

TQR 16th Annual

CONFERENCE

CO-CREATING OUR IMPACT: INVITATIONS TO CHANGE



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NOVA SOUTHEASTERN
UNIVERSITY -
CARL DESANTIS
BUILDING

IN-PERSON
MARCH 5-6, 2025

ONLINE
MARCH 27-28, 2025



The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

At-A-Glance Schedule

Wednesday, March 5, 2025

- 8:00-9:00 Breakfast and Registration - Courtyard Atrium
9:00-10:00 Announcements and Opening Panel - *Creating Space to Become Mindful Qualitative Researchers* - Laura L. Lemon – Knight Auditorium
10:15-11:50 Breakout Session A (Please See Schedule for Breakout Sessions)
12:00-1:00 Lunch and Networking – Courtyard Atrium
1:10-2:45 Breakout Session B (Please See Schedule for Breakout Sessions)
2:50-3:20 Snack Break and Conversation - Courtyard Atrium
3:30-4:30 Breakout Session C (Please See Schedule for Breakout Sessions)
4:30-5:30 TQR Social – Sales Institute 3000

Thursday, March 6, 2025

- 8:00-9:00 Breakfast and Registration - Courtyard Atrium
9:00-10:00 Announcements and Opening Panel – *Co-Creating Our Impact: Invitations to Change* - Ronald Chenail, Sally St. George, and Dan Wulff – Knight Auditorium
10:15-11:50 Breakout Session D (Please See Schedule for Breakout Sessions)
12:00-1:00 Lunch and Networking - Courtyard Atrium
1:10-2:45 Breakout Session E (Please See Schedule for Breakout Sessions)
2:50-3:20 Snack Break and Conversation - Courtyard Atrium
3:30-5:05 Breakout Session F (Please See Schedule for Breakout Sessions)

***All times subject to change

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

Wednesday, March 5th

Room	Time	Type	Presentation Title	First / Last Name
Knight Auditorium	9:00 - 10:00	Keynote	Creating Space to Become Mindful Qualitative Researchers	Laura L. Lemon

Session A

Room	Time	Type	Presentation Title	First / Last Name
1049	10:15 - 10:40	Paper	Community as Partners in a Programme of Domestic Violence Research: How Do We Know What We Should Research and How Do We Involve Community	Colleen Fisher
1049	10:50 - 11:50	Workshop	Teaching 2.0: Empowering Tomorrow’s Innovators Through Transformative Inquiry	Arman Shahi

Room	Time	Type	Presentation Title	First / Last Name
1052	10:15 - 11:15	Panel	Re-Centring Truth and Validity Through Differentiation— What Would a Reconstruction Project Look Like?	Marc Spooner Susan O. Cannon Mirka Koro Jennifer Wolgemuth
1052	11:25 - 11:50	Paper	The Article Data Analysis Checklist (ADAC): A Tool to Assess Use of Qualitative Analysis Software	Sheryl Chatfield

Room	Time	Type	Presentation Title	First / Last Name
1053	10:15 - 11:15	Workshop	Leveraging User Groups to Facilitate Co-Creation for Successful Technology Change: A Healthcare Application	Petula Brown
1053	11:25 - 11:50	Paper	From Traditional-Aged Students to Teenage Fathers: A Qualitative Study of East Asian Americans	Luis Miguel Dos Santos

Room	Time	Type	Presentation Title	First / Last Name
1054	10:15 - 11:15	Workshop	Applications of Artificial Intelligence in Designing Collaborative Qualitative Research Proposals: Experiences of a Qualitative Research Professor	Rafael A. Espinoza
1054	11:25 - 11:50	Paper	Effectiveness of Sexual and Reproductive Health Campaigns in Universities in Rivers State, Nigeria: A Qualitative Perspective	Nkechinyere Cynthia Enwerem Nosike Ugochi

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

				Joy Yusuf Suleiman
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Session B

Room	Time	Type	Presentation Title	First / Last Name
1052	1:10 - 1:35	Paper	From One Comes Many- How Qualitative Historical Research Can Cooperate with Quantitative Data.	Mark Lewin
1052	1:45 - 2:10	Paper	Undergraduate Students Challenge the Loneliness Epidemic with Qualitative Research and Art	Robin L. Danzak
1052	2:20 - 2:45	Paper	Role of Artificial Intelligence in Transforming Auditing Practices in Nigerian Listed Firms	Buky Biliqees Anifowose Saad Tunde Yusuf Abiodun Sarafadeen

Room	Time	Type	Presentation Title	First / Last Name
1053	1:10 - 1:35	Paper	Transformational Impact: From Theory to Practice and Research to a Better World	Hongyan Wang Cheng Chang
1053	1:45 - 2:10	Paper	Student Perceptions to Co-Create a Better Media Literacy Bias Assessment Tool as an Invitation to Change	Erik P. Bean
1053	2:20 - 2:45	Paper	Students' Readiness for the Acceptance and Usability of Ai-Powered Chatbots for Support Services in Al-Hikmah University, Nigeria: A Mixed-Method Approach	Yusuf Suleiman Weade Kobbah-Boley Irenus Chimuanya Emeruem Rasheedat Modupe Oladimeji

Room	Time	Type	Presentation Title	First / Last Name
1054	1:10 - 1:35	Paper	Using Two-Way Text Message Conversations and In-Depth Interviews with Refugee and Immigrant High School Students	Karen Rissling
1054	1:45 - 2:10	Paper	Teaching Critical Media Literacy in the Secondary English Classroom	Ying Li
1054	2:20 - 2:45	Paper	How Does Cultural Competence and Awareness Inform Learning? A Case Study on Three Elementary School Teachers and their Students' Perceptions.	Christiana C. Succar

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

Session C

Room	Time	Type	Presentation Title	First / Last Name
1048	3:30 - 3:55	Paper	Comparative Study on the Effectiveness of Health Awareness Campaigns in Universities in Kwara and Rivers State: A Qualitative Approach	Yusuf Suleiman Enwerem Cynthia Nkechinyere
1048	4:05 - 4:30	Paper	Students' Experiences With Real-Time Captions and Subtitles in Live Online Presentations: A Phenomenological Study	Anymir Orellana Elda Kanzki- Veloso

Room	Time	Type	Presentation Title	First / Last Name
1052	3:30 - 3:55	Paper	Students' Experiences at a Poverty Simulation Viewed through the Lens of General Strain Theory	Erin King Angie Blackburn
1052	4:05 - 4:30	Paper	A Qualitative Study on Assessment of Postgraduate Programmes in Nigerian Private Universities: A Case Study of Al-Hikmah University	Salihu Olowo Sherifat Yusuf Suleiman Ibrahim Musa Akanbi Yusuf Olasunkanmi Ibrahim

Room	Time	Type	Presentation Title	First / Last Name
1053	3:30 - 3:55	Paper	Student Satisfaction with Health Services in Nigerian Universities: Insights From Private Universities in Rivers and Kwara States	Enwerem Cynthia Nkechinyere Yusuf Suleiman Ibrahim Musa Akanbi
1053	4:05 - 4:30	Paper	Co-Creating Insights: Using Photovoice to Explore Rural Homelessness and Mental Health in Beaufort County, NC	Jennie-Ann Cole

Room	Time	Type	Presentation Title	First / Last Name
1054	3:30 - 3:55	Paper	The Post-Covid Colonization of Scripted Phonics Programs: The Case for the Literate Global Citizen	Jean D. Kirshner Christine Kyser
1054	4:05 - 4:30	Paper	Collaborative Responses to Imposter Participants in Educational Research	Lilah Lindemann Ana Velarde- Gomez Kennedy Gore Mary Zou Maryann Chidume Elijah Young Tamara Galoyan

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

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The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

Thursday, March 6th

Room	Time	Type	Presentation Title	First / Last Name
Knight Auditorium	9:00 - 10:00	Keynote	Co-Creating Our Impact: Invitations to Change	Ronald Chenail Sally St. George Dan Wulff

Session D

Room	Time	Type	Presentation Title	First / Last Name
1048	10:15 - 11:15	Workshop	Exploring Qualitative Improvement-Oriented Design (QuIOD) in Program Evaluation: A Comprehensive Approach for Enhancing Program Outcomes	Wayne N. Taylor
1048	11:25 - 11:50	Paper	Co-Creating Knowledge and Cultural Identity: The Transformative Power of Tortilla-Making and Testimonios	Griselda Galindo-Vargas

Room	Time	Type	Presentation Title	First / Last Name
1049	10:15 - 10:40	Paper	Using Photovoice and IPA to Understand the Lived Experiences of Neurodivergent Asian American Emerging Adults	Emily Chen Robin L. Danzak
1049	10:50 - 11:15	Paper	Archetypal Wellness & Mental Imagery: Opening Consciousness	Annabelle L. Nelson Steven Bond Sujata Venkataraman
1049	11:25 - 11:50	Paper	Therapists' Lived Experience of Working with Suicidal Clients in Ghana: Heuristic Research as Co-creative Research	Mabel Verstraaten-Bortier

Room	Time	Type	Presentation Title	First / Last Name
1052	10:15 - 11:15	Workshop	Improv Skills for Qualitative Researchers	AnnaLynn Schooley
1052	11:25 - 11:50	Paper	Pandemic Rendering the Transgender People More Vulnerable, as If It Was Not Already Enough: A Qualitative Exploration from Odisha, India	Pranaya Swain

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

Room	Time	Type	Presentation Title	First / Last Name
1053	10:15 - 10:40	Paper	Reflections on Co-creating Shared Goals with Immigrant Survivors of Torture in the USA	Nancy J. Bothne
1053	10:50 - 11:15	Paper	Dealing with the Controversies Associated with Using Triangulation Strategies for Qualitative Research	Hani Morgan
1053	11:25 – 11:50	Paper	Beyond Trustworthiness: Using Video and Internet-Based Asynchronous Technology in Member Checking to Optimize Participant Engagement	Robyn Schafer

Room	Time	Type	Presentation Title	First / Last Name
1054	10:15 - 10:40	Paper	What is Hidden in Plain View: An Anti-Racist Research Framework to Qualitative Observations	Ericka Roland Meagan Meredith
1054	10:50 - 11:15	Paper	A View into Jehovah’s Witnesses’ Perspective on Higher Education.	Michael O. Miller Andre Jackson
1054	11:25 - 11:50	Paper	How Do We/Behaviorists Behave when Qualitative Research Comes to Call?	Jennifer R. Wolgemuth Erica Milor Claire St. Peter Rachel Davis

Session E

Room	Time	Type	Presentation Title	First / Last Name
1048	1:10 - 1:35	Paper	(Un)Doing Methodology/(Un)Becoming Methodologist: Performativity and Methodological Norms	Matthew Weirick Johnson
1048	1:45 - 2:10	Paper	The Case for Creativity: What Caseloads During COVID Teach Us About the Need for Flexibility in Child Protection Work	Erin King
1048	2:20 - 2:45	Paper	Artful Pedagogy: Creative Practices for Teaching and Learning Qualitative Inquiry	Lorien S. Jordan Megan Mitchell

Room	Time	Type	Presentation Title	First / Last Name
1049	1:10 - 1:35	Paper	Co-Creating Change Through Participatory Scoping Reviews	Lorien S. Jordan Jennifer R. Wolgemuth Stacy-Ann A. January Camryn Collins Rachel Fidler Zelda Fleming

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

1049	1:45 - 2:10	Paper	What Have I Learned Over the Years at TQR and How Does It Match-Up to TQR-25 Theme?	James Bernauer
1049	2:20 - 2:45	Paper	Challenges and Opportunities in Implementing Standardized Reporting in Nigerian Financial Institutions	Tunde Saad Anifowoshe Balqis Bukola Yusuf Abiodun Sarafadeen

Room	Time	Type	Presentation Title	First / Last Name
1052	1:10 - 1:35	Paper	Assessing the Integration of Qualitative Research in a College or University: The Taxonomy of Qualitification	Safary Wa-Mbaleka
1052	1:45 - 2:45	Workshop	Learning from Community with a Strengths-Based Strategy: Ripple Effects Mapping Made Easy	Robin H. Horner Cynthia Surya

Room	Time	Type	Presentation Title	First / Last Name
1053	1:10 - 1:35	Paper	Decolonizing Qualitative Research through Black-White Researcher Collaboration: The Experiences of a Black Academic from a Small Island Developing State with Transcultural Research	Shenika A. McFarlane-Morris
1053	1:45 - 2:10	Paper	Co-Creating Our Impact: Unlocking the Power of Teacher-Student Research in Geography	Odaine Pusey Shenika McFarlane-Morris
1053	2:20 - 2:45	Paper	Finis Ab Origine Pendet - Communities and Literature Reviews	Derek R. Davenport

Session F

Room	Time	Type	Presentation Title	First / Last Name
1049	3:30 - 3:55	Paper	Exploring Graduate Students' Disability Experiences to Enhance Higher Education Inclusivity	Juliana Hirn Audra Skukauskaitė Sierra Outerbridge Amanda Evans
1049	4:05 - 5:05	Workshop	Collaborative Research Between Researchers, Clinicians, and People Living with Communication Disabilities: Lessons Learned	Jacqueline Hinckley

Room	Time	Type	Presentation Title	First / Last Name
1052	3:30 - 3:55	Paper	The Concrete Impact Factors: Tackling Indigenous Homelessness through Community-Based Participatory Research	Laurie Clune

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference
March 5-6, 2025

Presenter Breakout Schedule

1052	4:05 - 4:30	Paper	“Frenemy”: The AI Higher Education Debacle- A Learning Tool or Gateway to Academic Misconduct	Eraldine S. Williams-Shakespeare Tashieka S. Burris-Melville
1052	4:40 - 5:05	Paper	Appearance Teasing and Identity Formation Amongst Young Adults: An Interpretative Phenomenological Analysis	Divya Bhanot

Room	Time	Type	Presentation Title	First / Last Name
1053	3:30 - 3:55	Paper	Increasing Qualitative Rigor: Tracking Interview Protocol Fidelity and Why it Matters	EJ Summers Gabriela Zegarra-Coronado
1053	4:05 - 4:30	Paper	Mirrored Autoethnographies: How Two Women’s’ Practice of Mindfulness During Different Life Stages Redirected their Professional and Personal Goals.	Christiana C. Succar Carrie Cormier
1053	4:40 - 5:05	Paper	Post-Pandemic Practicum: Experiences and Practices of language, Literacy and Literature Pre-service Teachers at a Jamaican University	Seleca S. Walker Morrison

Room	Time	Type	Presentation Title	First / Last Name
1054	3:30 - 4:30	Workshop	Everything is Qualitative: Strategies and Examples for Teaching Qualitative Thinking through Pop Culture Media	Jenna M. LaChenaye
1054	4:40 - 5:05	Paper	Honoring Accommodations: Lived Experiences of Graduate Students with Disabilities	Juliana Hirn Audra Skukauskaite Amanda Evans Sierra Outerbridge

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Wednesday, March 5th

Announcements and Opening Panel

Laura L. Lemon

Creating Space to Become Mindful Qualitative Researchers

The presentation will focus on how we, as qualitative researchers, create space in our mind by cultivating silence through mindfulness. When intentionally generating silence, we are able to cultivate space between thoughts. More often than not, our lives are filled with noise, and little time is spent cultivating silence because it is often associated with nothingness or a mind dump. However, value exists in cultivating silence. We cannot create rich insights from data unless we are able to cultivate silence throughout the entire research process. Therefore, we will learn about mindfulness meditation and how this can be applied to the research setting to help us navigate challenges and improve the quality of our work.

Breakout Session A

Room 1049

Colleen Fisher, The University of Western Australia

Community as Partners in a Programme of Domestic Violence Research: How do we know what we should research and how do we involve community.

A growing number of researchers believe in the intrinsic right of community members to be involved in the development of priorities for research, in the development and undertaking of research projects; and in the value that their involvement brings to the research including its impact on policy and/or practice. Involving community members and those with lived experience as partners in research has driven our programme of domestic violence research.

This presentation will provide details of how we developed the top 10 community priorities for our programme of research. Our process, informed by James Lind Alliance Priority Setting Partnerships, was undertaken to develop the top 10 community research priorities. This was the first time globally that the Priority Setting Partnership was adopted for a non-medical issue.

The presentation will also discuss how and why community members were involved across the research process. The example of community-driven research, the aim of which was to explore the nature and understanding of domestic violence within five African refugee-background communities and its impact on individuals, family relations and the community will be provided.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

The impact of community involvement has been pronounced and will be discussed including details of positively evaluated interventions which resulted from the original research.

Arman Shahi, LA Fitness

Teaching 2.0: Empowering Tomorrow’s Innovators Through Transformative Inquiry

In an era where traditional education methods often fall short in preparing students for real-world challenges, “Teaching 2.0: Empowering Tomorrow’s Innovators Through Transformative Inquiry” reimagines the classroom as a dynamic environment where learning meets innovation. This workshop explores how educators can harness the power of transformative inquiry to not only teach qualitative research but to empower students to become the change-makers of the future. Participants will be guided through the principles of transformative inquiry, focusing on how to blend traditional qualitative research methods with cutting-edge digital tools to create impactful learning experiences. The session will include hands-on activities, group discussions, and case studies that illustrate the integration of real-world projects into the curriculum. These projects not only enhance learning outcomes but also enable students to make tangible contributions to their communities.

By the end of the workshop, attendees will have a clear understanding of how to implement transformative inquiry in their teaching practices, fostering a collaborative, student-centered environment. This approach not only equips students with the skills they need but also inspires them to lead in innovative and inclusive ways. Join us to explore how education can be transformed to better serve the leaders and innovators of tomorrow.

Room 1052

Marc Spooner, University of Regina
Susan O. Cannon, University of Georgia
Mirka Koro, Arizona State University
Jennifer Wolgemuth, University of South Florida

Re-Centring Truth and Validity Through Differentiation— What Would a Reconstruction Project Look Like?

It’s been 30+ years since Patti Lather (1993) had a fertile obsession proposing alternatives to your father’s validity. Hers and others’ challenge to positivism’s dominion over truth, science, and validity were both effective, required, and of collective benefit. Additionally, Lather’s (1993) offerings were meant to take into account postmodernist/poststructuralist epistemologies and conceptual problems with, as opposed, to provide solutions for, addressing validity. Lather’s re-conceptualizations acted as provocateurs to accepted and normative beliefs about validity and

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

representation; to “...position validity as incitement to discourse” (p.674). We would like to continue this work by challenging or reimagining centres of (authoritarian) T/truth, add more voices, diverse cultures, genders, differences and processes of differentiation. The ensuing 3 decades after Lather’s text have been an exciting time of ontological, epistemological, and methodological exploration and foment. But ironically, in a post-truth era, we have also given licence to the voices of those who continue to hold power– authoritarian interests who have exploited the Triple Crisis not for the purpose of telling their own truth, but rather to create the conditions where no one’s truth can be relied on. As Arendt (1978) warned, when nothing is truth, then everything is lies – and action, and even democracy itself, becomes differently constructed if not impossible. The following panel will address various aspects of this proposed truth reformation project ranging from reconceptualizing validity, re-visiting expertise, asserting inconvenient truths, connecting collective ethics and care to validity, and reclaiming the researcher in the face of Artificial Intelligence.

Sheryl Chatfield, Kent State University

The Article Data Analysis Checklist (ADAC): A Tool to Assess Use of Qualitative Analysis Software

Authors and researchers have many alternatives to consider when assessing the quality of published qualitative research articles. Assessment checklists may include items related to use of qualitative data analysis software (QDAS) although this is not a focus of widely used qualitative checklists such as CASP, SRQR, or COREQ. Interest in and use of dedicated qualitative analysis software programs continues to increase as do software options including use of language model-driven processes, although prior researchers have reported finding great variation in the level of detail provided in published articles with respect to software use. I developed the article data analysis checklist (ADAC) initially for students enrolled in qualitative data analysis courses to provide them with guidance to assess how software use is described in published papers. This was intended to facilitate reflexivity as students considered how their personal experiences using QDAS programs compared with descriptions in published reports. I additionally crafted the ADAC to help users identify both process and outcomes of use of data analysis software regardless of qualitative approach and the nature of the data. The purpose of this paper presentation is to introduce the ADAC and discuss how key influential works inspired its design. Select published papers and developmental works will be used to demonstrate use of the tool to both review and compose research reports.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Room 1053

Petula Brown, University Of Michigan

Leveraging User Groups to Facilitate Co-Creation for Successful Technology Change: A Healthcare Application

Health care organization leaders invest substantial time and resources to implement new technologies developed by vendors to improve operations. Yet, the technologies are poorly adopted by users, resulting in new operational challenges. The aim of this corporate-driven qualitative research initiative, led by a Michigan-based electronic medical record vendor, was to use a co-design process to refine and adapt a generic implementation methodology to accommodate client-specific requirements, thereby improving system adoption. Following a rapid review of operational procedures and business processes of four health care provider clients, user groups were established with a cross section of users from different departments to examine how the new technology could impact existing work activities. Use of proven qualitative research techniques for focus group facilitation enabled collection of rich contextual data to guide development technical activities. Then technical experts from the vendor participated in collaboration sessions with users to develop viable solutions to address issues.

Join "Leveraging User Groups to Facilitate Co-Creation For Successful Technology Change: A Healthcare Application" to learn details about the processes used to establish and support health care technology user groups critical to the aforementioned efforts. Additionally, the session explores how using these processes facilitated development of an effective co-creation environment, resulting in improvements in technology implementation and greater user satisfaction.

Luis Miguel Dos Santos, Hong Kong Shue Yan University

From Traditional-Aged Students to Teenage Fathers: A Qualitative Study of East Asian Americans

This study aims to investigate East Asian second-generation teenage fathers' stress and problems resulting from internal factors and external influences in the United States. The relationships between the changes in the teenage fathers' family structures, social expectations, and experiences of educational and financial challenges during the pregnancy (of their partner) and into the period of their early fatherhood were examined. Based on the Interpretative phenomenological method, ten participants who had experienced stress and problems due to their characteristics as teenage fathers, particularly second-generation East Asian Americans, participated in this study. Three semi-structured interviews, one focus group activity, and one member-checking interview were used to collect in-depth lived stories. Three themes emerged: (1) Cultural characteristics: Detrimental perspectives from family members and the public, (2) Age: The hindrance of youth as

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

a characteristic of teenage fathers, and (3) Career development: The challenges of earning a minimum salary and having an unforeseen career. The findings indicated that counseling services based on patients’ sociocultural backgrounds and practices should be considered to offer effective treatments to ethnic minorities, in this case, East Asian Americans. The results of this study can provide a map for public health researchers to use in refining sex education and sexual health promotion, and the approach can offer a blueprint for capturing the voices of other teenage parents.

Room 1054

Rafael A. Espinoza, Universidad Nacional de Costa Rica

Applications of Artificial Intelligence in Designing Collaborative Qualitative Research Proposals: Experiences of a Qualitative Research Professor

This workshop aims to explore the potential of Large Language Model (LLM) tools in assisting researchers to develop collaborative qualitative research proposals. Participants will engage in activities framed within the concepts of praxis, reflexivity and critical thinking skills, focusing on integrating insights and suggestions to effectively design research proposals, particularly for novice researchers. Participants will receive a workshop packet that guides them through the creation of various prompts and the alignment of data collection instruments with the research questions and topics. The workshop is designed for novice researchers interested in applying LLM tools in the development of qualitative research proposals.

This workshop is built upon the extensive experience as a qualitative research professor at a Latin American university, offering practical insights and methodologies to reflect the possibilities for writing a qualitative research proposal to the unique needs of novice researchers.

Nkechinyere Cynthia Enwerem, Rivers State College of Health Sciences and Management Technology

Nosike Ugochi Joy, Rivers State College of Health Sciences and Management Technology

Yusuf Suleiman, Al-Hikmah University, Nigeria

Effectiveness of Sexual and Reproductive Health Campaigns in Universities in Rivers State, Nigeria: A Qualitative Perspective

Sexual and reproductive health (SRH) campaigns are vital for promoting awareness and addressing challenges such as unplanned pregnancies, sexually transmitted infections (STIs), and sexual violence among university students. This study examines the effectiveness of SRH campaigns in universities in Rivers State, Nigeria, using a qualitative approach to explore student and stakeholder perspectives. Guided by the Health Belief Model (HBM), the study investigates the design, implementation, and impact of these campaigns on students' knowledge, attitudes, and

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
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March 5-6, 2025

Presenter Summaries

behaviors. Data were collected through in-depth interviews and focus group discussions with students, campaign organizers, and university health officials across selected institutions in Rivers State. Key themes analyzed include campaign content relevance, communication strategies, stakeholder collaboration, and perceived barriers to effectiveness. The findings reveal that while SRH campaigns are generally well-received and contribute to increased awareness, their impact is often limited by inconsistent delivery, cultural and religious resistance, and inadequate funding. Furthermore, the study highlights the importance of integrating culturally sensitive approaches, leveraging peer education, and utilizing digital platforms to enhance reach and engagement. The study concludes by emphasizing the need for a more strategic and inclusive approach to SRH campaigns in universities, including greater involvement of students in campaign planning and execution, partnerships with external health organizations, and consistent monitoring and evaluation mechanisms. These recommendations aim to improve the sustainability and effectiveness of SRH campaigns, fostering healthier behaviors among students and contributing to improved public health outcomes in Rivers State.

Breakout Session B

Room 1052

Mark Lewin, West Carolina University

From one Comes Many- How Qualitative Historical Research Can Cooperate with Quantitative Data.

In this panel, I plan to discuss how I used qualitative primary sources like oral histories, letters of correspondence, and memoirs to discuss the migration patterns of African students to study at American universities during the middle third of the 20th century. By studying figures like Nnamdi Azikiwe, Kwame Nkrumah, Mbonu Ojike, and Nwafor Orizu, explain how the writings, actions, and publications of the previously mentioned individuals reveal push and pull factors that oversaw an exponential increase of African students at HBCUs. I argue that studying the qualitative data alone is not enough to understand this historic migration and that deeper conversation and attention is needed on qualitative history in historical analysis. Furthermore, I argue that by using qualitative historical research methods one can fill in gaps that quantitative research map not be able to answer. Using the stories of African migrant students I uncover the trans-Atlantic dialogue of support between African American educators and African students yearning for decolonization.

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March 5-6, 2025

Presenter Summaries

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Robin L. Danzak, Emerson College

Undergraduate Students Challenge the Loneliness Epidemic with Qualitative Research and Art

This presentation addresses doing qualitative research with undergraduate students in an arts in public health context. More than ever, college students are struggling with stress, anxiety, depression, and feelings of loneliness (Flanery, 2023; Gopalan et al., 2022). Our project aimed to address these issues on our campus through the undergraduate course, Arts, Health and Community. In the Spring 2024 course, we integrated a Photovoice research project to inform student-designed art experiences to increase social cohesion (sense of belonging, common goals, willingness to participate) at our college.

The course began by delving into the concepts of community-engaged art (Ontario Arts Council, 2017) and We-Making (Engh et al., 2021). This established a project framework along with existing data on campus mental health and sense of belonging (National College Health Assessment, 2022). For the Photovoice phase, students across the college were invited to submit images representing what community meant to them, along with short stories about the images. The class facilitated two focus groups where participants further discussed their photos and experiences. The class collaborated on a thematic analysis of 26 images, stories, and focus group notes, resulting in main themes of connection, personal, self-expression, overlooked, and space. Based on these, student teams developed proposals for art experiences for our campus community: a shared “worry wall”, an open studio space, vision board workshops for commuters, and participatory sidewalk art. Part 2 of the study will assess the impact of these art experiences, to be implemented during the 24-25 academic year.

Bukky Biliqees Anifowose, Kwara State Polytechnic, Nigeria
Sa'ad Tunde, Kwara State Polytechnic, Nigeria
Yusuf Abiodun Sarafadeen, Kwara State Polytechnic, Nigeria

Role of Artificial Intelligence in Transforming Auditing Practices in Nigerian Listed Firms

The advent of Artificial Intelligence (AI) has heralded a transformative era across various sectors, including the auditing practices of Nigerian listed firms. Auditing is a critical function in ensuring the integrity of financial statements, which in turn fosters investor confidence and market stability. Traditional auditing practices, while robust, are often time-consuming and susceptible to human error. The advent of AI offers promising solutions to these challenges through automation, machine learning, and data analytics. In Nigeria, where the business environment is rapidly evolving, the

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

adoption of AI in auditing could provide a competitive edge to firms by streamlining audit processes and enhancing regulatory compliance. This study explores the role of AI in revolutionizing the auditing landscape within Nigeria’s publicly traded companies. The research delves into how AI technologies, such as machine learning, natural language processing, and robotic process automation, enhance the accuracy, efficiency, and reliability of auditing processes. Through a mixed-methods approach, including surveys and case studies, the study examines the impact of AI on fraud detection, financial reporting, compliance, and overall audit quality. The findings highlight significant improvements in audit efficiency, reduced human error, and enhanced fraud detection capabilities, underscoring AI’s potential to transform traditional auditing methodologies. However, the study also identifies challenges related to AI adoption, such as high implementation costs, resistance to change, and the need for specialized skills. By providing insights into the benefits and obstacles of AI integration, this research contributes to a better understanding of the future of auditing practices in Nigerian listed firms and offers recommendations for effective AI adoption and utilization in the auditing sector.

Room 1053

Hongyan Wang, Binghamton University--SUNY
Cheng Chang, Binghamton University--SUNY

Transformational Impact: From Theory to Practice and Research to a Better World

Although qualitative studies are not designed to generalize findings, the insights they offer are often underestimated.

Researchers develop, execute, and complete studies. They then document and publish their findings in peer-reviewed journals. However, these research projects are often perceived as a pure blend of theory and phenomenon. Researchers typically present their findings to a limited audience, but they often fail to communicate their research and results to larger audiences. Publications in journals and presentations at academic conferences are far from enough to transform research impact.

Researchers in the field of social sciences need to maximize the influence of their findings to drive real-world changes. Here are some strategies to enhance qualitative research’s impact:

1. Share research findings on social media like Facebook and LinkedIn

Most people do not read peer-reviewed journal articles, but most people do spend much time on social media, sharing research projects on accessible social media can boost research impact.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

2. Present research and findings to key stakeholders

Key stakeholders often do not engage in research when making decisions. Stakeholders can invite researchers to their committee meetings, allowing researchers to inform policy making.

3. Effective communication in various languages

Researchers can make their findings more accessible by translating them into various languages and simplifying the language.

4. Create implementation toolkits

Researchers can create toolkits to help apply their findings in practice, offering templates and frameworks that guide future researchers and policymakers.

Researchers should serve as agents of real-world change, extending their impact beyond academia.

Erik P. Bean, Indiana Tech

Student Perceptions to Co-Create a Better Media Literacy Bias Assessment Tool as an Invitation to Change

Understanding media literacy in the ever-changing internet landscape continues to be of paramount importance in the 2020s and beyond. With the rise of artificial intelligence (AI), and the internet echo chamber, false narratives, click bait, aggressive corporate algorithms, and deep fakes continue to challenge what is fact from what is fiction. Teaching secondary and freshman higher education students to use information with prudence and goodwill and to inspect it before incorporating it in their essays, reports, as well as in sharing it to their networks involves a certain student maturity, patience, and authenticity. After all, each student holds their own biases from the time they were born, to those of their family, the community, their exposure to religion, and media in general. To understand student perception of their own ability to judge a piece of information for its objectivity, this study examined the input of several inner urban online students enrolled across three freshman college English composition classes in 2024. Together, the students were asked to share their experience in using a one-page Bias Assessment Form as a tool to gauge the overall level of bias of recent posts from a social media influencer they like to follow. Join this presentation entitled, Student Perceptions to Co-Create a Better Media Literacy Bias Assessment Tool as an Invitation to Change and discover how students felt about the challenge and their thoughts about how they plan to use and contribute to social media responsibly including how they engage in civil discourse and politics.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Yusuf Suleiman, Al-Hikmah University
Weade Kobbah-Boley, University of Liberia
Irenus Chimuanya Emeruem, Unicaf University, Cyprus
Rasheedat Modupe Oladimeji, Hikmah University, Nigeria

Students' Readiness for the Acceptance and Usability of Ai-Powered Chatbots for Support Services in Al-Hikmah University, Nigeria: A Mixed-Method Approach

This study investigates students' readiness for the acceptance and usability of AI-powered chatbots for support services at Al-Hikmah University, Nigeria, utilizing a mixed-method approach. With the advent of AI technologies in educational institutions, understanding students' readiness to adopt AI-powered chatbots is critical for successful implementation. The research combines quantitative and qualitative methods to provide a comprehensive analysis. Quantitative data were collected through a survey administered to 376 undergraduate students, measuring their attitudes towards, and perceived usability of, AI-powered chatbots. Qualitative insights were garnered from in-depth interviews and focus group discussions with a purposively selected sample of 25 postgraduate students to explore their experiences and perceptions in greater depth. The quantitative results indicate a generally positive attitude towards AI-powered chatbots, with a majority of students recognizing their potential for enhancing support services efficiency and accessibility. However, concerns about the reliability and accuracy of chatbots, as well as privacy and data security, were also noted. The qualitative findings provide nuanced perspectives, revealing that while students appreciate the convenience and immediate responses provided by chatbots, they also desire a balance between automated and human support, particularly for complex or sensitive issues. The study concludes that students at Al-Hikmah University exhibit a moderate to high readiness for adopting AI-powered chatbots, contingent upon addressing their concerns about reliability and data security. Recommendations for the university include implementing robust data protection measures, ensuring chatbot reliability through continuous improvement, and maintaining a hybrid support model that combines AI and human interactions. This research contributes to the understanding of AI adoption in higher education and offers practical insights for institutions aiming to integrate AI-powered support services.

Room 1054

Karen Rissling, The College of St. Scholastica

Using Two-Way Text Message Conversations and In-Depth Interviews with Refugee and Immigrant High School Students

Two-way text message conversations with high school students from refugee, immigrant, and visiting professional families were instrumental in collecting meaningful phenomenological data that provided important insights into their perceptions of their schooling experiences in Pittsburgh.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

The students’ responses to text message questions revealed ideas and reflections that led me to personalize the three in-depth semi-structured phenomenological interview protocols that were conducted throughout the study. This iterative process helped to reveal lived experiences of students throughout their school week, causing them to reflect on these in meaningful ways. The purpose of this presentation is to highlight the author’s experiences with combining the use of two-way text message conversations and in-depth phenomenological interviews, and how the combination of these two methods was impactful when conducting a phenomenological investigation with high school participants. (partners). Two-way text message conversations and 3 semi-structure phenomenological interviews were conducted with 6 refugee students, 5 immigrant students, and 4 visiting professional students in Pittsburgh over two six-week data collection periods. Two-way text message conversations took place Monday-Friday, and the interviews were conducted throughout the data collection periods at locations and times that were most convenient for the high school students. During the last interview, I dedicated one section to asking questions about how the participants felt about the use of two-way text message conversations as well as the in-depth phenomenological interviews. Overall, their responses were overwhelmingly positive about participating in the study with these two qualitative methods being used simultaneously.

Ying Li, Binghamton University--SUNY

Teaching Critical Media Literacy in the Secondary English Classroom

Today’s students are immersed in multiple media worlds and surrounded by misinformation and intentional falsehoods. It is imperative for teachers to enhance students’ critical media literacy competencies to interrogate the relationships between media and audiences, power, and knowledge. The purpose of this study was to examine how an English Language Arts (ELA) teacher implemented critical media literacy in the classroom, how the teacher viewed her role in teaching critical media literacy, and what challenges the teacher encountered in critical media literacy teaching. A qualitative case study was conducted to explore the ELA teacher’s experiences teaching critical media literacy via interviews, classroom observations, and focal student interviews. Findings suggest that ELA teacher has positive attitudes and professional knowledge to guide students in critically navigating media information and questioning domain power and values. However, the ELA teacher also encountered affordances and barriers in critical media literacy instruction due to students’ belief bias, online remote teaching, digital environment, and limited resources. This study has both practical and theoretical implications for future work aiming to explore ways to prepare teachers to integrate critical media literacy in their future classrooms. Future research on implementing critical media literacy should also examine how secondary school teachers implement critical media literacy in different subjects.

Christiana C. Succar, University of South Florida

How Does Cultural Competence and Awareness Inform Learning? A Case Study on Three Elementary School Teachers and their Students’ Perceptions.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

With 80% of K-12 teachers in the United States of Anglo-Saxon descent and 55% of the student body from other races and ethnicities, questions arise over what role cultural competence and awareness play on student learning and their environment (NCES, 2024). Cultural competence and awareness are difficult to measure as teachers come to the profession with personal beliefs and practices and diverse educational and life experiences. The National Education Association (NEA, 2019) considers cultural competencies crucial for educators effectively teaching students from other cultures. Cultural competence is “...having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families” (2019, p.1). Drawing from this definition and NEA’s Culture Abilities Resilience Effort, I sought to understand How do teachers perceive their cultural awareness? And, In what ways do the teachers utilize diverse sociocultural practices to enhance student learning and classroom environment? With three teacher participants at various stages in their teaching careers, I conducted interviews, surveys, and questionnaires focusing on their cultural awareness and practices. The theoretical framework for this study focuses on the cultural competence theory and care theory. The data analysis produced common themes among the participants on recognizing students’ diversity, understanding the value of differences, and building relationships of care and connection. The findings of this study concluded there was a lack of congruity between the definition and practice of cultural competence and the role of care in student learning and environment.

Breakout Session C

Room 1048

Yusuf Suleiman, Al-Hikmah University

Enwerem Cynthia Nkechinyere, Rivers State College of Health Sciences and Management Technology

Comparative Study on the Effectiveness of Health Awareness Campaigns in Universities in Kwara and Rivers State: A Qualitative Approach

The purpose of this study is to conduct a comparative analysis of the effectiveness of health awareness campaigns in universities located in Kwara and Rivers State, Nigeria. Health awareness campaigns are critical in promoting healthy behaviors and preventing diseases among university students, a demographic that is particularly vulnerable to various health issues due to lifestyle changes and exposure to new environments. This qualitative research aims to explore and understand students' perceptions, attitudes, and behaviors in response to these campaigns and to identify factors that influence their effectiveness. Using a phenomenological approach, the study gathers in-depth insights through semi-structured interviews and focus group discussions with students from selected universities in both states. Purposive sampling is employed to ensure a diverse representation of participants, considering factors such as age, gender, year of study, and

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

involvement in health-related activities. The data collected is analyzed using thematic analysis to identify recurring themes and patterns that reflect the students' experiences and perceptions. Findings suggest that the effectiveness of health awareness campaigns varies significantly between universities in Kwara and Rivers State, influenced by factors such as the methods of communication, the relevance and reliability of the campaign content, and the involvement of peer educators. In Kwara State, students reported higher engagement with campaigns that utilized interactive and digital platforms, while those in Rivers State highlighted the impact of culturally tailored messages and community involvement in campaign activities. The study also reveals common challenges faced across both states, including limited resources, inconsistent messaging, and a lack of follow-up on campaign initiatives. Additionally, the role of university administration and student organizations in supporting and sustaining these campaigns is identified as a crucial element in their success. This comparative analysis provides helpful views into the strengths and weaknesses of current health awareness campaigns in Nigerian universities and underscores the need for tailored strategies that address the specific contexts of different student populations. The findings of this study can inform the development of more effective health promotion interventions, ultimately contributing to improved health outcomes for university students in Kwara and Rivers State. Finally, this research supports policymakers, university administrators, and health practitioners in enhancing the design and implementation of health awareness campaigns, fostering a healthier and more informed student community.

Anymir Orellana, Nova Southeastern University
Elda Kanzki-Veloso, Nova Southeastern University

Students' Experiences With Real-Time Captions and Subtitles in Live Online Presentations: A Phenomenological Study

We will share the findings of a phenomenological study we conducted to explore students' experiences when using real-time automated captions and subtitles during live online class presentations. We used Microsoft PowerPoint Present Live via Zoom to deliver presentations with real-time captions to three participant groups. We will also provide an overview of the research background and our connection to the topic, the methodology, and the technology used. Attendees will be invited to reflect on the implications of our findings for the effective integration of educational technologies to promote inclusive learning in multilingual settings. We will also discuss future research directions for enhancing accessibility in educational contexts.

Room 1052

Erin King, University of West Florida
Angie Blackburn, University of West Florida

Students' Experiences at a Poverty Simulation Viewed through the Lens of General Strain Theory

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

This study reports on findings specific to qualitative data from focus groups of students who volunteered to participate in the Missouri Community Action Network Poverty Simulation and how their experiences can be applied to General Strain Theory (GST). This study examined students’ decision-making processes as they experienced multiple sources of strain while going through the poverty simulation.

Qualitative data were captured via focus groups with opened-ended questions being asked to determine students’ perceptions of poverty pre and post-simulation. Focus groups were moderated by a research team member who used a standardized introduction script and interview guide. Researchers engaged in deductive, or a priori, analysis guided by GST’s theoretical framework.

This analysis resulted specific areas of focus: strain (failure to achieve positively valued goals, presence of negative stimuli or removal of positive stimuli); reaction (emotional reactions and experiences of stress), and response (economic motivation, cognitive dissonance). Results of the study indicated that the simulation contributed to increased student empathy and a better understanding of the factors, emotions, and responses of individuals to strains or challenges in life.

The findings from this study contribute to the understanding of student’s perceptions of poverty, their experiences during a poverty simulation, and taking a closer look at how policy has both intended and unintended consequences can provide insight and opportunities for improving future policies and communication when challenges inevitably occur.

Salihu Olowo Sherifat, Al-Hikmah University, Nigeria
Yusuf Suleiman, Al-Hikmah University, Nigeria
Ibrahim Musa Akanbi, Al-Hikmah University, Nigeria
Yusuf Olasunkanmi Ibrahim, Al-Hikmah University, Nigeria

*A Qualitative Study on Assessment of Postgraduate Programmes in Nigerian Private Universities:
A Case Study Of Al-Hikmah University*

This qualitative study explores the assessment of postgraduate programmes in Nigerian private universities, with a specific focus on Al-Hikmah University. Semi-structured interviews were conducted with 20 participants, including postgraduate students, lecturers, and administrators. Thematic analysis reveals several strengths, such as academic rigor, research opportunities, and supportive faculty. However, challenges like inadequate resources, limited industry collaboration, and high tuition fees were also identified. The study highlights the importance of quality assurance, faculty development, and industry partnerships in enhancing the postgraduate experience. The findings have implications for policy and practice in Nigerian private universities, and contribute to the growing body of research on postgraduate education in Africa.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Room 1053

Enwerem Cynthia Nkechinyere, State College of Health Sciences and Management Technology, PortHacourt, Rivers State

Yusuf Suleiman, Al-Hikmah University, Nigeria

Ibrahim Musa Akanbi, Al-Hikmah University, Nigeria

Student Satisfaction with Health Services in Nigerian Universities: Insights from Private Universities in Rivers and Kwara States

This study investigates student satisfaction with health services in private universities in Rivers and Kwara States, Nigeria. Using a qualitative approach, it explores the experiences and perceptions of students regarding the availability, accessibility, and quality of health services provided by their institutions. The research aims to understand the factors influencing student satisfaction and identify areas for improvement. Data were collected through in-depth interviews and focus group discussions with students from selected private universities in both states. Thematic analysis was employed to analyze the data, allowing for the identification of recurring themes and patterns. The findings reveal a mixed level of satisfaction among students. While some students appreciate the presence of basic health services and the professionalism of health personnel, others express concerns about inadequate facilities, long waiting times, and limited access to specialized care. Additionally, the study highlights the importance of mental health services, which are often overlooked in the provision of university health services. Students emphasized the need for better communication between health service providers and the student body, as well as the importance of regular health awareness programs to promote a healthier campus environment. The study also identifies significant differences in satisfaction levels between universities in Rivers and Kwara States, attributed to varying resource availability and administrative support. In conclusion, this study underscores the critical role of health services in enhancing student wellbeing and academic success. It calls for private universities in Nigeria to invest in improving their health service infrastructure, ensuring timely and adequate care for all students. The insights gained from this research can inform policy decisions and help universities to tailor their health services to better meet the needs of their students, ultimately fostering a more supportive and healthy educational environment.

Jennie-Ann Cole, University of South Carolina

Co-Creating Insights: Using Photovoice to Explore Rural Homelessness and Mental Health in Beaufort County, NC

This study examines rural homelessness through a co-created research approach using photovoice, centering on the experiences of people experiencing homelessness (PEH) and their service providers in Beaufort County, NC. Conducted before and during the COVID-19 pandemic, the

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

study involved 18 PEH and 4 service providers, capturing their unique challenges and mental health needs within a rural context.

Participants collaborated as co-researchers, documenting their lived realities through photography, group discussions, and critical reflection using the SHOWeD method. Themes emerged around systemic barriers such as infrastructure neglect, food insecurity, stigma, and social invisibility, alongside internal struggles of alienation and resilience. Photovoice empowered participants to co-analyze and share narratives that revealed intersections between mental health, environmental vulnerability, and societal marginalization.

Extending beyond academic audiences, findings were disseminated through community art exhibits co-curated with participants, fostering public dialogue, empathy, and actionable change. This study exemplifies the conference theme of “Co-Creating Our Impact” by highlighting collaborative, community-centered approaches where PEH played active roles in shaping the research agenda, analysis, and advocacy outcomes.

We invite attendees to explore the power of participatory methods in democratizing research and amplifying marginalized voices. By co-creating impact from the onset of research endeavors, this study illustrates the transformative potential of inclusive approaches in addressing rural homelessness and advancing social justice.

Room 1054

Jean D. Kirshner, University of Northern Colorado
Christine Kyser, University of Northern Colorado

The Post-Covid Colonization of Scripted Phonics Programs: The Case for the Literate Global Citizen

School closures due to COVID-19 caused a crisis in the worlds’ early readers. We interrogate the response to this crisis through the instructional programs that amplify a focus on decoding and sound-based strategies, while quieting the use of other levels of language and comprehension. This often results adoption of scripted curricula. The country of Belize, where we conduct research and teacher development, was influenced by its dominant neighbors to the north and recently adopted a nationwide scripted program with an almost exclusive focus on decoding and spelling. Based on research recently conducted in Belizean classrooms, we examined the immediate global response to school closures due to COVID-19. In this context we witnessed a select group of educators gain traction in their advocacy for a more scripted and exclusive phonics approach to reading instruction. Both media coverage and legislation on this approach added to the speed and intensity of this instructional shift. Our research began by first examining the response in the United States and then its subsequent impact on the classrooms within the small country of Belize tucked in Central America between Mexico and Guatemala. The research also examined how experienced

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

teachers in the United States and in Belize considered best instructional practice and the end goals of literacy may be at odds with this instructional shift.

Lilah Lindemann, Massachusetts Institute of Technology
Ana Velarde-Gomez, Massachusetts Institute of Technology
Kennedy Gore, Massachusetts Institute of Technology
Mary Zou, Massachusetts Institute of Technology
Maryann Chidume, Massachusetts Institute of Technology
Elijah Young, Massachusetts Institute of Technology
Tamara Galoyan, Massachusetts Institute of Technology
Audra Skukauskaitė, University of Central Florida
Stephanie Couch, Massachusetts Institute of Technology

Collaborative Responses to Imposter Participants in Educational Research

With the expansion of online research and the use of generative artificial intelligence, the incidence of imposter participants is of increasing concern. Imposter participants present unique challenges in educational research, due to the diversity of educational practices and the layperson’s familiarity with schooling. The study in which we encountered imposter participants was an online qualitative interview-based study intended to explore challenges educators, education leaders, and other stakeholders face and evidence they need to implement innovative programs such as invention education. Six undergraduate student researchers interviewed 189 participants, 35 of whom were suspected to be imposters. To detect suspicious interviewees and form a cohesive response, the interviewers and research facilitators first needed to communicate as a team and identify trends in the suspicious interviews. Collaboratively, we developed informal procedures to identify, investigate, and respond to recurring imposter participants who utilized a variety of strategies including generative AI, long pauses, and vague answers (among other signs marking the interview as suspicious). We adapted our research methodology to include a set of additional probing questions to verify details of participants’ stories, quarantined suspicious transcripts from the rest of the dataset, and created a shared document noting patterns in the imposter participants’ responses. Throughout this process, we contended with methodological challenges of adapting interviews across researchers as well as our desire to maintain a culturally sensitive approach when interacting with all participants. In this paper, we demonstrate the challenges and ways of addressing imposter participants in collaborative educational research.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Thursday, March 6th

Announcements and Opening Panel

Ronald Chenail, Nova Southeastern University
Sally St. George, University of Calgary
Dan Wulff, University of Calgary

CO-CREATING Our Impact: Invitations to Change

We want to spotlight the term “co-create” in this year’s conference title—a term that is used a lot in research and other professional activities, but what do we really mean by it? Is it different from collaborating or working on a team? We will explore the special meanings that this term carries and how it can be used in qualitative research and writing to further participation and social justice.

Breakout Session D

Room 1048

Wayne N. Taylor, University of South Florida

Exploring Qualitative Improvement-Oriented Design (QuIOD) in Program Evaluation: A Comprehensive Approach for Enhancing Program Outcomes

This presentation introduces Qualitative Improvement-Oriented Design (QuIOD), a methodological approach to program evaluation to enhance program outcomes. QuIOD emphasizes qualitative data collection and analysis to provide actionable insights for program improvement. Key principles include a focus on qualitative data, holistic understanding, continuous improvement, participatory approach, iterative feedback loops, emphasis on context and complexity, qualitative rigor, and capacity building. By leveraging these principles, QuIOD offers a proactive approach to program evaluation, enabling adaptation and success in dynamic environments. Learning objectives include:

Participants will gain an understanding of Qualitative Improvement-Oriented Design (QuIOD) as a methodological approach within program evaluation, emphasizing the use of qualitative data collection and analysis to drive program improvement.

Participants will learn about QuIOD's key principles and practices, including its focus on qualitative data, holistic understanding, continuous improvement, participatory approach, iterative feedback loops, emphasis on context and complexity, qualitative rigor, and capacity building.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Participants will explore how leveraging the principles of QuIOD can enable programs to adapt and thrive in complex and dynamic environments by providing actionable insights for enhancing program design, implementation, and outcomes.

The presentation concludes with a hands-on design thinking workshop, where participants apply QuIOD principles to a hypothetical program or intervention, generating innovative solutions for program improvement. Through creative exercises, participants apply QuIOD concepts practically, fostering a deeper understanding of its potential impact on program effectiveness and outcomes.

Griselda Galindo-Vargas, Texas State University - San Marcos

Co-Creating Knowledge and Cultural Identity: The Transformative Power of Tortilla-Making and Testimonios

This research explores how the traditional practice of making tortillas, combined with platicas (informal conversations) and testimonios (personal narratives), serves as a powerful medium for telling counterstories within the Latinx/a/o/e community. Grounded in Levine's theory of the reconstructed self, the study investigates the intersections of land, community, and education. By engaging in tortilla-making, participants reconnect with their cultural roots, reclaim traditional knowledge, and foster a sense of community. Through in-depth interviews and thematic analysis, the research highlights how platicas and testimonios facilitate the sharing of personal experiences and collective wisdom. These narratives challenge dominant paradigms, offering alternative perspectives that enrich the academic discourse. The study features the journeys of two Latinx/a/o/e individuals, illustrating how their stories of cultural preservation and educational transformation inspire others to follow. The research underscores the importance of co-creating knowledge with community members, involving them in all stages of the research process. This collaborative approach not only empowers the participants but also provides actionable insights for developing policies and practices that support Latinx/a/o/e students in higher education. By showcasing the impact of community-driven knowledge production, the study advocates for inclusive and justice-oriented research methodologies that honor and elevate the voices of marginalized communities.

Room 1049

Emily Chen, Emerson College
Robin L. Danzak, Emerson College

Using Photovoice and IPA to Understand the Lived Experiences of Neurodivergent Asian American Emerging Adults

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

This study used Photovoice and Interpretative Phenomenological Analysis (IPA) to reveal the lived experiences of four, neurodivergent Asian American emerging adults. The theoretical lenses of DisCrit and AsianCrit centered the intersectionality of disability and race. Photovoice is a participatory action research method where participant co-researchers take photographs to illustrate their lived experiences. The co-researchers, who identified as ADHDers and AuDHDers, took part in four meetings on Zoom, with accommodations to enable full participation. Thirty-six photos were submitted, shared, and discussed. Selected photos are on display in an online exhibit to meet Photovoice’s action component of spotlighting the group’s work in the broader community.

The researcher conducted IPA on all data, including photos, captions, and meeting transcripts, to discover common elements in the neurodivergent Asian American lived experience, and nuances in and differences among co-researchers’ individual experiences. IPA involved an emergent process of creating exploratory comments and experiential statements from the data, grouping experiential statements into experiential themes, and experiential themes into overarching themes.

IPA uncovered the struggles of neurodivergence unknown until adulthood, the discovery of which initiated a three-stage process: 1) getting to where we are (reflection, acceptance, care), 2) who we are now (authenticity), and 3) where we’re going (breaking barriers, paying it forward). This study presents a model for the integration of Asian American and neurodivergent identities, as well as barriers to this identity development. Implications for practice include the need for improved professional and community education around identification of, and culturally sustaining, neurodiversity-affirming support for this population.

Annabelle L. Nelson, Fielding Graduate University
Steven Bond, Fielding Graduate University
Sujata Venkataraman, Fielding Graduate University

Archetypal Wellness & Mental Imagery: Opening Consciousness

This research examined a synthesis of Jungian archetypal identification, with mental imagery and embodiment of emotions to see if a 70- minute experiential workshop would help participants find an archetype and use it in their daily life to create a shift in consciousness that increased their wellness. According to Jungian theory, humans align with archetypes unconsciously to organize their personality. When a person consciously aligns with an archetype this propels consciousness to open to spiritual insight. This Archetypal Wellness approach used mental imagery to help participants find an archetype, and to then to visualize the archetype in a recent scene that created discomfort or distress This research was designed to see if the archetype helped participants create mental space to open to the wisdom in the unconscious mind. Twenty participants participated in the Archetypal Wellness workshop and described their experience both in terms of changes in their sense of wellness and also in how visualizing an archetype opened consciousness. Coding their narratives revealed themes of how visualizing and bringing an archetype into their dilemmas

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

shifted consciousness. These results give more detail on what happens when activating archetypal identification in day-to-day life.

Mabel Verstraaten-Bortier, Middlesex University - U.K.

Therapists' Lived Experience of Working with Suicidal Clients in Ghana: Heuristic Research as Co-creative Research

This paper explores the lived experience of therapists working with suicidal clients in Ghana as well as highlights how the heuristic research methodology used, enabled co-creation of the research product - the findings - with my research participants. One of the unique features of the heuristic methodology is that it encourages the researcher to concurrently be one of the research participants as elucidated in the modified Stevick-Colaizzi-Keen method of analysis (Moustakas' 1994, p. 122). Aim: The aim of the study was to explore, clarify and describe the phenomenon of working with suicidal clients within the Ghanaian context. Research Method: In addition to myself, six other research participants were recruited for this study. A face-to-face semi-structured interview was conducted, recorded, and transcribed verbatim. Each transcript was analysed and the themes that emerged were sent back to the corresponding research participant for verification, possible amendments and validation. Where suitable, some of the findings were presented in poetry. Findings: These included a non-negative perception of suicide and of suicidal clients; therapists were highly attuned to their clients, their surroundings, and to time. With regards to time, it was experienced differently by each therapist. Therapists' experience of lived time ranged from non-existent, to dragging, to feeling rushed as time was of the essence. Therapists also faced difficult dilemmas on how to proceed with working with suicidal clients. Conclusion: This paper provides an example of how research participants can be included at different stages of the research process thus acknowledging them as true co-researchers.

Room 1052

AnnaLynn Schooley, Capella University

Improv Skills for Qualitative Researchers

This workshop is designed to provide an alternative view of qualitative researcher interviewing skills, particularly joining skills, in the context of theater skills, particularly improvisation. Utilizing the “rules of improvisation” as articulated by Saturday Night Live head writer Tina Fey, coming from the Chicago Second City improvisation school, researchers will have an opportunity to consider and practice their joining skills. Joining skills are critical to engaging participants, encouraging and clarifying content, and structuring interviews toward the research question. Practice will take the form of discrete nanoskills exercises and application of the skills in role-play scenarios.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Learning Objectives

1. Participants will be able to describe why researchers might benefit from theatre skills such as improvisation
2. Participants will be able to explain connections between the “rules of improv” and joining skills of research, that not just anything goes
3. Participants will be able to identify research relevant nanoskills of interviewing especially in virtual settings

4. Participants will demonstrate improvisation skills in research role play exercises and appreciate the opportunities of happy accidents

This workshop is designed to provide an alternative view of qualitative researcher interviewing skills, particularly joining skills, in the context of theater skills, particularly improvisation. Utilizing the “rules of improvisation” as articulated by Saturday Night Live head writer Tina Fey, coming from the Chicago Second City improvisation school, researchers will have an opportunity to consider and practice their joining skills. Joining skills are critical to engaging participants, encouraging and clarifying content, and structuring interviews toward the research question. Practice will take the form of discrete nanoskills exercises and application of the skills in role-play scenarios.

Pranaya Swain, National Institute of Science Education and Research

Pandemic Rendering the Transgender People More Vulnerable, as If It Was Not Already Enough: A Qualitative Exploration from Odisha, India

The COVID-19 pandemic impacted people's livelihoods worldwide to an unprecedented magnitude, the most affected being the socially and economically disadvantaged and marginalized communities, including the transgender people that constitute one of the most vulnerable sections that are often subjected to discrimination in various sectors such as education, health, housing, and livelihood opportunities. The present study attempts to offer insights into the impact of the pandemic on the livelihood of transgender people in India, given that the pandemic adversely affected their primary sources of livelihood, such as begging, sex-work, singing, and dancing, due mainly to the restrictive measures: lockdown, shutdown, social/physical distancing, etc., imposed by government authorities to curb the spread of the virus, in turn depriving them of their livelihood choices and rendering them even more vulnerable. This study draws from twelve transgender respondents in the city of Bhubaneswar, India recruited through the snowball method and uses thematic analysis of qualitative data obtained through telephonic interviews. The study finds that the pandemic-induced measures have negatively affected the lives and livelihood of transgender people during this time of crisis. Despite the government's sustained efforts in providing temporary livelihood options and monetary supports during the crisis, the transgender people continued to

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

remain marginalized. Approaches to making them self-sufficient over a longer term and empowering them financially would have been of more significant impact.

Room 1053

Nancy J. Bothne, The Chicago School

Reflections on Co-creating Shared Goals With Immigrant Survivors of Torture in the USA

This presentation will describe how a research and practice agenda was co-created with immigrant survivors of torture in the United States in order to have a positive impact on the lives of survivors. Torture survivors are vulnerable people, whose experiences of torture have dehumanized them and eroded their capacity to trust others – including researchers (Behnia, 2004). At the same time, many survivors are activists, whose activism motivates their paths of healing (Bazaz, O’Connor, Barron, Byimana, & Isley, 2023). Both the processes and outcomes of research contributed to meaningful impact on how survivors co-created much of my research agenda.

The processes of co-creating and sustaining a research agenda with this community had unexpected impacts. Individuals have described benefits of participation as both participants and co-creators of research. Organizations have gained research tools to advance their organizational agendas and improve their service delivery. Ongoing relationships with the community also impacted how I conduct research, practice and teach. Community psychology values in particular contributed to this agenda by guiding processes that empowered participants; enabled “citizen” participation; focused on strength-based research projects and created second order change.

The possibility that this sustained research agenda created a “difference that makes a difference” motivates me. Those attending this presentation will be invited to consider that research processes may be just as impactful, if not more, than the actual research.

Hani Morgan, University of Southern Mississippi

Dealing with the Controversies Associated with Using Triangulation Strategies for Qualitative Research

Qualitative research is often criticized for lacking rigor and consisting of opinions that result from researcher bias. But like well-designed quantitative research, qualitative studies can be trustworthy. Qualitative researchers generally agree that some practices, such as triangulation, can be used to increase the credibility of the kind of research they conduct. Unfortunately, many researchers are confused about or unaware of the different types of triangulation strategies, leading them to write papers without accurately identifying which ones they used. Triangulation is also a contested approach for many qualitative researchers because it is oftentimes associated with a post-positivist paradigm. Unlike quantitative researchers, many qualitative researchers rely on an

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

interpretive paradigm. In this paper, I clarify how four different types of triangulation strategies differ from each other and how triangulation can be used to increase the rigor, credibility, and trustworthiness of qualitative studies. I also discuss how qualitative researchers can deal with the concerns related to the use of triangulation and explain the advantages and limitations of using crystallization as an alternative approach

Robyn Schafer, Rutgers University

Beyond Trustworthiness: Using Video and Internet-Based Asynchronous Technology in Member Checking to Optimize Participant Engagement

Introduction: Reengaging with participants through member checking (also known as participant validation) is a valuable strategy to enhance transactional and transformational validity and reduce researcher bias. There are many potential methods for member checking. The optimal approach will vary, based on the nature of the research question, researchers' epistemological stance, and unique considerations of the study population and context. Since COVID-19, familiarity with online and asynchronous technologies has increased dramatically. Using media and technology to perform member checking has the potential to expand its accessibility, equity, effectiveness, and acceptability.

Methods: The presentation provides a valuable real-world example of using asynchronous technology through a video recording and multimedia, web-based survey in a mixed methods study exploring decision-making in pregnancy.

Results: The use of video and electronic surveys provided to be an effective option for member checking. This method was affordable, convenient, efficient, and resulted in high quantity and quality of participant responses. Asynchronous technologies can mitigate ethical and methodological challenges in member checking to improve equity and engagement.

Conclusion: Asynchronous, internet-based technologies such as videos and electronic surveys are a viable and useful alternative to written materials and in-person or synchronous meetings for member checking. The use of these technologies offers numerous benefits in enhancing the trustworthiness and transformative potential of qualitative research. This research has implications to increase validity, equity, and engagement in qualitative research.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Room 1054

Ericka Roland, University of Texas at Arlington
Meagan Meredith, University of Texas at Arlington

What is Hidden in Plain View: An Anti-Racist Research Framework to Qualitative Observations

Qualitative participant observation is a common data collection method in educational research to understand a phenomenon in its broad natural context. However, there is limited scholarship on conducting observations to identify underlying mechanisms and structures of racism. Meeting the urgent need to increase equity in educational research approaches requires shifting to an antiracist research paradigm. A research paradigm guides the researcher’s worldview, research questions, methods of choice, and data analyses. Therefore, research methods rooted in an antiracist paradigm expose covert and overt systems of racism embedded in everyday life with the goal of racial equity. The purpose of this paper is to offer a conceptual framework of participant observation methods from an antiracist research paradigm. First, we discuss epistemology, ontology, axiology, and praxis undergirding antiracist research and how racism is embedded in research methods. We also explain how researchers can incorporate an antiracist research paradigm into the participant observation method approach. Next, we outline five phases of participant observation from an antiracist research perspective, including (1) establishing a relationship with participants in the field dynamic; (2) centering the experiences of historically racially marginalized communities; (3) identifying various uneven power dynamics within the physical place, actors, and interactions; (4) formulating researcher’s positionality and reflexivity; and (5) engaging with actors in data collection and analysis. We conclude with recommendations for researchers to consider as they conceptualize, implement, and evaluate participant observations from an antiracist perspective in educational research. This article can potentially advance the use of participant observation research methods as a tool for racial equity.

Michael O. Miller, Florida Atlantic University
Andre Jackson

A View Into Jehovah’s Witnesses’ Perspective on Higher Education.

This phenomenological study explores how Jehovah’s Witnesses (JW) view higher education. Historically, religion and higher education have been deeply intertwined, with denominational religion being a driving force behind the establishment of higher education institutions since the 17th century. Today, over 45,000 Christian denominations exist, each with distinct beliefs. Despite criticism, the Watchtower Society (TWS), founded by Charles Taze Russell in the late 1870s, identifies as a Christian organization with over 8.6 million members worldwide, including 1.2 million in the United States. TWS holds unorthodox beliefs compared to traditional Christianity, such as rejecting the Trinity and viewing their leaders, the Governing Body, as God’s mouthpiece.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

The study’s central question examines how JWs perceive secular higher education. Utilizing a phenomenological qualitative approach, the study employed semi-structured interviews conducted virtually through Zoom. The study received approval from the author's university, FAU and all participants provided informed consent. Inclusion criteria required participants to be self-identifying baptized JWs, current or former members, and at least 18 years old. Recruitment efforts included snowball sampling and distribution of study information on platforms like Reddit, JWfacts, LinkedIn, Facebook, Instagram, TikTok, and X.

Data analysis followed systematic and rigorous principles, ensuring data confidentiality and integrity. Interviews were transcribed verbatim, and participants’ stories were thoroughly reviewed. Using MAXQDA software, the data underwent two cycles of coding: values coding and axial coding. The study emphasized reflexivity, critical self-reflection, and subjectivity to establish validity and reliability. Limitations included a lack of extensive literature to inform the research, with delimitations determined by methodology and resource constraints.

Jennifer R. Wolgemuth, University of South Florida

Erica Milor, University of South Florida

Claire St. Peter, West Virginia University

Rachel Davis, University of South Florida

How Do We/Behaviorists Behave When Qualitative Research Comes to Call?

Qualitative research (QR) has been prominent in many disciplines (e.g., Anthropology, Sociology, Education, Nursing) for decades, yet other fields (e.g., Accounting [Hoque et al., 2017]; School Psychology [Sabnis et al., 2023]) have taken to QR only recently. This recent interest may be due, in part, to a growing awareness that QR is valuable for building disciplinary knowledge (e.g., Willig, 2019) and that people (often marginalized) who use and receive interventions should have a say in their development (Pérez Jolles et al., 2022).

The question for us is what might happen to a discipline, particularly one firmly rooted in quantitative traditions, when QR comes to call? We offer the provocative case of Behavior Analysis (BA), a discipline whose Skinnerian behaviorist philosophy and largely post-positivist orientation to research may sit in (productive?) tension with QR epistemologies and methodologies. Although arguing for including QR in BA is not new (e.g., Schwartz et al., 1995), recent calls are particularly insistent and broad (e.g., Burney, 2023, 2024). As co-editors of a special issue on the topic, we think embracing QR in BA is important. Yet, after reading our authors’ thoughtful and sometimes daring contributions, we wonder what ethico-onto-epistemological assumptions, disciplinary norms, and academic alliances might be called into question as BA welcomes QR? Moreover, what are our ethical responsibilities as QR methodologists and BA scholars to those questions and whatever possibilities manifest from their ‘answers’? Our paper explores these questions as we reflect on how we and BA behave when QR comes to call.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Breakout Session E

Room 1048

Matthew Weirick Johnson, University of South Florida

(Un)Doing Methodology/(Un)Becoming Methodologist: Performativity and Methodological Norms

Ru Paul famously says that "We're all born naked and the rest is drag." Nordstrom & Happel-Parkins (2016) consider the concept of methodological drag as a way of thinking about the ways in which we perform methodological identity differently in different contexts. Expanding on the concept of methodological drag and considering the implications, effects, and histories of methodological performances, this presentation considers the concept of methodological performativity.

In conceptualizing gender performativity, Butler demonstrates how performative acts constantly construct and reconstruct gender through their reference to dominant norms. Methodological performativity then presents an opportunity to question how methodological performances, acts, and gestures contribute to the series of acts that constructs and reconstructs methodology through reference to methodological norms. In this theorization, methodological acts and performances simultaneously construct both methodology and methodologist.

Returning to the concept of methodological drag, we can also begin to think about the ways in which methodological drag or other performances of methodology and identity contribute to subverting methodological norms or revealing the ways in which these norms are naturalized. As such, methodological performativity provides an opportunity to think about how we are doing and undoing methodology and becoming and unbecoming methodologists. It provides a way to think about the history of our methodological performances and to consider a queering of methodology that disrupts what came before and provides an opportunity to examine the ways in which methodological norms are institutionalized.

Erin King, University of West Florida

The Case for Creativity: What Caseloads During COVID Teach Us About the Need for Flexibility in Child Protection Work

The current study explores the experiences of child protection workers in Florida during the COVID-19 pandemic to provide information that may affect future practice of child protection.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

The findings of this study are a result of thematic analysis used to examine responses from open-ended questions and identify and categorize codes in the data.

The onset of COVID-19 led to numerous changes to both process and outcomes in the field of child protection. Two areas highlighted in this study are the need for wider access to technology along with training in use of the technology, as well as the need for organizations to encourage and facilitate workers’ use of flexible and creative strategies in provision of services to children and families.

The results of this study fell into two main categories: changes in caseload and interaction with families. Results indicate that there were some unforeseen consequences related to the change in protocol during the pandemic, however, child protection workers were able to find flexible and creative solutions to these challenges. Child protection workers being able to adjust to the changing needs of families and using creativity to find innovative solutions should be supported by their organizations as it will likely lead to better outcomes overall.

These findings may help inform future policies and procedures related to the provision of child protection services post-pandemic. Qualitative research methods were selected to represent individuals’ view and perspectives, identify important contextual factors related to service provision, and discover new insights about service provision post-COVID.

Lorien S. Jordan, University of South Florida
Megan Mitchell, Valdosta State University

Artful Pedagogy: Creative practices for teaching and learning qualitative inquiry.

In this presentation, we explore the possibilities of teaching qualitative research through artful pedagogy to engage with students in research practices geared towards social transformation. We aim to reimagine the classroom as a space of cultural disruption, learning beyond methodological recipes while embracing the embodied, aesthetic, critical, and creative within theorizing, methodologies, and methods. As professors of qualitative inquiry, the motives and subsequent practices described in this presentation are situated in introductory and advanced qualitative methods doctoral courses taught at research-intensive universities. By infusing artistry within all classes, rather than reserving art-making for specific arts-based courses, we aim to disrupt the unnatural bifurcation between art and science, engaging with students creatively, playfully, and artfully. That is, to move from prescriptive, recipe-like instructions to an openness to the flexibility and possibilities that occur when we merge art and science. This process is a political engagement that troubles the idea of what is valid and rigorous and pushes against the foreclosure of othered ways of knowing that occur when we only teach the canonized and valorized methodologies. The projects and in-class activities we share include poetry and collage, body mapping, photovoice, dioramas, elicited interviews with subjectivity portraits, and a creative book report. In this presentation, we reflect on the tensions and push-back we have faced from students and our

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

colleagues, as well as the successes and encouragements that spur us on. We end with practical ideas for faculty interested in incorporating these methods in their classes.

Room 1049

Lorien S. Jordan, University of South Florida
Jennifer R. Wolgemuth, University of South Florida
Stacy-Ann A. January, University of South Florida
Camryn Collins, University of South Florida
Rachel Fidler, University of South Florida
Zelda Fleming, University of South Florida

Co-Creating Change Through Participatory Scoping Reviews

Whereas traditional research privileges knowledge generated by “outsider” academic researchers, participatory research prioritizes working with the communities most impacted by phenomena of interest. However, across the many modalities and theories guiding participatory research, little has been written about engaging communities in literature reviews. Given that participatory projects are conducted with rather than on communities to change conditions of social injustice from the ground up, we find this omission noteworthy. The significance lies within the knowledge that, historically, research has produced marginalizing and pathologizing discourses about communities, and literature reviews risk reproducing these discourses.

In this presentation, we reflect on our experiences of a participatory scoping review of Black and African American parental engagement in K-12 schools. Over a year, we worked alongside parents as co-researchers, developing our research questions, protocol, and an antiracist model of Black parental school engagement. Using this project as a springboard, we share the tensions and successes we experienced to address questions about what it means to include community members in academic literature reviews. Exploring two critical tensions, we describe attempts at and meanings of engagement and knowing when to lead versus follow. We also share pivotal moments of surprise in hearing but not seeing when applying the model developed with parents to analyze the literature. Across these tensions and surprises, we reflect on the antiracist practices we incorporated into our project, sometimes well and others faltering. Finally, we share practical ideas on incorporating participatory scoping reviews in co-creative research designs.

James Bernauer, Robert Morris University

What Have I Learned Over the Years at TQR and How Does It Match-Up to TQR-25 Theme?

In this paper I try to track, analyze, and synthesize what I have presented and written about at the TQR Conferences since first attending TQR2 in (year) as an autoethnographic longitudinal study.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

What follows is a summary of what I presented at every conference since TQR-2 except for the last conference in 2024 that I could not attend. While I thought that this endeavor might be a valuable learning experience both for myself and hopefully others, it also gave me the opportunity to evaluate my progression of work in response to the two questions posed for the TQR-25 conference. These two questions ask us to consider 1) do we care how our work makes a difference (if at all) in the worlds where we conducted our research outside academia? 2) What if we thought about co-creating impact from the beginning of our research endeavors rather than only being concerned about the impact after we have published our research reports? One of the foremost findings is that it has been the the themes and questions posed by TQR that have incited me to talk and write about phenomena.

Sa'ad Tunde, Kwara State Polytechnic
Anifowoshe Balqis Bukola, Kwara State Polytechnic
Yusuf Abiodun Sarafadeen, Kwara State Polytechnic

Challenges and Opportunities in Implementing Standardized Reporting in Nigerian Financial Institutions

In the realm of global finance, the importance of standardized reporting cannot be overstated. For Nigerian financial institutions, embracing standardized reporting practices represents a critical step towards enhancing transparency, credibility, and regulatory compliance. However, the journey towards full adoption of these frameworks is fraught with challenges that require careful navigation and strategic planning. The Nigerian financial sector has witnessed significant growth in recent years, propelled by increasing domestic and international investments. Amidst this expansion, the demand for robust governance structures and transparent reporting mechanisms has intensified. Standardized reporting frameworks offer a structured approach to meet these demands, providing clear guidelines for financial disclosures that facilitate comparability and accountability across institutions. Despite the clear benefits, the implementation of standardized reporting in Nigerian financial institutions faces numerous obstacles. These challenges range from technological constraints and resource limitations to regulatory ambiguities and organizational resistance. Technological infrastructure in many institutions may not be sufficiently developed to support comprehensive reporting requirements, while resource constraints often limit the capacity for thorough compliance. Moreover, varying interpretations of regulatory mandates and inconsistent enforcement practices can create uncertainties, complicating efforts to achieve uniformity in reporting standards. Conversely, amidst these challenges lie significant opportunities for Nigerian financial institutions. Effective adoption of standardized reporting can enhance institutional credibility, bolster investor confidence, and attract capital inflows. The implementation of standardized reporting frameworks in Nigerian financial institutions presents both challenges and opportunities amidst a dynamic regulatory landscape and evolving market expectations. This mixed-method study explores the multifaceted nature of these challenges and opportunities. Quantitative analysis involves a survey of a diverse sample of financial institutions across Nigeria, aiming to quantify the extent of compliance with standardized reporting

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

requirements and assess the perceived impact on transparency and governance. Key metrics include compliance rates, financial performance indicators, and stakeholder perceptions. Qualitative methods complement the quantitative findings through in-depth interviews with senior executives, regulators, and industry experts. These interviews provide nuanced insights into the specific hurdles faced in adopting standardized reporting practices, such as technological barriers, regulatory complexities, and organizational resistance. Moreover, they highlight strategic opportunities arising from enhanced transparency, improved investor confidence, and alignment with international best practices. The synthesis of quantitative and qualitative data offers a comprehensive understanding of the challenges inhibiting the full adoption of standardized reporting in Nigerian financial institutions, while also identifying strategic opportunities for improvement and growth. Findings underscore the need for targeted interventions in regulatory enforcement, technological infrastructure, and organizational culture to foster a more robust and transparent financial reporting environment in Nigeria.

Room 1052

Safary Wa-Mbaleka, General Conference of the Seventh-day Adventists

Assessing the Integration of Qualitative Research in a College or University: The Taxonomy of Qualitification

Qualitative research has steadily been spreading around the world over the last two decades. This global trend is noticeable through the increase of qualitative research article, journal, and book publications, integration of qualitative research in curricula, increased acceptance of qualitative research in research in conferences, theses, dissertations, and academic ranking. The strong negative opinions people used to have about qualitative research are steadily weakening. Unfortunately, there is no way of assessing how effective an institution is in integrating qualitative research in its culture. This can negatively affect how colleges and universities progressively improve their culture of qualitative research integration in the academe. To address this challenge, a grounded theory study was conducted in the Philippines from 2022 to 2024. Data was collected through 49 individual semi-structured interviews that involved 45 participants: 10 university faculty members, 10 research organization leaders, eight deans, eight doctoral students, five university research directors and vice presidents, and four doctoral graduates. Furthermore, data was collected through written documents, class observations, memos, and existing literature as required in grounded theory. The study resulted in a taxonomy that can serve as a tool to assess the level of qualitative research integration was created. It presents the qualitative research integration in five different levels: Zero, beginning, intermediate, advanced, and exceptional levels. Each level has specific indicators that will be shared in this presentation. This taxonomy is especially important to help higher education institutions integrate and assess qualitative research integration effectively in their research culture.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Robin H. Horner, Radiance
Cynthia Surya, Radiance

Learning from Community with a Strengths-Based Strategy: Ripple Effects Mapping Made Easy

Attendees will learn about and gain hands-on experience in Ripple Effects Mapping (REM), an strategy that combines a strengths-based approach for asking questions and mind mapping to learn from community members or organizations’ staff working on complex issues (e.g., within social justice movements) and systems change (e.g., policy advocacy). REM was developed by Minnesota University’s Community Development Extension professionals to learn what outcomes program participants value and to highlight expected and unexpected results, including the absence of positive outcomes. It is useful for learning about common and divergent experiences with a program, initiative, or institution and opportunities for improvement. REM can be used in conjunction with other qualitative and quantitative evaluation strategies in an evaluation framework to bring meaning to numbers and provide an understanding of nuances in findings. Because REM provides opportunities for participants to learn from each other and provide guidance and input on the evaluator’s thematic analysis (data sense-making, a participatory evaluation practice), REM aligns with culturally responsive and equitable evaluation (CREE) practices and other recent shifts in the evaluation field that emphasize the importance of employing mutually beneficial practices, rather than those that merely “extract” information from community members.

Learning outcomes: Participants will (1) Gain skills to apply a strengths-based strategy (Appreciative Inquiry), (2) Understand how to conduct Ripple Effects Mapping (REM), (3) Learn when REM is appropriate for an evaluation project, (4) Gain confidence in using REM, (5) Increase their understanding of the principles of culturally responsive and equitable evaluation practices (CREE).

Room 1053

Shenika A. McFarlane-Morris, University of the West Indies, Mona, Jamaica

Decolonizing Qualitative Research through Black-White Researcher Collaboration: The Experiences of a Black Academic from a Small Island Developing State with Transcultural Research

The physical and symbolic antagonism that historically exists between Blacks and Whites has trickled its way into global academia. The marginalization experienced by some Black academics, particularly in the developing world, mirrors neo-colonialism and is typified by a kind of “came-saw-conquered/researched” trilogy. In such instances, researchers from more developed countries conducting research in poorer nations may sometimes exclude host researchers from various

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

aspects of the research process, even when both parties agree to collaborate. I have had such experiences with ‘academic colonialism.’ However, I am motivated to share a ‘different’ set of experiences I had with two Caucasian female researchers from a university in the USA who collaborated with me to study women’s lived experiences with climate change in Jamaica. This transcultural collaboration shows that research can be a powerful tool for unification and equity. In addition to co-creating the research questions, design, data collection and analysis, we also co-shared our findings at an academic conference, culminating in me feeling valued as a Black academic from a small country. There is a growing body of knowledge on the decolonization of research, emphasizing the need to involve the marginalized and oppressed in knowledge production. However, much of the ongoing narratives have been centered on Indigenous peoples who live in places such as Australia and generally ignore Black communities being researched by overseas scholars. Therefore, it is more important now than ever before to hold discussions on how transcultural collaboration might help in the process of decolonizing knowledge production.

Odaine Pusey, Munro College
Shenika McFarlane-Morris, University of the West Indies

Co-Creating Our Impact: Unlocking the Power of Teacher-Student Research in Geography

Although the co-creation of knowledge can be a powerful tool for impact in academia, it is not a common practice for faculty to collaborate with their undergraduate students. Our study on the value of faculty-student collaboration in research underscores the notion that undergraduates have the potential to excel in research, laying the foundation for them to one day become research mentors. Our discussion will be premised on data collected from a pilot generic qualitative study that entailed interviews of three recent graduates from a B. Ed in Geography program in Jamaica. These students all experienced curricular-related and extra-curricular mentorship in Geographic inquiry while completing their degrees; all recently became Geography teachers. Two of the three received awards for outstanding research papers at international conferences while they were students. They all emphasized that mentorship in research is important not only for the development of students’ inquiry skills but also to prepare teachers in training to one day become skillful research educators, noting that their current students are excelling in research with some copping awards for outstanding performance in research. The respondents attributed such success to having received years of research mentorship while studying, including co-publishing with their Geography lecturer, which has equipped them to impart such skills to their students. The level of experience they have gained, therefore, culminated in a multiplier effect which was initiated by one lecturer reaching her students through mentorship, and they have each, in turn, impacted more than 100 students in honing their research skills.

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

Derek R. Davenport, Sewickley Presbyterian Church

Finis Ab Origine Pendet - Communities and Literature Reviews

Graduate students and new researchers often learn to begin their research with a literature review. This foundational endeavor incorporates citations and quotations from a host of academic journals, dissertations, and published studies. New scholars rely on the work of established scholars.

The research process follows predetermined steps, eventually arriving at a discussion of results. It is not until this point, when the research has been conducted and the process has concluded, that the participants have voice in the research. By the time the communities of interest contribute, the research agenda is set, the study is designed, and the investigation is concluded.

Yet, the ending hangs on the beginning – finis ab origine pendet. This classical motto, often misinterpreted, argues that the first moments of a beginning impact the final result. In the case of academic literature, when scholars begin their research with other scholars, they set themselves on a trajectory to impact only scholars. Wider communities and participants become mere afterthoughts.

This paper draws on recent research to argue that effective literature reviews are more complex than they may appear. It suggests that scholars who desire to reach beyond academia must rethink the starting point of their academic inquiries. By beginning not only with academic insights, but wisdom from relevant communities, scholars can produce research that impacts the very people they study.

Breakout Session F

Room 1049

Juliana Hirn, University of Central Florida

Audra Skukauskaitė, University of Central Florida

Sierra Outerbridge, University of Central Florida

Amanda Evans, University of Central Florida

Exploring Graduate Students' Disability Experiences to Enhance Higher Education Inclusivity

Entering the field of higher education is often driven by a sense of calling and requires ongoing learning. Similarly, first-hand experiences of living with a disability are invaluable within this sector. This study investigates evidence-based literature, conducts qualitative interviews with students with disabilities in higher education, and shares their lived experiences. By employing a narrative qualitative approach and conducting semi-structured interviews, the research explores the experiences of graduate students with disabilities, particularly focusing on their lived

The Qualitative Report 16th Annual Conference
“Co-Creating Our Impact: Invitations to Change”
In-Person Conference – Carl DeSantis Building, Nova Southeastern University
March 5-6, 2025

Presenter Summaries

experiences of being a student with a disability and obtaining accommodations. The primary research question addresses the types of accommodations provided by universities to these students. Understanding their experiences is essential for enhancing campus accessibility, interactions with professors, and societal education. The researchers advocate for more robust self-regulated learning and universal design practices to reshape perceptions of disabled individuals, highlighting their capabilities and the potential for a more inclusive society. The findings aim to reframe the audience's view of disabled people, emphasizing the importance of inclusivity and the transformative potential of society to accommodate diverse needs.

Jacqueline Hinckley, Nova Southeastern University

Collaborative Research Between Researchers, Clinicians, and People Living with Communication Disabilities: Lessons Learned

Engaging stakeholders who are affected by research is an important way to ensure that the research is more efficient and that research outcomes are more relevant to the lives of affected individuals. Stakeholder engagement has many challenges, and these challenges are amplified when the stakeholders themselves are individuals with communication or cognitive disabilities. Despite these disabilities, these individuals deserve to have a voice in the priorities and nature of research that is conducted about them.

Project BRIDGE is a project that began with funding from the Patient Centered Outcome Research Institute with a goal of supporting the engagement of adults with communication disabilities into research. Project BRIDGE has been underway for six years and fostered at least 20 multi-stakeholder research teams around the US and Canada that include people with communication and/or cognitive disabilities. This workshop will showcase and share specific tools, strategies, and experiences gathered over the project.

At the end of this (workshop/presentation), the participant will be able to:

- discuss strategies to help support the full engagement of people with communication disabilities as research collaborators or advisors
- list tools and resources available to provide successful support engaging people with communication disabilities in collaborative research activities
- reflect on the special ethical considerations associated with engaging people with communication or cognitive disabilities in stakeholder-engaged research.

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Presenter Summaries

Room 1052

Laurie Clune, University of Regina

The Concrete Impact Factors: Tackling Indigenous Homelessness Through Community-Based Participatory Research

A community member brought a researcher's attention to a significant issue with the government's current methods of counting homeless individuals and distributing resources in Regina, Saskatchewan, Canada. People described as 'hidden homeless' (HH) are unaccounted for. We found that a disproportionate number of Indigenous people, single women with children, and youth caring for siblings are a part of this group. HH live in temporary arrangements, lack access to permanent safe housing, and seldom utilize support services.

Our initial research team, comprised of neighbourhood leaders, homeless and HH, Indigenous organizations, Elders, and a nurse researcher, worked together to develop a research approach to describe the extent and experiences of those living hidden and homeless. Community members were trained and compensated as research assistants and assisted with collecting and analyzing data. Thematic analysis showed physical, emotional and food insecurity, discriminatory rental practices, and the constant risk of child services breaking up the family lead to HH.

Next, the team wanted to share our findings at a community feast to spark discussion and create a way out of HH. At this event, which was designed around Indigenous ways of knowing, we shared the results with the neighbourhood, local and provincial government officials, social service agencies, police, students, and academics. Using a world café activity, guests identify a pathway out of HH. Community members are implementing practical and innovative strategies because of this work. The concrete impact of this study and approach will be shared in this presentation.

Eraldine S. Williams-Shakespeare, University of Technology, Jamaica

Tashieka S. Burris-Melville, University of Technology, Jamaica

“Frenemy”: The AI Higher Education Debacle- A Learning Tool or Gateway to Academic Misconduct

As artificial intelligence (AI) integrates rapidly within the higher education (HE) space, “Academic Integrity and Creativity is dying” for some, rings synonymous with “The Sky is Falling.” The threat, a looming disaster at worst, a contained wildfire at best. For others, “It’s just another tech tool” to boost students and faculty performance. AI and its ever-growing affordances present limitless opportunities for higher education stakeholders. The advent of AI in education has sparked significant debate regarding its role as a powerful learning tool and a potential facilitator of academic misconduct. This study seeks to understand and explore the divergent

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Presenter Summaries

perceptions of faculty and students of AI generative tools as a medium for learning versus a gateway for academic misconduct at a select University in the Caribbean. Moreover, faculty views of students’ AI use will be juxtaposed against students’ views of faculty use of AI. Employing a qualitative design, this research will gather in-depth insights from participants through semi-structured interviews and focus group discussions. Purposive sampling will be used to select a total of 64 participants representing faculty and students across multiple disciplines and levels. The findings will provide a comprehensive understanding of the perceived balance between AI’s positive and negative impact on education, revealing how its integration is viewed by two key stakeholders in the HE space. This will have implications for AI integration within a local HE context and its significance will impact both theory and practice as the research on AI integration expands within the Caribbean.

Divya Bhanot, Ramanujan College, University of Delhi

Appearance Teasing and Identity Formation Amongst Young Adults: An Interpretative Phenomenological Analysis

Appearance teasing (AT) is such a widespread phenomenon that to discount its meaning, impact, and severity on the lives of those who are teased would be a mistake. This study aims to explore the lived experiences of Indian youths who have been appearance-teased by their close friends and family, how they perceive it has impacted their senses of self and identity and to understand their coping strategies that help them manage the negative effects of AT. Data was collected via semi structured interviews with six young adults and analyzed using Interpretative Phenomenological Analysis. Analysis of the transcripts reveals five master themes encompassing forms of exhibition of AT, causes, impact, protective factors, and coping strategies that represented the experiences for this population. Each individual voice captured in this study offers valuable insights into how teasing someone based on their appearance can have tremendous impacts on their psyche and behavior. Findings also point to the unique role played by Indian culture in these experiences of Indian youths. Based on the results, we conclude that there is a substantial need for awareness about AT in India and the impact of its normalization on Indian youth.

Room 1053

EJ Summers, Texas State University

Gabriela Zegarra-Coronado, Texas State University

Increasing Qualitative Rigor: Tracking Interview Protocol Fidelity and Why it Matters

This presentation will focus on increasing attention to the fidelity section of qualitative interview protocols in ways relevant to both novice and experienced researchers. While this section of an interview protocol may appear to be more quantitative in nature due to the need to indicate the

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Presenter Summaries

degree of conformity across topic domains, authentically engaging it with open-ended notes helps researchers to summary field notes toward the very qualitative goal of understanding the landscape of a study across participants. This session will include examples of how to add a fidelity section to interview protocol as well as offer an in-depth discussion of how attendees can put this this methodological component immediately to work in their own research.

Christiana C. Succar, University of South Florida
Carrie Cormier

Mirrored Autoethnographies: How Two Women’s’ Practice of Mindfulness During Different Life Stages Redirected their Professional and Personal Goals.

The art of mindfulness has been apart of human culture for thousands of years. Early Buddhist writing documented the practice of mindfulness. The Modern Oxford Language Dictionary (2024) defines mindfulness as the quality or state of being conscious or aware of something. Drawing from this definition, in these auto-ethnographies, we sought to understand: In what ways did mindfulness through vision boarding, journaling, reflection, and self-care impact the life changes in our professional and personal lives?

With two female participants in different stages of their career and personal lives, their mindfulness journey commenced over two years through yoga asanas and meditation, vision boarding, journaling, discussions, and reflections to enact change in their perceptions, goals, and outcomes.

The data collected will be analyzed through the NVivo program for individual and comparative thematic analysis.

The presentation will discuss the data collection, analysis, results and how they inform the practice of mindfulness and different life stages among two women at a crossroads in their professional and personal lives.

Seleca S. Walker Morrison, University of the West Indies

Post-pandemic Practicum: Experiences and Practices of language, Literacy and Literature Pre-service Teachers at a Jamaican University

Practicum is the spine of teacher education supporting pre-service teachers’ transition from theory to practice. It is strengthened by the supervisor-pre-service teacher collaboration, but anything that remotely alters the disposition of the spine is bound to alter the experiences and practices of pre-service teachers. At this crucial juncture between theory and practice, practicum supervisors must be aware of the need for a shift in academic focus from citation impact to collaboration, emphasizing empowerment and shared authorship for the re-shaping of the practicum experience. This is particularly important in the post-pandemic milieu. Jamaican pre-service teachers trained

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Presenter Summaries

through Emergency Remote Instruction were, in 2022, tasked to enter the classroom in-person for the first time, for practicum. The data gathered through practicum scores for initial teaching episodes quantified students’ challenges with the transition, and supervision responded to some gaps, but this issue required a systematic, collective exploration of supervisor and pre-service teachers. This study therefore sought to unearth the lived experiences and practices of three pre-service Language, Literacy and Literature teachers on post-pandemic practicum at a Jamaican University. Jamaican Language teachers are beset with the challenge of teaching in the postcolonial environment with a diglossic language situation and the resultant language challenges, so one can understand that the experiences of the preservice teacher would be complex. Through observations and semi-structured interviews, I was able to identify three primary themes: The transition: Bridge from Theory to Practice, Post-pandemic Pedagogical Practices, and Challenges of Post-pandemic Practicum. The findings revealed that pre-service teachers experienced difficulties applying digital-era experiential learning theories to in-person teaching, exacerbated by students’ disruptive behaviour, literacy challenges, disparity in technology and limited resources. The pre-service teachers recommended enhanced support of teacher-training programs, improved practicum preparation to bridge the gap between theory and practice, and increased resource allocation to Jamaican schools. This study contributes to a growing body of literature that seeks to optimize co-authorship in teacher education programs and inform educational policy, particularly in linguistically diverse, resource-constrained environments.

Room 1054

Jenna M. LaChenaye, University of Alabama at Birmingham

Everything is Qualitative: Strategies and Examples for Teaching Qualitative Thinking through Pop Culture Media

Inspired by Saldaña’s prior work on utilizing media as a method of interactive learning, this workshop seeks to further expand on these strategies by exploring learning activities developed to increase qualitative students’ understanding of qualitative approaches, data collection, analysis, validity, and limitations. This workshop builds on these applications by expanding these strategies to the use of additional media genres, pop culture artifacts, advertisements, and music to both convey traditionally difficult concepts of qualitative inquiry as well as the development of a learner practice of looking for the qualitative elements inherent in everyday interactions with the social world. Objectives of this workshop include 1) demonstrating the learning activities and qualitative concepts addressed by these activities (such as exploring the nuances within and between approaches and the ethics of reciprocity, among others); 2) exploring examples of specific media sources and tools adopted in this process and their use in meeting learner needs; and 3) discussion of lessons learned through collected learner perceptions of the activities’ impact on their understanding of qualitative constructs and their development as qualitative researchers exploring the qualitative in everyday life.

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March 5-6, 2025

Presenter Summaries

Juliana Hirn, University of Central Florida
Audra Skukauskaite, University of Central Florida
Amanda Evans, University of Central Florida
Sierra Outerbridge, University of Central Florida

Honoring Accommodations: Lived Experiences of Graduate Students with Disabilities

Utilizing a narrative qualitative approach, a semi-structured interview was conducted to explore the experiences of graduate students with disabilities regarding their use of accommodations in a college setting. The main research inquiry focused on the accommodations provided to graduate students with disabilities by the university. Understanding these experiences will contribute to improving the overall experience for graduate students with disabilities and will directly impact campus accessibility, interactions with professors, and the education of society at large.