

18th Annual Conference on Interdisciplinary Qualitative Studies

QUIG

January 7-9, 2005

Art as Research & Research as Art

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

Pre-Conference Institutes

For a more intensive study of this year's theme, pre-conference institutes will be held Friday, January 7, 2005 from 1:00pm – 4:00pm. Come explore these exciting topics in a more informal environment with some of the leading voices in the field. Space is limited and reservations will be made on a first-come basis. No registrations will be accepted after December 1, 2004

Fee: \$35 Student and \$45 Faculty

Where: Aderhold Hall, College of Education, three blocks from the conference site, The Georgia Center. (note: Institute #6 will be held in Masters Hall, The Georgia Center.)

*To better facilitate discussion and learning, class size is limited to at least 5 participants and a maximum of 35 (unless otherwise noted). In the event the session needs to be cancelled, you will be notified by email and your fees will be refunded.

1. 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.

2. 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.

3. "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.

4. 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.

5. 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.

6. Seeing the Narrative: An Esthetic of Knowing—A Boal Theater Workshop.....Betty Smith Franklin, Jane Attanucci, & 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.

Registration deadline for pre-conference institutes is December 1st, 2004.

Phone: (706) 583-0573; Fax: (706) 542-4240; E-mail: quigconf@uga.edu; Web: <http://www.coe.uga.edu/quig>

Friday, January 7, 2005

- 1:00-4:00pm** **Pre-conference Institutes at the College of Education & at the University of Georgia**
(pre-registration required)
- 2:30-4:30** **Registration – Conference Registration Desk at the Georgia Center**
- 5:00-6:30** **Opening Session**
Keynote Address: Elliot Eisner, Stanford University
Title: What do we mean by arts-based research: Conjectures, conundrums, and the future
- 6:30-8:00** **Reception at the Georgia Center**

Saturday, January 8, 2005

- 8:00-9:30** **Registration-Conference Registration Desk at the Georgia Center**
- 9:15-10:40** **Keynote Address:** Tom Barone, Arizona State University
Title: Making educational history: How arts-based research can change minds

10:45-12:15 **Concurrent Sessions - I**

papers	Kakali Bhattacharya - Developing a good Seeing Eye/I: Exploring the limits and possibilities of photo-elicited subjectivities Gerald Wood - Framing experience: The limits and possibilities of photo-elicitation Linda Gilbert - Like this? Visual tools for "member checks" Lucia Y Lu - Comics for writing: A semiotic perspective of literacy
papers	Karthikeyan Subramaniam - Researcher reflexivity as a self portrait Laura Blasi & Stephanie Doyle - Telling stories of beginning ethnographers: An instructor and graduate student paired paper presentation Kathleen M Kinslow - Resegregation and the politics of the International Baccalaureate: Negotiating the researcher as advocate role Raji Swaminathan & Hsuan Lin Huei - Shifting ground: The creative process of "constructing the field" in fieldwork
papers	Yihuai Cai - On the road: Dialogue between two Chinese women on their journey(s) Mary Elizabeth Hendrix - Body talk and learning: How panoptic peers "mis(s)" educate Rebecca M Ballard & Sara Strong - Silence as language: LGBTQ persons participation in the day of silence Carol Isaac - A wanderer's flight: A feminist-poststructural perspective of academic culture
papers	Kelly Ackerman - Transforming the linguistic "Handscape": Visual-peformative autobiography exemplified Elizabeth Smith-Senger - Listening to the dance, seeing the mathematics Jim M Brown - When we make art: A study of highly creative children and their art making experiences Kathryn Roulston, Roy Legette, Monica DeLoach, & Celeste Pittman -Talking research: Mentoring, mutual exchange in a music teacher-research group Barbara Ward - The sounds of silence: What prompts females to speak or remain silent during class literature discussions
papers	Sebnem Cilesiz - A phenomenology of leisure among adolescents Kelly Clark/Keefe - The impact of the arts on student identity Lisa Jennings & Joshua Baldwin - Like sand through the hour glass, these are the days of our lives: A phenomenological portrait of the aging male inmate Jeffrey Perkins - A qualitative analysis of graffiti and gangster rap music: A global imagery of subcultural art or anger Dymaneke D Mitchell - Flash card: Alternating between visible and invisible subjectivities
papers	Liyan Song - A poetic representation of students' online learning experiences Laura Blitzer - My container was a sieve, and other metaphors that preservice teachers use as a tool for self-discovery Stergios G Botzakis - Framed! The art in education Kimberly Powell - Inside-out and outside-in: The role of participant observation in the understanding of arts-based activity Vivienne J McClendon - Online Focus Groups: Effective data collection for distributed participant case studies
panel	Susan Schramm-Pate, Mary Jean Ronan Herzog, Rhonda Baynes Jeffries, Barbara Cary, - Red(necks), white(wash) and blue(bloods): The art of interpreting hybrid curricular imagery in American school textbooks
panel	Richard Schmertzing, Lorraine Schmertzing, Melvin A Shelton, Helen A Wishart, Maggie Viverette, Katherine Chelini, & Barbara Hannaford, - Art and science in teaching, doing, and presenting qualitative research
panel	Sharon M Knight, Beth P Velde, Peggy P Wittman, Marie Pokorny, Angie Lynch, Jennifer McCloskey, Vanessa Montouro, E Robin Fogerty, & Bridget Katana - Artistic expressions of qualitative research: A diversity of approaches
roundtables	Janet Mittman - Investigative theatrics: Using improvisational drama to examine power, play and pedagogy with teen young women Deborah Walker, Alisha Vitale, & Christina Gesmundo - Capital kitsch - Pieces from Florida: Exploring the tensions between community and commodification
roundtables	Heidi Hallman & Amy S Johnson - Performance Autoethnography: A performative approach to literacy research D Malcolm Leith - Research as Art: Aesthetic quality and open inquiry in a graduate degree program
roundtable	Carol A Burg - Stories quilts tell
workshop	Angela Elster & Yvonne Simpson - Learning through the arts
workshop	Charles F Vanover & Elizabeth Rudd - Hands-on workshop in narrative interviewing and arts-based research design
alternative	Nancy Christopher - Awakening the soul: The education of Laura Bridgman--Using drama as a mode of presentation of historical research

12:15- 1:30

Lunch

1:30-3:00

Concurrent Sessions - II

papers	Linda Harklau & Rachel Pinnow - The writing on the wall: Researching school-based visual media culture Timothy M Cook - Watching school: A discursive reading of high school distance learning videos Mary Anne Akers - Extracting values of design students: A methodological approach to blending visual data, narratives, and survey information Jung-A Seo - 3D project: A three-dimensional response to Elliot Eisner's educational imagination.
papers	Mary B Givens - Dropping out but staying in: Counter-discursive moves among Black male adolescents Nadja E L Norton - Collage as counterstories: Family involvement for Black and Latina/o children Cady Berkel - The double-edged sword of racism and how interracial families cope Cirecie A West-Olatunji, Michael Brooks, John Baker, and Yashica Crawford - The Black academic experience: From kindergarten to the professoriate
papers	Steven Bickmore, Dana L Bickmore, & Laurie E. Hart - Revealing the administrator's role in the induction process: Novice teachers telling their stories Jennifer W Olson - Using narrative to explore one elementary preservice teacher's learning during her early field experiences Sarah K MacKenzie - Reading the teaching self: An autobiographical exploration of one teacher's intersections of identity Karen E Eifler - "It's scarier than I thought it would be": Voices of newly marginalized preservice teachers Alexa Darby - The emotional nature of the fishbowl
papers	Yildiz Turgut - Teaching art-being a qualitative researcher: Insider's perspective Ahava Shira - Poetically performing inquiry
papers	Ardra L Cole, Tracy Luciani, Maura McIntyre, Lorri Neilsen, & Suzanne Thomas - Provoked by art: Theorizing arts-informed research Zach Kelehear - Leadership as art: A choreography of human understanding Linda S Gilbert - From artist to researcher and back again: Parallels, intersections, and reflections Joyce Salvage - Telling tales outside of school: Co-constructions of self
papers	Dorothy McCloskey - Is the qualitative researcher a whole person? Judith M Meloy - Twenty years later: From "Human Instrument" to "Artistic I" Barbara A Ward - Falling asleep during the discussion: Notes from a researcher's journal Paula Eubanks - Artists who do research as part of their artmaking
panel	Rishma Dunlop, Kathleen Vaughan, & Vanessa Barnett - Against forgetting: Remembrance, historical consciousness and the artist researcher
panel	Elizabeth St. Pierre, Sharon Murphy, & David W Stinson - The romance of thick description: Representation after postmodernism
panel	Melisa Cahmann, Renato Rosaldo, Ruth Behar, & Judith Ortiz Cofer - Poetry and place in the culture of qualitative inquiry
roundtables	Mary F Wright - Arts-based research as a way of navigating teacher self: Weaving personal vision Rhoda Feldman - Poetic representation of data: Parallel worlds and parallel perspectives
workshop	Jet E Eveleth - Opening up through movement with "Yoga Meets Dance"
workshop	Dorothy Lichtblau - Theater of possibility: Reconceptualizing "identity" through narrative and drama
workshop	Jerry Gale, Denise S Berg, Shari Couture, John J. Lawless, Tom Strong, & Don Zeman - Discursive research: Art, science or ?: Challenging the dominant scientific discourse
workshop	Alicia Pagan & Raymond Two Crows Wallen - All my relations
workshop	Sharon Murphy & Michelle Zoss - Reclaiming the aesthetic experience as a way of knowing in language arts classrooms
alternative	Carl Leggo, Rita Irwin, Kit Grauer, & Peter Gouzouasis - Rendering A/r/tography through poetry, music and visual art

3:00-3:30

Refreshment Break on the 2nd floor concourse

3:30-5:00

Concurrent Sessions - III

papers	Torhonda Croliss Lee - Acting out: Lessons from the experience of living with AIDS Janet S Valente - Older adults taking control of their healthcare through self-directed learning Tom I Strong - Understandings, reflections and changes in discourse: Client, therapist and researcher accounts Susan C Aaron - Mediating life events
papers	Morag Burke - Fresh from the field Linda S Mabry, Juna Snow, & Jason Margolis - Blurring art/research and data collection/analysis boundaries Alison L Schmitke, Gerald Wood, & Natalie Adams, - Naming/Crossing borders: Ethical dilemmas of conducting research with/on adolescents Ajay Pratap Singh - Contemplative research in understanding art forms Henry Adewale Odunayo - Social scientists and artists: The meeting points
papers	Natsuki Fukunaga - Language, social identity and representation among learners of Japanese in the U.S.: Understanding the effects of Japanese popular culture texts Diane M Montgomery & Stacy Otto - The confluence of research and arts programming working toward innovation in each Mirka Koro-Ljungberg, Inkyung Lee, & Seonjin Seo - Kids! Speak up and share your experiences: An experience of focus groups with Korean middle school students about social adjustment at U.S. schools Tadayuki Suzuki - Elementary school students' perceptions and interpretations when exploring multicultural literary works from different Asian cultures
papers	Letha J Mosley - Poetic injustice: Making rhyme and reason of barriers to planning multicultural education programs within an institution of higher learning Lauren Pasquarella Daley - Mentorship and social support: Recipes for minority doctoral student motivation and success Roland Walker Mitchell - Neo-Tarzan or post-modern pop: When hip-hop, race, and pedagogy meet in a predominately African-American classroom Mary B Givens - Performing Whiteness perfectly: Women, race and school counseling in a southern state
papers	Esther I Ignagni - Digitizing disability rights: Using video to create new narratives of resistance Dymaneke D Mitchell - Issues in (dis)ability studies research: An insider's perspective Kathryn Church - Disability arts and culture: How do audiences respond? Michael W Firmin - A qualitative study of an animal-assisted therapy program
papers	J Patrick Williams - Observation ethnography, informant ethnography, and "focused discussions": Research on subcultural internet forums Monica Prendergast - On research poetry: An annotated bibliography of poetry in qualitative studies Carol A Burg - Artist / scientist / researcher: A conversation with Leonardo da Vinci Rita Irwin, Stephanie Springgay, & Sylvia Wilson - Communities of a/r/tographers engaged in living inquiry Susan O Monagan - Reflecting on the place and meaning of the practice of community-based art

papers	Nancy C Ellis & Alyson Whyte – “I really had to struggle to get those images down on paper”: An English language arts teacher’s developing vision Mary S Hanley, Monifa Green Beverly, Rita Joyner, Elizabeth Powers, & Kim Pyne - Ten characters in search of a school: Multiple perspectives of schooling through narrative and drama Becky M Atkinson & Roland W Mitchell - Why didn't they get it? Or do they even need to get it?: What reader response theory can tell us about narrative research
panel	Maria Rogal, Quetzil E Casta-eda, Dori Griffin, & Robyn Mericle - Ethnographic art: Concepts and tools of an interdisciplinary practice of research
panel	Teri Holbrook, Leslie S Cook, Jill Hermann-Wilmarth, & Marianna Souto Manning - Motherhood in academia: An autobiographical theatre
panel	Gerald Wood, Roland Mitchell, Becky Atkinson, Dymaneke Mitchell, Kathy Kinslow - Interrogating the limits of autoethnography: “Tales from the Field”
roundtable	Karen M Keddy - Image-based insights: Using collage to communicate embodied spatial experiences
workshop	Amy M Kay & Buffy Hamilton - Arts-based inquiry in teacher researchers' classrooms
workshop	Laurie L Lopez Charlés - Narratives from my urban and rural landscapes: The artful exploration of a developing cultural identity
workshop	Tom DeCaigny & Julie Sparling - Beyond the applause: Reflection and alternative assessment in K-12 arts learning
alternative	Mary Angel, Helmina Makes Him First, & David Weinkauff - Making woman-meaning: The story of us

5:00-6:30

Keynote Address: Ruth Behar, University of Michigan

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

Sunday, January 9, 2005

8:30-10:00

Concurrent Sessions – I

papers	Susan Finley - Children’s stories of poverty and homelessness: Arts-based inquiry as revolutionary performance Lawrence Stuek - Three environmental sculptures on a high school campus Kelly Jo Kerry Moran & Jean L Konzal - Drama and qualitative research: Companions in empathetic understanding Betsy Rymes & Mariana Souto Manning- Conversational narrative as verbal art: Bilingual portraiture through storytelling Patrick S DeWalt - Open mic & poetry slams: Forms of spoken word
papers	Betty Smith Franklin, Jane Attanucci, & Edna Bacon - Seeking the narrative: An esthetic of knowing JuliaGrace J Jester - Theatre of the oppressed as a feminist psychological research method Christina Marin & Sara M Sanabria - Lateen@: Una palabra nuestra (Lateen@: A word of our own) Rich Hofmann - A stream of consciousness narrative on (poetic, narrative, and visual) methods used
papers	Mary Elizabeth Hendrix - Mystic mind readers game: An innovative approach with the directed reading thinking activity Elizabeth K Fullerton & Cathrine Beaunae - Project EASY: Looking through the lens of a collaborative partnership Gregory A Harris - When fiction has to speak the facts: Seno Gumira Ajidarma’s “Jazz, Perfume and the Incident” as moral witness Susan Nelson Wood & Cheryl Kopec Nahmias - Reading images, messages, and symbols: Assessing visual literacy
papers	Mary Lou Morton & Joanne Callahan - Sharing research about and with multiple intelligences Kenneth Farizo - License to teach: Honoring teachers' knowledge and experience through professional development Steven Bickmore - English mentoring in groups: Discussing metaphor creation in concept maps William J Straits - Pre-service teachers' representations of their developing nature of science understandings Michelle Zoss & Peter Smagorinsky - Arts-based thinking in a high school interior design class: A case study of a senior’s design process
papers	Christina M Limpert - Interdisciplinary armature: The welding of ethnography and art Kathleen Vaughn - Performance and silence, oil and water, warp and weft: Weaving divergent theoretical impulses into visual arts-based research Sally Armstrong Gradle - How the blind housekeeper pours tea: Literary immersion and visual thinking strategies as a research methodology Linda J Vigdor - Aesthetic form in research practice and experience
papers	Lori P Aultman - New beginnings: Poetic representations of the college transition experience Sibby Anderson-Thompkins - Irreconcilable differences: Using artful analysis to probe tensions in qualitative data Nadjwa E L Norton - Poetry as a form of researcher reflexivity Wiebke Lohfeld - Performing acts interpretation: The dimension of aesthetic experiences in text analyses Suzanne Ouellette - Life studies as portraits or what a psychology researcher learned from John Singer Sargent
papers	Dae Joong Kang, LuAnn Cooley - Adult learning on the outside: Self-taught folk artists' meanings and messages L Earle Reybold & Jennifer Alamia - Academic transitions in adult and higher education: Moving up, moving on, moving out Lisa R Merriweather-Hunn - Informal learning: Discovering sources of adult learning through oral history
panel	Michael G Gunzenhauser, Diane Montgomery, Sibongile Mtshali-Dlamini, Najwa Raouda, Mark Malaby, & Gina Anderson - Making arts the focus in education: Add-on, fit-in, or glue
panel	J Gary Knowles, Sara Promislow, Ardra Cole, Rita Irwin, Stephanie Springgay, Carl Leggo, C TPatrick Diamond, Antoinette Oberg, & Suzanne Thomas - Creating scholartistry: Imagining the arts-informed thesis or dissertation
workshop	Charles F Vanover, Cathy Lu, Alexandra Miletta - Teaching the power of the word: Culturally responsive pedagogy at a Chicago public high school
workshop	Jim M Brown, Tom Destino, Chris Cain, Barbara Cary, Anne Marie Walter, & Michael Summerfield - Sociocultural digital literacy: Using visual imagery as social consciousness raising art/research
workshop	Kelly Clark/Keefe - What if identity is an art form and researchers are artists?: A workshop exploring the possibilities of teaching and practicing arts-integrated qualitative inquiry
alternative	Robert Quinn & Jamie Calkin - Draw on your drawings, even if you can't draw: A workshop for all on using drawing and painting in education inquiry
alternative	Carol A Marchel - Qualitative research and APA journals: Could William James get published?
poster presentations	Judith Heitzman - Looking for a few good men: A qualitative study in domestic violence prevention Cheryl A Young - League of poolplayers: An ethnography Elizabeth J Andrews - The education of the imagination Jeanne Raub – The photographic voice

10:00-10:15 Refreshment Break 2nd floor concourse

10:15-11:45 Concurrent Session - II

papers	Lisa Donovan - Changing Places with Myself: ^{Researcher} ^{Teacher} ^{Artist}
	Larry M Stultz - Cultural performance in post-secondary design education: Placing value on identity, voice, and agency
	Nadjwa E L Norton - Spiritual photographs: Blacks and Latinas/os make visible (un)seen forces
	Sola Olukayode - Yoruba Art, a window to an ancient history
papers	Kathryn Church - How are things? Discovering the secret lives of inanimate objects
	Graeme L Sullivan - Paradigms lost, perspective gained: Visual arts practice as research
	Morag Burke & Robin S Grenier - No margin for error: A dialogue performance
	Sally A Campbell - Stories, pictures and loud data: Using the collaborative graphic novel as analytic tool and presentation method
papers	Melanie G Davenport - Writing a portrait: Artistic representation of a single case study
	Holly K Genzen - Document the journey
	Spencer W Salas - "I want to be a Coyote teacher": Writing and professional transformation in Peru
	Adam Renner - Time as an aesthetic organizer of experience: The beauty of becoming
papers	Sara Promislow - Collaging multicultural/lingualisms
	Kate Siner - Craving voice
	Cyleste C Collins - Social service professionals' beliefs about domestic violence: Content, organization, structure, and process
	Debbie DeLeon - Grounded in art: A quest for rootedness
papers	L Earle Reybold - Developing academic integrity: Aligning core ethical principles and institutional missions
	Kathleen M Kinslow & Jerry Rosiek - The meaning for teachers of high school restructuring and the return to segregation
	Karen F Tardrew - Teacher tapestries: Weaving teacher voices
	Barbara G Pace & Jane S Townsend - Curriculum as narrative: Kernels, satellites, and curricular experiences
papers	Becky M Atkinson - Teacher knowledge narratives: Epic or novel?
	Sharon Murphy & Peter Smagorinsky - "You have to make it personal so that they will be able to understand it": And early career teacher's quest to develop a conception of engaged learning
	Marydee A Spillett - Improving qualitative interviewing skills by critiquing the interview transcript
	Kijua Sanders-McMurtry - Power, passion and pain: Using arts-based methods to teach introductory sociology to technical college students
papers	Kenneth P Farizo - The essence of professional development: Sponsoring teachers' voices
	Inkyung Lee & Mirka Koro-Ljungberg - Can we understand and respect each other? -- The challenge of Korean students' social adjustment in U.S. middle schools
	Robert Quinn & Jamie Calkin - Research-based art: A dialog in words and images between two artists doing arts-based research
	Mary Clare Powell & Gene Diaz - Many metaphors
panel	Sharon E Nichols, Dee Goldston, Tarsha Bluiett, Lee Freeman, Charlotte Pass, Kerry Rhone, Alison Schmitke, Susan Elizabeth Thomas, & Elizabeth Stephanie Springgay - Undone: The body in and as arts-based educational research
	Elizabeth C Payne, Barbara Korth, Cheryl Hunter, & Debora Hinderliter - Women and critical inquiry: Methodological and substantive explorations in qualitative research
roundtable	John Bruno, Rosemary Traore ² , & Susan Nelson Wood - Metaphors used to teach students about qualitative research
workshop	Foram Bhukhanwala & Penny Oldfather - The transformational potential of Boal's pedagogy and Theatre of the Oppressed for teacher education
workshop	Yildiz Turgut & Alper Uzun - Qualitative data representation through art: Cartoons
workshop	Janet D Lewis - Parental perceptions of homework: A readers theatre
workshop	Vivienne J McClendon, Kakali Bhattacharya, & Letha Mosley - Manage documents, manage ideas, manage your thoughts: Introducing NVivo as a technological tool for qualitative analysis of data
alternative	Carol Thompson - Exploring sociocultural issues of education and research: An interactive photoessay gallery
alternative	Linda B Levitt, Stacy Holman-Jones, Wren Colker, Daniel Blaeuer, Elizabeth Fendrick, & Michael Merrill - Performing research, performing theory
alternative	Joanna Elvy - Notes from a Cuban Diary: An inquiry into the 1961 Literacy Campaign using photographic, video and poetic representation

11:45-1:15 Lunch – “Open Mic”

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.