Conrad, University of Phoenix

Counseling Addiction in Rural Alaska Against the Odds: A Phenomenological Study

A qualitative, hermeneutic, phenomenological study was completed to gain insight into experiences of drug and alcohol (D&A) counselors in rural Alaska. The goal was to determine why counselors in rural Alaska work in their positions and continue to perform, despite existing research indicating challenges in the occupation and the location. Interviewing a homogeneous, purposively selected sample of D&A counselors working in rural Alaska provided rich experiential information answering the research question. The hermeneutic, phenomenological approach to information gathering and analyses of interview transcripts for common themes captured the lived experiences of the counselors and illuminated their perceptions of incentives supporting and encouraging their service. Counselors' stories highlighted common themes known to the field (challenges, stigma) and themes previously unnamed but taken-for-granted (community/giving-back, prevention, personal/professional growth). The nation's addiction problems are not decreasing, intervention by skilled professionals is needed and no qualitative research was found in existing literature describing why counselors persist. Results indicated that despite challenging deadlines, politics, stigma, and more, counselors verily enjoy their work, allowing them to give back to their communities and save lives. Counselors also appreciate personal and professional growth. Conclusions proposed suggestions for future research regarding recruitment and retention, such as personal experience with addiction, being an established community member and desiring opportunities for personal/professional growth. In addition, governmental and professional organizations should better support counselors in their essential work.

Room 4

Yaeko Hori, Keio University

Exploring University Students' Relationships with Communicative Resources Under the Corona-Virus-Quarantine by Interpretive Phenomenological Analysis

During the last decade in Critical Applied Linguistics, the concept called translanguaging has been evolving primarily under the influence of postmodern, poststructuralist theories. The recent conceptualization, however, considers human communication a phenomena, in which multiple linguistic, sensory, cultural, modal and material "communicative resources" are orchestrated. In fact, a need has been called for to

investigate how interactants make sense of their relationships with their "communicative resources." In response to such need, I find it essential to employ IPA as an inductive experiential methodology, though this is still quite rare in the field. Thus, the current research targets three university students in Japan (Japanese and Chinese). These students, under the corona-virus quarantine, experienced living with two robots – Alexa (American AI assistant equipped with linguistic and sensual/lights "resources") and aibo (Japanese AI dog with bodily and sensual/sounds "resources"). The data were collected through diaries and semi-structured interview, and "3-step analysis" based on Dialogical Self Theory was adapted for further analysis and discussion. The research results revealed that all students tended to express their general experience of communication in Japan by exploiting fixed categories of "resources" such as language, culture and nationality. However, when they retold their experience with the robots, the boundaries of the categories became blurred. Amidst anxieties and fears that intensified/worsened during the quarantine, each student developed emotional attachment to both robots in relation to other "communicative resources" in their own respective ways. Interesting enough, some of the "other" resources included "nature," "technologies," "my space," and "data."

Tri Astuti, Universitas Gadjah Mada
Aniq Hudiyah Bil Haq, Universitas Muhammadiyah Kalimantan Timur
Mohammad Dziqie , Universitas Muhammadiyah Kalimantan Timur
Aulia Al Farauqi, Universitas Muhammadiyah Kalimantan Timur
Avin Fadilla Helmi, Universitas Gadjah Mada

The Dynamic of Performing Social Relations amongst Managers and Supervisors: A Thematic Analysis

This study investigated the factors, dimensions, and dynamic flow of the manager-supervisor social relationship in a company with family values. This research was a qualitative study with a thematic analysis approach based on the six-step thematic analysis from Braun and Clarke(2006). The authors used open-ended questionnaires and interviews as data gathering tools. This study found that the three factors that influence four interrelated dimensions can result ingroup cohesiveness, target achievement,and performance improvement. The results of this study can be used in policy-making by considering the social relationship between employees as a supporting factor in achieving organizational goals. The manager-supervisor social relation in Indonesia is uniqueas it is different from those found in other countries. Companies with similar characteristics can use the resultsfrom this research as a reference.

Ronald Reidy, The Taos Institute
Jacqueline Stavros, Lawrence Technological University

A Demonstrated Model for Developing and Organizing Thematic Analysis Coding

Authoring rich and impactful qualitative thematic analysis coding can be challenging for researchers when multiple or extensive data collections are present. To efficiently and effectively manage, organize, and make sense of qualitative data requires a systemic organizational approach to develop, compare, and contrast coding and themes. In this presentation, we provide insight and discussion into a proven

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qualitative methodology and process model used to uncover, organize, and make sense of emerging themes and relationships. The authors also include examples of the process and associated data sources.

Room 5

Emily J. Summers, Texas State University
Katherine F. Guckian, Texas State University
Katie Salter, Texas State University

Navigating Sample Bias While Honoring Participation from Underrepresented Groups

This presentation explores potential bias in under-sampling from historically under-represented groups in research when utilizing focus groups. One outcome of the presentation is to offer creative solutions for inclusion of participant data that may otherwise be excluded from findings. Finally, the presentation will offer some methodological sampling approaches to broaden representation of what may otherwise be absent from a study.

Magdalena Avila Pardo, Universidad del Caribe

Social Structure, Agency, and Languge Learning

The broad aim of this study is to seek to establish and understand the relationship between agency and social structure in the language learning process. It therefore investigates and analyses the extent to which contextual conditions impact on language students' desires to invest in language learning. The specific study is of English as a foreign language (EFL) learners in the city of Cancun –a city consciously constructed as a tourist hub- in Mexico around 40 years ago. A Critical Realist theoretical and methodological approach was taken to investigate, using an ethnographic qualitative approach to collecting and collating the data. The range of data includes language learning biographies, interviews, visits to homes and workplaces, participant observations, photographs, online data (social media platform) and documents, to name a few. These were drawn upon in various ways (some more than others), and the use of critical realism to identify steps for analysis as data is coded step by step. Alongside the range of data, 11 student informants were taken for in-depth analysis to answer the overarching research question of "Why do learners choose to shape or resist their access to EFL?"

Jung Eun Hong, University of West Georgia

Korean College Student Activists' Motivations, Experiences, and Perceptions

Student activism plays an important role in student development, so understanding student activists' thoughts, identifying any challenges they have encountered, and figuring out ways to support their activism is critical for higher education. A group of college students in South Korea have established a student organization actively participating in varying ways to address the Japanese military sexual slavery (so-called "comfort women") issue. In this study, I examined motivations, experiences, and perceptions of Korean college students actively participating in this issue. Using a case study research design, I

collected data through in-depth, open-ended, semi-structured interviews with 10 members of the organization and analyzed using thematic analysis. Additionally, I collected documents showing their various activities and analyzed. This study provides a resource to promote a safe, encouraging campus environments for student activism.

Room 6

Shazia Rizvi, University of Phoenix
Karen Johnson, University of Phoenix

Learning in Self-Contained Classrooms: A Modified Qualitative Delphi Approach

This qualitative modified Delphi study was conducted to gather a consensus from experts in Special Education on the most appropriate assessment tool to incorporate in classrooms of students with special needs. This study was conducted to determine the most appropriate assessment tool for students with special needs. This study includes experts in the field of Special Education. The participants in this study are special educators and supervisors in field of special education. These experts developed a consensus on the most effective assessment tool to incorporate when assessing and planning for students with special educational needs. The results of this study indicated the most effective and efficient assessment tool used in classrooms for instruction and assessment purposes is the Woodcock Johnson IV Tests of Achievement. These results are beneficial to teachers when developing the most appropriate curriculum or lesson plans in special education classrooms so that students receive the appropriate future education.

Rishmidevi Kirtie Algoe
Mirella Nankoe

Qualitative Research at the Anton the Kom University in Suriname: Coping with Positivist Traditions

Qualitative research is lectured and conducted at certain departments of the Anton de Kom University in Suriname, but little attention is paid to the challenges of these practices. The aim of this paper is to share experiences and coping mechanisms regarding the respective challenges. Two cases are assessed in depth: (1) an evaluation of the master course qualitative research using MaxQDA and (2) strong public criticism on a bachelor thesis addressing sexual taboos among East Indian females in Suriname. To do so, qualitative analyses are made of student evaluation forms and exam papers of this mastercourse, as well as of newspaper articles and interviews addressing the respective bachelor thesis. Both cases reveal that positivist ideals about quality of research persist in academic circles. An explanation is the praxis of the Anton de Kom University. Most educational departments strongly focus on quantitative methods. In addition to this, there is a relatively weak qualitative research tradition. Education in qualitative research education is provided at some departments and often at the basic level.

Presentation Summaries Schedule

Neill Korobov, University of West Georgia

Failure of I-statements for Mitigating Interpersonal Conflict in Arguments Between Young Adult Couples

One of the historically accepted dictums within interpersonal communication research is that the use of "I-language" (talking about your own feelings/perspectives) as opposed to "you-language," particularly during conflict among romantic intimates, is less likely to evoke negative emotions and more likely to evoke compassion and cooperation from the recipient. Over the last half century, the use of I-statements to communicate one's feelings and mitigate conflict has thus been widely encouraged across both academic and self-help psychological literature. However, research supporting the use of I-statements in conflict management is surprisingly thin given its long history and derives mostly from anecdotal therapeutic observations or experimental design research and not qualitatively in everyday live interactions, especially between young adult romantic partners in contemporary interactional contexts. This study uses a discourse analytic approach to examine how twenty young adult heterosexual romantic couples (ages 19-26) used "I-language" (or talk about their feelings) during everyday argumentative exchanges. The data stem from a larger series of in-depth qualitative studies interested in intimacy, identity, and romantic attraction in emerging adults (see Korobov, 2011a, 2011b, 2017, 2018; Korobov & Laplante, 2013). Inductive sequential discursive analyses specifically found a reoccurring sequential pattern in the interactional environment surrounding moments where feelings were used to manage conflict that involved the delicate use of deflection. Patterns where feelings were deflected will be illustrated in detail. This study not only demonstrates the fine details by which romantic partners manage conflict in real time but will also specify a range of interventions for more productive interactions.