

★ **Special Guests**

Judith Ortiz Cofer is the author of numerous books, including a novel, *The Line of the Sun*, two books of poetry, *Terms of Survival* and *Reaching for the Mainland*, and two collections of prose and poetry, *Silent Dancing* and *The Latin Deli*. She co-edited *Sleeping with One Eye Open: Women Writers and the Art of Survival*, with Marilyn Kallet. Her work has appeared in *Glamour*, *The Georgia Review*, *Kenyon Review*, and other journals, has been anthologized in *The Best American Essays*, *The Norton Book of Women's Lives*, *The Pushcart Prize*, and the *O. Henry Prize Stories*, and has been awarded a PEN/Martha Albrand Special Citation in non-fiction, the Anisfield Wolf Book Award, an NEA fellowship and a grant from the Witter Bynner Foundation. Her most recent book, *An Island Like You: Stories of the Barrio*, was named a Best Book of the Year, by the American Library Association and awarded the first Pura Belpre medal by REFORMA of ALA. A native of Puerto Rico, she is Franklin Professor of English.

Ardra Cole is Professor of Creative Inquiry and Adult Learning and Co-director of the Centre for Arts-informed Research at OISE/UT. In her scholarship she uses performance, fiction, creative non-fiction, and mixed media. Recent work includes the *Alzheimer's Project*-a large scale mixed media installation that toured Canada in 2003. She is co-editor of *The Arts-informed Inquiry Series* of books and the forthcoming *Handbook of the Arts in Qualitative Social Science Research* to be published by Sage in 2006, and co-author with Gary Knowles of *Lives in Context: The Art of Life History Research* (AltaMira Press).

J. Gary Knowles is Professor of Creative Inquiry and Adult Learning and Co-director of the Centre for Arts-informed Research (CAIR) at OISE/UT. He is co-editor of *The Arts-informed Inquiry Series* published by Backalong Books and CAIR. Recent work has involved school students in Ontario and Newfoundland portraying

their experiences of school and community through photography and narrative. He is an exhibiting visual artist and has helped numerous graduate students complete arts-informed theses and dissertations. He is co-editor of the forthcoming *Handbook of the Arts in Qualitative Social Science Research* to be published by Sage in 2006.

Renato Rosaldo is a Lucie Stern Professor in the Social Sciences; he has done field research among the Ilongots of northern Luzon, Philippines. He spent 1975-76 at the Institute for Advanced Study, Princeton, New Jersey and 1980-81 at the Center for Advanced Study in the Behavioral Sciences, Stanford. He published *Ilongot Headhunting, 1883-1974: A Study in Society and History* in 1980 and *Culture and Truth: The Remaking of Social Analysis* in 1989. His co-edited work, *The Inca and Aztec States, 1400-1800: Anthropology and History* appeared in 1982, *Anthropology/Creativity* appeared in 1993, and *The Anthropology of Globalization* in 2001. He has been conducting research on cultural citizenship in San Jose, California since 1989, and contributed the introduction and all article to *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*, published in 1997. Professor Rosaldo has served as President of the American Ethnological Society, Director of the Stanford Center for Chicano Research, and Chair of the Department of Anthropology. He is a member of the American Academy of Arts and Sciences.

★ Pre-conference Institute

PC1: Lift Every Voice: Crafting Qualitative Texts
JoBeth Allen

PC2: Teaching Qualitative Research
Jude Preissle & Kathleen deMarrais

PC3: "Micro" Approaches to Transcript Analysis
Jerry Gale, Kathy Roulston, & Betsy Rymes

PC4: Introduction to QSR NVivo
Linda Gilbert

PC5: From Page To Stage: Autoethnography as Monologue
Johnny Saldaña

PC6: Seeing the Narrative: An Esthetic of Knowing—A Boal Theater Workshop*
Betty Smith Franklin, Nancy Laurel Pettersen & Edna Bacon

PC7: State of the Art: The Latest In Qualitative Software Advances (ResearchTalk)
Raymond C. Maietta, Ph.D. and Belisa Gonzalez

★ Keynote Addresses

"What do we mean by arts-based research: Conjectures, conundrums, and the future?"

Elliot Eisner, Stanford University

"Making educational history: How arts-based research can change minds"

Tom Barone, Arizona State University

"Between Poetry and Anthropology: Searching for Languages of Home"

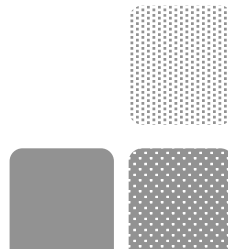
Ruth Behar, University of Michigan

★ ResearchTalk Conference Sessions – Room G

Saturday, Session #1 - 10:45–12:15	Using and Teaching Qualitative Software
Saturday, Session #2 - 1:30–3:00	Qualitative Software as More than Boolean Searches
Saturday, Session #3- 3:30-5:00	Open forum on Qualitative Software
Sunday, Session #4 – 8:30–10:00	Multimedia Data and Qualitative Software
Sunday, Session #5 – 10:15-11:45	The Role of Qualitative Software in Combining Qualitative and Quantitative Data

ResearchTalk Post-Conference Workshop

Introduction to ATLAS.ti 5.0 - Qualitative Software Work Session



Art as Research & Research as Art has been chosen as the theme for the 2005 QUIG Conference on Interdisciplinary Qualitative Studies due to recent and growing interest in mergers between social scientists and artists. Both have explored the space where aesthetics and communication of social meaning overlap, documenting human life in ways that are both artistic and scientific adding dimensionality, complexity, and accessibility to their works.

Friday, January 7, 2005

Pre-Conference Institutes

1:00PM – 4:00PM

Aderhold Hall

PC1: Lift Every Voice: Crafting Qualitative Texts

JoBeth Allen

If people disparage ‘academic writing’ as dry and jargon filled, what are the alternatives? What can we learn from popular ethnographic non-fiction authors? How can I develop a fresh academic voice and get published? Is my style as a writer best suited for solitary writing or should I consider a writing group or a writing retreat? In this workshop we will explore these and other issues related to writing qualitative texts. Participants should bring one piece of in-progress qualitative research writing.

PC2: Teaching Qualitative Research

Jude Preissle & Kathleen deMarrais

This workshop will explore issues of teaching and learning qualitative research. Participants will engage in discussions about course structures and teaching strategies. Course outlines, text selections, and pedagogical materials for a variety of courses will be shared. Participants should bring ideas to share.

PC3: “Micro” Approaches to Transcript Analysis

Jerry Gale, Kathy Roulston, & Betsy Rymes

In this master class, we use principles drawn from multiple approaches to the analysis of discourse to demonstrate how one might use "micro" approaches to analyze transcripts of talk-in-interaction. In this data session we will conduct analyses of transcripts from three settings: focus group interaction; clinical practice; and a research interview. Our purpose is to show how multiple analytic

approaches – ethnomethodologically informed conversation analysis, conversation analysis informed by critical discourse analysis and discourse and narrative analytic approaches – inform our understanding of research data. The workshop will follow a hands-on experiential format, and is appropriate for both novices and experienced analysts. Participants of the workshop will gain an understanding of how group data analysis of transcripts might be accomplished and how different theoretical perspectives inform the readings of data generated in different settings. The emphasis of the workshop will be both on how to do discourse analysis and the thinking behind different approaches of analysis. Resources for further reading from different perspectives will be available.

PC4: Introduction to QSR NVivo (limit 15)

Linda Gilbert

This workshop will provide an overview of QSR NVivo, a software package which assists researchers in organizing and analyzing complex qualitative data. Participants will import and code textual data; review and recode the coded data; and search for combinations of words in the text or patterns in the coding. Other program capabilities will be demonstrated. The session includes a workbook for NVivo. No prior experience with qualitative software is necessary, however, participants should have a basic familiarity with PC computers (for example, using Word or a similar program) as well as a general understanding of qualitative research processes.

PC5: From Page To Stage: Autoethnography as Monologue

Johnny Saldaña

No prior theatre or performance experience is needed to participate in this workshop. Arts-based research, ethnodrama in particular, has been advocated by such key figures in qualitative inquiry as Norman K. Denzin and Yvonna S. Lincoln as a powerful way for ethnography to recover yet interrogate the meanings of lived experiences. This workshop will introduce the fundamentals of dramatizing data and explore how qualitative research transfers “from page to stage.” The session will provide a literature review of available ethnodramas with participants reading aloud from scripts and watching videos of ethnotheatrical performance. We will then explore how the participants’ personal lived experiences can become “autoethnographic monologues.” Participants will select a personal story as the basis for developing an informal performance of that work to peers. The facilitator will guide each researcher-as-storyteller through the process of selecting necessary sensory details, choosing evocative language, and employing gesture and voice as instruments for dramatizing the data.

PC6: Seeing the Narrative: An Esthetic of Knowing—A Boal Theater Workshop (Masters Hall, Conference Center)

Betty Smith Franklin, Nancy Laurel Pettersen & Edna Bacon

Boal Theater work provides a context for knowing through esthetic moments allowing researchers to explore and expand their visual, auditory, and kinesthetic reading of the world. Boal practitioners who have worked in this recent development of the Theater of the Oppressed invite participants to experience, explore, and expand ways of knowing and telling what we know in this workshop. This workshop will be held in the Masters Hall at the Georgia Center.

PC7: ResearchTalk State of the Art: The Latest In Qualitative Software Advances

Raymond C. Maietta, Ph.D. and Belisa Gonzalez

This session is based on the premise that the use of qualitative software does not threaten the methodological integrity of qualitative researchers’ work. Highlighting

both innovative and classic features of ATLAS.ti, ETHNOGRAPH, HyperRESEARCH and MAXqda, we demonstrate how off-screen manual methods used to analyze qualitative data can be employed and enhanced with qualitative software.

Areas of focus include:

- Variety of data formats
- Episode Profiles
- Memo writing and stand alone method
- Codebook evolution
- Strategies for data review and presentation

POST CONFERENCE WORK SESSION
Monday, January 10, 2004 618 Aderhold Hall
9:00 am – 3:00 pm

PC8: Introduction to ATLAS.ti 5.0 - Qualitative Software Work Session**

Learn how to introduce ATLAS.ti 5.0 into your qualitative analysis style. Major tasks performed within the qualitative analysis process shape the session outline.

Areas of focus include:

- Data preparation
- Creation and management of analytical notes
- Discovery of emergent themes
- Options for inductive and deductive analysis strategies
- Exploration of question and answer facilities
- Use of report facilities

New features of version 5.0 are introduced within the context of the above discussion.

Data use – You are welcome to use either your own or ResearchTalk, Inc. data at this session. If you plan to use your own data, we require that you first follow specific data preparation steps. Please email information@researchtalk.com after you register and we will provide the necessary information.

∞ Registration ∞

2:30-4:30 PM, Conference Registration Desk at the Georgia Center

Opening Session

Masters Hall, 5:00-6:30 PM

“What do we mean by arts-based research: Conjectures, conundrums, and the future?”

Elliot Eisner, Stanford University



Elliot Eisner is a professor of education and art and the Lee L. Jacks Professor of Education at Stanford University's School of Education. His current research focuses on the role of artistic modes of thought in the conduct of social science research and on the development of programs to further arts education in American schools.

A past president of the American Educational Research Association and the National Art Education Association, Eisner is a prolific writer. His 16 books include *The Arts and the Creation of Mind*, *The Kind of Schools We Need: Personal Essays*, *Cognition and Curriculum Reconsidered*, and *The Enlightened*

Eye: Qualitative Inquiry and the Enhancement of Educational Practice. In addition he has written more than 300 articles and chapters.

Reception to follow, Georgia Center

6:30-8:00PM

featuring musical selections from Dromedary

DROMEDARY

"Masters of multiple instruments" - Andrew Reissiger & Rob McMaken create a sound that both retraces and forges paths between cultures. These two world history and music teachers play world music in a truly American way -- mixing seemingly disparate elements and creating unexpected beauty. Hailing from the artistic Mecca of Athens GA but with strong roots in the Andes and Appalachia, their repertoire draws on seemingly too many of the world's rich traditions. Over the last 3 years Dromedary has released two critically acclaimed albums under their own name and toured the country extensively spreading their unique brand of highly interactive world-folk music to the four corners of the U.S.



Saturday, January 8, 2005

∞ Registration ∞

8:00-9:30 AM, Conference Registration Desk at the Georgia Center

Keynote Address

Masters Hall, 9:15-10:40AM

"Making educational history: How arts-based research can change minds"

Tom Barone, Arizona State University



Tom Barone is a professor of education at Arizona State University (ASU). He received his doctorate from Stanford University in 1978 and currently teaches courses in curriculum studies and qualitative research methods in ASU's College of Education. His recent books include *Aesthetics, Politics, and Educational Inquiry: Essays and Examples* and the award-winning *Touching Eternity: The Enduring Outcomes of Teaching*. The latter received an "Outstanding Book Award" from Division B of the American Educational Research Association (AERA), and the "2002 Book of the Year Award" from AERA's Narrative Research Special Interest Group.

Over 25 years ago, Barone's dissertation explored the possibilities of literary nonfiction within educational inquiry. Since then he has explored, conceptually and through examples, a variety of narrative and arts-based approaches to contextualizing and theorizing about significant educational issues. Today, he is especially interested in issues of authority and audience as related to research-based narrative constructions.

Saturday, Session 1

Concurrent Sessions, 10:45 AM - 12:15 PM

1.1 Conference Room A (Panel)

Red(necks), white(wash) and blue(bloods): The art of interpreting hybrid curricular imagery in American school textbooks

Susan Schramm-Pate, Mary Jean Ronan Herzog, Rhonda Baynes Jeffries, Barbara Cary

Saturday, Session 1
Concurrent Sessions, 10:45 AM -12:15 PM

1.2 Conference Room B (Panel)

Art and science in Doing and Teaching Qualitative Research

*Richard Schmertzling, Lorraine Schmertzling, Melvin A Shelton, Helen A Wishart,
Maggie Viverette, Katherine Chelini, & Barbara Hannaford*

1.3 Conference Room C (Panel)

Artistic expressions of qualitative research: A diversity of approaches

*Sharon M Knight, Beth P Velde, Peggy P Wittman, Marie Pokorny, Angie Lynch,
Jennifer McCloskey, Vanessa Montouro, E Robin Fogerty, & Bridget Katana*

1.4 Conference Room D (Papers)

Framing experience: The limits and possibilities of photo-elicitation

Gerald Wood

Like this? Visual tools for “member checks”

Linda Gilbert

Flash card: Alternating between visible and invisible subjectivities

Dymaneke D Mitchell

Comics for writing: A semiotic perspective of literacy

Lucia Y Lu, Antonio Colman, Emma Duke, and Michele Denson

The confluence of research and arts programming working toward innovation in each

Diane M Montgomery & Stacy Otto

1.5 Conference Room E/F (Roundtables)

Performance Autoethnography: A performative approach to literacy research

Heidi Hallman & Amy S Johnson

Research as Art: Aesthetic quality and open inquiry in a graduate degree program

D Malcolm Leith

**Investigative theatrics: Using improvisational drama to examine power, play and pedagogy
with teen young women**

Janet Mittman

Artist / scientist / researcher: A conversation with Leonardo da Vinci

Carol A Burg

1.6 Conference Room G

Using and Teaching Qualitative Research

ResearchTalk

1.7 Conference Room K (Panel)

Women and critical inquiry: Methodological and substantive explorations in qualitative research

Elizabeth C Payne, Barbara Korth, Cheryl Hunter, & Debora Hinderliter

1.8 Conference Room L (Workshop)

Reclaiming the aesthetic experience as a way of knowing in language arts classrooms

Sharon Murphy & Michelle Zoss

1.9 Conference Room Q (Workshop)

Presenting Research with an interdisciplinary perspective

Mirka Koro-Ljungberg, Sharon Hayes, Thomas Greckhamer, Aline Gubrium, & Carol Isaac

1.10 Conference Room R (Alternative)

Awakening the soul: The education of Laura Bridgman--Using drama as a mode of presentation of historical research

Nancy Geyer Christopher

1.11 Conference Room T (Papers)

A poetic representation of students' online learning experiences

Liyan Song

My container was a sieve, and other metaphors that preservice teachers use as a tool for self-discovery

Laura Blitzer

Framed! The art in education

Stergios G Botzakis

Inside-out and outside-in: The role of participant observation in the understanding of arts-based activity

Kimberly Powell

Online Focus Groups: Effective data collection for distributed participant case studies

Vivienne J McClendon, Xiaopeng Ni, & Michael Orey

1.12 Conference Room U (Papers)

A phenomenology of leisure among adolescents

Sebnem Cilesiz

The impact of the arts on student identity

Kelly Clark/Keefe

Neo-Tarzan or post-modern pop: When hip-hop, race, and pedagogy meet in a predominately African-American classroom

Roland Walker Mitchell

A qualitative analysis of graffiti and gangster rap music: A global imagery of subcultural art or anger

Jeffrey Perkins

The Black academic experience: From kindergarten to the professoriate

Cirecie A West-Olatunji, Michael Brooks, John Baker, and Yashica Crawford

1.13 Conference Room V (Papers)

Listening to the dance, seeing the mathematics

Elizabeth Smith-Senger

When we make art: A study of highly creative children and their art making experiences

Jim M Brown

The sounds of silence: What prompts females to speak or remain silent during class literature discussions

Barbara Ward

Yoruba Art, a window to an ancient history

Sola Olukayode

1.14 Conference Room Y/Z (Papers)

Researcher reflexivity as a self portrait

Karthigeyan Subramaniam

Telling stories of beginning ethnographers: An instructor and graduate student paired paper presentation

Laura Blasi & Stephanie Doyle

Resegregation and the politics of the International Baccalaureate: Negotiating the researcher as advocate role

Kathleen M Kinslow

Craving voice

Kate Siner

Shifting ground: The creative process of "constructing the field" in fieldwork

Raji Swaminathan & Hsuan Lin Huei

Contemplative research in understanding art forms

Ajay Pratap Singh

1.15 Conference Masters Hall (Workshop)

Hands-on workshop in narrative interviewing and arts-based research design

Charles F Vanover & Elizabeth Rudd

12:15- 1:20 PM

Lunch will be served in the Banquet Area



Saturday, Session 2
Concurrent Sessions, 1:30-3:00 PM

2.1 Conference Room A (Panel)

Against forgetting: Remembrance, historical consciousness and the artist researcher

Rishma Dunlop, Kathleen Vaughan, & Vanessa Barnett

2.2 Conference Room B (Panel)

The romance of thick description: Representation after postmodernism

Elizabeth St. Pierre, Sharon Murphy, & David W Stinson

2.3 Conference Room C (Panel)

Provoked by art: Theorizing arts-informed research

J. Gary Knowles, Ardra L Cole, Tracy Luciani, Maura McIntyre, Lorri Neilsen, & Suzanne Thomas

2.4 Conference Room D (Papers)

The writing on the wall: Researching school-based visual media culture

Linda Harklau & Rachel Pinnow

Watching school: A discursive reading of high school distance learning videos

Timothy M Cook

Kids! Speak up and share your experiences: An experience of focus groups with Korean middle school students about social adjustment at U.S. schools

Mirka Koro-Ljungberg, Inkyung Lee, & Seonjin Seo

Extracting values of design students: A methodological approach to blending visual data, narratives, and survey information

Mary Anne Akers

"It's scarier than I thought it would be": Voices of newly marginalized pre-service teachers

Karen E Eifler and Thomas Greene

2.5 Conference Room E/F (Workshop)

Learning through the arts

Angela Elster & Yvonne Simpson

2.6 Conference Room G

Qualitative Software as More than Boolean Searches

ResearchTalk

2.7 Conference Room K (Papers)

Poetic injustice: Making rhyme and reason of barriers to planning multicultural education programs in institutions for higher learning

Letha J Mosley

Performing Whiteness perfectly: Women, race and school counseling in a southern state

Mary B Givens

Social service professionals' beliefs about domestic violence: Content, organization, structure, and process

Cyleste C Collins

Issues in (dis)ability studies research: An insider's perspective

Dymaneke D Mitchell

2.8 Conference Room L (Workshop)

Narratives from my urban and rural landscapes: The artful exploration of a developing cultural identity

Laurie L Lopez Charlés

2.9 Conference Room Q (Workshop)

Discursive research: Art, science or?: Challenging the dominant scientific discourse

Jerry Gale, Denise S Berg, Shari Couture, John J. Lawless, Tom Strong, & Don Zeman

2.10 Conference Room R (Alternative)

Transforming the linguistic "Handscape": Visual-peformative autobiography exemplified

Kelly Akerman

2.11 Conference Room T (Workshop)

Theater of possibility: Reconceptualizing "identity" through narrative and drama

Dorothy Lichtblau

2.12 Conference Room U (Papers)

From artist to researcher and back again: Parallels, intersections, and reflections

Linda S Gilbert

Telling tales outside of school: Co-constructions of self

Joyce Salvage

An explanation of the compatibility of narrative analysis and phenomenological inquiry

Brent Allison

Artistic Processes as qualitative problem-solving

Agoro Oladeinde

Artists who do research as part of their artmaking

Paula Eubanks

2.13 Conference Room V (Papers)

Teaching art-being a qualitative researcher: Insider's perspective

Yildiz Turgut

Poetically performing inquiry

Ahava Shira

Naming/Crossing borders: Ethical dilemmas of conducting research with/on adolescents

Alison L Schmitke, Gerald Wood, & Natalie Adams

Falling asleep during the discussion: Notes from a researcher's journal

Barbara A Ward

Are qualitative researchers really whole people?

Dorothy McCloskey

2.14 Conference Room W (Papers)

Revealing the administrator's role in the induction process: Novice teachers telling their stories

Steven Bickmore, Dana L Bickmore, & Laurie E. Hart

Why didn't they get it? Or do they even need to get it?: What reader response theory can tell us about narrative research

Becky M Atkinson & Roland W Mitchell

Reading the teaching self: An autobiographical exploration of one teacher's intersections of identity

Sarah K MacKenzie

On the road: Dialogue between two Chinese women on their journey(s)

Yihuai Cai

Body talk and learning: How panoptic peers "mis(s)" educate

Mary Elizabeth Hendrix

2.15 Conference Room Y/Z (Workshop)

Ga-Li, All my relations

Alicia Pagan & Raymond Two Crows Wallen

2.16 Conference Room Masters Hall (Alternative)

Making woman-meaning: The story of us

Mary Anne Angel, Helmina Makes Him First & David Weinkauf



Refreshment Break on the 2nd floor concourse
3:00-3:25 PM

Saturday, Session 3
Concurrent Sessions, 3:30-5:00 PM

3.1 Conference Room A (Panel)

Interrogating the limits of autoethnography: "Tales from the Field"

Gerald Wood, Roland Mitchell, Becky Atkinson, Dymaneke Mitchell, Kathy Kinslow

3.2 Conference Room B (Panel)

Motherhood in academia: An autobiographical theatre

Teri Holbrook, Leslie S Cook, Jill Hermann-Wilmarth, & Mariana SoutoManning

3.3 Conference Room C (Panel)

Poetry and place in the culture of qualitative inquiry

Melisa Cahnmann, Renato Rosaldo, Ruth Behar, & Judith Ortiz Cofer

3.4 Conference Room D (Papers)

Performative analysis: A case study of an activist approach to HIV/AIDS awareness-lessons for public education

Torhonda Croliss Lee

Understandings, reflections and changes in discourse: Client, therapist and researcher accounts

Tom I. Strong

Rock My Soul: Black female doctoral students' narratives of schooling

Rachelle D. Washington

Using narrative to explore one elementary preservice teacher's learning during her early field experiences

Jennifer W Olson & Jennifer DeVoe

The emotional nature of the fishbowl

Alexa Darby

3.5 Conference Room E/F (Roundtables)

Image-based insights: Using collage to communicate embodied spatial experiences

Karen M Keddy

Stories quilts tell

Carol A Burg

Arts-based research as a way of navigating teacher self: Weaving personal vision

Mary F Wright

Metaphors used to teach students about qualitative research

John Bruno, Rosemary Traore', & Susan Nelson Wood

3.6 Conference Room G

**Open Forum on Qualitative Software
ResearchTalk**

3.7 Conference Room K (Papers)

Social scientists and artists: The meeting points

Henry Adewale Odunayo

Documenting the journey

Holly K. Genzen

Fresh from the field

Morag Burke

A qualitative study of an animal-assisted therapy program

Michael W Firmin

3.8 Conference Room L (Workshop)

Beyond the applause: Reflection and alternative assessment in K-12 arts learning

Tom DeCaigny & Julie Sparling

3.9 Conference Room Q (Workshop)

Arts-based inquiry in teacher researchers' classrooms

Amy M Kay & Buffy Hamilton

3.10 Conference Room R (Alternative)

Ten characters in search of a school: Multiple perspectives of schooling through narrative and drama

Mary S Hanley, Monifa Green Beverly, Rita Joyner, Elizabeth Powers, & Kim Pyne

3.11 Conference Room T (Papers)

"I really had to struggle to get those images down on paper": An English language arts teacher's developing vision

Nancy C Ellis & Alyson Whyte

Ethnographic art: Concepts and tools of an interdisciplinary practice of research

Maria Rogal, Quetzil E Casta-eda, Dori Griffin, & Robyn Mericle

3D project: A three-dimensional response to Elliot Eisner's educational imagination.

Jung-A Seo

Academic transitions in adult and higher education: Moving up, moving on, moving out

L Earle Reybold & Jennifer Alamia

A wanderer's flight: A feminist-poststructural perspective of academic culture

Carol Isaac

3.12 Conference Room U (Papers)

Mediating life events

Susan C Aaron

Observation ethnography, informant ethnography, and "focused discussions": Research on subcultural internet forums

J Patrick Williams

On research poetry: An annotated bibliography of poetry in qualitative studies

Monica Prendergast

Reflecting on the place and meaning of the practice of community-based art

Susan O Monagan

Disability arts and culture: How do audiences respond?

Kathryn Church

3.13 Conference Room V (Papers)

Digitizing disability rights: Using video to create new narratives of resistance

Esther I. Ignagni

Language, social identity and representation among learners of Japanese in the U.S.:

Understanding the effects of Japanese popular culture texts

Natsuki Fukunaga

Dropping out but staying in: Counter-discursive moves among Black male adolescents

Mary B. Givens

Collage as counterstories: Family involvement for Black and Latina/o children

Nadjwa E L Norton

Elementary school students' perceptions and interpretations when exploring multicultural literary works from different Asian cultures

Tadayuki Suzuki

3.14 Conference Room Y/Z Alternative

Rendering A/r/tography through poetry, music and visual art

Carl Leggo, Rita Irwin, Kit Grauer, & Peter Gouzouasis

Keynote Address

Masters Hall, 5:00-6:30PM

"Between Poetry and Anthropology: Searching for Languages of Home"

Ruth Behar, University of Michigan



Ruth Behar is a professor of anthropology at the University of Michigan. Behar was born in Havana, Cuba, and has written about her experience of crossing cultural borders as a poet, essayist, fiction writer, editor, and ethnographer. In 1988, at the start of her career as an anthropologist, Behar was awarded a MacArthur Foundation "genius award." She has since been the recipient of many prestigious fellowships for her scholarly and artistic work, including a "Guggenheim Award" in 1995 and a "Creative Artist Grant" from the Michigan Council for Arts and Cultural Affairs in 1998.

Her books include *The Presence of the Past in a Spanish Village: Santa Maria del Monte*, *Translated Woman: Crossing the Border with Esperanza's Story*, *The Vulnerable Observer: Anthropology That Breaks Your Heart*. She is now turning to documentary filmmaking to seek yet another expression of her unique vision of the meaning of home in an age of travel and homesickness.

Sunday, January 9, 2005

Session 4

Concurrent Sessions, 8:30-10:00 AM

4.1 Conference Room A (Panel)

Making arts the focus in education: Add-on, fit-in, or glue

Michael G Gunzenhauser, Diane Montgomery, Sibongile Mtshali-Dlamini, Najwa Raouda, Mark Malaby, & Gina Anderson

4.2 Conference Room B (Panel)

Creating scholarship: Imagining the arts-informed thesis or dissertation

J Gary Knowles, Sara Promislow, Ardra Cole, Rita Irwin, Carl Leggo, C T, Patrick Diamond, Antoinette Oberg, & Suzanne Thomas

4.3 Conference Room C (Papers)

How are things? Discovering the secret lives of inanimate objects

Kathryn Church

Adult learning on the outside: Self-taught folk artists' meanings and messages

Dae Joong Kang, LuAnn Cooley

The essence of professional development: Sponsoring teachers' voices

Kenneth P Farizo

Developing academic integrity: Aligning core ethical principles and institutional missions

L Earle Reybold

Informal learning: Discovering sources of adult learning through oral history

Lisa R Merriweather-Hunn

4.4 Conference Room D (Papers)

Children's stories of poverty and homelessness: Arts-based inquiry as revolutionary performance

Susan Finley

Three environmental sculptures on a high school campus

Lawrence Stueck

Drama and qualitative research: Companions in empathetic understanding

Kelli Jo Kerry Moran & Jean L Konzal

Conversational narrative as verbal art: Bilingual portraiture through storytelling

Betsy Rymes & Mariana Souto Manning

4.5 Conference Room E/F (Workshop)

Sociocultural digital literacy: Using visual imagery as social consciousness raising art/research

Jim M Brown, Tom Destino, Chris Cain, Barbara Cary, Anne Marie Walter, & Michael Summerfield

4.6 Conference Room G

Multimedia Data and Qualitative Software

ResearchTalk

4.7 Conference Room K (Alternative)

Draw on your drawings, even if you can't draw: A workshop for all on using drawing and painting in education inquiry

Robert Quinn & Jamie Calkin

4.8 Conference Room L (Alternative)

The History of Qualitative Research Publication and the American Psychological Association: Could William James Get Published

Carol A. Marchel

4.9 Conference Room Q (Alternative)

Notes from a Cuban Diary: An inquiry into the 1961 Literacy Campaign using photographic, video and poetic representation

Joanne Elvy

4.10 Conference Room T (Papers)

Seeking the narrative: An esthetic of knowing

Betty Smith Franklin, Jane Attanucci, & Edna Bacon

Theatre of the oppressed as a feminist psychological research method

JuliaGrace J Jester

Lateen@: Una palabra nuestra (Lateen@: A word of our own)

Christina Marin

A stream of consciousness narrative on (poetic, narrative, and visual) methods used

Rich Hofmann

"A wedding of opposites" : Image-Text and auto/ethnography

Dennis Parsons

4.11 Conference Room U (Papers)

Mystic mind readers game: An innovative approach with the directed reading thinking activity

Mary Elizabeth Hendrix

Project EASY: Looking through the lens of a collaborative partnership

Elizabeth K Fullerton & Cathrine Beaunae

When fiction has to speak the facts: Seno Gumira Ajidarma's "Jazz, Perfume and the Incident" as moral witness

Gregory A Harris

How the blind housekeeper pours tea: Literary immersion and visual thinking strategies as a research methodology

Sally Armstrong Gradle

Can we understand and respect each other? -- The challenge of Korean students' social adjustment in U.S. middle schools

Inkyung Lee & Mirka Koro-Ljungberg

4.12 Conference Room V (Papers)

Grounded in art: A quest for rootedness

Debbie DeLeon

Writing a portrait: Artistic representation of a single case study

Melanie G Davenport

Arts-based thinking in a high school interior design class: A case study of a senior's design process

Michelle Zoss & Peter Smagorinsky

Pre-service teachers' representations of their developing nature of science understandings

William J Straits

English mentoring in groups: Discussing metaphor creation in concept maps

Steven Bickmore

4.13 Conference Room Y/Z (Papers)

New beginnings: Poetic representations of the college transition experience

Lori P Aultman

Irreconcilable differences: Using artful analysis to probe tensions in qualitative data

Sibby Anderson-Thompkins & Marybeth Garman

Poetry as a form of researcher reflexivity

Nadjwa E L Norton

Aesthetic form in research practice and experience

Linda J Vigdor

Performing acts interpretation: The dimension of aesthetic experiences in text analyses

Wiebke Lohfeld

4.14 Masters Hall (Alternative)

"Capital Kitsch" - Pieces from Florida: Exploring the tensions between community and commodification

Deborah Walker, Alisha Vitale, & Christina Gesmundo

2nd Floor Concourse (Poster Presentations)

League of pool players: An ethnography

Cheryl A. Young

The education of the imagination

Elizabeth J Andrews and Dr, Steven A. Melnick

Older adults taking control of their healthcare through self-directed learning

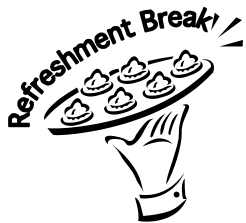
Janet S. Valente

Developing a good Seeing Eye/I: Exploring the limits and possibilities of photo-elicited subjectivities

Kakali Bhattacharya

The photographic voice

Jeanne Raub



Refreshment Break on the 2nd floor concourse
10:00-10:15 AM

Sunday, Session 5
Concurrent Sessions, 10:15-11:45 AM

5.1 Conference Room A (Papers)

Changing Places with Myself: Researcher, artist, teacher

Lisa Donovan

Parental perceptions of homework: A readers theatre

Janet D Lewis

Cultural performance in post-secondary design education: Placing value on identity, voice, and agency

Larry M Stultz

Spiritual photographs: Blacks and Latinas/os make visible (un)seen forces

Nadjwa E L Norton

The meaning for teachers of high school restructuring and the return to segregation

Kathleen M Kinslow & Jerry Rosiek

5.2 Conference Room B (Papers)

Sharing research about and with multiple intelligences

Mary Lou Morton & Joanne Callahan

No margin for error: A dialogue performance

Morag Burke & Robin S Grenier

License to teach: Honoring teachers' knowledge and experience through professional development

Kenneth Farizo

Teacher tapestries: Weaving teacher voices

Karen F Tardrew

Life studies as portraits

Suzanne Ouellette

5.3 Conference Room C (Papers)

"I want to be a Coyote teacher": Writing and professional transformation in Peru

Spencer W Salas

Curriculum as narrative: Kernels, satellites, and curricular experiences

Barbara G Pace & Jane S Townsend

Collaging multicultural/lingualisms

Sara Promislow

Reading images, messages, and symbols: Assessing visual literacy

Susan Nelson Wood & Cheryl Kopec Nahmias

Like sand through the hour glass, these are the days of our lives: A phenomenological portrait of the aging male inmate

Lisa Jennings & Joshua Baldwin

5.4 Conference Room D (Papers)

Research-based art: A dialog in words and images between two artists doing arts-based research

Robert Quinn & Jamie Calkin

Many metaphors

Mary Clare Powell & Gene Diaz

Interdisciplinary armature: The welding of ethnography and art

Christina M Limpert

Performance and silence, oil and water, warp and weft: Weaving divergent theoretical impulses into visual arts-based research

Kathleen Vaughan

5.5 Conference Room E/F (Workshop)

Looking for a few good men: A qualitative study in domestic violence prevention

Judith Heitzman

5.6 Conference Room G

The role of Qualitative Software in Combining Qualitative and Quantitative

ResearchTalk

5.7 Conference Room K (Alternative)

Exploring sociocultural issues of education and research: An interactive photoessay gallery

Sharon E. Nichols, Dee Goldston, Tarsha Bluiett, Lee Freeman, Charlotte Pass, Kerry Rhone, Alison Schmitke, Susan Elizabeth Thomas, Elizabeth Thomas, & Brenda Webb

5.8 Conference Room L (Workshop)

Manage documents, manage ideas, manage your thoughts: Introducing NVivo as a technological tool for qualitative analysis of data

Vivienne J McClendon, Kakali Bhattacharya, & Letha Mosley

5.9 Conference Room Q (Workshop)

The transformational potential of Boal's pedagogy and Theatre of the Oppressed for teacher education

Foram Bhukhanwala & Penny Oldfather

5.10 Conference Room R (Workshop)

Qualitative data representation through art: Cartoons

Yildiz Turgut & Alper Uzun

5.11 Conference Room T (Alternative)

Performing research, performing theory

Linda B Levitt, Stacy Holman-Jones, Wren Colker, Daniel Blaeuer, Elizabeth Fendrick, & Michael Merrill

5.12 Conference Room U (Workshop)

What if identity is an art form and researchers are artists?: A workshop exploring the possibilities of teaching and practicing arts-integrated qualitative inquiry

Kelly Clark/Keefe

5.13 Conference Room V (Papers)

Teacher knowledge narratives: Epic or novel?

Becky M Atkinson

“You have to make it personal so that they will be able to understand it”: An early career teacher’s quest to develop a conception of engaged learning

Sharon Murphy & Peter Smagorinsky

Improving qualitative interviewing skills by critiquing the interview transcript

Marydee A Spillett

Power, passion and pain: Using arts-based methods to teach introductory sociology to technical college students

Kijua Sanders-McMurtry

5.14 Conference Room W (Alternative)

Teaching the power of the word: Culturally responsive pedagogy at a Chicago public high school

Charles F Vanover, Cathy Lu, & Alexandra Miletta

5.14 Conference Room Y/Z(Workshop)

Talking research: Mentoring, mutual exchange in a music teacher-research group

Kathryn Roulston, Roy Legette, Monica DeLoach, & Celeste Pittman

Sunday Lunch

11:45 AM-1:15PM

Ten conference participants will present their work at Sunday’s Open-Mic Reading during lunch. Sign up will take place at conference registration on Friday after the keynote address and will be on a first-come basis. Speakers will have 3 minutes each to present a research-based poem/spoken word piece, visual art/performance, or other. Presenters are encouraged to have spoken word pieces memorized.





Recommended Reading for the Conference

Barone, T. (2003). Challenging the educational imaginary: Issues of form, substance, and quality in film-based research. *Qualitative Inquiry*, 9(2), 202-217.

Barone, T. (2001). *Touching eternity: The enduring outcomes of teaching*. New York: Teachers College Press.

Barone, T. (2001). Pragmatizing the imaginary: A response to a fictionalized case study of teaching. *Harvard Educational Review*, 71(4), 734-41.

Barone, T. (2000). *Aesthetics, politics, and educational inquiry: Essays and examples*. New York: P. Lang.

Behar, R. (1996) *The vulnerable observer : anthropology that breaks your heart*. Boston: Beacon Press

Behar, R. and Gordon, D. A. (1995). *Women writing culture*. Berkeley: University of California Press.

Behar, R. (1993) *Translated woman : crossing the border with Esperanza's story*. Boston: Beacon Press

Behar, R. (1986) *Santa Maria del Monte : the presence of the past in a Spanish village*. Princeton, N.J. : Princeton University Press.

Eisner, E. W. (2002). *The arts and the creation of mind*. New Haven: Yale University Press.

Eisner, E. W. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4-10.

Eisner, E. W. (1995). What artistically crafted research can help us to understand about schools. *Educational theory*, 45(1), 1-6.

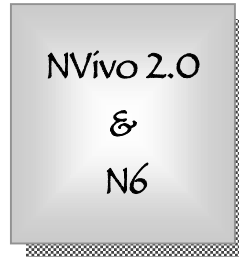
Eisner, E. W. (1994). *Cognition and curriculum reconsidered*. (2nd ed.). New York: Teachers College Press.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.

**The Qualitative Research Program at the College of Education
University of Georgia, Athens, GA
and**

**QSR International
jointly present workshops in
NVivo 2.0 and N6**

March 29- April 1, 2005



Lyn Richards

Director of Research Services
at QSR International

N6 Workshop

9.00 am – 4.00 pm March 29-30

NVivo 2.0 Workshop

9.00 am – 4.00 pm March 31-April 1

River's Crossing
The University of Georgia
Athens, Georgia

No previous experience with the software is necessary. Participants will learn basic tools of the most recent versions of each package in the context of the researcher's goals. As in her recent books, Lyn will emphasize and discuss the methodological purposes and outcomes of software processes, rather than teaching technical skills. Experienced users are welcome to attend the workshop for these methodological discussions, as well as further learning of skills in each program, but should recognize that the workshops will address the needs of those at an introductory level.

Some places will be available for experienced users who wish to train as trainers. Interested individuals should email Lyn Richards at help@qsr.com.au, providing details of their experience with the software and the context within which they will be training.

Cost per workshop:

Students (limited to 10 per workshop)	\$150.00 (student identification required)
UGA Faculty	\$300.00
External participants	\$400.00
Trainers	\$ 75.00

Registration includes breaks and lunch.

Telephone registrations may be made by calling the Georgia Center for Continuing Education at (706) 542-2134 or 800-884-1381 during business hours (Monday-Friday from 8am - 5pm).

N6 is the sixth version of NUD*IST software, now used in over 80 countries. N6 is a powerful code and retrieve program designed to assist you to manage and analyze textual data. A responsive, pragmatic toolkit for code-based inquiry and searching, N6 keeps you close to your data and in charge of your growing interpretations.

NVivo 2 is the new generation of qualitative software, designed for researchers who need to combine subtle coding with qualitative linking, shaping and modeling. A fine-detailed analyzer, NVivo 2 integrates the processes of interpretation and focused questioning. Rich text records are freely edited, coded and linked with multimedia files (audio, video, and web pages). NVivo 2 enables you to take qualitative inquiry beyond coding and retrieval, supporting fluid interpretation and theory emergence.

For materials about the software, and free versions to download, go to www.qsrinternational.com.

About the presenter

Lyn Richards is Director of Research Services at QSR International, Melbourne, where her roles include teaching, writing and software development. As a family sociologist, she taught qualitative methods at undergraduate and graduate levels, and wrote four research books from funded projects. These led to the development, with computer scientist Tom Richards, of the NUD*IST research project, (on ways of handling Non-numerical Unstructured Data by Indexing, Searching and Theorizing). The software that resulted from this research is now in a sixth version, (N6), developed by QSR, now with the partner software package, NVivo2.

Lyn is a widely published writer in the growing field of qualitative computing, and has been plenary speaker at many international conferences. As a methodologist, she has written numerous texts, including *Using NVivo in Qualitative Research*, 1999/2002, *Using N6 in Qualitative Research* (2002), with Pat Bazeley, *The NVivo Qualitative Project Book* (2000), and *README FIRST for a User's Guide to Qualitative Methods*, with Jan Morse. Her ninth book, *Handling Qualitative Data* will be published by Sage in February 2005. Lyn has taught qualitative methods and qualitative software to some 3,000 researchers, in 14 countries, and learned from them all.

About the Qualitative Research Program at UGA

The College of Education at The University of Georgia offers a variety of programs and experiences in Qualitative Research Studies with internationally recognized faculty, including an Interdisciplinary Qualitative Studies Graduate Certificate Program. Students interested in pursuing studies in qualitative research methodology should apply to The Qualitative Research Program in the Department of Lifelong Learning, Administration and Policy. The Qualitative Interest Group at UGA (QUIG) hosts an annual conference for qualitative researchers each

For more information see:

<http://www.coe.uga.edu/quig/>

