



A Conference in Qualitative Research

presented by the Student Qualitative Interest Group of the
Interdisciplinary Qualitative Studies Certificate Program

Rooms 114 & 116

Aderhold Hall

The University of Georgia

December 10, 2008

QUAL 9400

Dr Melissa Freeman

Key Note Speakers

Dr Christopher Morpew, Institute for Higher Education

Dr. Schell's research examines sociological theories of learning including areas of situated cognition, communities of practice and contextual teaching and learning. Specifically, his focus is on implications for teaching practices formulated under these theoretical frameworks. His publications have appeared in numerous scholarly journals including the Journal of Vocational Education Research, Journal of Industrial Teacher Education, Community College Journal of Research and Practice, and the Journal of Career and Technical Education (JCTE). His research has been recognized by the Technology Education Division of the Association of Career and Technical Education. Two of his articles were named Outstanding Manuscript in 1992 and 1993 by the National Association of Industrial-Technical Teacher Educators.

Dr Christopher Morpew, Institute for Higher Education

Dr. Christopher Morpew is associate professor in the Institute of Higher Education. He serves as Graduate Coordinator for the Institute of Higher Education and is Co-Director of the Franklin College Postdoctoral Teaching Fellowship Program. He conducts research on issues related to institutional diversity with a focus on institutional mission and the coordination of state higher education efforts to ensure the most effective use of public resources within and between states. He brings a progressive approach to understanding state policy issues related to funding of public higher education that has begun to define a new model for understanding state level public policy.

Conference Schedule

9:00-9:30	Morning Keynote room 114	Introduction: Rick West Speaker: Dr John Schell, Workforce Education, Leadership and Social Foundations
9:30-10:45	Session 1A room 114	Researchers Negotiate Culture Chair: Kristi Amatucci Presenters: Georgeta Connor gsconnor@uga.edu Minjung Lim sabalgue@uga.edu Sandra Yudilevich syudilev@uga.edu
	Session 1B room 116	Students Negotiate Culture Chair: Sean Callahan Presenters: Sean Callahan kali@uga.edu Jinhee Kim jinhkim@uga.edu Amy Alexandra Wilson aawilson@uga.edu
10:45-11:00	Break	
11:00-12:15	Session 2A room 114	Transitions: Teachers and Tutors Chair: Tess Price Presenters: Amy Evers aevers@uga.edu Lisa Lang bamberg2@uga.edu Sukyoung Park skp1118@uga.edu
	Session 2B room 116	Students Negotiate Learning Settings Chair: Sandra Yudilevich Presenters: Bo Chang changbo@uga.edu Sang Joon Lee lsj0312@uga.edu Eunjung Oh graceoh@uga.edu
12:15-1:15	Lunch	
1:15-2:55	Session 3A room 114	New Directions in Qualitative Methods/Methodologies Chair: Jessica Van Cleave Presenters: Tom Markle dmarkle@uga.edu Jennifer Nabors naborjh@uga.edu Jessica Van Cleave jessv@uga.edu Rick West rickwest@uga.edu
	Session 3B room 116	Alternative Concepts and Methods Chair: Amy Evers Presenters: Kristi Amatucci amatucci@uga.edu Kristen Heflin heflin@uga.edu Ren Hullender renh@uga.edu Tess Price taprice@uga.edu
3:00-3:30	Afternoon Keynote room 114	Introduction: Lisa Lang Speaker: Dr. Christopher Morpew, Institute for Higher Education

Session 1A

Researchers Negotiate Culture

**Georgeta Stoian
Connor**

Georgeta Stoian Connor is a doctoral candidate in the Department of Geography at the University of Georgia under the direction of Dr. Andrew J. Herod. In addition, she is pursuing an Interdisciplinary Qualitative Research Certificate. Her research interests include Political and Economic Geography (globalization, the political economy of regionalism, nationalism and national identity, rural development, Slow Food movement), European and the former Soviet Union studies (integration, enlargement, post-communism), Geographical Education, and Qualitative Research.

**The Rural and Rurality: An Insight into European Rural Studies with
Emphasis on Rural Romania**

Rural areas cover a multitude of natural and cultural landscapes, activities, and functions. Specifically, rural areas provide living space for their inhabitants and for flora and fauna and, as buffer zones, fulfill significant balance functions between unpopulated wilderness zones and overloaded centers of dense development. In addition, some rural areas represent valuable ecological balance zones through the preservation and/or conservation establishments. All these factors create and evolve into a tight interdependence, interconnection, and competition. There is no doubt that among the literature written in the English language, an Anglo-American view of rural, rurality, and rural development is predominant. Yet, after the 1989 revolution, other views about rural areas, many from and regarding the Central and Eastern European Countries, were taken into serious consideration. Through examination of archival records, this paper offers some commentaries that will help elucidate distinctions in theorizing rural space, details rural diversity in Europe, and presents a brief history of rural studies in Europe with emphasis on those pertaining to rural Romania.

Minjung Lim

Minjung Lim is a doctoral candidate in the Department of Elementary & Social Studies Education, as well as a graduate assistant in early childhood education program. As a former teacher and researcher, her research interests include educational issues in social contexts, specifically, family involvement in multicultural communities and immigrant education.

Insider/Outsider: Reflections on Culture, Power, and Ideology

Recent debates on situated knowledge highlight the issue of the researcher's position in the research process, challenging the traditional assumption of the insider/outsider dichotomy. Drawing on my fieldwork among Korean immigrant parents in an American school, I describe my shifting positions in negotiation and consciously scrutinize the ways my reflexivity intersects with culture, power relations, and political ideologies in the research process. I argue that the researcher should critically reflect on her location in the field, and that articulate how this position influences the research.

Sandra Yudilevich Sandra has 15+ years experience as a social worker and is currently a PhD candidate in the School of Social Work. Her research interests are HIV/AIDS in women, health care disparities, child welfare, and social justice, all considered from a feminist perspective.

Living with HIV/AIDS: Exploring Latina Women's Narratives

Statistics suggest that prevention and treatment initiatives have not been effective in addressing the specific needs and concerns of Latina women. Such ineffectiveness is rooted in the insufficient knowledge of and appreciation for the complex, contextual nature of their lives – as demonstrated by practices based on singularly focused research studies that ignore the confluence of issues which comprise Latina women's realities. For it is the confluence of factors such as gender, culture, and socioeconomic status that provides the contextual understanding of Latina women's lives necessary to stem the tide of HIV/AIDS infection for them.

Semi-structured interviews were conducted in Spanish with nine Latino women to elicit their HIV/AIDS narratives. The data was then analyzed using both narrative and paradigmatic type analysis (Polkinghorne, 1995), while also applying both Denzin's (1985) biographic approach and Chase's (2002) narrative strategy. Findings confirmed that factors such as lack of education, domestic violence, and poverty are salient in HIV/AIDS infection; poverty, religious tenets, and cultural imperatives, acting in concert, underlie women's lack of education and experience with domestic violence; and meanings derived from infection with HIV/AIDS are culturally bound.

Session 1B

Students Negotiate Culture

Sean Callahan J. Sean Callahan is a teaching assistant and a doctoral candidate in The Department of Educational Psychology. His research interests include hip hop, conjure-ritual theory, and designing culturally responsive curriculum for culturally diverse gifted learners.

“Fresh captures right now”: Hip hop music and the ritual practices of bright black college students in the Dirty South

In the field of gifted education there is a growing body of literature focusing on the cultural experiences of gifted and talented black students. However, there has been very little focus on the influence of popular culture on this population. More specifically, research addressing the role and impact of hip hop culture on bright black students is nil.

The purpose of this paper is to explore the production of hip hop identities among 10 black males and females who have or still are attending a predominantly white institution in southeastern U.S. Preliminary findings show that hip hop identities are produced through a process in which students apprehend and transform their reality through using a set of ritual practices (Bell, 1992). In this presentation, I will share the “ritual musicking” practices used by participants in this study.

Jinhee Kim

Jinhee Kim is a doctoral candidate in the Department of Elementary & Social Studies Education, as well as a graduate assistant in early childhood education program. As a former kindergarten teacher, she has taught and supervised per-service teachers in early childhood education program at UGA. Her research interests include children's peer culture, human development in cultural contexts, and qualitative inquiry in education.

Children's Naming Practices Entangled in Children's Peer Culture

Naming is a significant cultural practice to be someone from anyone but is regarded as the taken-for-granted. As part of large study on Korean-American children's peer culture in a heritage school, this ethnographic study describes what naming practices mean to the children, by looking closely at the children's naming practices. The ongoing analysis will provide new insight for educators on cultural practices of young children from different cultural backgrounds.

Amy Wilson

Amy Alexandra Wilson is a doctoral student in the Department of Language and Literacy Education. Her interests include social semiotics and content area literacy.

This case study describes the texts designed by Jon, an eighth-grader in the U.S. West and a self-identified Native American, Navajo, and Paiute with native ancestry. In light of an extensive body of literature on the suppression of Native identities in U.S. schools, we studied the texts that Jon designed in school with the intention of exploring how these texts both constrained and afforded him with opportunities to express Native identities. Grounded in theories of social semiotics and multimodality, the findings from this eight-month study suggest that different modes each held unique semiotic power due to their different physical properties and due to their historical and immediate uses in context. This study concludes that, given the material and cultural nature of different modes, some modes may more easily and fully afford students with opportunities to express identities that they value, while other modes may constrain the expression of these identities.

Session 2A

Transitions: Teachers and Tutors

Amy Evers

Amy J. Evers is a graduate student and teaching assistant in Language and Literacy Education. A former high school English and German teacher and middle school Reading Specialist, Ms. Evers's background provides a wide foundation for qualitative inquiry. Her interests range from enhancing teacher education at the university level to assisting both tutors and children in the UGA Reading Clinic.

Critical Personal Narratives: Reading Teachers Reflect upon How One-On-One Clinical Experiences Connect to Classroom Literacy Instruction

The purpose of the study is to investigate teachers enrolled as literacy tutors in a clinical course at a major university. With an emphasis on teacher reflection, teachers/tutors generate a series of critical personal narratives (Chapman, 2004) to explore the potential transference of literacy instruction from the smaller clinic context to the larger classroom environment. The methods of data collection include observations of instruction, interviews of individual teachers, and document collections of lesson plans and teacher responses. An ongoing analysis of narratives identifies common themes and stories of literacy instruction. Illustrative stories of practice serve to inform future teacher education courses.

Lisa Lang

Lisa Lang is a doctoral candidate in the Department of Language and Literacy at the University of Georgia. As a full time Gwinnett County Public School Reading Recovery teacher leader, Lisa provides initial training, ongoing professional development, and instructional coaching for Reading Recovery teachers and individualized tutoring for Reading Recovery students. Her research interests include early literacy development and intervention, instructional language and scaffolding, and qualitative research methods.

Using a Conversation Analysis Approach with Video Data Analysis: Interactions that Scaffold Writing in the Case Study of an Early Intervention Literacy Teacher and an English Language Learner

Teachers meet with challenges when organizing literacy instruction to effectively differentiate lessons for diverse learners. Although one-to-one tutoring proves to be a powerful instructional method, it is not sufficient alone. The nature and pattern of language interactions and the particular scaffolding of performance between tutor and child play a critical role in a student's literacy understandings. This qualitative case study describes characteristics of effective instructional scaffolding for writing instruction with English language learners within the context of Reading Recovery lessons, a well-researched literacy tutoring program with documented effectiveness. How the use of a conversation analysis approach to analyze digitally recorded data led to preliminary findings in this study will be shared.

Sukyong Park

Sukyong Park is a doctoral candidate in the Department of Elementary and Social Studies Education at the University of Georgia. She was a kindergarten teacher and was a college instructor in Korea. Currently, as a graduate assistant, she is teaching student teachers in Early Childhood Education. Sukyong's research interests include male teachers in early childhood education, teacher induction, and qualitative research methods.

Am I a Novice Teacher? The Voice of an Induction Teacher in a Preschool

In this paper, drawing on a five-month qualitative case study in which the research participant was an induction teacher working in a preschool of Southwestern Korea, I discuss the strengths a novice teacher brings to thinking about and executing teaching practice in a Korean preschool. For this study, the term *induction teacher* refers to a teacher in the transition from being a student teacher in pre-service teacher education to being a teacher in an authentic teaching context. This study demonstrates the ways in which a novice teacher introduced new pedagogies and resisted dominant thinking about children. Also, the study challenges both the idea that novice teachers move in a linear way toward becoming expert teachers and theories that position novice teachers as “peripheral” participants in school communities. Instead, these teachers can be seen as qualitatively different than experienced teachers with particular perspectives and experiences, but not as necessarily moving toward a “better” stage in teaching.

Session 2B

Students Negotiate Learning Settings

Bo Chang

Ph.D. Candidate in Adult Education
Specializing in adult learning from the sociological approach.
Research interests: Adult learning; Learning and tools; Learning community; Social constructionism; Knowledge construction; Learning and social structure, culture and political system; a little bit postmodernism; Qualitative research.

Culture as a Tool Facilitating Knowledge Construction in the Context of a Learning Community in Shanghai, China

Knowledge construction is regarded as an effective learning model in practice. When more and more learning communities are organized to promote knowledge construction, it is necessary to know how to use different tools to support knowledge construction in the learning community context. In the literature, few researchers discuss how to construct knowledge with such tools in the contexts of learning communities. The purpose of this project is to explore how culture as a tool supports knowledge construction in the context of the Zhabei learning community in Shanghai, China. Social constructionism and the cultural diamond device are employed to frame the study. Data from five learning cells indicate that culture is a bridge that connects multiple knowledge creators together; culture is a prop which transfers knowledge to a variety of receivers; culture is a lubricant nurturing an open and light learning environment; and culture is used as a toolkit to compose the new knowledge product.

Sang Joon Lee Sang Joon Lee is a doctoral candidate in the Learning, Design, and Technology program at the University of Georgia and will be graduating in May of 2009. His research focus has been on improving students' learning experiences in constructivist, student-centered learning environments.

Exploring Students' Beliefs about Teaching and Learning in Relation to Their Perceptions of Student-Centered Learning Environments

There is a significant difference in the notion of teaching and learning and the expectation of students' roles between teacher-directed instruction and student-centered learning. Due to different approaches to teaching and learning in student-centered learning environments, students may feel uncomfortable and find themselves ill-prepared to learn in the new environments. This qualitative study investigated students' beliefs about teaching and learning in relation to their perceptions of the *Studio Experience*, a student-centered learning environment. This study also examined whether students' beliefs and their perceptions changed through their experiences in the *Studio*.

Eunjung Oh Eunjung Oh is a doctoral candidate in the Learning, Design, & Technology program. Her research interest is providing meaningful learning experiences to adult learners working in online environments by incorporating innovative pedagogies that can bridge the gap between their school learning and real-life work. In particular, she is interested in collaborative learning in online and blended learning environments, and design of authentic learning environments.

Attributes of Groups during Collaborative Groupwork

The purpose of this qualitative case study is to explore how students in higher education collaborate in groups when they work on authentic learning tasks. The context of the research is an instructional product evaluation course offered by the college of education in a southeastern university. The participants are graduate students, both masters and doctoral students from diverse cultural, professional and academic backgrounds. In this study, the researcher examines students' experiences in four different groups, some of which are successful, functional, and effective groups and others are unsuccessful, nonfunctional, and ineffective groups. Through exploration of these students' experiences, the researcher presents the different attributes that exist among these groups and how those differences influence group members' perceptions of or satisfaction with their learning experience, level of engagement, and quality of collaborative learning outcomes.

Session 3A

**New Directions in Qualitative
Methods/Methodologies**

Tom Markle

Beyond transcription: Promoting alternative qualitative data analysis

Since the early marriage of qualitative methodology and audio recordings, researchers have been turning recorded interviews into written transcripts for analysis. Yet, as the times have changed and technology improved, researchers are still encouraged by numerous research guides to go through the laborious process of creating transcript, despite alternative methods of preparing raw audio data for analysis. The following presentation suggests a need for increased promotion of alternative preparation techniques to the standard process of transcription; with a specific focus on the use of audio editing software to segment the audio files into compact clips which can analyzed by listening alone.

Jennifer Nabors

Jennifer Nabors is a third-year Ph.D. student in the Institute of Higher Education at The University of Georgia. Her research interests are higher education finance, qualitative methodology, and critical theory.

Case Study Research: An Overview

Case study research is a method of qualitative research that can be misunderstood and overlooked. Researchers may be confused about this approach and not see how they can use case study research. This presentation seeks to demystify case study research by considering the following questions: what is case study research, how can case study research be used, how does one conduct a case study, and what are the strengths and weaknesses of this approach. The goal of this presentation is to give the audience a basic understanding of this method and how it can be used in their own research.

Jessica Van Cleave

Jessica Van Cleave is a doctoral student in Language and Literacy Education, as well as a teaching assistant in the undergraduate English Education program. She has been on the external evaluation team for the Reading First Program and has served as co-editor of the *Journal of Language and Literacy Education*. Jessica's research interests include qualitative methodology, memory theory, and scientifically-based research in education.

Deconstructing the Conventional Qualitative Interview

This paper seeks to deconstruct the conventional qualitative research interview. Using theories of memory, as well as poststructural conceptions of presence, experience, and subjectivity, I trouble the ability of the interview to produce truth. As Scheurich (2001) wrote, from the time qualitative research interviewing emerged in education research, it has been naively accepted as “an

unproblematic method for gathering qualitative data” (p. 61). Instead of seeking truth through experience and forcing the interview to be a project of truth, it must instead become something different and other, a set of possibilities and not a definite process.

Rick West Richard West plans to graduate in May from the Learning, Design, & Technology program. His primary research interest is online and face-to-face communities of learning, practice, and innovation. His secondary research interest is the effective integration of technology — particularly social internet technologies — in K-16 settings. He blogs and discusses his research at <http://the-west.net/rick>.

Mixed and Shared: Using Mixed Qualitative Methods to Study Shared Innovation

Can multiple qualitative methods be mixed appropriately in one study? In this presentation I will explain a mixed qualitative approach using Critical Incident Technique and Irving Seidman’s three-interview methodology. Using these methods I am investigating the nature of shared, or collaborative, innovation within a community of graduate design students. I will also show how this methodology led to my preliminary analysis and findings.

Session 3B

Alternative Concepts and Methods

Kristi Amatucci Kristi Bruce Amatucci is a teaching assistant and doctoral student in Language & Literacy Education. She is a teacher consultant for the Red Clay Writing Project and a review board member for the Journal of Language and Literacy Education. Her paper “Tangled Theories” is in-press at Qualitative Inquiry. Kristi’s research interests include teacher subjects and qualitative methods.

We Writes: Uncanny Elusions of Self

A performance piece, this methodological paper juxtaposes theory and practice through the method of writing in order to produce a poststructuralist, fractured self. I engage such theorists and writers as Whitman, Cixous, St. Pierre, Vattimo, Foucault, Derrida and others, all of whom trouble the unified humanist subject. But as I begin my writing, a personal family crisis leads me to question theory’s easy answers. The result is intransitive writing, in which the act and process of writing, not what I write, becomes the production, how I create and preserve myself(ves) by disappearing into my writing.

Kristen Heflin Kristen Heflin is a doctoral student, instructor of public relations, and PhD assistant to the Peabody Awards at the Grady College of Journalism and Mass Communication at the University of Georgia. Her research interests include qualitative and historical approaches to new media technologies and democratic participation.

Mapping the Media Convergence Literature Landscape

Media convergence is a complex phenomenon that has profound implications for the way we communicate. Still, the current convergence literature is highly fragmented and largely ahistorical. It is imperative that media scholars are familiar with the wide array of meanings attributed to the term so they can make informed choices about how to study convergence. It is also important for scholars to understand and be explicit about the assumptions and history associated with their particular approach. The purpose of this essay is to describe this wide variety of approaches to convergence in a systematic way, analyze the current convergence literature and suggest productive areas for future research.

Ren Hullender Ren Hullender is a doctoral student and teaching assistant in art Education in the Lamar Dodd School of Art and Assistant Editor for the Arts, TeachersBridge.org. In his thirty-third year as an educator, Ren's current research interests include the role of the imagination in learning and arts-based educational research methods.

Touching the Eternal Present: The Constraints and Affordances of Painting as Research

Issues or problems deeply embedded in human experience often require a unique means of inquiry to disrupt thought and behavior patterns and dislodge meaning to consider fresh possibilities. Uniquely suited to examine the messy, complex, ambiguous, and contradictory liminal spaces of the human condition, arts-based methods construct open-ended investigative questions and alternative means of collecting, analyzing, and representing data. The arts in research access the qualitative nuances of an event, engender empathy, insert a fresh perspective, and enhance our capacity to see ourselves, understand our feelings, and identify with our humanity more deeply. This session demonstrates the role of painting as an arts-based method in a particular research setting.

Tess Price Tess Price has 14 years experience in the field of HROD as an instructional systems designer. She has worked both in corporate and governmental agencies. Her research interests are Critical HRD, feminist pedagogy, and qualitative research methods. She has recently defended her dissertation and will graduate on December 19, 2008.

Gardenia's Story: Guest exertion of asymmetrical power relations based upon front desk agent's gender, race, ethnicity, age, or class

The service industry perpetuates the notion that the customer is always right. The hospitality industry markets to guests based on the service quality. The hotel industry has historically perpetuated gender, racial and ethnic stereotyping by placing women in gendered jobs with little power, such as hotel desk agents or cleaning personnel. Guest agents, the focus of this study, encounter a range of guest behaviors that may be negative such as yelling or throwing items. How do front-desk agents relate to guests when guests misbehave? This research examined this perplexing dilemma from the women desk agent's perspective. How did women of the hotel front office learn to negotiate difficult guests with regard to race and gender? The research questions included: (1) How did the nature of job status, race and gender influence how the negotiated guest encounters. (2) How did they learn? and (3) How did their experiences influence tenure and job satisfaction? Of ten participants one had an encounter with the guest in which the guest used a racial slur. Using narrative analysis data was categorized and coded from two separate interviews. Findings were that Gardenia experienced guest exertion of asymmetrical power relations based upon her race, and class. This study challenges HROD practitioners and hotel management to consider how to train, protect and support employees from guest encounters in which guests exert asymmetrical power relations.