TQR 2nd Annual Conference
Presentation Summaries

Friday, January 7, 2011
Breakout Session A – 10:15 – 11:45 AM

A Brief Introduction to Photovoice: Concepts and Hands-on Experience (Seminar)
Laura Lorenz
This interactive seminar will briefly introduce photovoice and its advantages and challenges as learned from experience in the U.S. and South Africa. Participants will review photos and narratives from past projects and share their perceptions. They will answer a research question by selecting a photo and writing a narrative for it. The seminar will conclude with a brainstorm on 1) the themes that emerge from the small group work and 2) ways to adapt photovoice to local contexts and purposes.

Perspectives on Researcher Identity: An Exploration of the Personal, Interpersonal and Transpersonal (Panel)
Maureen Harrahy, Suzanne Adams, Nadia Santiago
This panel explores researcher identity from the perspective of questions such as: How do we identify ourselves as researchers and communicate that sense of identity? What is our level of engagement with participants? For this presentation, we seek answers by considering factors that go beyond ourselves as individuals. We attempt to understand components of mutual influence from personal, interpersonal, and transpersonal sources by uncovering aspects of identity that unite and define us.

***Whoooo Are Yooou?* Personal Reflections on the Transformational Nature of Conducting and Teaching Qualitative Research (Paper)**
Cannie Stark
Although, in some disciplines, we are accustomed to reflecting on our research and how we have an impact on it, there may be less emphasis on the identity changes that we, ourselves, undergo when we teach qualitative research methods and the impact on us, as qualitative researchers, that our engagement with research participants may have on our own identities. Are we attuned to our own identity changes? How do we answer the hookah-smoking caterpillar? Would we fare better than Alice did?

Shifting Identities: The Power of/in Teaching Autoethnography (Paper)
Paige Averett
This presentation will provide an autoethnographic account of the experience of teaching, assigning and critiquing social work student's autoethnographies. Nodal moments from five years of utilizing this method in the classroom will be explored including the difficulties of grading the private experiences of students. The presentation will include occasions of shared

meaning making as well as private reflection upon the role tension from being a teacher, researcher and confidant.

Time to Decide: When Things Go Wrong in Qualitative Research—A Case Study in Developing a New Instructor Evaluation Form (Paper)
Richard Hicks
Can too much consultation interfere with timely and quality outcomes? This paper outlines the research, consultation, road blocks and decision processes that occurred when a new instructor evaluation form was developed in a private Australian University. Changing committee membership, stakeholder views, and management policies occurred over the three years of the project. This presentation describes how these changes were handled to yield the final instructor evaluation form.

Paving the Way for the New Qualitative Researcher: Design and Discourse (Paper)
Candace Lacey, Patrice LeBlanc, Nancy Maldonado
This presentation focuses on the collaborative dialogue that framed the process of designing a doctoral level qualitative research course. The course infused mentoring within the assignment and assessment process, offering students a safe environment to grow as qualitative researchers. Student and instructor feedback play a critical role in the ongoing evolution of the course.

The Ethical and Methodological Dilemmas of a Not-So-Native Ethnographer (Paper)
Carol Hordatt Gentles
This presentation examines the ethical and methodological dilemmas I faced as a foreign doctoral student from a North American university doing research in my own Jamaican setting. Tensions re: Self-Location, political and ethical tensions re: Representation of Self, and tensions re: research design and reporting are explored as a means of constructing a critical understanding of such methodological and ethical dilemmas and their implications for the trustworthiness of qualitative research.

'Halfie' Research Identity: On the Intricacies of Being, Becoming, and Belonging(s) (Paper)
Marina Morgenshtern
This presentation highlights the complexities arisen from the researcher's identity as a 'halfie' – an insider whose identity has been altered by immigration and education. I focus on my experiences as an immigrant feminist researcher examining individual realities of Jewish immigrant couples from the former Soviet Union within the socioeconomic/socio-political Canadian context and explore the intriguing ways in which my various social identities shift during interaction with participants.

The Researcher, the Daughter and Me: Coping with My Three Selves (Paper)
Delyth Edwards
This presentation is based on my ongoing PhD research which aims to explore, through the application of the (auto) biographical interview and the analysis of the life (hi)story, how women who grew up in a children's Home in Belfast during the 1940s and 1950s interpret and re-tell their biographies. Being the daughter of an 'orphan' has resulted in a battle between my research self, myself as a daughter and inevitably my'self'. This self struggle will be the focal point of this presentation.

Collaborative Research Methodology: Developing Philosophical Rigor in Your Action, Arts-Based or Performance Research Design (Paper)
Pamela Smithbell
This presentation addresses key elements from the conference theme: identity, pluralistic roles and relationships. The presentation draws specifically from the author's experiences as a counselor and an educator for high school students who learn differently. She is also using participatory action research to produce a documentary film.

Friday, January 7, 2011
Breakout Session B – 1:00 – 2:30 PM

Power, Equality, and Qualitative Fieldwork (Forum)
Eileen Smith-Cavros, Joyce Avotri Wuaku, Edward O. Keith, Albert Wuaku
There are many levels of unequal power at play in qualitative field research. This is particularly true when researching in economically challenged rural communities. On one hand, the researchers have more money, more formal education, access to technology and have traveled more. Researchers also have the benefit of being the initiator and designer of the research. On the other hand, participants have the local knowledge, the connections, and the perspectives that researchers are seeking. Where the researchers are from also plays into this power equation. Is the researcher from outside of the research area, or is the researcher originally from the research area? All of these issues present differing power relationships between researcher and participants. A crucial question is how much equality or balance can truly be achieved between researcher and participants? What are the implications of this for researcher, for subject, and for the research itself? Finally, is there a relationship between equalizing the process of research and equalizing the outcomes of research? These subjects and questions will be addressed by four researchers who work on various projects among campesinos in rural Veracruz, Mexico and among rural inhabitants of Ghana, West Africa.

Kaliedescope of Opinions: Varying Perceptions of Public School Experience (Panel)
Cheryl Morgan, Elizabeth Filippi, Mary Anne Steinberg
Grounded theory and Phenomenological data analyses of information collected through interviews with administrators, teachers and students are used to understand how leadership responsibilities were distributed among school staff, how services to students with identified disabilities were delivered through response to intervention and inclusive practices, and how middle school students perceived themselves as consumers of education

The Ground They Walk On: Photography and Narrative Inquiry (Paper)
Diane Ketelle
This paper presents a narrative project that explored photo-elicitation. The author photographed eight school principals during a two-year period and asked the principals to respond to the photographs by writing narratives below each. The author uses photography, reflections, and her own memories to construct descriptive narrative snapshots of the eight principals. Further, the author argues that this approach underscores how photographs are both technically and socially constructed and through the use of photoelicitation new ways of understanding self and others in relation can be explored.

Writing, Emotion, and Learning: the Influence of Researcher Identity and Experience on Analysis and Findings (Paper)
Laura Lorenz
This presentation explores the influence of researcher life experiences on data selection, data analysis, and writing up a study of lived experience with brain injury. Study methods—photo-elicitation and narrative analysis methods—likely enhanced the study's emotional impact on the researcher. Citing examples from brain injury survivor visual illness narratives, this presentation will illustrate insights into brain injury healing, researcher learning, and policy that emerged from this research.

How Music Therapists' Worldviews Influence Their Work in Different Countries (Paper)
Barbara Wheeler
This research focused on how the worldviews that music therapists hold influence the practice and teaching of music therapy. Music therapy educators from various countries were interviewed to aid in understanding how their worldviews influence their practice. Responses were found in the following categories: influence of culture on clinical practice; on teaching; on perception and thinking about the therapeutic process; in informing worldviews; and on both clinical practice and teaching.

So Now What?: Reflections on Visual Analysis (Paper)
Heather Bell, Mirka Koro-Ljungberg, Heather Gibson
A picture may be worth 1,000 words, but which words to use to interpret visual images? This paper reflects on struggles and possibilities of visual analysis especially focusing on the complexities of representation. While providing examples from a project on challenges faced by female outrigger canoe paddlers aged 50 and older, the authors will discuss issues of authenticity, representational value, symbolic meanings, and other complexities of representation.

Negotiating Space as an Insider: How Identity is (Re) constructed as a Researcher in the Qualitative Research Process (Paper)
Nia Cantey
This paper contributes to the discussion of researching identity when researchers identify as insiders of a disempowered or marginalized community. I argue both the value and complexity of researchers managing dual roles as an insider-outsider when identity formation is central to the research study. This paper will address methodological and philosophical concerns related to researchers identifying as insiders while conducting the research as an outsider.

Multiple Identities of a Transnational Ethnographer: Reflections on the Status of Qualitative Researcher as "the Other" while in the Field (Paper)
Gregory Poole
In this auto ethnographic paper I discuss the range of issues that resulted largely from the multiple diectical identities I embodied both vocationally and culturally while as an American I was simultaneously moving between two worlds of higher education in England and Japan, "multi-tasking" as both PhD student-researcher and faculty member at a private university where I was conducting ethnographic research at my place of work.

Coming in from the Margin: Research Practices, Representation and the Ordinary (Paper)
Karen Greiner
This essay explores issues of marginality and representation in research, which emerged during life history interviews with Tammi, an "ordinary" woman living in Appalachia. I examine how my research practices, namely my thirst for drama and marginality, nearly silenced the preferred stories of the woman who shared her life with me. This essay pairs Tammi's stories with a reflection on my initial impulse to sacrifice the ordinary at the altar of the "marginal."

Sustaining the Self throughout the Lifecourse: Challenges to Identity Theory and Research (Paper)
Justine McGovern
Through the lens of phenomenology, this paper examines how the aging self is addressed in identity theory. The paper introduces methodological specifics and theoretical underpinnings of

the approach to suggest an over-reliance on cognitive abilities in identity studies. The paper intends to stimulate interest in aging issues, build skills in qualitative research, and prepare the helping professions to better meet the needs of a growing population. Moreover, the paper challenges participants to assess their own sense of self as identity researchers.

Flash Research Writing (Workshop)
Maureen Duffy, Laurie Charles
In this workshop we will use the principals of flash fiction writing and apply them to research writing as a vehicle for getting your research writing well under way. Your writing censor will be sent out for ice cream or a drink while we break down the elements of a research study into multiple components that can be described in 100 words or less. In this workshop you will write up each of the components of your study using flash writing principals that we will demonstrate. At the end of the workshop you will have a quality product to take home that includes a complete story of each of the sections of your research project that you are currently working on. The atmosphere in this workshop will be supportive, creative, and high standards only. You're going to love it. Guaranteed.

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Friday, January 7, 2011
Breakout Session C – 2:45 – 4:15 PM

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Aboriginal Women's Voices: Strengthening Foundations for Community Based Research (Seminar)
Christine Walsh, Brigette Krieg
Homeless Aboriginal women face numerous challenges as they seek to become rehoused. These factors are crucial to understand when developing appropriate services and policies. While there is considerable justification for this research, criticism exists as to how it should occur. Much research has been conducted on, rather than by or with, Aboriginal communities. This presentation shares the development of a model of research which purposefully merges Aboriginal approaches to research and CBR.

Human Terrain Program: Case Studies from the Field (Panel)
Jennifer Clark, James Dorough, Elisha Grange, Audrey Roberts, Allyson Slater
The Human Terrain System embeds social scientists with military units in order to study the culture of an operational environment, then transmit the information to commanders with a goal of decreasing kinetic involvement in a region. Research in combat areas of this nature, is rare, so HTS will present case studies of some critical work conducted in Iraq and Afghanistan with local populations that led to decreased hostilities and greater cultural understanding within the brigades.

Researching from a Distance: Using Live Web Conferencing to Mediate Data Collection (Paper)
David Glassmeyer
When faced with the challenge of limited resources and participants that span state and institutional borders, researchers still have technological options available to them for data collection. This presentation summarizes how I conducted video interviews with these types of participants using the internet software Elluminate. This presentation highlights the possibilities for research using this methodology and the critical aspects for successful implementation.

Language, Gender, & Identity in an English Language Learning CMC Environment (Paper)
Sarah J. Hammill
When the Internet became omnipresent throughout homes, businesses, and educational institutions, it was hailed as the great equalizer for gender relations. This presentation examines the use of language and gender roles of English language learners in a discussion forum. Each posting was examined and coded according to seven categories. Analysis showed females used strong male language and negative socioemotional reactions when provoked by sexist or controversial comments. Discussion includes how CMC environments may be used to neutralize gender and cultural biases.

Transparent Technology: Using Smartphones to Interview on Sensitive Subjects (Paper)
Rebecca-Anne Dibbs
Care must be taken when interviewing participants about sensitive topics. Using Smartphones, I was able to unobtrusively record my interviews; I obtained information rich interviews in a short period of time. This presentation highlights the possibilities for research using this technology and the critical aspects for successful implementation.

Identity Construction through Active Listening in an Online Environment (Paper)
Sarah J. Hammill
This research examines how technology manifests itself in the social & psychological construction of identity. Using an active listening assessment scale, 20 online chat interview transcripts were analyzed. Additionally, follow-up interviews were conducted with the participants for their reactions to interviewing online. The study suggests that interviewing online is a plausible means for cultural identity studies, and that online chat rooms are a possible medium for the telling of narratives.

Complex Explorations: The Politics of Feminist Qualitative Research (Paper)
Kristine De Welde
This paper explores the complexities of balancing expectations of traditional social science research with feminist methodological and epistemological assumptions. The former are meant to produce "good science," and objective knowledge, while the latter focus on the politics of (re)presentation, standpoint, and positionality.

Using Reflexivity to Tame our Subjectivities, Identify our Positionalities, and Explore Our Identities (Paper)
Qiana Cutts, Corrie L. Davis

Presenters will discuss how to utilize reflexivity in an effort to assess the roles subjectivity, positionality, and identity play in qualitative and evaluation research. Presenters will discuss their experiences conducting qualitative and evaluation research as both graduate students and professor researchers. In addition, participants will analyze their subjectivities, positionalities, and identities while identifying reflexive practices that have been most effective.

Searching for Selves in Mexico City (Paper)
Margaret Pitts

Identity is at the heart of Gonzalez's Four Seasons of Ethnography methodology – a spiritual and ontological approach toward the practice of ethnography. This presentation offers an account of an emergent ethnographer's experiences with the Four Seasons methodology. It exposes the author's struggles and victories as she grappled with issues of identity, voice, and representation during an intensive field experience in Mexico City.

Eleven Twists to Identity: My Journey from Quantitative to Qualitative Researcher (Paper)
James Bernauer

The purpose of this presentation is to engage participants in a journey from quantitative to qualitative researcher. The presentation, and the paper upon which it is based, uses "twists" to describe this journey and concludes with a brief integration of the literature and a "final exam". The paper incorporates a self-dialogical approach characterized by humorous yet poignant exchanges between self 1 and self 2. Both the presenter and participants should come away with new appreciations!

Getting Published: Journey into a Relationship between Editor and Author (Workshop)
Sally St. George, Dan Wulff, Paige Averett

Last year at the Inaugural *TQR* Conference, Sally and Dan conducted a workshop entitled *Getting Published: Journey into an Editor's Mind*, highlighting what an editor thinks when she/he reviews a submitted manuscript to *TQR*. For the 2011 *TQR* Conference we will offer a variation of this presentation by including the voice of an author. Our workshop is entitled *Getting Published: Journey into a Relationship between Editor and Author*. In this workshop we will present a conversation between an author (Paige) and editor (Sally) to reveal an example of a relationship that develops between the two during the process of editorial review at *TQR*.

Saturday, January 8, 2011
Breakout Session D – 9:00 – 10:30 AM

Embodied Transcription: A Creative Method for Using Voice-Recognition Software (Seminar)
Christine Brooks

Voice-recognition software is designed for one user at a time, requiring a researcher to speak all of a recorded interview to achieve transcription. Embodied Transcription utilizes the researcher's

body as an interpretive epistemological tool. This seminar will offer an experience of Embodied Transcription including vocalization and resonance which may foster "knowing in the body," enriching understanding of the self-as-researcher, and participant/researcher relationships.

Writing for Methodological Audiences (Seminar)
Mirka Koro-Ljungberg, Lisa Mazzei, Deb Ceglowski
In this seminar we assist authors to prepare manuscripts that are tailored for audiences with methodological interests. Specifically, we discuss some characteristics of methodologically focused texts and share writing tactics that highlight authors' methodological learnings. Finally, we encourage participants to share their experiences in getting published in methodologically oriented journals. We conclude by providing individualized feedback to the participants during small group activities.

Using Photovoice to Engage and Empower Stigmatized Groups: Examples from Field Experience (Panel)
Laura Lorenz, Pamela Hall, Danielle Jackman, Charlene Desir, Eva Moya, Maria Paiewonsky
In the US, various groups experience stigma and oppression due to their race, poverty, disability, or health or immigration status. Social policies designed without their input can exacerbate gaps between policy goals and outcomes, and negative societal attitudes can lead to self-stigma. This panel will describe photovoice studies with a range of stigmatized populations. Presentations will discuss their respective approaches, analysis methods, findings, and engagement and empowerment aspects.

Undergraduate Music Therapy Students' Experiences in Short-Term Group Music Therapy (Paper)
Susan Gardstrom, Nancy Jackson
Professional identity can develop through self-study along with didactic and experiential means. The authors engaged in a collaborative qualitative study on the potential benefits of student involvement as clients in short-term music therapy. Various therapeutic methods allowed for self-expression, insight, and personal sharing. Post-session journals and a final survey captured student perceptions. Analysis showed influence on identity development and raised queries about curricular change.

Parents, Teachers and the "Community of Practice" (Paper)
Jackie Laluvein
This presentation, based upon my article, published in TQR in 2010, will provide further insight into the research which I undertook and will present some of the findings from the research. Within a "community of practice" experiences can be shared by more or less experienced members offering the possibility of increased participation and negotiation of meanings. This presentation, I hope, will stimulate a debate as to how the "community of practice" can function as a mechanism for change.

A Critical Discourse Analysis of Preservice Social Studies Teachers' Perspectives on Teaching Controversial Issues (Paper)
Emma Humphries
This paper addresses the contradiction between the need for teaching controversial topics noted in scholarship and the lack of such practice. The author will briefly highlight the critical purpose of the study before moving on to a more detailed discussion of methodology, including important insights drawn from the discourse analysis process. Major findings will be presented and implications for teacher-training institutions and qualitative research in social studies education will be offered.

A Composite Counterstorytelling (Paper)
Kimetta Hairston
This paper is a counterstory of events, experiences, and perceptions of the researcher and participants that have been developed into a single composite memoir of one Black family's experiences in Hawaii and the public school system. The people in the story are not real but instead composites and are an intentional and exaggerated blending of people and places. The data is presented in an exaggerated manner, in which two siblings have a number of experiences with racism and military transience.

Applied Qualitative Research Boot Camp (Workshop—Please note: This workshop spans sessions D and E)
Ronald J. Chenail
As a participant in this session, you will work as qualitative research consultant engaged to assist the directors of the TQR Second Annual Conference in learning attendees' experiences of the two-day event and in making plans to enhance and improve the event. To this end, you will learn how to design and implement an applied qualitative research project collaboratively with a client. You will generate and collect qualitative data via interviews, observations, and document analysis. We will also utilize social networking tools such as Twitter and Facebook to gather and analyze up-to-the-minute perspectives from the customers. You will conduct your qualitative data analysis using the SEWI (Strengths-Enhancements-Weaknesses-Improvements) System and prepare a report and presentation to the conference directors.

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Saturday, January 8, 2011
Breakout Session E – 10:45 AM – 12:15 PM

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Shifting Identities, Shifting Knowledges (Panel)
Mirka Koro-Ljungberg, Joanne LaFramenta, Patricia Jacobs, Aliya Zafar
In this panel presenters will explore researchers' shifting identities in qualitative research and how these shifts influence constructed knowledge. The first conceptual paper will discuss diverse ways in which researchers' can position themselves in qualitative studies and how these positionings are influenced by theories and epistemologies. Three other papers will draw examples from different empirical studies and the authors will reflect on their shifting identities during research processes

Se Echa Pa'lante Pero Se Pierde Mucho: Dominican Return Migrants' Identities after Retirement (Paper)
Sharon Utakis
Many Dominican migrants return to the Dominican Republic for retirement after working for many years in the U.S. We examine the identities that return-migrants claim after retirement, the ties they continue to have to the U.S., their sense of themselves in both contexts, and how discussion of their identity is affected by the interviewers' identities. We present material from life histories of migrants who retired around the time of the interview and returned to the Dominican Republic to live.

On Being Black, Heterosexual and Girl in School: Performances and Positionings in Oral Narratives (Paper)
Rogeria Costa de Paula
This presentation addresses: 1. narratives as performance; 2. gender/sexuality and race as performance; 3. historic construction of black female body; 4. introducing the participant - Vitoria, 20-year-old black student who lives on Rio de Janeiro, Brazil; 5. the methodology of research – narrative interview and the interactional positioning; 6. data discussion; and 7. considerations – the narratives practices have the potential for transforming social action.

Forgiveness: Healing in Adult Male Survivors of Sexual Abuse by Catholic Priests (Paper)
Brianna Kent
This paper examines the sexual abuse of children by priests in the American Roman Catholic Church. Twenty self-identified male survivors of child sexual abuse by Catholic priests were interviewed. Findings revealed that all participants healed through punitive forgiveness. Others moved into inclusive forgiveness, reframing their priest abuser as victim of a patriarchal hierarchy. Some achieved unconditional reconciliatory forgiveness. These findings infer a forum to aid the healing process

Examining the Influence of Skin Color Values on Hispanic Women's Identity Beliefs (Paper)
Paula Fernandez
This qualitative study identified the meanings heterosexual emerging adult Hispanic college women give to skin color in dating contexts. Women in this study preferred a "tan" skin color, feeling it was an important symbol of their ethnic identity. They further noted that appearing tan was viewed as attractive in their social and community contexts. Having tan skin increased their perceived value in dating contexts as men responded positively to this idealized skin color.

Exploring Methods for Exploring Identity: Biographical Narrative and Phenomenological Research (Workshop)
Robin Cooper and Karen Wilson Scott
Exploring identity through qualitative inquiry offers researchers many investigative options, each serving different research objectives and yielding different outcomes. Attend this interactive workshop and discover how biographical narrative research and phenomenology provide two distinctly different paths for researchers exploring identity. You will practice life story and phenomenological interviewing, develop a chronology from a biographical narrative transcript,

and perform a bracketing exercise to gain "epoché." Uncover your own sense of identity as a researcher as you thoughtfully approach uncovering the worldviews of others.

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