

# European Congress of Qualitative Inquiry

# Abstracts





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# Papers

## PAP01

### **Personal epiphanies and seeing the world afresh; Developing a qualitative research methodology to explore higher education teacher pedagogic practices in a UK landbased college**

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The pedagogic practices of those teaching higher education (HE) within a further education (FE) college (HE in FE) is arguably both under-researched and under-theorised. Drawing upon a qualitative empirical study, this paper presents a novel methodological approach to studying HE teacher pedagogic practice within a small, largely FE landbased college.

In the light of an amplification of interest in the concept of practice within international education and teacher research, this paper articulates the journey taken by the author towards developing a novel methodology to explore HE pedagogic practice within a group of HE in FE teachers at a UK landbased college. This includes the personal challenges of developing the methodological framework, wrestling with and eschewing previous positivist assumptions and developing a reflexive stance.

Inspired by notions of practice as espoused by Kemmis and Grootenboer (2008) and Charmaz's Constructivist Grounded Theory (2006), the paper outlines the qualitative methodological framework designed to generate insights into both how and why particular HE pedagogic practice enactments occur within a specific FE landbased college site.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage Publications Limited

Kemmis, S., & Grootenboer, P. (2008). *Situating praxis in practice*. In S. Kemmis & T. Smith (Eds.), *Enabling praxis: Challenges for education* (pp. 37-64). Rotterdam: Sense Publishers

## PAP02

### **Competing purposes of higher education, as seen from a logics approach**

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As knowledge is being assumed as a major factor for the global economy, higher education is increasingly seen as the engine of growth and employment. Universities are to play an important role in this knowledge economy (Altbach, 2011). Within this context, new demands like entrepreneurialism and competitiveness are ascribed to higher education institutions. These new demands can be seen as reflecting new or different purposes of higher education.

Following the discourse theoretical perspective from Ernesto Laclau and Chantal Mouffe (2001), the paper starts from a poststructuralist position. The ontological assumption of Discourse Theory is that all social phenomena are discursive (Torfing, 2005) in the sense that the distinction between a discursive and an extra-discursive realm is left behind (Jorgensen and Phillips, 2002). Elaborating on Laclau and Mouffe's theory, Jason Glynos and David Howarth (2007) developed the *Logics approach of Critical Explanation*. Following this logics approach, the aim of this paper is to give a descriptive, explanatory and critical account of changing purposes of higher education and in particular of research universities. This includes the identification of different social, political and fantasmatic logics in the context of purposes of higher education. This paper looks at the characterization of the different logics in practices and regimes concerned with the purposes of higher education (social logics), the emergence, contestation and transformation of these logics (political logics), and the explanation of why subjects, in this case academics, are 'gripped' or not by these practices and regimes (fantasmatic logics) (Glynos & Howarth, 2007).

Drawing on documents and semi-structured interviews with academics in New Zealand, the paper argues that governance changes in higher education can be seen as 'dislocatory events', dislocating a stable hegemonic discourse on the purposes of a research university (Torfing, 2005). This dislocation opens up a discursive struggle between different logics competing for hegemony, resulting in the contestation of certain logics and the emergence of others, each being informed by specific fantasmatic logics.

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### PAP03

#### **Narrative co-constructions: implications for research and teaching in Higher Education**

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This paper explores the process of co-constructed narrative inquiry and implications for research and teaching in Higher Education.

When interviewing participants in a narrative study of youth practitioner professional identities in the UK (Price, 2015), the researcher's intent, position, role and interventions adopted, are regarded as key. In such contexts, the researcher reveals and draws upon their own narrative capital (Goodson, 2013) as a resource in the research process. This process and resulting outputs are hence located within and arise from a collaborative, co-constructed, relational landscape. This paper explores and maps this co-constructed landscape and considers implications for research methodologies and for teaching related to critical reflective practice and professional development.

Issues of power within this co-constructive relationship are acknowledged from the outset. Analysing extended interview transcripts and related data (emails and other opportunistic encounters) in the construction of participants' narrative portrayals, is essentially an editing process and the 'truth' of the narrative is more ethically offered as a truth, rather than *the* truth. Sikes (2012, p.123) observes that for narrative researchers "ethical issues and questions around truth are often more obvious, immediate and challenging than they are for researchers working within other traditions". Sikes (2012) continues in asserting that such ethical considerations relate to not only the representations of people's lives, but also in terms of any claims made relating to generative or emergent theory. Such considerations are explored in this paper.

Within this co-constructive process, positions of assumed and projected authority are brought to the fore, in terms of interpersonal dynamics that exert a pull towards informed but potentially unconsciously emotional judgements. Another researcher would have different relationships with those interviewed, would utilise a different turn of phrase and would resonate at different points and in relation to different themes. The resulting portrayals would be refracted through a different lens.

The paper concludes with a call to the furthering of narrative as a cornerstone of professionalism and Higher Education's associated role and position in the professionalisation process. As the neo-liberal control of professionalism continues apace (Ball, 2015), a re-assertion of the need to focus on professional trajectory as "an ongoing process of negotiation and construction of meaning that involves representations, beliefs, skills, expectations, biographies and situated practices" (Marsico, 2012, p.128) is emphasised.

### PAP04

#### **Qualia in qualitative inquiry: Compassionate methods for compassionate research generating new insights and theories of education**

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*Postulate 53. When the mind considers itself and its power of acting, it rejoices, and does so the more, the more distinctly it imagines itself and its power of acting.*

*Postulate 55. When the mind imagines its own weakness it necessarily sorrows. (Spinoza, The Ethics, p.99 – part III)*

Compassionate research hopes to contribute to and increase educational justice by widening participation and inclusion. It can also provide new theories through expanded research methodologies thus looking at our fields with new lenses. Through qualia, which are the subjective and/or qualitative properties of experiences, compassionate research methods immerse the researcher in compassionate work.

I propose that compassionate research methods include four equally important and inter-intra related elements: (Auto)ethnography, material - linguistic aesthetics, embodied emotionality and imagining– or the making of educational futures. (Auto)ethnography for reflexivity and transparent slow theory walking and seeing, material-linguistic aesthetics to question authority in words and knowledge, immanent affectivity allowing corpovirtual *futureing* through poeticalization.

Unleashing "mad" elements in language is seen as both a political and ethical imperative and method activating differences building in perhapses and *never 'is-ness'* constantly possibilizing becoming and/as learning and justice. Learning aporetically and affectively conceptualized as working memory. Building on Deleuze and Guattari (2004), I ultimately call it rhizomatic or grasswriting and seeing. It is a "writing to the *n*th power" (p.25), "always in the middle" (p.27) even if "it is not easy to see the grass in things and in words" (p.25). The brain is an associative organ. "*Many people have a tree growing in their heads, but the brain itself is much more a grass than a tree*" (Deleuze & Guattari, 2004, p.17)

As researchers (and educators) we engage with the feelings and imaginations of ourselves and others. Playing with styles and genres is therefore pivotal: The moment being the only bearing structure of any narrative or story, communicating X. Or put another way; it is a process of building in qualia as quality in qualitative inquiry and research. The goal is not to become a success or a centre of e.g. research or pedagogical power. Research and/or pedagogy in itself are the goal and to hear/see that the students are successful. It is, the way I see this, a compassionate walking *withness* for both teaching and learning, ultimately research.

These four plus elements thus provide opportunities for emergent experimentations and generative curiosity alleviating e.g. disengagement and exclusion and new theoretical insights and constant practicality *newness*. It is a move from hermeneutic to immanent and affirmative theories of quality assessment and/as learning. Natural-, human-, and social sciences and research are process-ontologically written together. To show these methodological possibilities, I use empirical data from the northern part of Norway. They are student texts produced during the academic years 2014/2015 and 2015/2016.

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Spinoza, B. (1996) *Ethics* London: Penguin Books.

**PAP05**

**Exploration of the multisensory go-along interview in a neighborhood in full development in Leuven.**

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In the last decades, the interest of researchers in sensory methods is growing. More specifically, we notice a growing number of researchers that investigate research techniques that involve walking/movement (e.g. Anderson, 2004; Carpiano, 2009; Kusenbach, 2003; Pink, 2007; Pink et al., 2010). Walking as a research method has been explored in different ways. It has been used as an observational method that serves the researcher in an early phase of a research project, for example to get to know his/her research setting. It has also been used as a participant-driven method, whereby the participants are encouraged to walk together with the researcher. Furthermore, studies vary from informal conversations between researcher and participant during walks through the landscape, to structured walking tours, explicitly designed to elicit responses to predetermined places (Evan & Jones, 2011). Overall, it has been promoted as a useful method; prompting participants in their surrounding environment would generate 'richer understandings of place' (Evan & Jones, 2011, p. 849).

This presentation centers on the results of a pilot project intended to explore the potential of the multisensory go-along interview as a qualitative research method (Van den Nieuwenhuizen, 2016). The project took place in a neighborhood in full development within the Leuven region, called Vaartkom. During the interviews, local residents walked with the researcher through their neighborhood. They were explicitly asked to 'turn on' their senses in the exploration of their changing living environment, focusing on what they see, hear and smell. Visuals (photographs) and sounds of the neighborhood taken by the participants and/or the researcher will be presented during the talk. Moreover, we discuss how participants experienced the project (based on a process evaluation) and reflect on our own experiences as researchers involved with this project.

The study reveals the advantages of the multisensory go-along method for gaining insights into how people perceive their neighborhood. Furthermore, we demonstrate how the various sensory modalities complement and reinforce each other during the interview.

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### Exploring invisibility through multisensory spatial research methods

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In this paper we present research methods usable in the absence of sight with the objective of exploring techniques that can allow spatial knowledge beyond vision.

There is a visual dominance in contemporary built spaces neglecting invisibility, i.e. the multisensory integration of non-visual modalities

An example of this ocularcentrism can be found in the visible/invisible duality. Visibility is often thought of as a quality of the visible whereas invisibility is often neglected.

By contrast we propose to re-think invisibility as a quality, arguing that its multi-sensory integration is of main importance given that visibility is temporary, which contrasts with the persistence of invisibility in human perception. Therefore, we explore invisibility based on qualitative research methods of participant observation, in-person interview and participatory design, developed by the first author in the condition of full blindness.

We identified three useful tools to explore the space of invisibility: photo-ethnography to organise data collection in participant observation, the portable physical model to provide spatial orientation in in-person interviews, and the adaptable modular model to provide flexibility in participatory design studies.

Participant observation is extremely useful for collecting multisensory data from the space under analysis, mainly haptic and olfactory qualities that are difficult to register

The use of photo-ethnography through pictures of the researcher's hand, selecting through touch a detail of the space, can be useful to create a spacial reference of field observations (see Fig.1). The space's materiality is conditioned by different physical factors, e.g. the same detail can have a different texture through its exposure to direct sun light. Therefore it is important to document the exact location of the participant observer's field observations.

In-person interviews are extremely important to obtain a holistic understanding between the interviewer and the interviewee. Often, the trust given by an in-person interview is essential to gain access to the interviewee's deeper spatial perception.

The spatial reference provided by a physical model is important as an inclusive tool useful to avoid mistakes regarding the exact locations in both the interviewer and interviewee's discourses. Moreover the portable model's dimensions allow a simultaneous exploration by the user's both hands, it can be more usable for visually impaired people.

In spatial qualitative research, participatory design can be extremely interesting for the researcher's self-observation during the design process, exploring pertinent questions and feedback from diverse research participants. Therefore an important inclusive tool can be the flexible physical model system ("Lego" modular pieces) providing adaptability and reuse with ecological advantages. In order to facilitate the perception of scale and dimension in our research we developed a new adaptable model system with modular pieces that have a deeper connection with architecture.

The presented qualitative research tools can be useful to researchers in the conditions of blindness and low vision. Moreover they can be used by fully sighted researchers to explore multisensory research methods as deeper qualitative approaches to the space of invisibility.



Fig.1. Picture of the researcher's hand as spatial reference of field observations

## PAP07

### **Using all senses in ethnographic fieldwork for the purpose of a weak theory analysis: Epistemological and ethical potentials and challenges**

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This paper is based on an ethnographic field work in a residence for young people with psychological disorder, which was carried out with the aim of examining the role of social work practice in the shaping of the lived citizenship of the young people from a weak theory approach.

Drawing on a weak theory approach has several implications for analyzing citizenship practices and experiences, which are very much in line with the concepts lived citizenship and intimate citizenship, however also imply special points of attention and a radical openness. The lived citizenship approach emphasizes the contextualized meaning and power (re-)producing practices through which people understand and negotiate their rights, responsibilities, participation and identity, including a sense of belonging, in and through their everyday interactions (Lister 2007). Following the weak theory approach, 'understand and negotiate' is however not only about cognition, rationality and reason, but also includes affections and emotions, and not necessarily as separated components, though that is also possible. Further the weak theory calls attention to, how belonging is constituted by and through emotional attachments as well as through a myriad of more-than-human processes of attunement and attachment to people, animals, things, sounds, odors, rhythms, places etc. "Belonging in these accounts is multiple and multiscalar – it is personal and structural, lived and contested, discursive and material. It is imbued with powerful (but contested) sexist, racist and exclusionary logics at the same time as it is used to generate inclusive ways of being in the world" (Wright 2015: 393).

The paper discusses how to gather suitable data for a weak theory approach analysis, arguing and exemplifying that the researcher may use her body as a sensible instrument, which can not only see and listening, but also be affected by (and affect) human as well as non-human agents. Further it discusses epistemological and ethical challenges of such an approach.

## PAP08

### **Living reflexively in the Research: Auto-ethnography in embodied Pedagogy**

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The desire to be more sensitive to the body, and to the embodied and embedded relationships that are constantly built in Academic life, brought me - a doctoral student and practitioner of the Feldenkrais Method on training - to interrogate the role of the body in the research's process. As Merleau-Ponty points out, the body lives inhabiting the world and the world inhabiting the body (1962). Where the body acts, in fact, it tells a story about the relationships between internal and external world. My understanding of practice-based research is informed by Ecology of Mind (Bateson, 1972) and postmodern theories that understand the creation of knowledge as difference thereby producing different ways of living in the world. One way of understanding this is through theories of touch and embodied (Feldenkrais, 1991; Burkitt, 1999; Varela & C., 1991). Touch and movement become modes of knowing and making sense thought relationality and poses in order to challenge the dominant discourses in Academic contexts. I am committed to investigating my research practices and pedagogical practices for the purpose of explore my sensory experiences. This process is a significant part of self-reflexivity (Gardner, 2014) on practice-based research and it is often relevant to recognize the resonance of human experience at many levels, personally and professionally.

My research method is auto-ethnography (Chad, 2008). It incorporates theories of life history, biography, transformation and critically reflective. This method encourages me to take risks, to experiment with diverse discourses, and to challenge habits. My goal is to offer a testimony to the value of giving pedagogical attention to the body in education. In the paper I will weave personal narratives, drawing, quotations from writers who have informed and inspired me, and reflections about (my) research. These texts are social facts that challenge the academic status of "rigor mortis" (Finlay, 2007) and offer a broadly and vital qualitative research method in education.

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## PAP09

### Lessons from jazz improvisation to qualitative inquiry and reflective practice

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In this presentation I will focus on lessons from the arts to qualitative inquiry, especially, what reflection on jazz improvisation may bring to qualitative inquiry.

First, I will make the general suggestion that qualitative investigations, seen as reflective practices, have much in common with – and probably much to learn from – jazz improvisational practices (Bresler, 2006; Bateson, 1990; Oldfather & West, 1994; Bjerstedt, 2015a). The complex processes of hermeneutic understanding include laying bare the researcher's pre-understanding as well as, in the interpretation of statements, the dynamics between their holistic coherence and the agent's intentions (Bjerstedt, 2014; 2015a; Kvale, 1996).

Through interview excerpts (Bjerstedt, 2014; 2015a), the important phenomenon of breaks in the conversational flow (Brinkmann, 2013) will be shown to have great significance to qualitative inquiry as a reflective practice, pointing to improvisational practices as relevant providers of solutions to the problematic dynamics of understanding, pre-understanding, self-understanding and misunderstanding.

Second, I will discuss a number of 'lessons' that reflection on jazz improvisation may bring to qualitative research (Bjerstedt, 2014; 2015b).

One lesson concerns the dynamics of different kinds of authenticity. Just as jazz improvisation can be authentic in more than one way, so can research.

A second lesson concerns the dynamics of observation and interpretation. Just as jazz improvisation can be viewed both as a response to external impulses and as a manifestation of internal gestures, so can research.

A third lesson concerns identity. Just as the notion of changing narrative identity can be seen as key to jazz improvisation, so may an expanded notion of prolonged engagement emerge as highly relevant to qualitative research processes.

A fourth lesson concerns the dynamics of improvisation and composition. Just as jazz can be seen as process rather than product, so may research.

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## PAP10

### **ScholARTistry in Arts-Based Research**

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In just a few decades, arts-based research (ABR) in the social sciences has become a diffuse terrain, with multiple interpretations and methodologies. Some founders of the field have openly questioned how high a bar of artistic excellence should be expected from a work of arts-based research (Barone, 2008). However, Knowles, Promislow, Sara, and Cole have proposed a standard of ScholARTistry (2008), which calls for a rigor and quality that demonstrates deep knowledge and skill within an art form for the purpose of illuminating research questions. Nevertheless, how high the bar should be even for scholARTistry remains a debatable issue.

This paper examines examples of scholARTistry as it related to issues of education. Education is defined broadly, embracing both experiences in school hours and the non-school hours. This includes community-based work that involves participants of all ages. The scholARTistry examples chosen provoke in wide audiences communication about the educational phenomenon. ScholARTists who bring a deep knowledge of both scholarship in education as well as a demanding and professional level of art practice strive for both scholarly and artistic excellence. The high professional knowledge of the arts develops qualitative reasoning—a capacity of thought that Dewey (1934/1989) claimed was distinct from symbolic reasoning. ScholARTists do more than evoke qualitative reasoning; they skillfully navigate it.

This burgeoning terrain demands tough critics, who while open to advocating alternative modes of inquiry, will not, as the late Elliot Eisner (1997) warned, substitute “novelty and cleverness for substance” (p. 9). Here too, Dewey can provide articulate guidance in distinguishing arts-based research that merely falls back on aesthetic appeal, and inquiry that employs the arts to drive inquiry beyond the limits of our current tools for semiotic analysis.

In the service of research, art must be more than a provocation; it needs to frame an argument or sharpen a lens through which we see the world anew and bring into appearance issues that have been neglected, ignored, discounted, or erased. ABR is not merely expressive or therapeutic. It is not an open set of interpretations. It is sustained, focused work within the qualitative senses to expand how we understand educational issues as well as how we imagine educational possibilities.

## PAP11

### **How do South American international students experience student life in Flanders? A photovoice project**

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More than 4 million tertiary international students were studying abroad in 2013 and the amount of international exchange students continues to increase. Many people claim that such exchange enhances students' personal growth, boosts their intercultural development and political engagement, and has a positive impact on their learning interests. However, international students are also faced with a range of unexpected challenges during their stay abroad. In this study we investigate the experiences of South American international students studying in a non-Anglophone context in the Flemish community of Belgium. We focus on both opportunities and obstacles related to the challenges abroad. A photovoice method was applied for data collection. Five participants shot pictures about challenges they experienced while studying in Flanders. After the photo shooting phase, an individual interview was conducted with each of the participants. We used an inductive strategy to data analysis and opted for a thematic analysis. Three main types of challenges were identified: socio-cultural challenges, educational challenges, and psychological challenges. We conclude that challenging cultural conditions bring about learning possibilities, particularly outside the formal educational context and help participants to reflect on the values of their own culture.

## PAP12

### **Research in education and artistic methodologies: across borders, connections and shares**

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The interest in both, the hybrid methodological approaches and the ones that establish connections and changes in the way of thinking the research in education and art, in addition to the diverse range of ways of dealing with the investigative act, reflect in several papers written by researchers / teachers working with education and art. The purpose of this paper is to share recent stances about educational research in Brazil that are grounded in art on the basis of a series of researches that integrated the symposium coordinated by the authors of this article on the 24th congress organized by the National Association of Researchers in Visual Art / ANPAP in September 2015. They reflect and report ways in which art establishes sensitive pathways and potentially critical research.

The methodologies of the post-critical research in education have questioned the *status quo* of certain discourses and methods of research. In this perspective, the researchers involve themselves increasingly in the task of exploring alternative ways of thinking, writing and in doing certain social practices. They rework and create methods that are still unknown and not recognized in the academia and by the public policy of research and education.

It is in this scenario of innovative investigations that are the educational research based on art, they provide non-linear ways of thinking and investigating and at the same time believe in the connection between areas of knowledge such as scientific research and artistic creation. This was the debate initiated by the North American Elliot Eisner in the 1970s, when he pointed out the differences between the scientific and the artistic approaches in the qualitative research. He emphasized that art-based research is a type of research that uses artistic methods to perform artistic and educational experience practices involving different subjects and their interpretations, which are not visible in other researches.

By relating to education, he suggests a connection between the use of artistic procedures and the experiences derived of conceptions and educational practices and research. Among the artistic research methodologies in education, there is also the *A/r*/graphy that integrates research, education and artistic production, which are activities that intertwine and at the same time incorporate concepts, activities and feelings.

By highlighting a set of methodological procedures and the use of artistic artifacts in recent educational research conducted in Brazil, we aim to share experiences. Above all, we aim to discuss and expand the debate on the truths with which we deal in research, as well as to expose the tensions that arise in the frontiers between our understanding of art, teaching and research.

## PAP13

### **Methods for analysing photographs in company reports: a literature review**

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Critical accounting literature has suggested to take pictures from company reports into considerations in order to go beyond the textual and to explore realities behind pictures (Preston and Wright, 1996; Warren, 2005). Some researchers have been developing that idea further since the 1990s (see e.g. Benschop and Meihuizen, 2002; Davison, 2011; Preston and Young, 2000). However, visual management studies with a focus on reporting remain underrepresented and calls for more research on depictions in reports have been getting louder (Bell and Davison, 2013). This paper aims to review the visual analyses of company reports starting from the 1990s until today. The focus is on the lenses used by the researchers in order to investigate the pictures. For this, the papers on visual analyses of reports will be investigated in terms of "lenses" and methods used. Interestingly, only few papers (Buchanan, 2001; Stanton and Stanton, 2002; Warren, 2008) question the approaches of interpreting pictures from the perspective of the individual researcher. This paper argues that even though researchers undertake quantitative methods such as content analyses, there is a qualitative aspect inherited which is about interpretation and critical reflection. Since pictures are always objects to be "read" and understood by the one interpreting it - the researcher - it is questionable if the researcher's perspective is enough in order to understand the pictures' meanings. Results of this paper show that there is no unifying method for analysing pictures from reports. Further results show that there is a growing interest in using thematic perspectives on reports and their pictures instead of quantitative methods such as content analysis. A recommendation is made to make use of a mixed-method strategy when undertaking a picture analysis. Using different approaches such as a visual content analysis combined with photo-elicitation might help to develop a broader understanding of the meaning of pictures in reports.

## Self-Advocacy Rhetorics. The case of 'Courage', a photographic book on families in poverty in Ghent, Belgium, 1998

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Conceptualisations of poverty are never neutral. Therefore it is a political concept, and as such it is highly contested (Lister, 2004). Since the 1990s, support occurs in European welfare states for a poverty approach attaching explicit importance to recognizing the voice and life knowledge of people in poverty themselves (Beresford, 2002; Krumer-Nevo, 2005; Lister, 2002; Vranken, 2004). In that regard, Read and Wallcraft (1993) describe a paradigm shift from *advocacy*, which implies that non-poor allies advocate 'for' the poor, to *self-advocacy*, emphasizing the agency of people in poverty to speak for themselves. In Belgium, as in other European countries, advocacy movements of the poor emerged in the context of the so-called rediscovery of poverty in the 1970s (e.g., Townsend, 1970). ATD Fourth World, founded in 1957 and the Belgian branch of which was founded in 1971, is internationally the most well-known. ATD inspired the Movement of People with Low Income and Children (BMLIK), founded in 1983 in Ghent. Both organisations gained political and public recognition as 'self-advocacy organisations of people in poverty' during the process of the *General Report on Poverty* (GRP, 1994). This report, commissioned by the Belgian Government (Dehaene, 1992), was the first policy document encompassing the direct dialogue with people in poverty. As such it became a landmark for future policy making and marks the rhetorical shift towards self-advocacy in Belgium.

In the follow-up of this extensive advisory report, BMLIK produced the photographic book *Courage*, picturing people in poverty (BMLIK, 1998). Following our critical stance towards the self-advocacy paradigm, the question remains whether and to what extent the images mark a new way, a shift as it were in the long history of picturing poverty (Finnegan, 2003). What actions or functions do these visuals on poverty communicate and for which political or educational purpose were they produced? Does *Courage* bring about new ways of 'seeing' and 'knowing' regarding poverty by foregrounding the idea of self-advocacy?

In order to answer these research questions we combined diverse qualitative research methods that led to an in-depth, historical understanding of the persuasive narrative on poverty and self-advocacy as constructed in *Courage*. First, we conducted archival research on the GRP (ATD Brussels archives and BMLIK Ghent archives) and in-depth interviews with key-stakeholders during the GRP process (politicians, academia, representatives of self-advocacy organisations and social workers) to grasp the emergence of self-advocacy by the poor in its historical context. Second, we turned to *Courage* and combined archival records (e.g., non-published photographs and written documents on the production process) with interviewing key-persons in the production process of *Courage* and ultimately an inductive visual rhetorical analysis of the visuals in *Courage* (Foss, 1994; Hill & Helmers, 2012; Tinkler, 2013). We argue that this combination of diverse complementary research methods with written, spoken and visual data is a real asset in the knowledge production on poverty and the self-advocacy paradigm.

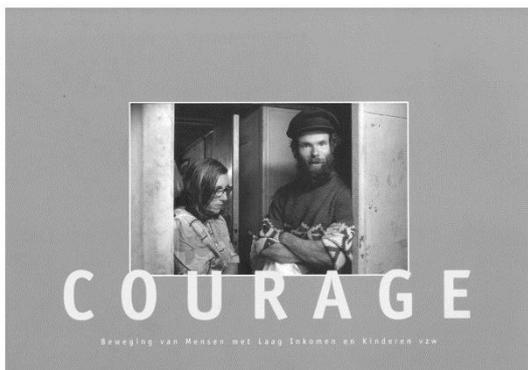


Fig.1. Courage

## PAP15

### **Ethical issues in online qualitative inquiry**

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Owing to significantly increased human mobility and a revolution in communication, the everyday lives of many individuals often transcend the geographical locations in which classical ethnographic fieldwork took place, challenging present-day ethnographers to include these social spaces in the demarcation of their fieldwork sites. Not only the choice of fieldwork sites but also the issues that are being researched, the methods used, and the way fieldnotes are taken have all been impacted by these changes.

One of the most compelling new fieldwork sites ethnographers encounter today is the Internet. Following the connections of the people they study, qualitative researchers are challenged to expand the scope of their fieldwork to include online research sites as well, extending ethnographic traditions of fieldwork into the virtual world. The willingness to incorporate the Internet both as part of “the field” and as a method of data collection is tinged, however, with anxiety about how far existing research methods are appropriate for technologically mediated interactions.

When online phenomena are studied, there are adjustments in data collection and analysis that must be made. Online ethnographic research, moreover, has raised a number of ethical questions. The fact that participation on social network sites leaves online traces offers unprecedented opportunities for researchers. Even so, the specificities of this research setting also necessitate a re-examination of the institutionalized understandings of research ethics. Ethnographers must learn how to apply standard principles of human subject protection to a research environment that differs in fundamental ways from the face-to-face research contexts for which they were conceived and designed. The easy access to online data, the ability of a researcher to record these data without the knowledge of participants, the complexities of obtaining informed consent, and the question of guaranteeing the respondents’ anonymity fuel the need for directive guidelines for ethical online ethnographic research. Although in the emerging literature some concrete guidelines can now be found of how to conduct ethical research using social network sites, an internationally accepted framework for online ethnographic research ethics does not as yet exist. Without these guidelines, the onus is on the individual researcher to make ethical decisions in the course of her or his research.

In this presentation, I discuss some of the ethical issues I encountered in my own research on the use of social network sites by Brazilian migrants in Belgium in order to provide an understanding of the challenges that are related to online research and, consequently, to the ethical responsibilities of online researchers.

## PAP16

### **In search of good care: The methodology of phenomenological ‘N=N-case studies’ in empirically grounded ethics of care**

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In search of good care, aiming at contributing to the tracing, promoting and maintaining of practices of good care, our care-ethical empirical research is a moral enterprise (Baart & Timmerman, 2016). In this paper, we will clarify the methodology of qualitative inquiry in ethics of care, and set a standard against which its quality and rigor can be evaluated. We will do this against the background of the intensive discussion about the methodology of empirical bioethical research (Davies, Ives, & Dunn, 2015) and some discussion about the methodology of empirical research in care (Pols, 2015). From the start of the ethics of care in the empirical research of Carol Gilligan, there has been critique of its methodology caused by misunderstandings concerning its aim and the nature of its claims (Gilligan, 1986).

We do qualitative inquiry, that opens up and makes understandable what participants in practices of care are doing, refrain from and are undergoing. Care-ethical “critical insights” guide us in this search of good care. Our interest is a phenomenological one: what do practitioners (and other stakeholders) perceive? What do they consider? How do they act and how do they evaluate their acting? What do they undergo and how do they call that? Our research is aimed at what we consider to be “burning issues”. Stakeholders, especially care-givers, are installed as co-researchers, with their own responsibilities. And we are interested in the development of theory. In this paper we will consider the similarities and differences of our approach with ‘grounded theory’ and ‘intuitive inquiry’ (Wertz et al., 2011).

Because we want to study real life complexity, our empirical data consist of extensive and comprehensive case

descriptions. That is why we characterize our research as “case studies”. For our research aim, the exact number of cases is not decisive, as long as the analysis of these cases provide deep enough theoretical insight into the studied practice. The validity and transferability of our research results are based on the rigor of the analysis and the approval they get from the participants – not on the amount and representativeness of the cases. In distinction to single-case studies (N=1) and multiple-case studies (N=n), we propose to characterize the design of our research as “N=N-case studies”.

## PAP17

### **How to capture diversity? Between ethics and science.**

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The suicide research field is dominated by quantitative risk factor research (Hjelmeland, 2016). The aim of this research is to develop risk factor based models to predict suicidal behavior. Hence, suicide prevention is based on generalizations disregarding individuals' different histories, contexts, challenges, and abilities. At the same time suicide research is restricted by numerous formal ethical demands to secure the safety and anonymity of participants. Suicide is a difficult subject and to communicate individuals' specific challenges and thoughts is an act of balance between protection of the participant and communication of relevant findings reflecting the heterogeneity in the sample. In our study with people who have attempted suicide, the most striking finding was the diversity regarding aspects of the suicidal process. This heterogeneity questions the usefulness of quantitative mainstream suicide research. The problem is how to report this diversity, since this requires describing individuals' history and context in more detail. Narrative analysis was no option because by constructing meta-stories we would lose the individual. Qualitative content analysis did not work since the diversity and contextual embeddedness disappeared. As a consequence, we chose to look at four different aspects of the suicidal process that all participants considered, one way or the other: What they perceived as the reason for their suicide attempt; who was responsible for the attempt; whether they disclosed what had happened; and, what hopes they had for the future. These four aspects were not emerging themes, but aspects of the participants' ongoing reflections on the meaning(s) and significance of their suicide attempts. Every voice had to be embedded in comprehensive information about each individual in order to grasp the meaning of his statements. This challenged the anonymity. In many ways our method is similar to Causal Layered Analysis, which “allows for research that brings in many perspectives” (Inayatullah, 1998, p.825) and creates distance from categories, such as the ones dominating mainstream suicidology. The diversity of people attempting suicide questions the entire suicidological endeavor of prediction, but ethical demands set a limit to how far we can go in reporting this. The question to be discussed then is: how detailed can we be without threatening participants' anonymity and how many details can we skip without losing meaning?

## PAP18

### **Ethical dilemmas and ambiguities in the theoretical sampling and saturation when doing CGT with vulnerable groups of children**

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The aim of this presentation is to elaborate possible solutions to the ethical dilemmas and ambiguities in the theoretical sampling and the saturation when doing CGT with young children with different kinds of disabilities/special educational needs (SEN). The presentation is rooted in a CGT-based qualitative study on ‘Inclusive and healthy spaces in kindergartens’ with 6 groups of children. In each group there were children with (9) and without (16) disabilities/SEN. Both girls (11) and boys (14) are included and the children were 4 - 5 years when they participated in the project (N= 25). The overall aim of the study was to identify if and how children construct inclusive and healthy spaces. On the one hand the Norwegian Data Inspectorate claim written informed consent from parents of each participating child and an estimate on how many participants needed to get the project done. We also know that children with disabilities/SEN and their families have a lot of public correspondence and need to fill in a huge amounts of forms to get enough services and make their everyday life going. As researchers we cannot ask them for more favors than needed. On the other hand, the claim in CGT on theoretical sampling and saturation (Charmaz, 2014) means we need a dialogue between our theoretical categories and data which sometimes means have to increase the number of participants or return to the participants more frequently than





discussed their own personal network.

The paper then reflects on issues concerning the development of the instrument, data administration and data analysis. First, the instrument in novel in a way that I utilised network tools (e.g. name generators, participatory mapping technique). The actual data collection was preceded by extensive testing. Second, I used visualization software to collect data. This particular way of bringing technology into the field is debated. Some authors argue for instance a classic paper-pencil method is less burdensome for respondents (Hogan, Carrasco & Wellman, 2007). Third, I reflect on the possibilities and limits of personal network analysis. For instance, though a rich understanding of one's personal world and definitions of social relations can be studied, issues like reciprocity and substructures are more difficult to explore (McCarty, 2002).

## PAP23

### **What has stand-up ever done for qualitative inquiry? The refrain, surprise, Pete and his lemons**

Jonathan Wyatt

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I am working slowly on a would-be book, provisionally titled *Charmed circles: therapy, stand-up, and the gesture of writing*, in which I look to Deleuze and Guattari, new materialist and affect theories, and the comic work of Stewart Lee and others, to explore the connections between therapy, stand-up comedy and writing.

My interest here is not in how, as others have argued, stand-up might be therapeutic in itself, for performers or audience, nor in how it might be used as a therapeutic intervention. My desire is to inquire into how therapy, stand-up, and writing concern the playful, the watchful, and the poignant, in circuit with each other, fluid and dynamic between therapist and client, performer and audience, writer and the page and the reader, enmeshed within spaces and places, and times of day; how all three attend to the intimate in this material, affective world.

In the process I find myself lured into how stand-up speaks to the processes and practices of qualitative inquiry, and in writing-as-inquiry (e.g. Richardson & St Pierre, 2005) in particular. As I write this abstract in early August 2016 (on a bleak, rainy Tuesday in Edinburgh), I am working at how the notion of *surprise* together with the Deleuzo-guattarian figure of the 'refrain' come into play when I consider how stand-up might speak to what we do as researchers.

In this paper, I shall develop these ideas further in pursuit of how stand-up might act as a 'provocation' (after Erin Manning) for conceptualising and undertaking qualitative inquiry differently.

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## PAP24

### **Children's digital assemblages: Looking for methodologies that matter**

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This presentation is based on a research project on children's *digital assemblages* in schools. In the study, I follow and join children in their engagements and relationships with digital devices, such as their own mobile phones. By using the idea of assemblage by Deleuze and Guattari (1987), I aim to situate the inquiry outside the usual rational projects of learning and development. The intention is to keep the examination open-ended, unlimited and alert to unpredictable and unstable gatherings of elements that emerge in connection with children and their mobile phones. The empirical part takes place in a lower elementary school classroom. My strategy has been to first follow the mobile phones as material beings that participate in and accompany everything that the children do. I have then looked at how physical movements (such as dance moves) and bodies (such as children's bodies gathering around a smartphone screen) and specific spaces (both actual spaces: hiding places under the stairs, or virtual spaces, or mixtures of these such as the Pokemon Go landscapes) gather around the smartphones. These gatherings are phone-specific; they would not take place without these constant digital companions of the children.

This presentation deals with the issue of developing a nomadic methodology capable of moving, transforming and changing directions in a flexible manner according to what comes to matter to the children in their digital encounters. The new materialist inquiry seeks to join and participate in practices rather than observe them from a distance (Edwards&Fenwick 2014). Inspired by Annemarie Mol, I have a methodology in mind that works through attaching layers, attaching, combining and playing with empirical events. Through dancing? Through hiding? I will discuss in detail some material and mattering moments: A child asking "What are you doing?" when the researcher takes fieldnotes using her smartphone video camera; the researcher moving from competent to helpless feelings and back when engaging with her new phone with too smart technology, and a selfie application that beauty-filters the faces.

## PAP25

### **Enactments of a new materialist ethnography: analytical but non-representationalist research**

Cornelia Schadler

University of Vienna, VIENNA, Austria

Recently, materialist process ontologies such as the Deleuzian materialism of Rosi Braidotti (2002), the agential realism of Karen Barad (2007) or the posthumanism of Donna Haraway (2008) are becoming increasingly recognized in qualitative research. These theories, which are often subsumed under the term new materialism, share anti-dualist and anti-representationalist foundations with poststructuralist and postmodern theories. Although there are no strict rules for new materialist research, in recent years scholars have used several methodological strategies more frequently than others. One such strategy is to focus on methods developed in postmodern and poststructuralist research, such as autoethnography (Ellis, Adams, & Bochner, 2010; Ellis, 2004) and performance ethnography (Denzin, 2003a, 2003b). The tools used in this research are introspective writing, initiating performances, observing (self-)performances and ethnographic conversations. Another strategy is to focus on methods subsumed under the term non-representationalist research (Vannini, 2015), which also includes collaborating with artists, activists, or social workers. These studies use diverse methods, such as ethnographies, artifact creation and analysis or atmospheric ethnographies. Further, authors also have focused on methods developed in Deleuzian research (Coleman & Ringrose, 2013; Hendricks & Koro-Ljungberg, 2015; Taguchi, 2012). These authors combine interviews, ethnographies or action research with Deleuzian theory and ontology. In these three strategies, it is also important to transgress traditional forms of academic writing. I propose a fourth strategy: I want to make use of the concept of *exteriority within* (Barad, 2007) by using rather analytical research methods without creating a representationalist argument. The focus on material processes and Karen Barad's concept of 'exteriority within' allows for research with analytical tools without using a representationalist epistemological framework. I illustrate the research practices of two research projects, which included multiple methods of data collections (interviews, observations, re-enactments), a process of analysis I call *referencing* and a *writing technique* I call rebuilding worlds.

## PAP26

### **On the Assemblage of the Occupy Poble Sec Cinema Forum: Listening to the Screenings, Unfolding a Genealogy**

Aurelio Castro-Varela

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When the 15-M Movement occupation of Plaça Catalunya ended, several neighborhood-level assemblies were constituted throughout Barcelona. One of them, in the area of Poble Sec, organised a monthly 'cinema forum' as a pedagogical tool to consider current political issues as well as its own presence in the city. In their sessions, an open discussion, performed by a talking circle, followed each screening and situated the images and sounds of the film within the local context. I was involved in this activity from January to July of 2012, and had the opportunity to examine the assemblage (Callon, 1987; Latour, 2005; DeLanda, 2006) required by its practice – an entanglement of film technologies, relational politics and the production of common-space. Furthermore, my research tried to link this particular mode of being together to a tradition that has often turned – from Dziga Vertov to Jean-Luc Godard – the black box of cinema into a school that brings the real closer and allows us to rethink it deeply (Daney, 2004). This paper explains how objects and affects, times and spaces, words and bodies were related and distributed during the encounters facilitated by that activist-cum-aesthetic activity. Research took the shape of an ethnographic observation under paradoxical conditions: although the Cinema Forum was most of the time a place full of images, the mechanics of the projection left spectators in the shadows and therefore, out of my sight. Due to this, the methodological approach relied more in listening than in seeing – or more precisely, in *listening to the screenings*. In addition, these practices of assembly were later compared to historical attempts that had also combined the powers of cinema and what Dennis Atkinson (2012) calls "acts of learning". The ethnographic work on this case study is therefore made part of a genealogy that allows to better grasp "the current" – i.e., "not what we are but rather what we are in the process of becoming" (Deleuze, 1992: 164).

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## PAP27

### **The use of passenger concern-profiles in the in-flight experience innovation process: how to capture and make-sense of dynamic passenger experience through real-time contextual inquiry.**

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In this paper, we investigate three case studies where contextual inquiry methods, such as cultural probes and context-mapping, were combined and developed into a hybrid tool, in-flight probes to harvest the dynamic passenger concerns in real-time air travel experience. Passenger experiences are found to be not just distinctive among different passengers, but also dynamic according to time, in the way that the concerns within one passenger changes through the context (different journey phase) one's in. Not just the person is physically journeying through the air travel experience, but also the mind and the concerns are changing. Industry practice of applying passenger personas however do not accommodate the dynamic feature of concerns changing through time within one passenger, as personas are traditionally fixated to a person or a group of people. It also implies that they would keep the same concerns throughout their journey as passengers. Literature has shown that the dynamic feature of passenger concerns transiting through different contexts have not yet been studied (Vink et al., 2012). Another limitation is that most imperial studies on passengers' on-board experience relies on retrospective approach where passengers are asked to recall the experience after the flight (Ahmadpour et al., 2014). Limited research is based on real-time information of what happens on-board and what passengers' reactions on the spot would be (Ahmadpour et al., 2014).

This paper investigates how innovation teams in the consumer aviation industry can have a deeper understanding of passenger experience through real-time contextual inquiry and get a grip on the dynamic experience feature in their innovation process. Passenger concern-profiles dependent on the context (journey scenario), which we call passenger mindsets, were identified to get a grip on this context-dependent experience and the dynamic feature. Through the three case studies, we captured over 58 passengers' real-time emotion reporting and concern assessments. Various passenger mindsets addressing different design topics were created in the respective case studies. The passenger mindsets provided the innovation teams with meaningful material which they can easier relate to than just another set of user data. This provided a more effective transition from the user research phase to the concept design phase. The experience-driven and context-driven nature of the applied contextual inquiry approach generated a deeper emphatic innovation culture within the aviation innovation teams and spurred more intensive use of user insights in their innovation process.

## PAP28

### **Étapes à suivre dans une analyse qualitative de données selon trois méthodes d'analyse : la théorisation ancrée de Strauss et Corbin, la méthode d'analyse qualitative de Miles et Huberman et l'analyse thématique de Paillé et Mucchielli, une revue de la littérature.**

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Langue de présentation : Français. Présentation de résultats du mon article sur l'analyse qualitative de données. Étapes à suivre dans une analyse qualitative de données selon trois méthodes d'analyse : la théorisation ancrée de Strauss et Corbin, la méthode d'analyse qualitative de Miles et Huberman et l'analyse thématique de Paillé et Mucchielli, une revue de la littérature

Stages to follow in a qualitative data analysis according to three analysis methods: The grounded theory approach of Strauss and Corbin, the qualitative analysis method of Miles and Huberman and the thematic analysis of Paillé and Mucchielli, a literature review

<p>Résumé

Une étude a été menée afin d'exposer, de manière détaillée, la façon dont les données devraient être analysées dans une recherche qualitative. Une revue de la littérature a été réalisée en utilisant des bases de données électroniques, la littérature grise et une recherche manuelle. Seulement 38 documents ont été adoptés pour ce travail, uniquement reliés aux trois méthodes suivantes : la théorisation ancrée de Strauss et Corbin (1998), la méthode d'analyse qualitative selon Miles et Huberman (2003), et l'analyse thématique de Paillé et Mucchielli (2008). Malgré la divergence dans la nomination, les trois méthodes suivent cinq étapes fondamentales : codification, catégorisation (ou thématisation), mise en relation, présentation des résultats et vérification des données.

#### Summary

A study was carried out in order to set out in detail the ways in which data should be analysed in qualitative research. A literature review was undertaken using electronic databases, grey literature and a manual search. Only 38 documents were adopted for this project, focused solely on the following three methods: the grounded theory approach of Strauss and Corbin (1998), the qualitative analysis method of Miles and Huberman (2003), and the thematic analysis of Paillé and Mucchielli (2008). Despite the differences in their names, the three methods follow five fundamental stages: codification, categorisation (or thematisation), matching, presentation of results and checking of the data.

**Mots clés :** Analyse de données; Analyse thématique; Recherche qualitative; Théorisation ancrée; Revue de la littérature

**Keywords:** Data analysis; Grounded theory; Literature review; Qualitative research; Thematic analysis

#### PAP29

##### **Leaving an audit trail: Methodological transparency of Grounded Theory in management**

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Rigorous theory building using grounded theory involves a strong but flexible link between the empirical and the conceptual worlds, and this link relies on iterations between (emerging) theory and empirical data leading to an interpretive understanding (Glaser, 1978; Kaufmann and Denk, 2011). The characteristic messiness of this iterative research can often make it difficult for the 'customers' (i.e. readers, reviewers, and editors) to *audit* the research procedures, i.e. to perceive and appreciate the chain of evidence, and the boundaries between various stages of the study. As a result, the rigor of such studies remains very much in the eye of the beholder (e.g. Gibbert and Ruigrok, 2010), making clear benchmarks difficult to establish and implement (Yin, 1994).

While there are several normative guidelines on how to practice grounded theory (Charmaz, 2003; Corbin and Strauss, 1990; Glaser and Strauss, 1967), there is a lack of empirical research on how these recommendations play out in practice, i.e. how to assess an audit trail in a grounded theory study. The few notable exceptions typically focus on auditability from the perspective of the authors of the audit trail (i.e. the researchers themselves), rather than from a customer perspective (Bowen, 2009; Halpern, 1983; Lincoln and Guba, 1985).

Here, we examine the degree of sophistication and transparency of audit trails in grounded theory i.e., the extent to which they transparently report research procedures, for reviewers, editors ('intermediate customers' of the article), and readers ('end-customers'). Building on literature in auditing, we propose a new perspective to facilitate the appreciation of iterative research procedures, which we call 'second party auditability'. We use this second-party auditability to specifically investigate how often core grounded theory parameters, such as constant comparison, theoretical sampling, triangulation etc. are reported (Glaser and Strauss, 1967; Suddaby, 2006) in top management journal grounded theory articles (1970-2010).

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## PAP30

### Can 'thin' focus group interviews be used for cultural analysis?

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As part of a qualitative longitudinal school based study on young people and learning, we have conducted 16 focus group interviews with 14-year olds. The topics of the interviews were school life, leisure, and family relations. We were particularly interested the young participants understandings of the role of leisure activities for peer social relations in school, and parental involvement in school and leisure activities. In this paper we reflect on these interviews as a basis for cultural analysis, meaning analysis that aims to capture people's ways of understanding and relating to the world. Our focus group interviews are far from the 'gold standard' of qualitative interviewing, meaning interviews that are built on trust and rapport between the interviewer and interviewee and an interview template that adjusts as the researcher learns more about her topic. In contrast, the focus group interviews in our study were conducted by a large team of moderators, at the same time and in the formal setting of the school. Hence there was neither time to build trust and rapport nor to learn and adjust the interview during the interview process. The material, then, is obviously "thin". How then can we justify using these interviews for cultural analysis, i.e. analysis that requires "rich" data? In the paper we will use analyses of this material in an effort to illustrate how cultural meaning can be drawn from thin interview data.

## PAP31

### A reflexive framework for organizational visual analysis

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This study aims to examine the "scattered and fragmented" (#\_ENREF\_1) research area of visual analysis in organization studies and to propose a reflexive framework to interrogate the choices at play in the variable constitution of visual analysis.

This study is inspired by our observation on the lack of communication and comparison between visual analysis and discourse analysis—the two research areas that share a great amount of similarities, especially on the philosophical issues. The disconnection results from the different roots of visual analysis and discourse analysis, as the former has its multiple roots in anthropology, sociology, art, social semiotics, media studies, and psychology (#\_ENREF\_2). However, the path dependence doesn't provide the legitimacy for these two areas to remain relatively isolated. It is our belief that and discussions in organizational discourse analysis would shed lights on a series of choices faced also by organizational visual analysis, including 1) ontological stance—the relation between visual and materiality, 2) epistemological position—seeing visual as constitutive or reflective, 3) methodological choice—the level of analysis—micro, meso, macro or multilevel analysis, 4) purpose of engagement—studying organization through visual or studying visual in organization.

Meanwhile, comparison between visual analysis and traditional discourse analysis would also contribute to our understanding on the properties of visual and their implications for organization studies. Such properties and implications include but not limited to 1) the implicitness of visual cues (#\_ENREF\_3), which leads to the question of the certainty of visual meaning and the subjectivity of researcher; 2) the cultural embeddedness of visual, which leads to the question of the subjectivity of visual producer/consumer; 3) the distance between visual producer and visual consumer—the audience, which results in a divergence in visual analysis methods to focus either on the producer or the audience. After elaborate discussion on each of these choices, we would propose a reflexive framework along these dimensions. We believe such framework would allow us to not only take advantage of the knowledge accumulated in social science since the 'linguistic turn' and prevent the research area of visual analysis to 'reinvent the wheel', but also be sensitive to the properties of visual data and the specific decision we need to make when dealing with such data.

With this framework, we would further locate the current visual analysis approaches (e.g., visual content analysis, social semiotic analysis, Barthesian semiotics, visual rhetoric) along these dimensions. This would provide us a deep understanding on each approaches, as well as an overview on the research area of visual analysis. This process would finally result in a dendrogram, which could provide guidance to future organizational visual studies. It is also our aim with this study to identify the gap in the current visual analysis and future research agenda.

## PAP32

### **Gendered autoethnography: a precarious step towards self-aware research practices**

David Primo

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Presentation Language: English

Over the years, Gender Studies gained legitimacy within social sciences and humanities, and they are now deemed a fundamental standpoint to understand the multiple dynamics of power which affects everyday life. Several researches have been conducted in order to reflexively apply a gendered focus to the very same research practice, pointing out that even the research process is a context into which take place multiple contradictory dynamics of construction and enactment of gendered embodiment.

In my PhD project I will integrate two of Gender Studies traditions, Men's Studies and Transgender Studies, in order to understand the ways in which young trans and homosexual boys construct their masculinity in their everyday life and incorporate it into daily practices. I will perform an ethnography and a discourse analysis on personal diaries written by homosexual and trans boys applying the Raewyn Connell's (1995; 2005; 2009) notions of *body-reflexive practices* and *hegemonic masculinity* concepts Action Body Reflected and hegemonic masculinity, according to the wording of Raewyn Connell (1995; 2005), along with the notions of *position* and *psycho-discursive practices* formulated by Wetherell and Edley (1999).

As stated by Piccone Stella (2000) and Davidson (2007), there have been a deficient work on the introspective dimension of researchers in *Men's Studies*, which converted into a lack of awareness of men of their gender position into the research (Okely, 1992; Coffey, 1999; Pini & Pease, 2013). For this very reason I will also perform a critical autoethnography (Jones, 2005; Philaretou & Allen, 2006; Boylorn & Orbe, 2014) aimed at understanding the way masculinity informs my experience and the research, and the way in which it intersects with the cisgender-transgender relational axis. Moreover, this choice is due to the fact that, since I am a volunteer in a GLBTQ association that provides an information and supportive service to transsexual and transgender people, I consider it necessary to deconstruct the professional and gender habitus in order to avoid the reproduction of unthematized preconceptions during the research. Finally, the choice is related to the desire to maintain a total consistency with the dynamism involved in the concept of *positions*, as defined within the discursive psychology (Harré, 1986; Davies & Harré, 1990; Harré & Gillet, 1994).

Drawing on Styhre and Tienari (2013) notion of self-reflexivity as partial, fragmentary and transient that emerge when the researchers identities are challenged and they gain awareness of their precarious positions, I intend to propose a critical reflection on the lability of the border between research diary and autoethnography in Gender Studies.

## PAP33

### **Double, double toil and trouble: Two Scottish Witches fly and dance with Cixous and Manning**

Fiona Murray, Jan Bradford

University of Edinburgh, EDINBURGH, United Kingdom

Double, double toil and trouble;

Fire burn and cauldron bubble.

Two Scottish witches fly and dance with Cixous and Manning:

Round about the cauldron go;

In the feminist musings throw.

Milk from mother, menstrual blood, let the excess flow and flood.

Now let the melting pot reduce: fantasies, fetishes swirl, spit and cut.

Mix a charm of powerful trouble,

Watch the hell-broth boil and bubble.

## PAP34

### **Making an Impression on Tinder: An Autoethnography**

Janelle Ward

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In September 2015, I stood before an audience at the Erasmus Pavilion in Rotterdam, talking about my research into how people present themselves on Tinder, a popular dating app. I reached the slide where I discuss my motivations for conducting the research, and my heart raced when the photo of my personal Tinder profile appeared. My academic background has been quite traditional; the goal was always to be an objective researcher, striving to remove any subjective interpretation of the topic at hand. The idea of revealing that I, too, was a dating app user felt like sharing too much, but it also felt necessary to position my research interest authentically. Since then, I discovered the method of autoethnography (Ellis, 2004; Bochner & Ellis 2016), and my research found its home. This paper presents the results of that turn to an autoethnographic approach.

In this paper I explore the ways in which impression management occurs on the popular dating app Tinder. Mobile dating applications have exploded in popularity in recent years, with more than a million Tinder users active in the Netherlands. When it comes to impression management, the literature argues that people go through impression motivation (why am I using the app?) and impression construction (which photos/text should I use to represent myself to potential matches?) (Leary and Kowalski, 1990).

I present this research as an autoethnography, specifically in the form of a narrative ethnography (Ellis, 2011; Tedlock, 1991). A narrative ethnography is a story that incorporates my experiences as a dating app user in 2014 and 2015 alongside and in relation to description and analysis of 21 interviews I conducted with Tinder users. In late 2014, participants were recruited via a Tinder profile that advertised the study using the University emblem and a brief description. Interview questions focused on how users construct their profiles and how they evaluate potential matches. The story takes into account the technological dating environment provided by Tinder, in order to illustrate a dating app defined by reduced cues and increased control (Walther, 1996), local proximity (Blackwell et al., 2015) and a reduced filtering process (Best and Delmege, 2012).

I conclude this narrative ethnography by illuminating key themes in the literature, including the complexity of both my interviewees' and my own motivations for using Tinder, which range from entertainment to ego-boost to relationship seeking, and often change over time. Further, I discuss the continuous process of presenting an ideal yet authentic self, which is both facilitated and constrained in a technological dating environment. I also provide a reflexive look at the adaptation of this research into an autoethnographic form, and my experiences with practicing this method.

## PAP35

### **War memories and silence in a family: An autoethnographical exploration.**

Peter Rober

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Growing up I knew my grandfather had been a German prisoner of war (POW) during World War II. We all knew. But nobody talked about it. Then 5 years ago I decided to do an autoethnographic study on the issue of the silence around my grandfather's war experiences. I asked Prof. Paul Rosenblatt (University of Minnesota, USA) to help me. Autoethnography is a qualitative research approach in which a researcher explores his/her own personal experiences, connecting it to wider cultural, political, and social concerns. The researcher "incorporates the 'I' into research and writing, yet analyses self as if studying the 'other'" (Ellingson & Ellis, 2008, p.148). In my study, in addition to self-observation and reflexivity, I interviewed several family members, and I analysed relevant documents (e.g. the letters my grandfather wrote to his family while he was in the camp).

In this presentation, I will tell the story of my study, connecting its findings with the literature on family secrecy. Furthermore I will reflect on some of the complexities of doing autoethnographic research; for instance the difficulty of finding space for self-reflexivity. I will also focus on the paradox of studying family secrecy; in the sense that the researcher invites that participant to talk about what one is not allowed to talk about.

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Fig.1. Prisoner in Stalag 17

## PAP36

### **Auto-fictional narratives about death in the family**

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What are the interrelations of fiction-based and non-fiction based research? In this paper, I explore the interrelations through researching, retracing, and writing about my father's suicide. I also consider the methodological issues of using narratives – that they enable a reader to listen and relive empathically the life experiences of another, and to position a text outside the local and specific. The blurring of fiction and non-fiction is one approach within autoethnography, which offers many ways to describe and analyze personal experience as a path toward understanding cultural experience (Barnes, 2014; Ellis, Adams, & Bochner, 2011; Kim, 2016). Writing auto-fiction about death, family life and political turmoil presents multiple ethical and literary issues, which I will reflect upon. My inspiration includes novelists who blend fact with fiction and integrate their parents' life stories, such as Linn Ullman, Delphine de Vigan and Siri Hustvedt.

My presentation includes a narrative mosaic; a mix of letters, imagined talks with my father, drawings and facts, figures, images found online. Two short narratives make up the mosaic: Not Papua, and Drawing the Little Belt Bridge. Not Papua integrates my memories with letters by my father written up to his suicide. My father worked for the United Nations on a doomed power plant in Papua New Guinea, Indonesia. The UN incorporated Papua in 1969. I also integrate some recently declassified documents that reveal the grubby politics of these Cold War events. Drawing the Little Belt Bridge is based on how I drew with my father and an imagined exchange with my father through drawings.

Methodologically, I draw on the dialogic approach (Bakhtin, 1981; Beech, 2008; Boje, 2001; Emerson, 2012; Keunen, 2000). Bakhtin views our multiple voices, styles, chronotopes and discourses as inter-animated. I refer to anthropological research on dying, such as Irving's walks with a man about his suicide attempts, retold using ethnographic, collaborative photo methods (Irving, 2013).

In the discussion I address methodological and ethical issues on the relation between fiction and fact, especially when involving contested lines of privacy, biography, politics, and history in a digital era.

## PAP37

### **Sensitivity analyses in a scoping review on police accountability: assessing the feasibility of critical appraisal instruments in mixed studies reviews**

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In this paper, we aim to report on the results of two sensitivity analyses that we will carry out within a scoping review on police accountability. Previous studies have already carried out sensitivity analyses (e.g. Carroll, Booth & Lloyd-Jones, 2012; Franzel, Schwiegershausen, Heusser & Berger, 2013; Noyes & Popay, 2007; Thomas & Harden, 2008; Verhage & Boels, 2016) and most have found that excluding inadequately reported studies or lower quality studies did not significantly affect the results of the synthesis. Interestingly, with the exception of Thomas and Harden (2008), these studies mostly use either reporting criteria or quality criteria. In addition, they often only include qualitative primary studies (with the exception of Verhage & Boels, 2016). In this paper, we aim to conduct two sensitivity analyses within one (mixed studies) review comprising primary studies using qualitative, quantitative and mixed methods: the first sensitivity analysis using only reporting criteria, the second one using only quality criteria. The aim is to compare the two types of sensitivity analyses and their criteria in terms of their impacts on synthesis results and in terms of their feasibility (e.g. in terms of required expertise of researchers and required methodological information). Additionally, given the experienced difficulties in using reporting criteria to assess methodological quality (Verhage & Boels, 2016), we try to refine reporting criteria based on the literature and our own analyses. In this way, we hope to contribute to the ongoing debate about how to assess the quality of research in mixed methods reviews.

Possible questions to be answered in paper:

What if insufficient papers remain after methodological assessment? How to assess quality if insufficient information is provided? How to assess mixed methods research? And does the absence of information on methodology necessarily imply lower methodological quality?

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### PAP38

#### Mapping the apparatus: a tool to increase reflexivity during processes of interview research

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Reflexivity is one important quality feature that scholars of interview research are faced with. In general, it aims at reflections on the method that is used in a project, interpretation processes and presenting findings in a transparent way. But what additional knowledge could be gained if reflexivity would not be framed in this actor-centered perspective but rather in Karen Barad's (2003: 816) agential realist concept of the apparatus, defined as "dynamic (re)configurings of the world", comprising "specific agential practices/intra-actions/performances through which specific exclusionary boundaries are enacted"? Using a research project on the non-verbal embodying of age during interviews I show the additional value of taking this relational understanding of reflexivity seriously. To map the processes through which the apparatus of the project was constituted I focus on agency, practices and boundaries. The apparatus of the project was agential in the sense that particular kinds of embodying age did not exist before data generation but were rather co-produced through relations between matter and meaning. The embodying of age was inseparably entangled with other embodying processes (e.g. of gender, class): they co-constituted each other. The concept of the apparatus does not assume a pre-existing distinction between human and non-human but highlights the need to include non-human bodies in the analysis, due to their impact on the data. Thus, the reference on the weather and an offered drink influenced the resulting data of the project in a similar way as the method of the problem-centered interview (Witzel, 2000) I used, comprising a guideline, a tape-recorder and the Viennese surroundings in which the interviews took place (Höppner, 2015). The transcription system uses letters for utterances, bodily movements and sounds as well as symbols to mark intonations; the system is based on a distinction between different non-verbal practices. The apparatus generated boundary-drawing practices and it was through these practices that the specific rendering of embodying came to matter. This rendering would change if the configuration of the apparatus was to change. Practices that draw boundaries are always exclusive because they produce a particular mattering while excluding other potential matterings. Hence, the apparatus measured embodying processes while excluding other potential kinds to embody age. To map the apparatus opens up the possibility of both reflecting on potential influencing factors on processes of interview research and gaining a deeper understanding of the ways in which knowledge is (re)negotiated; this tool provides a more complex description of the processes in/through which findings emerge.

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## PAP39

### **Now I think different : The Validity of Biographical Interviewing for Sociological Research**

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Biographical interviewing is increasingly suggested and used as an appropriate method in the study of how social structures affect individual lives (e.g. Jindra, 2014). While regular qualitative interviewing tends to merely provide information about how individuals evaluate social structures, this biographical type of qualitative interviewing adds an historical perspective so as to enable researchers to capture the factors that have driven changes in individuals' outlooks, lifestyles and identities. The method's validity is however frequently critiqued for providing mere biased selections of what 'really' happened in the past, moreover tainted by interlocutors' own subjective understandings. Even some researchers who otherwise embrace a qualitative, interpretive methodological approach therefore propose to combine biographical interviewing with more 'solid' data sources like personal diaries (Bornat & Bytheway, 2012).

In this paper I deconstruct these objections to biographical interviewing. I argue that precisely the subjectively constructed and retrospective nature of the resulting data has major benefits in addressing the question of how current cultural outlooks or identities have actually come about in relationship to social structures. Because individuals inevitably base their responses to social structures on their own subjective interpretations – for what reason these interpretations are in effect real in their consequences – subjectively constructed narratives provide the relevant information to answer this question. Also, since it aims to understand *the link* between past confrontations with social structures and current identities, retrospectivity, including the selection of and current reflection on past confrontations with social structures to justify the current identity, is merely an advantage of biographical interviewing.

I will use data from my own the biographical interviews about changes in (non-)religious identities to illustrate how subjective understandings of social structures have 'real' consequences, how omissions in biographical narratives point out biographical aspects that with the benefit of hindsight are indeed basically unimportant, and how reflexive dealings with social structure are informative in understanding the coming about of current (non-) religious identities. The more general aim of my paper is to increase insight into the validity of a qualitative method that is particularly promising for theory development about processes like religious pluralization and globalization.

#### **Literature**

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## PAP40

### **The (non)sense of the use of quality criteria in design research**

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Qualitative research is being conducted in a lot of different fields and every field has its own tradition concerning the ways in which research is done. This has resulted in a range of different opinions concerning the criteria that should be used in order to guarantee the methodological quality of the research. According to Lincoln & Guba (2000) these opinions are related to the worldview of the researcher.

This paper focuses on design research. Most practicing designers do not engage with major theoretical approaches. Instead, they use a more eclectic mix of design techniques and orienting concepts. Opinions concerning the added value of the use of theory and quality criteria differ. Often, theory is considered as not being relevant and hindering the creative process. Gaver (2012) suggests that the role of generalised theories within research through design is limited to inspiration and annotation. On the other hand, the fact that often little theory and quality criteria are used, hinders the field of design to progress (Frauenberger, Good, Fitzpatrick, & Iversen, 2015). Because of a lack of transparency and quality criteria it is difficult to communicate the merits of design research to other fields and to generate knowledge that is generalisable enough to be reused. This turns out to be an obstacle for acquiring for instance research grants. In order to tackle this problem, Frauenberger et al. propose to use two quality criteria, namely accountability and rigour.

Research centre Creating 010 of Rotterdam University of Applied Sciences focuses on the creative industries and is connected to the Arts Faculty and the Faculty of Communication, Media and Informatics. Creating 010 also struggles with the dilemma between on the one hand the desire for creative freedom and on the other hand the need for transparency and quality criteria. Therefore, a discussion is currently taking place about the sense and

nonsense of using theory and quality criteria. Based on a literature study, interviews and a group discussion, this paper investigates the possible added value of the use of quality criteria for Creating 010. In particular it addresses two questions: 1) Which theory and quality criteria can be considered for design research and what can be learned from the literature concerning their usability?, and 2) What can be the added value of the use of these criteria for Creating 010?

#### PAP41

##### **Quality enough?**

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This paper is based on a comparison of two different approaches for qualitative analysis developed by two Norwegian scientists. Both approaches have relatively similar basic understanding, but with somewhat different degrees of inductive approach. Kirsti Malterud's (2011) Systematic Text Condensation and Aksel Tjora's (2012) Stepwise - Deductive - Inductive Method. Common to both is that they are derived from the perspectives of phenomenology, social constructionism and that they are inspired by Grounded Theory, the latter in terms of the focus on the ongoing movement between an inductive interpretation and theory proximity in the analytical work. Tjora's method is interpreted as being more inductive in its strategy, and with a strong separation between the inductive and deductive steps of the analysis. Malterud presents an approach where this distinction is equally evident in the practical strategies for interpreting data. Both of these approaches for qualitative data analyses are common among Norwegian researchers in qualitative design.

Comparing these two methods, the authors reflect around the strengths and weaknesses of the applicability of both methods in a preliminary analysis, using the first author's work with her doctoral thesis as an example. Experience shows that each approach has its distinctive strengths that is valuable in analytical work, but they both use criteria for quality that can be hard to apply when it comes to evaluating the quality one's own work.

On the basis of the experiences mentioned above, the authors question various aspects of the research process. Questions are raised about formulated research questions and degree of inductive and deductive approach, transparency and a systematic research process, the development of one's own skills as a researcher, and ultimately whether it really is accepted to bring out the "preferred" by two closely related qualitative approaches.

#### PAP42

##### **Chronic Myeloid Leukemia patients' life stories: finding a meaning in the illness experience and contributing to improve health-care quality**

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Every man/woman is actively constructing his/her unique life story that tells about life events and the way he/she has coped with them (Demetrio, 1996). Life stories are never fixed: adverse events (illness, grief, divorce...) sometimes happen and force us to reexamine our projects. To this regard, narration could be useful to take care of what has been experienced: it enables us to "name" experiences, reflecting on them and sometimes opening new perspectives (Zannini, 2008).

In addition to the educational gain that can be experienced by the narrator (Chase, 2011), our intervention will present a project based on the hypothesis that what emerges from patients' narratives could highlight useful directions for health professionals, to "take care" of patients' life stories, offering a "global care".

The present project was aimed at collecting illness narratives of patients, members of the Italian Association of Chronic Myeloid Leukemia Patients (AIP-LMC). The proposal to re-think, while narrating, about one's own experience, could represent for patients a chance to re-signify their illness story (Zannini et al., 2014).

The project has a qualitative design, aimed at exploring participants' illness narratives, intended as a powerful source of knowledge (Merrill & West, 2009). The method of Narrative Inquiry (Connelly & Clandinin, 2006) considers narration as an activity that allows to grasp the meaning of a lived experience.

The project involved 11 patients selected on a voluntary basis. Each participant was involved in a narrative interview, to collect his/her illness story. The analysis of the interviews followed the Narrative Analysis model

proposed by Lieblich, Tuval-Mashiach and Zilber (1998).

Referring to literature (Guilhot et al., 2015) and to a holistic-content perspective, five common stages were found in the patients' stories, even if each story was also analyzed considering its particular contents. The holistic analysis of form consented to individuate three stories of progression and eight stories of steadiness.

What emerged from the analysis was presented and discussed during the 2016 annual Conference of AIP-LMC, which had been attended also by the medical staff.

#### PAP43

##### **Using data analysis software in qualitative health research on patient' learning experiences to describe the concept of 'self-management of bipolar disorder'.**

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**Background:** Multidisciplinary guidelines in severe mental illnesses consider educational programmes to promote self-management as an important additional component in treatment next to pharmaceutical therapy. Bipolar disorder (BD) is a severe mental illness with a chronic course. Patients with BD do not recover; instead they suffer lifelong from recurrent alternating mood swings. Educational interventions aim on lengthening the period of decline by teaching patients and their informal caregivers how to recognise, react, and adapt their lives to the symptoms of BD. However, the outcomes of self-management educational interventions are of varying success. Understanding how patients shape self-management in real live situations provides a clear description of interventions and learning experiences that can guide future patient education in self-management of BD.

**Aim:** The overall aim of the study project is to describe a clear conceptual framework of self-management education of BD.

**Method:** Face-to-face, open, in-depth interviews guided by a topic list were conducted with patients (n=16) diagnosed as having BD I or II. Interviews were digitally recorded and transcribed verbatim prior to analysis. Descriptive phenomenology was chosen for its philosophical claim to 'go back to the things themselves' emphasising the construction of meaning given to a phenomenon from different perspectives of lived-through experiences of subjects (Husserl 1973). Because this philosophical approach lacks a clear-cut empirical qualitative methodology, we used its key elements pragmatically to reflect on the data-collection and data-analysis. The phenomenological content analysis was conducted in six steps with help of the ATLAS.ti 7 qualitative data analysis software package (Friese 2012), wherein steps 1 and 2 resemble the *epoche*, (ruling out subjective ideas of the researchers) Step 3-5, *bracketing* (withholding preliminary conceptualisation), and step 6 as the *eidetic reduction*, (different perspectives on self-management of BD).

**Findings:** We found that self-management of BD is a learning process of personal boundary crossing that takes place in a collaborative network. This learning process has five categories: acknowledgment of having BD, information and knowledge processing, illness management, reflecting on living with BD, and finally, self-management in BD.

**Conclusion:** Self-management can be successful when patients use their social network and acknowledge the boundaries of their capabilities. Beside the implications for nursing practise, our results also found that qualitative data software improves the methodological quality and increases the transparency of the audit trial.

## PAP44

### **The experience of exacerbation of Chronic Obstructive Pulmonary Disease (COPD) in older patients and return to domestic life: A phenomenological study**

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#### **Introduction**

More than 3 million people died of COPD in 2005, which corresponds to 5% of all deaths globally (WHO, 2016). In 2002 COPD was the fifth leading cause of death (WHO, 2002). Total deaths from COPD are projected to increase by more than 30% in the next 10 years unless urgent action is taken to reduce the underlying risk factors, especially tobacco use.

A systematic review of qualitative studies found that many COPD patients experience 'good' and 'bad' days (Giacomini et al, 2012). The 'bad' days are when there is an exacerbation of the disease, but they are not considered to be linked to a negative progression of the disease, but rather as a temporary crisis. Occasional exacerbations are mainly attributed to specific activities, weather changes, environmental factors, poor self-management, or infection. Therefore, self-management in COPD subjects is fundamental to reduce rehospitalisation due to exacerbations and improve patient outcomes.

#### **Design**

Qualitative study using a hermeneutic-interpretative phenomenological approach.

#### **Methods**

A qualitative, interview-based study was carried out in patients' homes, outpatients or the respiratory ward. The approach is phenomenological oriented. Interviews were audio-recorded, transcribed and analyzed using NVivo. Authors performed a phenomenological analysis.

#### **Results**

Twelve patients (2 women, 10 men; age range 71–90years), with moderated-very-severe COPD, were recruited to the interview study from primary and secondary care settings in Genoa, Italy during April 2016 – July 2016. The main themes that emerged were: the side-effects and discomfort of therapy is considered a barrier; the presence of comorbidities; contrasting feelings of resignation and optimism; limitation of daily activities due to COPD symptoms; feeling dependent on others; uncertainty following exacerbation and complexity of prescribed therapy; solitude when at home.

#### **Conclusions**

As with any qualitative research, while the results of this study are not generalizable, readers may consider them transferable to their own work situations (Lincoln & Guba, 1985). We drew on the COPD patients' accounts to describe a series of important events as potential triggers for a holistic review of their needs and to improving self-management through patient education interventions.

Symptom control, and in particular of dyspnoea, plays an important role in the quality of life of COPD patients. Instead, the exacerbation of dyspnoea that requires hospitalization is often seen as a failure of the management of this disease. Moreover, when COPD patients are discharged from hospital, they develop feeling of uncertainty, not only towards the disease, but also towards the health professionals that care for them. Therefore, this phenomenological study enabled to understand that patients can have different views and prioritize care differently from nurses and other health professionals. This study also identified a series of implications that could be used to improve current clinical practice.

## PAP45

### **I LIKE TO MOVE IT: ONLINE FOCUS GROUP INTO EXPERIENCES OF CHRONICALLY ILL YOUNG PEOPLE WITH PARTICIPATION IN RESEARCH**

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**Objectives:** Citizen or patient participation in research projects is employed to improve the quality of the research and to create urgency and relevance for users. In this paper we report about a Dutch program (FNO Zorg én Perspectief [care and future prospects]) that hosts many different research projects and interventions to improve the societal position of young people with a chronic illness and disabilities. From the start a youth panel participated in the program. The aim of this study is to explore the experiences of panel members and their ideas about the contribution to the projects and the program as a whole.

**Methods:** All eleven members of the first youth panel were invited to take part in an online focus group. Six wished

to participate; five refused because a conflict of interest or because they were too busy. The participants could contribute anonymously by using nicknames. A topiclist was prepared with three larger themes: (1) overall functioning of the youth panel, (2) perceived impact of the youth panel, and (3) yield in terms of their own learning experiences. These themes, including subthemes, were posted during the three weeks that the online focus group was conducted. Probes were posted during discussions in order to encourage participants to write in more detail and give examples. Participation in the online focus group was evaluated after the focus group discussion was finished. The main themes were identified by qualitative data analysis.

**Results:** In general, youth were enthusiastic about the whole idea of the youth panel and they liked the idea of having a say in the review of the projects and the way these research projects were conducted. The role of the project leaders and their own performance affected whether they experienced influence and felt heard. The program addresses the youth panel as an entity and overall the members felt engaged with its mission. At the same time, not all members felt they had equal chances and input because some of them were invited to participate more often than others. Sometimes they felt ill informed when a plan was dropped but not discussed beforehand with the youth panel. All participants felt they learned a lot and got unique opportunities because doors were opened that remained closed to others.

**Conclusions:** The young people with chronic illness and disability in the youth panel were engaged and enthusiastic about participation in the projects and interventions that could improve the situation of their peers. It is important that committees and researchers who invite them are clear about their role, chances offered and openness in order not to disappoint participants. Participating in research projects is perceived very instructive. Lessons are learned from these first experiences in the continuation of the panel. An online focus group is an adequate way for a-synchronous data collection with young people.

## PAP46

### **Embedded and embodied subject positions: An interpretative and biographical research with Turkish and Moroccan migrant women with 'mental health problems'**

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Our research project considers processes of subjectification of Turkish and Moroccan migrant women who are considered "mentally ill" in Flanders. To gain an in depth understanding of their underrepresentation in mental health facilities, we conduct biographical research, as we radically believe that their lived experiences provide valuable sources of knowledge.

Our research project draws on three theoretical approaches: (1) critical disability studies, (2) postcolonial studies and (3) gender studies, where the question of subjectivity is central with reference to who or what counts as a subject (Schnabel, 2014). Within the humanistic framework, the notion of "difference" as pejoration resulted in passing off entire categories of human beings, who fail to exhibit the supposedly universal characteristics, as devalued others (Grosz 1994; Price & Shildrick 1998; Braidotti, 2013). Think amongst others – and in line with our theoretical lenses – about women, "mentally ill" people, and people with a non-European ethnicity, including the unique intersection of these subjects that are considered as structurally "other". It can be argued that this hegemonic Eurocentric humanistic norm implies a dialectics of self and other. According to these theoretical sources of inspiration, these minority subjects are positioned – in terms of (dis)ability, religion/ethnicity and gender – in an intersection that radically challenges the humanistic ideal of critical reason and the unitary subject (Braidotti, 2013). In that sense, a majority of studies which try to explain the underrepresentation of migrant women in mental health facilities reproduce a dichotomy between "modern" versus "traditional" medicine. The latter finds its expression in naming external causes for mental health problems, believing in the evil eye, locating suffering in certain organs and tending more to somatization (Vardar, Kluge, & Penka, 2012). In the realm of the humanistic ethos of universalizing powers of self-reflexive reason (Braidotti, 2013), these studies often express normatively that migrants have (an inferior) culture, while Europeans have psyche/reason (Rieser, 2000 in Vardar, Kluge, & Penka, 2012). However, in our research, we aim to go beyond a solely negative and deterministic understanding of subject formation. Inspired by the theoretical work of Braidotti (2006a), we adopt a non-unitary vision of selves as inter-related forces. This new feminist materialist perspective produces "a different scheme of emancipation and a non-dialectical politics of human liberation" as "agency needs not to be critical in the negative sense of oppositional and aimed solely at the production of counter-subjectivities" ( Braidotti, 2013, 35).

As such, in our biographical research with Turkish and Moroccan migrant women with "mental health problems", we focus on *agencement* as a process of constructing a transversal set of subjectivities that would empower a form of agency, as a desire to "open up new possibilities and forms of human self-affirmation" (Altini, 2010, 231). We attempt to grasp these forms of agencement in relation and interaction with other axes of subjectivity (Braidotti, 2013). Our research methodology aims at capturing the experience of difference as a potentially productive and positive force, with a special focus on embedded and embodied subject positions and materiality (Braidotti, 2006a, b).

## PAP47

### **Legitimacy struggles over corporate restructuring: Uncovering the political purpose of legitimation through ideological discourse analysis**

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The field of management and organization studies currently takes a lively interest in discursive struggles over the legitimacy or social acceptability of organizational phenomena, and contested business practices of multinational corporations (MNCs) in particular. Scholars have recently explored the various discursive argumentation strategies which social actors use to shape collectively shared assumptions with regard to the (il)legitimacy of mergers and acquisitions (Vaara & Monin, 2010; Vaara & Tienari, 2002; 2011; Vaara, Tienari & Laurila, 2006; Zhu & McKenna, 2012), investments or business strategies with negative environmental effects (Joutsenvirta & Vaara, 2009; 2015; Livesey, 2001; 2002), excessive executive payment (Joutsenvirta, 2013), cartel agreements (Siltaoja & Vehkaperä, 2010), and restructurings or downsizings under the form of plant shutdowns, mass layoffs or the relocation of production units (Ahonen, 2009; Erkama & Vaara, 2010; Vaara & Tienari, 2008; Vuontisjärvi, 2013).

This research focus on the importance of discursive argumentation strategies and rhetoric in processes of (de)legitimation, however, has simultaneously pushed the examination of the role of ideologies to the background (Zhu & McKenna, 2012). We understand ideologies here as “foundational beliefs that underlie the shared social representations of specific kind of social groups”, largely “acquired, expressed, enacted and reproduced by discourse” (Van Dijk, 2006, p. 120 and 124). Despite that several studies on legitimacy struggles over MNCs acknowledged that acts of (de)legitimation are never neutral in terms of ideological content (Joutsenvirta, 2013; Joutsenvirta & Vaara, 2015; Vaara et al., 2006; Vaara & Tienari, 2008; Zhu & McKenna, 2012), they remained silent about the various ways in which individuals and social actors reproduce ideologies for the purpose of (de)legitimation. Such lack of attention for the role of ideologies in legitimacy struggles over contested corporate practices is somewhat surprising, given that legitimation is generally considered as one of the main social functions of ideologies within the social sciences (Van Dijk, 1998).

In order to partially fill this gap, our study analyzes the discursive-ideological basis of (de)legitimation in the empirical context of MNC-restructurings involving mass layoffs. Such restructurings have gradually become an established management practice to increase shareholder value, but are also one of the most controversial aspects of today's MNC-driven globalization (Vaara & Tienari, 2008). In particular, our paper examines the restructurings of two illustrious Belgian production facilities during the “Great Recession”: the automobile factory of Ford in Genk and the steel plant of ArcelorMittal in Liège, both stirring intense public debates on the causes of the restructurings and adequate government policies to prevent them in the future. Given that mass media can be considered as one of the principal arenas of legitimacy struggles over controversial business practices (cf.; Fairclough, 1995a; Vaara & Tienari, 2008), our analysis draws on the extensive media coverage of the restructurings in three leading Belgian newspapers with different ideological backgrounds. The two research questions that guide our analysis are: What are the ideologies underlying social actors' efforts to legitimize and delegitimize the restructurings? How do social actors use and reproduce ideologies in their attempts to legitimize or delegitimize the restructurings?

## PAP48

### **Counting stock versus Taking stock: Inaccessibility and its methodological consequences**

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Social science should be interesting (Davis, 1971). Boxed-in academics (Alvesson & Sandberg, 2014), gap-spotting research questions (Alvesson & Sandberg, 2013), and formulaic publications (Alvesson & Gabriel, 2013) boosting the level of dullness of the academia not only for the laymen but also for its own members.

This paper focuses on the rise of articles and conference papers, based on bibliometric analysis trying to “count” published academic work (e.g. journal articles, conference papers, and dissertations) within management and organization studies in Turkey according to several dimensions such as references, methodology, context etc. Instead of taking stock of the published work within the field as knowledge transfer (Sahlin-Anderson & Engwall, 2002), recent phenomenon seems to be speedy armchair publishing efforts with little academic curiosity and zest. Scrutinizing this (un)conditional surrender (Alvesson & Spicer, 2016), paper will elaborate reasons and consequences of “stock counting” tradition among Turkish management and organizations scholar. Based on 16 semi-structured interviews conducted with the management and organization scholars all around Turkey, this study revealed how (in)access to the research sites shapes methodological preferences (i.e. limited amount of qualitative inquiry), manipulates priorities (Cunniff and Alcadipani, 2016), and in this case resulting more and more stock-counters.

## PAP49

### **Making (Critically) Sense of Change in a Hospital Project**

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This paper presents an interpretivist and poststructuralist account to agency in a multiprofessional hospital project during change process. Drawing on critical sensemaking framework and institutional theories hospital project is understood to be an institutional context in which the project participants make sense of the evolving change. The project participants' agency is understood as a reciprocal process between the actors and institutional context, in which actors are affected by this institutional context, but, at the same time, they are (re)-constructing and influencing this same context.

A critical lens to research process is deployed by focusing on the act of production rather than the product itself. Language is seen as a context, not a tool, for change and critical sensemaking framework offers a way to examine how project participants engage in different institutional discourses while they make sense of the change.

Discourses are strong ideas which are grounded in formal institutional context (practices) and deep-rooted rules (behaviours). The purpose of the paper is to explore discursive practices of change in a multiprofessional hospital project.

Empirical material for this paper is drawn from a case-study of a project of new children's and women's hospital in its planning phase. Empirical material consists of project documents and project participants' (n=11) interviews and is analysed using Critical Discourse Analysis. Findings of discursive practices in the institutional context of hospital project are presented and the consequences of these discursive practices to the institutional context as well as to the change process are discussed. This paper takes part into the growing discussion which is interested in the relationships between power, institutions and sensemaking in the process of organizing. The paper also contributes to critical project studies by describing social and political agency in hospital project as well as to institutional work perspective by exploring micro-level political dynamics of the process of institutionalization.

## PAP50

### **A reflexive account of the journal editing process: Ten years of Qualitative Research in Organizations and Management**

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Ten years ago we launched a new journal: *Qualitative Research in Organizations and Management: an International Journal*. We were keen to promote and support the development and use of qualitative research methods in the business and management field, and our objective was "to encourage an increased recognition of the significance and value of qualitative research in the organization and management field and continue its development both methodologically and epistemologically" (Cassell and Symon, 2006: 10). We also emphasised the need for such a publication given the invisibility of qualitative research within the field more generally and highlighted our intention to establish a journal that would both showcase excellent qualitative research and provide a forum where qualitative researchers from all over the world could discuss their work and share their experiences.

Ten years later we have just retired from the editorial roles after what has been a somewhat bumpy road at times. In this paper we provide a reflexive account of our experiences of both creating and editing the journal. Informed by a collaborative autoethnographic methodology we highlight the struggles we encountered and the responsibilities we felt in seeking to both establish the journal and promote qualitative research within the business, management and organizational field. Specifically, we identify two particular areas of tension. The first is the range of institutional pressures in the academic journal publishing environment that impacted upon the development and status of the journal and how we sought to manage those. The second concerns our own need to be continuously reflexive in understanding our individual and joint assumptions about what constitutes good qualitative research and how that impacted upon what was published in the journal. The intention is that this reflexive account offers insights for ourselves and others into the experiences encountered when seeking to promote qualitative research in an disciplinary environment that does not necessarily favour qualitative research.

## PAP51

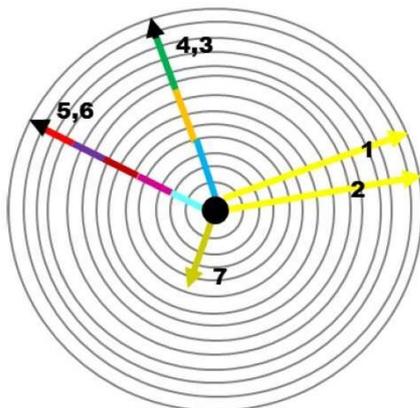
### Graphic representation to explore qualitative data: radial graph to compare divergences of criteria in education in museums between the different agents involved.

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This paper presents the methodology designed for qualitative research on education in museums. Its main contribution is to facilitate the **processing of textual information for systematic analysis of the data**. Qualitative research in **education** has brought important contributions. One of the main is the recognition of the social context as factor of learning. However, research on **education in museums** commonly has studies the elements separately (Griffin, 2004), despite the frequent allusions to socio-political tensions which restricts the educational context of the museum (Foreman- Peck & Travers, 2013). The doctoral research defended in 2014 at the University of Jaén (Spain) and titled, *Responsible Agents from the Institutional Promotion and Community Development in Programs of Education in Museums: Case study about the art education program "Les Ateliers de la création" of Centre Pompidou & Ircaam in Paris*, set out to study these complexity of interest in the museum and how they affects to the educational objectives.

This paper presents the methodological issues of the doctoral research carried out. It was based on a case study of an educational program of the Centre Pompidou (Paris) in 2013. The analysis required two levels of comparison: one, the directionalities of interventions on the educational program and, another, according to the different agents involved (students, school teachers, museum educators, cultural agents, educational policy, patrons and financiers, etc.). Therefore, it was decided to design a **radial graphics** system as the interface for visual data exploration (Kirk, 2012). The textual nature of the data required to establish qualitative values of the radial graph and vectors (Slone, 2009): the starting point of each radial graph is the descriptor -descriptors were defined according to the factors of learning experience in museums (Falk & Dierking, 2012); the module of vector is the intervention made by the subject-agent in the educational program; the address is the content of the intervention; and the meaning is the result of the intervention. The radial graph of the data shows visually the **divergence of criteria between agents-managers and students-receptors of the educational program** and that leaves no room for an active participation of students, although it is the foundation of the educational program.



"Example of radial graph".  
Ana Tirado, 2014."

## PAP52

### Factors influencing the use of educational settings for children with special needs in the Flemish community of Belgium: a mixed method approach

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In Flanders, and internationally, policy developments in several fields are moving towards greater inclusion of people with disabilities. This can be seen in the welfare and healthcare sectors, in the labour market and in the field of education. However, a segregated special education system remains the main option for pupils with special educational needs in Flanders, with about 6.5% of all pupils in primary education attending these special schools.

Since 1980, however, there has also been an integrated education system in which additional support to pupils with special needs is provided in mainstream schools. About 1.2% of all pupils in primary education are involved in this integrated education system.

This research paper looks at the factors influencing the use of these two different educational settings for children with special needs in Flanders. The existence of distinct educational systems makes it possible to select the educational setting that can provide the best support to the child according to the type and severity of the disability. In practice, this means more specialized education for children with more severe disabilities. However, we know from many existing studies that there are other relevant determinants in the use of and access to care services and means.

Using mixed method research, we explored the factors, context and circumstances which influence the use of one or the other educational setting for children with special needs. One main factor of interest was the socioeconomic situation of the family. To this end, we undertook descriptive and regression analyses using two databases (survey data and population data), as well as an analysis of 44 semi-structured interviews with families who had children with autism spectrum disorders (ASD).

The quantitative results indicated that the use of an education setting for children with special needs was determined by the social position of the family. Families in stronger socioeconomic and sociocultural positions are best able to cope with integrated education. Other factors that had an influence were the age and gender of the child with special needs, the nature of the disability and the characteristics of the educational system. The qualitative findings helped to clarify these relationships by unravelling the underlying dynamics of the choice of educational setting.

The paper reveals the pathways that families with a child with ASD follow and the influence of the social network of the family in this process. The vertical descriptive analyses revealed different structural elements and actors determining the path taken and the educational setting chosen. The horizontal analyses discovered several links between these separate elements within cases. Finally, using cross-case analyses we reintroduced some of the factors from the quantitative study in order to explore deeper underlying patterns determined by the social position of the family and the nature of the ASD of the child. The results reveal that structures aimed at increasing equality may actually exacerbate embedded structural social inequalities and provide insight into the underlying processes of this paradox.

## PAP53

### **Estimating the strength of relationships through qualitative studies**

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In a qualitative evidence synthesis, findings from solely qualitative primary studies are synthesized with the purpose to offer insight on review level into the perspectives of participants of for example, an intervention. Findings from a QES and from qualitative primary studies are often used to construct theory. In case of an intervention, qualitative studies can provide information on the possible factors for effectiveness and they therefore describe the direction of relations. This paper aims to broaden the utilization of qualitative studies to inform about the *strength* of relations by introducing a method which quantizes the findings from qualitative studies. A motivating example of an existing QES concerning women's experiences in smoking cessation during pregnancy shows how fragments from 26 qualitative studies are being 'scored' on the strength of the relation they infer between three factors and smoking cessation. A coding manual was developed describing criteria for inclusion and coding of fragments. The scores of the fragments within each study are then averaged and the corresponding variance is calculated. Finally, an overall weighted average and variance is calculated for all quality studies together. It is concluded that the coding manual assisted the coders in identifying different types of statements from authors indicating strength in qualitative studies. Challenges were faced while developing the coding manual: The inclusion of text fragments in the analysis was sometimes challenging as reporting styles in qualitative studies differ and in addition, because some qualitative studies discuss literature in combination with findings. In order to overcome these challenges, multiple coding rounds were done by an independent reviewer for refinement of the coding manual until full consensus was reached.

## PAP54

### How can intercoder reliability values be interpreted in qualitative studies?

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Different kinds of intercoder reliability (ICR) measures have become increasingly popular in qualitative studies. ICR is conducted in many variations but is in general used as a term for a measure used “to assess the agreement among multiple coders for how they assign codes to text segments” (McPhil et al., 2016, p. 199). Its main purpose is to increase trust in the analysis and thereby strengthen the evidence that the qualitative study is scientifically valid. In this paper, we will share our experiences using Krippendorff's (2003) alpha to measure ICR in an ethnographic study investigating meal practices among the elderly. The process of generating the ICR is in general very beneficial, but at the same time, we realized that researchers should be careful in the interpretation and weight of this measure.

The study was based on 22 participants (aged 65+) living at home. The participants were self-recruited through community centers, leisure activities, and an advertisement in a senior magazine. The sampling was a quota-sampling within a non-probability method (Bjørner, 2015). We performed face-to-face, in-depth interviews that followed a semi-structured interview guide designed around 4 different themes. We used the Atlas.ti software package to support a coded thematic analysis of the interviews. Three researchers coded the transcripts. The value for Krippendorff's alpha (3 coders, 32388 words) was 0.751.

Krippendorff's alpha is a sophisticated measurement (De Ceunynck et al., 2013) and difficult to interpret. The alpha in itself does not measure how exact the reliability is, nor does it ensure validity. There are many variables in the calculated ICR, and we suggest that some of these variables should be disclosed and that studies in general should explain further the ICR measures. Some of the variables are linked to the methodological foundation and the methods used. However, ICR is also based on how strict the coders are, whether double coding (i.e., whether the participants' statements are within several codings) is measured as disagreement, how well trained the coders are, and the general qualitative skills and experiences among the coders.

For this study, the ICR prompted good discussions and improved our understanding of the research design and data collection, and it stimulated fruitful discussions about how the content of the interview could be interpreted. The discussions among the involved researchers, provoked by the intercoder procedure, were more rewarding than the alpha value in itself.

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## PAP55

### Les défis d'une ethnographe chez soi face aux méthodes des recherches en sciences sociales

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Recueillir les données auprès des populations sujettes de sa recherche est un des défis majeurs pour tout ethnographe. Dans sa pratique, il utilise des méthodes et des outils de la recherche de terrain: l'observation participante, durant laquelle il utilise des différents techniques comme actions visant à recueillir les données: interviews, entretiens, questionnaires, *focus group* etc... Ses outils sont souvent conçus dans des contextes souvent étrangers de ceux des populations que les anthropologues, pour la majorité occidentaux, étudient. Elles sont en outre considérées par eux comme la norme garantissant la qualité et la rigueur du travail SCIENTIFIQUE. En recourant à ces techniques les chercheurs en sciences sociales ont ramené des éléments des cultures différentes de l'environnement dans lequel ils sont nés et où ils ont grandi. Mais bien que les populations concernées par leurs travaux se reconnaissent dans le savoir fourni sur elles, les moyens que les ethnographes utilisent pour y accéder sont quelques fois vécus par leurs interlocuteurs comme une hégémonie, une violence sur leur mode de communication. En outre, cette intrusion dans la vie des sujets de l'étude, qui contribue à la promotion du chercheur, réveille, après son départ, des attentes auprès des sujets de ces études. Ces attentes ne sont presque jamais satisfaites.

Cette contribution entame, comme une ethnographe chez soi, un regard sur les questions des outils utilisés en

Anthropologie pour étudier l'autre. L'Anthropologie promouvant le relativisme culturel, il est nécessaire de reconsidérer les méthodes et tenir compte, dans les interactions, de l'équipement mental de l'autre, qui se manifeste aussi dans la manière où il communique.

En nous partant de notre expérience de recherches comme congolaise parmi les compatriotes, confrontées aux crises questions de féminités, nous proposons l'utilisation des *masolo* (prononcer *Massolo*) comme outil d'enquêtes. Les *masolo* comme outil de recherche ethnocentriste sont des conversations simples, informelles, très personnelles. Ils se déroulent en plein milieu de la vie sociale. Ils se caractérisent par la non neutralité, l'implication dans les relations, le savoir les créer, s'y engager, les maintenir et surtout réagir explicitement tel qu'on le sent sur le coup, avec empathie comme 'réflexivité réflexe' (Bourdieu). La prévalence d'un tel outil étant un soulagement mental procuré à l'interlocuteur : l'avoir raconté, avoir échangé. Ce qui fait de la rencontre une session thérapeutique "à la congolaise".

L'article examine aussi quelles sont les limites d'un tel outil, comment mesurer le soulagement apporté à l'autre ? Cet outil peut-il résoudre le dilemme du chercheur africain de vouloir être accepté par les établissements scientifiques intercontinentaux et en même temps rester fidèles aux compatriotes.

## PAP56

### **What is my role? - Negotiating and renegotiating the observational role during an organisational field study**

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The aim of this paper is to draw attention to the importance of reflexivity regarding how the researcher's role continual is up for negotiation doing the fieldwork. Using examples from an organisational field study within the field of social work with vulnerable children in Denmark, the paper will examine the construction of observational role and reflect upon how this affects the sense making during the fieldwork, the analysis as well as the writing process.

When carrying out qualitative studies in general, it is essential to consider the relationship between the researcher and the research subjects. This relationship becomes – if possible – even more essential to reflect upon when doing participant observations. The main consideration in this regard often becomes the question about which role is most appropriate for the researcher and thus the extent of the researcher's participation in the activities of the field of interest (often by referring to Gold's four types of observational roles; 1. complete participant, 2. participant as observer, 3. observer as participant and 4. complete observer). However, instead of only asking which role is suitable for the researcher, it is essential to grasp the ambiguity, multiplicity and fluidity of these positions and therefor address the question of how the role of the fieldworker continual is being negotiated and renegotiated throughout the fieldwork.

The paper draws on methodological reflections from a larger qualitative organisational field study in two Danish municipalities (their foster care units) and two residential homes for children and youth, carried out as part of my PhD on social work with vulnerable children and youth. The fieldwork primarily consist of; shadowing (participant observations) of employees during their work days, interviews with executives and employees and document analysis of official case files. The field study is inspired by organisational ethnography and view research knowledge as constructed in social interactions. Thus the analytical object is viewed as an unstable and ambiguous phenomenon that is formed in the interaction between the researcher and the field. Hence I have a constructivist-interactionist approach in my field study - both in my observational studies, my interviews and my document analysis. This requires that I continually (before, during and after) reflects upon my own role and inquire into my own meaning-making process. The paper will present some of these reflections and furthermore discuss the presentational, ethical and social challenges that this approach can have for the research process.

## PAP57

### **Experiential knowledge and reflective research practice in location-based ethnography**

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The article discusses the ambiguous role of reflexivity and researcher's voice in ethnographic enquiry which looks at the perceived quality of urban spaces. It is a part of the ongoing doctoral research which studies contemporary urban environment from a situated perspective, focusing on how the cities are experienced by their inhabitants. The data is collected through go along interviews where the researcher is an active participant of an embodied practice of walking together with the participants.

Traditionally research methods acknowledged in the field of urban design use professional expertise and objective evidence to facilitate decision making. These methods distance themselves from the 'messiness' of the real world and aim at generating universal knowledge transferrable to other contexts. By contrary, the focus of the present study is sensory experience which emerges in a specific context as a result of interaction between a person and urban environment. Although being intrinsically partial and situated, experiential knowledge reflects the complexity of the real life context and is important for the urban planning practice (Khakee, 2000; Kytä et al., 2013).

Go along interviews and location based ethnography are well suited for collecting rich experiential data and are known to be a good qualitative research tool for accessing the reflexive aspects of lived experience in situ (Kusenbach 2003). However, when they are applied in the context of urban design and planning, several important questions emerge. Two of these questions are explored in this article: what is the role of researcher's personal reflective account in the collected data, and how to report it in a meaningful way to highlight its methodological validity.

To examine these questions, the article reviews the different views on the researcher's role in the fields of ethnography and urban design. The methods of focused (Knoblauch, 2005) and sensory ethnography (Pink, 2007; Pink, 2008; Pink, 2011) are compared, and the approaches used by public space research pioneers Jan Gehl (Gehl & Svarre, 2013) and Jane Jacobs (Jacobs, 1961) are examined to construct a strategy of positioning the researcher's voice in the data collection and analysis process. This strategy is then applied to analyse the data from the ongoing doctoral research and generate the insights into the nature of spatial experience.

The findings highlights the value and relevance of researcher's reflective account to the immediate design practice and context where the data was collected rather than to theoretical urban planning discourse: the situated knowledge (Haraway, 1988) that emerges from the data helps better understand how the spatial context leads to certain experiences, and allows creating more sensitive solutions that can affect the perceived quality of the urban environment.

## PAP58

### **The holy grail of research: Mobile ethnography in combination with usage of wearables and integration of big data**

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Researchers have been on a quest for the Holy Grail of research: a tool capable of gathering pure quality data, without any biases. Though it seems impossible right now, we have been trying to develop tools and methods which get close to it.

Any traditional method faces its own issues. For example, a survey may get false data due to lack of involvement or deferred timing; a physical interview may be a hassle due to the travel distance or a phone interview may be limited because we can't see the interviewee's face emotion. On the other hand, each of them has a quality in gathering data, the survey can gather lots of information in no time; the physical interview gets access to on-the-moment reactions; and a phone interview makes the interviewee feel safer and thus answers more sincerely.

What if we could combine all those positive elements from different methods in one place, so that their own weaknesses are tackled by the other method's advantages? All of that would be gathered in one application, a mobile application Contextmapp. Nowadays, we are more connected than ever. A mobile application linked to an online monitoring dashboard would allow researchers to dive into the analyzed element's environment and get deeper insights. You can give assignments and tasks such as questions to the participant wherever he is – the mobile allows better accessibility opposed to a physical interview – , while using the phone's features such as taking a photo, a video, or an audio, on the moment. This, will allow to get in-real-time data, and thus much better accuracy and timeliness. As the researcher, you can configure your own project via the dashboard, allowing you to target questions for a better relevance and coherence to what you are looking for.

But again, what about biased answers from the subject? How can we be assured of a 100% true data? By getting information that can't lie: this can be possible by gathering data while the subject isn't really aware of it. But then how could we follow the subject for an ethnographic study, without being noticed? We could get passive data from the subject. Obviously, for privacy reasons, the subject will still be asked permission to gather the data, but nothing will change in his ordinary life, and he would probably forget he is being monitored.

These passive data can be gathered through wearables. Connected products such as smart watches allow researchers to get data such as heartbeat, and allows to track through GPS where and how the subject moves during a period of time.

Passive data, answers from questions and assigned tasks, all of them gathered in one application that transfers in-real-time the data to an online dashboard. It is also a very user-friendly and visual tool which helps and keeps both subjects and researchers involved in the process by making everything easier.

We shouldn't reject traditional methods of research, but combine them to more modern ones, to achieve a perfect tool.

#### **PAP59**

### **Learning and the psycho-societal nature of social practice**

Henning Salling Olesen

Roskilde University, ROSKILDE, Denmark

This paper will present and argue for a psycho-societal approach to empirical research in learning researching, combining a materialist theory of socialization with an interpretation methodology based in hermeneutic experiences from psychoanalysis. Its theoretical focus is on subjectivity— as research *object* and as a *dimension* of the research process. By the term “approach” is indicated the intrinsic connection between the theorizing of an empirical object and the reflection of the research process itself, as well as the epistemic subject. The practical methodology is an interpretation procedure based in texts or field observation and seeks to understand collective unconscious meaning in text.

The paper will give a brief introduction to Alfred Lorenzer's “in-depth hermeneutic” cultural analysis methodology which was launched in an environment with an almost complete split between social sciences and psychology/psychoanalysis. This methodology is based on a transformation of the “scenic understanding” from a clinical to a text interpretation, which seeks to understand collective unconscious meaning in text, and will present the approach referring to interpretation example from empirical research in professionals' learning and identification processes. The practical interpretation procedure in a psycho-societal research is briefly summarized, emphasizing the role of the researcher subjects in discovering socially unconscious meaning in social interaction. Finally an outlook to contemporary epistemological issues.

It builds on a notion of subjectivity combines a social reinterpretation of the core insights in classical psychoanalysis—the unconscious, the drives—with a theory of language acquisition. The “invisible” aspect of learning is in the socialized but unconscious interaction experience which is embodied and remains a hidden potential in everyday social practices – in which learning form a specific dimension. The understanding of this invisible socialization is significant for understanding the relation between discursive knowledge and practice, and it is significant in relation to identification and ambivalences in learner subjects and their learning careers.

#### **PAP60**

### **'How to improve your skills in analysing qualitative data?': the online 'QualiBuddy' support tool**

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KU Leuven, LEUVEN, Belgium

Various problems concerning analysing qualitative data, are being recognised by supervisors and educators. There is a gap between (1) the techniques researchers use for analysing data, and (2) the achievement of good and reliable results. Researchers, especially novice ones, usually have insufficient skills to work with data in an inductive way and experience difficulties in formulating concepts, models and theories.

Although a considerable amount of literature exists on the analysis of qualitative data, theoretical manuals are often insufficient to develop the skills necessary for qualitative data analysis. There is a lack of practical guidance, including exercises and feedback, which can assist novice researchers in acquiring specific *skills* for analysing and conceptualising qualitative data. This highlights the need for practical tools and techniques to support novice researchers in developing the necessary intellectual skills for qualitative data analysis.

Therefore we developed QualiBuddy, an interactive online education tool based on and complementary to an existing guide for qualitative data analysis. This tool was developed from a multidisciplinary perspective and allows

novice researchers from various domains to develop and improve their skills in analysing qualitative data. QualiBuddy focuses on the conceptualisation of interview material within a Grounded Theory approach in which codes, concepts and theoretical models are derived from empirical data. The tool includes a learning trajectory with eleven stages and as such, offers a practical complement to already existing theoretical guidelines and manuals. Judging from pilot tests with qualitative researchers from various domains, the trajectory offers potential for (novice) researchers to develop analytic skills and increase their knowledge level. The aim of this presentation is to clearly describe QualiBuddy and discuss its potential value, as part of a broader educational package about qualitative data analysis.

## **PAP61**

### **An Inter professional Experiment between nursing students and students from the School of social educators. The ethical Laboratory as an aesthetic space to develop care before ideas and to develop the ability to act in unpredictable situations.**

Susanne Buch Nielsen

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Emotions shape the landscape of our mental and social life and emotions are a part and parcel of the system of ethical reasoning ( Nussbaum 2001)

In this qualitative inquiry, we want to develop the connection between emotions and thoughts, imaginations and appraisals ( Nussbaum 2001)

Our small group's research done by lecturers from the School of applied Science in Holstebro Denmark started with the idea, that the evidence based practise prescribe, that using guidelines is a guarantee for best practise. We wanted to challenge that statement. We consider fiction as a learning method, which can move students into a new direction, which helps them to see and care for people before they care for or follow professional ideas.

We think that fiction is not simply a set of defective descriptions made by unreliable observers. Our hypothesis is that fiction is a kind of simulation that runs on minds (Oatly 2008)

There are two senses of simulation. The one sense is about the hypothesis that, we in ordinary life uses aspects of our understanding of ourselves to infer, what others might be thinking and feeling. In fiction, authors offer us cues to our theory-of-mind processes, so that we can use these same simulative faculties for fictional characters. The other sense concerns complexes. When we want to understand a complex – processes in interaction – then it is useful to write a simulation. We can often understand individual processes quite well, but their interaction and emergent properties are more difficult (Oatly 2008)

By using aesthetic methods such as role play, short story writing and reading of fiction we show, that something new happens. We show, that the aesthetic methodology develops the ability to act in situations which are unpredictable (Boal 1994).

## **PAP62**

### **Use of Theatre Laboratory for research with Specific Learning Disabilities pupils**

Giulia Lampugnani

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The research developed was aimed to explore representations and meanings given by students with Specific Learning Disability on their scholastic, learning and life experiences.

Due to the mayor risk for psychopathological diseases (Vecchini, 2012) and to a supposed more widespread existential worrying for those students (Ferrazzi et al, 2013 – Lampugnani, 2014)-, I intended to explore towards a deeper knowledge of their point of view about their learning experience and relationships through an interpretivist approach. I chose a qualitative methodology, in a participant action research (Rapoport, 1970; Whyte, 1991; Baldacci, 2001) to develop a bottom-up process.

Participants were young pupils (9-14) who "lived with" Specific Learning Disability. As a researcher I thought I wanted the most "natural" and clear methodology, even for an ethic consideration: facing directly with children some potentially problematic questions, because of their underlying suffering about it. As well, I wouldn't have used verbal interactions such as interviews, because of age, linguistic impairments and the risk of exterior cooperation. I needed something working in an analogic way, allowing an expression closer to emotional dimension.

The final choice was Theatre Laboratories, that allowed them to express opinions and beliefs not directly, but delivering to scene and building it materially, feeling also protected by the mask/character and so feel more free of expressing.

It was used with techniques of improvisation (Theatre of the Oppressed, Boal, 1999), of co-construction with others of a scene, not rebuilding what proposed from a text, but allowing pupils to express beyond words.

This process involved constantly the two researchers, who worked in interaction and empathy with pupils, giving stimulating situation, in a progressive co-construction of the findings that pupils, at the beginning of the work, were not aware about nor ready to express with words.

After building the scenes, pupils were asked to comment and share it in group, quite similar to a focus group, but not so strict in structure, or to answer to some question (not pre-structured, but based on scene), or to write a sentence about some topics connected with the scene. Depending on the involvement and availability, some pupils could express, in this discussions, their beliefs and life experiences about similar situations.

Research work was developed with 10 groups (109 SpLD students, 10-18) involved in theatre laboratories (Boal, 1977) to produce scenes about themes of research - school, relationship with teachers and peers, use of technologies, learning strategies- and after to discuss in focus groups (Pranee Liamputtong, 2011) contents come to notice in the improvisation, - life experiences, feelings and emotions connected with scenes, and strategies they used to cope with such experiences-.

For data collection each work session was video-recorded (scenes created by pupils, their final discussions, notes of participants); the two researchers took notes during and after the session. All the data were transcribed and analysed both during the research process and at the end. Data analysis was made with a thematic categorisations with a narrative approach (Engblom et al., 2009).

## **PAP63**

### **Reflexive ethics? The challenges of early career researchers**

Catharina Juul Kristensen

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Research ethics constitutes a central element of conducting high quality qualitative research. As noted by more (e.g. Guillemin & Gillam, 2004; Jeanes, 2016) being familiar with formal codes of ethics and mastering the negotiation of procedural ethics does not necessarily guarantee ethical research conduct, nor the ability to respond ethically viable to ethical challenges in practice. Undertaking ethically sound research presupposes both knowledge and experience of doing qualitative research (ibid.). Furthermore, it is argued here, it presupposes a reflexive practice throughout the research process. That is a practice based on a continuous critical examination and adjustment of one's methodological and ethical outset and concrete practice in order to improve this (Cunliffe, 2003; Guillemin & Gillam, 2004).

The aim of the paper is to contribute to the discussions on reflexive ethics in qualitative research by, first, theoretically exploring the concept, and, second, by exploring early career researchers' articulations of research ethics, challenges encountered in practice, and their handling of these. While the first part will be based on exiting international research and on codes of ethical conduct, the second will be based on focus groups with early career researchers. Specifically, Danish doctoral students within the social science field undertaking co-financed research. This selection of informants is based on the initial theses that these students 1) have to negotiate the interests of the involved external organisation/company and the university, and that 2) this may cause more ethical dilemmas than projects based on academic research grants alone. Furthermore, Danish research practice is interesting as qualitative research does not (yet) have to be approved by formal ethical committees. Research ethics is, however, taught and discussed in most social scientific departments.

The paper will include an analysis of a pilot focus group with four doctoral students. The focus group session is primarily inspired by the work of Halkier (2002) and Morgan (1997). The analysis is based on an iterative, interpretive dialogue between the empirical material and the theoretical/formal outset (Alvesson & Sköldbberg, 2000; Halkier, 2002). The methodological foundation of the focus group session will be elaborated fully in the paper. The paper forms the first, important step in the exploration of such early career researchers' practice of ethics.

## **PAP64**

## **A storyline about what young researchers should know when engaged in qualitative research - viewing one's own research through a reflective lens**

Theresa Bengough, Karin Hannes  
KUL, LEUVEN, Belgium

### **Objectives**

A discussion of the meaning of reflexivity applying a model post hoc in a conducted and published grounded theory research project.

### **Background**

Qualitative methods are well integrated in health care research. Its widespread use goes together with a need to attend questions of rigor and reflexivity as a qualitative researcher. This is due to the fact that is hardly possible for qualitative researchers to be fully objective of social phenomena because of their personal, contextual, political and social stance in the field of interest. Literature suggests that reflexivity needs to be considered throughout across the different stages of a research project. A number of approaches to reflexivity are available to researchers.

### **Methods**

A model is applied to support reflexivity in a qualitative project in health care. This model has been proposed by other qualitative researchers and is based on arguments from Bourdieu and Finlay. It addresses the subjective relation to the object at three levels: (i) the overall social space, (ii) the field of specialists and the (iii) scholastic universe and overlays these with three stages of research: (i) pre-research, (ii) data collection and (iii) data analysis.

### **Results**

The intersections of the subjective relation to the object at three levels with the three stages of research support the researcher to consider and challenge reflexivity. A matrix will be produced and displayed discussing the researcher's methodological post hoc decisions on an already conducted and published research project. Based on this reflective exercise of quality appraisal, a storyline will be offered that discusses what junior researchers should know/do when engaging in a qualitative study. Non-optimal choices on the assumptions and methodological decisions that are part of early career in science shall be highlighted.

### **Discussion**

Being reflexive requires the researcher to be open about decisions made during the research process. Additionally it can help prevent one's own work being vulnerable to critiques from others. The model that is proposed in this project is a useful tool to enhance reflexivity in qualitative research.

### **Implications for young researchers**

Young researchers are encouraged to explore the concept of reflexivity in their research practices and to apply models of reflexivity to create transparency and robustness of their research. The presented strategy may help young researchers in their reflexive endeavours.

## **PAP65**

### **A Performative appreciation of practices that brings forth the evocative power of Matter and how Matter comes to matter in research and practice**

Julia Jude, Liz Day, Mark Huhnen  
University of Bedfordshire, LUTON, United Kingdom

### **A Performative appreciation of practices that brings forth the evocative power of Matter and how Matter comes to matter in research and practice**

Barad (2007) claims rightly, that language has been given status above other forms of communication and challenges us to consider how this emerged; calling for practices situated in performative discourse, which could allow for ways of understanding that is open to the inheritance of multi view-points. To address the social injustice created by language which erase the past and future experiences for understanding human experiences from other communities, where experiences and relationships are entangled with matter.

This panel explores our relationship with material stuff: art, play and ideas derived from African indigenous and Endarkened Feminist ways of knowing as one way of demonstrating our performative discursive practices which encourages the inclusion of both animate and non-animate knowledge alongside our sense making processes.

### **Objects are deemed to have presence: An exploration of Endarkened feminist and New Materialism as a way of transforming traditional ways of knowing. Julia Jude**

Barad, suggest that matter, hurts, speak, yearns & remembers. *Building on this idea I argue, matter has a vitality, and if we allow ourselves to be open to this silent knowledge it has the potential to redefine the way that we give meaning to our experiences.* This means that as researchers and practitioners we must be ready to work not only with the discourses that we know and are faithful to, but must also be brave enough to inherit the world of others. Using the concept of material presence, I bring the ideas of New Materialism and African indigenous (Dei, 2011) and Darkened Feminist ideas (Dillard, 2006) together as one way of creating an assemblage of voices ideas toward

creating ways of knowing that offers ideas beyond Western European discourses.

### **Play as relational research**

The social construction of reality is often seen as happening in language with considerable emphasis on the spoken or written word. Ideas of speech acts as smallest units of meaning point to a possibly somewhat overlooked sphere of actions. If language is universally human and a place of meaning making (with a possible translation of learning or researching) then play is even more universal (extending to other mammals) as an activity of learning and creating social meaning.

In a very practical workshop I would like to explore this “pre-verbal” playing as an activity of co-researching.

### **Embodied Presence**

I use my experience as an artist to explore the relationship between therapist and client, researcher and research participant. I argue for the need of an embodied presence in the practice of systemic inquiry. Seikkula and Trimble (2005) describe the healing and transformational nature of showing love in a process of embodied shared meaning making in Open Dialogue work. I draw on my struggle to explain my lack of interest as a painter in painting people compared with my fascination with interacting with families and groups to understand more about the nature of my relationship with embodied presence.

## **PAP66**

### **Reflexivity and meaning making within the context of a narrative biographical inquiry**

Philia Issari

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The present narrative biographical inquiry adopts the position that any researcher brings to a project his or her pre-understandings and assumptions which influence the way the research is conceived, carried out and presented. Moreover, it follows a constructionist approach to reflexivity (Gergen & Gergen, 1991) taking into account not only the personal experience of the researcher but the cultural and historical consciousness which he or she brings to the research inquiry. Seven men and women of Pontian descent narrated stories and experiences related to their lives in former Soviet Union and in Greece. Narrative analysis was employed; the findings included themes of personal and collective experiences, values, crises situations, obstacles coping resources and the formation of cultural identity both at personal and collective levels. The researchers recorded their reflections on the inquiry project. The role of reflexivity is discussed especially in relation to meaning making and the researchers' understandings are connected to professional, personal and cultural experiences and conceptions.

## **PAP67**

### **The perspectives of parents whose children were removed to an emergency center: The understanding and the dilemma**

Eli Buchbinder

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**Background and purpose.** Two dominant discourses are evident in social work regarding parents in the field of child protection. One discourse emphasizes the risk that parents pose to their children, through abuse and neglect, which hinder their normative physical, psychological, social, and cognitive development. Such a “family pathology” perspective raises the need for social workers to determine the extent of the risk and harm and intervene with the aim to rescue the children. The second discourse: a family-centered one recognizes the centrality of the parents and the family in children's lives. As such, the social workers' role is oriented toward strengthening families. Therefore, intervention is dominated by collaboration, partnership, maximizing informed choices, and utilizing parents' strengths.

Emergency treatment centers aim to place children temporarily in a safe environment, to prevent parents' abusive behavior, while maintaining their participation in the intervention process. The aim of the study was to understand the parents' perception of the process and of the relationships with social workers that led to the children's removal from home to the emergency center.

### **Method**

The present qualitative study is based on 15 semi-structured interviews with nine mothers and six fathers. The parents' ages ranged from 32 to 56 years and the number of children in each family ranged from two to five. They had low income. The children had been in the emergency center for 3-6 months. This was the first experience for all the families with an emergency center.

The analysis is based on the researcher understanding of the main themes of the interviewees' experiences, as expressed in narratives and linguistic constructs.

### **Findings**

A major theme that emerged from the interviews was "Parenting on the brink of the abyss". This theme describes the dominant experience of the parents with social workers. The parents experience a sense of helplessness and painful awareness of their failure to provide a parental, financial and emotional support. The children's difficulties intensify the sense of deficiency, failure and threat to the self, versus their desire to be "good parents." During the removal process, the parents expected their relationship with the social workers to be based on containment, strength, partnership and problem solving. In actuality, most experienced negative relationships, characterized by lack of trust and understanding, which exacerbated the parents' negative emotions. **Conclusions and implications.** The findings of this research give voice to the parents, but the dilemma as to the implications remains problematic. On the positive side, the study may contribute to the social workers by allowing them to incorporate the parents' perspectives into their interventions, which may facilitate positive mutual relationships. On the negative side, the voice of the parents can be regarded as an account and even as an ethical excuse, and if accepted, may harm the children's well-being. A dialectical approach will be suggested and elaborated, through which as social workers will be enabled to understand and to intervene in such professional situations ridden with dilemmas and conflicts.

## PAP68

### **Professional biographies: how to explore the dynamics of the career paths and to focus attention on the learning process in social work.**

Livia Cadei

Catholic University, GUSSAGO (BS), Italy

The idea that professional practice should be evidence-based and result-oriented creates an exclusively knowledge-based focus. On the other hand little attention is paid to the manner in which practitioners produce and build their knowledge and the processes by which this gives meaning to the facts.

For educational research it is interesting to examine the transformation processes and the debate regarding qualitative inquiry concentrates on the possibility of withstanding a change process. This means that pedagogic research is not interested in making use of the classification of scientific criteria such as "objective", "subjective", "credible", "neutral", "authentic" or "artistic". Rather, it focuses on what was achieved, the inferred considerations, and it tries to persuade the reader of the intellectual and methodological accuracy, the meaning, value and usefulness of the achieved result.

Furthermore, during the information gathering process it is not sufficient to be familiar with the procedure, rather the researcher must clearly state their objective and prioritize the desirable effects, clarify their position and the chosen methodology and, provided the subject matter is relevant, they must specify precisely the explanatory factors that in their opinion enable a better understanding of how to choose between desirable and undesirable effects.

highlighting the values is the accuracy of the research. This is necessary for any research where the object is something in need of change: that is the case of pedagogical research.

In view of the above and in order to study practices within the education environment, it would seem useful to adopt a narrative approach by which to encourage operators to talk about their professional approaches.

In order to understand the directions and transformations that develop over time, career changes and retraining, it is important to identify an intelligibility that comes not so much from a definite and universal knowledge (the truth), but from a credible and concrete model based on practice. Such a model must provide the possibility to study work practices in all their varieties and contradictions. The aim is therefore to prove the argumentations generated by a theoretical work model and not to produce a model for work.

Through research in education and with the above specified inquiry objectives one does not look for true facts, rather the connection between questions asked and personal paths, and such questions locate the connections and highlight them. The use of the narrative style pursues an objective of professional development: on one side it accompanies an evolution, on the other it is a support in a situation of change and when it is necessary to make choices during periods of transition.

The collection of professional biographies outlines the analysis of the processes used by the individuals to attribute meaning to their professional experience and failures, rather than concentrate on introspective reports to transmit their own reasoning and emotions. Professional biographies make it possible to write about the cultures of the social services and the narrative style is useful to explore the dynamics of the career paths and to focus attention on the learning process.

## PAP69

### **Many childhood ideas for refugee children: tools and types of intervention for social workers. A research in the municipality of Genoa (Italy).**

Andrea Traverso, [Paola Alessia Lampugnani](#), Helena Barbera, Allesia Olivieri  
University of Genoa, GENOA, Italy

The present research takes place coming from the interaction between scientific interests (academic research group) and professional needs of workers (educators, municipality social workers, National Civil Service's volunteers) in educational and social services for refugee and asylum seekers (families/minors).

These two groups, who are going to work together at the research, aim to investigate the construction of social representation and image of migrant children in contexts of emergency. The research is paying particular attention to the dimensions of ethics; rights; legal protection and citizenship.

The objective of the research process is to develop skills and functions of these workers' categories in order to enhance and improve services' quality.

The research is going to be developed in the city of Genova, connecting the research team with the local institutions, involved in the educative and social process of refugees/asylum seekers welcoming, caring and legal protection.

The study allows to investigate two different systems/services:

unaccompanied migrant children  
asylum seekers

These different research fields are going to be analyzed according to three different action levels (local, national, Community), using different perspectives that refers to: services' organization (political dimension), services' quality (operative dimension), services' action models (theoretical dimension), operators' and experts' skills (with a focus on National Service's volunteers).

The emergency's interventions need a human based approach. This approach grant not to reduce the image of migrant children only to their origins or to their material needs.

The research intend to: promote circularity among practices; encourage a reflective approach; facilitate the design of professional longlife learning classes.

The educational framework refers to these concept:

intercultural education  
Developmental Model of Intercultural Sensitivity  
Intercultural competence  
Childhood safeguards

We intend to use a qualitative approach useful to combine procedural and processual needs, with the objective of paying attention also to the stories of who is involved in the system (users, operators, decisors' makers).

We are going to use interviews and focus groups, that will be developed in relation to participants' features (referring to children).

We are also going to use tools of quantitative data collection that will contribute to reveal conceptual intersections, perceptions and statistical data from services.

## PAP70

### **Evaluating the extent to which social researchers apply feminist and empowerment frameworks in photovoice studies with female participants**

[Sara Coemans](#), Anne-Leen Raymakers, Joke Vandenaabeele, Karin Hannes  
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In the last decades, we have witnessed a growing interest for the use of photovoice (Wang & Burris, 1997), also referred to as participatory photography, as a visual research method, particularly in social sciences. The method has substantially been applied in projects focusing on the lived experiences and problems from vulnerable women (e.g. Teti et al., 2012; Walsh et al., 2010).

In this presentation, the results of a systematic literature review on the topic are discussed. It investigates how the methodology has been applied in studies that focus on research with, on and about women. In the review, nineteen relevant articles were identified and analyzed using a descriptive within- and cross-case analysis. The potential of photovoice to 'give' voice to and empower female participants is evaluated. We illustrate how researchers have conceptualized these premises in their own studies and whether they are able to pull them through in their implementation phase.

The review shows that several authors claimed their study was inspired by feminist theory, however few were convincing in the way this was implemented in practice. Empowerment claims were made by many, however

seldom evaluated at the end of the studies. The presentation outlines how female voices can manifest themselves in different phases of a research process and presents types of empowerment that can potentially be reached through photovoice.

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**PAP71**

**'Profiling competences' or 'portraying anti-oppressive practice'? Video-analyzing the behavior of social welfare practitioners engaged in social circus.**

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Social circus is a social welfare practice that includes teaching circus techniques to socially vulnerable groups. It is often used as a tool for social intervention. Since the 90s, the interest in social circus practice as a catalyst for change has increased. More attention is being given to the role of practitioners involved in social circus. Several studies have profiled them based on the set of competences they should master to achieve anticipated outcomes (Caravan Circus Network, 2012; Milagre, Passeiro, and Almeida 2003). We challenge the very act of profiling, arguing that the way practitioners and participants 'connect' via social circus should be understood through observing the way they put themselves 'at disposal'. By means of a video analysis, we aim to portray rather than profile practitioners involved in social circus. This moves us into visualizing the anti-oppressive practice promoted in the social work discipline (and out of the competence based discourse that currently dominates professional development discourses).

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**PAP72**

**Building Theoretical Models when Synthesizing Qualitative Evidence**

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Increasingly, qualitative evidence syntheses are conducted in which qualitative studies in a specific scientific area are systematically retrieved and synthesized to facilitate theory building. Currently the potential to contribute to theory building is underused. One of the reasons being that most analytical methods, like coding and thematic analysis, are geared towards a description of themes and not towards dynamic theoretical modelling. This research demonstrates an innovative analytical method that boosts theoretical modelling by extracting evidence of conceptual relationships from the primary qualitative studies. The path models that can be drawn for each separate study are synthesized to generate one overall theoretical model. We demonstrate how different criteria can be used to build different explanatory models. This paper concludes that this analytical method enables theory construction which is both useful for scholars as well as for applied researchers who wish to use it as an evidence-base for interventions.

## PAP73

### **Quality assessment of qualitative research studies in the context of literature reviews: moving smoothly from one decision point to another.**

Karin Hannes

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Quality assessment of primary studies is generally perceived as a valuable asset in the development of a literature review. A plethora of instruments to assess the quality of qualitative studies is currently available in the scientific literature. Although there is a general consensus on what constitutes quality for several research designs, academic debates on what an acceptable degree of methodological quality is for different types of qualitative studies are ongoing. In this presentation, we intend to offer guidance on (a) whether we should consider quality assessment in a literature review and why, (b) what the different approaches to quality assessment are for different study designs, including how we can motivate our choice for a particular approach to judging quality and, (c) how we are supposed to deal with the findings of a quality assessment in terms of including or excluding primary studies from our literature reviews. Rather than imposing a straight forward solution into these debates, I offer a flowchart that guides participants through the major decision points to be made, including some personal reflections based on previous experiences of conducting quality assessment in the context of reviews.

This presentation is partly based on the content of chapter 4 from the following handbook: Heyvaert, M., Hannes, K., Onghena, P. (2016). Using mixed methods research synthesis for literature reviews. Thousand Oaks, CA: Sage.

## PAP74

### **Engaging stakeholders in the conduct of a mixed methods systematic review in the domain of humanitarian aid**

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**Background and objectives:** To improve handwashing and sanitation practices in low and middle income countries (LMICs), a range of programs to promote behaviour change have been designed. It is not always clear to policy makers which of these approaches is the most effective on learning outcomes, behaviour change and health outcomes. Therefore a mixed methods systematic review (MMSR) was initiated (funded by 3ie/WSSCC). Since this subject is important to policy makers, program developers and end-users, it is very relevant and important to engage these different stakeholders throughout the different stages of the MMSR, so that context, preferences and requirements of users, is taken into account as much as possible. We organized discussion groups with a heterogeneous group of stakeholders to develop a theoretical model, to try and understand how the interventions under study would work in practice and what the potential mechanisms are that may influence this causal chain.

**Methods:** The research team is composed of methodological experts (systematic review, qualitative research) and a topical expert in WASH (Water, Sanitation and Hygiene) behaviour change. Furthermore an Advisory Group was constituted by recruiting relevant stakeholders with the following profiles: a methodologist (experienced in program implementation in vulnerable populations), WASH experts, a policy maker, end users, and a representative of the donor community. The majority of topical experts and end-users were from LMICs, i.e. Sub-Saharan Africa and South Asia. In order to engage stakeholders in the different stages of the MMSR, we organized discussion groups as part of the mixed methods methodology. Stakeholders were consulted throughout the different stages of the MMSR, via electronic means and through two face-to-face meetings, including one in the preparatory phase (protocol development), and one (future meeting) in the final phase of the project (data interpretation + formulating recommendations based on evidence gathered from the MMSR). Participants for the second meeting compose an enlarged group of stakeholders (25) including experts from the corporate and academic sector.

**Results:** The qualitative findings generated from the first face-to-face stakeholder meeting resulted in agreed definitions that are relevant for practice, a refined Theory of Change model sensitive to our target group, and improved research questions and selection criteria. This led to an improved version of the MMSR protocol, which was initially drafted by researchers with a methodological focus, and now contains greater awareness of the context (<http://www.campbellcollaboration.org/lib/project/366/>). The second stakeholder meeting aims to translate the findings of the MMSR into practical implications for policy and practice.

**Conclusion and discussion:** Engagement of different stakeholders throughout our review process resulted in a review that is more sensitive to the needs of those involved in delivering and financing promotional interventions. Involving stakeholders in the development of the MMSR also created a sense of ownership and stakeholder buy-in, which is important from the point of view of promoting our (future) findings among their network and to facilitate capacity building.

## PAP75

### **Responses of victim's social network: A Qualitative Evidence Synthesis**

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*Background* Victim Support Netherlands (VSN) wished to have a broad evidence base to further legitimize their current services and to guide future policy decisions. Therefore, a qualitative evidence synthesis was performed on the needs of victims of crime, accidents and natural disasters with regard to supportive and unsupportive responses of their social network.

*Methods* A systematic search of seven electronic databases was conducted: Pubmed, Web of Science, CINAHL, PsychINFO, Scopus, Criminal Justice Abstracts and Picarta. Empirical research qualitative in nature (or mixed method when it was possible to distinguish the results) written in English and published in a peer-reviewed journal between January 1980 and November 2014 were included. Following Britten & Pope (2012) included studies were organized into different groups, dependent of types of crime, accidents or natural disasters. A total of 84 studies were included and organized in 7 different groups. An adapted version of meta-ethnography was used to synthesize the studies. Quality of the studies were appraised using the RATS guidelines.

*Results* The analysis of the different groups is not finished yet. Preliminary results shows disclosure and help-seeking as important stages. Why do victims decide to seek help and which barriers do they perceive? It also shows a broad range of supportive and unsupportive responses and differences in victim's interpretations of these responses. Furthermore, it shows that some responses can have tremendous impact on victims, either positive or negative. The similarities and differences between the groups are further explored.

## PAP76

### **The use of purposeful sampling in a qualitative evidence synthesis: A worked example on sexual adjustment to a cancer trajectory**

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#### **Background**

An increasing number of qualitative evidence syntheses papers are found in health care literature. Many of these syntheses use a strictly exhaustive search strategy to collect articles, mirroring the standard template developed by major review organizations such as the Cochrane and Campbell Collaboration. The hegemonic idea behind it is that non-comprehensive samples in systematic reviews may introduce selection bias. However, exhaustive sampling in a qualitative evidence synthesis has been questioned, and a more purposeful way of sampling papers has been proposed as an alternative, although there is a lack of transparency on how these purposeful sampling strategies might be applied to a qualitative evidence synthesis. We discuss in our paper why and how we used purposeful sampling in a qualitative evidence synthesis about 'sexual adjustment to a cancer trajectory', by giving a worked example.

#### **Methods**

We have chosen a mixed purposeful sampling, combining three different strategies that we considered the most consistent with our research purpose: intensity sampling, maximum variation sampling and confirming/disconfirming case sampling.

#### **Results**

The concept of purposeful sampling on the meta-level could not readily be borrowed from the logic applied in basic research projects. It also demands a considerable amount of flexibility, and is labour-intensive, which goes against the argument of many authors that using purposeful sampling provides a pragmatic solution or a short cut for researchers, compared with exhaustive sampling.

Opportunities of purposeful sampling were the possible inclusion of new perspectives to the line-of-argument and the enhancement of the theoretical diversity of the papers being included, which could make the results more conceptually aligned with the synthesis purpose.

#### **Conclusions**

This paper helps researchers to make decisions related to purposeful sampling in a more systematic and transparent way. Future research could confirm or disconfirm the hypothesis of conceptual enhancement by comparing the findings of a purposefully sampled qualitative evidence synthesis with those drawing on an exhaustive sample of the literature.

## PAP77

### **Experiences of adults with a diagnosis of autism or Asperger syndrome. A phenomenological inquiry**

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Autism is a concept that covers many realities and has different meanings for different people. The vast majority of research on autism tries to find a biological explanation for its development. Relatively few empirical research exists on how people experience an autism diagnosis. And although some sociological research has been done on diagnostic processes with children, and the viewpoints of their parents, the experiences of adults with a diagnosis of autism has been far less explored. With this research project, we wanted to fill that gap. During the period of June till August 2016 we interviewed 21 Dutch speaking adults (>18 years of age) about their experiences of being different, about the subsequent diagnostic process and about they gave meaning to the experience of living with a diagnosis. We used a phenomenological approach: questions during the interviews were focused on how autistic adults experienced their own life, and how they interpreted these experiences themselves. As such, we considered all our interviewees co-researchers. We believe that our approach was interesting for several reasons. First, we offered participants the opportunity to choose the mode of interviewing themselves (oral interview at their homes or elsewhere, chat interview, discussion via email), to allow also those subjects who did not feel comfortable with an oral interview to participate. One of the researchers has a diagnosis of Asperger syndrome, whereas the other one has not, which allowed for fruitful data analysis from different perspectives. Also, this was a joint project between an academic institution (University of Antwerp) and an independent think tank (Campus Gelbergen). In this talk we will focus on the methods we used during the project, especially focusing on the process of data analysis and quality assurance. We will also explain whether and how such project could be reproduced, with individuals in other countries and/or with other diagnoses, with an emphasis on avoiding the pitfalls we encountered ourselves. We will also briefly discuss our results.

## PAP78

### **How to get into a dialogue with ALL students about traumatic events?**

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Within the last year schools in Belgium were confronted with 'a changing world' due to terrorist attacks. These events confronted teachers and families with the question: how do we get into dialogue (Freire, 1981 in: Escobar and Escobar) about it with ALL our children?

We will present a creative (inspired by Dadaism, Van Ostaijen) contribution of Wout (young guy with Down Syndrome) within such a dialogue as organised in a Flemish inclusive (Slee and Allan, 2001; Fritsch, 2016) secondary school.

We will use a diffractive methodology (Barad, 2014; Davies, 2014) in an attempt to provoke (Koro-Ljunberg and MacLure, 2013) binaries while making use of perspectives (student, teacher, parents, researchers, broader environment) that can be seen as intra-active more than as separate entities and in trying to give meaning to 'difference' and the entanglement of school practices and research with social justice. (Bozalek and Zembylas, 2016)

## PAP79

### **Meaning and meaningfulness of the concept of autism to parents and clinicians of a young child. A longitudinal qualitative study.**

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#### Background

Autism is one of the most diagnosed, researched, and discussed mental disorders. Still, it remains a complex concept: after more than half a century of research and clinical experience much remains unknown about its essence, causes, neurobiological underpinnings, treatment and prognosis. The history of the autism concept is characterized by change and heterogeneity: 'autism' may have meant different things in different times (Verhoeff, 2013).

Moreover, it is still unclear whether the array of research findings on autism can be translated into clinically useful information. As much of this research has focused on a biological explanation for autism, the transfer of research findings to the clinic and to the (parents of) patients has not gained much attention. Not much research is devoted to diagnostic practices in autism (i.e. apart from the formal and procedural aspects) and almost no data are available about the effect of a diagnosis on parents and child.

#### Purpose

The study's aim is to investigate how the autism concept is understood and experienced by parents. The study has a prospective and longitudinal design of semi-structured open-question interviews at three different moments.

#### Method

Parents are interviewed at three different moments: (1) before starting an autism diagnostic assessment, (2) two weeks after they received an autism diagnosis for their child, and (3) 12 months later (Saldaña, 2003). We use a semi-structured open-question interview based on a literature review (Hannes & Lockwood, 2012). Our review revealed a marked difference in parents' thoughts and feelings concerning the concept in time: pre-diagnosis, at diagnosis and post-diagnosis.

#### Results

At the moment of the International Congress of Qualitative Inquiry we will present our findings from moment 1 and 2, and how we perceived longitudinal qualitative research could meaningfully build these findings.

#### Conclusion

Our review of the relevant literature revealed a change over time in the experience of the concept of autism for parents of a child with a (presumed) autism diagnosis. While at the start a medical model of disability and of autism may be appropriate and meaningful, consequently a lot of parental "work" is needed to feel to be "good parents" for the child, and to preserve or regain a rewarding parent-child relationship.

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Saldaña, J. *Longitudinal Qualitative Research: Analyzing Change Through Time*. AltaMira Press (2003).

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## PAP80

### **Future workshops with children in divorce cases: A method too accumulate children's perspectives on being a child in a divorce related conflict**

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In the last decades there has generally been a movement towards engaging children more in research, especially research concerning children's lives. Particularly within the framework of the Sociology of Childhood, characterized by a motion away from seeing children as passive recipients of adult socialization, towards recognizing children as independent social agents (James et al 1998) there has been an increased interest in listening to children's views. Subsequently there is a growing body of literature that recognizes the importance of taking the children's own experiences and their special knowledge on being children into account (Mayall, 2000; Grower, 2004, 2000; Hallet & Prout red. 2003; Johnson, 2010). The idea is that research concerned with children should involve children and give room for engaging their perspectives and that listening to children is at the heart of our understanding of children

and childhood. The acknowledgement of children as competent actors and the need for involving children in childhood research has led to a wide range of participatory research designs as well as an ongoing discussion on how best to explore and represent children's perspectives in research. Within this framework there is room for experimenting with new methods to actively involve children in the research concerning their lives and to further investigate which effect this has on the knowledge produced.

This paper presents two workshops with children experiencing parental divorce. In all the participating children's cases, the parents could not reach an agreement concerning custody and/or residence and therefore brought the question before the court in Denmark. Subsequently all the children have been or are experiencing conflict in relation to the divorce.

The workshops are inspired by the future workshop method. The future workshops method was originally developed by Jungk and Müllert in the 1970's as a way to cultivate new ideas and solutions to social problems by facilitating small groups of people to dream up and implement creative ideas and projects (Jungk and Müllert, 1987). The methodological is playful and imaginative and gives room for creative and utopian ideas.

This paper will attempt to show that future workshops with children experiencing conflict can be very productive as a method to generate the children's perspectives on being a child in the middle of a conflict, by empowering the children to articulate their criticism, their dreams and hopes, their special knowledge on being a child in a conflict and engaging these perspectives as a part of the research process.

## PAP81

### **Nonhuman findings from the laboratory of speculative sociology**

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#### **Objectives:**

This paper explains how the recent turn to speculative philosophy in the humanities offers an important way to rethink research methodology in the social sciences. This paper discusses speculative philosophy, illustrating the radical power of the speculative in shaping the social sciences. I build on the speculative philosophy of Mark Hansen (2014) and Steven Shaviro (2015), to discuss a work of speculative fiction - *Nonhuman Findings from the laboratory of speculative sociology* (LSS) – for how it functioned as a stimulus for different kinds of experimental practice in a biosocial laboratory focused on learning and behavior.

#### **Theoretical framework:**

The “speculative” turn has arrived in the humanities and social sciences with a proliferation of writings from authors often described as “speculative realists.” This paper follows Åsberg, Thiele and van der Tuin's (2015) feminist recognition that while speculative thought is necessarily grounded in situated knowledges and contexts, it projects toward a different world through the use of “alter-worlding” (p. 164).

Speculative philosophy uses fiction to probe imaginatively into scenarios that often operate according to a different ontology, unsettling our common sense of shared reality (Bryant et al, 2011; Shaviro, 2015). Speculative fiction often speculates about the limits of science and technology, mutates current techno-futurist desires, and builds an alternative new world, while exploring fundamental philosophical questions. This can involve continuously stretching and distorting a simple characteristic of the current environment, until it becomes almost unrecognizable, but is clearly an evolution or involution of the original (Gratton, 2014). It also entails speculation on what ‘sentience’ might be in these different environments, where standard categories – life, death, male, female, human, non-human – are broken and re-assembled in new ways (Hansen, 2014; Morton, 2016). Through this emphasis on different kinds of sentience, speculative philosophy lends itself to research on the ‘social’.

#### **Methods:**

This presentation discusses a work of speculative fiction used as a stimulus to rethink empirical research on the biosocial dimensions of learning and behavior. Like other speculative projects, this one taps into the present historical moment, with its particular sociotechnical aspect, exploring how current technological tools are changing our relationship to sociological data. The fabulated laboratory is alive with computational capacity, recursively elaborating all recorded ‘data’. Researchers used the fiction to design new methods that might better study ‘social’ intra-action in complex computational environments. The work spurred the researchers to consider how *social science becomes a kind of non-human sociology infused with ecological insights and operating within the perspective of the anthropocene*.

## PAP82

### **The retrospective establishment of method as a reflexive process in qualitative research.**

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I began my PhD research with the question, 'what makes it research?' to explore how creative, subjective and collaborative approaches were 'research' rather than storytelling, art or conversation. I began to see research as operating on three levels: me (my understanding); us (the understanding generated between us); and them (how we pass on an understanding to an audience). I established the method I had used retrospectively and iteratively, my research practices having involved seven inquiry groups with undergraduate students, two collaborative inquiries outside of the university setting and one individual project. In undertaking these projects we were guided by established qualitative methods, predominantly Heuristic Research (Moustakas, 1990) and Co-operative Experiential Inquiry (Reason and Heron, 1986). This was complimented by practices borrowed from counselling, in particular the Person Centred Approach (Rogers, 1957; 1985) and art therapy (Silverstone, 1993). Research was found to be developmental (Wilkins, 2000) as well as transformative and informative (Heron, 1996). My PhD research resulted in my recognising a way to facilitate personal growth and transform it into informative research. This approach involved the notion that the subject for inquiry could be allowed to emerge and develop rather than be pre-determined and that the method should be identified retrospectively in questioning how co-researchers have come to a new or developed understanding. I formulated the three levels I had identified into a model for this reflection. This model allows for the explication of two related outcomes from reflexive research: one being the informative understanding that is the product of the research, and the other being the establishment of how this understanding was reached. In this paper I will explore the uses of allowing the focus to emerge and establishing method retrospectively. I will share the processes through which I have facilitated research (the method I established retrospectively) as a way of questioning how other researchers, practitioners and disciplines could (or do) follow a similar approach to qualitative inquiry.

## PAP83

### **The engaged scholar: Action research as a reflexive research practice**

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For decades The Netherlands was considered to have a national welfare regime that ranked high in terms of providing opportunities to participate in society. Nowadays, however, the welfare state is cutting down on social assistance due to high costs, ageing of the population and economic crises. Simultaneously an increasing number of people seek for economic alternatives outside the formal sector and set up grassroots initiatives to improve well-being and evoke changes in society. This leads to a growing need for critical, reflexive and engaged research "that attempts to reconcile the development of knowledge inseparably from engagement with society" (Motala and Vally 2015: 1).

In this article, I present an action research project based on participatory methods as an example of such engaged scholarship. I have set up five CAF-groups in the Netherlands, which are self-financed communities where people save and lend money to each other. Based on the capability approach of Amartya Sen (1999), the research aims at exploring whether and how group members can improve their well-being with regard to social networks, financial household management and entrepreneurial positioning. The CAF-groups were very different, ranging from a small circle of family members and friends, to a group of female micro-entrepreneurs or local community networks who were looking for alternatives to the mistrusted financial institutions. Based on ethnographic methods, each group was guided, observed, analyzed and compared to the others for two years.

But what does academic engagement with society look like in such a reflexive qualitative research practice? How does a change agent like myself collaborate together with the target group? Based on my personal experiences, this article argues that these questions can best be answered by looking at the different power relations that were developed during the research process. To do so, I adapted the framework of the so-called 'power cube' as developed by Gaventa (2006). His work concentrates mainly on the intersection of positions of power with citizen engagement in policy processes and governance structures at global, national and local levels of development processes. Based on Gaventa's framework, I simultaneously analyzed the different 'spaces for participation' (*closed, invited and created*) and the different 'forms of power' (*visible, hidden and invisible*) within my research setting. Thus based on different power relations, this paper discusses the challenges for the researcher of becoming a change agent and of constantly reflecting one's role as a researcher in order to strengthen the position of respondents. By doing so, I aim to contribute to a climate in which academia and society communicate in a more durable and creative manner.

## PAP84

### **Troubling reflexivity: Attachment, detachment and the creation of the researcher-subject in ethnographic research**

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In my paper I explore the challenges of reflexive research practice in ethnographic research. I concentrate particularly on the problems of attachment and detachment at play in fieldwork. Drawing on my experiences in conducting ethnographic research I propose that the normative requirement to employ reflexivity in the research process is based on a particular kind of researcher-subjectivity, namely a detached one.

In my presentation I analyse three empirical cases focusing on events and encounters in fieldwork where affect figures heavily. The cases involve tensions between attachment and detachment and feelings of shame and exclusion but also of closeness. Drawing theoretically from A.N. Whitehead's (1985 [1929]) conception of subject as emerging in concrescence, that is, in relation and contact with various elements in a given event, I argue that the researcher-subject comes to exist in the research process, and does not exist prior to it (cf. also Barad 2007, Michael 2016). Thus, the researcher is fundamentally attached to the process and events of knowledge generation. I propose that the use of reflexivity cuts across the affectual experience of 'being-in-the-field' and introduces the element of detachment of the researcher in the process of generating knowledge. Simultaneously, it establishes the researcher as a detached subject from the field or phenomena being studied. Hence, ethnographic research as a mode of inquiry struggles – or balances – between affect and reflexivity, and between the creation and dissolving of the researcher-subjectivity.

The analysis is based on my ethnographic research in the settings of 1) children's day care, 2) activating workshops for the over 15-year-old youth who have been left outside of employment and education, and 3) the homes of 3–6 year-old children.

## PAP85

### **Slow Inquiry: More-than-Methodologies in Qualitative Research**

Jasmine Ulmer

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In following a philosophy of Slowness (Honoré, 2004), I suggest that inquiry methodologies are among things that "cannot, should not, be sped up. They take time; they need slowness" (p. 4–5). For researchers in this time of speed, it is important to slow down. In developing the possibilities of Slow Inquiry methodologies in research, I think, write, create, move, and use photography to ask how inquiry might be Slow yet productive. I wonder how research might be generative not in spite of its Slowness, but because of its Slowness. In so doing, I build upon previous scholarship that outlines how a Slow Ontology might foster a slower sense of scholarly being (Ulmer, 2016). I begin this paper by discussing how the new materialisms connect matter and methodology through approaches that are 'more-than-\_\_\_\_\_.' More specifically, interconnections between matter and methodology are *more-than-representational*, *more-than-human*, and, as I suggest here, *more-than-methodological*. To explore these interrelations, I ask questions such as: How might we Slow through more-than-representational thinking? How might we Slow within the Anthropocene while still recognizing its urgency? And, taken together, how do Slow inquiries generate more-than-methodologies?

I suggest that more-than-methodologies produce inquiries that are situated, process-oriented, conceptual, affirmative, and productive. By turning to the slowness that already exists within local ecologies and elements, we might engage in more-than-representational thinking. We might, for example, attend to the movement within slowness through sea ice as it slowly forms, moves, expands, melts, phases, and holds ecological significance. Or we might think methodology through glaciers, whether as a form of local knowledge in which glaciers listen, act, and respond (Cruikshank, 2005) or as temporal markers that guide epochs. Furthermore, we might rethink how we encounter time through the processes of sea ice and glaciers, which, depending upon the temporal perspective, could be perceived as fast and/or slow. Thinking methodology through more-than frames such as glaciers and sea ice, however, calls for considerably different approaches to research. As Lorimer (2012) observes, "The ontological properties of the agents of a post-human geomorphology (rivers, glaciers, plates, winds, etc.) or of molecular post-humanisms clearly necessitate different conceptions of perception and aesthetics than those that work with individual organisms" (p. 285).

Different approaches to perception and aesthetics, I posit, shift practices in inquiry methodology, including those that relate to reading and writing. More-than-readings might move beyond scholarly texts to include geological inscriptions. More-than-writings might write in/with/through local ecologies to reimagine who and what can produce knowledge, how, and for what purposes. Through a lens that simultaneously acknowledges and challenges the immediacy of the present moment, we might zoom out to reexamine systems of thought, histories, and even claims

of newness. These are methodological doings that, when thought within more-than frames, have the potential to shift reading, writing, and ontology.

More-than-methodologies, then, involve material, ecological, and temporal inquiries. They imagine a counter-Anthropocene for our present (Colebrook, 2014) and an Ecocene for a future that might follow. They are affects, relations, and movement. They are entanglements. They are Slow.



Source: R. Ulmer (2013), Mendenhall Glacier, Alaska.

## PAP86

### Frames of Mental Health

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The mental health of diasporic Muslims in Belgium seems to be at risk, yet their presence within mental health care institutions remains limited (Rondelez et al. 2016). We assert that we are confronted with a conundrum, which entails some questions: why do diasporic Muslims in Belgium not find their way to the existing mental health care services? And if they find their way, how do their contacts look like? We explore these questions from the perspective of professionals. We explore the 'frames' that are used by the professionals when they approach diasporic Muslims. This focus on both mental health and frames almost inevitably leads us to Goffman (1956; 1961; 1974). We are interested in exploring how the frames of biomedicine and resocialization as Goffman identified them might continue to be relevant for the ways in which mental health practitioners in Belgium approach diasporic Muslims.

While useful, we find Goffman's theories limited when accounting for our data, and have been exploring theories to supplement his theory. Goffman relies on an essentialist subject. According to poststructuralist approach to the subject, 'the modern rational subject', that Goffman uses, came into being as grounded in the exclusion of irrational 'others'. As for investigating processes of identity construction and their complexities by those who have been considered structurally 'other' to the rational modern self, poststructuralist researchers rely on theories of subjectivisation. Goffman has also little attention for the complexity of change in social arrangements, for example. According to poststructuralists this subject is also devoid of bodily, social and historical context. In this vein, we have turned to the work of Judith Butler. She stresses that subjects do not always intentionally construct and use rational frames, but they are also subordinated to historical and social opinions. Finally, Goffman deploys a rather rational, monolithic, and totalitarian notion of power. Butler engages a Foucaultian understanding of power.

Methodologically, we have set up a qualitative interpretative study in the field of mental health care in Ghent. We recruited local actors with experience with Muslim migrants with mental health problems. We started with a few umbrella organizations and dug deeper in the field of mental health care. We interviewed social-cultural workers, psychologists, psychiatrists and general practitioners. We used semi-structured in depth interviews. The total number of interviews is 30. Our sample included 10 men and 20 women, of which 23 were ethnic Belgians and 7 were of Turkish or Moroccan descent. The data was collected between November 2014 and August 2016.

A first important frame that professionals seem to use to look at diasporic Muslims is that of biomedicine. This is a frame that Goffman already identified in his work about mental health hospitals. A second frame that professionals use is resocialization. This was also present with Goffman. However, it has undergone a neoliberal change towards the notion of recovery. A final frame that we seem to find is a frame of cultural difference. This is a new frame that we add to Goffman to make sense of our data.

## PAP87

### **Nurses' conflicting perceptions of euthanasia and its legalization in Finland**

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**Background:** Euthanasia, which in this study is defined as a deliberate act to terminate a person's life at his/her own explicit request, has been a topic of discussion in several countries, including Finland. The Finnish National Advisory Board on Social Welfare and Health Care Ethics took a stated in 2012 that in some occasional situations the possible use of euthanasia may not be completely excluded on ethical grounds. This statement reignited the debate, which took place mainly among politicians, physicians and representatives of the religion. Despite the fact that possible changes in this regard would impact more than 100 000 nurses in Finland, their voices have remained unheard. This may be partly addressed to the lack of current information about Finnish nurses' perceptions and attitudes towards euthanasia.

**Aims:** The aim of this study was to elucidate nurses' perceptions of euthanasia in Finland and contribute to the ongoing discussion about it.

**Methods:** A qualitative, descriptive design was chosen due to the paucity of knowledge of the topic. Data were collected by individual, semi-structured interviews of registered nurses (n=17) between November 2012 and January 2013. All interviewed nurses worked in two primary health care hospitals in Southern Finland. The interviewees were between 28 and 64 years old and their work experience varied from four to over thirty years. Four of the nurses reported a daily contact with dying patients, four encountered dying patients weekly and five monthly. Four nurses stated that they provided care for dying individuals less frequently than monthly. The data were analysed by inductive content analysis.

**Results:** Based on the data nurses' perceptions of euthanasia and its legalization are conflicting. On the one hand they regarded euthanasia as a way to alleviate patient's agony, in a manner that the nurses regarded as humane. On the other hand, nurses emphasized the value of life and stated that no one has a right to terminate it, even when a patient is asking for it. Furthermore, nurses raised concerns of the reliability of the euthanasia requests and patients' ability to make decisions. They also raised up a question, if the denial of euthanasia could mean leaving patients alone in their misery. Most of the nurses considered euthanasia to be legalized in Finland in the future. Although possible misuse was seen as a risk, it was not considered to be reason to prevent the possible legalization. Nurses emphasized their right to conscientious objection to the possible euthanasia process as whole, due to the traumatization that could result from nurse's involuntary participation.

**Conclusion:** The findings of the current study revealed the multifaceted nature of nurses' perceptions of euthanasia. Further research and education is needed in order to improve nurses' preparedness to confront euthanasia-related topics and increase the understanding of the phenomenon.

## PAP88

### **Is the mainstream segregating attitude towards LGBT+ individuals in Turkey an obstacle against their access to healthcare services?: A cross-sectional qualitative analysis**

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**Background:** LGBT+ individuals experience many difficulties in access to healthcare services due to their sexual identity and sexual orientation. Foremost among them is being exposed to segregating and marginalizing attitudes in the healthcare setting. Knowledge on how such experiences are reflected in the moral world of LGBT+ individuals living in Turkey is quite limited.

**Objective:** The purpose of this study was to produce qualitative knowledge on LGBT+ individuals' experiences when they need and seek healthcare, and to reveal factors that might restrict their access to healthcare services. Besides it was also aimed to discuss the findings on the ground of their moral accounts related to their sexual identity and sexual orientation.

**Method:** In depth interviews were made with 55 LGBT+ individuals from different cities of Turkey who were in contact with various nongovernmental organizations dealing with LGBT+ rights at the time study was conducted. The questionnaire used consists of items inquiring participants' demographic information as well as their experiences, behaviours, knowledge and emotions regarding the topic. The data collected were analyzed thematically. The findings were evaluated within the framework of the "access to healthcare" theme related to the "healthcare demand" context, and in addition, of the "communication with physicians" theme in the context of "physician-patient/counselee relationship".

**Results:** Some participants were found to have "problems in access to healthcare" and that they could not establish

“a positive communication” within the healthcare setting. Apart from other kinds of segregation LGBT+ individuals face frequently at legislative and institutional levels in the healthcare system, problems arising from obstacles such as “prejudice”, “exposition to ill treatment”, “marginalization”, “hardness in expressing oneself”, and “physician’s lack of knowledge and experience” were revealed. Some participants voiced that they relied on their physicians when they could be in a positive communication with them, which eventually allowed them to express themselves more easily and more comfortably. However, when they could not do that, besides feeling nervous, anxious, and restless, they tended to think they were informed deficiently or wrongly by their physicians.

**Conclusion and Further Implications:** The results reveal that LGBT+ individuals are often exposed to stigmatizing and segregating discourse of healthcare professionals including physicians. This phenomenon affects their access to healthcare adversely and poses an obstacle against their health seeking behaviour. In addition, the findings suggest that physicians’ professional approach has a considerable influence on LGBT+ individuals’ capacity of utilizing healthcare services. The prevalence of these inferences needs to be uncovered with large-scale quantitative research studies.

The findings of this study also suggest that some immediate precautions need to be taken with regards to the LGBT+ individuals’ access to healthcare. Collaborative works by the Ministry of Health, professional bodies and nongovernmental organizations should be supported to remove the discourse of segregation in healthcare. In order to increase awareness concerning sexual identity and sexual orientation, social education programs are to be organized particularly for healthcare professionals. In addition, space should be allocated to the healthcare needs of patients/counselees having sexual practices exclusive of common social norms within the medical curriculum.

## PAP89

### **The role of home nurses in primary care**

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The recent demographic, social, economical and technological trends challenge home nurses to evolve towards primary care nurses. In this scope it is important for home nursing to explore the current role of home nurses and to develop and implement a vision with regard to the future of home nurses in primary care. A descriptive, qualitative design was used to explore the current role / tasks of home nurses and the facilitating factors / barriers with regard to the performance of their role / tasks. A total of 10 focus groups, each with a maximum of 10 participants, were performed in 2015 in the White and Yellow Cross of Flanders, Belgium. The data were analyzed using the technique of content analysis and NVivo 10.0.

The analysis of the data resulted in 6 main themes: characteristics of home nursing; home nurses’ activities; facilitating factors; barriers; the appreciation (surplus value); and vision on the future. Home nurses consider themselves to be in a unique care position: they have a strong relationship based on trust with their patients and surroundings; they visit the patient on a regular, if not every day, basis; they deliver a very intimate sort of care; and they care for their patients and surroundings using a 3-D-approach. Home nurses want to deliver ‘generic’ care, including intake, wound care, diabetic care, etc., but when needed with the support of home nurses, specialized in a specific domain of care, and with the support of a facilitating organization. Furthermore, home nurses also refer patients to other care professionals, and they take on the role of prevention counsellor, coach / educator, ambassador of the home nursing organization, and the role of team member in a multidisciplinary team / care network around the patient and surroundings. The home nurses are aware of their important role in the chronic, more technical, complex care at home, but with regard to the increased focus on the psychosocial aspects of chronic conditions, such as dementia, psychiatry, palliative care, etc., they indicated an increased need towards training and support. Furthermore, the following aspects/gaps need to be addressed: clarification of concepts such as patient empowerment - self management - participation of patients and surroundings in the care process - follow-up and support of the chronic patient population (and surroundings) from prevention/early detection until end of life; interprofessional collaboration and a care network around the patient and surroundings; connection of the roles of home nurses and specialized home nurses within the organization and towards hospitals, general practitioners, and other care professionals; tools to follow-up and evaluate quality of care and quality of the interprofessional care / network; and IT-supported care, including e-communication. Today, the home nurse ‘who professionally performs care at the patients’ home’ has evolved towards a primary care nurse ‘who professionally takes on the nursing role for the (chronically) ill person in primary care’.

## PAP90

### **Telling the Stories of Sleep-Away Summer Camp: The Use of Ethnographic Fiction**

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Each summer thousands of children and adolescents throughout the world attend Jewish summer camps. Jewish summer camps have been shown to aid in the creation of Jewish identity and enable stronger affiliation to the Jewish community (Cohen, Miller, Sheskin, & Torr, 2011). The phenomenon of communal song and prayer at these camps has been attributed as a major factor in this building of identity (Sales & Saxe, 2003; Zeldin, 2006).

My research into music at Jewish summer camps required that I find a way that would best portray the mechanisms by which this rich musical experience assists in the creation of a Jewish identity. For this reason, I created the fictional character "David Newman" whose recollections and remembrances of the musical experience at Jewish summer camp are a tapestry woven from the interviews of camp alumni. David Newman's narrative represents "events that actually happened but the factual evidence is being shaped and dramatized using fictional techniques" (Sparkes, 2002, p. 5). David's fictional voice provides the reader with insight into the life of one camper and how the camper's life was influenced by communal song.

This presentation addresses two aspects of the creation of ethnographic fiction. I initially discuss how "David" was created: how I constructed his voice, personality, and his world-view. This is followed by a discussion of my own reflexivity regarding both David Newman and the phenomenon of communal song at summer camp. As I researcher, I was constantly aware that David Newman was also telling my story of adolescence at Jewish summer camp. Rather than try to write 'at arm's length' from the research participants' recollected experiences and memories, I allowed myself to enter their worlds, often reliving my own experiences. Ultimately, David Newman's voice became a negotiation between my own experience and the voice of a fictional character.

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## PAP91

### **'On the road to historically-informed performance: Combining autoethnography and constructivist self-regulation in the learning of Beethoven's and Mendelssohn's cello works'**

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The research presented in this proposal attends in innovative ways to the historically-informed performance practice (HIPP) of the complete fortepiano and cello works by Beethoven and Mendelssohn through interdisciplinary artistic and scientific research, and personal artistic work as a cello player. My ongoing research dovetails with my previous research and artistic career by exploring the possible combinations of all of my areas of expertise. It works to uncover, through constructivist self-regulated learning, autoethnography, and historically-informed performance practice, the complexity behind the performative style of music originating during the transition from the late Classical to the early Romantic periods (in this context, 1796-1845), in order to find a holistic and personal way of musicianship in the classical music scene which can inspire other musicians, by means of serving as a bridge between theory and practice.

As it is known, musicologists, psychologists, and musicians tend to understand the learning and performance of the music studied herein in different ways. On one hand, current studies regarding historical performance practice do not reach the actual practices of many performers. On the other hand, what educational psychologists know about learning constructively seems far removed from how musicians learn instrumental music. Additionally, musicologists tend to approach the learning and teaching of music in a transmissive way, while educational psychologists support constructivist approaches in which individuals can be the engines of learning and express their own voice. As a consequence, there exists an environment of incomprehension, misconceptions, and standardized reproduction of music from this transitional period, leading to the current phenomenon of audiences turning back to classical music because of its predictable characteristics in concert scenarios. Thus, this repertoire is still awaiting an academic-performer approach in order to reach a general consensus among scholars and artists which leads to personal,

creative, and informed performances.

I am embracing the idea that researchers should be part of the research process, specially when researchers are “members” of the social world they study. Thus, I will learn the music by Beethoven and Mendelssohn by following a constructivist self-regulating learning approach and the perspective of historically-informed performance practice. In addition, autoethnography – as a metatool for the whole research process – is part of this project because it is a method which allows to illustrate the value of personal experience, the importance of self reflexivity, and the desire for change around within an specific context. Moreover, the combination of these perspectives, contribute to the development of musical identities, which are strongly related to the development of musicianship. In this presentation I will 1) read fragments of my evocative and structural autoethnographic writings in connection to the research and performance processes, 2) explain how I collect and analyze different types of data, and 3) play short videos of my concerts/rehearsals in connection to the different learning tools used in my research.

## PAP92

### **Artwork in Action. Ethnography in an Art Gallery**

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Artworks appear in organisation studies from early days (Becker, [1982] 2008, Becker, 1951, White and White, [1965] 1993, DiMaggio and Hirsch, 1976, Hirsch, 1972). Organisation scholars approach artworks as a social rather than an aesthetic phenomenon, or more specifically as products which are produced, distributed, and consumed within the organizational context of an ‘art world’. ‘Art worlds consists of all the people whose activities are necessary to the production of the characteristic work which that world, and perhaps others as well, define as art’ (Becker, [1982] 2008:34). Artworks are interesting for organisation studies as exemplars for innovation, for their impact on careers (Jones, 2010, McLeod et al., 2011), and for the role they play in networks and value systems (Sgourev, 2013).

Despite the longstanding appearance in organisation studies, artworks never got full attention and their role was hardly made explicit. They remain abstract, as if they are are commutable and stable. It indicates an overlooking of the processual and collective dimensions of artworks, and this can lead to take artworks for granted.

This paper aims to shed light on these overlooked processes. It aims to answer the following questions: How does an artwork becomes performative in an art gallery? Who and what is involved in that process? The paper presents the first findings of an ethnography in an art gallery for which I followed one single artwork in action: ‘No Life Lost II’ of the belgian artist Berlinde De Bruyckere. For the analysis I draw on Actor-Network-Theory (Latour, 1987, Latour, 2005, Law, 1994) and consider artworks as processes, as relations, as actions rather than entities (Chia, 1995).

## PAP93

### **Inquiring Care through the visual arts: my time as a scholar in care ethics and artist at the NY School of Visual Arts.**

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Since the beginning of the 1980s the interdisciplinary field of *care inquiry, theory & ethics*, various movements discuss ‘care’, among which philosophy, ethics, psychoanalysis, social and political sciences. As a scholar and visual artist, and together with my colleagues at the University of Humanistic Studies in The Netherlands, I aim to enrich this field by introducing aesthetics and artistic practice. My work counterbalances neoliberal discourse by introducing ‘care as inquiry and artistic praxis’. Not solely in health care settings, but in society as a whole. From the stance of care, not only scientific knowledge counts, but experiential, techne and pre-reflective experiences meet each other in an equal way. Visual and other research-based methods provide us with a pathway to foster this ‘epistemologic balance’. During this contribution, I will share my experiences with a dialectical approach to inquiry, with a special focus on care. I will illustrate this by sharing my experiences as a scholar/artist-in residence at the New York School of Visual Arts in the summer of 2016. During my residency, I explored ‘care’ through a dialectical approach: at the intersection of theory and visual art.

Care is everything we do to maintain or repair our life-sustaining web. Care is about an interdisciplinary and socially engaged view of ethics and aesthetics. These two fields do not gain meaning in theory, but in everyday, particular lives of people. Care isn’t solely about attention or gently relating and responding to the needs of others. On the

contrary: care can be loaded with conflict, coercion, asymmetry and power. In my academic and artistic work, care is conceptualized by nine 'critical concepts': power, position, bodilyness, interdependency, affectiveness, practice, vulnerability, relationality and particularity (1). On the thresholds of these concepts, in liminal space, 'care' emerges. In my work, I inquire and 'fill' these concepts together with the people whom it concerns, like citizens, policy makers, managers and all those whose stake is either at risk, marginalized or advantaged. The experiences and insights that are narrated by these people, are used to critically reflect on and develop care as an artistic and scholarly field of inquiry. This dialectical approach (practising art with theory and vice versa) is at the core of my artistic and scholarly work and of the Care Ethics group in which my work is embedded.

(1) Leget et al, forthcoming.



Fig.1. Interdependence, 2016. Pastel on paper. Merel Visse.

#### PAP94

##### Notes for a Punk Ethnography: on Doing Research in Do-It-Yourself Cultures

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This paper aims at confronting the epistemological, ethical and practical complexities and contradictions of doing research in participatory cultures, as defined and discussed by Jenkins, Ito, and boyd (2006; 2015): cultures and communities that thrive across digital and "real" contexts, and that blur and complexify the all too often rigidly institutionalised boundaries between learner and teacher, professional and amateur, producer and consumer, outlining new conceptualisations of (multi)literacy and citizenship.

Drawing on a multi-sited ethnography conducted within amateur, Do-It-Yourself game creation communities, the paper will discuss a trans-contextual series of vignettes and sketches collected across virtual communities, "game jams" and hackerspaces (see Westecott, 2012, for a general discussion of these practices). In doing this, it will trace the methodological challenges and insights that marked a research project rooted in subcultures that, against still widespread stigma, have been praised by scholars (Flanagan & Nissenbaum, 2014; Juul, 2014) for their fundamental unity of morals, aesthetics and politics. Through this unification, they will be shown to follow patterns of grassroots appropriation of the means of cultural production characterised by the same "honesty in materials" and "authenticity work" that were foundational in the "punk" and "zine" subcultures of the Seventies and Eighties (see Knobel & Lankshear, 2010 for a retracing of these cultural connections).

The paper will propose grounded, plural accounts of how the inherently hierarchical and "ordering" character of academic endeavours (as discussed by Bourdieu, 1989) can clash with the horizontal, creative, playful and often explicitly subversive "mess" (Law, 2004; Markham, 2008) inherent to these communities, generating an epistemological faultline that can be healed through a necessary, and at the same time paradoxical, reflection on authenticity and through an explicit critique of hierarchical, outcome-oriented, reductionist epistemologies. Through the diverse sites and communities of cultural production explored throughout the study hereby discussed, the discourses of reflexivity and the manifold claims and perspectives on what constitutes "quality" in research and aesthetic expression are articulated and vividly embodied in in everyday practices of systemic and narrative bricolage (Kincheloe, 2001). This allows for the exploration and adoption of different, subversive ("Punk") criteria and opportunities for research and education, therefore touching from a new point of view, and further complexifying, not only the issues of voice, validity, authority and legitimation, but also the often misconstrued, dehumanising "seriousness", "rigour" and "discipline" of academic work itself (Denzin, Lincoln & Giardina, 2006; Ellingson, 2015).

**Creative methods exploring user-experience in research and design of healthcare environments: a systematized review protocol**

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**Motivation**

The review intends to investigate what is known from existing literature about creative research methods exploring user experience in research and architectural design processes in healthcare generally or in cancer care.

Approaching patients and caregivers as experts, means not only relying on their present and past experience, but also accessing their latent needs and offering an opportunity to formulate their vision of the future. Engaging stakeholders in a creative manner may offer opportunities for a deeper understanding of experience. Also, co-creating experience in design is common where it concerns product design but this approach is only recently gaining ground in architectural design.

The objectives of this systematized review are to: 1) carry out a systematic search of the literature across multidisciplinary fields; 2) examine and compare the features of the found methods; and 3) synthesise and summarise findings.

**Methods**

A database search and a grey literature search were conducted for the period 1990 (or inception) to June 2016. The database search strategy consists of three strings: 1) Setting: Healthcare Context; 2) Interest: Spatial Experience; and 3) Design/ method: Creative Research. Figure 1 shows a list of the search terms as used in the database search. Six databases were selected to include both multidisciplinary and subject-specific sources. The timespan was determined based on a theoretical framework and we limited the search to English language materials.

Abstract, titles, keywords and subject were searched although exact field definitions differ per database. Findings were saved to Zotero reference manager and tagged with a search-specific code, duplicates were removed and abstracts were screened independently by two researchers.

In addition four key journals and six conferences were identified for the grey literature review. All titles included in these publications and proceedings were scanned. The selected abstracts were then reviewed by a second researcher. Disagreements were resolved in consultation.

**Results**

We give an overview of choices that were made as the protocol was developed. We discuss inherent challenges in reviewing creative methods and design research. We show how unique identifiers for methods such as design games may fall outside of a search even when meeting inclusion criteria. Also limited or absent abstracts complicate screening procedures. In terms of content the grey literature review is valuable and yet the available search method (i.e. scanning titles) is less accurate.

**Discussion**

The review will enable researchers to determine which methods have been found to deliver in depth data of the user experience of the built environment. The protocol will prove to be helpful in carrying out reviews in related fields contributing to knowledge synthesis techniques for qualitative research. We furthermore anticipate that the dissemination of design-related research outside of peer-reviewed journals will continue and will require further work to ensure inclusion in processes of knowledge synthesis. How far systematic reviews in design-related fields will diverge from traditional review methods remains a point for discussion.

String1 Healthcare Context	String2 Spatial Experience	String3 Creative Research	String4
patient OR wellbeing OR "well-being" OR hospital OR healthcare OR "health care" OR "health-care" OR "healing environment" OR "care design" OR hospice OR clinic* OR infirmar* OR "palliative care" OR "nursing home" OR cancer OR oncology OR Maggie* OR "social welfare" OR "hospice care" OR "delivery of health care"	"physical environment" OR "healing environment" OR "built environment" OR "interior design" OR "interior architecture" OR "spatial experience" OR "building experience" OR "physical surrounding" OR "building appearance" OR (building w/6 hospital) OR (physical w/6 architecture) OR (built w/6 architecture) OR "cancer care center" OR "cancer care centre" OR "cancer caring" OR "health* environment" OR "cancer care facilities" OR "hospital design and construction" OR "interior design and furnishings"	"co-creation" OR "co creation" OR cocreation OR "co-design" OR "co design" OR codesign OR "collaborative design" OR "arts-based" OR "arts based" OR "art-based" OR "art based" OR "co-research" OR "co research" OR coresearch OR "collaborative research" OR "arts-informed" OR "arts informed" OR "design inquiry" OR "context mapping" OR "design probe" OR "cultural probe" OR "empathy probe" OR "creative research" OR "creative practice" OR "generative toolkit" OR "generative techniques" OR "mobile diary" OR "design charrette" OR "participatory design" OR "co-production" OR coproduction OR "co production" OR "user-centered design" OR "user centered design" OR "user-centred design" OR "user centred design" OR "design team" OR "critical design" OR "design workshop" OR "design lab" OR "critical artefact*" OR "critical artifact*" OR "people centred design" OR "people centered design" OR "human centered design" OR "human centred design" OR "multi*sensory ethnography"	#1 AND #2 AND #3

Figure 1 Search strings (as used in the Scopus Database Search)

## PAP96

### INQUIRING THE EVERYDAY - learning from Action Research to intervene in autonomous, spatial transformation processes

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Haspengouw (Belgium) is a region characterized by small-scale changes: e.g. a farmer that adds a barn, a low trunk orchard that replaces a high trunk orchard, small farms that make room for detached houses, etc. These changes are often initiated by individual actors, and - just like natural (environmental) changes - they cause an 'autonomous' process of transformation (Antrop, 1998). Although these incremental transformations are not a prominent issue for public debate nor a clear object of planning strategies, they do effect the social and spatial reality of rural villages. Via the often invisible interactions between each isolated change, they start to form an issue of concern for broader society.

Because of the power of these silent, small and incremental changes, we take them as the starting point of a qualitative inquiry of what is going on, and of how each single actor responds to each single change. Precisely by publicly debating these small-scale changes in the everyday, we design strategies to address the issues that occur on the larger scale and on the long term. Within the frame of an Action Research approach we set up different forms of interaction (i.e. walking, scenario thinking, envisioning, enacting, prototyping, etc.) to stage such a public debate. The objective of this paper, is to discuss in what way this approach of Action Research offered a framework to address this double perspective, namely to inquire the small-scale by (collective) small-scaled interventions in the everyday environment -and at the same time- to debate issues taking place at a larger scale, inciting (collective) reflection.

In order to address this objective we refer to, from the body of literature on Action Research, the difference made by

Gergen (2015) between research as observing, describing, reporting on *what is* (in this case the small scale actions in the everyday), and research as to create *what has to become*, or a future-forming orientation to research (in this case the debate on the larger scale). Gergen refers to the 'three registers of inquiry', being (1) liberatory, (2) action centred, and (3) practice producing, to illustrate this potential of what he calls 'making' in research to create *what has to become*. We applied these three registers to our inquiry of the everyday, demonstrating the potential of staging a public debate. By 'making' (e.g. prototyping) and acting (e.g. walking) in the daily environment with participants we inquired insights on what works, reflected on what could be, and as such produced a practice for spatial professionals. Concluding, that staging such a public debate is a valid approach to design strategies to intervene in these autonomous transformation processes, triggering collective action as well as collective reflection.

## PAP97

### CoWorking 2.0 and the value of design-based methods in participatory action research

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In this paper we discuss a qualitative research-through-design process in a case study [anonymous], investigating the next generation of workspaces or 'Co-Working 2.0.' in the suburban context of [anonymous]. Increasingly, private and public organisations move outside urban and suburban areas because of experienced tensions (e.g. complaints about noise) between work and life. However, because of societal and ecological reasons (e.g. more traffic) there is still a need for workplaces that are located near residential areas. Therefore, this study researched strategies to maintain and re-integrate workspaces in the suburban context. We explore and extend beyond known models of co-working (mainly targeting middle class entrepreneurs) as strategies. These required a participatory process between the organisations, policy and citizens to succeed and research methods to support this. We started with a traditional qualitative research approach, using data mining, a study of the literature (leading to a focus on migrant and micro-entrepreneurship) and in-depth interviews. To enhance participation of the different groups in visualising, reflecting and taking action on this qualitative data, we used design-based methods and more specifically (cartographic) visualisation (Sanoff, 1991). We selected six different profiles of micro-entrepreneurs in the studied area with whom we co-created a visual portrait. This portrait visualised the infrastructure they need to do their work, their socio-economic network (places, people, materials) and what they can give the neighborhood. These six portraits provided insight into the diversity of the micro-enterprises and allowed the projective visualisation of six cluster models: sectoral clustering (spaces encouraging collaboration between actors within the professional sector, e.g. construction), domain-specific clustering (spaces encouraging collaboration between actors within a domain, eg culture), infrastructure-specific clustering (spaces encouraging exchange between infrastructures, eg. the company's roof as a public space for the neighbourhood), action-specific clustering (spaces encouraging exchange between actors who share an action, eg stocking goods) and chain-specific clustering (spaces stimulating exchange between actors within a chain, eg. production, marketing, recycling of cars). These models were again visualised and used as input for a series of participatory workshops with policy makers, entrepreneurs and citizens who are part of the network of an organisation and relevant to a particular cluster. These allowed to further explore the possibilities and weaknesses of the models and translate them into action plans. The argument for using a research-through-design approach, is that participatory research processes resist scrutiny from one disciplinary perspective and require reporting in a language that allow many stakeholders to engage. The projective approach which is typical to design can unveil (spatial) potential and quality of a specific situation or location in a tangible way to many stakeholders, without necessarily have the intention to be built as such. It is rather used to open up and reflect on a complicated research process (van de Weijer, Van Cleempoel and Heynen, 2014).

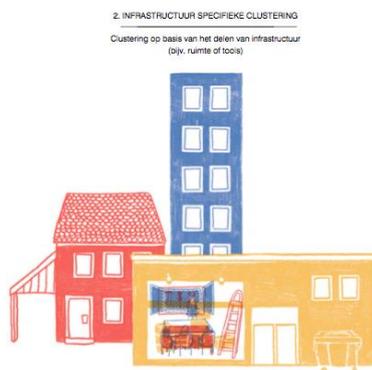


Fig.1. Drawing of one of the co-working models, @Jenny Stieglitz

In the paper we describe and reflect on the research-through-design process and the opportunities and challenges of the used design-based methods in gathering, discussing and projecting qualitative data in participatory ways.

#### **PAP98**

##### **Deconstructing maps, reconstructing space of representation: a post-structuralist approach to mapping the evenemential city.**

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The reflexive turn in social research leads us to consider each method as capable of representing the studied contexts only partially (Melucci, 1998) and shows how important is the critical reflection on the mechanisms underlying methods working operations, in order to identifying aspects that are displayed or ignored.

In my current doctoral research, I'm developing a map in order to reconstruct every-day geographies realized by street sport and art performers and territorial processes of urban space. Through the mapping, I will try to reconstruct the relevant contexts in their daily practice. With this contribution I intend to reflect on the instrument of the map, trying to show its problematic perspective and to develop research practices that create a more reflective use.

As pointed out by the post-structuralist approaches, mapping structures the spatial knowledge, reducing complexity through a selective process that ensure that only specific aspects are selected and shown on map (Harley, 1989). The relationship between knowledge and power is rooted in the instrument according to the way the world is represented and classified. Specific purposes introduce arrangements for monitoring and handling: subjects, institutions, borders and speeches, are displayed through lines and points, making them so "more real" than those omitted (Rouse, 1987; Edney, 2015).

I will ask the research participants to indicate on a GPS-based map of the significant places for their activities, spots both lived every day, and important to them for past events or because "tell a story" related to street art or sports. Is given to every participant the opportunity to not only locate on the map, but also to include texts and photographs and will be required to share the access to the map in confidential networks.

In particular, I want to examine in depth two critics to a classic (and colonial) use of maps: the power disequilibrium between the authorship over the persons represented and the quantitative use of "density" as principle of identification. On one side, the possibility given to the participants to place themselves is an attempt to create a collective writing of inter-relational urban geographies that make possible to mediate between the researcher priorities with those of the participants. Asking to place in the same map different elements, including daily practices and narrative, we want to lose the quantitative dimension and the countability, replacing it with a "dense" map, evenemential, which gives greater importance to the space of representation with respect to the representation of space (Lefebvre, 1974; Miller, 2006).

So constructed, the map becomes not only a research tool, but it could be seen as a mode of self-representation and narration for the participants, that sharing authorship, co-participate in the "life" of the instrument and its use, even over and beyond time and purposes of the academic research.

#### **PAP99**

##### **An Exploration of Alternative Dissemination Formats of Research Findings**

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In a rapidly modernized society with an increasing emphasis on translation of research findings, it has become imperative to explore the alternative ways in which research progress can be communicated to the public and policy makers. Alternative formats of research dissemination are gaining more prominence in academia. We have sought to investigate by a literature review and qualitatively exploring the experiences of researchers in this field, the different alternative formats in which research findings have been disseminated and identify the opportunities and challenges at stake for the researchers involved in this process.

Seven semi-structured interviews with researchers from mixed academic backgrounds were carried out. A thematic analysis approach was used to probe further into the data. The study showed that a number of competences including seeing one's research from a new perspective, learning to communicate differently to various audiences, utilizing communication tools to invite the public into one's research domain, networking and collaboration amongst the benefits of engaging in alternative dissemination formats. Challenges identified were assigned to one of the following categories: Qualities of the medium and academic culture (expectations and regulations).

In order for alternative formats of dissemination to evolve and to establish a place within academic spheres, a continuous re-examination of the values and cultural ideas underlying what constitutes dissemination and how it can best be implemented and evaluated within research fields and beyond is called for.

## PAP100

### **The impact of time pressure on nursing care: an exploratory qualitative study on oncology nurses' experiences**

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**Background:** The current global nursing shortage leads to an objective lack of sufficient time and increasing time pressure as perceived by nurses. Quantitative evidence reports missed care or care left undone due to time pressure, especially regarding psychosocial care. Cancer is a frequently occurring disease and is among the worldwide leading causes of mortality. This major disease increases the patients' vulnerability and thus a more holistic, individualised and human-oriented kind of care is needed. Yet, it remains unclear how oncology nurses perceive the impact of time pressure on the nursing care given and how they deal with the limited time available in achieving an ethically-based practice.

**Objectives:** To report qualitative research grounded in oncology nurses' experiences with time pressure, its impact on nursing care and nursing strategies to cope with time pressure.

**Methods:** A qualitative study design with a grounded theory approach was followed to explore nurses' experiences with time pressure as this was an unexplored topic in literature. This approach guided us in collecting and analysing data systematically to capture the complexity of the phenomenon of time pressure and to offer a structured explanation of why and how this phenomenon happens, hence the underlying social processes. Individual semi-structured in-depth interviews were conducted over a six-month period in 2015 and 2016. Data analysis was performed by using the comprehensive theory- and practice-based Qualitative Analysis Guide of Leuven and NVivo software.

**Setting and participants:** Five inpatient oncology units at one university hospital in Belgium were selected. Our sampling process included purposive sampling and theoretical sampling using a short standardised questionnaire. Fourteen oncology nurses with a variety of characteristics and experiences with time pressure were individually interviewed.

**Results:** Time pressure was generally experienced by the oncology nurses in our study. When time pressure was perceived as intense and frequently present, oncology nurses described time pressure as a barrier in providing good nursing care and affecting the interactional aspect of care. Oncology nurses often felt that there was inadequate time to deliver care timely and adequate. There were underlying nurse-, organisational culture- and specific context-related factors that influenced the experience of time pressure, its perceived impact on nursing care and nurses' personal strategies to manage time pressure.

**Conclusion:** The results of this study support the view that time pressure is experienced as a common reality among nurses and in particular the oncology nurses in our research context. "Moreover, our qualitative study design allowed us to discover variation in nurses' experiences. Understanding that there is variation in how and when time pressure is experienced and an impact is perceived is one of the most important conclusions of this study and it endorses the complexity of the phenomenon of time pressure. Further research is necessary and would be informative to guide the nursing practice."

## PAP101

### **Institution Ethnography (IE): A method of inquiry to understanding the impact of the Electronic Health Record (EHR) on healthcare providers and their patients.**

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In the global north, one of the most significant changes in healthcare delivery has been the implementation of the EHR. Healthcare providers such as physicians and nurses have been largely blindsided by the revolutionary impact on their practice and the relationships they have with their patients as a consequence of the EHR.

IE offers a method of inquiry that allows the researcher to gain insight into the impact of the EHR in everyday practice and links this understanding to the priorities of the Healthcare Institution. This approach was developed by Dorothy E. Smith and is rooted in Marxist/Feminist Theory. What differentiates IE from many other qualitative research methods is that it provides a voice to those impacted by institutional policies and priorities.

This study explains how the EHR is a "black box" that structures provider practice. A "black box" defined as a device, process, or system, whose inputs and outputs are known, but whose internal structure or working is poorly understood.

Key findings from this study include an understanding that the focus of documentation in care delivery has shifted from monitoring individual patient progress to recording data pertinent to Institutional Priorities (IPs). This shift has resulted in a decreased in autonomy of practice, altered the trust relationship between healthcare providers and patients, and created barriers to critical thinking.

## PAP102

### **How to realize dignified care for ethnic minority patients? A systematic review of qualitative data on intercultural care experiences within the hospital: a critical interpretive synthesis.**

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In our globalizing world, healthcare professionals and ethnic minority patients are being confronted with many intercultural challenges in daily care practices. Especially in the hospital setting, when care is acute and inevitable, the realization of dignified care is being compromised by intercultural factors such as: language and cultural barriers, negative attitudes, differences in understanding illness and treatment, lower health literacy in ethnic minority groups and scarcity in hospital resources (time, money, people). Against this background, caregivers and patients have to try to find an ethically founded dignified answer to a situation of human vulnerability.

For the time being, the intercultural challenge in providing dignified care is aggravated by the lack of thorough insight in the ethical aspects of intercultural care, combined with a lack of ethical guidelines. Moreover, international literature lacks synthesizing insight in the care experiences from the perspective of ethnic minority patients. Nevertheless, this type of knowledge is crucial in finding an answer to the fundamental question on how to provide good intercultural care.

We aimed to fill this gap by performing a systematic review of qualitative evidence on the intercultural hospital experiences from the perspective of ethnic minority patients. A systematic search of electronic databases combined with snowball strategies was performed, leading to the inclusion of 51 articles that met our inclusion criteria. We carried out a sensitivity analysis based on the assessment of rigor and relevance which resulted in a relative contribution score. A critical interpretive synthesis (CIS) methodology was used for the analysis of this complex body of data. Three rounds of data analysis resulted in overarching concepts.

As a result, we distinguished four overarching concepts that are essential in describing the intercultural care encounter within the hospital. In the first overarching concept, the intercultural care encounter is presented as a meeting of two different *cultural contexts of care*. Secondly, this encounter is described as a *dynamic and circular process* of which establishing a *meaningful care relationship* between caregiver and patient is an essential part. In this regard, our synthesis is moving beyond the description of the intercultural care encounter as a one-off action with a unidirectional outcome. The third concept showed that the way in which ethnic minority patients deal with the process of establishing a care relationship with the caregiver, occurs throughout a process of *balancing* between the two different cultural contexts of care. Finally, the process of balancing between two cultural contexts of care is essentially influenced by various *mediators* such as: communication, the role of family members, the role of the hospital's organizational structure and the presence of humanity in care. The methodological implications of using a critical interpretive synthesis will be discussed in our presentation.

## PAP103

### **Reflexivity in Action in the Era of 'Active Aging'**

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This contribution relies on my past research experience in a department of Computer Science. I was a member of a multidisciplinary group engaged in Interaction Design. Activities were focused on the entanglement between digital technologies and society, materiality and values. I have engaged in *Inclusive Design* meant as a design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human differences (Clarkson et al. 2003). I applied *reflexivity* within research practices in order to develop a critical contribution to the design of processes and artifacts for *older people*.

The question of aging population is one of the biggest challenges facing Europe and the rest of the world. It is a priority issue for research, policy, and business. On one hand, researchers should deal with the changes that such a societal transformation brings on. On the other hand, they should analyze the impact of their professional perspective on the research process. Researchers should understand and recognize how they actively construct their knowledge. Reflexivity is a valuable tool to gain insights while tapping into a dialectic between research experience and awareness (Finlay 2002). This contribution can be considered as an example of "reflexivity in action": a discourse about reflexivity while applying it to a specific topic. I draw from my scientific knowledge and research experience in order to articulate a critical overview of challenges posed to mainstream design by the process of population's aging.

I aim at presenting the main design approaches that reflect concerns to integrate diverse groups of people without enforcing conformity. Focus on Inclusive Design enables discussion later about the paradigmatic shift (design)

researchers should accomplish for keeping up with changes. Problems and meanings of aging should, then, be re-framed, and existing resources and capabilities of older participants should be recombined. A process of mutual understanding between (design) researchers and older people can positively affect both professionals and participants. In accord with the participative theoretical foundations of the reflexive practice (e.g. Heron 1996; Herz 1997), I finally maintain the relevance of the older people *engagement* for resulting in a reflexive dialogue throughout a research process.

#### **PAP104**

##### **Reflexive Appreciative Inquiry in the majority world: Methodological and ethical deliberations from a 4D cycle with music teachers in the Kathmandu Valley, Nepal**

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With the primary objective of my research study being to co-construct visions for the development of Nepalese music teacher education, I found myself faced with two main challenges. First, to find a way of co-constructing visions with a group of Nepali music teachers. Second, to negotiate the ethical issues involved in doing so in a majority world context. In this paper, I explore the use of Appreciative Inquiry (AI, e.g. Cooperrider et al., 2008) as one possibility for addressing these challenges. In particular I reflect on a process in which AI's 4D cycle of Discover, Dream, Design and Destiny was carried out in the Kathmandu Valley, Nepal from April to June 2016. Importantly, the use of AI is informed by collaborative ethnography (Lassiter 2005) and reflexive methodology (Alvesson & Sköldbberg 2009). The aim of mingling these approaches was to contribute to a culturally responsive research practice that is mindful of issues of power and ethnocentricity.

This study is one sub-study from the larger project, *Global visions through mobilizing networks: Co-developing intercultural music teacher education in Finland, Israel and Nepal* funded by the Academy of Finland in 2015-2019, which aims to develop intercultural music teacher education in rapidly changing societies. The project grew out of a music teacher education development project initiated by Nepalese stakeholders in response to Nepal's recent addition of music into the National Curriculum, despite formal music teacher education not currently existing. Rather than simply exporting the existing music teacher education program from the Sibelius Academy, this research project was conceived as a way of co-developing context-specific music teacher education, thus simultaneously developing music teacher education in Finland.

Though Appreciative Inquiry (AI) has been applied widely in a range of fields throughout the world, its use is relatively limited in the field of music education. The primary data used to critically reflect on the use of AI in this study include the anonymous feedback from the AI workshop participants, and both an interactive interview (Ellis 2004) between the researcher and her Nepali epistemic partner, and a dialogic research diary conceived after the field visit ended, as a way to continue to reflect on the process, the issues it raised, and collaborate on interpretation of the data.

#### **PAP105**

##### **Possibilities for New Materialism in Research of Vocational Higher Education**

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The paper will explore the implications and possibilities of approaches based on new materialism for the qualitative research of material practices related to teaching and learning, as well as the learning environments in vocational higher education (universities of applied sciences) in Finland. The two approaches that I will discuss, through examples from a research conducted in a teamwork and coaching based learning environment in university of applied sciences context, include Karen Barad's agential realism (Barad, 2007) and Lambros Malafouris' theory of material engagement (MET) (Malafouris & Renfrew, 2013).

Barad's agential realism with its idea of diffractive reading appears to be especially enlightening in analysing the discursive practices in and around teaching and learning. Agential realism's view of language use as a material discursive practice and theoretical concepts as specific physical arrangements that are defined through the circumstances of their measurement and that differentially enact the determination of boundaries, properties and meaning helps a critical discourse analyst in the field of education to cut through the representational level of theoretical language into how specific subjectivities, arrangements of bodies and the material environment as well as material discursive practices become enabled and enacted, and others are excluded from being possible and available through discursive practices of education.

Malafouris' theory of material engagement (MET) helps shed light on the cognition and affect extending to material

things and artefacts, especially in learning environments that are based on learning by working together and reflecting on that work and its material results. In the paper I will discuss how shared meaning of work and the meaningfulness of working together is constituted through the students' and teaching staff members' engagement with various material objects in the learning environment.

This work in progress paper is based on research done for my ongoing doctoral thesis work in the field of vocational education.

## **PAP106**

### **Power relations in educational scientific communication: a discourse analysis of the 'learning styles' debate**

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In educational sciences a vigorous debate is going on about whether it is appropriate to frame students' learning styles as a relevant criterion in the educational debate or not (Felder & Spurlin, 2005; Kolb & Kolb, 2005; Vermunt, 1996). Some authors see student learning as profoundly determined by personal learning characteristics. As a result of that different types of learning styles are discerned. Other authors note that empirical evidence for these learning styles is lacking. They consider learning styles as an urban legend (Kirschner & van Merriënboer, 2013). The results of this debate trickle down slowly to the community of teachers worldwide. Educational research is disseminated through many sources: popularizing articles, youtube-video's, professional development seminars and more. Typical for this popularizing scientific communication is that much research often has to be presented in a short and fast way. As a result of that the debate between arguments for or against learning styles is regularly presented in strong terms (e.g. 'myths', 'urban legends') that refers regularly to a positivistic epistemology. In this paper a critical discourse analysis (Blommaert & Bulcaen, 2000) is presented of the way scientific communication about learning styles is constructed. The analysis reveals a power conflict between scientific educational researchers on the one hand as the initiators of the debate, and teachers as the final destination of the communication on the other hand. Scientific communication appears to be relying on positivist epistemological categories that do not match with the complex everyday reality that teachers are confronted with. These positivist assumptions seem to be grounded in an assumed claim of superiority of researchers knowing best what to do or not to do in the classroom. In order to convince teachers from the results of their research, scholars present their arguments with a certitude and a lack of nuance that commemorates positivist science. Consequences of unbalanced power relationships between scientific research and teachers may stretch to an increased gap between research and practice due to teachers feelings of disaffection. Drawing upon this conclusion it may be important to adapt scientific communication in order to close the gap between theory and practice in educational science. Alternatives and implications for scientific communication and teacher education are discussed.

## PAP107

### The Critical Incident Technique (CIT) in certain research practices on reflexivity

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The paper analyzes the possibilities and limits of the Critical Incident Technique (ICT) used in precise research contexts directed to study the reflectivity in the educational process. It aims to examine the characteristics of this approach in three different empirical research paths based on the idea that reflexivity can influence on growth of skills of subjects. Critical reflection is a systematic form of evaluation of the experience and action that considers an event, a situation etc. from different points of view in order to identify key assumptions, influences and personal meanings to act the experience facilitating learning (Van Manen, 1977; 1991; 1995).

The CIT, developed by John Flanagan in 1954 to obtain and analyze qualitative data, originally indicate the activity in research that helps individuals to reflect on important aspects of their work; it is connoting itself as useful means for the identification of significant experiences or "critical incidents", which are often complexes and variegated, and potentially at risk of being misrepresented. They needs to be properly explained, especially in the early stages of professional training of teachers. There are convincing evidence that reflexivity leads to deconstruct preconceived beliefs bringing out to new connections (Raven, 2006; Bogdan, Biklen, 2007; Colombo, 2003; Hall, Callery, 2001; Kleinsasser, 2001; Behar, 1996) and that most innovation in education and training systems is based on a reflective practitioner able to take into account both the expected results as well as those of his unexpected action. In order to improve the educational and professional effectiveness, becomes crucial in current systems try to identify forms of support for learning to reflective competence on the part of education professionals to work alongside their accompanying technical and methodological skills.

The aim of the three studies was thus to explore a different level the relationship between action of training and reflexivity in order to develop a methodology direct to develop the reflection in the context of learning of professionalism, making use of an integrated strategy in terms of specific procedures, techniques and tools.

Three groups of participants: 55, 36 and 36 subjects.

The survey design is modeled by two main techniques of analysis: the CIT and the structured reflection (Johns, 2004). The two techniques were combined with a semi-structured dynamic reflective cycle punctuated by a series of activities (description, analysis, evaluation, conclusion and action plan) (Gibbs, 1988).

The focus of the trial was to study the relationship between narrative structure and application performance (action).

The work has included the development of a precise technique based on a multi-methodological and multifocal critical incident approach, also considered under the events/obstacles profile, and on the link between the stories and narratives of critical materials (oral and written) to establish qualitative and quantitative connections between their structures.

The results are to be ascribed to:

- the construction of the reflective process;
- the analysis technique of reflection;
- the construction of the self-evaluation of the reflective tool.

The main research report is published in the volume REFLECT (Nuzzaci, 2012), which summarizes the work conducted.

## PAP108

### Democratic Music Education: An Obituary

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The inescapable images and sounds of war, violence, forced migration and economic hardship that permeate daily life in many parts of the world have seen *resilience* emerge as a '21<sup>st</sup> century skill' to be cultivated through formal education. In music education, although resilience has been inadequately defined, the concept has been related to social inclusion, health, and well being. In developmental psychology, Masten (2013) has drawn upon the Latin verb *resilire* (to rebound), defining resilience as 'the capacity of a [person] to adapt successfully to disturbances that threaten... function, viability or development' (p. 6). What is striking here are the similarities between *resilience*, and *resistance* (Evan & Reid 2014), with educators reinforcing the boundaries of the status quo for students to 'bounce back' to. If enacted uncritically, such directives and practices stand in opposition to a democratic education founded on principles of interaction, mutual change, and reflexivity – characteristics that are also essential to music-making. In moving away from a western classical art music canon, popular music has been seen to be particularly democratic, drawing on students' own interests and identities, bridging the divide between 'real world' and formal education. However, new cultural hierarchies have been established, dividing academized popular Culture

(Dyndahl, Karlsen, Nielsen & Skårberg 2016) from the merely popular. Furthermore, the 'publish or perish' culture that impacts academic employment and funding reinforces mainstream boundaries of value, with popular music fetishized as an accessible, stable youth culture that is democratizing in and of itself. All of this begs the question: *can a popular music education aiming to foster resilience against adversity, against discomfort, and against uncertainty be democratic?*

The very concept of resilience suggests that the problem that requires addressing is located within individuals themselves, all too often aimed at marginalized social groups, without attending to the systemic structures that marginalize in the first place (Patel 2016). In disturbing such a system, in which democracy is long since dead and buried, it may be seen that the 21<sup>st</sup>-century skill needed by students and scholars in music education is not resilience – the ability to merely *survive* against the odds – but the skills and strength to disrupt these odds and to enact change. The presenters adopt a reflexive approach suggesting that through such ruptures to the status quo, perhaps it may be possible to engage with difference and uncertainty in new, positive, and productive ways.

## PAP109

### **Encouraging reflexivity in families on children's use of (online) games of chance by reinforcing researcher's reflexivity factors in a qualitative research protocol.**

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Previous literature on reflexivity in research has presented very few concrete guidelines on how to “critically examine the entire research process” and achieve a well thought “acknowledgment and identification of one’s place and presence in the research” (Underwood, Satterthwait, & Bartlett, 2010, p. 1585). By means of a post-hoc reflection on a mixed-method case study, we aim at distilling best practices and learn from failures and incrementally yet significantly contribute to the body of research on reflexivity in qualitative research.

This study sheds light on the theme of reflexivity from two perspectives, including reflexivity from a researchers’ perspective as well as increased reflexivity as the primary objective of our research project. More particularly, we discuss the way we investigated and aimed to improve children’s (11-12 years old) and their parents’ reflexive thoughts on (online) games of chance and their positive and negative implications.

On the one hand, our findings revolve around four content-related factors of which some have already been put forward in previous research as critical elements for researcher’s reflexivity (see e.g. Underwood et al. (2010)) such as gender and age-cohort. In our study, we add parenthood and familiarity with the topic under investigation (own experience) to this reflexivity package.

On the other hand, we report on how our researcher reflexivity helped us improving the research protocol and gaining a more intersubjective perspective on the data. In particular, we will share our best practices and thoughts with respect to the technique of **card-sorting**, (see, for instance, Morville and Rosenfeld, 2006) that involves sorting a series of cards into groups that make sense to participants. These cards can be labeled with a piece of content or left blank to be filled in by the participants. Card sorting is a hands-on method that is meant to stimulate *reflection-in-action* (Schön, 1983) and, as such, provide insight into participants’ mental models with regard to a certain topic or theme. The findings of our study extend the insights into the usefulness of the method, because when **combined with semi-structured interview techniques**, we show how it can provide a stimulating prompt to encourage reflexivity among children as well as their parents on a topic that is part of their daily lives but probably has not yet been explicitly overtly reflected on before.

## PAP110

### **The meaning of reflexivity in processes of 'theoretical sampling': stumbling blocks on the way to quality research**

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We will focus sampling processes of an interdisciplinary and problem-oriented research project on education and religion and address stumbling blocks we met, that may show the necessity of well reflected choices of cases and case groups.

Our most challenging stumbling blocks were or still are

- the choice of first cases on the grounds of a general (sociological?) theory, when there are different academic disciplines involved,
- the choice of cases when not all people involved share a background of qualitative research,
- the variety of sensitizing concepts among a group of researchers,
- the choice of cases according to contrasting characteristics, when 'contrast' is merely suggested and not yet verified,
- constant irritations of individual sensitizing concepts,
- the question of saturation in interreligious, intercultural and international comparison.

Aiming at quality research that should not deny problems and deal with obstacles, we believe the reflection of stumbling stones to be an important part of the research process and would like to show results of such reflective processes. Constant comparison certainly is a good way of putting phenomena into perspective but can also lead to undue normativity.

## PAP111

### **Researcher vulnerability and reflexivity in qualitative research**

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In this paper, we will examine the ethics of qualitative research. Our point of departure is that the vulnerability of the researcher is a potential source for reflexivity in qualitative research. Literature on research ethics has tended to depict the research participants as potentially (very) vulnerable, hence the traditional focus has been on protecting them (Dickson-Swift et al. 2008). Furthermore, research ethics has tended to concentrate on the importance of the establishment of respect and trust between researcher and participant where consent and the right to withdraw from research at any time have been the cornerstones. However, the researcher's vulnerability has been less thematised and contextualised within the field of research ethics.

Taking as a starting point a case from MHH's long-term fieldwork on an acute unit in a mental health institution, we will show how the researcher's position changes from what appeared to her as a safe relationship based on trust and mutuality with one patient. The patient had seemingly appreciated that she as a researcher was interested in his experiences with mental health care. She, on her side, was grateful since she developed new insights about being a patient with mental health problems in a mental health institution. The patient – in connection with a home visit where the researcher was present – changed his attitude towards the researcher starting to be provoked about her presence. The researcher, of course, having ethical clearance, became insecure and confused (vulnerable). She was challenged regarding her reflexivity about her role as a researcher generally and about her relationship with this patient/research participant especially (self-observation; Brinkmann 2012).

Our main aim with this paper is to strengthen the awareness concerning ethically important aspects in the relationship between researcher and participants. We focus on the significance of researcher vulnerability and argue that self-observation and reflexivity is ethically important in order to become aware of, and to be able to reflect and act based on vulnerability.

## PAP112

### **Reflexivity on gatekeeper roles: A canon for quality in qualitative suicide research in proscriptive settings?**

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Views on quality judgements in qualitative studies have varied. Arguments have ranged from calls for the use of same set of 'positivistic quality criteria' to suggestions for formulation of distinct sets of quality criteria for qualitative studies. Some other scholars have equally proposed an end to the debate on 'criteriology' to allow for a more interpretive and creative qualitative research. Though the domain of qualitative research is not a unified field, there is an emerging consensus around generic 'prompts' that can serve as guides rather than rigid prescriptions for good qualitative practice. One of such prompts that has gained traction within postmodernist traditions is reflexivity. Reflexivity enjoins researchers to provide a methodologically self-critical account of how research is done. While it is an important quality tool in research on sensitive topics, this notion of reflexivity appears narrow for judging the quality of some qualitative suicide studies. This is because challenges associated with access to study participants and data, have contributed to the common practice of gatekeeper engagements for suicide research within proscriptive settings. Meanwhile, a growing body of scholarship continue to reveal that gatekeepers are not 'neutral' and 'static' figures in qualitative research. Instead, they come into the qualitative research equation as social actors who are embedded, participating in and influencing relations of power within study contexts. From this perspective, this paper argues that broadening reflexivity to encompass the dynamic encounters created in the research field by gatekeepers and how these encounters shape qualitative research, may enhance quality. The paper thus proposes, as canon for quality in qualitative suicide research in proscriptive settings, researcher reflexivity on gatekeeper roles and influences. This is done drawing on field experiences from an ongoing qualitative suicide research in Ghana.

## PAP113

### **An auto-ethnographic study of the disembodied experience of a novice researcher doing qualitative cancer research**

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Research in the field of medical oncology often contains sensitive subjects. When using a qualitative methodology, researchers are immersing themselves in the research field, which involves personal contact between the researcher and the participants. Consequently, there is a possibility that researchers undertaking this sensitive research may be exposed to emotional risk.

However, there is very little evidence about the researchers' experiences of undertaking qualitative research. This is partly due to the lack of acknowledgment of feelings as part of the research process, as a result of the dominating discourse on objectivity and rationality in the academic world. As a consequence, there is almost no formalized support available for researchers, in contrast with other professionals who have to deal with sensitive situations. This presentation in the form of a personal testimony wants to illustrate what the impact of doing sensitive research can be on the researcher. More specifically, I want to describe the experience of doing in-depth interviews with palliative cancer patients who were living alone for 2 years, which resulted in a burn-out afterwards. Therefore, I used auto-ethnography to write down of what I call the "three disembodied experiences" I encountered during the research: disembodiment through suppression of emotions, disembodiment through distal traumatization, and disembodiment due to over-identification with the participant. I illustrate these concepts with personal stories of doing research with cancer patients living alone.

I'll also demonstrate some possibilities of self-care of the researcher, and what measures a research group can take in order to prevent burn-out of their researchers.

I'll conclude that writing down experiences of doing qualitative research in an embodied and reflexive way holds two advantages: it does not only protect the researcher, but it also enhances the quality of research.

## PAP114

### **Using Interpretative Phenomenological Analysis in Realist Inquiry: A Reflective Journey**

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Interpretative Phenomenological Analysis (IPA) has recently gained popularity as the go-to analysis method particularly among novice researchers, due to the accessibility of its detailed yet flexible step-by-step guide (Smith, 2004). Most other analysis methods do not have such a guide, or may have less well-defined steps to follow e.g. content, thematic, or discourse analysis. Grounded Theory is perhaps the only other method providing thorough and structured practical guidance, although it is much more rigid and complex than IPA, hence less accessible to novice researchers. Choosing the right method to use, however, should not be based on its accessibility, but on whether it can suitably contribute to answering the research question(s) posed within a specific philosophical framework. This leads to the question: can IPA be used in a realist inquiry?

IPA is fundamentally grounded in Phenomenology, which seeks to understand and describe experiences. It also acknowledges the notion of double hermeneutics, recognising that accessing and making sense of experiences involves interpretation on both the part of the researcher, and the participant. Realist research, on the other hand, draws on the philosophy of Critical Realism, which postulates that reality exists independent of our knowledge of it (Danermark, Ekstrom, Jakobsen, & Karlsson, 2002). The purpose of realist research in the social sciences is to go beyond the experiential surface to uncover causal mechanisms. However, it is often necessary to first make sense of people's experiences, scrutinising their interpretations of why they experienced it so, before further inferences of causal theories can be made. The interpretative step in IPA places no restriction on what could be inferred, therefore it is possible to direct its function towards deciphering causal mechanisms. Thus, IPA could potentially be adapted to suit the realist objective. However, practically speaking, how might this be done and would it really work?

This paper intends to explore this possibility by reflecting on my own analysis process as a novice researcher in my attempt to find causal mechanisms using IPA. Although critical realism is a well-established philosophy of science, there is a shortage of guidance on the practical applications of its theories to conducting analysis. Furthermore, using IPA in a realist inquiry is a novel approach lacking prior examples to follow. The journey is therefore my own to forge, whereby I constantly reflected on my actions to negotiate the balance between following the IPA method and seeking a realist conclusion. This presentation will therefore centre on (1) how I justified the use of, and practised IPA as the chosen analysis method within a realist project; and (2) what I've learnt upon reflection that points to IPA being more beneficial in improving the quality of my work than I had initially anticipated.

## PAP115

### **Playing on the borders of knowledge: How Interdisciplinarity Can Inform Qualitative Research**

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Interdisciplinarity's rich history and experience with the borders of knowledge offers insight for both the qualitative researcher and those evaluating qualitative research. Often combining and recombining discipline based knowledge through its three mechanisms of interdisciplinarity, multidisciplinary, and transdisciplinarity, interdisciplinarity mimics the complexity and potential redundancy of qualitative research's many sites or domains. At the heart of disciplinarity, however, is knowledge: how it is created and supported by different combinations of disciplinarity. It suggests that knowledge should also be the heart of qualitative research. It also suggests how knowledge can be mapped and predicts the strength of that knowledge.

## PAP116

### **Interpretative Comparative Research in Higher Education Studies**

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In this paper special focus will be drawn on comparative studies from an interpretive perspective in the field of higher education studies. In the recent decades, the dominant paradigm for comparative higher education research draws on quantitative methodology. While quantitative studies can be meaningful in mapping the field and showing broader developments, they have led to unwanted consequences as the research results often cross over the line of description and explanation and join the idea of league tables and hierarchies. Välimaa (2008) designates this process of influence as the normative dimension of comparative research.

In order to rebalance the field of comparative higher education research, drawing on a constructivist approach to social realities, we suggest the use of an interpretive interpretative comparative research design, consequently this paper inquires how interpretative comparison can be used to deepen the understanding of concepts and processes in higher education research. Instead of using units of analysis in an essentialized way and focusing on measurable outputs and dimensions, we explore the ways in which social experiences are created and given meaning (Denzin & Lincoln, 2005). In order to achieve this, we focus on second order interpretations and draw on four key theorizing moves which follow when focusing on second order interpretations. These theorizing moves are the use of term 'unit of comparison' instead of unit of analysis, working with meanings, and the intertwining of knowledge and social action, and positionality of the researcher. Drawing on our individual research cases, we point out how the focus on second order interpretation and the four theorizing moves can lead to a deeper understanding of phenomena and concepts such as the educational purposes of higher education, academic freedom, global hierarchies in higher education, and gender equality in academia.

As the focus in interpretative comparison moves from measurable outputs to social experiences and meanings, we do not compare facts but interpretations of realities. Thus, interpretative comparison allows us to interrogate, deconstruct and problematize (Slaughter, 2001) seemingly uncontested concepts and categories. As a consequence, interpretative comparison provides a frame that opens up new venues of research both in terms of theory and methodology.

## PAP117

### **Language use in classroom discours**

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The paper presents the results of a discriminant analysis of the language use of first-year and four-year student teachers in their lessons they perform during internships. For the study of language use is chosen since it results in detailed and meaningful insights into teaching. This research is a sub study of a PhD project and is related to the second chapter of the thesis.

The goal of these thesis is to develop a better understanding of learning to teach. Because the research methods in the field of teacher education are a bit limited we opted for a combined social science and humanities perspective. As main question is which language behavior expressions can be used to describe differences in language use of junior (1st year) and senior students (4th year) in the classroom during their internships.

The data concerns 44 fully transcribed teacher-student interactions. They are sectioned in eleven lesson episodes and inside the episodes 26 possible classroom discourse events (CDE's) are traced.

Within the 26 CDE's we distinguish three types: 1. Learning events, 2. Social events, 3. Lesson organizational events.

Learning events: the events in a lesson that contribute to the realization of the task functions in the field of teaching in class, the learning content and its transmission is the focus

Social events: the events in a lesson that contribute to the realization of the emotional functions in the social domain of the classroom, the social relationships and their design and continuity is the focus.

Lesson organizational events: the events in a lesson that regulate the execution of events, supporting the transitions between events and make a contribution to the progress in the classroom discourse.

In the analysis of the events we follow Grosz & Sidner (1986). They make in their analysis of larger discourparts use of three substructures:

linguistic structure  
intentional structure  
attentional structure

For each event, the three substructures are elaborated in a large number of codes in order to describe the event performing in a uniform manner. By analyzing the data is intensive use of the software Transana and Atlas Ti was necessary to accomplish an adequate design of the extensive corpus, a logical intern structure and make it researchable.

The results of the study show surprising results, seen at numerous events en lesson episodes. Sometimes freshman and fourth year student teacher differs a lot in their performance, sometimes against expectations. In other cases they perform identically while there are major differences in experience as a result of more or less teaching experience.

To give an impression of the events and episodes to be studied:

Events: converse, questioning, instructing homework tasks, foreknowledge activation, explaining content, assignment instruction, scaffolding, correcting deviant behavior, etc.

Lesson episodes: lesson starts, lesson introductions, going over homework, repeat course content, working on assignments, summarize lesson gain etc.

## PAP118

### **Doing Ethnographic Research online in global health: challenges and opportunities when working with multiethnic adolescent populations**

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#### **Introduction:**

Virtual interaction among adolescents and young adults has become normality. The topics discussed are endless and the community created are fluid and in constant transformation. Among the opportunities that this reality offers to qualitative researchers, investigating health issues of concern at a global scale is out of many. The section of social pharmacy at the Faculty of Health and Medical Sciences, University of Copenhagen has been conducting qualitative work based on the use of theory and the user's perspective approach for approximately the last 4 decades. Only recently the research team has started to conduct ethnographic research online. This study focus on discussing the challenges and opportunities posed when using netnography with a very concrete example in the field of global health and more precisely in the management of asthma among adolescents from different ethnic backgrounds.

#### **Methods:**

Ethnographic online work (and when possible face-to-face) conducted by a multilingual research team fluent in English, Spanish, Arabic, French, Italian and Danish and with different academic profiles (anthropology, sociology and pharmacy). The study population consisted in a group of adolescents and young adults living with a chronic health conditions (asthma) with diverse ethnic backgrounds and who were member of one or more Facebook groups. Data collection was conducted online and, when possible, also face-to-face cultural interaction was conducted. Together with issues related to quality of life and satisfaction with medicinal treatments, the data collection included specific questions related to how adolescents and young adults use social media to communicate and discuss their health concerns regarding asthma.

#### **Results:**

To date, 15 interviews have been conducted using both face-to-face and online cultural interaction. Languages most commonly used have been English, Arabic and Danish. Online research allowed for a much more flexible and open interaction and the possibility of conducted reiterative interviews through chatting. Online research was especially convenient with adolescents practicing Islam during the Ramadan period, as meeting face-to-face turned out to be difficult. Issues related to trustworthiness and reliability of the information were of concern for the researchers, however the main challenge was posed when wanting to go in more depth and hold a longer interaction. Interactions through Facebook turned to be rather short.

#### **Conclusion:**

More than concerns related to trustworthiness and reliability of the data provided by the informants, what online research poses is a limit into how deep the researcher can develop the interview. In general, online interactions are fast, short and fragmented and rich in symbols that are someone difficult to translate into words. A tendency towards superficially even when reiterative interactions were conducted was observed.

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## PAP119

### **Public accountability needs to be enforced - A case study of the governance arrangements and accountability practices in a rural health district in Ghana**

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**Background** Improving accountability is currently high on the global agenda. At the same time, the organisation health services in low- and middle-income countries is taking place in fragmented institutional landscapes. State and non-state actors are involved in increasingly complex governance arrangements. This often leads to coordination problems, confusion of roles and responsibilities and possibly accountability gaps. This study aimed at assessing the governance arrangements and the accountability practices of key health actors at the level of a Ghanaian health district with the aim to understand how far public accountability is achieved.

**Methods** We adopted the case study design as it allows for in-depth analysis of the governance arrangements and accountability relations between actors, their formal policies and actual accountability practices. Data were collected at a rural health district using in-depth interviews, observation and document review. In the analysis, we used a four-step sequence: identification of the key actors and their relationships, description of the multi-level governance arrangements, identification of the actual accountability relations and practices and finally appraisal of the public accountability practices, which we define as those practices that ensure direct accountability towards the public, such as complaint boxes, community consultations, etc.

**Results** In this rural health district with few (international) non-governmental organisations and private sector providers, accountability linkages towards management and partners in health programmes were found to be strong. Direct accountability towards the public, however, was woefully underdeveloped. This study shows that in settings where there is a small number of actors involved in organising health care, and where the state actors are underfunded, the intense interaction can lead to a web of relations that favours collaboration between partners in health service delivery, but fails public accountability.

**Conclusions** It is clear that new formal channels need to be created by all actors involved in health service delivery, including the international non-governmental organisations to address the demand of the public for accountability. If the public does not find an adequate response to its genuine concerns, distrust between communities and service users on one hand, and providers, international non-governmental organisations and District Health Management Teams on the other is likely to increase to the detriment of all parties' interests.

## PAP120

### **Homeless people in a Brazilian city: an ethnographic study in documentary video**

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#### **English**

### **Homeless people in a Brazilian city: an ethnographic study in documentary video**

**Abstract:** : The phenomenon of the population in street situation has affected many countries around the world.

This problem consists of multiple determinations, among which the precariousness of labor relations, unemployment, breakdown of family and community ties and the presence of high levels of social inequality. Research conducted in the years 2012 and 2013 in Ribeirão Preto-SP, Brazil, with homeless people and aimed to know the break factors for these people with the world of formal work and their social support networks (Family and community) and meet the everyday lived on the streets. Ethnographic study of videotaped life histories and field diary as data collection instruments. Data analysis was based on the framework of Communicative Action Theory of Habermas, from communications recorded in the videos of each interview and the field diary reports. The relationship between ethnography and interpretative analysis based on Habermas' hermeneutics allowed a dense description of the everyday reality of the subjects, as well as a comprehensive interpretation to the analysis of the speeches and the context in which his speeches were produced. From the filmed interviews produced a documentary video. The results showed that inequalities and social vulnerability are present for past generations in the families of these people, participants reported come from families that are part of a range of poverty and extreme poverty, were part in informal activities income or underemployed, without access to education and decent living conditions. Participants also report not develop formal labor activity, low education, and embedded in social relationships with strong manifestations of violence and social ties breaks. The everyday life is marked by violence and death, poverty and exclusion, disruption of social and isolation networks, use of alcohol and other drugs and other socially determined diseases. . It discusses the historical roots, political and economic social inequalities in Brazil, the lack of cross-sectoral public policies to confront social inequalities and poverty and it is proposed that the

understanding of the issue of the phenomenon of homelessness and substance use this within the Social Determinants of Health. It is concluded that it is necessary to create cross-sectoral public policies aimed at eradicating poverty and social inequities.

**Keywords:** poverty, social vulnerability, social inequalities, social determinants of health, qualitative research.

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**PAP121**

**Bio-technology and reconstructing the self through genetic health markers**

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New commercial technologies, like direct-to-consumer (DTC) genetic testing kits, increasingly promise personalized genetic information on demand. With access to our individual genome, the author and her informants have reaped contestable genetic knowledge that repositions concepts of ethnic/racial ancestry, “pre-illness” state, and structures of meaning assigned a “core” genetic identity. Using autoethnographic, in-depth interviews, and data scraping methodologies as well as visual analysis mapping of the process of discovery, this paper aims at understanding how the social construction of identity assigned to health markers and the body, a locus still salient in a scientific landscape in which bio-technology and big data increasingly trump all other forms of knowledge production, are understood through a feminist phenomenological lens. By examining the discriminating process of uncovering new self-narratives, errors in vital records, the author comes to a new genealogical awareness; whether the results play a preventive role in maintaining health or they are simply selectively chosen and integrated into a meta self-concept; ethical, social and health diagnostic issues are challenged and a new social construction emerges from this research.



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**Rs53576**

rs53576 is a silent G to A change in the oxytocin receptor (OXTR) gene. Studies have demonstrated that individuals with the G allele are more empathetic, feel less lonely, employ more sensitive parenting techniques, and have lower rates of autism (discussed in [PMID 20724662]).

The blog [Not Exactly Rocket Science](#) discusses that Americans with (G;G) tend to be more sensitive parents, more empathetic and less lonely than those with an 'A'. In a Korean population people with (G;G) were less likely to seek support from their peers.

[PMID 20724662] Culture, distress, and oxytocin receptor polymorphism (OXTR) interact to influence emotional support seeking.

[PMID 19934046] Oxytocin receptor genetic variation relates to empathy and stress reactivity in humans. In brief, people with the G;G genotype were better able to discern the emotional state of others than those who carried the A-allele (blog summary found here). The study encompassed 192 participants of both sexes and mixed ethnicities. The study subjects underwent a number of tests to determine their level of empathy and stress reactivity. They found that G;G individuals performed significantly better on the behavioral measure of empathy and were 22.7% less likely to make a mistake on the "Reading the Mind in the Eyes Test" (RMET) (a behavioural measure of empathic accuracy) than A;A/A;G individuals (P = 0.005). Similarly, G;G individuals reported higher levels of dispositional empathy than A;A/A;G individuals: mean (SE) = 3.69 (0.06) and 3.53 (0.04) for G;G and A;A/A;G, respectively (P = 0.025), and were less affected by stress (as measured by their heart rates): mean (SE) = 72.1 (0.54) and 78.4 (1.19) for G;G and A;A/A;G, respectively.

[PMID 19376182] Associations between the oxytocin receptor gene (OXTR) and affect, loneliness and intelligence in normal subjects.

[PMID 19015103] This study examined the association between the OXTR gene and parenting. A total of 176 mothers of toddlers were included in the study. After controlling for marital discord, depression, and education status, rs53576 was found to significantly correlate with parenting, with the G;G genotype being associated with a significantly more sensitive parenting style than A;A or A;G genotypes. However, they concluded that the major factor influencing parenting was the maternal education level.

influences social behavior and personality

Orientation plus  
Stabilized plus

**Geno** ♦ **Mag** ♦ **Summary**

(A;A) 2.8 Lack of empathy?  
(A;G) 2.8 Lack of empathy?  
(G;G) 2.5 Optimistic and empathetic; handle stress well

Reference GRCh38 38.1/141  
Chromosome 3  
Position 8782685  
Gene OXTR  
is a snp  
is mentioned by

dbSNP	rs53576
ebi	rs53576
Exac	rs53576
PheGenI	rs53576
hapmap	rs53576
1000	rs53576
genomes	rs53576
hgdp	rs53576
ensembl	rs53576
gopubmed	rs53576
genview	rs53576
scholar	rs53576

Fig.1. No empathy gene - contested

## PAP122

### **Scientific and self-reflexive culture: The western assumptions of interviewing**

Liza Cortois

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The topic of this paper is derived from concrete problems that were experienced during a recently conducted qualitative inquiry. The given research is conducted in the ethnically diverse context of civil integration courses. I conducted semi structured interviews with a small sample of 15 participants of an integration course about the influence this course had on their identity, as well as about the main insights they got from this course and how their views changed as a result of the course. In contrast with previous research in a (sub)culturally homogenous context with similar research questions, several things became apparent: the different nature of the answers, the problem to gain trust of the interviewees and the lack of reflexive profundity in the answers to identity-related questions. However, from content analysis of the most prominent course material, identity under the form of self-sufficiency and autonomy and the respect for (other) sexual identities such as gay people and women's rights are a notable topic. So, while identity was in the two cases an important topic, in the former case the interviewees managed to verbalize their reflexive search for the self, while in the latter they did not. The contrast between these cases made me aware of the situatedness of the knowledge that is being produced during an interview (Rose 1997, Caretta 2015). Knowledge production is a contingent, contextual, hierarchical and relational process and more specifically ethnicity does not only influence the answers that are given to the questions asked, but as well the way wherein the whole frame of conducting a 'scientific research' is interpreted. Using the method of interviewing already presupposes a shared cultural context and a shared understanding of what the activity of interviewing precisely entails. Recording, working with informed consent documents, the presumption of neutral research without political affiliations, highly reflexive questions to the 'self' were all practices these interlocutors were not familiar with and that affected their (socially desirable) answers. So, contrary to positivist presumptions, interviewing in this example turned out not to be a culturally neutral activity. It presupposes a familiarity with scientific and also individualistic culture. In accordance with the latter element, we could consider the interview practice as a self-technique wherein respondents actively shape a coherent self (Foucault 1980, Fadil 2008: 91), which is more evident for people with an individualistic cultural background.

## PAP123

### **Developing an ecological sensitivity in searching for evidence about professionals' agency in educational practices. Reflections from a case study**

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The objective of this proposal is a reflection upon the development of an ecological sensitivity about the nature of evidence, by referring to a two-year case study research focussed at the recognition of the professional agency in a Municipality-led after-school programme in NE Italy.

The 'ecological validity' is a recurrent topic of reflection in the methodological debate and it is even more pressing in the age of the 'best-practice' approach. Erickson (2014) formulates the assumption behind the approach as the "presumption [...] that once we had certain evidence of the outcomes of a set of practices we could then replicate that model of practice in many other places. "Fidelity of implementation" is essential in this process of "scaling up"" (Erickson 2014: 2). However, the transferability of elements from a given practice into another is questionable, since the relevant evidence about what is considered as the best practice is gathered in simplified conditions and through limited researcher-stakeholder interactions. The agencies of the people involved in diverse educational settings as well as the specific history of educational practices have only limited consideration.

The ecological validity consists in the "clarification of those substantive elements of local and larger institutional environments" (Cicourel, 2007: 737) that affect human experience and agency. Therefore, the development of an ecological sensitivity in conducting a research should be a constant object of reflection during the fieldwork, in order to highlight the daily-life constraints and the resources that impact over the professionals' agency in any specific educational practice. In turn, this sensitivity enables also the recognition of professional agency, intended as the "capacity for people to bring about change" (Gewirtz and Cribb 2009: 50). Professional agency consists in the coordination of sequences of actions in order to achieve intended objectives in practice, in the development of specific repertoires that mediate the interaction among people (Gutiérrez and Rogoff, 2003) and, more importantly, it implies the envisioning of alternative actions, through the reorganisation of the cultural resources in practice (Holland et al. 1998).

In developing an ecological sensitivity during the fieldwork, the researcher constantly keeps an enlarged focus of observation to connect human agency to the conditions of the daily practice in the educational settings, as well as maintains an attention for the contingencies of the situations. This disposition requires the adaptation of the

researcher's movements in the setting and a shifting focus of observation, by recognising the competing and simultaneous situations into which the activities evolve.

The development of an ecological sensitivity in the case study research can improve the analysis of professional agency by highlighting:

- the different paths that professional agencies can follow in a single institutional practice;
- the complex and conflicting relationships among different educational practices and the overwhelming role of schooling even in other activities;
- the potential directions for participatory design research, based upon evidence of the practitioners' professional experience.

## PAP124

### **Narrating the Light of Peace Over the Shadow of Hate**

Jerome Cranston

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This paper utilizes autoethnography (Charmaz, 1983; Ellis, Adams & Bochner, 2011; Holt, 2003), as both an analytical and writing approach to describe and analyze the author's experiences of a research study. The study examined how a select group of Rwandans, who survived the 1994 genocide and became teachers, conceive of peace and peace education. In many ways, research that seeks to examine the outcomes of mass atrocity and genocide are not well served by the uncontested, traditional ways of doing research and representing others (Charmaz, 1983; Ellis, 2004; Holman Jones, 2005; Spry, 2001). Research that examines the aftermath of genocidal murder requires approaches that are evocative by design and in delivery (Ronai, 1992, 1995). Autoethnography has the potential to shed light on the phenomenon in ways that are near impossible to illuminate through other more traditional approaches to research (Elmes & Beatty, 2014). The findings illustrate the teachers' commitment to peace education and genocide studies as means to improve Rwanda's future. The findings also demonstrate how pervasive the "official historical narrative" (Freedman et al., 2008) is in the minds of teachers. Finally, this paper attempts to illustrate how autoethnography, as a form of evocative writing, might be useful in elucidating the tensions of conducting research that is complicated by unintended shifts in research method or design (Creswell, 2012; Hennink, 2008).

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## PAP125

### **Doctor', therapist and researcher... at the same time...? A reflective exploration of my experience with qualitative research during my ongoing doctoral study (mathematics education).**

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In this paper I will present my reflections on the rather dynamic journey that I have had towards employing a qualitative methodological approach for my PhD study which is an intervention study whose focus is to explore the nature of interaction between self-regulated learning and Kenya secondary schools students' relationship with mathematics.

I will reflect on how I strategically and deliberately engaged with the assessments from a Masters in Research in Social Sciences (MRES)-a parallel course that I registered for- to help me in deepening my understanding of a variety of qualitative approaches and how this improved my confidence in using a qualitative approach for my PhD: even though it still did not make my PhD methodological journey straight forward(from phenomenography to existential phenomenology, to hermeneutics and finally interpretative ethnography). Additionally, I will reflect on how I found myself taking three different but related roles ('doctor', therapist and researcher) as an ethnographic researcher for six months in my three schools and how this was particularly fuelled by my adopting of a 'not-knowing approach'/therapeutic conversations as my core method of collecting data and implementing my interventions.

## PAP126

### **Entrepreneuring with Words: Reflections on Doing Auto-Ethnography in Journalism Studies**

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In this paper we reflect on the challenges and opportunities that arise when applying the auto-ethnographic method in the field of journalism studies. In a time when established legacy news media face significant challenges –crises in funding models, declining audiences, and fierce competition– many new forms as well as definitions of journalism emerge. To capture changing practices and conceptualisations of journalism, we adopt a practice theory approach, highlighting that we need a bottom-up perspective on the emerging culture of journalistic work. Doing enactment research (Steyaert & Landström 2009) by setting up two entrepreneurial projects, we aim to gain insight in understandings, daily activities, emotions and material contexts of journalists at different stages of their entrepreneurial endeavours. One PhD-project aims at making podcasts more innovative as a genre in journalism in the Netherlands. The second PhD-project traces the boundaries of journalism by employing artistic methods to create journalistic interventions in physical spaces. Here, we reflect on the methodological concerns as well as opportunities that the autoethnographic method presents, specifically focusing on issues of quality and reflexivity in qualitative inquiry.

Whether perceived as relatively established (in fields like sociology, anthropology and educational studies), marginal (in organisation studies) or unconventional (in journalism studies), the autoethnographic method remains debated. There are those who praise the opportunities of writing about the self (c.f. Ellis and Bochner 2011), but there are also more critical stances towards the autoethnographic process (c.f. Learmonth and Humphreys 2011). Our research can add to existing discussions in multiple ways. By focusing on the contested definition of journalism, where the authority of journalists is questioned, their social relevance renegotiated and their output genres broadened, we can first of all affirm the value of doing an autoethnographic investigation. The deep reflexive process of autoethnography can reveal the tacit knowledge which would otherwise remain obscured. In our case we are able to follow the coming to life of (professional) identities as they are ongoingly created, leading to rich and unique stories that can counter simplistic, hegemonic myths of what entrepreneurialism and journalism is and should bring.

However, besides the many affordances, the method does not come without challenges. We will address, next to the above-mentioned opportunities, two specific challenges with regard to writing auto-ethnography sincerely and critically: i) How to capture in words that which cannot easily be captured in words (referring both to embodied knowledge, 'hunches', 'premonitions', and 'felt windows of opportunities' that guide both journalists and entrepreneurs in their activities); ii) How to find a coherent and authentic voice to describe and analyse an ongoing practice (referring to the unique opportunity that enactment research provides to capture the entrepreneurial process as it is going on, rather than as a cohesive story that is told in hindsight). Ultimately, we aim to reflect on the standards that we pose to ourselves as well as those that we are subjected to by others in the research process.

## PAP127

### **Coming out while staying in: The use of PEI in LGBTQ Psychology Research**

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Photo-elicitation interview is a useful research technique that did not gather much utility because its advantages remain unrecognized (Castleden & Garvin, 2008; Epstein, Stevens, McKeever, & Baruchel, 2006). It is not a novel technique in the social sciences but it gained popularity only in the recent years (Epstein, Stevens, McKeever, & Baruchel, 2006). Epstein and colleagues (2006) explains that this is because social research is a word-based discipline. PEI has advantages in dealing with sensitive issues such as youth identity construction processes (Croghan, Griffin, Hunter, & Phoenix, 2008) and gender and class identities (Meo, 2010) because photographs are seen as less threatening (Van Auken, Frisvoll, & Stewart, 2010). Croghan and her colleagues (2008) argue that photographs allow the participants in the research to introduce contentious topics that may be impossible to do in a verbal exchange, providing avenues to discuss on an experience that may not be easily accessible. They add that PEI serves as a method suited in the discussion of sensitive issues thereby providing a useful technique in researching "identity positions that are usually silent" (Croghan, Griffin, Hunter, & Phoenix, 2008). Working on Croghan et al.'s (2008) arguments, the researchers believe that PEI is a useful and advantageous technique in Lesbian, Gay, Bisexual, and Transgender (LGBT) psychology research, where most areas of study are sensitive in nature. This paper explores the utility and advantages of photo-elicitation interview in doing researches on LGBT Psychology. Sixteen individuals who identify themselves as member of the LGBTQ Community participated in the study where they discuss the meaning of 'coming out' for them through pictures. Findings of the study show that PEI is a useful technique in LGBT research because the pictures provide a symbolic way of discussing sensitive issues and allows an individual to convey the meaning of his experiences. The findings also support current literature that the pictures provide clarity and facilitates the understanding of concepts that are otherwise difficult to discuss. The pictures enhance the viewer's understanding of people's experiences, their world, and the meaning they attach to it (Meo, 2010). The findings have implications in psychology research and practice as they present a new way to deal with sensitive issues that individuals find difficult to disclose to others.

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## PAP128

### **What does it mean to be scientific in defining psychopathology? An exercise of Perspicuous Representation about the use of the word 'scientific' in Diagnostic Manuals**

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According to the discursive turn that has recently crossed the psycho-social sciences, language is considered one of the principal tool for the construction of social reality. The way we think to psychological events depends on the way we speak about them, and they are also created by the cultural constructs we bring to bear on them. The linguistic construction of phenomena implies that the meaning of a word must not be understood as intrinsic to the word (language as a lens of the world) but it emerges from the ways that word is used in a linguistic context, with specific rules of use, generated by a particular linguistic community that doing certain *language games*, produce as many *forms of life*.

In the psychological field there is a high risk to "literalise" the terms which just conventionally represent psychopathology or the discourses related to it. We can speak about psychological phenomena as they were natural objects, reifying and transforming them into facts. In the same way we may define as "*scientific*" everything matches our ways of understanding the study of psychological phenomena (Harrè & Tissaw, 2005; Faccio et al., 2011).

With this research we tried to explore the meanings related to the use of the adjective “*scientific*” among three of the most used manuals for the evaluation of “mental diseases”: the International Statistical Classification of Diseases and Related Health Problems, 10th Revision, the Diagnostic and Statistical Manual of Mental Diseases, 5th Edition and the Psychodynamic Diagnostic Manual, 2nd Edition.

We referred to the method of the *perspicuous representation* proposed by Wittgenstein.

For the Author: “a main source for the literalisation of phenomena is that we cannot see the use of our words. Our grammar cannot observe itself” (Wittgenstein, 1953, §90). Hence the importance of his method, that consists to substitute a form of expression to another and to look at multiple uses, expanding the exercise through the actual uses to the possible and impossible ones.

By results, the use of this word is not always sustained by the awareness about the criteria of “*scientificity*” belonging to the different “languages” (theoretical approaches) that characterize clinical psychology. The ICD-10 borrows the criteria of “*scientificity*” from the *biomedical model*, without questioning it; the PDM considers as a “*good science*” the accurate description of the clinical phenomena, and declare to be waiting for their empirical validations; the use of the term “*scientific*” in the DSM is characterized by the declaration of neutrality, the absence of theoretical assumptions, and the objectivity in diagnosing. Subjectivity is the core condition of doing science for the PDM, while it represents a threat to the *scientificity* for the DSM. Almost as if it was an elastic bandage, the term is dilated in different ways, sometimes opposed, in order to protect what is useful for the authors.

The self-referential modalities by which each approach affirms its scientific rigor have many implications, both in the communication between mental health professionals and in the management of the problems expressed by the common people.

## PAP129

### **When anti bullying strategies loose the strategi**

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In this paper we are interested in how anti-bullying strategies and methods which are statued by law in Denmark, seem to change focus and wold-wiew when in the movement from the preventing part to the moment produce some static categories to be recognized through and how these categories seem to produce teachers and school-leaders as super-humans and children as perpetrators prior to the bullying processes.

We would like to discover how theoretical different theoretical approaches can be ‘translated’ to methods and strategies, (by different kind of classroom interventions), to prevent bullying, and how these different approaches set the meaning for how responsibility is recognized and distributed, and how it shift, when they move from a preventing to an intervening part. We examine how certain categories and positions seem to coagulate in this shift and how teachers are being categorised as super-humans being able to reduce but never produce bullying. And how the children are being categorised and positioned as producing forces and only able to reduce bullying if the teachers intervene.

To make the analysis we have randomly chosen 15 antibullying strategies from different public schools and different parts of the country.

## PAP130

### **The challenge of developing peer research methodology in the H2020 framework**

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The paper explores the Irish experience of working with a peer research methodology through Re-InVEST (Rebuilding an Inclusive Value Based Europe of Solidarity and Trust through Social Investment). Funded under H2020 Euro 3 ‘European Societies after the Crisis’, it aims to provide a stronger intellectual foundation to the EU Social Investment Package, through a philosophical reframing in the human rights and capabilities tradition. Working from a transformative human rights and capability approach (Donnelly 2013; Sen 2005; Nussbaum 2011) Re-inVEST developed a transformative, participative methodology ‘Participatory Action Human Rights and Capability Approach’ (PAHRCA); key concepts include agency, participation, and voice at both individual and collective level. Mixed group of researchers, NGO’s and people experiencing poverty work in an iterative and ongoing process of action, creating and reflecting on merged knowledge. A tool kit (Murphy and Hearne 2015) supports 13 research teams in 12 countries. Having first outlined this theoretical and methodological approach, the paper then explores the practical experience of implementing this approach using peer research service users in an

Irish homeless non-government organisation.

Edwards and Vogt (2011) outline the ambiguities and tensions associated with peer research, and New Economic Foundation (2012) are clear about the practical challenges involved. Consistent with Cushy and Munro (2014) we find peer research in theory has capacity to empower, to minimise power imbalances, reduce bias and promote improved understanding but that it also adds layers of complexity to the research process and introduces challenges for validity. Coming with a human and rights and capability framework we evaluate the process from the perspective of the freedom and choice of the service users, examine the practical challenges of operationalising the theoretical framework in a practical research setting, and issues of accessibility of academic language. We also explore barriers to maximising meaningful participation in the wider H2020 contexts concluding that while H2020 allows more adequate resources for effective research management of peer research it also poses additional challenges. As well as practical considerations like time restraints and deadlines is difficult to situate a method motivated to challenge hierarchy within what are often hierarchical international research teams.

**Key words:** participatory, human rights, capability, peer research, accessibility

## PAP131

### **Involving Peer Researchers in Qualitative Interviews with Danish Cancer Patients in Follow up - What is the impact and how can it be measured?**

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This paper discusses the impact of involving patient representatives as peer interviewers in a Danish research project on patient empowerment among cancer patients in follow up ('The Empowerment Project'). Peer interviewers are generally understood as people who have "direct experience of the topic being researched" and carry out interviews with research participants, who have similar experiences (INVOLVE 2015). Various benefits have been reported from this practice, but the literature tends to focus on the impact on the process of the interview, and less on the impact on the actual research outcomes.

The empowerment project is a mixed-methods study of how cancer patients in follow up understand the concept of patient empowerment, the degree to which they feel empowered and the barriers and facilitators to empowerment they experience. For the first qualitative stage of the project, 16 interviews with cancer patients in follow up were conducted between October 2015 and Feb 2016. In 10 of them, a peer interviewer was present either as mainly an observer or as mainly an interviewer.

From the beginning of the study, the qualitative interviews were considered both as a data-collection tool, enabling the research team to explore the project's main research questions, and as an exercise which would enable us to evaluate the impact of peer interviewing. This paper discusses the latter objective, by exploring two main questions:

1. Were there any differences in the way the academic researcher and the peer interviewers conducted the interviews (process)?
2. Were there any differences in the themes and topics discussed in the interviews led by the academic researcher and the peer interviewers respectively (outcomes)?

To explore these questions a three stage data analysis was conducted. First, the 16 qualitative interviews were analysed using a systematic content analysis approach, where both the types of questions posed in the interviews and the themes and topics discussed were categorised and compared. Secondly, all interviews were re-read and notes were taken on any particular words used by the researcher or the peer interviewers, situations where a particular dynamic occurred, ways in which new topics were introduced, the extent to which personal experiences were entered into the narrative and what effect this had on the interview. Finally, phone conversations with interviewees were conducted and analysed thematically to understand their experiences of having been interviewed by a peer interviewer and whether they felt it had made a difference.

In the paper, we describe this multi-faceted and systematic approach and reflect on its potential for evaluating the effect of involving peer interviewers. We present the main findings from the three staged analysis and through this, critically explore the impact of peer interviewing on both process and outcome of qualitative interviews in health research.

The study was funded by the Danish Cancer Society (R113-A6922-14-S34)

## PAP132

### **The role of the theoretical concept cultural safety in an Interpretative Study inside of Brazil**

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This presentation aims to discuss the role of cultural safety in an Interpretative study, whose main aim is to understanding sociopolitical reality of the access to public health services by international immigrants inside of Brazil. The experiences of using cultural safety as a theoretical concept to guide the fieldwork and to interpret the results are considered in this paper. It is an interpretative investigation based on Modern or Dialectic Perspective (Ricouer, 1996). The research has been conducted in Mato Grosso do Sul State, Brazil since 2016. The concept cultural safety has been used as an interpretive lens to help understanding and analyzing culture, health, and health inequities (Gerlach, 2012). Aims to unveil often deeply rooted, and largely unconscious and unspoken, assumptions of power held. The concept has helped the researcher to increase her self-awareness perspective in the work field. Cultural safety requires the researcher to situate self within a multi-dimensional self-awareness perspective that embraces respect, reflexivity, and reciprocity and ensures ownership of the research lies with the community (Papps & Ramsden, 1996). According to Dialectic Hermeneutic, the researcher needs to be self-reflexive within the research meeting. Which means that he or she must recognize his or her prejudices and bias they may have about the event, in order to avoid asymmetric relationships between researcher and participants (Ricouer, 1996). In terms of this relationship, Ricouer asserts that there is a horizon fusion from researcher and participant. This fusion is called intersubjectivity. Also to be considered there is the historicity of both actors in this meeting (Ricouer, 1996). From the self-awareness process, the researcher's observation of the huge context of study has become more aligned with the study's aims. So, this aspect contributed to the rigor of the research. Both approaches recommend previous contact with participants. Also, both methodologies value oral tradition as knowledge that arises from participant perspectives and histories. Cultural safety plays an important role in an all process of an Interpretative study. In this presentation, the researcher shares other insights of traversing multicultural worldviews and the impact this has on her academic and personal life.

## PAP133

### **Analyzing collective artistic production as learning. (Auto-)ethnography in longitudinal fieldwork.**

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We often think of composing music or writing a song to be an individual task. However, within popular music the collective work process often dominates the path from first idea to final composition and arrangement. The research project discussed in this paper examines, how such collective composition processes unfold over time in the social context of the band. And with a specific focus on, how the musicians' changing participation in such collective processes constitute learning (Lave, 1997, 2011; Lave & Wenger, 1991). Situated learning analyses (ibid.) paralleled by and eventually integrated with musical analyses of the emerging artistic products Middleton (1983, 1990, 1993).

Musicians' participation in rock bands with a strong tradition for collective work processes is observed over time and musicians are interviewed (Atkinson & Hammersley, 1994).

As a methodology for a practice epistemological and social ontological research point of departure, ethnography seems by far the most appropriate choice. Consequently I have chosen writing up ethnographic accounts (Hart, 2002; Gupta & Ferguson, 1997) to reflect my observations and on-going analyses throughout the research process. I want to regard my research process as a dialectic process itself, much like the artistic practices I analyze (Cerwonka & Malkki, 2007). Being a rock musician myself I might even integrate auto-ethnographic accounts in my analyses.

In other words I aim at unfolding the musicians' changing participation, the changing art works *and* my changing understanding of these dialectic processes through readable, intriguing, interesting ethnographies. As Hart (2002) formulates researchers "asserting the inseparability of situated practices and their associated meanings" [should do this by] "attending explicitly to ongoing *processes* of constitution" (p. 296, italics in original).

My ambition is to do this in multiple and entwined ways.

## PAP134

### **In trust we trust - exploring trust dynamics in ethnographic research about trust**

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On the basis of extensive research and experience the paper turns a critical eye on the often unnoticed trust building processes that encompass ethnographic fieldwork within a social work framework. More precisely, the paper addresses some of the critical issues of trust dynamics when researchers are about to 'go-nature' in the fieldwork. Drawing on Niklas Luhmann (1979, 1988) the paper conceptualizes trust functionally as a means to reduce complexity and thereby enable trust oriented conversations and relations. Using illustrative examples from fieldwork, the paper discusses what kind of role trust plays in establishing grounds for thick descriptions and knowledge. Therefore, the line of argument is that there's a lot more to trust than meets the eye and if you don't succeed in establishing trustful relationships you may end up with nothing more than mere thin descriptions and somewhat common knowledge.

## PAP135

### **The gendered experiences of Affect and Flow of acclaimed Greek contemporary performers/songwriters during stage performance and songwriting.**

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This study attempts to explore the experience of affect and flow states of acclaimed Greek contemporary performers/songwriters during stage performance and music composing, while at the same time examines the gendered role of these experiences.

There were three research hypotheses identified; firstly, the in-depth investigation of the musicians' actual experience of affect and flow states during music performance and/or composing, as well as the positive emotions resulting from those states. Secondly, detecting any emerging differences in affect and flow between stage performance and composition and finally examining the role that gender plays in the experience of affect and flow states.

The sample consisted of 6 performers/songwriters, 3 males and 3 females aged from 30 to 65, selected with purposeful homogeneous sampling. The data were collected through in-depth, semi-structured, open-ended interviews. The research approach was qualitative and the data were analysed with the methodology of interpretative phenomenological analysis (IPA).

The data analysis was thematically categorized and presented in a table. Next the data were analysed and discussed in reference to the relevant literature and the main findings suggest that a) affect and flow states were both experienced by musicians during stage performance and music composition leaving an intense emotional impact while fostering further positive emotions which help develop psychological resilience, b) the experiences of affect and flow seem to hold a more prominent position in music composing; musicians colourfully describe these experiences through metaphors, emphasizing on their unique, often transcendental nature, c) concerning the role of gender in the experiences of affect and flow, the differentiation is one of texture; female musicians infuse a psychotherapeutic aspect in these experiences, likening them to an intense game while male musicians compare them to a fierce struggle, which eventually becomes a general pursuit of self, creation and existence.

Finally, both male and female musicians describe those experiences as instances of true transcendental expression, which give essential meaning not only to their music profession but also to life as a whole.

## PAP136

### Unfolding photographs in early childhood research

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Aware of ongoing discussions of presumptions in qualitative research (Brinkmann, 2014; MacLure, 2006, 2013; St. Pierre, 2013), our curiosity is drawn towards how we might do research differently. This curiosity has found inspiration in 'the baroque' and what might happen when working with radical ontological perspectives of multiplicity and folds; perspectives derived from the ontological conceptualizations of Gilles Deleuze (Deleuze, 1993) through the baroque traits.

In this paper we work with the baroque concept of *wunderkammern* as a way to stretch our conceptualizations and practices of doing methodology. Collecting different objects when travelling, *wunderkammern* became a concept in the wealthy class of the European society. Collections were stored in cupboards with small, organized compartments, but also in larger rooms, containing all sorts of objects of curiosity, reflecting the early scientist's work and more mythical figures. Further, both Maggie MacLure (2006), Pearce and MacLure (2009) and Law (2004, 2011) have suggested 'the baroque' as an altogether different approach in research and academia. MacLure (2006, s. 729) says:

"A baroque method would resist clarity, mastery and the single point of view, be radically uncertain about scale, boundaries and coherence, and favour movement and tension over structure and composure. It would open up strange spaces for difference, wonder and otherness to emerge."

Combining the notions of the concept of *wunderkammern* and *photographies* we are challenged to go beyond, into the imaginary, driven by curiosity of what might become. These challenges correspond with Deleuze's transcendental empiricism, an empiricism of becomings; an empiricism that resists and slips away from closure and orderly hierarchies, thus, not being the logic of representation, but the logic of assemblage and hodgepodge (MacLure, 2013b).

Writing from the field of early childhood education and care and early childhood teacher education this paper explores how photographs might contribute in a wide range of connections and foldings between the 'data' and the researchers and perhaps open for different potentialities in research.



## PAP137

### Distance, resistance and mastery: Poetic analyses of young people's processes of becoming

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Financial and political changes globally and locally contribute to political interventions focusing on young people's education (Woodman & Wyn 2015, Kelly & Kamp 2015). We are witnessing a massive discursive shift from 'youth unemployment' to young people's 'education' and 'employability' and a tendency towards individualizing and making the young people's social, emotional and academic competences the center of attention.

The paper is based on examples from my doctoral thesis *No Education, no jobs: Youth, becoming and complex transitions* (Görllich 2016) about the growing number of young people under the age of 30 in Denmark, who have not completed upper secondary education and are unable to find stable, lasting jobs. The analyses build on empirical data from a research project with young people (18-30 years of age) on the margins of the educational system and are based on qualitative interviews and observations with 32 participants. The examples will explore 'poetic inquiry'

as a methodological tool to analyze processes of becoming. The paper argues that poetic inquiry enables analyses in which new perspectives on young people on the margins of the educational system emerge. I argue that poetic inquiry makes it possible to construct analyses illustrating how young people are struggling to position themselves in systems that are highly individualized. Those struggles are characterized by movements in which the young people are trying to move forward while simultaneously 'pulling the break'. Secondly, it is shown how the young people's processes of becoming are formed by 'logics of distance'. Experiences of distance are a recurring condition in the young people's families, education, in the social welfare system and on the labour market. Simultaneously, the analyses show how the young people re-connect to society via relational support, collaborative practices and the building of network. I suggest that rather than understanding 'what works', we also need to understand the political, structural and institutional conditions with which the young people interact.

#### **PAP138**

##### **Emotional geography of homeless people in urban Copenhagen.**

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This paper explores the emotional geography of homeless people in urban Copenhagen. Emotional geographies aim to understand emotion in terms of its socio-spatial mediation and articulation (Davidson et al. 2005) and thus recognize the interconnectedness of emotion and space. This paper argues that this interconnectedness is significant when homeless people avoid certain public spaces, domestic spaces and turn away from *spaces of care* (Conradson 2003) such as night shelters and day centres. The paper is based on an ethnographic fieldwork with participant observation of encounters between social workers and homeless people as its primary method. Additionally, I conducted interviews on site with homeless people. These "conversations with a purpose" (Burgess 1984:102) were loosely structured around the participants' understanding and experiences of being housed and unhoused, contacts between social services and clients, and the use of public space and spaces of care. The informants' accounts highlighted how emotions were an integral part of how they related to different spaces in urban Copenhagen. The analysis focus on how specific parks, parking lots, residential areas, night shelters, day centres, and homeless hostels evoked emotions such as fear, disgust, boredom, and humiliation which were entangled with practices of avoidance and withdrawal. Further, the analysis links the emotions to the symbolic and material aspects of the spaces. By doing this the paper aims to show how a form of socio-spatial exclusion that works through emotion rather than direct regulation and policing of spaces.

#### **PAP139**

##### **The Use of Drawing and Writing Exercises in Capturing the Traumatic Content in Children's Lived Experiences**

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Due to limitation of verbal self-expression, it has been a difficulty in understanding and processing traumatic content in children's experiences of trauma. With this, projective techniques, specifically, trauma focused expressive art techniques for children were constructed to answer this particular need. Expressive Art Techniques (in its various forms) allow children in expressing their thoughts and feelings as related to the traumatic experiences. Children were able to vent out their experiences in a way that is enjoyable on their part. Besides, play is the language of children. This paper explores the use of drawing and writing exercises in capturing traumatic experiences among children which will lead to understanding and processing. Drawings taken from events such as calamities and war were considered to highlight the experiences of the participants. The Drawing and Writing Exercises for Children (DWEC; Decatoria, 2004) was specifically used for this purpose. Findings show that the DWEC is a useful tool in capturing children's experiences of trauma. This will be beneficial among clinical psychologists, especially psychotrauma workers, for it can provide ways in dealing with the experiences of children who are faced with a traumatic experience. Findings also support current literature that expressive art techniques are an effective way of eliciting responses from children, thus leading to ease of analysis and process of traumatic content.

## PAP140

### **The relevance of play in a co-creative imaginative artwork for children**

Barbro Djupvik

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The aim of this artistic development was; how can the culture of children in the act of playing inspire the art project for young children. Some relevant questions of research; how to create genuine encounters between participant and artist in an interactive theatre-performance? In what way does the space affect the interplay between the artist and child? With my background as an actor and director, and as an educator, I have lately (2007) worked with multimedia projects for children.

In this specific art work, I examined how open or floating the improvisation space between artists and the child may be, and how it can become a meaningful experience for everyone involved. The initial concept was devised with children aged 4-6 years and then further developed with the artists. This loosely structured performance was also open to interactivity. A shared creative process, with its basis in experimentation and improvisation was the core of this method work. Both in process work and performance; was that the improvisation room was to be an exchange between children and the performer, where there was given and take, a sharing and where the children's contributions were acknowledged and met by the artist, a true child centered meeting between artist and child. Practitioners in this project were genuinely concerned about the relationship between art and play forms of expressions. This was important for building relationships and communication, both in the creative process and the executive moments together with our target audience. The practitioner's ability to read situations and trust their improvisational ballast and intuition helped to create a secure framework of transparency and opportunities for real communication between artist and children. Time is an appropriate element, both in relation to the child's play, but also in relation to an artistic process. The process was the tool, and our work of process was carried out over time. Being present in the play or improvisation process gave rise to both children and adults, sharing experience and blending into each other's stories. The mutual empathy and experience of "I feel that you feel like I feel" enables common understanding and mental proximity to those attending. Because we had the possibility of a prolonged work with our reference groups, we had time to incorporate our relational experience into the process. The children were willing to meet us as experienced artists and as a result they were inspired by our imagination and this was reflected in their play.

## PAP141

### **Arts-based methods for storylistening and storytelling with prisoners**

Lisbeth Frolunde

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The presentation concerns applying dialogic, arts-based methods, which respect for multiple voices, collaboration and difference. In the presentation, I focus on how storytelling and listening to stories are integral to a dialogic process. In a dialogic perspective, meaning-making is unfinalizable - there is no "final word" (Bakhtin 1981). Storytelling and issues of listening are exemplified through written texts produced by young prisoners, and subsequent reflexive narrative interviews I conducted at a Danish prison for youth. The texts are poetry and prose from a collaborate creative writing workshop, *Wordquake in Prison*. The texts were published in an edited book (Frølund, Søgaard, and Weise 2016).

The analysis of texts and reflexive narrative interviews is inspired by arts-based, dialogic, narrative methods on the arts and storytelling (Cole and Knowles 2008; Reiter 2014; Boje 2001), storylistening in narrative medicine (DasGupta 2014), and aesthetic reflection on artistic expression in arts therapy and education. In my analysis, I explore active listening as in terms of reflection and revision of stories with the young prisoners. I reflect on the tensions involved in listening in a sensitive prison context.

Previous qualitative and narrative research carried out in prison highlights how to explore multiple voices or perspectives (Albertson 2015), and the value of listening to how stories address meaning-making and life stories in the given context of prison (Szczepanik and Siebert 2015). A well-known challenge of creative writing in prison is establishing trust in a group for peer reviews (Beasley 2015).

The discussion concerns perspectives on promoting active, dialogic listening. A primary issue for further research is how to address listening to stories as well as telling stories. Implications include how to design qualitative, arts-based approaches that are relevant in a prison context and, possibly, evaluation research. A UK-based 2005 meta-survey about the arts in the criminal justice sector confirms that the arts have "the capacity and potential... that can enhance and extend provision of educational, developmental and therapeutic programmes" (Hughes 2005: 9).

However, Hughes highlights that success is generated by *responsiveness* to local and specific contexts, rather than by standardizing models of arts practice.

A second issue for discussion is how to train context-sensitive listening in prisoners, teachers, researchers, etc. Possible ways are to promote formal exchanges and educational efforts within the arts and communication studies, such as through giving / getting aesthetic feedback to creative writing in peer reviews, and collaboration between prisoners and non-prisoners on film manuscripts, graphic novels etc. Inspiration includes *the Inside-Out Prison Exchange Program* approach.

## PAP142

### **Research poems' to condense and represent the experience of vulnerability management among homeless women**

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#### Background:

A Grounded theory study has been carried out since February 2015 till now, to explore vulnerability management among homeless women. 27 homeless women being all over 18 years old and residents at two low-demand shelters within Madrid Care for the Homeless network have participated attending to a theoretical sampling. We have used different data gathering techniques such as participant observation, in depth interviews and photo elicitation. Now, we are immersed in the selective coding data analysis phase trying to condense and refine theory.

#### Aims:

To methodologically reflect about the use of the "*research poem*" (poetry representing research results) as strategy to refine and condense the meaning of experience during the interpretative analysis (selective coding phase) when exploring the experience of vulnerability management among homeless women.

#### Methods:

The metaphor is understood as a figurative language resource that allows to move or transfer a complex reality to another easier to understand through establishing a relation of similarity or analogy between both of them. Much more than a rhetoric resource, metaphor is a daily strategy inserted in our discourse and everyday interaction, which enlighten the metaphorical nature of human being.

The metaphorical analysis is widely described in qualitative research literature as a strategy to stimulate the theoretical sensitivity of the analyst. Taking this as reference, we have worked identifying the metaphors generated by 3 participants during their discourse. After that, we have explored their meaning by comparing and contrasting the use of these metaphors in different contexts. Next, relationships between metaphors have been established in order to use all of them together into the poetic construction (research poem). When the poems were written, the meaning evoked was compared with the theoretical frameworks emerged during analysis (authors reflecting about the congruence between them and the capacity of the poem to enlarge understanding and emotions elicitation).

#### Results

The "research poems" written enhance the meaning of theoretical constructions linked with different main categories. Altogether, being read as one, provide an exciting tool to guide the audience along the homeless women journey to cope with vulnerability while living in a shelter.

The use of the metaphor analysis and "*research poem*" is presented as a very appropriate strategy in the context of the analysis and dissemination of the findings in the study that concerns us as: it has made possible to explore the phenomenon of study from a creative and innovative perspective and has contributed to explore phenomena that were regarded as family from another perspective. However, their use has required a constant attitude of reflexivity (as well as make use of other strategies to ensure credibility such as the "Member Checking") to take the best of the great potential of the metaphor without losing loyalty to data or what is the same: "give luminosity and brightness to experience without distorting or obscuring the essence of it".

PAP143

**Looking for 'small stories' about vulnerable children and youth: reflections about potentials and pitfalls of an approach.**

Manon Alice Lavaud

Roskilde University, ROSKILDE, Denmark

**(N.B. this abstract has also been submitted as a paper presentation)**

This poster reflects about how using a '*small stories*' approach can allow us to convey complexities and nuances in research with and about vulnerable groups in society that may otherwise face generalizations, marginalization and stigmatization.

The poster draws on an ongoing study about how normality and difference come into play in social work with vulnerable children and youth in Denmark. Based on repeated interviews and observations with thirteen children and young people and several professionals around each, the study explores how notions of normality, difference and deviance are constructed and challenged in the stories they tell about themselves, their strengths and challenges, and the stories told by the professionals.

In line with an interactionist and constructivist perspective on narrative research (Gubrium and Holstein 2009), Bamberg and Georgakopoulou have argued for the study of "small stories", turning away from unified and coherent life stories, and towards the contingent, fragmented and multiple selves told in specific interactions (Bamberg 2006; Bamberg and Georgakopoulou 2008). This includes short and fragmented stories about recent, shared or projected events, which are often overseen "by an analytical lens which only looks out for fully-fledged stories" (Georgakopoulou 2006).

With examples from the analysis of the empirical material, the poster will show how the small stories approach as an analytical tool can draw our attention towards the many different possible, and sometimes contradicting, stories to be told about the children and youth in the study. Finally, the poster will highlight some reflections upon the potentials and pitfalls of such an approach in relation to current discussions about quality, knowledge production in qualitative research (Halkier 2011; Roulston 2010).

# Workshops

## WS01

### **Unknown Pleasures? Engage with sensory and embodied methods to study pleasure**

Enrico Petrilli

Università Milano Bicocca, BALANGERO (TO), Italy

From the invitation of Michel Foucault to consider bodies and pleasures, and not sex-desire, as the rallying point to resist normative power, to the exploitation of our *potentia gaudendi* by the pharmacopornographic regime as conceptualized by Paul B. Preciado that of pleasure is a key theme of the contemporary debate both in biopolitics and queer theory. At the same time, in the last decade scholars have increasingly reported the absence of discourses about pleasure in Alcohol and other drug studies as well as Club Studies, two fields dominated by a risk-oriented approach. In order to fill this gap, it is evident that carrying on a research about pleasure presents ontologically, epistemological and methodological difficulties.

The former section of the presentation aims to investigate how pleasure has been conceptualized in the contemporary sociological and philosophical debate. Simultaneously, it is necessary to reflect about how to produce pleasure-oriented knowledge and through which research methods. In this respect it is necessary to overcome both a Cartesian approach to scientific knowledge which favors the cognitive level over the practical, and a representational theory of knowledge which favors the discursive level over the experiential.

Starting from these general remarks, in the latter section will be presented the preliminary results of a 18 months multi-sited sensory ethnography in electronic dance music clubs conducted both in Milan and Berlin. The focus will be the clubbers' embodied sensory practices and somatic works, observing how clubbers actively engage with both club environments and their bodies. The attempt is to develop a reflection able to overtake the lack of academic discourses about pleasure, given that all the activities done at EDM parties - enjoying music, dancing, having fun with friends, meeting new people, drinking and taking drugs - are directly linked to carnal and abstract pleasures.

## WS02

### **Are we speaking the same language? Tips and tricks on conducting high quality international qualitative research**

Irene Van de Glind, Anke Oerlemans, Gijs Hesselink

Radboudumc, NIJMEGEN, Nederland

Qualitative research is increasingly performed within a multicenter and international setting. Over the last five years, at least fifteen major scientific qualitative research projects were conducted by an international group of researchers collecting and analyzing qualitative data within their own country to answer a shared research question. Ensuring methodological rigor within these types of projects is complicated and challenging, because of the large number of researchers involved with different scientific, linguistic and cultural backgrounds, the geographic distances, and varying local circumstances for conducting the fieldwork. Data collection and analysis procedures often need to be tailored to the local circumstances within each country while a certain standardized approach throughout all countries is needed to produce high quality data. At all stages of the research project misunderstandings can easily happen. To date there is no clear and widely shared guideline for developing, reporting and managing a qualitative research collaboration between multiple countries.

Building on the experiences with three international research projects – HANDOVER, EuroSTEC and EuroFIT – we will share our lessons learned. These projects involved multiple qualitative methods: in-depth interviews, focus group discussions, document analysis and observations.

The HANDOVER project was one of the first projects to reflect on conducting international qualitative research. HANDOVER studied the quality of patient transitions at the hospital to primary care interface in five European Union countries. Research findings and project reflections were published in a BMJ Quality and Safety Supplement (Proceedings from the European Handover Research Collaborative, 2012). The EuroSTEC project aimed to develop tissue-engineering based treatments for congenital structural defects. Part of this project was a prospective and anticipatory ethical analysis, through a Delphi study among professionals from nine European countries. The aim of the EuroFIT project is to develop and evaluate a health and lifestyle program for men delivered through top division professional football clubs. Part of the project is a process evaluation to understand how EuroFIT is being implemented, how participants interact with the program and to understand the specific context in which it is being delivered, including any cultural and club differences. The EuroFIT project draws on the published guidance of the HANDOVER consortium. It extended HANDOVER's methods even further by using written detailed standardized operating procedures.

In this interactive workshop, researchers from the HANDOVER, EuroSTEC and EuroFIT projects will inform participants about the challenges they experienced and the practical tips and tools they use(d) to conduct and

manage international qualitative research (e.g. use of a standardized transcription format and a quality assurance plan). They will also lead an exercise for participants to experience analyzing qualitative data within an international community of practice (affinity diagram exercise). The lessons learned within these projects offer researchers, professionals and students a better understanding of and guidance for conducting high quality international qualitative research.

### WS03

#### **What do data do? Playing with data as a way to open up new research opportunities**

Laura Formenti<sup>1</sup>, Angelo Benozzo<sup>2</sup>

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<sup>2</sup>Università della Val D'Aosta, AOSTA, Italy

What do data feel? What do they want? What do they tell us? Where do they take us? In this workshop, participants are invited to challenge and deconstruct their perspectives on 'data', by exploring and expanding possible research avenues. The inspiration for the workshop came to us following the publication of a Special Issue of *Cultural Studies Critical Methodologies* (Koro-Ljungberg, MacLure, 2013) entitled *Data*, in which various authors problematize the concept of 'data' in qualitative inquiry.

Rather than conceptualizing data merely as a potential source of information, we are also interested in data for what they produce, how they move, and how they *make us* as people and researchers (Benozzo, Bell, Koro-Ljungberg, 2013). In interpretative research, data are too often simply accessed, generated, and gathered through speaking with participants, and/or reading documents or observing. Moreover, research often consists of demarcating a field and choosing the 'empirical material' to support a pre-existing representation of a phenomenon. These actions reduce complexity and the possibility of working creatively with data. We, on the other hand, maintain that the unexpected, the presence of curiosity, playfulness, and wonder, are essential ingredients in the research process. But do they belong to the researcher or to the data?

In the course of the workshop, participants will be invited to work with the idea that in order to start a process of inquiry, we do not have to have a research question, or a delimited field that makes data collection possible.

Instead, we will start the process by bringing some material objects into the workshop space, which might function as metaphors able to open up possibilities and differences for the researchers and the research process, as in the phenomenon of diffraction (Barad, 2007).

Hopefully, this will allow participants to perform and build up their own representation of 'data-objects' in a playful way, and then to start a conversation about that experience. Finally, the whole group will be engaged in a discussion about assumptions, differences, and emerging ideas/theories about 'what data do' in our research.

#### **References**

Barad, K. (2007) *Meeting the Universe Halfway*. Durham: Duke University Press.

Benozzo, A., Bell, H., Koro-Ljungberg, M. (2013) Moving between nuisance, secrets and splinters as data. *Cultural Studies* <=> *Critical Methodologies*, 13(4): 309-315.

Koro-Ljungberg, M., MacLure, M. (2013) Data. Special Issue, *Cultural Studies*<=>*Critical Methodologies*, 13(4): 309-315.

### WS04

#### **Computer assisted qualitative data analysis using MAXQDA**

Stefan Rädiker

MAGMA e.V., BERLIN, Germany

MAXQDA (since 1989) is one of the world leading software tools for professional qualitative data analysis. This workshop consists of a mixture of demonstrations and guided practice, focusing on the practical knowledge required for using MAXQDA for the analysis of qualitative data.

MAXQDA is renowned for its intuitive use and straightforward structure. It runs with identical functionality on Windows and Mac OS and comes with a free App (Android and iOS) for data collection and first coding in the field as well as with a free Reader version. After completing this workshop, you will be familiar with the basic functions necessary for analyzing qualitative data: Get data into MAXQDA - Create and apply codes - create and apply Memos - run simple retrievals.

You will get a hands-on introduction on: Creating a MAXQDA project, importing documents, creation and management of a code system, coding of documents, and retrieving of coded segments. Moreover you will learn how to create and manage memos to hold and organize ideas and thoughts. After the workshop you will then be

able to use standardized background information (like age, health status etc.) to filter and compare your data. You will know how to conduct simple and complex lexical searches and automatically code search results. Finally, you will learn how to activate documents by variables and colors.

This course is suitable for beginners and for people who have a limited knowledge on how to use the software.

It is necessary to bring your own laptop with the trial version of MAXQDA installed (it is valid for 14 days). You can download it on: [www.maxqda.com](http://www.maxqda.com)



## WS05

### Doing situational maps and analysis

Carrie Friese

London School of Economics, LONDON, United Kingdom

Situational analysis is an extension of grounded theory for analyzing qualitative data including interview, ethnographic, historical, visual and/or other discursive materials. It is especially useful for multi-site research, feminist and critical inquiry. Emphasis is on grasping often messy complexities in the data and understanding relations among the elements constitutive of the situation (Clarke 2005; Clarke, Friese and Washburn 2015).

There are three main mapping approaches:

situational maps lay out the major human, nonhuman, discursive and other elements in the research situation and provoke analysis of relations among them;

social worlds/arenas maps lay out the collective actors and the arena(s) of commitment and discourse within which they are engaged in ongoing negotiations--interpretations of the collective social situation; and

positional maps lay out the major positions taken and *not* taken in the discursive data vis-à-vis particular axes of difference, concern, and controversy around issues in the situation of inquiry.

Through mapping, the analyst constructs the situation of inquiry empirically. The *situation per se becomes the ultimate unit of analysis*. The maps themselves offer coherent means of representing the analysis useful for presentations and publications.

This workshop will focus on the first kind of map, the situational map. It can be used for initial project design and later revised in a flexible and iteratively responsive manner across the duration of the project. That is, the situational map can be *reconstructed over time* to specify emergent elements in the research situation about which data have been and/or still need to be gathered. The maps thus intentionally work *against* the usual simplifications so characteristic of research. They also allow *design* from the outset to explicitly gather data about theoretically and substantively underdeveloped areas of the situation of inquiry.

Participants are encouraged (but not required) to come to the workshop with a draft map and be prepared to discuss it in the group. The workshop goal is to help participants get a strong analytic grip on the situation they are studying.

For more information on situational analysis, see <http://www.situationalanalysis.com/>.

## WS06

### A deliberation about 'deliberative inquiry'

Ruth Wouters

UC Leuven-Limburg & KU Leuven, LEUVEN, Belgium

A literature review about *deliberative inquiry* as a method for collaborative research revealed the different approaches that shaped/shape and used/use this merging of deliberation and investigation:

Within the deliberative democracy movement, *deliberative inquiry* is a tool for constructing legitimate actions.

Configured as a model, deliberative inquiry demonstrates a perpetual learning process that combines policy analysis of public discourse with structured, productive interaction between relevant parties, all with an eye toward identifying and supporting the move to action by a broad range of actors (Carcasson & Sprain, 2015).

In curriculum studies *deliberative inquiry* is a method for practical reasoning about curriculum questions. Since Joseph Schwab (1909-1988) elaborated the concept of deliberation for thinking and designing curricula (Schwab, Westbury, & Wilkof, 1978), curriculum scholars have expanded deliberative inquiry as a policy and action-oriented form of inquiry (Harris, 1991). So curriculum analysis and curriculum development are the interrelated dimensions of this conceptualization of deliberative inquiry.

Qualitative methodology adopts *deliberative inquiry* as a collaborative research method. Scholars are implementing it as a way of gathering data of a complex interaction process (inquiring the deliberation) and as a research design

to tackle wicked issues (answering a complex question through deliberation and further investigation) (Asif & Klein, 2009; Kanuka, 2010; Savin-Baden & Major, 2013).

All of the scholars try -mostly implicit- to aggregate a research component with a policy component: gaining knowledge by investigating perspectives is not seen as separate from taking (value-laden) decisions.

In this workshop we shall further explore the intertwining of deliberation and inquiry by loosely adopting the cycle of deliberative inquiry of Carcasson (Carcasson, 2012). We start with a short overview of the different approaches in which *deliberative inquiry* occurs (step 1: 'deliberative issue analysis'), followed by the forming of three small groups of participants (step 2: 'convening'). Each group shall engage in weighing arguments by investigating pros and contras, limitations and possibilities of *deliberative inquiry* within one approach (step 3: 'facilitating interactive communication'). In plenum (step 4: 'reporting') we try to take a decision: can we act upon deliberative inquiry? (final step: 'action').

#### References

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## WS07

### WORKSHOP: Literature Review with ATLAS.ti 8

Susanne Friese

ATLAS.ti / Berlin, WEDEMARK, Germany

ATLAS.ti, as a tool that supports the process of qualitative data analysis, can also be used throughout the research process starting with the literature review. This workshop shows step-by-step how this can be accomplished and introduces some new functionalities like the reference manager import in ATLAS.ti version 8. You will learn:

- (1) How to import data from various reference managers and how to set up and organize the data in ATLAS.ti.
- (2) How to code and analyze the imported literature.
- (3) How to integrate the analysis of the literature into the research process.

We assume no previous experience with ATLAS.ti in this workshop. Participants bring their laptops and install either the full or the demo version. All workshop materials including exercises will be provided.



## WS08

### Experimenting with relational autoethnography in care research

Merel Visse<sup>1</sup>, Alistair Niemeijer<sup>1</sup>, Truus Teunissen<sup>2</sup>

<sup>1</sup>University of Humanistic Studies, UTRECHT, Netherlands

<sup>2</sup>VU medical Center/EMGO+/Medical Humanities, AMSTERDAM, Netherlands

In this workshop, we collaboratively explore the possibilities of autoethnography as a commitment to good care. Autoethnography can be seen as a 'methodology that allows us to examine how the private troubles of individuals are connected to public issues and to public responses to these troubles' (1959, in Denzin, 2014). This is exactly the focus of a political care ethics. It focuses on: how to get care and social justice into policy? 'Care' is seen as everything we do to maintain and repair our world. Care benefits from autoethnography, with an emphasis on 'what matters', what people care for and about and why (instead on what is 'right'). In this workshop we explore the promises and pitfalls of autoethnography for a caring society. It discusses how to benefit from autoethnography by connecting insights from political care theory and qualitative research methodology. Practically, the workshop is an interactive session where participants will experiment with relational autoethnography and learn about theoretical underpinnings in the context of good care. Our former publications on autoethnography function as the point of departure (participants are asked to read them in preparation). During the workshop, we will work dialectically: next to experimenting with method, we explore theoretical underpinnings to deepen our insights. This dialectic approach is at the core of our view on autoethnography and care ethics.

## WS09

### A picture says more than a thousand words - Visualizing qualitative data with MAXQDA

Stefan Rädiker

MAGMA e.V., BERLIN, Germany

MAXQDA (since 1989) is one of the world leading software tools for professional qualitative data analysis. This workshop consists of a mixture of demonstrations and guided practice, focusing on the practical knowledge required for using MAXQDA for the analysis of qualitative data.

The workshop offers an overview of MAXQDA's powerful visual tools and how they are used in research.

Participants will practice creating visualizations with example data and discuss the potentials and limits of each visual tool.

After completing this workshop, participants will know how to create visualizations with the *Code Matrix Browser*, the *Code Relations Browser*, the *Document Portrait* and the *Document Comparison Chart*. Participants will have deep insights on how to use graphical representations of project elements in MAXMaps and use MAXMaps model templates.

MAXQDA is renowned for its intuitive use and straightforward structure. It runs with identical functionality on Windows and Mac OS and comes with a free App (Android and iOS) for data collection and first coding in the field as well as with a free Reader version.

This course is suitable for researchers who have a basic understanding of MAXQDA or another QDA software. It is necessary to bring your own laptop with the trial version of MAXQDA installed (it is valid for 14 days). You can download it on: [www.maxqda.com](http://www.maxqda.com)



## WS10

### **Embodied encounters as research practice**

Hanna Guttorm<sup>1</sup>, Eeva Anttila<sup>2</sup>, Teija Löytönen<sup>3</sup>, Anita Valkeemäki<sup>2</sup>

<sup>1</sup>Sámi University of Applied Sciences, VANTAA, Finland

<sup>2</sup>University of Arts, HELSINKI, Finland

<sup>3</sup>Aalto University, HELSINKI, Finland

In this workshop we explore how embodied encounters can be an integral element in qualitative research and how such practices may influence the process of knowing: what we come to know, how we approach our work (and life), and others inside and outside the academia. The workshop revolves around the question: What is happening here and now and where does it take us? How might we become in becoming, in entanglement with others and the world? How might we think about qualitative research beyond the singular author, and beyond the knowing "I"? The workshop puts to work Deleuzian ontology of difference as well as Derrida's suggestion to begin wherever we are. We will explore how embodied encounters entangle with/in writing and how knowing turns toward open ended movements and ideas. The practices consist of improvised actions -talking and moving, and performative writing, generating scattered words, scattered papers, unexpected thoughts, ideas and movements. We ask, what if research methodologies and methods are about finding/creating/producing new paths and interest(s), again and again? We think that it is yet another thing to proclaim unexpectedness or uncertainty or not privileging the author in research processes, and doing it. One must do it. Experiment and fail. Let go, and experiment again. This workshop will become a collaborative adventure on encountering each other and becoming and knowing with/in the world with human and non-human others in relation to qualitative inquiry.

## WS11

### **Situated narratives: Challenges and opportunities in research with enacted narratives.**

Sissel Alsaker<sup>1</sup>, Lena Ulfseth<sup>1</sup>, Staffan Josephsson<sup>2</sup>, Nina P. Reed<sup>1</sup>

<sup>1</sup>Faculty of health and social sciences, TRONDHEIM, Norway

<sup>2</sup>Karolinska Institutet, STOCKHOLM, Sweden

Narrative methodology is often used within health and social sciences as well as related disciplines and practices, but there is great diversity in the use of narratives. Further most narrative methodology focus on verbal storytelling as source of data. This workshop will draw on Ricoeurs theory on narrative and action to situate narrative methodology in research on lived everyday life. We will provide examples from of our own research to demonstrate how narrative methodology can give access to unfolding, situated, and multifold character of everyday relations. Thus to both show how narrative meaning can take place in everyday life and how to understand such ongoing processes. The workshop will consist of three parts:

The first part will situate narrative as scientific tool. Specifically the methodology of narrative in action will be presented in which the relation between narrative and action will be discussed. Implications for research practice will be elaborated on.

The second part will present narratives of people living an everyday life with chronic conditions like rheumatic diseases and mental health problems. Further we will discuss the challenges and opportunities of narrative methodology in our studies.

The third part will discuss the identified challenges and opportunities for research methodology when narratives are situated in peoples' everyday life.

Alsaker, S., et al. (2009). Studying narrative-in-action in women with chronic rheumatic conditions. *Qualitative Health Research* 19(8): 1154-1161.

Josephsson, S. and S. Alsaker (2015). Narrative methodology: A tool to access unfolding and situated meaning in occupation. In *Qualitative research methodologies for occupational science and occupational therapy*. S. Nayar and M. Stanley. UK, Routledge.

Ricoeur, P. (1991). *From text to action: essays in hermeneutics*. Evanston, Ill., Northwestern University Press.

Ulfseth, L. A., et al. (2015). Meaning-Making in Everyday Occupation at a Psychiatric Centre: A Narrative Approach. *Journal of Occupational science* 22(4): 422-433.

# Symposia

## SYMP01

### **Towards a revival of qualitative principles in psychological assessment? The case of narrative story stem techniques**

Nicole Vliegen, Femke Permentier, Eva Bervoets, Eileen Tang

KU Leuven, LEUVEN, Belgium

Psychological assessment is a means to an end: to gather information about the problems and symptoms an individual is experiencing. The complexity of this specific type of empirical cycle requires methodological diversity in the clinician's toolbox. In recent decades, however, a quantitative research perspective, with its emphasis on questionnaires, has become prominent, whereas principles and instruments of qualitative inquiry have become increasingly underrepresented or even absent in both clinical psychology training and clinical practice.

In an attempt to redress this balance, we suggest a framework in which a complementary qualitative perspective is adopted, and assessment data is gathered and analyzed following the principles of qualitative research. Specifically, we argue that data – gathered in interviews with, and drawings and play of children as part of a clinical assessment – can be processed and analyzed, making use of the phases and steps, equivalent to phases and steps of a qualitative inquiry as described by Savin-Baden and Major (2013).

Using assessment data gathered through narrative story stem techniques (NSST) with children, we present questions regarding reflexivity and quality that arise in this work. Following a concise introduction in what NSST are and how they are used in contemporary clinical practice and research, we present our attempts to optimize the use of these narrative data to understand the child's inner world and thus tailor treatment to this particular child.

## SYMP02

### **Art-based inquiry and the co-production of affective landscapes with children and young people**

Trafi-Prats Laura<sup>1</sup>, Ross Schlemmer<sup>2</sup>, Kimberly Powell<sup>3</sup>, Geoff Bright<sup>1</sup>, Lisa Procter<sup>1</sup>, Abigail Hackett<sup>1</sup>, Andrew McMillan<sup>4</sup>, Max Munday<sup>5</sup>

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<sup>4</sup>Liverpool John Moores, United Kingdom

<sup>5</sup>Independent Community Broadcast, United Kingdom

This group of four papers builds around an heterogeneous body of contemporary scholarship concentrating on the study of affective landscapes and how children and young people interact relationally with the world around them. Berberich, Campbell and Hudson (2016), define affective landscapes as “inclusive, relational space(s) to all of us to take in our surroundings, events, and others and engage with them actively, creatively, productively” (p.2). The study of affective landscapes focuses not simply on how the continuous rhythms of the everyday life shape children and youth lives, but also on how art inquiry can provoke interruptions that reconstitute subjectivity into broader social, aesthetic, politic worlds than the ones provided by dominant regimes of representation.

Additionally, the inquiry on affect centres on the sensorial, emplaced aspects of cultural experience and considers that processes of thinking are embodied, performative and in co-composition with other bodies, objects, technologies in ecologies that are simultaneously biological-social-semiotic. The genre of childhood and youth studies that emerge from these interests is heterogenous in kind but it holds in common an aversion towards grand social and developmental theories to rather concentrate on minor and localized stories of *ongoingness*, on the processes of becoming with places, materials, spaces at the level of low-key everyday practices such as walking, taking pictures, experimenting environmental sounds, drawing, and assembling in collectives.

Finally, these group of papers also emphasize how the practice of research itself, the organization and deployment of fieldwork, the reading of data, the dissemination of the research is made and re-made of embodied creative acts that think in research as an “uncontainable excess” (Lather, 2006) and of becoming-researcher as a processual unfinished act of making and proliferating sense.

The titles and authors of the papers are the following:

Grappling with the impossibility of understanding young children's realities: Using visual methods and transduction to disrupt adult Assumptions about Young Children's Lives. Lisa Procter and Abigail Hackett, Manchester Metropolitan University.

Walking with Children: Moving through material encounters with urban spaces. Kimberly Powell, The Pennsylvania State University.

Thinking with data diffractively on growing up and going on in the landscapes of the post-industrial city. Laura Traff-Prats, Manchester Metropolitan University and Ross Schlemmer, Edinboro University.

Multiplying "Ghost Labs" as an affect-space of concrete utopia. Geoff Bright, Manchester Metropolitan University.

This is a succinct selection of references used by the authors:

Berberich, C., Campbell, N. and Hudson, R. (2016). *Affective landscapes in memory, art and the everyday life*. New York: Routledge.

Gallagher, M. (2016) Sound as affect: Difference, power and spatiality. *Emotion, Space and Society*.

Gordon, L. (1995). *Ghostly matters: Haunting and the social imagination*. Minneapolis: University of Minnesota Press.

Ingold, T. (2008) Bindings against boundaries: entanglement of life in an open world. *Environment and Planning* 40, 1796-1810.

MacClure, M. (2010) The offence of theory. *Journal of Education Policy*, 25(2): 275–283.

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O'Sullivan, S. (2006). *Art encounters Deleuze and Guattari: Thought beyond representation*. New York: Palgrave

## SYMP03

### Sharing examples of situated reflexivity from under the canvas of the 'large tent': still opaque but striving for greater transparency

Fiona Dowling<sup>1</sup>, Terese Wilhelmsen<sup>1</sup>, Gerd Marie Solstad<sup>1</sup>, Heidi Haraldsen<sup>1</sup>, Ellen Berg Svendby<sup>2</sup>

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Whilst there is undisputed recognition of the need for reflexivity in qualitative inquiry, there remains much debate about how scholars can best nurture and practice reflexivity in everyday research decisions and the representations of their analyses (Atkinson 2015). This can be a particularly daunting prospect for early career scholars, although grappling with reflexivity is a researcher's constant companion in the pursuit of quality inquiry. Firstly, scholars face navigating the complex landscape of paradigms, of 'moments' and of 'wars', and not least, the recognition that new waves retain some of the waters and sand corns from earlier swells. Secondly, they can also find themselves in subject disciplines where the right to exercise the choices of the *bricoleur* (Denzin 2010) is limited by traditions and theoretical power games. In addition, they encounter the challenges of confronting the methodological backlash associated with neoliberal and neoconservative calls for evidence-based research and predefined, applied projects. Within this contemporary context, our symposium aims to share a range of worked examples from our differentially positioned, ever-emerging reflexive researcher selves, as a means for making our situated research strategies more transparent and less opaque. In the spirit of Denzin's (2010) vision of a 'large tent', where all of us can learn from and work with one another, we share our reflections from a Norwegian research context in the hope that they may enrich the ongoing conversation.

The first paper (Dowling) addresses the tensions of researching social issues in multilingual contexts and the ever-increasing demands to publish work in English. Influenced by legacies from the crisis of representation and postmodern thought, it problematises the notion of 'translation' in different phases of a critical research project with unaccompanied minor asylum seekers. The second paper (Wilhelmsen) focuses upon working through the power imbalances in a postpositivist, mixed methods study led by an able-bodied scholar working with disabled children and their able-bodied parents. The third paper (Solstad) extends the reflexive interest in power relations by sharing experiences from a north-south development project using insights from postcolonial theory to trouble the researcher-participant relationship. In the fourth paper (Haraldsen), reflexive attention is directed towards the ways in which different research contexts within the qualitative part of a mixed methods study impinge upon the researcher's ways of being and doing interactive research. The final paper (Berg Svendby) raises reflexive consideration of how researchers can 'write lives' within postmodern notions of truth and how such representations may contribute to transforming educational practices, in a society clinging to postpositive ideas of 'what counts'. Acknowledging the wide range of paradigms and theoretical approaches in our respective studies, in each of the papers we reflect upon how our particular 'take' on qualitative inquiry and criteria for judging quality influence our everyday reflexive decisions and research strategies, and moreover, what the implications are for how we communicate our research findings.

## SYMP04

### **A Cabinet of Poetic Curiosities**

Görlich Anne<sup>1</sup>, Christina Schwabenland<sup>2</sup>, Gail Simon<sup>2</sup>, Louise Grisoni<sup>3</sup>

<sup>1</sup>Aalborg University, COPENHAGEN, Denmark

<sup>2</sup>University of Bedfordshire, LUTON, United Kingdom

<sup>3</sup>Oxford Brookes University, OXFORD, United Kingdom

Our research journeys into methodologies suited to researching human lives involve, create and expose cabinets of poetic curiosities. We show how we use poetic form to create linguistic artefacts and processes to display experience, skills, memories, power relations to further develop knowledge and understanding of people and organisations.

In this symposium, we explore poetry as a method of inquiry from a range of facets:

**Using poetic logic in organisational research.** Christina Schwabenland I will share several instances in which I have drawn on associational thinking and poetic logic as an analytical tool in analysing two areas of organisational practice; diversity management and culture change initiatives. Poetic logic proceeds through association and metaphor, in which the theoretical claims are revealed through the relationships between concepts.

**The socioacoustics of talk in research writing.** Gail Simon. Most human research involves talk: words heard, reported, recorded, re-membered. This matters more than modernist reduction of talk to content allows us to consider. In this presentation, I show how poetry offers possibilities for more “truthful” rendition of dialogue, how it can remind us of the sound and feeling of talk and relational contexts. Poetry troubles the notion of truth and challenges notions of what counts as data in research.

Exploring meaning making and reflexivity in the liminal spaces of poetic inquiry. Louise Grisoni.

I work with research participants to explore work based dilemmas such as equality and diversity using symbolic self-curation which not only involves the self-curating practice but eventually the curation of the self as practitioner, encouraging a ‘gathering’ of the self and meta-reflection on that self in ways that are reflexive.

**Poetic Inquiry and the shift from ‘measuring’ to ‘sensing’ subjective and affective aspects of lives lived.** Anne Görlich. There is a need for research that ‘elevates’ the voices of research subjects. ‘Poetic inquiry’ enables researchers to construct analyses that encompass and illustrate complex processes of becoming which contrast with and complement research that focuses on ‘what works’. Furthermore, poetic inquiry-based analyses are shaped by what I call ‘relational optics’

Cabinets of curiosities have a long history. They have invited contemplation, reflection and influenced the development of knowledge arising from detailed categorisation of specialist collections including natural sciences, medical science, anthropological collections and arts. By showcasing the familiar and novel, the visitor is invited in a reflexive review of their taken-for-granted about the world in which they live. We offer poetry as a method of inquiry as one such collection. Of course, collections often say more about their curators than that which is being displayed so we invite you to consider how variations of the use of the method can add valuable insight into nameable and hard-to-capture phenomena and why this is necessary in order to contrast and complement the current focus on evidence- and effect-based research.

## SYMP05

### **Truth or dare? The ethical imperative to confront one's personal discomfort in research with people in vulnerable situations**

Clara De Ruyscher, Schiltz Julie, Jan Naert

Ghent University, GENT, Belgium

As researchers in the field of Special Needs Education, we engage with ‘vulnerable groups’ such as people with psychiatric disorders, people abusing drugs, refugees and children in youth care. Working in these contexts, our role as researchers – as producers of knowledge or ‘truth’ – often conflicts with other roles that we are assigned by others or take up ourselves: that of activist, witness, practitioner, friend, human being and so on. While such confrontations between different roles cause discomfort with being a researcher in vulnerable situations, they also force us to reflect on our task to create ‘truth’ about these contexts. In this symposium we will explore how confrontations between our role as researchers and other roles were productive sites of struggle that facilitated reflection about the limits, possibilities and ethics of research. We will argue that the researcher should engage with the discomfort and the ‘mess’ of doing qualitative research with people in vulnerable situations, rather than neglect or erase it in the name of speaking ‘truth’.

## SYMP06

### **Re-turning (to) Quality and Learning, doing methodology 'differently'**

Hanne Berit Myrvold, Tove Lafton and Cecilie Ottersland Myhre

Oslo and Akershus University College of Applied Sciences, OSLO, Norway

The presentation will address the stumbling and exploring in/out/through doing methodology “differently”. I also experiment with “data”, or more precisely; how to get access to data? And what emerges when the researcher is entangled within the production of data and also is becoming with/in the data? In many ways, this might trouble how we look at data as something collected “out there”. Throughout this work I have been working with/in the concept “pedagogical leadership” in kindergarten. Re-turning to the pastpresentfuture, I am becoming with the data (Lenz Taguchi, 2012) and the data is becoming with me, as I re-turn and re-search the bodily, affective becoming (Deleuze & Guattari, 1987) of pedagogical leadership.

I am inspired by Karen Barad's concepts cutting together-apart and re-turning (2014). Through working with/in “data” I have been re-turning to situations that made affective, vibrant energy-swings (Koro-Ljungberg, 2016). Situations, like “my-stories” (Otterstad & Reinertsen, 2015) as a kindergarten-teacher. Following Barad's concept diffractions, the unpredictable, changes and not yet known, opens up for possibilities to explore “pedagogical leadership” in “all directions”. Explorations as dynamic reconfigurations and open ended practices (Barad, 2014). Through the struggling with the , entangling questions are popping out of the diffractive apparatus (Barad, 2007); What emerge and hit me when I re-turn to these affective moments? What emerge when the apparatus tears them apart, and in the same move put them together again? Will it open up for new and multiple passages, not yet known?

So, in my (re)search concerning the concept “pedagogical leadership”, I try to explore [...] *temporarily moving maps instead of linearity and fixed processes* (Koro-Ljungberg, 2016 p. 97). Temporarily moving maps including different ways, paths, holes and layers to explore. Koro-Ljungberg (2016) refers to this as fluid methodology. Methodologies that appeals to wonder and surprise, and underlines how everything is moving, resisting linearity and the fixed. Through my (re)search, I travel in spacetime mattering (Barad, 2014). I am re-turning to constructed cuts into my/the past. Into the present, and at the same time into the future. Moving, and re-turning into something not yet-known, but still always already there. *Space time mattering and pastpresentfuture* (Barad,2014). Everything entangle.

## SYMP07

### **Disability auto-ethnographies from the perspective of a disabled women, a mother of disabled child, a support-worker and a grandchild of a psychiatric patient.**

Karen Mogendorff<sup>1</sup>, Geert Van Hove<sup>2</sup>, Irene Caubo-Damen<sup>3</sup>, Inge Blockmans<sup>2</sup>, Truus Teunissen<sup>3</sup>, Elisabeth De Schauwer<sup>2</sup>

<sup>1</sup>Independent researcher, ARNHEM, Nederland

<sup>2</sup>University of Ghent, GHENT, Belgium

<sup>3</sup>Free University of Amsterdam, AMSTERDAM, Netherlands

This collection of papers are all disability auto-ethnographies that generate insights and raise critical questions about the human condition and auto-ethnographic method.

Inge Blockmans - *Encounters with the White Coat: Becoming a Sex and Disability Researcher in a Wheelchair*

Following Barad's plea for diffractive methodologies (2007; 2008), I track interference patterns of the range of relationalities that informed my fieldwork in a clinic to discover from them the constant process of my own becoming-in-the-world with a “broken body” (Shildrick, 1996), a process in which “identity and any sense of a contained or static sense of embodiment is constantly confronted and displaced” (Fritsch, 2010: 7).

Irene Cabou-Damen - *Living a Family-Life with Neurofibromatosis Type 1: an Autoethnographic Story from a Mother*  
As part of my PhD, I started to research my own experiences as a mother of a very ill child and 2 other children and as a spouse. What impact do my experiences have on my life and what impact does my child's disease have on my family? I try to articulate my own insight in the concept of Family Quality of Life.

Elisabeth De Schauwer - *Working closely together with people who are labeled as disabled – auto-ethnographic vignettes from a support worker*

Working closely together with ‘disabled’ people is often very demanding: several positions are taken: pedagogue - parent - support worker - researcher - advocate - partner - teacher... Multiple identities open up new beginnings, new ways of living and thinking together. It asks for a perpetual movement or search for recognition of humanness (Goodley & Runswick Cole, 2014). Starting from auto-ethnographical memories, I try to understand the intimate working relations with several people.

Karen Mogendorff - *Revisiting the past, changing the future? How experiential disability research affects a*

*researcher's understanding of her childhood and leads to other-abling*

I reflect upon how auto-ethnographic disability research enabled family members to share formerly unvoiced emotional and guilt-laden memories with me and how the disclosure of memories forced me to revise my own understanding of how disability affected my life, and, eventually, led me to adapt the strategies I use in everyday life to deal with disabling social barriers.

Truus Teunissen - *Belonging: struggling between the need to belong and social exclusion*

I would like to address the question how you may belong to a group if you are the one who constantly disrupt things when you are together because you have condition with ups and downs? How can you lead a meaningful life informed by your personal values and in which significant others play an important part?

Geert van Hove - *Going for the story of my grandmother: building an ethnographic account in a bricolage style*

Making use of interviews, personal memories, and world literature I use a bricolage style to come as close as possible to the story that has been my personal energy source to go for Disability studies as a field of work/research - the story of my grandmother who was a 'psychiatric patient/inmate'.

## SYMP08

### **Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse (SKAD) and related perspectives Symposium Part I**

Reiner Keller<sup>1</sup>, Natalie Schwarz<sup>2</sup>, Annette Knaut<sup>3</sup>

<sup>1</sup>Augsburg University, AUGSBURG, Germany

<sup>2</sup>University of Lausanne, LAUSANNE, Switzerland

<sup>3</sup>University of Koblenz-Landau, LANDAU, Germany

[Please note: this could be a session on SKAD part 1, with three papers]

The SKAD symposium (part 1 & 2) discusses theoretical issues, methodology and empirical research on discourses and regimes of power/knowledge in different social areas, using the Sociology of Knowledge Approach to Discourse (SKAD). This perspective on discourses and their analysis draws on Foucault, Berger and Luckmann and the interpretative paradigm of sociology including symbolic interactionism and "communicative constructivism". It is interested in the analysis of societal processes of knowledge construction in institutional contexts and in public or semi-public arenas and aims a re-orientation of discourse research towards questions of social relationships of knowledge and politics of knowledge – following knowledges, their production and power effects through societies. In doing so, SKAD takes also into account research questions concerning Situational Analysis as conceived by Adele Clarke. The symposium will have two parts.

Part 1

Reiner Keller (Augsburg University, Germany):

*Introducing SKAD: Discourse and sociology of knowledge. Arguments for integration.*

This introduction presents basic theoretical features and methodologies of SKAD research in order to give a basic outline for the symposium.

Natalie Schwarz (University of Lausanne, Switzerland)

*The "Swissified" swastika on Swiss political posters over time: same visual theme, same controversy?*

At the end of February 2016, a modified Swiss cross was shown on a large display board at Zurich main station and stirred people's emotions. This visual theme was reminiscent of a swastika and part of a poster against a popular initiative, on which a vote was scheduled at that moment. Although it did not violate the applicable law, it was nevertheless a subject of controversy in the national mass media. Using analytic tools of Keller's SKAD and Clarke's Situation Analysis, the contribution addresses the power of images by analysing controversial posters as "implicated actants" (Clarke 2005).

Annette Knaut (University of Koblenz-Landau, Germany)

*How to Research Transnational Discursive Spaces – the Documenta 14*

This paper applies the theoretical concept of Transnational Discursive Spaces (TDS) to the case of the Documenta 14 by assuming that during the preparations and the international art exhibition itself a TDS arises. TDS are conceptualized as relatively stable virtual and real spaces in which discourses arise. They can be described as communities of networks, where actors with different cultural, linguistic and national backgrounds come virtually and/or in real places together and participate synchronous and/or asynchronous in the process of discourse production. Considering SKAD as a well suited approach to do so, the paper discusses the evolving challenges, when using SKAD in a context of complex discursivity caused by the fluidity, immateriality and multimodality (language/text combinations) of the discourse production in social media.

## SYMP09

### Quality, Reflexivity and Dissemination of Arts Based Research

Marit Ulvund<sup>1</sup>, Ruth Hol Mjanger<sup>2</sup>

<sup>1</sup>Volda University College, VOLDA, Norway

<sup>2</sup>NLA University College, BERGEN, Norway

Abstract ECQI 2017

Quality, Reflexivity and Dissemination of Arts Based Research Symposium (or Panel presentation?)

Led by Ruth Hol Mjanger and Marit Ulvund

#### **What is quality and reflexivity in arts based research, and what are the challenges for dissemination and/or getting funding to these kind of research projects?**

Elliot W. Eisner and Tom Barone claim to have invented the term arts based research in 1993, and they write: "Arts based research is a process that uses the expressive qualities of form to convey meaning" (Eisner and Barone 2012, *Arts based Research*, USA; Sage Publications, p. xii). The aim of this symposium/panel is to focus quality and reflexivity in arts based research and the multiple genres useful for dissemination of this kind of research.

Furthermore, we will address the challenges we meet related to choosing untraditional genres for dissemination, and the acceptance/rejection of these when applying for funding and/or in traditional university environments and current (government) research councils. As Patricia Leavy states: Arts-based practices are on the methodological cutting edge-researchers are *carving* new practices and creating *new ways to see*. (Leavy 2015, *Method Meet Arts*, The New York; Guildford Press 2<sup>nd</sup> ed., p.291).

In the introduction to the symposium two short presentations will be held, one on *poetic enquiry* and one on a *performative and narrative practice-led research project*. The rest of the time will have the form of a conversation where the participants will be invited to participate.

## SYMP10

### SKAD Symposium Part II Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse (SKAD) and related perspectives

Reiner Keller<sup>1</sup>, Justyna Pierzynska<sup>2</sup>, Lenny Martini<sup>3</sup>, Steffen Hamborg<sup>4</sup>

<sup>1</sup>Augsburg University, AUGSBURG, Germany

<sup>2</sup>University of Helsinki, Faculty of Social Sciences Department of Social Research, HELSINKI, Finland

<sup>3</sup>Center for Development Research (ZEF), University of Bonn, Germany b Leibniz Cen, BONN/BREMEN/BANDUNG, Indonesia

<sup>4</sup>Carl von Ossietzky University of Oldenburg, OLDENBURG, Germany

[could be a SKAD session, part 2]

The SKAD symposium (part 1 & 2) discusses theoretical issues, methodology and empirical research on discourses and regimes of power/knowledge in different social areas, using the Sociology of Knowledge Approach to Discourse (SKAD). The symposium has two parts. This is part 2.

Reiner Keller (Augsburg University, D):

*Introduction to part 2: Methodology and methods for doing discourse research with SKAD*

The contribution presents basic features of SKAD methods for doing discourse research with different kinds of data.

Justyna Pierzynska (University of Helsinki, Finland)

*Popular geopolitical knowledge: the Caucasus attraction in Poland and Serbia*

This paper is concerned with the production of "popular knowledge" about the Caucasus in Poland and Serbia.

Both in Poland and in Serbia, the Caucasus as a geopolitical region is discursively used to legitimate ideological and political moves. The region's connection to Russia makes it particularly well suited for interesting discursive operations because of the two countries' own intricate and complicated Russian connections. The Caucasus is neutralized as an object of expert knowledge and exoticized as a remote example of Russia's or international geopolitical games. Discourses on the Caucasus in both countries are multilayered and complex, sometimes conflicting. The contribution examines the Polish discourse on the Caucasus using SKAD concepts and strategies for mapping.

Lenny Martini (University of Bonn, Germany; University of Bremen, Germany; Institut Teknologi Bandung, Indonesia)

*Knowledge as energy:*

*The role of Knowledge Community in a Creative City*

This paper aims to reflect on the historical development and contemporary condition of creativity in Bandung city, as a mixture of colonial legacies and the gentrification of Sundanese village-life. In particular, the intention is to provide the genealogy of understanding on the creative city concept as understood by some prominent knowledge

communities in Bandung and how they are working with or without the concept. Using the sociology of knowledge approach to discourse (SKAD), the paper analyzes multiple sources of data including in-depth interviews with different stakeholders in Bandung, as well as a review of community reports, academic papers, and written interactions on social media.

*Steffen Hamborg (University of Oldenburg, Germany)*

*Notion, Phenomenon or Objectifiable Property? A Methodological Review of Discourse Research on Resilience*

My paper presents the findings of a methodological review based on SKAD that depicts a reflexive meta-analysis of discourse research. The review investigates dispersions in the discourse analytic formation of 'resilience' as research object. Namely, my analysis identifies and elaborates (a) a notion-focused practice of discourse research; (b) a phenomenon-focused practice of discourse research; (c) a reifying practice of discourse research and (d) an incorporating practice of discourse research. Each practice accounts for a highly different meaning of 'resilience'.  
*Concluding discussion on SKAD discourse research*

## SYMP11

### **Answerability in Participatory Research: Partnership or Politics?**

Alexis Kallio<sup>1</sup>, Guðrún Stefánsdóttir<sup>2</sup>, Tuulikki Laes<sup>1</sup>, Kristin Björnsdóttir<sup>2</sup>, Katja Thomson<sup>1</sup>

<sup>1</sup>Sibelius Academy, University of the Arts Helsinki, HELSINKI, Finland

<sup>2</sup>University of Iceland, REYKJAVÍK, Iceland

Participatory Research (PR) is often promoted as inherently equitable, with regards to the *ownership* and *answerability* of research process and product, as the individuals and communities involved are repositioned from research *subjects*, to active partners. However, the ability to co-occupy research spaces on equal footing may be constrained by the increasingly neoliberal 'publish or perish' culture of universities, accompanied by increasing demands for research output that is compatible with the dominant political directives of funding agencies. This raises questions as to *who* PR is answerable to, *when*, and to *what ends*.

In this symposium, we address the politically complex and often contradictory aims and agendas of research that advocates for social change, particularly for social groups that have been positioned as disadvantaged or marginalized by mainstream society. Through five reflexive accounts of PR in the arts and education, we consider not only matters of responsibility and accountability on the behalf of the researcher, but as part of more complex exchanges that construct and reflect how research speaks to, with, or against the knowledges, identities and practices involved (Patel 2016, 73).

Kristin Björnsdóttir's presentation explores the participation of young people in equality work and advocacy through a guerilla street art project in Reykjavík. The political and empowerment agendas of the research process (for which the researcher was solely responsible) are here problematized. Straddling the responsibility for the research design, career advancement, and also joining these young people in their quest for inclusion, the question: *who benefits?* is not always straightforward.

Alexis Kallio's presentation draws upon an arts-based research project investigating Finland's Sámi communities access to the national extracurricular arts education system. Particular attention is paid to the power dynamics and politics of the research partnership between a non-indigenous researcher working together with an indigenous musician and yoik artist, particularly in relation to (de)colonizing knowledge and research practice.

Tuulikki Laes' presentation addresses the relational considerations of research relationships in PR through her work with older women music learners playing in a rock band. Through exploring the paradoxical balance between protectionism and categorization (ageism) in this work, she asks: Which stories should not be told? According to *whose* agenda? Who decides on the ethical imperatives and boundaries of a research process?

Guðrún Stefánsdóttir's presentation considers how PR can be embarked upon together with persons who have difficulties in expressing themselves verbally, often labelled as "severely", "profoundly" or with "multiple" handicaps or disabilities. Can research ethics justify the exclusion of these people from research projects? Through participatory observations with individuals with intellectual disabilities in Iceland, she challenges the misconception that these individuals lack the capacity to provide coherent responses regarding their life experiences.

Katja Thomson's presentation describes interdisciplinary arts-based action research conducted between asylum seekers and university students and teachers in Finland. Considering how intercultural community relations might be fostered through the arts, the researcher's role as researcher and musician is problematized in asking: what negotiations are necessary in constructing a third space for transprofessional development of new artistic and educational practices?

## SYMP12

### **Involving multiple actors in qualitative action research**

Marc Craps<sup>1</sup>, Art Dewulf<sup>2</sup>, Mandy Doddema<sup>2</sup>, Johan Hovelynck<sup>1</sup>, Koen Sips<sup>3</sup>, Inge Vermeesch<sup>2</sup>, René Bouwen<sup>4</sup>

<sup>1</sup>KU Leuven & Cycloop, BRUSSELS, Belgium

<sup>2</sup>WUR, WAGENINGEN, Netherlands

<sup>3</sup>Point-consulting & Cycloop, MECHELEN, Belgium

<sup>4</sup>KU Leuven, LEUVEN, Belgium

There is a long tradition of action research in qualitative inquiry. This kind of research aims at intertwining scientific reflection and practical action, often with an emancipatory purpose. It's about contributing to the well-being of excluded social groups and interests, not just by applying research outcomes to these 'target groups', but by doing research together with these groups. Action research thus relies strongly on collaborative or participatory methodologies

Although action research does not preclude quantitative data or statistical analysis, it is essentially qualitative, in the sense that joint problem identification, information gathering, making sense of results and design of interventions – which are all qualitative processes – are core activities of action research. Hence the importance of the quality of the relationship between the researchers and other actors, considered as co-researchers for the quality of the research. In this view there is still a clear cut distinction between researchers (scholars, scientists, ...) and others (practitioners, lay people, ...). This distinction seemed evident in the historical contexts in which action research originated, like rural development, industrial democracy and school reforms. However, boundaries between different types of actors have become blurred in the current networked societies. Knowledge is not only produced at universities by academic scholars, but as well by a variety of governmental and non-governmental organizations (private companies, NGO's, government agencies, ...). They are driven by different agendas and interests. Their ways of knowing reflect different ways of being in the world and framing reality (in economic, engineering, judicial, spiritual...ways). These different ways of knowing need to be linked to tackle complex societal issues. The main challenges for qualitative action research are therefore to bring the voices of the different actors in dialogue with each other, to inquire together into their interrelationships, complementarities and trade-offs, and to explore, design and initiate joint interventions.

The following questions will be addressed:

What is the potential of involving multiple actors in action research to tackle complex issues and how can this potential be enhanced?

How to involve all relevant actors in different ways, each one according to his/her interests and capacities?

How to favor dialogue between actors as co-researchers of a shared complex reality?

What does research quality mean in these pluralistic contexts and how can it be guaranteed?

These questions will be tackled by the following contributors, based on their action research experiences in different domains:

Doddema, M. & Dewulf, A. *Fisheries and environmental policies in South-East Asia.*

Hovelynck, J. *Safety research*

Grieten, S. & Lambrechts, F. *Organizational change*

Craps, M., Vermeesch, I. & Sips, K. *Sustainable materials management: sheet glass case*

The symposium is convened by Cycloop, a network of action-research and facilitation of multi-actor collaboration for sustainability ([www.cycloop.org](http://www.cycloop.org)). The symposium wants to draw the attention of the European qualitative research community to the 1<sup>st</sup> Global Assembly of Knowledge Democracy, organized by ARNA (Action Research Network of the Americas) in Cartagena, Colombia, June 2017.

## SYMP13

### **Research on social interaction- current contributions from Discursive Psychology**

Carolin Demuth<sup>1</sup>, Michael Bamberg<sup>2</sup>, Hedwig te Molder<sup>3</sup>, Brendan Gough<sup>4</sup>, David Laetsch<sup>5</sup>

<sup>1</sup>Aalborg University, AALBORG ØST, Denmark

<sup>2</sup>Clark University, MASSACHUSETTS, USA

<sup>3</sup>Wageningen University/University of Twente, The Netherlands

<sup>4</sup>Leeds Beckett University, UK

<sup>5</sup>David Laetsch, Bern University of Applied Sciences, Switzerland

The symposium discusses how various forms of discourse analysis can be particularly fruitful for research in the field of psychology. While qualitative social research covers a large field of different methodologies, we argue that it is particularly research on social interaction informed by discursive psychology that deems appropriate to address psychological matters. Over the last two decades there has been an increasing recognition that mainstream research in psychology has been fundamentally flawed by its neglect of social interaction, e.g. with regard to how research conceives of cognition, beliefs, desires, intentions, goals, experiences, emotions (e.g., Edwards & Potter, 1992; Te Molder & Potter, 2005; Gallagher, 2001), self and identity (Bamberg, 2011) as something 'inside' a person. This cartesian understanding of psychological matters "inside" a person and social matters "outside" a person is now challenged by empirical evidence that psychological phenomena need to be understood as inherently interactional in nature. Moreover, it has been argued that the notion of discourse needs to be understood as embodied, enactive and embedded in materiality, i.e. needs to go beyond mere language. Such understanding calls for appropriate methodological approaches to study psychological phenomena as interactional and intersubjective processes that are constituted through embodied and multimodal discursive practices.

The symposium will present current research from the field of discursive psychology and discuss methodological approaches that seem promising to an interactional understanding of psychological phenomena.

Hedwig te Molder's talk addresses how a discursive psychology approach can be used to study morality of knowledge claims in real life situations. Her research on British radio phone-ins on ADHD reveals that human behaviour can be understood by looking at how people understand each other and are accountable towards their actions rather than as driven by preceding mental states. She thus challenges some prevailing assumptions in cognitive psychology.

Michael Bamberg's talk discusses the role of micro cues as interactional rather than personal ("psychological") characteristics of identity construction. His research on political speeches and interviews of, and debates between the 2016 US presidential candidates provides evidence that identity is not only interactively accomplished, but as *located* in intersubjectivity and interaction.

In a similar vein, Brendan Gough will present findings on identity constructions in online interactions between men. His research provides evidence that aspects of masculinity relating to help-seeking, emotions and vulnerability need to be re-specified as interactional rather than personal.

Finally, David Laetsch's presentation challenges the widespread assumption in psychology that empathy is something that resides within a person. He provides an alternative understanding of empathy as a socially enacted phenomenon and provides empirical examples of how a DP approach can be fruitful to an interactional understanding of empathy and ultimately help improve empathy-oriented interventions in clinical psychology.

## SYMP14

### **Thou shall not ask leading questions! Constraints and benefits of a discussion model in elite interviews**

Olga Petintseva

Ghent University, GENT, Belgium

Drawing upon experiences with recently conducted research on sanitised discriminatory practices towards migrants in youth justice, this paper provides a methodological account of interviewing judicial professionals (judges, prosecutors, social workers, educators and intercultural mediators). Specifically, it offers a reflexive evaluation of adopting a discussion model while interviewing the 'elites'.

Having noticed in the first few open-ended interviews that the respondents tended to give either 'official' answers or tried to educate me (as a young non-jurist researcher) about the very basics of youth justice, I felt the need to adapt the interview style. As a consequence, I went on to discuss with the professionals a number of printed statements that were formulated based on a study of individual court case files in which they had intervened. The research participants were asked to further elaborate whether what I was claiming was somewhat recognisable, in which cases (not), whether they could give (counter) examples, try to explain and evaluate what was going on, etc. Not only did the visualized statements serve as a thread, they also helped me to provoke a more profound

discussion, to keep the respondents interested and to counter generic answers (especially while talking about topics as sensitive as institutionalized discrimination). Moreover, this approach changed the way I self-positioned, as more knowledgeable of youth justice practice and of particular cases.

Nonetheless, such a method is not a cure-all, for it raises important practical and ethical questions. Not least, it threatens to put under pressure one of the main principles of qualitative interviewing, namely not asking leading questions (see e.g. Beyens & Tournel, 2009; Rubin & Rubin, 2011).

In this paper, I argue that although all 41 interviewees were highly educated and articulate experts who were accustomed to interactions with researchers, professional background and position strongly influenced the extent to which the respondents were 'strong' enough to nuance or to disagree with parts of the statements, to bring up other elements they thought were important, etc. (i.e. to not let me lead them).

## **SYMP14**

### **Interviewing elites in the port securityscape**

Yarin Eski

Liverpool John Moores University, LIVERPOOL, United Kingdom

This paper considers the utilisation of the elite interview method in a specific realm of security, which is the domain of port security, and which (particular) challenges are involved. From Summer 2011 until Summer 2012, I've conducted (elite) interviews for my fieldwork in the landscape of port security – the port securityscape – in two specific ports: Rotterdam and Hamburg (Eski, 2016). Although my main research focus was on the reality and identity formation in operational port security, interviewing predominantly street-level port police officers, customs officers and security officers, I also interviewed a significant number of middle and higher management representatives of the police, customs agencies and security companies. Compared with the "street-level bureaucrats", the 'higher ups' had a different language and different approach to me as an ethnographer of security. Whenever I explained what I am researching, and more importantly why, I was generally made aware by the participant that I did not know about "the real world" of port security. Moreover, I was warned not to draw any conclusions on what I have heard from frontline operational port security staff during my fieldwork. The interviews with elites consisted mostly of (pre)fabricated show-cases of how successful port security is and its vital role in global transport and trade; show-cases I could find online as well. During conferences and conventions of maritime security, I did not only interview elites, I also emerged in "being" an expert/elite, while being confronted with, in their opinion, the "unnecessary" critical focus on security, transport and the port domains. This sometimes led to my personal frustration with the gathered data, because the data appeared relevant, but could not always be considered genuine. Then again, such data did show how those in power narrate and shape port security to deliver a narrative of their "desired" story about port security. Therefore, the interviews and fieldwork among those who wield power in port security food chain, revealed that the elites use "security" as a tool to pursue their organisations' and/or their personal agendas (Neack, 2007; Neocleous and Rigakos, 2011; Neocleous, 2008, 2007). They can be considered architects, or in Nietzschean terms (2010), 'masters' of security who present security as an absolute, religious truth—making their followers believe in a securitism—while effectuating and benefitting from (and to an extent hiding behind) the neoliberal securitisation politics that exploit the securitism.

## **SYMP14**

### **Interviewing political 'elites': methodological challenges and opportunities in 'studying up'**

Julie Tieberghien

Ghent University - Institute for Social Drug research, GHENT, Belgium

Interviewing has long been one of the qualitative methods commonly used in social research and, today, a vast number of qualitative studies still rely on interview data (Hammersley & Gomm, 2008). However, interviewing 'elites' or 'studying-up', in contrast to the forms where the researcher usually has more 'power' than the population under study ('studying-down'), has not been a mainstream issue in the methodological literature (Denzin & Lincoln, 1994; Bogner, Littig & Menz, 2009). This paper provides a methodological and reflexive account of the challenges associated with conducting interviews with political elites. I draw on examples from an empirical study which examined the use of evidence within Belgian drug policy processes between 1996 and 2003. A total of 33 policymakers, including both retired policymakers as well as still active 'top shots' in Parliament and Government, were interviewed over an eight-month period between January and December 2013. While interviewing these people gives in-depth information that can rarely be gleaned from examining documents, the main challenges in 'studying up' are related to the negotiation of access, the role of the researcher as a well-informed 'outsider', the issues of confidentiality and anonymity, and the power dynamics between the researcher and the participant.

Gaining access to these elites, especially to the active 'top shots', was an ongoing process and involved multiple levels of barriers such as personal secretaries or spokespersons. Furthermore, the role of the researcher was one of balancing between 'knowledgeability' and 'naivety'. Honesty about gaps in my knowledge and my willingness to draw on the expertise of respondents had consequences for being dismissed or taken seriously by 'elites'. The guarantee of confidentiality and anonymity was also challenging, not at least because a small sampling frame was involved. Elites were particularly interested in knowing 'who else you have spoken to?', a tricky question when studying a well-defined but small policy system. Finally, the power dynamics between researcher and participant played out in a multi-directional way obscuring the traditional, linear notion of 'studying up'. While I found evidence of political elites checking out the credentials of the researcher and steering the interview towards a 'politically' oriented dialogue, interviewees also tried to appear knowledgeable in front of the researcher.

## **SYMP14**

### **Good luck with the research that will end your career: interviewing researchers on scientific misconduct**

Rita Faria

University of Porto, PORTO, Portugal

This paper presents some considerations that emerged from my research on scientific misconduct. For that purpose, from 2011 to 2014, I conducted 27 in-depth interviews with European scholars and researchers, at different stages of their careers and from different scientific fields. I asked them about perceived causes and consequences of scientific misconduct, such as plagiarism, conflicts of interest, and data tampering. Results showed how daily constraints of funding and merit recognition shape perceptions of scholars on what is and is not considered problematic and how the scientific community reacts to scientific misconduct. Being a scholar myself, I was left struggling to understand how to position as a researcher. Many of the concerns raised by interviewees were all too familiar to me: the pressure to publish and find funding, problematic behaviors used by peers to improve their CVs, power plays inside and between research groups. That, in turn, led me to reason about issues of subjectivity and immersion in the field and proximity with the research topic (Poupart, Deslauriers, Groulx, Laperriere, Mayer & Pires, 1997). On the one hand, I considered that being a scholar myself would allow me to better understand many of the concerns of interviewees and to facilitate the analysis. On the other hand, I had to use a series of mechanisms to have enough distance from the data, in order to be able to find an original point of view for analysis. I concluded that I could not pretend to be an external observer to the practices and roles of the academy, scholars and their concerns over scientific research, and the working environment. Instead, I had to find my place in a continuum (Mikecz, 2012) that goes from the researcher being considered a total insider, to the researcher being considered an absolute outsider. I had to consider myself somehow an insider, because I deal daily in the same environment and constraints described by interviewees; outsider, because interviewees were considered key-players, elites being asked about perceived professional problems. For that reason, methodological adaptations had to be made (for instance, providing information on preliminary results of the research) in order not to be engulfed by official and moralist discourses on scientific practices and context. Also, that allowed me to stay afloat and not sink under some very negative accounts of the scholarly activity.

## **SYMP15**

### **'Brexit': Qualitative researchers respond**

Jonathan Wyatt

University of Edinburgh, EDINBURGH, United Kingdom

On 23 June the UK voted, against most expectations, to leave the European Union, following a referendum campaign characterized by divisive, threatening, unifying rhetoric and an increasingly febrile atmosphere. Since the outcome of the vote, many leading politicians have, for various reasons, left the scene. Much remains uncertain, both for the UK and for the rest of Europe; and, meanwhile, our continent – and the wider world to which we are of course all connected – continues to face multiple pressures and threats.

There has been some media attention given to the financial implications for higher education of the UK's decision to leave the EU, including questions about future UK academic involvement in collaborative EU-funded projects and the concerns facing both individuals and their UK universities about the future of EU nationals both studying and teaching at UK universities.

But what does this referendum decision mean for qualitative research and for qualitative researchers? How does it affect the way we think and write and carry ourselves within our institutions, amongst our scholarly communities and

in relation to our work? How might it inform how we theorise and produce knowledge?

This session invites qualitative researchers from both within and beyond the UK to begin to inquire into the impact of 'Brexit' – a catchy, diminutive term we might wish to trouble – upon us and our work, and to find ways to articulate this impact in more nuanced, embodied, complex ways than have so far been in evidence.

Up to ten qualitative researchers will present for no more than 7 minutes each in response to these three questions: What impact is the referendum process and outcome having upon me? Where is it leaving/taking me? What is it evoking?

How am I thinking about, or re-thinking, my own inquiry in the light of the referendum result and its implications?

What are my thoughts and feelings about where we go from here? What does the community of qualitative researchers – in Europe in particular but also globally – do now?

We will speak in turn, then pause and in the time remaining gather others' thoughts, responses, echoes.

## SYMP16

### Re-thinking Reflexivity - so it matters.

Gail Simon<sup>1</sup>, Wanda Pillow<sup>2</sup>, Marco Gemignani<sup>3</sup>, Ann Cunliffe<sup>4</sup>

<sup>1</sup>University of Bedfordshire, LUTON, United Kingdom

<sup>2</sup>University of Utah, SALT LAKE CITY, United States of America

<sup>3</sup>Universidad Loyola Andalucía, SEVILLE, Spain

<sup>4</sup>University of Bradford, BRADFORD, United Kingdom

What are we going to do with reflexivity? Theorise it? Practice it? Bin it? Refresh it? Post-it? Reflexivity in qualitative research is up for review. It is has been valued, critiqued and, in some quarters, dismissed. This symposium gathers together scholars preoccupied with the philosophy, theory, practice and ethics of reflexivity to: consider its uses in research; confront critique; and offer new ways of thinking about reflexivity.

• **Reflexivity 10.6: The matter of reflexivity Wanda S. Pillow**, Gender Studies / Education & Cultural Studies, University of Utah. wanda.pillow@utah.edu If we are in post-post times (Lather, 2016; Lather & St. Pierre, 2013), how does reflexivity as research practice matter? Is reflexivity in need of a better, updated—10.6—version of itself? Influenced by recent discussions of “new feminist materialism” (Lather, 2016; MacClure, 2011; Mazzei, 2013a,b; Rosieck, 2013) accompanied by calls for an end to data (Denzin, 2013; St. Pierre, 2013), I change the question from “how” does reflexivity matter to “what” does reflexivity matter? This shifts focus to the mattering of reflexivity. What matter does reflexivity produce? And what are the implications of thinking with reflexivity as matter?

• **Toward a critical reflexivity in research Marco Gemignani**, Departamento de Psicología, Universidad Loyola Andalucía, Seville, Spain and Psychology Department, Duquesne University, Pittsburgh, US. gemignanim@duq.edu Reflexivity is not merely a strategy, step, or tool of qualitative research, but a discursive, performative, and therefore ontological practice—that is, inquiry in itself. I discuss three assumptions that tend to be entailed in most views of reflexivity: realism, humanism, and representationalism and underscore the constitutive power of reflexivity and the ethics of thinking critically and post-humanly about the relationship between researchers and researched.

• **What Does it Mean to Be Reflexive? Ann L. Cunliffe**, Bradford University School of Management, UK. a.cunliffe@bradford.ac.uk Reflexivity is not an abstract social science concept, but has very real and important implications for **leaders** in organizations. Being reflexive in research is crucial, not just as a tool for questioning assumptions underpinning the purpose, methods, and the ends to which research is put. I suggest it is also a way of being in the world that brings moral and ethical considerations to our research relationships.

• **Preparing for the rehabilitation of reflexivity in research Gail Simon**, Institute of Applied Social Research, University of Bedfordshire, UK. gail.simon@beds.ac.uk Some leaders in the qualitative research field have taken Pillow's 2003 paper to indicate reflexivity no longer has a place in qualitative inquiry. The critique arises largely out of academic research but for practitioner-researchers, reflexive inquiry is relationally situated and part of everyday ethical orientation. Reflexivity shapes and takes place in the dialogical spaces between people. I discuss the importance of connecting local reflexivity - the immediate focus in one's research - with global reflexivity – the complex intersectional systems in which experiences or practices occur.

## SYMP17

### **Screwing habitual practices: putting New Materialism to work**

Rachel Holmes<sup>1</sup>, Liz Jones<sup>2</sup>

<sup>1</sup>Manchester Metropolitan University, MANCHESTER, United Kingdom

<sup>2</sup>The Education University of Hong Kong, TAI PO, Hong Kong

This paper is part of a symposium that includes Rachel Holmes and Liz Jones, Ann merete Otterstad, Camilla Eline Andersen and Jayne Osgood.

The aim of this paper is to rethink 'thought' in qualitative inquiry, and in so doing, we will be contesting habits that are integral to the ways in which we think including dualistic logic. Our method is to work with and through 2-*Curious* (2013 -15), a project aimed at professional development that has been prompted by the UK Government's initiative, the 'Two year old early education entitlement' (DfE, 2011, 2015). The initiative follows a global pattern of many other programmes that are targeted at disadvantaged young people where the idea of 'improving outcomes' infers that, first, these have been predetermined and second that professional knowledge production and application will be concerned with and based on the certainty of the outcomes (Biesta, 2007; Cannella, and Soto, 2010). Educational settings, including mainstream primary schools, that offer the two year old entitlement will, almost inevitably, become embroiled with "seeking the best methods and procedures to delivering predetermined outcomes" (Dahlberg and Moss, 2005, p. 2). It is this "almost inevitably" that this paper seeks to destabilize, interfere with and, at times, disrupt. As the paper evolves it becomes evident that New Materialism underpins the always ongoing task of pushing dualisms to the extreme where habits of thought are provoked which, as the paper goes on to illustrate, allows for a rejuvenation of habit. Following Deleuze, habits of thought can be understood as 'becoming', "an ongoing and changing adaptation of brain to world, and vice versa" where, in the process, [habits] "negotiate a complex set of real continuities and discontinuities, fissures and jumps through time, that are also part of thinking processes" (Murphie, 2010, p. 48).

## SYMP17

### **New-data-material and diffractive compositions to come**

Ann Merete Ottestad

Oslo University and Akershus University College of Applied Sciences, OSLO, Norway

This paper is part of a symposium that includes Camilla Andersen, Rachel Holmes & Liz Jones and Jayne Osgood. In this paper I want to experiment with seven previously published articles as data-materials. By working with diffractive practices and methodologies it becomes possible to (re)open and (re)arrange data into something new. This paper will build on Barad's and Haraway's diffraction methodology where cutting-together –apart– (re)configurations can happen (Barad, 2007, 2012, 2014; Haraway, 2007). Diffraction is, according to Haraway (2007, p.71) 'a physical phenomenon that lies at the center of some key discussions in physics and the philosophy of physics' and 'an apt metaphor for describing the methodological approach [...] of reading insights through one another in attending to and responding to the details and specificities of relations of difference and how they matter' (Barad, 2003, p. 811). By taking up a diffraction apparatus the data material can zoom into and out of focus as well as bending in and out and, as a consequence, can "affirm how interference patterns can make a difference in how meanings are made and lived" (Haraway, 1997, p. 4). Taking inspiration from Springgay & Rotas (2013, 2015) and Allen (2016), data-materials can occupy spaces as living entanglements where vital, complex and creative possibilities can be recomposed. As experimentation datamaterials are uncannily present and absent in timespacematterings. When data is visceral it might, according to Sarah Pink, (2016) create pleasure, frustration, betrayal, boredom, mystery and fear. Data might become sensory and affective, sense provoking (Maclure et al. 2010), and data can continuously surprise and recompose research as creations and recreations. A new-material diffractive approach, produces alternatives, 'understand[ing] diffraction patterns – as patterns of difference that make a difference – to be the fundamental constituents that make up the world' (Barad, 2007, p.71). It is by undertaking a diffractive methodology that there are possibilities for generating something new from already published materials -

into something not yet thought of – as patterns of difference.

## SYMP17

### Experimenting with generative approaches to/within/for Early Childhood Research

Jayne Osgood

Middlesex University, LONDON, United Kingdom

“Justice, which entails acknowledgment, recognition, and loving attention, is not a state that can be achieved once and for all. There are no solutions; there is only the on-going practice of being open and alive to each meeting, each intra-action, so that we might use our ability to respond, our responsibility, to help awaken, to breathe life into ever new possibilities for living justly. The world and its possibilities for becoming are remade in each meeting.” (Barad, 2007:x)

In this paper I examine how we might move beyond critique alone to attend to the possibilities that open up when we turn our attention to ordinary routines and mundane situations to reconfigure entrenched ideas about childhood and early years education. To do this I consider the ways in which discourses, curriculum frameworks, inspection regimes, research and pedagogical practices and routine happenings are entangled within everyday events in an early childhood centre. I focus upon the material-semiotic-discursive and affective entanglements observed during ethnographic research which takes materiality as its starting place. Attention to shaving foam snowmen, boggly eyes, human hair, mirrored walls and too-small furniture provides the means to account for associations and traceable attachments in which education can be understood as more than an exclusively human endeavour. I draw upon a small number of other-worldly examples (a narrative strategic plan, cyborginal activism and a choreographed dance performance) to illustrate means by which we can, playfully but seriously, break free from old orthodoxies in early childhood to open up more generative possibilities. This new materialist approach is informed by feminist scholars including Jane Bennet, Karen Barad, Donna Haraway and Rosi Braidotti and it calls for us to view the world, and our human place in that world, afresh.

n.b. This paper is intended as part of a symposium with Liz Jones & Rachel Holmes, Ann Merete Otterstad and Camilla Andersen for consideration under the Critical Qualitative Inquiry SIG.

## SYMP18

### Working together, learning together: participatory research is a verb

Sofie Sergeant<sup>1</sup>, Henriette Sandvoort<sup>2</sup>, Alice Schippers<sup>1</sup>, Geert Van Hove<sup>3</sup>

<sup>1</sup>Disability Studies in Nederland, AMERSFOORT, Netherlands

<sup>2</sup>LFB, UTRECHT, Nederland

<sup>3</sup>Ghent University, GHENT, Belgium

**Duration: 60 minutes**

**Language: English**

**Speakers: Henriette Zandvoort (co-researcher, experienced expert LFB), Sofie Sergeant (PhD Student VU, Education Coordinator DSiN), Dr. Alice Schippers (Director DSiN), Prof. Dr. Geert Van Hove (Disability Studies Professor UGent & VUmc)**

Four people give their insights on the act of participatory research. Photographs, clear text, film and speech guide us through the participatory research project ‘Working together, learning together’.

Henriette Sandvoort: Time for ‘Working together, learning together’

Starting with a film, we open up the discussion on the jargon we use in research and on the important research issue like ‘keeping up with deadlines and precious time’.

Henriette gives us insight in her experiences of being a researcher.

She talks on the consequences of participatory research on the images we have of people labeled with disabilities.

Sofie Sergeant: No more boring research

Sofie quotes from her logbook. Her personal story from this journal comes with photos and text.

This story starts with: “They told me that my co-researcher has a visual and intellectual disability. In our first meeting with my co-researcher, she tells me she is aware of my disability: a lack of structure. And I don’t have to worry. She can support me with that.”

Alice Schippers: Qualitative Research and Disability Studies: bringing in the voice of the participants in the study  
"Nothing about us, without us!"

Disability Studies in the Netherlands strives for good quality of life and participation for people with disabilities and for an inclusive and welcoming society. Alice talks on the importance of research in which people with disabilities are highly involved in various roles.

Geert Van Hove: Participatory Inquiry for Dummies

Geert confronts us with the fact that - in participatory research - the people 'without disabilities' often are 'the dummies'. How can we learn from people with disabilities and how can we - together - become better disability-studies-researchers? In what ways may participatory research have impact on the quality and reflexivity of qualitative research?



Researchers Henriette & Sofie hitting the road

## SYMP19

### **Animating Disability Differently: mobilizing a heterotopian imagination**

Inge Van de Putte<sup>1</sup>, Elisabeth De Schauwer<sup>1</sup>, Marieke Vandecasteele<sup>1</sup>, Inge Blockmans<sup>1</sup>, Leni VanGoidsenhoven<sup>2</sup>

<sup>1</sup>University of Ghent, GENT, Belgium

<sup>2</sup>University of Leuven, LEUVEN, Belgium

#### **Chairperson: Leni Van Goidsenhoven**

This symposium explores the ways in which poststructuralist research methodologies open up new ways of thinking. Inspired by Fritsch's paper (2015) 'Desiring disability differently' the researchers engage in a series of heterotopic imaginings and develop alternative ways of thinking about disability as emergent (that is not fixed), intracorporeal (where both human and non-human bodies affect and are affected by each other) and multiple (that exists differently in different sites/times in incompatible ways). They draw on memories generated in a collective biography workshop (Davies, 2006) in order to explore the ways in which concepts, such as heterotopia, can be put to work and that enable us to animate disability differently.

#### **From the Red Pyramid to the Stairs in the King's Street: An Emergent Heterotopia Inge Blockmans**

In this paper, we will present in words and images a case study in which a girl and her human and non-human environment show how heterotopic imagination can challenge neoliberalist thinking. They do this by looking beyond the girl's wheelchair--not seeing it as a marker of its owner's total lack of agency and ability--and allow the potential of everyone involved to emerge in a heterotopia of inclusiveness. Together, they enter 'wheelchair-inaccessible' spaces and find ways to overcome barriers by climbing together, "composing a movement that is within each of them, but belongs to neither of them. One does not become the other, but rather intra-acts within [them all]" (Fritsch,62). The opposition between disability and able-bodiedness becomes irrelevant as all parties enable each other to imagine and to act.

**Lode's Code, a portrait of a sister- Marieke Vandecasteele** In this animated participative film I explore my own family's 'emergent intracorporeal multiplicity' (Fritsch 2015), using visual material (photos, old homevideos, drawings), sounds and words. At a point in my life when I must leave my family and make my own life, the intracorporeality of our lives as they circulate around my oldest brother is emotionally intense and full of contradictions. Can I go? Will I stay? Has my family closed itself inside a utopian dream? And how does that utopian dream work as a mirror on the actual multiplicity of the heterotopian world outside?

#### **The life of Kobe through storytelling and art - Elisabeth De Schauwer and Inge Van de Putte**

In this paper we draw on memories of the life of Kobe, a boy with strong desire to engage with others. At the same time he is subject to multiple categorizations: 'autism', 'muscular disease', 'intellectual disability'. Through artwork and storytelling we experienced heterotopic imagination as 'a vehicle of multiplicity' (Fritsch, 2015, 56), enabling us to think differently and become aware of the ongoing reconfigurations of the world. In listening with great care to his affective and relational orientation towards other people, we are more able to get a fuller and more complex view of Kobe. We try to map some of the moments of who Kobe became in diffractive encounters with others in order to have a viable life.

## SYMP20

### **Phenomenology as an approach to inquire and foster humanisation and good care**

Merel Visse<sup>1</sup>, Hanneke Van der Meide<sup>1</sup>, Eva Van Reenen<sup>1</sup>, Wieke Van der Borg<sup>2</sup>, Truus Teunissen<sup>2</sup>, Leo Visser<sup>3</sup>

<sup>1</sup>University of Humanistic Studies, UTRECHT, Netherlands

<sup>2</sup>VU medical Center/EMGO+/Medical Humanities, AMSTERDAM, Netherlands

<sup>3</sup>Elisabeth Hospital, TILBURG, Nederland

This symposium explores the meaning of a care ethical approach to phenomenology for fostering humanization and good care. Phenomenology is increasingly being applied to healthcare practice. It can narrow the gap between objective assessments of well-being in illness and how people are in the world. It enables to develop a more attuned dialogue between people, based on a thick understanding of illness. It has developed research methods informed by phenomenology that go beyond verbal accounts. It improves the experience of healthcare and provides professionals with a practical understanding of (the impact on) the lifeworld of the patient. In recent years, insights from phenomenological philosophy are translated into approaches that foster the humanisation of health care practices. Humanisation is both a process and an outcome of care. At the Care Ethics group of the University of Humanistic Studies, we combine phenomenology with arts-based methods and participatory action-research. This symposium consists of three papers and a discussion that illustrate our approach.

**Paper 1: Meaningful dynamics of encountering MS in daily life:** towards a co-created practical toolkit that fosters body awareness and lifeworld-led care. Hanneke van der Meide, Merel Visse, Truus Teunissen, Leo Visser.

**Paper 2: Studying healthcare as a meaningful practice:** towards a non-dualistic phenomenological view of evidence for qualitative research. Hanneke van der Meide, Els van Wijngaarden, Karin Dahlberg

**Paper 3: Adherence as phenomenon:** A phenomenological study on how people feel about taking oral medication and following treatment regimen for MS. Eva van Reenen, Wieke van der Borg, Hanneke van der Meide, Leo Visser, Merel Visse

These papers and research projects are embedded in the Care Ethics group of the University of Humanistic Studies in The Netherlands and are carried out in close collaboration with academic colleagues, health care institutions (like Elisabeth hospital Tilburg), sponsors (like Genzyme) and civic participants and people with a chronic illness.

## Posters

### POST01

#### **Looking after Psyche. Philosophical Paths and Educational Scenarios for the Analytical Care in Italy.**

Andrea Ignazio Daddi

University of Milano Bicocca, GENOA, Italy

I started dealing with psychoanalysis seventeen years ago. I was a young freshman in philosophy and at the same time I had just undertook my personal analytic path. On one hand I was studying the relationship between depth-psychology and pedagogy, while on the other I was bringing into the room 'symptoms' that - I thought - needed to be cured. At that time I still didn't know I would have finally got a meaning for them without their necessary and complete disappearance. What I developed, then, was a 'philosophy of the lived life', a form of deep self-knowledge that orientates the everyday 'practical' dimension, a kind of self-education. Nothing different from what actually philosophy was at its origins, as Hadot and Foucault showed us. Nevertheless I wasn't aware of all this, at least not in these terms. Getting older and moving forward with the studies lead me to meet the 'renewed philosophical practices' (Màdera; Baracchi). In these years I've properly understood psychoanalysis inherited - in a specific phase of western history - the 'therapeutic' and educational role that ancient philosophy lost from Middle Ages on, becoming an abstract speech. In spite of the fact that its founders were physicians, psychoanalysis can't work within a medical model aimed to defeat symptoms, restore some supposed preliminary 'healthy' condition and promote adaptation. It is 'just' a self educational thinking practice. Now I'm going to start my training as a philosopher-analyst and this will be a prominent part of my PhD research too, focusing both on few educational scenarios for the analytical care in Italy which don't recognize psychoanalysis as a medical practice and on the seek for the philosophical nature of depth-psychology, with the intent of outlining what I call a "depth philosophy" (back to the Pre-Socratics and up to now). That's something halfway between qualitative inquiry and theoretical work because of my double belonging to education as well as to philosophy. It's a challenge I think to face with the help of a narrative ethnographic approach (Ellis; Bochner; Richardson) in order to connect practice and theory and to allow the last to emerge and intertwine with the first, thus revealing the biographical roots of its genesis and its meaning. Can theory and field-work go along together, blurring the boundaries between languages and styles (scientific argumentation, philosophical speculation, literary exposure)? I want to try to answer this question by telling the research process itself and its backstage in a sort of confessional tale (Van Maanen; Tedlock) that includes (and starts from) the researcher's subjectivity.

### POST02

#### **Visual dialogue. Approaching a Moroccan city with images and words.**

Samira Jamouchi

Oslo and Akershus University College of Applied Sciences, OSLO, Norway

##### Visual dialogue

Visual dialogue is the method I used in a project to explore some Moroccan cities. The research question of the project was: How people with a double urban reference experience the Moroccan city? I have interviewed Norwegian-born persons living now in Morocco.

The visual dialogue arises from a qualitative research tradition, and is inspired by the work of Lynch (1969), Rehal (2006) and Pink (2014).

My ontological assumption is that reality is multiple and consequently close to a social constructivist stand (Creswell, 2003). My methodological approach is explorative, using both words, drawings and photographs.

##### Quality and reflexivity

The question of quality and reflexivity in this project can be assessed by using the very essence my material: How do I collect my data, how do I analyse it and compose its different elements, and how I (re-)present the outcome to an audience.

A method following a protocol vs, a creative approach

In the light of Bartes' (1997) approach to the method vs. the nature, I do not follow

a method dictated by authoritarian protocols (Bartes, 1977). I rather use a creative approach in my knowledge-building process.

Transparent and implicit

What is my position when collecting data by interviewing people? How do the data affect me, and in return how

does this affect my analysis and interpretation of the data? What mode of (re)presentation is suitable to not diminish the richness of the material?

Art-based research promote dialogue and artistic forms of presentation facilitate empathy, reducing a dogmatic categorisation: "The kind of dialogue promoted by art-based practices is predicated upon evoking meaning, not denoting them" (Leavy, 2009: 14).

The reflexivity of the dialogue in this project goes beyond a retinal art approach, and seeing is close to perception-cognition (Maharj in Balkema and Slager, 2004: 52-53).

The produced knowledge of a city is neither universal or individual, static and permanent, but rather in motion and multifaceted. By de- and re-composing my material, the result is like a palimpsest in motion. The video informs the viewer; It does not explain its content.

The content is created by the (Norwegians) participants and my own my understanding of the Moroccan city. The video is not an account of my own opinion. The pictures and narratives inform the audience about questions as: whom, what, where, when, how. The why question is dialogically answered. This dialogue occurs while the viewer watch and listen to the participants and me at the same time as (s)he interprets it and creates (s)he own understanding.

## POST03

### **The psychology, musicology and performance of approaching Beethoven and Mendelssohn holistically**

LÓPEZ-ÍÑIGUEZ GUADALUPE

SIBELIUS ACADEMY, UNIVERSITY OF THE ARTS HELSINKI, HELSINKI, Finland

Musicologists, psychologists and musicians seem to understand the performative style and aesthetics of music from the late Classical and early Romantic periods (in this context, 1796-1845) in different ways. On the one hand, what is being studied by scholars about historical performance practice does not correspond to the actual practices of many performers. On the other hand, what educational psychologists know about learning constructively seems distant from how musicians actually learn instrumental music. Additionally, musicologists tend to approach the teaching of music in a transmissive and traditional way, while educational psychologists support constructivist approaches in which the individual is the engine of learning.

Considering such paradigms, as an autoethnographer in this research, I will study the works for fortepiano and cello by Beethoven and Mendelssohn by combining those multidisciplinary and apparently 'contrasting' perspectives of psychology in relation to learning, musicology, and performance. I have trained for years as a performer and researcher, making me qualified to perform this research. Instead of copying what performers did when playing the repertoire during the periods studied herein, I will delve deeper so as to comprehend how people may have understood this music, why that understanding happened in a certain way, and what my role is in the process. I aim to achieve a real evolution of my own beliefs and practices towards this music. I will do so by combining my practical knowledge (*know-how*), research (*know-why*) and experience (*know what/when/where/who*) in a holistic, reflective and regulated way.

In order to carry out this research, I am collecting data by journaling about my learning process, and recording my individual study sessions when playing the manuscripts and practices involved in rehearsals and concerts with my fortepianist. These tasks will be based on a research triangulation that includes a constructivist self-regulation system for learning instrumental music (López-Íñiguez & Pozo, 2016), an empirical musicology approach linked to historically-informed performance practice, and the autoethnography perspective (López-Íñiguez, 2016). Data will be analyzed using the mixed-methods approach and inter-rater reliability will be assured, warranting a proper non-biased conduct of the research. Results will be disseminated by means of writing scientific/popularized articles and a critical edition of the music, playing concerts, attending conferences, organizing a symposium, giving lectures, and filming a documentary in which interviews with the project partners and visits to key venues will be documented, broadcasted and released.

## POST04

### Emotions on the wall: the construction of amazement in writing

Jessica Neri, [Fabio Bertoni](#)

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In add to constitute a fruitful object and field of studies, Art worlds can be considered as a useful method in order to comprehend "social facts". Their ability to produce meanings, languages and practices allows to make visible how cultural products are implied in sets of productions, negotiations and shares, through historical forms and cultural processes creating their sense and representations (Becker, 1982; Hall, 1997).

Art, considered as a method, allows, for instance, to study emotions not through a naturalistic lens, but retaining them as complex intersections among symbols and signs given by sensorial perceptions, bodily reactions, narrations and attributions of sense to the experiences. Studying art in this way implies to reconstruct the processes operating in their definition, with emphasis on "how emotions work" (Katz, 1999), highlighting their discursive construction as situated.

In our contribution we will focus on the *amazement*, reconstructing the forms it assumes, trying to find how the emotion is signified into the author's expectations about the imagined public eye in the fruition of his own work. Writing, tagging, graffiti and urban design offer a powerful access to the genesis, transformations and redefinitions of the *amazement* as social process: considering their unplanned, street-located and illicitly-made modalities of realization, graffiti can be read as "excessive events" (Brighenti, 2015).

Positions, aesthetics, style, represented contents: every aspect of the work and its realisation is unscheduled and unpredictable. The use of the walls as "support" questions the publicity of the urbanscape, differentiating in this way the public that observes: from one side, it concerns the whole city and, from the other, "it speaks" in different ways on the basis of the observer, her position and the competences to interpret them (Dal Lago and Giordano, 2016). We focus on the work of art as a method: the core of the research, currently in progress, are the graffiti, through a work that is, at the same time a search *on* the images and a search *with* the images (Rose, 2001), working both on murals and on photos they represent.

The image has a central role in the interviews, realized with writers coming from different scenes of some of the principal cities of the north of Italy, beginning from images and works selected by the interviewed. Using a "reflexive photography approach" (Harper, 2002; Lapenta, 2011), a more vivid and sensorial narrative is favoured by a mostly reflexive and participative interview practice.

On the murals pointed out during the interviews, a semiological analysis is developed, aware that the image has in itself a generative power, not being only *studium* but also *punctum* (Barthes, 1982): they affect, hurt and surprise the gaze, breaking the habits and avoiding simplifications in unpredictable ways. We will try to show as the work affect in its materiality not exclusively for the styles, but for the challenge to realize and to think about. This process carries the signs of the author's identity, corporeity and agency, parts of it through an "emotional presence" (Schacter, 2008).

## POST05

### Roots in the sky. An analysis of tightrope walker, a figure between performing arts and educational experiences.

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"Humility and tenacious perseverance thanks to the constant use of discipline, being it the rules I gave myself through the exercise" Petit 2014, p. 98

This project [I'm completing the first year of PhD, Department of Human Sciences for Education "Riccardo Massa", University of Milano - Bicocca] both theoretical and empirical, wants to investigate the possible pedagogical elements within the art of tightrope walking - a psychophysical activity of discipline particularly representative of some crucial elements in human development - interconnecting the pedagogy of the imagination (Durand 1963; Bachelard 1960) and circus performing arts (Turner 1986; Grotowski 1968; Fischer-Lichte 2004; Petit 2014). Following the analysis of literature and my personal experience in this field [I have been a circus educator for years], I will investigate the implicit elements inherent to tightrope walking practice and its possible contributions to the field of education and training. Tracing those authors who elected the play as a symbol of the world (Fink 1957), a peculiar and sacred place of being (Huizinga 1938), tightrope walking art can be observed as a "useless" performance. The tightrope walker' pace so essential, beautiful and precarious, needs us to adhere to new rules in order to enter a new time and a new space different from the ordinary ones, the same thing that happens while playing, an activity which limits and frees, fascinates and enchants the participants. The tightrope walker's discipline is able to rule over mind, making it actual in order to create a transformed body (Stanislavskij 1937), glorious (Grotowski 1970), a body of the art which needs authenticity and a live participation. During the performing act the performer's body renews itself and "occurs", causing a deep change even on audience's usual posing which is no more frontal and controlling, on the contrary it becomes open to the unexpected and unknown. In order to prove this I will use different interwoven points of view: The Performer and Audience's point of view reported through semi-structured interviews/participant observation/questionnaire for the audience. The artistic Director's point of view reported through semi-structured interviews/shadowing/ photographic documents/videos. The Trainer and Trainees' point of view reported through semi-structured interviews/ participant observation/ photographic documents/videos. The main aim is to investigate human development as an incessant, necessary and essential research of balance - pedagogy as a research of balance (Jousse 1974), where the symbol is the element able to restore the vital balance (Durand 1963) - as a consequence learning becomes an ethical transformation through aesthetic events (Fischer-Lichte 2014). The research of balance can be found in the process itself, as a creative force between educational practice and pedagogic theory, looking at the phenomenological-hermeneutical method (van Manen 1990) as a possible point of view on the data and finally the tightrope will be the symbolic link between scientific rigour and a new opening to the new and the unexpected.



## POST06

### Critical reflections concerning combined in-depth interviews with older patients with cancer and their informal caregivers.

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#### Introduction

A cancer diagnosis can have a pervasive impact on a couple's relationship. Their roles and relationship changes from being partners to being a patient and a caregiver. These changes can have a profound influence on the psychosocial wellbeing both of the patient and his/her caregiver. In our combined research project we aim to investigate the meaning of these changes for a couple and what the impact is on their psychosocial wellbeing.

#### Methodology

The KLIMOP study is a Belgian/Dutch observational cohort study including older and younger patients with cancer, older patients without a previous cancer diagnosis and the informal caregivers of these patients. In an in-depth

interview with patients and their informal caregivers we explore their cancer and caregiving experiences. These interviews are conducted separate but at the same time by two researchers.

#### Results

While conducting our interviews we came across ethical, emotional and methodological concerns. Respondents became emotional while interviewing. Sometimes the researchers probed into issues that we felt the respondents were deliberately trying to avoid. Respondents regularly confused the researcher with a doctor and/or health care professional while we were not there in that capacity. When exploring the relationship between the patient and the caregiver the researchers found it hard to judge ad hoc whether it was ethically sound to explore this further. The researchers were hesitant about these concerns because they could still linger on after the interview. Confidentiality towards the couples about their interview remains a challenge, especially when it comes to member checks and dissemination (Ummel & Achille, 2016). Methodologically the researchers felt that they lacked a clear framework in order to integrate the data in such a way that it rises above the individual level of investigated experiences.

Additionally they searched for a sound way on how to interpret and analyze conflicting data coming from one couple.

#### Conclusion

When necessary, the researchers provided 'aftercare'; they took their time to reflect on the topics and the accompanying emotions together with the respondent. When deemed appropriate they gave the respondent referral options. The researchers regularly reflect on the topics and their role together from their own perspective and try to integrate these reflections in the following interviews. Dyadic data analysis will serve as a methodological framework for the future interpretation and integration of the results (Eisikovits & Koren, 2010).

## **POST07**

### **The Reconstruction of Past Teaching. Digital tools supporting qualitative research**

Karel Van Nieuwenhuysse, Demmy Verbeke, Sam Alloing, Luc Lannoy, Matthias Meirlaen, Bruno Vandermeulen, Ilse Neirinck  
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A valuable source to gain an understanding of how history as a secondary school subject was instructed in the past, are the history textbooks that were used. They can teach us how knowledge was ordered and presented and how one transferred this knowledge. This type of publications, however, is often overlooked in the creation of library collections. For textbooks, and other connected teaching materials (such as curricula, didactic plates and pedagogical journals), are generally considered to be only relevant for a brief period of time, namely for as long as they are used in a didactic context. They are continually replaced by more recent materials, and only become the object of study again when one wants to reconstruct past teaching.

This poster first depicts (the origins of) the efforts at the Leuven University Library (Belgium) to preserve and prepare such didactic material, created in a Belgian context and thus mostly written in French or Dutch, for present and future qualitative research. This part includes an overview of the content of the collection of textbooks and related didactic materials within the University Library at KU Leuven.

The poster then presents how specific corpora of textbooks are catalogued to facilitate their study. This is done according to a specifically developed data model (using the resource management environment in the library software *Alma*) which both ensures maximum compatibility with the general library discovery system (currently *Primo/Limo* at the KU Leuven), as well as the provision of detailed metadata which is needed in the context of an academic study of these teaching materials.

A third part discusses, among others through a case-study regarding textbook accounts of the colonial past (Van Nieuwenhuysse, 2015), the various ways in which this collection of textbooks and related materials is and can be used by researchers, and details the concrete plans, starting from an exploratory pilot study focusing on history textbooks, to further unlock these didactic sources for qualitative research through more advanced digitization enabling distant reading (see Moretti, 2013; Ross, 2014). The poster therefore provides a brief presentation of the OCR and NER technology used at the University Library of KU Leuven, building on previous experience (Alloing-Verbeke, 2014; Verbeke, 2015), the ultimate aim of its use being the creation of a fully machine-readable and searchable textual corpus, which will facilitate qualitative research using curricula and textbooks. More specifically, such a corpus will facilitate for instance (1) (comparative) research into historical representations, notions of agency, Eurocentrism etc., since it will make the corpus searchable for keywords (such as names, places, dates, events); (2) research into evolving historical representations in textbooks from different generations, because it makes the connection and comparison of corresponding passages in different textbooks possible in an easy way (as far as on the word-level); and (3) (didactical) research by making the connection between different and various educational materials easier; see for instance the use of sources in textbooks, the corresponding questions in exercise books, background information in teacher manuals, and the connection with goals in curricula.

## POST08

### **European Qualitative Research Project on Patient-preferred Outcomes in Early Rheumatoid Arthritis (EQPERA): Rationale, Design and Methods of a Multi-country, Multi-center, Multi-language, Longitudinal Qualitative Study**

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**Background:** A successful medical outcome is no guarantee for patient perception of treatment success. Unraveling the patient's perspective on outcome preferences is therefore crucial to deliver patient-centered, high-quality chronic illness care. Furthermore, the earliest stage of a chronic disease, such as in Rheumatoid Arthritis (RA), can be considered as a critical phase in the patient pathway for achieving optimal long-term outcomes. A Belgian qualitative study provided a first glimpse on what matters most to patients with recently diagnosed RA (1). However, there was a need for an international data set to better understand this complex phenomenon being studied, and to investigate whether the Belgian findings could be transferred to contexts with different national healthcare systems, practices and values. To this end, EQPERA –European Qualitative research collaboration on Patient-preferred outcomes in Early Rheumatoid Arthritis– was founded.

**Objectives:** The overall research objective of EQPERA is to unravel longitudinally preferences for treatment and health outcomes among patients with early RA across Belgium, the Netherlands, Sweden and Norway, placing findings in a context broader than Belgium. Furthermore, EQPERA aims to add to qualitative methodology research.

**Methods:** EQPERA applies a qualitative, explorative, longitudinal research design, which was developed in collaboration with patient research partners and the patient perspective in mind. In each country, a purposive sample of patients with early RA will be individually interviewed between 3-6 months after start of the initial RA treatment and subsequently, the same participants will be invited to take part in a focus group about 1 year after RA treatment initiation. Interviews will be analyzed using the constant comparison method as described in Qualitative Analysis Guide of Leuven. The longitudinal analysis will be guided by Saldaña's steps for analyzing change through time in longitudinal qualitative research. To study the multinational findings, we will carry out a meta-synthesis of all locally gathered and interpreted data. The local research teams will independently employ a qualitative study, while the project leader will monitor the research as it unfolds and evolves. Moreover, to support consistency in data collection and the inter-coder reliability across countries, we will implement a detailed research protocol, a structured cultural translation and validation process of the interview guides, data collection templates, a quality assurance reporting tool and specific training sessions.

**Added value:** Our innovative, qualitative, longitudinal research design goes beyond the abilities of the frequently used cross-sectional designs in qualitative research. A European research context allows to uncover subtle cultural differences in patient-preferred outcomes across more or less similar organized countries. This project is thus a first step in gathering widely applicable findings in a research area where evidence-based knowledge is lacking, yet, highly needed to tailor care processes and optimize patient outcomes. Various data management strategies are applied to ensure quality and trustworthiness of our findings, and to promote a smooth European collaboration.

## POST09

### **Giving a voice to Alzheimer's disease patients - study design and experiences of a novice qualitative researcher**

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Contemporary psychology describes the concept of *meaning in life* as an individual's sense that life has value, direction, and purpose (Roepke, Jayawickreme, & Riffle, 2014). People experience meaning when they comprehend who they are, what the world is like, and how they fit in it. Current conceptualizations of meaning in life presuppose many memory-based and higher cognitive tasks such as reflecting on and making abstraction of past and future. This triggers the question of what happens to the experience of meaning when cognitive capacities are declining, like when suffering from Alzheimer's disease (AD). To address this question, we set up a research project to explore the experience of meaning in life in AD patients. To gain profound insight into this complex phenomenon

and to allow AD patients greater voice and authority in research concerning Alzheimer's disease, we realized that a qualitative study was needed in our project. However, deciding on an approach and designing the study proved challenging, seen as there is no experience with qualitative research in our team or department and a paucity of qualitative studies on this topic. The aim of current contribution is to present our qualitative study design (planned data collection April 2017) and discuss and reflect upon encountered and anticipated challenges and opportunities. In the literature, qualitative studies with dementia patients as participants seem limited and mostly concentrated in Scandinavian countries. In line with some existing studies there, we chose to adopt a reflective lifeworld design (Dahlberg, Dahlberg, & Nyström, 2008). Our aim is to approach the lifeworld of people with dementia by visiting them in their living environment in residential care centers. A cohort-sequential design will be adopted, in which a cohort of early stage and a cohort of middle stage AD patients will be interviewed in depth on three occasions over two years. A longitudinal approach is adopted because the reflective lifeworld approach states that the essence of a phenomenon should not be regarded as fixed and because of our focus on the evolution of meaning with progressing cognitive decline. We believe that implementing this qualitative study into our project will provide rich and original information, especially since the knowledge on this topic is still very limited. However, making the transition from a quantitative to a qualitative approach also poses challenges, for example because of discrepancies in terminology, underlying mental processes, and study development. On a philosophical dimension, the shift from a positivistic towards a more pragmatic stance in doing research raises questions and doubts, but offers important opportunities for reflection and self-development as a researcher.

## POST10

### **Living alone and feeling lonely? A qualitative study on loneliness among elderly widowed women in Brussels**

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As a result of demographic contextual changes related to decreasing mortality rates and increasing life expectancy, there is a growth in the number of elderly people in society (living alone)#\_ftn1. My study fits into the thinking of the social researchers on the living and (mental) health conditions related to the ageing population#\_ftn2. I more specifically had interests in examining the plausible feelings of loneliness among elderly widowed women living alone in Brussels Capital Region (Woluwe-Saint-Lambert, Uccle and Watermael-Boitsfort) and concentrated my research on these women's' views on, experiences of and coping strategies to feeling lonely.

To realize my study, I defined loneliness as the negative, subjective feeling of isolation#\_ftn3 and framed loneliness by the cognitive discrepancies these women themselves address between their desired state of relationships and their actual connections#\_ftn4. I used qualitative methods#\_ftn5 and interviewed 14 women through a list of topics I constructed along the study's literature and theoretical background.

To organize the data or results, I parted the respondents in three groups and found that half of the sample respondents (7) openly admitted feeling lonely, that 2 women reported not feeling lonely and that less than 5 women had more ambiguous expressions towards feeling lonely. By analyzing their narratives, I discovered loneliness to sometimes be viewed as something frightening; a state of being that implicates sadness, boredom, anxiety or even depression. The reasons related to these feelings were numerous, starting indeed from a perceived lack or deficiency in the quantity or quality of certain relations these women were having. Certain respondents addressed the loss of someone close or the lack of receiving love, affection, support or advice from relatives. Yet, other determinants were relevant too, such as their health, their financial situation or their outlook on their childhood for instance. Out of the coping strategies, women suggested to be with and meet others, to have a positive mindset or to fill the day with activities. Finally, I viewed being a part of an organization#\_ftn6 as one of the effective coping strategies to feeling lonely for the elderly widowed women interviewed.

To conclude, presenting this magnifying glass on the situation of Brussels to a greater audience would mean to create an open platform of discussion on studies of loneliness in Belgium. I feel that, by sharing knowledge, further in-depth qualitative research among the elderly themselves#\_ftn7 can evolve in order to formulate more accurate (political, economic and social) policies for our elderly but also for those of the generations to come.

Table 11: Sample design and response rate details

	Through the interviewers' network	Through the organizations	In total
How many individuals could be contacted?	12 women	14 women through the CPAS of Uccle + 4 through the WABO + 3 through Familiehulp + 7 through the CPAS of Woluwe-Saint-Pierre + 6 through the LDC Zoniënzorg Zuid. So a total of 34 women were asked permission by the organizations to be contacted by the interviewer.	46 women
How many effectively were contacted (by random selecting through criteria such as municipality, age, language, organization, needs, ...)	All 12 women were contacted (multiple times) over the telephone.	5 women through the CPAS of Uccle + 4 through the WABO + 3 through Familiehulp + 2 through the CPAS of Woluwe-Saint-Pierre + 5 through the LDC Zoniënzorg Zuid.	31 women

How many of those contacted responded positively?	4 women participated, 3 women could not be reached, 5 women were busy for the moment	2 women through the CPAS of Uccle refused to participate and 3 accepted an interview. Of all women that were contacted through the WABO, 2 women accepted an interview, the third could not be reached and the fourth could not be reached by means of a wrong telephone number. Two women related to Familiehulp accepted participation, the third declined because of hearing problems. Both contacted women of the CPAS of Woluwe-Saint-Pierre accepted to participate. And finally, of the 5 women of the LDC Zoniënzorg Zuid that were contacted, 1 woman accepted, 1 could not be reached, 2 refused to participate and 1 was unable to participate because of hearing trouble.	In total: 14 women accepted / 7 women could not be reached (in time) / 9 women refused / 2 women could practically not participate because of health issues.
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## POST11

### Towards implementation of Advance Care Planning in hospital: did anyone think about involving the hospital professional?

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#### Purpose

In Belgium, Advance Care Planning (ACP) is not well implemented in hospital practice. (1,2) One of the premises for successful implementation is involving the adopters in the implementation process. (3,4) In hospital, the most important adopters of ACP are physicians, nurses, social workers and psychologists. First, this study wants to understand what about ACP is of value to these hospital professionals. Second, this study aims to get an insight in the barriers and facilitators encountered by these hospital professionals to have ACP conversations.

#### Method

In order to obtain rich, nuanced and in-depth information, the study is conducted with qualitative methods. (5) Interviews are taken from the four hospital populations and are analyzed with Content Analysis based on Grounded Theory. (5-7) To enhance validity of the data, three external auditors will surveil the analysis and results will be triangulated with a Delphi study (8) from international experts.

#### Results

Twenty-four interviews were analyzed and 21 experts were consulted for the Delphi study. Since the research group is in the last phase of data analysis, results cannot yet be described. Results will however be obtained in time for the European Congress of Qualitative Inquiry in February 2017.

## POST12

### On originality and methods: A review of qualitative articles in *Industrial Marketing Management* journal (2005-2015)

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Qualitative studies are getting more and more appreciated for their ability to look into new paradigms, bring paradigms to a new territory (Newman & Cooper, 1993), find new variables (Aguinis et al., 2013), and explore puzzling observations. Marketing, in general, has a strong tradition in qualitative methods. In fact, many new developments have happened in qualitative research methods in marketing (especially in industrial marketing) in the last twenty five years. Accordingly, there seems to be a strong link between innovation and qualitative methods in industrial marketing.

Perhaps because of methodologists' preoccupation with rigor, most of the studies which focus on qualitative research methods have solely focused on rigor so far. Nonetheless, rigor is not the only criterion for measuring the quality of a scientific inquiry. Specifically, an inquiry's potential to be original is another noteworthy aspect of research quality. Originality in this sense involves the inventiveness of a research area or topic, innovative use of research methods to build or enhance a theory, as well as the novelty of the data, results, and theory (Guetzkow et al., 2004). In this article, we explore the link in industrial marketing research regarding originality of a study and its comprehensible dissemination to the audience. In particular, we examine the originality of qualitative research methods in investigating and communicating (Altheide & Johnson, 1994) a phenomenon.

#### Originality of research methods

Originality of methods has been described as the 'tools associated with a discipline, research design of a project, or to specific methodologies and research techniques used by a researcher'. Studies in different fields like psychology (Gottfredson, 1978) have found evidence for the claim that being original brings recognition and esteem to scientists (Judge et al., 2007). Especially in social sciences, originality of methods (Guetzkow et al., 2004) and how they contribute to scientific progress (Gaston, 1973) is often highlighted. Figure 1. gives an overview of various dimensions of originality in methods: *novelty of the research design*, *innovativeness of synthesis*, and *newness of the method in industrial marketing*. Using these codes, we discuss the originality of qualitative research methods in top industrial marketing journals (2000-2015).

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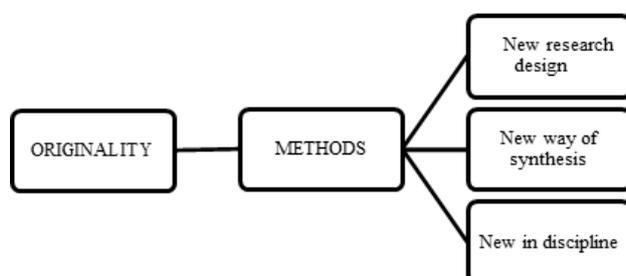


Figure 1. Dimensions of originality in methods

## POST13

### **Diarizing as an auto/educational moment for early researchers.**

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In qualitative inquiry the research diary is often conceived as a tool researchers can use to record their own experience. Furthermore, the research diary can even become a training tool especially for early researchers or PhD students. I think it may turn to be a reflexive journal where making questions about how to lead a research, revealing your own prior knowledge and connecting theory with personal practice. All this could improve critical and reflective skills useful both at design time either in collecting and analysing your data. To do so it takes to locate a method and a strategy.

First, before you think about what and how to write, it is helpful to choose an “attractive” notebook you really like, in order to stimulate your motivation to use it, especially when you have no time or will. As regards contents and style, a possible strategy is that of following at least three levels of experience using different colours.

The first level includes episodes, excerpts of conversations, drawings of significant places, details that have characterized the scene on the field and maps that could highlight the type of relationship between people or the position of the bodies in the scene. Both the aesthetic material and the narrative transcription of dialogues have to be described from a factual point of view, trying to put your thoughts in brackets. This runs against our natural inclination to judge and use cognition to evaluate experience.

The second level highlights the emotional and cognitive climate of the scene and how it has affected what happened, observed or implemented with/by other people. At this stage it becomes interesting to see how your cognitive, emotional and contextual conditions, as well as those of the others, contribute to the progress of the research and how they meet, coordinate and live together.

The third level is a further reflection produced by the connection between the first and second ones referring to the theoretical knowledge and the reflexive competence, both with respect to your own research path and the way you do research.

So reflexive diary not only keeps track of the research but also trains for developing a more aware glance at the process and the interconnections between objects, people, contexts and your own epistemological and methodological premises (Bateson, 1972). This way the writing process is generative in at least two ways: it increases early novice researchers' expertise of observing and listening to and their curiosity about their posture and way of doing “research” emerging from the analysis of their experience in the field. These skills and the awareness of your personal and socio-cultural contexts (Dirkx, 1998) can help you to tolerate the uncertainty, the unexpected, the conflicts and contradictions characterizing a research path.

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## POST14

### **Making Sense of Reflexivity - An Autobiographic Account**

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This poster presents an autobiographical account in which we, two PhD-students at the same University but different faculties (educational and health sciences), make sense of our reflexivity during our PhD -research processes. Our starting point is the notion of becoming-realist ontology in which the processual becoming of things is given a fundamental role in an explanatory schema. Therefore, we understand our reflexivity as an emergent process instead of representational abstraction.

This paper can be seen as a part of organizing process of academic world where research and theorizing themselves are processes of ordering and organizing. These precarious, incomplete and fragmented processes are changing and generating themselves and we see ourselves embedded in these processes and, as initiatory researchers, enacting sense of them. Thus, we started to wonder how we take part in these emergent processes that affect the way we reflect or understand reflexivity as we do. We also started to wonder how fragmented these processes in our different disciplines are. As such, this poster can be seen as an experimental introspection of reflexivity in the context of multidisciplinary research. The purpose of this paper is to explore our experiences of reflexivity as they emerge in the process of organizing of research work and academic world. Our attempt is to destructure established taken-for-granted conceptual categories in order to reveal the organizational micro-practices which refigure the establishment of our categories of thought.

The paper takes after Weick's ideas of sensemaking which is a social-psychological process with what it is possible to explore how people generate meanings towards the situation they are involved. Sensemaking perspective allows us to grasp unsettled, emergent, and contingent meaning making process which contrasts with our backward-

oriented theoretical reflection process that include using analyses that are general and context-free and in which tools, artefacts and objects emerge. Using sensemaking perspective we are able to take action as a unit of analysis as well as we are able to be aware of the holistic world as a network of interrelated projects rather than as an arrangement of discrete tools or objects.

We conduct a narrative analysis of our record-taped conversation in which we discuss our experiences of research process from the viewpoint of reflexivity. In the process of analysis, we explore processes of patterning, ordering and resistance from the viewpoint of reflexivity in order to reveal the ongoing struggle involved in the organizing processes. In this way, we are able to discuss, how we engage to the emergent organizing processes of our research community as well as academic world.

## **POST15**

### **Reimagining the Inclusive Potentials through Reflexivity in Activist Music Education**

Tuulikki Laes

Sibelius Academy of the University of the Arts Helsinki, TAIDEYLIOPISTO HELSINKI, Finland

This poster illustrates the potentials of reflexive methodologies to enact processes of inclusion in activist scholarship in the field of music education. Activism is here seen to produce knowledge, policy, and pedagogical practices through research that engages with social groups that have thus far been marginalized in music education (Laes & Schmidt, 2016). Challenges relating to power relations when collecting, analysing and communicating stories are highlighted in research involving vulnerable groups such as persons with an intellectual disability. Through my research with musicians, teachers and students in inclusive music education contexts, I argue that such concerns of participation go beyond the structural considerations of inclusion in activist research (Laes, forthcoming). To overcome the challenges of power requires a reimagination of a different type and quality of participation of research participants, and a different methodological approach on the behalf of the researcher. Through reflections on the personal and the ethical, new possibilities arise for inclusiveness in qualitative research.

## POST16

### **Aspects of the work field of a Brazilian Ethnographic Study in the light of Ethnomethodology**

Aridiane Ribeiro<sup>1</sup>, Juliana Dias Reis Pessalacia<sup>1</sup>, Lidia Rossi<sup>2</sup>

<sup>1</sup>Federal University of Mato Grosso do Sul, TRÊS LAGOAS, Brazil

<sup>2</sup>University of Sao Paulo at Ribeirao Preto College of Nursing, RIBEIRO PRETO, Brazil

This presentation highlights a researcher's journey of an Ethnographic Interpretative Anthropological study aimed at understanding the sociopolitical realities of intercultural care within an intermediality space in a Brazilian village. Experiences of Indigenous health users and Indigenous and non-Indigenous health care professionals were explored. As much the researcher became aware of Indigenous knowledge and ways of being, more she realized the importance of reflexivity. As the Ethnomethodological concepts approach the awareness process and sensibility of the everyday activities with regards the fieldwork and the action's researcher<sup>1</sup>, questions surfaced about some aspects of Ethnomethodology may be used in the practice of Ethnography<sup>2</sup>. This paper aims to discuss elements from the data collection step in the light of Ethnomethodology. The researcher spent six months in 2013 within Buriti Community in Mato Grosso do Sul State, Brazil. There are different meanings to reflexivity; the one that we adopted for this study is in relation to impact/influence of the research process in to the researcher and vice versa. According to the Freire's<sup>3</sup> concept of existential reality (de)codification, when the concrete reality is (de)codified/exposed to the person, this person becomes aware about the reality where he or she is. For that, Freire<sup>3</sup> affirms that it is necessary the person goes from the whole picture to the parts and from the part to the whole in order to understand the complexity of the reality. In that way the person will be able to recognize himself within his reality, for example, historicity, family, community<sup>3</sup>. In terms of the workfield, the researcher who is concerned about reflexivity, more than assuming his prejudice and bias, is able to think about the historic process within his conceptions and values were built. During her staying in Sidrolandia, the researcher could make the movement to go from whole picture to parts and vice versa. In this case, the whole is the historicity of the researcher and the parts are the different realities where he is in the reflection moment. She had the possibility to think critically about herself as a doctorate student, nurse and person. This self-awareness perspective allowed her "to clean her interpretative lens" considering the investigation's purpose. The concept of insider and outsider perspective from Ethnomethodology also enables to discuss aspect of the work field. The insider perspective means the point of view of the researcher who is immersed into the research context and this fact contributes to the guarantee of data's authenticity. The outsider position allows a data collection free of bias that would be from too close of a relationship between participant and researcher. In this study, the research felt herself in an outsider's position many times, but this sensation was less frequent as much of the time passed<sup>1</sup>. Although the research could have the insider position, she always had the non-regular member status, which contributes to the strange position researchers must put themselves in for an Ethnographic study. Thus, it is possible to affirm that Ethnomethodology can illuminate the Ethnographic fieldwork.

## POST17

### **Understanding Cannabis Social Clubs: a mixed methods approach**

Mafalda Pardal

Ghent University, Institute for Social Drug Research, GENT, Belgium

Cannabis Social Clubs (CSCs) are non-profit organizations that collectively organize the cultivation and distribution of cannabis for the personal use of their adult members. The introduction and development of this cannabis supply model has primarily been the result of grassroots initiatives, firstly in Spain and then in many other countries, exploiting inconsistencies or legal loopholes around personal possession and/or cultivation provisions in the respective domestic jurisdictions – with exception of Uruguay, where the CSC model is now legal and fully regulated. In Belgium, since the establishment of the first CSC in 2006, the landscape of CSCs has evolved significantly, with some new Clubs emerging and others ceasing their activities (in some cases following police interventions or legal proceedings). Although the model has become a frequent subject in the international debate about drug policy reform, detailed empirical data on the functioning of CSCs remains scarce.

To help fill this gap, we are conducting a study of the CSC model in Belgium, focusing on three main dimensions: 1) the organization, structure and daily functioning of the CSCs; 2) the socio-demographic characteristics and drug use profile of the CSCs' members; and 3) the type of cannabis produced by the CSCs. In order to gain rich insights on the different aspects of the model, the study adopted a mixed methods approach, drawing on both qualitative and quantitative strategies for data collection and analysis. Initially, the internal documentation of the CSCs (by-laws, house-rules, etc.), as well as the media reports of the Belgian CSCs in the domestic media were analysed. We then conducted semi-structured qualitative interviews with a number of actors involved in the CSC model to gather in-depth information about the functioning of the CSCs and their role within them (including with directors of active and

former CSCs - n=20; lawyers, addiction centers, laboratories, growshops, etc. who collaborate with the CSCs - n=13; cannabis growers - n=17). Through a close engagement with the study participants, we have also been able to make field observations in different moments of activity of the CSCs, thus gathering first hand insights in their own *milieux*. Given the large(r) number of members of these organizations, an online survey questionnaire is also being used to gather additional information about the membership base of the Belgian CSCs. Finally, in collaboration with the Laboratory of Toxicology and Pharmacology of the KU Leuven, we hope also to collect and analyse cannabis samples from the participating CSCs to learn more about the cannabis that is being produced and supplied by these organizations (*qua* quality, potency, purity).

While this methodological approach is not novel, by bringing together different data sources, and using triangulation, we hope to build a more comprehensive and nuanced understanding of the Belgian CSC model. This poster provides background information about the concept of CSC and the goals of this research project. In addition, we discuss also how the different data collection strategies are integrated, highlighting the advantages and difficulties of adopting a mixed methods approach.

## POST18

### **Dynamic Embodiment and teaching: a project of inquiry through Experiential Anatomy**

NICOLETTA FERRI

University of Milano Bicocca-Italy, MILANO, Italy

In this contribute I will describe a still ongoing research based on Experiential Anatomy, in the specific approach developed by Bonnie Bainbridge Cohen, called Body-Mind Centering.

Experiential Anatomy focuses on the connection between the perception of one's own body and movement. It is a way to enter in contact with the structure of the body through touch, perception and kinetics. Since 1970s it has been used in different contexts: dance training, physiotherapy, psychomotricist settings.

For my actual PhD research I designed a research based on bodymindcentering practices and addressed to primary school teachers. The aim of the research is to explore bodily dimensions involved in the teaching process, focus one's own way to "embody" teaching and figure out new possibilities coherent with this style.

The research, inspired to the principles of the co-operative inquiry (Heron & Reason, 1997), is developed in six meetings, three hours each. Every meeting starts with an activation based on Experiential Anatomy and looks for connections between the body perceptions and the teaching performance through the use of auto/biographical methods. In the structure, each meeting follows the methodology of the Spiral (Formenti 2004), so teachers try out the reserch process passing through different forms of knowledge.

The aim of the work is to give teachers the possibility to look back at their way of teaching, to critically reflect on their inner pedagogy, in a training context with colleagues, using a particular tool, the Experiential Anatomy, that can also be used as didactic content in the classroom.

In this poster I will describe part of my research setting, the first work sessions and the first data, in order to explain the method and receive feedbacks.

## POST19

### **The collage as a strategy in educational research**

Elisabetta Biffi, Franca Zuccoli

University of Milano-Bicocca, MILANO, Italy

This poster explores the potential to use collage as a research method in the field of education. Specifically, within the framework of the arts based research methods (Cole & Knowles, 2008), the poster will describe how the collage-practice can be considered as a research strategy (Butler Kisber, 2010; Sullivan, 2010; Vaughan, 2015) aiming at exploring the educational field. As emphasized by Lynn Butler-Kisber, collage may be used in qualitative inquiry "as a reflective process, as an elicitation for thinking, writing and/or discussion, and as a conceptualizing approach" (Butler-Kisber, 2010, p. 102). This is because qualitative research sets out to understand the world 'from the inside', from different perspectives (Watrin, 1999). Thus collage can help the researcher to gain unusual insights into phenomena. The use of collage in this way falls half-way between an arts-based research approach and the use of images in qualitative research (Knowls & Cole, 2008; Stanczak, 2007).

This is particularly important in the educational field when the focus is on the subjects meaning making process (Van Manen, 1990). Through a comopsitive and meaning-making process through images, the collage practice can indeed become a techniques for constructing and eliciting meanings held by the subjects that would not be accessible by other means and that are important, to define subjects. Based on the description of different educational research projects realized by the authors (Biffi & Zuccoli, 2015, 2016; Biffi & Gambacorti Passerini, 2016), the poster will present a reflection on the possible range of practices of collage used by the educational research, in order to define which are the resources and the limits in using this strategy for the educational research.

## POST20

### **An innovative illustration of strategy text and talk put to use in qualitative research**

Caroline Baert

Vlerick Business School, GHENT, Belgium

Managerial cognition impacts strategic decision-making. A recent stream of management research on strategic decision-making considers cognition to be a dynamic process of meaning construction (e.g. #\_ENREF\_5; #\_ENREF\_10). Such conceptualization of cognition as a dynamic construct is especially relevant for studying evolving interpretations and understandings in change contexts, including strategic industry change brought forth by digitalization.

Strategic decision-makers (e.g., CEO's, top management team, etc.) attempt through discourse to engage in meaning construction and cast courses of actions, these efforts are referred to as strategic framing practices (#\_ENREF\_4). To gain insights into processes of meaning construction in change contexts, a better understanding of the evolutionary process of framing was required. However, to study framing practices and their evolution, an innovative research approach was needed.

Because a call was launched in strategic management literature to trace the construction of meaning through content analysis of textual sources (#\_ENREF\_10), we opted for a qualitative longitudinal content analysis study of so-called *strategy text and talk*. We set out to study the framing practices of two contrasting media groups in the Belgian newspaper industry over a 14-year period starting in 2000, during which media groups were confronted by the move from printed newspapers towards digital news offerings. Over the years these groups consistently published a variety of elaborate textual sources (e.g., editorials, columns, press articles, interviews) on a range of topics, including digitalization, to share thoughts and opinions and contribute to societal debates. Prior studies in strategic management have utilized written or verbal statements as indirect indicators of decision-makers' cognition (#\_ENREF\_2; #\_ENREF\_3; #\_ENREF\_9, #\_ENREF\_11; #\_ENREF\_12). However, we argue that these texts also consist of adequate renderings of framing practices. Hence, we relied on a varied collection of *strategy text and talk* (209 textual documents in total) as our main data source to study the strategic framing of digitalization.

To engage in theory elaboration and better understand how framing practices unfolded over time, we used an interpretative grounded theory-based approach (#\_ENREF\_6; #\_ENREF\_7). We tracked the evolutionary occurrence of specific framing practices and mapped their sequential interrelations (specific types of framing practices logically emerged after one another).

As a result, we identified four mechanisms (delineation, unlocking, separation, absorption) that characterize the evolutionary process of decision-makers' framing of digitalization.

By emphasizing the discursive framing practices employed by decision-makers, we contribute to a swiftly growing body of studies in strategic management research focussing on the role of language in strategic decision-making processes (i.e. following the linguistic turn in social sciences) (#\_ENREF\_1; #\_ENREF\_9, #\_ENREF\_11; #\_ENREF\_13). In sum, we adopted an innovative discursive approach to study decision-makers' evolving framing of strategic industry change.

## POST21

### **Feminism, Family and Identity in Israel: The Discursive Order as Portrayed from Exploring Women's Reflexive Process Regarding their Marital Names**

MICHAL ROM

Bar Ilan University, JORDAN VALLEY, Israel

One of the less discussed achievements of the women's movement in late modernity is the option to reject the patronymic naming system, i.e. the convention of women replacing their own family names by their husbands' names when they get married. In quite a few countries around the world, women nowadays are legally entitled to design a family name for themselves and sometimes for their families. A broad range of options is available to married women, and yet in most contemporary cultures with a patronymic tradition, only a minority of married women challenge the customary practice: some preserve their original family names, some hyphenate their own and their husbands' family names, and some adopt new family names together with their spouses. The question arises, therefore, why women today keep practicing an out-dated patriarchal custom despite a legal and cultural climate that supports a process of self-naming?

The purpose of our work is to offer answers to this question, based on a systematically analysis of semi-structured interviews with 42 Israeli Jewish married women. While the issue of women marital names is commonly framed as one of either gendered conservatism or feminist resistance (see for example Foss & Edson, 1989; Kline, Stafford & Miklosovic, 1996; Mills, 2003; Schueble & Johnson, 1993; 1998; 2005; 2007), our study adopts a wider framework for the investigation. Using an analysis of the reflexive processes, through which women develop their standpoints with regard to their current and potential family names, we discern a process of self-naming, which draws on a range of ideological currents. These inform women's reflexive processes and constrain their available strategies for avoiding the adoption of husbands' names.

Our findings suggests that the family name itself operates as an efficient analytical category for exploring various sociological phenomena, one of which is **the discursive order as demonstrated in the reflexive processes concerning family names**. In this poster, we focus on this phenomenon, while others detailed in our book titled *Feminism, Family and Identity in Israel: Women Marital Names* (Palgrave Macmillan, 2011).

Our claim is that women's practices regarding their family names after marriage reflect the association between the macro level, where a discursive order is generated, and the inner reflexive process operating on the micro level. Following Michelle Lazar's approach of critical feminist discourse analysis (Lazar, 1993; 2000; 2005), we trace the vocabularies of familism, nationalism, orientalism, individualism and feminism in women's accounts. The ambivalence resulting from the concurrent presence of these contesting discourses in these accounts is conceptualized as relations of dominance and subjugation constituting the discursive order.

In our poster, we present graphically this discursive order, and hence offer a new perspective to answer the current mystery regarding women's marital names.

## POST22

### **Using Grounded Theory and Situational Analysis to fathom the Field of Architecture**

Daniel Zwangsleitner

Politecnico di Torino, TORINO, Italy

This contribution is based on my actual Ph.D. research project 'The Quest for Meaning - A Situational Analysis of the Modell Steiermark', which I currently undertake at the Faculty of Architecture, Politecnico di Torino (Italy). It will critically reflect the methodological framework that constitutes the basis for this project.

The so called 'Modell Steiermark', in force from the 1960s throughout the 1980s constitutes a crucial period for the the architectural development in Austria in the 20th century. On the basis of an interdisciplinary cooperation between architects and the public administration a (legal) framework was instated that very highly valued the importance of architecture and spatial-planning with the participation of the public. These efforts led to the creation of social housing projects that included aspects of sustainability and responsibility and integrated the future inhabitants in the process of planning and use. The involved architects thereby tried to redefine their traditional task and to reposition themselves in the field of architecture.

To fathom the underlying strategies and motivations as well as to depict the framework of the field of architecture I undertook a series of narrative interviews with the main actors of this period. These interviews, together with contemporary sources from the professional and lay media, will be analysed using Grounded Theory Methodology (Corbin & Strauss). Subsequently according to Situational Analysis (A. Clarke) a series of maps will be generated. This approach allows for analysing complex social worlds / arenas.

Although Grounded Theory Methodology and even more Situational Analysis are less than common in architectural research, their conception predestinates them as ideal for researching the architectural field. Being a highly complex matter it consists of a dense net of interdependencies that mostly, in architectural research (!) let alone the profession itself, remain hidden under the surface respectively are outshone by more obvious and representative strands of argumentation.

## Panels

### PAN01

#### **Making Reflexivity Resonate: Promoting reflexive dialogue as a collaborative and multidisciplinary approach to reflexivity.**

Andy Bradshaw, Benavides Lahnstein Ana, Sylvia Jen, Sarah Mawby  
University of Leeds, LEEDS, United Kingdom

Since the birth of the 'crisis of representation', the issue of reflexivity has permeated every pore of qualitative research processes. It requires the researcher to adopt a state of constant self-analysis in a way that provides insight into how their own values, beliefs, and assumptions impact knowledge production and the research process in general (Hertz, 1996; Pillow, 2003; Seale, 1999). The overall claim is that reflexivity can improve quality by reducing the likelihood of distorting interpretive accounts, thus enhancing trustworthiness (Hertz, 1997; Seale, 1999). Conventional self-reflective techniques, such as keeping reflexive journals and authoring various types of confessional tales, place emphasis on *written accounts*. The Resonances Reading Group (RRG) at the University of Leeds, on the other hand, provides a different type of method, one that emphasises a collaborative and multidisciplinary dialogical approach to reflexivity. Through monthly meetings, it provides an opportunity for researchers of varying experiences and disciplines to congregate and discuss the challenges of their research projects in relation to a selected article or topic. It acts as a useful forum for those wanting to reflect upon their own qualitative research practice and learn from others. An annual postgraduate conference also complements RRG's activities with presentation designs which include an 'ask the audience' format.

The value and effectiveness of this non-conventional approach to reflexivity is what we invite audience members to discuss and debate as part of our panel presentation. This will be achieved by briefly introducing the goals and purposes of the RRG, and the ways in which it supports and encourages reflexivity through reflexive dialogues (15 min). The remaining 45 minutes will be dedicated to two activities to facilitate discussion. Each activity will begin with small-group discussions followed by whole-group discussion:

1- The first activity will be a mock reading group session to allow participants to experience the RRG approach.

Based on the broad topic of 'ethical issues in research', participants will be asked to reflect on, share, and discuss challenges they have experienced relating to the topic.

2- Participants will then be asked to comment on their thoughts about the shortfalls and/or benefits of this approach compared to written accounts, and how it can be further developed.

It is hoped that the discussions and debates stimulated as part of this panel will, firstly, provide audience members with an insightful and innovative perspective on how we may practice reflexivity through the sharing of oral accounts. Secondly, it will offer a potential avenue for other researchers to utilise in order to bring the content of their reflexive journals 'alive' and enrich the quality of their own and others' work.

### PAN02

#### **Qualitative Research: Where/why art thou? Musings of an emerging African researcher on the state of qualitative research in Africa.**

Herine Otieno  
Sheffield Hallam University, SHEFFIELD, United Kingdom

In this panel discussion, I will make reference to data from a content analysis of a sample of mathematics education research done in East Africa in the last 25 years and pilot data collected from current postgraduate students in East Africa to reflect on the state of qualitative research in Africa.

I will also present on a current initiative that to tap into technology to shape an eco-system of emerging African researchers in Africa and the diaspora and my thoughts on how to use this forum to push forward the agenda of qualitative research.

The thrust of this panel discussion will be to harness ideas from the participants on what opportunities of collaboration exist to take forward the agenda for qualitative research in Africa.

### PAN03

#### **What to tell and what not? Problems and opportunities in publishing auto-ethnographic work**

Karen Mogendorff<sup>1</sup>, Truus Teunissen<sup>2</sup>

<sup>1</sup>Independent researcher, ARNHEM, Nederland

<sup>2</sup>Free University of Amsterdam, AMSTERDAM, Netherlands

This panel aims to discuss the dilemmas auto-ethnographers face when they engage in auto-ethnography and try to publish their work. Discussion topics include but are not limited to:

- Choosing what to tell and what not: taking into account the sensibilities of the audience - how to balance experiential and scientific knowledge in one's work - how may disclosure of personal facts/ 'coming out of the closet' affect relationships with colleagues, life and careers

### PAN04

#### **The workings of norms and pursuit of inclusion in practices of peer reviewing -destabilizing ideas of quality**

Christina Hee Pedersen<sup>1</sup>, Dorte Marie Søndergaard<sup>2</sup>, Louise Jane Phillips<sup>1</sup>

<sup>1</sup>Roskilde University, ROSKILDE, Denmark

<sup>2</sup>Aarhus University, Danish School of Education (DPU), COPENHAGEN, Denmark

In this panel, we will offer a reflexive dialogue "on the spot" on the becomings of criteria of quality in the evaluation of contemporary qualitative research. We (the three panelists) share an emphasis on the situatedness of knowledge production and the importance of the inclusion of multiple knowledge forms. We also subscribe to the principle that knowledge should be ethically situated, meaningful, generative, and if in any way possible, relevant for the persons involved or concerned with the themes we work with as researchers. Prior to the congress, we will each write a short text on what we personally consider the most important criteria by which we evaluate the works of others and our own. The texts will include examples from our own research and current debates on research quality/ excellence. We will set out to 'liberate' our criteria of quality from the grip of "taken for grantedness" and fixed schematic categories when it comes to argument, analytical accounts, relevance and results.

Methodologically, the panel will take as its point of departure reactions mobilized by close readings of each other's texts, based on the question: *'What made the biggest impression on you when you read the two other papers and why?'* We will use our reflections at the panel session as a launching-pad for dialogue with the other participants through a number of provocative, invocative quotations and questions.

In other words, the aim of the panel is to make visible and destabilize a range of dimensions that each of us, in our practices, take for granted as measures of 'quality' in evaluating the work of others and ourselves.

## SYMP17

### **Affirmative critique as minor qualitative critical inquiry: A becoming critical engagement with race-events**

Camilla Eline Andersen

Hedmark University of Applied Science, ELVERUM, Norway

This paper is part of a symposium that includes Ann Merete Otterstad, Rachel Holmes & Liz Jones and Jayne Osgood.

In this paper, I take both a retrospective and forward-looking position in order to think through the politics that surround critical qualitative research when engaging with ephemeral yet real bodily experiences that “forces us to think” (Deleuze, 1994, p. 176). The “forces” in this instance are activated through a performative philosophical-theoretical-methodological coalition which both works against colonial ways of knowing in early year’s research whilst also moving us towards justice oriented knowledge-creation. The questioning that is undertaken draws inspiration from an emerging interests in bringing the material to the forefront of theory, politics and activism in feminist work and beyond (Alaimo & Hekman, 2008; Colebrook, 2008; Papadopoulos, 2010) and by Deleuze and Guattari’s (1977, 1987) philosophy of desire. The paper tries to articulate a form of critical qualitative inquiry that has a taste for creation; or, what Braidotti (2011, 2013) writes of as affirmative critique.

Thus, what is performed is a reality-philosophically driven curiosity of race in relation to professionalism in early childhood education in a Nordic landscape. It does so through a ‘tracing’ and ‘mapping’ or a ‘cartography’ (Deleuze & Guattari, 1987) of a white female early childhood pedagogue’s (“me”) race-becomings with a real social landscape. Whilst Deleuze may not concur with the standard image of a political philosopher, nevertheless his work, together with Guattari’s, offers me an approach to think philosophically about the political (Patton, 2000). I question what the consequences are for critical qualitative research when one works both from and within Deleuze and Guattari’s philosophy of desire as well as with new materialist thinking? What might critical qualitative research look like when engaged with race and professionalism in a particular time and space? Crucially, how might it be political?

## PAP118

### **Doing Ethnographic Research online in global health: challenges and opportunities when working with multiethnic adolescent populations**

Lourdes Cantarero-Arévalo, Duaa Hussein Yaqub, Lourdes Cantarero-Arévalo

University of Copenhagen, COPENHAGEN, Denmark

#### **Introduction:**

Virtual interaction among adolescents and young adults has become normality. The topics discussed are endless and the community created are fluid and in constant transformation. Among the opportunities that this reality offers to qualitative researchers, investigating health issues of concern at a global scale is out of many. The section of social pharmacy at the Faculty of Health and Medical Sciences, University of Copenhagen has been conducting qualitative work based on the use of theory and the user’s perspective approach for approximately the last 4 decades. Only recently the research team has started to conduct ethnographic research online. This study focus on discussing the challenges and opportunities posed when using netnography with a very concrete example in the field of global health and more precisely in the management of asthma among adolescents from different ethnic backgrounds.

#### **Methods:**

Ethnographic online work (and when possible face-to-face) conducted by a multilingual research team fluent in English, Spanish, Arabic, French, Italian and Danish and with different academic profiles (anthropology, sociology and pharmacy). The study population consisted in a group of adolescents and young adults living with a chronic health conditions (asthma) with diverse ethnic backgrounds and who were member of one or more Facebook groups. Data collection was conducted online and, when possible, also face-to-face cultural interaction was conducted. Together with issues related to quality of life and satisfaction with medicinal treatments, the data collection included specific questions related to how adolescents and young adults use social media to communicate and discuss their health concerns regarding asthma.

#### **Results:**

To date, 15 interviews have been conducted using both face-to-face and online cultural interaction. Languages most commonly used have been English, Arabic and Danish. Online research allowed for a much more flexible and open interaction and the possibility of conducted reiterative interviews through chatting. Online research was especially convenient with adolescents practicing Islam during the Ramadan period, as meeting face-to-face turned out to be difficult. Issues related to trustworthiness and reliability of the information were of concern for the researchers, however the main challenge was posed when wanting to go in more depth and hold a longer interaction. Interactions through Facebook turned to be rather short.

#### **Conclusion:**

More than concerns related to trustworthiness and reliability of the data provided by the informants, what online

research poses is a limit into how deep the researcher can develop the interview. In general, online interactions are fast, short and fragmented and rich in symbols that are someone difficult to translate into words. A tendency towards superficially even when reiterative interactions were conducted was observed.

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#### SYMP07

##### **Disability auto-ethnographies from the perspective of a disabled women, a mother of disabled child, a support-worker and a grandchild of a psychiatric patient.**

Karen Mogendorff<sup>1</sup>, Geert Van Hove<sup>2</sup>, Irene Caubo-Damen<sup>3</sup>, Inge Blockmans<sup>2</sup>, Truus Teunissen<sup>3</sup>, Elisabeth De Schauwer<sup>2</sup>

<sup>1</sup>Independent researcher, ARNHEM, Nederland

<sup>2</sup>University of Ghent, GHENT, Belgium

<sup>3</sup>Free University of Amsterdam, AMSTERDAM, Netherlands

This collection of papers are all disability auto-ethnographies that generate insights and raise critical questions about the human condition and auto-ethnographic method.

Inge Blockmans - *Encounters with the White Coat: Becoming a Sex and Disability Researcher in a Wheelchair*

Following Barad's plea for diffractive methodologies (2007; 2008), I track interference patterns of the range of relationalities that informed my fieldwork in a clinic to discover from them the constant process of my own becoming-in-the-world with a "broken body" (Shildrick, 1996), a process in which "identity and any sense of a contained or static sense of embodiment is constantly confronted and displaced" (Fritsch, 2010: 7).

Irene Cabou-Damen - *Living a Family-Life with Neurofibromatosis Type 1: an Autoethnographic Story from a Mother*

As part of my PhD, I started to research my own experiences as a mother of a very ill child and 2 other children and as a spouse. What impact do my experiences have on my life and what impact does my child's disease have on my family? I try to articulate my own insight in the concept of Family Quality of Life.

Elisabeth De Schauwer - *Working closely together with people who are labeled as disabled – auto-ethnographic vignettes from a support worker*

Working closely together with 'disabled' people is often very demanding: several positions are taken: pedagogue - parent - support worker - researcher - advocate - partner - teacher... Multiple identities open up new beginnings, new ways of living and thinking together. It asks for a perpetual movement or search for recognition of humanness (Goodley & Runswick Cole, 2014). Starting from auto-ethnographical memories, I try to understand the intimate working relations with several people.

Karen Mogendorff - *Revisiting the past, changing the future? How experiential disability research affects a researcher's understanding of her childhood and leads to other-abling*

I reflect upon how auto-ethnographic disability research enabled family members to share formerly unvoiced emotional and guilt-laden memories with me and how the disclosure of memories forced me to revise my own understanding of how disability affected my life, and, eventually, led me to adapt the strategies I use in everyday life to deal with disabling social barriers.

Truus Teunissen - *Belonging: struggling between the need to belong and social exclusion*

I would like to address the question how you may belong to a group if you are the one who constantly disrupt things when you are together because you have condition with ups and downs? How can you a lead a meaningful life informed by your personal values and in which significant others play an important part?

Geert van Hove - *Going for the story of my grandmother: building an ethnographic account in a bricolage style*

Making use of interviews, personal memories, and world literature I use a bricolage style to come as close as possible to the story that has been my personal energy source to go for Disability studies as a field of work/research - the story of my grandmother who was a 'psychiatric patient/inmate'.

#### PAP119

##### **Public accountability needs to be enforced - A case study of the governance arrangements and accountability practices in a rural health district in Ghana**

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Background Improving accountability is currently high on the global agenda. At the same time, the organisation health services in low- and middle-income countries is taking place in fragmented institutional landscapes. State and non-state actors are involved in increasingly complex governance arrangements. This often leads to coordination problems, confusion of roles and responsibilities and possibly accountability gaps. This study aimed at assessing the governance arrangements and the accountability practices of key health actors at the level of a Ghanaian health district with the aim to understand how far public accountability is achieved.

**Methods** We adopted the case study design as it allows for in-depth analysis of the governance arrangements and accountability relations between actors, their formal policies and actual accountability practices. Data were collected at a rural health district using in-depth interviews, observation and document review. In the analysis, we used a four-step sequence: identification of the key actors and their relationships, description of the multi-level governance arrangements, identification of the actual accountability relations and practices and finally appraisal of the public accountability practices, which we define as those practices that ensure direct accountability towards the public, such as complaint boxes, community consultations, etc.

**Results** In this rural health district with few (international) non-governmental organisations and private sector providers, accountability linkages towards management and partners in health programmes were found to be strong. Direct accountability towards the public, however, was woefully underdeveloped. This study shows that in settings where there is a small number of actors involved in organising health care, and where the state actors are underfunded, the intense interaction can lead to a web of relations that favours collaboration between partners in health service delivery, but fails public accountability.

**Conclusions** It is clear that new formal channels need to be created by all actors involved in health service delivery, including the international non-governmental organisations to address the demand of the public for accountability. If the public does not find an adequate response to its genuine concerns, distrust between communities and service users on one hand, and providers, international non-governmental organisations and District Health Management Teams on the other is likely to increase to the detriment of all parties' interests.

## POST11

### **Towards implementation of Advance Care Planning in hospital: did anyone think about involving the hospital professional?**

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#### **Purpose**

In Belgium, Advance Care Planning (ACP) is not well implemented in hospital practice. (1,2) One of the premises for successful implementation is involving the adopters in the implementation process. (3,4) In hospital, the most important adopters of ACP are physicians, nurses, social workers and psychologists. First, this study wants to understand what about ACP is of value to these hospital professionals. Second, this study aims to get an insight in the barriers and facilitators encountered by these hospital professionals to have ACP conversations.

#### **Method**

In order to obtain rich, nuanced and in-depth information, the study is conducted with qualitative methods. (5) Interviews are taken from the four hospital populations and are analyzed with Content Analysis based on Grounded Theory. (5–7) To enhance validity of the data, three external auditors will surveil the analysis and results will be triangulated with a Delphi study (8) from international experts.

#### **Results**

Twenty-four interviews were analyzed and 21 experts were consulted for the Delphi study. Since the research group is in the last phase of data analysis, results cannot yet be described. Results will however be obtained in time for the European Congress of Qualitative Inquiry in February 2017.

## PAP46

### **Embedded and embodied subject positions: An interpretative and biographical research with Turkish and Moroccan migrant women with 'mental health problems'**

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Our research project considers processes of subjectification of Turkish and Moroccan migrant women who are considered "mentally ill" in Flanders. To gain an in depth understanding of their underrepresentation in mental health facilities, we conduct biographical research, as we radically believe that their lived experiences provide valuable sources of knowledge.

Our research project draws on three theoretical approaches: (1) critical disability studies, (2) postcolonial studies and (3) gender studies, where the question of subjectivity is central with reference to who or what counts as a subject (Schnabel, 2014). Within the humanistic framework, the notion of "difference" as pejoration resulted in passing off entire categories of human beings, who fail to exhibit the supposedly universal characteristics, as devalued others (Grosz 1994; Price & Shildrick 1998; Braidotti, 2013). Think amongst others – and in line with our theoretical lenses – about women, "mentally ill" people, and people with a non-European ethnicity, including the unique intersection of these subjects that are considered as structurally "other". It can be argued that this hegemonic Eurocentric humanistic norm implies a dialectics of self and other. According to these theoretical sources of

inspiration, these minority subjects are positioned – in terms of (dis)ability, religion/ethnicity and gender – in an intersection that radically challenges the humanistic ideal of critical reason and the unitary subject (Braidotti, 2013). In that sense, a majority of studies which try to explain the underrepresentation of migrant women in mental health facilities reproduce a dichotomy between “modern” versus “traditional” medicine. The latter finds its expression in naming external causes for mental health problems, believing in the evil eye, locating suffering in certain organs and tending more to somatization (Vardar, Kluge, & Penka, 2012). In the realm of the humanistic ethos of universalizing powers of self-reflexive reason (Braidotti, 2013), these studies often express normatively that migrants have (an inferior) culture, while Europeans have psyche/reason (Rieser, 2000 in Vardar, Kluge, & Penka, 2012). However, in our research, we aim to go beyond a solely negative and deterministic understanding of subject formation. Inspired by the theoretical work of Braidotti (2006a), we adopt a non-unitary vision of selves as inter-related forces. This new feminist materialist perspective produces “a different scheme of emancipation and a non-dialectical politics of human liberation” as “agency needs not to be critical in the negative sense of oppositional and aimed solely at the production of counter-subjectivities” (Braidotti, 2013, 35). As such, in our biographical research with Turkish and Moroccan migrant women with “mental health problems”, we focus on *agencement* as a process of constructing a transversal set of subjectivities that would empower a form of agency, as a desire to “open up new possibilities and forms of human self-affirmation” (Altini, 2010, 231). We attempt to grasp these forms of *agencement* in relation and interaction with other axes of subjectivity (Braidotti, 2013). Our research methodology aims at capturing the experience of difference as a potentially productive and positive force, with a special focus on embedded and embodied subject positions and materiality (Braidotti, 2006a, b).

## POST07

### **The Reconstruction of Past Teaching. Digital tools supporting qualitative research**

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A valuable source to gain an understanding of how history as a secondary school subject was instructed in the past, are the history textbooks that were used. They can teach us how knowledge was ordered and presented and how one transferred this knowledge. This type of publications, however, is often overlooked in the creation of library collections. For textbooks, and other connected teaching materials (such as curricula, didactic plates and pedagogical journals), are generally considered to be only relevant for a brief period of time, namely for as long as they are used in a didactic context. They are continually replaced by more recent materials, and only become the object of study again when one wants to reconstruct past teaching.

This poster first depicts (the origins of) the efforts at the Leuven University Library (Belgium) to preserve and prepare such didactic material, created in a Belgian context and thus mostly written in French or Dutch, for present and future qualitative research. This part includes an overview of the content of the collection of textbooks and related didactic materials within the University Library at KU Leuven.

The poster then presents how specific corpora of textbooks are catalogued to facilitate their study. This is done according to a specifically developed data model (using the resource management environment in the library software *Alma*) which both ensures maximum compatibility with the general library discovery system (currently *Primo/Limo* at the KU Leuven), as well as the provision of detailed metadata which is needed in the context of an academic study of these teaching materials.

A third part discusses, among others through a case-study regarding textbook accounts of the colonial past (Van Nieuwenhuysse, 2015), the various ways in which this collection of textbooks and related materials is and can be used by researchers, and details the concrete plans, starting from an exploratory pilot study focusing on history textbooks, to further unlock these didactic sources for qualitative research through more advanced digitization enabling distant reading (see Moretti, 2013; Ross, 2014). The poster therefore provides a brief presentation of the OCR and NER technology used at the University Library of KU Leuven, building on previous experience (Alloing-Verbeke, 2014; Verbeke, 2015), the ultimate aim of its use being the creation of a fully machine-readable and searchable textual corpus, which will facilitate qualitative research using curricula and textbooks. More specifically, such a corpus will facilitate for instance (1) (comparative) research into historical representations, notions of agency, Eurocentrism etc., since it will make the corpus searchable for keywords (such as names, places, dates, events); (2) research into evolving historical representations in textbooks from different generations, because it makes the connection and comparison of corresponding passages in different textbooks possible in an easy way (as far as on the word-level); and (3) (didactical) research by making the connection between different and various educational materials easier; see for instance the use of sources in textbooks, the corresponding questions in exercise books, background information in teacher manuals, and the connection with goals in curricula.

## PAP27

### **The use of passenger concern-profiles in the in-flight experience innovation process: how to capture and make-sense of dynamic passenger experience through real-time contextual inquiry.**

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In this paper, we investigate three case studies where contextual inquiry methods, such as cultural probes and context-mapping, were combined and developed into a hybrid tool, in-flight probes to harvest the dynamic passenger concerns in real-time air travel experience. Passenger experiences are found to be not just distinctive among different passengers, but also dynamic according to time, in the way that the concerns within one passenger changes through the context (different journey phase) one's in. Not just the person is physically journeying through the air travel experience, but also the mind and the concerns are changing. Industry practice of applying passenger personas however do not accommodate the dynamic feature of concerns changing through time within one passenger, as personas are traditionally fixated to a person or a group of people. It also implies that they would keep the same concerns throughout their journey as passengers. Literature has shown that the dynamic feature of passenger concerns transiting through different contexts have not yet been studied (Vink et al., 2012). Another limitation is that most imperial studies on passengers' on-board experience relies on retrospective approach where passengers are asked to recall the experience after the flight (Ahmadpour et al., 2014). Limited research is based on real-time information of what happens on-board and what passengers' reactions on the spot would be (Ahmadpour et al., 2014).

This paper investigates how innovation teams in the consumer aviation industry can have a deeper understanding of passenger experience through real-time contextual inquiry and get a grip on the dynamic experience feature in their innovation process. Passenger concern-profiles dependent on the context (journey scenario), which we call passenger mindsets, were identified to get a grip on this context-dependent experience and the dynamic feature. Through the three case studies, we captured over 58 passengers' real-time emotion reporting and concern assessments. Various passenger mindsets addressing different design topics were created in the respective case studies. The passenger mindsets provided the innovation teams with meaningful material which they can easier relate to than just another set of user data. This provided a more effective transition from the user research phase to the concept design phase. The experience-driven and context-driven nature of the applied contextual inquiry approach generated a deeper emphatic innovation culture within the aviation innovation teams and spurred more intensive use of user insights in their innovation process.

## PAP75

### **Responses of victim's social network: A Qualitative Evidence Synthesis**

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*Background* Victim Support Netherlands (VSN) wished to have a broad evidence base to further legitimize their current services and to guide future policy decisions. Therefore, a qualitative evidence synthesis was performed on the needs of victims of crime, accidents and natural disasters with regard to supportive and unsupportive responses of their social network.

*Methods* A systematic search of seven electronic databases was conducted: Pubmed, Web of Science, CINAHL, PsychINFO, Scopus, Criminal Justice Abstracts and Picarta. Empirical research qualitative in nature (or mixed method when it was possible to distinguish the results) written in English and published in a peer-reviewed journal between January 1980 and November 2014 were included. Following Britten & Pope (2012) included studies were organized into different groups, dependent of types of crime, accidents or natural disasters. A total of 84 studies were included and organized in 7 different groups. An adapted version of meta-ethnography was used to synthesize the studies. Quality of the studies were appraised using the RATS guidelines.

*Results* The analysis of the different groups is not finished yet. Preliminary results shows disclosure and help-seeking as important stages. Why do victims decide to seek help and which barriers do they perceive? It also shows a broad range of supportive and unsupportive responses and differences in victim's interpretations of these responses. Furthermore, it shows that some responses can have tremendous impact on victims, either positive or negative. The similarities and differences between the groups are further explored.

## PAP128

### **What does it mean to be scientific in defining psychopathology? An exercise of Perspicuous Representation about the use of the word 'scientific' in Diagnostic Manuals**

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According to the discursive turn that has recently crossed the psycho-social sciences, language is considered one of the principal tools for the construction of social reality. The way we think about psychological events depends on the way we speak about them, and they are also created by the cultural constructs we bring to bear on them. The linguistic construction of phenomena implies that the meaning of a word must not be understood as intrinsic to the word (language as a lens of the world) but it emerges from the ways that word is used in a linguistic context, with specific rules of use, generated by a particular linguistic community that doing certain *language games*, produce as many *forms of life*.

In the psychological field there is a high risk to “literalise” the terms which just conventionally represent psychopathology or the discourses related to it. We can speak about psychological phenomena as they were natural objects, reifying and transforming them into facts. In the same way we may define as “*scientific*” everything matches our ways of understanding the study of psychological phenomena (Harré & Tisshaw, 2005; Faccio et al., 2011).

With this research we tried to explore the meanings related to the use of the adjective “*scientific*” among three of the most used manuals for the evaluation of “mental diseases”: the International Statistical Classification of Diseases and Related Health Problems, 10th Revision, the Diagnostic and Statistical Manual of Mental Diseases, 5th Edition and the Psychodynamic Diagnostic Manual, 2nd Edition.

We referred to the method of the *perspicuous representation* proposed by Wittgenstein.

For the Author: “a main source for the literalisation of phenomena is that we cannot see the use of our words. Our grammar cannot observe itself” (Wittgenstein, 1953, §90). Hence the importance of his method, that consists to substitute a form of expression to another and to look at multiple uses, expanding the exercise through the actual uses to the possible and impossible ones.

By results, the use of this word is not always sustained by the awareness about the criteria of “*scientificity*” belonging to the different “languages” (theoretical approaches) that characterize clinical psychology. The ICD-10 borrows the criteria of “*scientificity*” from the *biomedical model*, without questioning it; the PDM considers as a “*good science*” the accurate description of the clinical phenomena, and declare to be waiting for their empirical validations; the use of the term “*scientific*” in the DSM is characterized by the declaration of neutrality, the absence of theoretical assumptions, and the objectivity in diagnosing. Subjectivity is the core condition of doing science for the PDM, while it represents a threat to the *scientificity* for the DSM. Almost as if it was an elastic bandage, the term is dilated in different ways, sometimes opposed, in order to protect what is useful for the authors.

The self-referential modalities by which each approach affirms its scientific rigor have many implications, both in the communication between mental health professionals and in the management of the problems expressed by the common people.

## PAP130

### **The challenge of developing peer research methodology in the H2020 framework**

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The paper explores the Irish experience of working with a peer research methodology through Re-InVEST (Rebuilding an Inclusive Value Based Europe of Solidarity and Trust through Social Investment). Funded under H2020 Euro 3 ‘European Societies after the Crisis’, it aims to provide a stronger intellectual foundation to the EU Social Investment Package, through a philosophical reframing in the human rights and capabilities tradition. Working from a transformative human rights and capability approach (Donnelly 2013; Sen 2005; Nussbaum 2011) Re-inVEST developed a transformative, participative methodology ‘Participatory Action Human Rights and Capability Approach’ (PAHRCA); key concepts include agency, participation, and voice at both individual and collective level. Mixed group of researchers, NGO’s and people experiencing poverty work in an iterative and ongoing process of action, creating and reflecting on merged knowledge. A tool kit (Murphy and Hearne 2015) supports 13 research teams in 12 countries. Having first outlined this theoretical and methodological approach, the paper then explores the practical experience of implementing this approach using peer research service users in an Irish homeless non-government organisation.

Edwards and Vogt (2011) outline the ambiguities and tensions associated with peer research, and New Economic Foundation (2012) are clear about the practical challenges involved. Consistent with Cushy and Munro (2014) we find peer research in theory has capacity to empower, to minimise power imbalances, reduce bias and promote improved understanding but that it also adds layers of complexity to the research process and introduces challenges for validity. Coming with a human and rights and capability framework we evaluate the process from the perspective of the freedom and choice of the service users, examine the practical challenges of operationalising the theoretical framework in a practical research setting, and issues of accessibility of academic language. We also explore barriers to maximising meaningful participation in the wider H2020 contexts concluding that while H2020 allows more adequate resources for effective research management of peer research it also poses additional challenges. As well as practical considerations like time restraints and deadlines is difficult to situate a method motivated to

challenge hierarchy within what are often hierarchical international research teams.

**Key words:** participatory, human rights, capability, peer research, accessibility

## SYMP08

### **Analyzing Discourse and Regimes of Power/Knowledge with the Sociology of Knowledge Approach to Discourse (SKAD) and related perspectives Symposium Part I**

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[Please note: this could be a session on SKAD part 1, with three papers]

The SKAD symposium (part 1 & 2) discusses theoretical issues, methodology and empirical research on discourses and regimes of power/knowledge in different social areas, using the Sociology of Knowledge Approach to Discourse (SKAD). This perspective on discourses and their analysis draws on Foucault, Berger and Luckmann and the interpretative paradigm of sociology including symbolic interactionism and “communicative constructivism”. It is interested in the analysis of societal processes of knowledge construction in institutional contexts and in public or semi-public arenas and aims a re-orientation of discourse research towards questions of social relationships of knowledge and politics of knowledge – following knowledges, their production and power effects through societies. In doing so, SKAD takes also into account research questions concerning Situational Analysis as conceived by Adele Clarke. The symposium will have two parts.

Part 1

*Reiner Keller (Augsburg University, Germany):*

*Introducing SKAD: Discourse and sociology of knowledge. Arguments for integration.*

This introduction presents basic theoretical features and methodologies of SKAD research in order to give a basic outline for the symposium.

*Natalie Schwarz (University of Lausanne, Switzerland)*

*The “Swissified” swastika on Swiss political posters over time: same visual theme, same controversy?*

At the end of February 2016, a modified Swiss cross was shown on a large display board at Zurich main station and stirred people’s emotions. This visual theme was reminiscent of a swastika and part of a poster against a popular initiative, on which a vote was scheduled at that moment. Although it did not violate the applicable law, it was nevertheless a subject of controversy in the national mass media. Using analytic tools of Keller’s SKAD and Clarke’s Situation Analysis, the contribution addresses the power of images by analysing controversial posters as “implicated actants” (Clarke 2005).

*Annette Knaut (University of Koblenz-Landau, Germany)*

*How to Research Transnational Discursive Spaces – the Documenta 14*

This paper applies the theoretical concept of Transnational Discursive Spaces (TDS) to the case of the Documenta 14 by assuming that during the preparations and the international art exhibition itself a TDS arises. TDS are conceptualized as relatively stable virtual and real spaces in which discourses arise. They can be described as communities of networks, where actors with different cultural, linguistic and national backgrounds come virtually and/or in real places together and participate synchronous and/or asynchronous in the process of discourse production. Considering SKAD as a well suited approach to do so, the paper discusses the evolving challenges, when using SKAD in a context of complex discursivity caused by the fluidity, immateriality and multimodality (language/text combinations) of the discourse production in social media.

## PAP13

### **Methods for analysing photographs in company reports: a literature review**

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Critical accounting literature has suggested to take pictures from company reports into considerations in order to go beyond the textual and to explore realities behind pictures (Preston and Wright, 1996; Warren, 2005). Some researchers have been developing that idea further since the 1990s (see e.g. Benschop and Meihuizen, 2002; Davison, 2011; Preston and Young, 2000). However, visual management studies with a focus on reporting remain underrepresented and calls for more research on depictions in reports have been getting louder (Bell and Davison, 2013). This paper aims to review the visual analyses of company reports starting from the 1990s until today. The focus is on the lenses used by the researchers in order to investigate the pictures. For this, the papers on visual analyses of reports will be investigated in terms of “lenses” and methods used. Interestingly, only few papers (Buchanan, 2001; Stanton and Stanton, 2002; Warren, 2008) question the approaches of interpreting pictures from the perspective of the individual researcher. This paper argues that even though researchers undertake quantitative

methods such as content analyses, there is a qualitative aspect inherent which is about interpretation and critical reflection. Since pictures are always objects to be "read" and understood by the one interpreting it - the researcher - it is questionable if the researcher's perspective is enough in order to understand the pictures' meanings. Results of this paper show that there is no unifying method for analysing pictures from reports. Further results show that there is a growing interest in using thematic perspectives on reports and their pictures instead of quantitative methods such as content analysis. A recommendation is made to make use of a mixed-method strategy when undertaking a picture analysis. Using different approaches such as a visual content analysis combined with photo-elicitation might help to develop a broader understanding of the meaning of pictures in reports.

## PAP55

### **Les défis d'une ethnographe chez soi face aux méthodes des recherches en sciences sociales**

Julie Ndaya

University of Kinshasa, TER AAR, Nederland

Recueillir les données auprès des populations sujettes de sa recherche est un des défis majeurs pour tout ethnographe. Dans sa pratique, il utilise des méthodes et des outils de la recherche de terrain: l'observation participante, durant laquelle il utilise des différents techniques comme actions visant à recueillir les données: interviews, entretiens, questionnaires, *focus group* etc... Ses outils sont souvent conçus dans des contextes souvent étrangers de ceux des populations que les anthropologues, pour la majorité occidentaux, étudient. Elles sont en outre considérées par eux comme la norme garantissant la qualité et la rigueur du travail SCIENTIFIQUE. En recourant à ces techniques les chercheurs en sciences sociales ont ramené des éléments des cultures différentes de l'environnement dans lequel ils sont nés et où ils ont grandi. Mais bien que les populations concernées par leurs travaux se reconnaissent dans le savoir fourni sur elles, les moyens que les ethnographes utilisent pour y accéder sont quelques fois vécus par leurs interlocuteurs comme une hégémonie, une violence sur leur mode de communication. En outre, cette intrusion dans la vie des sujets de l'étude, qui contribue à la promotion du chercheur, réveille, après son départ, des attentes auprès des sujets de ces études. Ces attentes ne sont presque jamais satisfaites.

Cette contribution entame, comme une ethnographe chez soi, un regard sur les questions des outils utilisés en Anthropologie pour étudier l'autre. L'Anthropologie promouvant le relativisme culturel, il est nécessaire de reconsidérer les méthodes et tenir compte, dans les interactions, de l'équipement mental de l'autre, qui se manifeste aussi dans la manière où il communique.

En nous partant de notre expérience de recherches comme congolaise parmi les compatriotes, confrontées aux crises questions de féminités, nous proposons l'utilisation des *masolo* (prononcer *Massolo*) comme outil d'enquêtes. Les *masolo* comme outil de recherche ethnocentriste sont des conversations simples, informelles, très personnelles. Ils se déroulent en plein milieu de la vie sociale. Ils se caractérisent par la non neutralité, l'implication dans les relations, le savoir les créer, s'y engager, les maintenir et surtout réagir explicitement tel qu'on le sent sur le coup, avec empathie comme 'réflexivité réflexe' (Bourdieu). La prévalence d'un tel outil étant un soulagement mental procuré à l'interlocuteur : l'avoir raconté, avoir échangé. Ce qui fait de la rencontre une session thérapeutique " à la congolaise ".

L'article examine aussi quelles sont les limites d'un tel outil, comment mesurer le soulagement apporté à l'autre ? Cet outil peut-il résoudre le dilemme du chercheur africain de vouloir être accepté par les établissements scientifiques intercontinentaux et en même temps rester fidèles aux compatriotes.

## PAP06

### **Exploring invisibility through multisensory spatial research methods**

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In this paper we present research methods usable in the absence of sight with the objective of exploring techniques that can allow spatial knowledge beyond vision.

There is a visual dominance in contemporary built spaces neglecting invisibility, i.e. the multisensory integration of non-visual modalities

An example of this ocularcentrism can be found in the visible/invisible duality. Visibility is often thought of as a quality of the visible whereas invisibility is often neglected.

By contrast we propose to re-think invisibility as a quality, arguing that its multi-sensory integration is of main importance given that visibility is temporary, which contrasts with the persistence of invisibility in human perception. Therefore, we explore invisibility based on qualitative research methods of participant observation, in-person interview and participatory design, developed by the first author in the condition of full blindness.

We identified three useful tools to explore the space of invisibility: photo-ethnography to organise data collection in participant observation, the portable physical model to provide spatial orientation in in-person interviews, and the adaptable modular model to provide flexibility in participatory design studies.

Participant observation is extremely useful for collecting multisensory data from the space under analysis, mainly haptic and olfactory qualities that are difficult to register

The use of photo-ethnography through pictures of the researcher's hand, selecting through touch a detail of the space, can be useful to create a spacial reference of field observations (see Fig.1). The space's materiality is conditioned by different physical factors, e.g. the same detail can have a different texture trough its exposure to direct sun light. Therefore it is important to document the exact location of the participant observer's field observations.

In-person interviews are extremely important to obtain a holistic understanding between the interviewer and the interviewee. Often, the trust given by an in-person interview is essential to gain access to the interviewee's deeper spatial perception.

The spatial reference provided by a physical model is important as an inclusive tool useful to avoid mistakes regarding the exact locations in both the interviewer and interviewee's discourses. Moreover the portable model's dimensions allow a simultaneous exploration by the user's both hands, it can be more usable for visually impaired people.

In spatial qualitative research, participatory design can be extremely interesting for the researcher's self-observation during the design process, exploring pertinent questions and feedback from diverse research participants. Therefore an important inclusive tool can be the flexible physical model system ("Lego" modular pieces) providing adaptability and reuse with ecological advantages. In order to facilitate the perception of scale and dimension in our research we developed a new adaptable model system with modular pieces that have a deeper connection with architecture.

The presented qualitative research tools can be useful to researchers in the conditions of blindness and low vision. Moreover they can be used by fully sighted researchers to explore multisensory research methods as deeper qualitative approaches to the space of invisibility.



Fig.1. Picture of the researcher's hand as spatial reference of field observations

## PAP69

### **Many childhood ideas for refugee children: tools and types of intervention for social workers. A research in the municipality of Genoa (Italy).**

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The present research takes place coming from the interaction between scientific interests (academic research group) and professional needs of workers (educators, municipality social workers, National Civil Service's volunteers) in educational and social services for refugee and asylum seekers (families/minors).

These two groups, who are going to work together at the research, aim to investigate the construction of social representation and image of migrant children in contexts of emergency. The research is paying particular attention to the dimensions of ethics; rights; legal protection and citizenship.

The objective of the research process is to develop skills and functions of these workers' categories in order to enhance and improve services' quality.

The research is going to be developed in the city of Genova, connecting the research team with the local institutions, involved in the educative and social process of refugees/asylum seekers welcoming, caring and legal

protection.

The study allows to investigate two different systems/services:

unaccompanied migrant children

asylum seekers

These different research fields are going to be analyzed according to three different action levels (local, national, Community), using different perspectives that refers to: services' organization (political dimension), services' quality (operative dimension), services' action models (theoretical dimension), operators' and experts' skills (with a focus on National Service's volunteers).

The emergency's interventions need a human based approach. This approach grant not to reduce the image of migrant children only to their origins or to their material needs.

The research intend to: promote circularity among practices; encourage a reflective approach; facilitate the design of professional longlife learning classes.

The educational framework refers to these concept:

intercultural education

Developmental Model of Intercultural Sensitivity

Intercultural competence

Childhood safeguards

We intend to use a qualitative approach useful to combine procedural and processual needs, with the objective of paying attention also to the stories of who is involved in the system (users, operators, decisors' makers).

We are going to use interviews and focus groups, that will be developed in relation to participants' features (referring to children).

We are also going to use tools of quantitative data collection that will contribute to reveal conceptual intersections, perceptions and statistical data from services.

## SYMP19

### **Animating Disability Differently: mobilizing a heterotopian imagination**

Inge Van de Putte<sup>1</sup>, Elisabeth De Schauwer<sup>1</sup>, Marieke Vandecasteele<sup>1</sup>, Inge Blockmans<sup>1</sup>, Leni VanGoidsenhoven<sup>2</sup>

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### **Chairperson: Leni Van Goidsenhoven**

This symposium explores the ways in which poststructuralist research methodologies open up new ways of thinking. Inspired by Fritsch's paper (2015) 'Desiring disability differently' the researchers engage in a series of heterotopic imaginings and develop alternative ways of thinking about disability as emergent (that is not fixed), intracorporeal (where both human and non-human bodies affect and are affected by each other) and multiple (that exists differently in different sites/times in incompatible ways). They draw on memories generated in a collective biography workshop (Davies, 2006) in order to explore the ways in which concepts, such as heterotopia, can be put to work and that enable us to animate disability differently.

### **From the Red Pyramid to the Stairs in the King's Street: An Emergent Heterotopia Inge Blockmans**

In this paper, we will present in words and images a case study in which a girl and her human and non-human environment show how heterotopic imagination can challenge neoliberalist thinking. They do this by looking beyond the girl's wheelchair--not seeing it as a marker of its owner's total lack of agency and ability--and allow the potential of everyone involved to emerge in a heterotopia of inclusiveness. Together, they enter 'wheelchair-inaccessible' spaces and find ways to overcome barriers by climbing together, "composing a movement that is within each of them, but belongs to neither of them. One does not become the other, but rather intra-acts within [them all]" (Fritsch,62). The opposition between disability and able-bodiedness becomes irrelevant as all parties enable each other to imagine and to act.

**Lode's Code, a portrait of a sister- Marieke Vandecasteele** In this animated participative film I explore my own family's 'emergent intracorporeal multiplicity' (Fritsch 2015), using visual material (photos, old homevideos, drawings), sounds and words. At a point in my life when I must leave my family and make my own life, the intracorporeality of our lives as they circulate around my oldest brother is emotionally intense and full of contradictions. Can I go? Will I stay? Has my family closed itself inside a utopian dream? And how does that utopian dream work as a mirror on the actual multiplicity of the heterotopian world outside?

### **The life of Kobe through storytelling and art - Elisabeth De Schauwer and Inge Van de Putte**

In this paper we draw on memories of the life of Kobe, a boy with strong desire to engage with others. At the same time he is subject to multiple categorizations: 'autism', 'muscular disease', 'intellectual disability'. Through artwork and storytelling we experienced heterotopic imagination as 'a vehicle of multiplicity' (Fritsch, 2015, 56), enabling us to think differently and become aware of the ongoing reconfigurations of the world. In listening with great care to his affective and relational orientation towards other people, we are more able to get a fuller and more complex view of Kobe. We try to map some of the moments of who Kobe became in diffractive encounters with others in order to have a viable life.

## PAP76

### **The use of purposeful sampling in a qualitative evidence synthesis: A worked example on sexual adjustment to a cancer trajectory**

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#### **Background**

An increasing number of qualitative evidence synthesis papers are found in health care literature. Many of these syntheses use a strictly exhaustive search strategy to collect articles, mirroring the standard template developed by major review organizations such as the Cochrane and Campbell Collaboration. The hegemonic idea behind it is that non-comprehensive samples in systematic reviews may introduce selection bias. However, exhaustive sampling in a qualitative evidence synthesis has been questioned, and a more purposeful way of sampling papers has been proposed as an alternative, although there is a lack of transparency on how these purposeful sampling strategies might be applied to a qualitative evidence synthesis. We discuss in our paper why and how we used purposeful sampling in a qualitative evidence synthesis about 'sexual adjustment to a cancer trajectory', by giving a worked example.

#### **Methods**

We have chosen a mixed purposeful sampling, combining three different strategies that we considered the most consistent with our research purpose: intensity sampling, maximum variation sampling and confirming/disconfirming case sampling.

#### **Results**

The concept of purposeful sampling on the meta-level could not readily be borrowed from the logic applied in basic research projects. It also demands a considerable amount of flexibility, and is labour-intensive, which goes against the argument of many authors that using purposeful sampling provides a pragmatic solution or a short cut for researchers, compared with exhaustive sampling.

Opportunities of purposeful sampling were the possible inclusion of new perspectives to the line-of-argument and the enhancement of the theoretical diversity of the papers being included, which could make the results more conceptually aligned with the synthesis purpose.

#### **Conclusions**

This paper helps researchers to make decisions related to purposeful sampling in a more systematic and transparent way. Future research could confirm or disconfirm the hypothesis of conceptual enhancement by comparing the findings of a purposefully sampled qualitative evidence synthesis with those drawing on an exhaustive sample of the literature.

## PAP113

### **An auto-ethnographic study of the disembodied experience of a novice researcher doing qualitative cancer research**

Charlotte Benoot, Bilsen Johan

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Research in the field of medical oncology often contains sensitive subjects. When using a qualitative methodology, researchers are immersing themselves in the research field, which involves personal contact between the researcher and the participants. Consequently, there is a possibility that researchers undertaking this sensitive research may be exposed to emotional risk.

However, there is very little evidence about the researchers' experiences of undertaking qualitative research. This is partly due to the lack of acknowledgment of feelings as part of the research process, as a result of the dominating discourse on objectivity and rationality in the academic world. As a consequence, there is almost no formalized support available for researchers, in contrast with other professionals who have to deal with sensitive situations.

This presentation in the form of a personal testimony wants to illustrate what the impact of doing sensitive research can be on the researcher. More specifically, I want to describe the experience of doing in-depth interviews with palliative cancer patients who were living alone for 2 years, which resulted in a burn-out afterwards. Therefore, I used auto-ethnography to write down of what I call the "three disembodied experiences" I encountered during the research: disembodiment through suppression of emotions, disembodiment through distal traumatization, and disembodiment due to over-identification with the participant. I illustrate these concepts with personal stories of doing research with cancer patients living alone.

I'll also demonstrate some possibilities of self-care of the researcher, and what measures a research group can take in order to prevent burn-out of their researchers.

I'll conclude that writing down experiences of doing qualitative research in an embodied and reflexive way holds two advantages: it does not only protect the researcher, but it also enhances the quality of research.

## PAP28

### Étapes à suivre dans une analyse qualitative de données selon trois méthodes d'analyse : la théorisation ancrée de Strauss et Corbin, la méthode d'analyse qualitative de Miles et Huberman et l'analyse thématique de Paillé et Mucchielli, une revue de la littérature.

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Langue de présentation : Français. Présentation de résultats du mon article sur l'analyse qualitative de données. Étapes à suivre dans une analyse qualitative de données selon trois méthodes d'analyse : la théorisation ancrée de Strauss et Corbin, la méthode d'analyse qualitative de Miles et Huberman et l'analyse thématique de Paillé et Mucchielli, une revue de la littérature

Stages to follow in a qualitative data analysis according to three analysis methods: The grounded theory approach of Strauss and Corbin, the qualitative analysis method of Miles and Huberman and the thematic analysis of Paillé and Mucchielli, a literature review

<p/>Résumé

Une étude a été menée afin d'exposer, de manière détaillée, la façon dont les données devraient être analysées dans une recherche qualitative. Une revue de la littérature a été réalisée en utilisant des bases de données électroniques, la littérature grise et une recherche manuelle. Seulement 38 documents ont été adoptés pour ce travail, uniquement reliés aux trois méthodes suivantes : la théorisation ancrée de Strauss et Corbin (1998), la méthode d'analyse qualitative selon Miles et Huberman (2003), et l'analyse thématique de Paillé et Mucchielli (2008). Malgré la divergence dans la nomination, les trois méthodes suivent cinq étapes fondamentales : codification, catégorisation (ou thématisation), mise en relation, présentation des résultats et vérification des données.

Summary

A study was carried out in order to set out in detail the ways in which data should be analysed in qualitative research. A literature review was undertaken using electronic databases, grey literature and a manual search. Only 38 documents were adopted for this project, focused solely on the following three methods: the grounded theory approach of Strauss and Corbin (1998), the qualitative analysis method of Miles and Huberman (2003), and the thematic analysis of Paillé and Mucchielli (2008). Despite the differences in their names, the three methods follow five fundamental stages: codification, categorisation (or thematisation), matching, presentation of results and checking of the data.

**Mots clés :** Analyse de données; Analyse thématique; Recherche qualitative; Théorisation ancrée; Revue de la littérature

**Keywords:** Data analysis; Grounded theory; Literature review; Qualitative research; Thematic analysis

## PAP134

### In trust we trust - exploring trust dynamics in ethnographic research about trust

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On the basis of extensive research and experience the paper turns a critical eye on the often unnoticed trust building processes that encompass ethnographic fieldwork within a social work framework. More precisely, the paper addresses some of the critical issues of trust dynamics when researchers are about to 'go-nature' in the fieldwork. Drawing on Niklas Luhmann (1979, 1988) the paper conceptualizes trust functionally as a means to reduce complexity and thereby enable trust oriented conversations and relations. Using illustrative examples from fieldwork, the paper discusses what kind of role trust plays in establishing grounds for thick descriptions and knowledge. Therefore, the line of argument is that there's a lot more to trust than meets the eye and if you don't succeed in establishing trustful relationships you may end up with nothing more than mere thin descriptions and somewhat common knowledge.