

17th Annual Conference on Interdisciplinary Qualitative Studies **QUIG** January 9-11, 2004

Discourse and Dialogue: Language and Interaction in Qualitative Research

The theme for the 2004 QUIG Conference on Interdisciplinary Qualitative Studies at the University of Georgia will draw together work that consciously and explicitly looks at and with language, rather than through and past it. It invites participants to go beyond understanding people, institutions, practices, and research sites to actually validating multiple communities and the norms and supports within them. Participants are particularly encouraged to investigate language as constituting and constituted by context, consider and explore identities as tied to language practices, and analyze languages as a medium through which to understand the relationship between the researcher and the researched.

Pre-Conference Institutes

Pre-conference institutes are scheduled for Friday, January 9, 2004 from 1:00pm–4:00pm. The pre-conference institutes will be held in Aderhold Hall, in the College of Education, three blocks from the Georgia Center, the conference site. Since space is limited, reservations are made on a first-come basis. Additional fees apply. Registration deadline is December 1, 2003. The workshops will be held only if the minimum number of participants are registered. If the session is canceled, you will be notified by e-mail and your fees will be refunded. Registration fees are \$40.00 (faculty) and \$35.00 (students). The minimum number of participants for each session is 5; the maximum is 35, unless otherwise noted.

1. Write of Passage: Crafting Qualitative Texts.....JoBeth Allen, University of Georgia

“If people disparage ‘academic writing’ as dry and jargon filled, why am I spending so much time learning how to do it? What are the alternatives? What voice is effective with what audiences—and is there really an audience beyond The Committee? Is writing an isolated task or should I consider a writing group or organize a writing retreat?” This workshop 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, University of Georgia

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. Analyzing Talk in Interaction: Conversation Analysis.....Kathy Roulston & Jerry Gale, University of Georgia

This workshop will introduce participants to an analytical approach to talk-in-interaction known as conversation analysis (CA), grounded in an ethnomethodological framework. After a brief historical introduction, workshop participants will be introduced to basic terms used, transcription conventions, and procedures to follow in order to do CA. A number of transcripts will be examined to show how analysts might approach data from this perspective. **Participants should bring at least two pages of a transcribed interview or other conversational data as well as the audio tapes of the recorded data. Please contact roulston@coe.uga.edu or jgale@fcs.uga.edu prior to the workshop.**

4. Introduction to QSR N6.....Linda Gilbert, University of Georgia

This workshop will provide an overview of QSR N6, 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 N6. No prior experience with qualitative software is necessary. Basic familiarity with PC computers is assumed (for example, using Word or a similar program). A general understanding of qualitative research processes will be helpful.

Recommended Reading for the Conference

- Gee, J. P. (1991). Socio-cultural approaches to literacy, *Annual Review of Applied Linguistics*, 12, 31-48.
- Gee, James P. (1999). An introduction to discourse analysis: Theory and method. London: Routledge.
- Gee, J. P. (2000). Communities of practice in the new capitalism, *The Journal of the Learning Sciences*, 9, 515-523.
- Ochs, E. (1988) Culture And Language Development: Language Acquisition And Language Socialization In A Samoan Village. Cambridge: Cambridge University Press.
- Ochs, E. (1997) with S. Jacoby. Down to the wire: The cultural Clock of Physicists and the Discourse of Consensus. *Language in Society*. 26(4):479-506.
- Ochs, E (2000) with L. Capps. Living narrative. Cambridge: Harvard University Press.
- Gutiérrez, K., Asato, J., Santos, M., and Gotanda, N. (2002). Backlash pedagogy: Language and culture and the politics of reform. *The Review of Education, Pedagogy, and Cultural Studies*, 24 (4), 335-351.
- Gutierrez, K., Asato, J., Pacheco, M, Moll, L., Olson, K., Horng, E., Ruiz, R., Garcia., E., & Mccarty, M. (2002). “Sounding American”: The consequences of new reforms on English language learners. *Reading Research Quarterly*. 37 (3), 328-343.
- McLaren, P. & Gutiérrez, K. (1996). Global politics and local antagonisms: Research and practice as dissent and possibility. *Anuario de Educao. (Brasil)*, 27-60.
- Lee, C.D. (2001). Is October Brown Chinese? A cultural modeling activity system for underachieving students. *American Educational Research Journal*.
- Lee, C.D. (in preparation). Literacy, Technology and Culture. Giyoo Hatano & Xiaodong Lin (Special Guest Editors), *Technology, Culture and Education*, Special Issue of *Mind, Culture and Activity*.
- Lee, C.D. (1997). Bridging home and school literacies: Models for culturally responsive teaching, a case for African American English. In James Flood, Shirley Brice Heath, & Diane Lapp (Eds.), *A Handbook for Literacy Educators: Research on Teaching the Communicative and Visual Arts*. New York: Macmillan Publishing Co.

Registration cut-off date for pre-conference institutes is December 1st, 2003. QUIG Contact Information: Phone: (706) 583-0573; Fax: (706) 542-4240; E-mail: quigconf@uga.edu ~ Web: <http://www.coe.uga.edu/quig>

Friday, January 9, 2004

1:00-4:00pm	Pre-conference Institutes at the College of Education at the University of Georgia (pre-registration required, see page 5 of this brochure)
2:30-4:30	Registration – Conference Registration Desk at the Georgia Center
5:00-6:30	Opening Session Keynote Address: Dr. James Gee, Professor at The University of Wisconsin at Madison Title: What Video Games Have to Teach Us About Research
6:30-8:00	Standing reception at the Georgia Center

Saturday, January 10, 2004

8:00-9:30	Registration-Conference Registration Desk at the Georgia Center
9:15-10:40	Keynote Address; Elinor Ochs, Professor at University of California-Los Angeles Title: Autistic Children's Conversational Practices: A Critique of Bourdieu's Notion of Practical Logic
10:45-12:15	Concurrent Sessions - I

20 minute papers	Violet R. Jones - The conspiracy to destroy White youth: Effective history and White supremacist propaganda Ingie Burke Givens & Jerry Rosiek - Putting parody into practice: Envisioning a critical pedagogy of White identity for educators Kate Anderson - White and African American students' constructions of race through language Kathleen M. Kinslow & Zachary L. Barnes - The meaning for high school students of school restructuring and the return to segregation
20 minute papers	Peter Smagorinsky & Steven T. Bickmore - Appropriating the concept of student-centered teaching in the multiple contexts of learning to teach Sandra I. Musanti - Mid-career teachers' oral and written narratives: Making meaning of professional development and collaboration Kyunghwa Lee - An analysis of Midwestern American early childhood teachers' discourses: Cultural practices and constraints Sharon M. Peck - Presenting teachers' voices through ethnopoetics: Echoes of experience
20 minute papers	Ron Chenail - Research park online: One possible future for teaching and learning qualitative inquiry Catie Brown & Keith Kennetz - Bart gets an F: An investigation of education in The Simpsons as a community of practice Carol Fabrey - Riding with the herd: Identifying cowboys through language Kakali Bhattacharya - It's not what you think: Discursive dialogues folding and refolding methodology
20 minute papers	Erika Gubrium - Placing multiculturalism in the qualitative interview Thomas Greckhamer & Mirka Koro-Ljungberg - The epistemological erosion of grounded theory Elisabeth Soep - Youth critique: A linguistic resource for learning, cultural production, and research Susanne Fest - Anatomy of power: Discursive performance during a custody trial
panels	Marjorie Siegel, Nadine Bryce, Erika Thulin Dawes - Unpacking literacy events through discourse analysis: Examples and reflections on Gee's theory and method Jerry Gale, Kathy Roulston, Betsy Rymes, Shayne Anderson, Lynne Cory, Kathy Howard, Adrienne Lo, Leslie Moore, Angela Reyes, Latrina Slater & Jia Wang - Teaching micro-approaches to analyze data: Pitfalls and potentials
roundtables	Corey W. Johnson - "A better man": Learning from and through the tensions of feminist fieldwork Julia E. Coylar - Ethnographer, character, storyteller: Articulating the role of the researcher in narrative studies Minjung Moon & Jae Hoon Lim - Language barrier and identity of Asian immigrant mothers working with a child with disabilities M. Irma Alvarado & Zolinda Stoneman - Mothers re-presenting interactions with persons with disabilities: Metaphor and meaning
alternative	Teri Holbrook & Shane Rayburn - Where are our stories? :Rethorizing the language of disability

12:15- 1:30	Lunch
1:30-3:00	Concurrent Sessions - II

20 minute papers	Hsiu-Ting Hung - Investigating cultural identity in composing hypertextual email Masa Yamaguchi - Discursive construction of self and others by generation 1.5 college students:A consideration from research interviews Seonjin Seo & Mirka Koro-Ljungberg - Confuciansim or globalization?: Older Korean graduate students' adjustment experience in American universities
20 minute papers	Bougsia Temple, Claire Alexander & Rosalind Edwards - Dialogue across language difference: Methodological issues in research Joanne Kilgour Dowdy & Sunny-Marie Birney - Caribbean women and business literacy Steven Weiland - Adult narrative: Language and the tasks of inquiry Corrine M. Wickens - Literacies and globalization: In search of true multiplicity
20 minute papers	Becky Atkinson - Peircean semiotics and reader response criticism: A theory of teacher knowledge criticism Jerry Rosiek & Roland Mitchell - Past lives in the present: An inquiry into the historical dimensions of teachers' practical knowledge Camilla Vasquez - "Very carefully managed": Advice and suggestions in the discourse of post-observation meetings Virginia Navarro - Acculturating into urban schools: Voices from the field
20 minute papers	Claudia Coelho - Constructing anomalies in experimental parapsychology Silvia Wen-Yu Lee - Is that a pulmonary? Is that artery or vein?: Intertextual knowledge-building with a computer Liz Burns - Different worlds?: The languages of literature and therapy Svitlana Malykhina - Interpretation of current affairs in accounting for "the other's words"
2 hour workshop	Judith Green, Carol Dixon, ElizabethGrace & Heather Tomlinson - Mapping and transcribing video data: Analyzing discursive construction of collective and individual relationships and identities Johnny Saldana - The dynamic languages of participant process and change
1.5 hour workshop	Betty Smith Franklin & Steffanie Bowles – "I didn't do nothin'": Discourse analysis through theatre work
panels	Lane W. Clarke, Stephanie Jones & Karen S. Spector - Talking back: Working-class and poor students constructing identities Alice J. Robison, Constance Steinkuehler, Rebecca W. Black, & Katherine A. Clinton - From the (simulated) ground up: Adapting and generating qualitative methods for digital domains
roundtable	Janice B. Fournillier, Rachelle D. Washington & Ondra Thomas-Krouse - Sociolinguistic and sociocultural text and textures: Self-portraits of three Black female doctoral students

poster presentations	Julie Askew - An exploration of the impact of comprehensive sex education on the sexual narratives of female university students Melanie K. Felton - Sibling language: Conversational interaction in dyadic and triadic family groupings Henry McCarthy, S. Leierer, J. McCarthy & T. Lutyhe - Lexical analysis of client, practitioner, and student concepts of the ideal counselor Steven J. Zuiker - The influence of context and identity in a formative feedback science activity
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3:00-3:30 Refreshment Break on the 2nd floor concourse

3:30-5:00 Concurrent Sessions – III

20 minute papers	Brad Walters & Holly Isserstadt - Dialogic democracy: Balancing individuality with community among middle and high school girls Jae Hoon Lim - When they tell about "we" and "they," "should" and "shouldn't": Understanding the complexity of social ideologies, human agency, and the appropriation of primary identity in mathematics classroom Mary K. Thompson - Intersecting literacies: Identity, language, and Anime Raji Swaminathan - What's in a name?: Student voices in an urban classroom
20 minute papers	Donald R. Livingston & Joyce Hillyer - Deconstructing the at-risk discourse through teacher reflections: A critical poststructural approach Sharon M. Peck - Considering one's own voice: Language use in reflective practice Teresa L. Cotner - Classroom talk: Constructing disciplinary understanding in elementary art classes Timothy M. Cook - A critical textual analysis of distance learning video: Georgia Public Broadcasting's <i>Irasshai</i> program
20 minute papers	Joseph C. Kulhanek & Annette E. Craven - Presa Community Center Needs Assessment Eunyoung Jang - Up close and personal: Qualitative research on English language learners' social identity across linguistic and social contexts Xiang Zhang - Dilemmas of Chinese overseas intellectuals: Using the English language to resist hegemony Alexa Darby - Combined voices in a university-school district-community partnership: The indexing of intertextuality
20 minute papers	Cynthia Cannon Poindexter - The ubiquity of ambiguity in research interviewing: A case study Joshua Baldwin - A house divided will not stand: Utilizing a mixed methods approach to examine the culture of supervision T. Corliss Lee & Cassandra Simon - Spirituality and breast cancer survivorship: The experiences of African American women Charlene Pope - Reflections on difference: Using ethnography of communication and evidence-based simulations to identify sources of racial/ethnic disparities in health encounters
panels	LeAnn G. Putney, Lori Olafson, Elizabeth Grace & Anne S. Poliquin - Students constructing identities: Multiple research perspectives on language in use Natsuki Fukunaga, Heather Adams, Blaise Astra Parker & JoBeth Allen - Sharing power: Three studies with photo-based auto-driven interview popular culture, chronic life-illness, and sexuality
Roundtables	Sharon B. Hayes, Mirka Koro-Ljungberg, Carol Isaac & Shannon D. Shanely - Shaping the qualitative interview: The influence of the researcher's theoretical perspective Jia Wang & Kathryn Roulston - Why do Ethnometodological analysis of interview data?
Roundtables	Stacy Miller - Unlocking the cultural heuristic writing assessment door John M. Peters & Betty Ragland - Pintos and Porsches: Language use and co-created meaning
Roundtables	Sharilyn Steadman - "I was just jokin": The interplay of language and identity in a high school classroom Claire Heckel & Natalie Davis - Girl or woman? Situated identity and the transition to adulthood among college females

5:15-6:45 Keynote Speaker Kris Guitérrez, Professor at the University of California-Los Angeles

Title: Cultural Ways of Learning: Individual Traits or Repertoires of Practice?

7:15-10:00 Banquet (pre-registration necessary)

Sunday, January 11, 2004

8:30-10:00 Concurrent Sessions – I

20 minute papers	Dana Van Tilborg - History in a person: Autobiography, feminist methodologies, and women's histories Tara Star Johnson - "Wang on the board": Narrative of a sexy teacher Rebecca M Ballard - Amazing Grace, how sweet it is: Lesbian activism on a southern campus
20 minute papers	Steven Bickmore, Melanie Hundley, Holly Isserstedt, Tami Ogletree & Diane Carver Sekeres - A community of readers: Book club as academic rescue Trena M. Paulus - Dialogue at a distance: Constructing knowledge through a discourse of connection Martha J. Merrill & John M. Peters - Collaborative learning with information technology students: A discursive practice Lisa Jennings - Duty, obligation, or responsibility: An exploration of adult children's caregiving experiences
20 minute papers	Carol Isaac - Prometheus II: A study of transitions within academic culture at Santa Fe Community College Daniel M. Callejo Perez - The language of oral history: Retelling the story of a school Rosaly A. Flanigan - Emerging perceptions of social justice: Four years in a Christian liberal arts university James H. Adams - A step up or a set up: Contradictions, consequences, and possibilities of high school GED programs
20 minute papers	Becky Atkinson & Jerry Rosiek - The need for a semiotics of teacher knowledge research: What Charles Sanders Pierce has to say about teacher education scholars Sean Q. Hendricks - Maintaining temporality in a narrative memoir Roland Mitchell & Jerry Rosiek - Applying James Banks insider/outsider research distinctions to teacher knowledge research: Issues of epistemology and subjectivity Gergana Vitanova - Narratives as zones of dialogic constructions: A Bakhtinian approach to voice and authorship
2 hour workshops	Jerry Gale, Shayne Anderson, Bowden Templeton, Latrina Slater & Nicole Childs - Using conversation and discourse analysis for self-supervision Daniel J. Walsh, Ya-Hui Chung, So-Young Sung, Tony Lee, Nesrin Bakir, Yu-Ting Chen, Hugo Campuzano, Kayoung Chen, Yore Kedem, Aysel Tufekci, Noemi Waight, Wei Liu, & Yasin Ozturk, - Using digital video in fieldbased research on human interaction
panels	Elizabeth Yeager & Ralph Cordova - Constructing academic and professional identities: The role of discourse in shaping potential identities in classrooms and in teacher education
roundtables	Lin Lin & Rachel Pinnow - Language matters: The validity and ethical concerns of using the native language in interview research Elsa Maria Gonzalez y Gonzalez - Methodological considerations in a cross-language qualitative data analysis
roundtables	Barbara Ward, Kenneth Farizo, Jan Janz, Dorothy McCloskey & Marydee A. Spillett - Beyond the assigned pages: Creating and maintaining a qualitative book club Angela K. Frusciante - Representing interdisciplinarity, holism, and action: An analytic case study of the construction of comprehensive community initiative evaluation
poster presentations	Judy Gould - Discursive accounts of lower income Canadian women with breast cancer Ann Marie Keating - Adolescent women's social construction of food, weight, and shape preoccupation: Applied discourse analysis Paula J. Mellom - Does the difference make a difference: non-native learners' attitudes about varieties of English Jyoti Savla & Adam Davey - From a distance: Experiences of long distance caregivers Lawrence Stueck - High school identity triangulation

10:00-10:15 Refreshment Break 2nd floor concourse
10:15-11:45 Concurrent Session - II

20 minute papers	Faizah Sari - Authoring the self in the crossings of linguistic and cultural boundaries: A study of Indonesian women and postcolonial context Jia Wang - Moving between languages: Some reflections on cross-cultural research DeAnne K. Hilfinger Messias - Bridging languages, cultures, and healthcare systems: The works of formal and informal medical interpreters Ling-Miao Yeh - Construction of legitimate speakers in ESL discourse--Who has the right to speak?
20 minute papers	Catie Berkenfield - Gender talk in two U.S. professional basketball communities of practice Becky Atkinson - Aprons, apple jumpers, and teacher babes: Discourses that sustain patriarchy in schools Natalie Adams, Allison Schmitke, & Amy Franklin - Gyms shoes and high heels: Girls, sports, and the meaning of femininity Karen Monkman, Elizabeth Hoffman Clark & Diane Leiva - "Breaking the cycle": The significance of metaphors in girls' education policy documents
20 minute papers	Donald N. Roberson Jr. - What is a white man doing on Unknown Avenue? Mavis A. Clarke - Can visual language constitute meaning?: Crossing the divide between spoken and visual languages Lisa Jennings - "I thought I could handle this on my own": A view of the role spirituality plays in the adult child/aging parent relationship
20 minute papers	Rebecca M Ballard & Jerry Rosiek - "Judith Butler is full of crap. I was born a lesbian": Ethical dilemmas in applying queer theory to respondents who essentialize their own identity Eliza Kennedy & Kathryn Roulston - The search for authenticity: "Are you for real?" Jason Duque Raley & Elizabeth Grace – Talking triangles: Language and the struggle to locate the researcher
panel	Samantha Caughlan, Cathleen Cleverly, Kerrie Kephart - Language lessons: What education researchers can learn from analysis of discourses outside education Nick Ventimiglia, Dhira Crunkilton, Robin Lennon, Karla Brookreson, Mandy Goucher, Tyra Moore & Trisha Reeves - "Do I change my voice when I change my role?" : <u>Experiencing, negotiating, and navigating dual roles and parallel processes in a classroom setting</u>
roundtables	Heather Adams, Natsuki Fukunaga, Blaise Astra Parker - Experiences of a photo-based auto-driven interview: Participants' and researchers' perspectiveness
roundtables	Jerry Rosiek, Becky Atkinson, Roland Mitchell, Ingie Givens, Rebecca Ballard, Tim Cook, Dymaneke Mitchell, Torhonda, Lee Kathy Kinslow, Jennifer Sanders, Gerald Woods, Karma Chavez - Qualitative research and graduate student community: Reporting on the "post-qualitative" research group at the University of Alabama Frank Luth, Doris Martin & John Fahey - Language issues: The implementation of special education services
roundtable	Alisha Waller & Wm S Boozer - Learning and resisting poststructuralism in a graduate course in education

11:45-1:15 Lunch –Keynote Speaker, Carol D. Lee, Professor at the Northwestern University-Chicago.
Title: When and Where We Enter: The Coordination of Hybrid Language Practices in Building a Community of Learners
1:15-2:45 Concurrent Sessions III

20 minute papers	Dymaneke Mitchell - Listening to the voices of the "silenced voice": An exploration of the subjectivity of voice Ingie Burke Givens - Normalizing the abject: The birth of the pleasant cripple Judith S. Kaufman, Margaret Ewing, Diane Montgomery, & Adrienne Hyle - Memory-work research: A methodological discussion Dennis Parsons - Researching researchers: The materiality of the subject and the construction of knowledge through language and identity
20 minute papers	Susanne Fest & Frederico Cintron-Moscoso & Dhita Ngy - Teacher story-telling and the curriculum: Negotiating between public and hidden transcripts Sharon L. Murphy - Fashioning identity through discourses: The dance of credibility for high school teachers in the academy Karen Spicer - Exploring power differentials in non-violent couples in counseling through discourse analysis
20 minute papers	Mirka Koro-Ljungberg - A study of mentoring: Female graduate students and qualitative research skills Lori Aultman - Academic, emotional, and social transition to higher education: Students' perspectives James Burns - The love that dare not speak its name: Coming out South of the sweet tea line Prudence Merton - Fighting for curricular change: Negotiating master and counter-narratives in the academy
roundtable	Steffanie Bowles – Discourse, language, and representation: Producing possible Greywynns Gerald McGregor - East and West in Dialogue: Holistic Researchers for Qualitative Research in Education

3:00 – 4:15 Invited Sessions
 Donna Alvermann, David Reinking, and Don Rubin - Tips on Publishing Qualitative Research
 Melisa Cahnmann and Richard Siegesmund – QUIG 2005: Arts-Based Research
 Janette Hill - Getting it Together! Tips for Maintaining Sanity During Data Collection and Analysis
 Penny Oldfather – Surviving the First Few Years as an Assistant Professor
 John Peters - Action research: A model and examples from a line of qualitative inquiry

4:15 – 5:15 Townhall Meeting – Panel with Keynote Speakers

Banquet

On Saturday night we'll enjoy an evening at The Georgian, a beautifully restored hotel (circa 1909) in the heart of downtown Athens. Transportation will be provided. Great conversations, delicious food (vegetarian and non-vegetarian), door prizes, and surprises. Saturday 7:15-10:00p.m., \$25.00

Publication Opportunity

As a presenter at QUIG 2004, you have the opportunity to submit a paper for publication in the *International Journal for Qualitative Studies in Education (QSE)*. James Scheurich, Editor of QSE, has agreed to publish two papers from the conference in an upcoming issue. Guidelines for the submission of articles, along with information about the paper deadline and review process, will be mailed to interested participants.