2019 Interdisciplinary Symposium for Qualitative Methodologies

March 23, 2019
USF Alumni Center

SCHEDULE AT A GLANCE

Registration and breakfast 8.30 a.m. – 8.55 a.m.

Keynote address 9.00 a.m. - 10.00 a.m.

Presentations 10.15 a.m. - 11.35 a.m.

Presentations 11.45 a.m. – 1.05 p.m.

Lunch 1.05 p.m. - 1.45 p.m.

Presentations 1.50 p.m. - 3.10 p.m.

Featured session 3.20 p.m. - 4.40 p.m.
Keynote address

9.00 a.m. - 10.00 a.m. [Location: Gibbons Alumni Center, Traditions Hall A]

Peripheral Peripheries: Operationalizing Qualitative Methodologies in New Spaces of Colonialism

Dr. Bryce Henson is a Visiting Assistant Professor in African American Studies at the University of Florida. He is also an Executive Board Member of the Association for the Study of the Worldwide African Diaspora (ASWAD). His scholarship sits at the intersection of African diaspora studies, Black feminist theory, critical ethnography, postcolonial studies, critical theory, and cultural studies. His current research project is an ethnographic study of emergent Black diasporic cultural politics and connectivities in the Global South that disrupt relations of power within the nation-state as well as the African diaspora.
SUMMARIES OF SESSIONS (10.15 a.m. – 11.35 a.m.)

#1001 What does community engagement look like? Who determines what is the community and how they can participate in redevelopment decision-making processes? This research delves into the nexus of internal colonialism and environmental justice in the redevelopment of a local brownfield site into a community park.

#1002 Florida has the third highest number of reported cases of human trafficking. However, anti-trafficking legislation, reintegration programs, and awareness campaigns contribute to the invisibility of the victims. This study argues that stereotypes of a “perfect victim” contribute to the discrimination of the survivors. Through in-depth interviews and ethnographic observation highlighting the voices of victims, law enforcement and service providers, I analyze the challenges faced by the victims to recover and reintegrate in American society.

#1003 This paper identifies agencies of political socialization used by first-generation ethnic Russian immigrants in the US political environment. Data analysis indicates that political socialization starts with acquiring legal status, and is triggered by interactions with bureaucracy and enhanced by English language proficiency, spousal support, and parenting. Political socialization agencies include ESOL classes, a spouse, volunteering, and English-speaking churches.

#1004 The presence of environmental movements that challenge the unequal distribution of burdens associated with development projects is often regarded as a major roadblock to development initiatives in postcolonial countries. Using a combination of ethnography and document analysis, this paper argues that instead of conceiving resistance movements as obstacles to development, they must be re-imagined as voices (narratives) from the margins that articulate the stark inequalities in the distribution of development outcomes and environmental burdens.

#1005 How are migrant food and eating practices relevant to conversations on race, identity, belonging, and exclusion in the United States? I discuss preliminary results from my ongoing, multi-sited dissertation study with two differently racialized diaspora groups in Florida. Building on ethnographic field work, I argue that migrant food and eating practices are sites of race-making through which migrants may both assert agency and reproduce existing power structures.

#1006 Muslims are sometimes identified by their wearing of religious markers such as the hijab. This subjects them to a form of racialization, not by skin color, but by religious markers. Using interviews with 39 American Muslim converts, this study compares the racialization of white and Black converts who wear religious markers, finding that white converts face prejudice, while Black converts receive both negative and positive appraisals from others.

#1007 This paper focuses on group discussions with men and women in rural south-eastern Ghana to investigate how they understand and process their rights and obligations with respect to bridewealth payment. Using thematic analysis, it focuses on the similarities and differences between women’s impressions and narratives and men’s; and how much these differ from traditional norms. Men’s expectations are found to be more stringent than women’s. The implications of this conflict are discussed.

#1008 Mothers of children with Autism are often plunged into intense advocacy roles. At the same time, they may struggle with isolation, self-identity, and a lack of understanding about their lives, by others. In social media groups, many mothers of children with Autism identify, support, and express themselves through the use of visual meme’s. Expect to be moved emotively by a digital collage presenting these mothers’ unspoken call to arms for their children and themselves.

#1009 As researchers continue to explore novel ways to improve literacy among youth, computer-mediated small group discussions within a reader system known as IMapBook holds great promise. Utilizing social learning to bridge students through difficult topics in varying subject areas. Critical discourse analysis and observational methods are deployed to define the evidence of sustained learner motivation, and to continue supporting positive outcomes for students.

#1010 This paper focuses on high school in-service teachers’ perspectives on educational video games - their experiences and concerns about utilizing them in their classroom, as well as their ideas about the ideal educational game.

#1011 This participatory action research explores how creating multimodal ensembles enabled international English-for-Academic-Purposes students to expand second language (L2) communication competence and express multicultural identities. Findings indicate their identity negotiations involved dynamically transforming and combining modalities, particularly images and languages, to articulate translingual and transcultural experiences. Understanding how L2 learners orchestrate intersemiotic resources can assist in multimodal curriculum development to strategically engage learners in the discourses of their communities of practice.

PANEL #1012 This panel features three presentations that discuss an often overlooked and under-theorized element of qualitative practice: transcription. We begin by discussing approaches to transcription from discourse analysis that entextualize broad aspects of spoken discourse including words, gestures, inflection, and other signifiers of social position. We then describe current research into automating speech to text and conclude by discussing the challenges of balancing the benefits of transcribing for reflection with the costs required to do that work.
### 10.15 a.m. - 11.35 a.m.

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<th>Location: Ambassador Room</th>
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| #1001 Environmental Justice and Internal Colonialism in Brownfields Redevelopment: A Case Study of Harvest Hope Park, Tampa Bay, FL  
  - Gabrielle Lehigh | #1005 Becoming American: A Kitchen Table Ethnography  
  - Laura Kihlstrom | #1008 IDmeme: How Visual Meme’s Selected by Mothers of Children with Autism Express a Dual-advocacy Identity  
  - Gretchen Stewart |
| #1002 Where is the Survivor’s Voice? An Examination of the Individual and Structural Challenges to the Reintegration of Immigrant Human Trafficking Survivors  
  - Michelle Angelo Dantas | #1006 The (Ethno)Racialization of Black and White Muslim Converts  
  - Patrick Casey | #1009 Computer-Mediated Small Group Discussion Discourse Analysis  
  - Amber Lee |
| #1003 Political Socialization of Russians in America  
  - Marina Mendez | #1007 Stagnation or Change? The Meaning of Bridewealth in Contemporary Ghana  
  - Naa Dodua Doodoo | #1010 High School Teachers’ Experiences and Concerns in Utilizing Educational Video Games in the Classroom  
  - Jawaher Alsultan |
| #1004 Resisting Development: Probing the Connection between Environmental Movements and Development Burdens in the context of Kerala, India  
  - Silpa Satheesh | | #1011 Challenging Uncritical Acceptance of the Academy: Developing Multicultural Discourse Competence through Multimodal Explorations and Expressions of Multiple Identities  
  - Andrea E. Lypka, Patrick Mannion |

**PANEL - Location: Alumni Conference Room**

#1012 Transcription as a Practice of Qualitative Meaning-Making and as a Task to be Automated  
- Charles Vanover, Mariaelena Bartesaghi, Silvana di Gregorio, and Jennifer Wolgemuth (Discussant)
"Interview with a Survivor" is a narrative presentation given in the voice, and mind, of a Ph.D. chemist, relating employment gender bias found in academia.

Using a sensorial autoethnographic approach to documenting material possessions of a deceased loved one can be a means to process and a way, as Pink (2018) describes, to employ ethnography as an intervention rather than solely documenting observations. To move forward, I shuffle through the letters, annotated calendars, and notes left behind, and visually document the artifacts in an arts-based method (photography, prose, and audio) to demonstrate new ways to communicate how experiences are felt.

Currently, the term curation seems to have been borrowed by aesthetically-minded persons looking to collect ideas or objects of all kinds. An exemplar collection of illustrations of Carroll’s Alice’s Adventures in Wonderland provides context to explore the depth and breadth of curation as methodology. This paper addresses ways in which researchers may make sense of untold histories, excluded discourses, and new ideas in order to share them with others though the curation of artifacts.

This arts-based qualitative study seeks to explore the concepts of teacher identity through the creation of a narrative accompanied by a collection of images. Based on three interviews conducted during the 2018-19 school year with middle school teachers from the American south, this narrative depicts their shared points of identity, as well as how they rectify identity issues within a larger social context.

This panel includes three presentations that draw on the unique possibilities of fieldwork to challenge certain entrenched, and often invisible, power dynamics in social science scholarship. Exploratory research provides the opportunity for junior scholars to escape the disciplinary power infused in academic institutions through exploratory fieldwork. Ethnographic fieldwork allows the researcher to develop important concepts ‘from below,’ rather than imposing them from above. Finally, reflexivity, reciprocity, and re-presentation provide tools for researchers to rethink and challenge various power dynamics that often define political science fieldwork.

The encroachment of market-based practices on public education has resulted in the creation of vouchers, charter schools, virtual schools, home schools, and other forms of educational choice. Using Indigenous epistemology and narrative methodology, this inquiry tells stories of displacement, inequality, and disappearance involving a school choice scenario in Lake Town, Florida. The purpose of this inquiry is to provide insight into the complexities of school choice and organizational adaptation and change.

Florida’s House Bill 5105 establishes Schools of Hope set to operate within a 5-mile radius of schools identified as persistently low performing. This study will use poetic inquiry and critical discourse analysis to examine the language used to communicate the bill; the language behind the requirements to be met by interested school operators; and the demographical data that describes the current student population of persistently low performing schools - to argue that the SOH initiative has the potential to re-segregate schools based on socio-economic standards.

The topic of my dissertation is the unionizing of adjunct faculty at USF. Conceptually, neoliberalism is the explanatory framework to understand changes over time in the structure of hiring practices that allowed adjunct faculty to be exploited. Neoliberalism is more commonly understood as the privatization or corporatization of higher education. The neoliberal university is an extension of neocolonial policies of extracting wealth in the form of the knowledge economy.

Florida has yet to meet the State Performance Plan targets for the education of students with disabilities in regular class placements. As we examine issues of equity in education, we must determine what is needed in order to ensure that all students have meaningful participation in general education. The subject of this inquiry is a Florida middle school that has undertaken a journey to full inclusion, and the lessons learned along the way.
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<th>#1014 Interview with a Survivor</th>
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<td>- Constantine Shuniak</td>
<td>PANEL #1018: Unsettling Implicit Power Dynamics: The Possibilities of Fieldwork</td>
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<td>#1015 Sensorial Autoethnography as an Arts-Based Healing Process</td>
<td>- Holly Dunn, Aaron Augsburger, Bernd Reiter</td>
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<td>- Julie Dell-Jones</td>
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<td>#1016 Curation as Methodology</td>
<td>- David Fisher</td>
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<td>- Lindsay Persohn</td>
<td>#1019 Education in the Settler Colony: Displacement, Inequality, and Disappearance via School Choice</td>
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<td>#1017 When Teachers Talk:</td>
<td>- Marsha Lewis</td>
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<td>Creating a Narrative of Teacher Identity Using Arts-Based Methods</td>
<td>#1020 Florida’s Schools of Hope: Re-segregating by Class?</td>
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<td>- Jonathan Coker</td>
<td>- Edwin Reynolds</td>
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<td>#1021 Neocolonialism in the Neoliberal Academy</td>
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<td>- Aliya Killion</td>
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<td>#1022 From BPIE to Belonging: A School’s Journey to Full Inclusion</td>
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#1024 Autobiographically researching what occurs when race and racism are taken up as a topic of study in a higher education class, the purpose of this paper is to suggest antiracist curriculum policy include increasing examinations of emotions. Emotions can skew logic, and initially self-suppress emotions, conclusions include how self-suppressing complicated emotions can be counterproductive in advancing antiracist policy.

#1025 This article is both an acknowledgment of the centrality of emotions to social life and an exploration of theoretical and methodological frameworks to study the transit, creation, and reproduction of emotions in today’s cyber world. This exploration focuses on the design of a qualitative methods strategy for the study of emotions in culture through the use of multilevel narrative analysis.

#1026 During this experimental presentation, we will be engaging with the metaphor felt, literally, as a way of interrupting demarcations of historical perception/abstraction and affect (intensities, feeling). After displaying a piece of Kaphar’s work, we will ask for several volunteers to interact with boxes containing objects (each covered differently) represented in the painting. After experiencing the boxes/objects, we will display a list of emotions (affects) that support participants’ articulation of their experience.

#1027 This study explores the disparities among minority women cancer survivors with respect to work environment and outcomes. The study is of relevance as its driving research questions emerged from needs identified by community partners who voiced concerns about employment-related issues encountered by cancer survivors. The study employs thematic analysis and qualitative comparative analysis to explore this prominent public health issue.

#1028 Opioid dependence encompasses social and systemic issues that call for more integrative, interdisciplinary, and innovative approaches to treatment. Qualitative analysis of acute care experiences related to opioid emergencies at an urban trauma center in Tampa, Florida uncovered a potentially vital next step in the successful treatment of opioid addiction via the integration of medication assisted treatment [MAT] and intense collaboration with community treatment providers.

#1029 Opioids can be of great benefit for cancer survivors who may suffer from cancer-related pain. Often prescribed liberally for individuals with cancer, the risk of opioid misuse is a growing concern in this population. This study explores the use of opioids during the national discourse of the nations’ opioid epidemic and how this affects the perceptions of the medication among cancer survivors.

#1030 Dental professionals are expected to adhere to the principles of healthcare ethics in their practice. Students’ reflections from a year-long service-learning course in a dental hygiene program were analyzed to identify noncompliance of dental professionals with ethics and weather dental hygiene students were able to speak against the unethical behavior when they witnessed it. Students documented several unethical scenarios in their journals along with their challenges for not speaking up.

#1031 Research indicates preservice teachers cannot connect the course content with their practicum experience (Allsopp et al., 2006). In some cases, their expectations may undermine the complexities of teaching tasks in a real classroom (Atay, 2007). Field experience can bridge this gap to put theory into practice. The first step seems to be exploring preservice teachers’ perceptions via qualitative inquiry. This arts-based research attempts to delve into the participants’ perceptions regarding their first field experience.

#1032 In this case study, I provided instructional coaching to develop teachers’ sociolinguistic consciousness of language and learning needs of emergent bilingual students in shared reading lessons. Data analysis using the conceptual model of sociolinguistic consciousness indicated the ways in which teachers think about the intersectionality of emergent bilinguals who may have learning dis/abilities and how instructional coaching can transform their knowledge of and practices with these students.

#1033 We introduce a pedagogical approach that integrates dialogic scaffolding with the Socratic seminar. This pedagogical approach can be applied to L2 writing contexts, and may help English learners in the ESOL classrooms to attain a higher level of academic English writing. Notwithstanding that, there should be a pragmatic account for individual differences of English learners from diverse cultural and linguistic backgrounds.

#1034 Many Chinese actors struggle with their English-speaking skills in Anglophone films, and have difficulty entering into linguistically hegemonic Hollywood. This presentation demonstrates a novel method for promoting English proficiency and bi-cultural awareness via Stanislavski’s system integrated with translanguaging pedagogy. We discuss implications for utilizing this pedagogical approach.
| #1024 Antiracist Curriculum Policy and Examinations of Emotions  
- Tanetha J. Grosland | #1027 Exploring the Employment Challenges and Concerns of Minority Women Cancer Survivors  
- Silvia Sommariva, Dinorah Martinez Tyson, Aria Walsh-Felz, Peggie Sherry, Joanne Sandberg | #1031 The First Field Experience Meets Arts-based Method: A Case for ESOL Preservice Teachers  
- Babak Khoshnevisan |
| #1025 Multilevel Analysis for the Study of Collective Emotions  
- Rebecca Blackwell | #1028 The Clinical Application of Medical Anthropology in Relation to Opioid Use Disorder  
- Heather Henderson, Kristina Ledbetter | #1032 Cultivating Educators’ Critical Consciousness of Language and Learning Needs of Emergent Bilinguals  
- A. Joy Broughton |
| #1026 Wandering Into Wooly Interstitialities: Aesthetics of Affect  
- Felt and (T)ACTion  
- Bretton Varga, Vonzell Agosto | #1029 Fear of Addiction Among Cancer Survivors: The Perceptions of Pain Medication Management  
- Melody Chavez, Paige Lake, Ana Gutierrez, Emanuelle Dias, Dinorah Martinez Tyson | #1033 Dialogic Scaffolding: Promoting TOEFL-based English writing in co-constructive ESOL contexts  
- Zhengjie Li, Ke Cheng, Zhiyao Yi |
| Location: Ambassador Room | Location: Traditions Hall B | Location: Traditions Hall C |
| #1030 Students’ Reflections on Dental Professionals’ Noncompliance with the Principles of Ethics  
- Musarrat Shah | #1034 Language Teaching Meets Performing Arts: Integrating Stanislaviski’s System with Translanguaging Pedagogy  
- Siying Li, Zhengjie Li, Ke Cheng, Bo Wu |  

FEATURED SESSION: Enhancing Inquiry Through Arts-based Research

3.20 p.m. – 4.40 p.m.

Location: Traditions Hall A

Janet Richards, Huiruo Chen, Samantha Haraf, Nhu Le, William Thomas, Marquis Holley, Anna Gonzalez, Christy Bebeau, and Amber Macdonald

There is a growing acceptance of arts-based research in most social science disciplines. Yet many qualitative researchers do not engage in arts-based research. Through a brief overview and succinct individual arts-based inquiry presentations we aim to inspire our audience to consider the arts as viable options to prose and to consider possibilities for incorporating the arts into their research methodologies.
The 2019 Student Organization for Qualitative Methodologies Symposium at the University of South Florida-Tampa is organized by SOQM (Student Organization for Qualitative Methodologies) with funding from USF Student Government and USF Research.

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María Migueliz Valcarlos (Symposium Assistant Chair)
Rebecca Blackwell
Ebony Perez

SOQM thanks the following people for reviewing proposals:
Alia Hadid  Jennifer Bender  Sujay Sabnis  Zoe Fine
Andrea Lypka  Jennifer McCorvey  Michelle Phillips  Vinita Sharma
Ebony Perez  Jennifer Wolgemuth  Rebecca Blackwell  Vonzell Agosto
Fangheyue Ma  María Migueliz Valcarlos  Silvia Sommariva  Will Carpenter
Holly Dunn  Marlene Bewa  Stephanie Arthur  Yohanis Carrera

SOQM also thanks the volunteers for the Symposium:
Amber C. Lee  Eddie Reynolds  Marsha Lewis  Melanie Kinskey

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