



ENQI
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ENQI 2020 ABSTRACT BOOK

List of abstracts

(In order of appearance in the programme schedule)



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Keynote Speech 1: Maria Attard - Sustainability – the need for more qualitative research - Fortress 1 (Level -1)

Sustainability – the need for more qualitative research

Maria Attard*

Institute for Climate Change and Sustainable Development, University of Malta.

The principles of sustainability will be at the core of this keynote presentation and will provide the necessary background for the need to extend more qualitative inquiry in some areas of sustainability research. My background as a urban transport geographer has always looked at the incorporation of sustainability principles in the research, however this is challenged by the need (or presumed need) for quantitative research approaches which are predominant in the transport field.

As a social geography I am naturally drawn to both qualitative and quantitative research approaches and over the years there has been many positive developments in the field. My presentation will aim to provide this overview of developments in qualitative inquiry in the field of sustainability through the research in transport geography.

This journey into the social aspects of travel and mobility will resonate with a a number of fields of research as transport is a horizon subject which touches upon other fields, including health, well-being, ageing and others.

It is hoped that this presentation will provide some insights into new and not so new qualitative approaches but also highlight the potential of inter-disciplinary and multi-disciplinary studies for improvements in people's quality of life and in cities worldwide.

Bionote:

Professor Maria Attard is Head of Geography and Director of the Institute for Climate Change and Sustainable Development at the University of Malta. She specialises in urban transport, policy and project implementation. Between 2002-2009 she was involved in major transport projects in the islands and implemented road pricing, park and ride and pedestrianisation projects in Valletta. She studied at the University of Malta and completed her PhD in 2006 at UCL (London) and has published in the areas of urban transport, planning and policy. Maria is currently the co-chair of NECTAR Cluster 2 and Steering Committee member of the WCTRS. She is Co-Editor of the journal *Research in Transportation Business and Management*, Associate Editor of the journal *Case Studies in Transport Policy* and co-editor of the Emerald Book Series on Transport and Sustainability.

1A Parallel: Agency & Services - Fortress 1 (Level -1)

Intersubjectivity, collaborative agency and sustainable leadership

Mark Price*

University of Brighton, United Kingdom

The presentation proposes a model of sustainable, relational leadership in contexts of research, education, social care, health and related community-based services. The model draws upon concepts of intersubjectivity[1] and collaborative agency[2] and applies these to both hierarchical and distributed leadership models.

The presentation aims to trouble and re-vision traditional concepts of what it means to 'lead' and challenges how in these contexts, we might think and speak and act from a position of intentional empathetic openness and inclusivity towards others.

Intersubjective processes are placed at the heart of such revisioned leadership. When we think and speak and write and act with others in mind, as an invitation or evocation, our intention and will becomes contingent on others. Such a commitment to purposeful, relational responsibility requires less "I/me" and more "us/we". This intersubjectification is situated alongside Raelin's[3] socially pragmatic view of collaborative agency; where interactions foster tolerance of ambiguity and seek to suspend judgement in the quest for co-constructed and sustainable inquiry, meaning making and social action.

Keywords: intersubjectivity, collaboration, agency, public service leadership

1A Parallel: Agency & Services - Fortress 1 (Level -1)

Sustainable Decision-making in Social Work

Daniella Zerafa*, Maureen Cole

Department of Social Policy and Social Work, Faculty for Social Wellbeing, University of Malta, Malta

This retrospective qualitative piece of research visited the decision-making processes which social workers working within child protection services in Malta employed. These pertained to whether a child referred to them because of allegations of severe abuse and/or neglect should be removed from parental care. Case files of 30 families were reviewed. In 15 of these situations social workers had arrived at the decision to remove a child from parental care and in the other 15 social workers did not remove the children from parental care. The families' respective social workers were interviewed in connection to the decisions which they reached.

Through these two data collection tools of case file reviewing and interviewing, I deduced the decision-making processes involved when social workers consider the removal of a child from parental care. Revealing this process contributed towards a more sustainable decision-making framework which can be put to use by professionals when the decision of whether or not to remove a child from parental care is called for, as well as in other similar situations which call on professionals to reach decisions where the stakes are high.

Keywords: Decision-making, social work, child protection services, child removal from parental care

1A Parallel: Agency & Services - Fortress 1 (Level -1)

Contrasting "educational poverty" for a sustainable future

Maddalena Sottocorno*

University of Milano - Bicocca, Italy

The Italian provision to contrast “educational poverty” (law n° 280/2015) crosses the first (no poverty) and the fourth (quality of education) sustainable development goals of the United Nations Agenda. As the literature states, poverty can be conceived as a multidimensional concept [1].

The contribution aims to present the main points of an explorative research about “educational poverty”, stressing the importance to enhance the quality [2] and the complexity [3] of educational experiences to enlarge young generations’ future perspectives. It means to consider not just the school context, but also cultural activities, sport, free time opportunities and so on. Do children reach proper cognitive and not cognitive opportunities to learn, experiment, develop and freely foster their capacities, talents and aspirations [4]?

To answer that, the paper shows the first findings of a qualitative holistic case study [5] with a group of social workers. The part of the research design directed to explore participants’ representations of the term “educational poverty” will be enlightened. The aim is to conceptualize poverty from a broad perspective and see how it can help to prepare educational experiences to contrast specific children’s disadvantaged situations, into the direction of a hopeful future for them and their families.

Keywords: Poverty, education, educational poverty, social workers.

1A Parallel: Agency & Services - Fortress 1 (Level -1)

Sustainability in health professional education: A qualitative inquiry into interprofessional education

Marjorie Bonello*

University of Malta, Malta

Rationale Interprofessional education (IPE) contributes towards a more sustainable health workforce [1]. Global implementation remains challenging [2].

Context The Faculty of Health Sciences, University of Malta offers programmes for nursing and allied health professions. Undergraduate programmes are carried out in traditional professional silos.

Aims This study sought to examine the concept of IPE and the influence of micro, meso and macro factors.

Method A qualitative case study was carried out using a combination of focus groups and in-depth interviews with a purposive sample of academics, newly qualified health professionals and key stakeholders. Documentary searches and reflexive analysis were also used [3].

Results 2 master themes emerged; the Idea of IPE representing participants' discourses expressing perceptions of IPE as an idea; and the Reality of IPE representing participants' discourses contextualised in their worlds. The many barriers identified were relational as well as rooted in the practical and organisational domain. Others related to the broader cultural landscape.

Conclusions This study shows that analysing qualitative data is more than 'identifying themes' [4]. It questions the rhetoric and complexity of interdisciplinary teamwork. This provides understandings regarding the challenges of innovation; addressing them might support positive changes at deeper levels, possibly leading to research-based initiatives.

Keywords: interprofessional education, qualitative analysis, complexity, health workforce, interdisciplinary practice

1A Parallel: Agency & Services - Fortress 1 (Level -1)

Exploring the readiness of a psychosocial rehabilitation centre in Greece to integrate the Open Dialogue Approach

Evdokia Mountzouri* (1), Philia Issari (1), Marina Skourteli (1), Lito Dimou (2), Stelios Stylianidis (2)

1: National and Kapodistrian University of Athens, Greece; 2: Panteion University, Greece

Seikkula's model of Open Dialogue stands out as a dialogical approach, focusing upon the individual's subjective, embodied experience and conceptualizing mental distress as a co-construction of reality. OD views human suffering in a destigmatizing light, acknowledges the self in a polyphonic way and reflexivity as a healing power.

As there are no published surveys on OD in Greece, the aim of the present research is to assess, through qualitative methodology, the attitudes and readiness of a psychosocial rehabilitation center in Greece to integrate the OD approach to its existing services, prior to its formal implementation.

The study attempts to explore the form of clinical supervision, the needs of mental health user's through the interdisciplinary team's perspective, as well as the perceptions, reactions and feelings of mental health practitioners regarding the implementation of OD. Thematic analysis was used to analyze data emerging from participant observation of a weekly supervision group. Analysis revealed that this center can integrate the OD approach to its services. Sustainability strategies and goals which taking into account collaboration relationships, leadership and community will be discussed.

Keywords: Open Dialogue, Participant Observation, Psychosocial Rehabilitation Center, Sustainability

1B Parallel: Auto-Ethnographic Issues - Fortress 2 (Level -1)

Sustaining affinities; relational ethical decisions for an adoptee doing autoethnography.

Christine Lewis*

Edge Hill University, United Kingdom

When writing an autoethnography about adoptive family relationships, fundamental decisions had to be taken concerning how much of the interactions between myself and kin I should share, alongside what to share, or indeed what to omit. In guiding and encouraging such autoethnographic decisions, I suggest it is extremely valuable to identify reflexivity's of discomfort (Pillow 2003) from personal narratives. Adoption reunion can create vulnerabilities as well as potentially haunting remembrances of past events for kin (Behar, 1996; Coles 2011). Being mindful of how these may cause discomfort, influenced my autoethnographic decisions, whilst at the same time attempted to protect and sustain potentially fragile inter-personal relationships.

For these reasons, I seek to balance and sustain my need to be consistent toward my kin, whether we are together or estranged, in preserving convictions they entrusted to me. Additionally I also attempt to be consistent in making sense of interactions between my self and my adoptive kin and my self and birth kin. In this way I hope to provide an insight into the ways in which I have worked through and anticipated relational ethical decisions (Tolich 2010).

Keywords: autoethnography, ethics, reflexivity, adoption, kin.

1B Parallel: Auto-Ethnographic Issues - Fortress 2 (Level -1)

Critical socio-cultural autoethnography: Green Corn Rebellion and me through novels, storytelling and experimental selves

Derek Morris*

University of Edinburgh, United Kingdom

My paper will look at my relationship to the Green Corn Rebellion and the socio-cultural aspects of my upbringing in Oklahoma to aid in my understanding of why I and others joined the military or any fight with a story mostly forgotten; a rebellion composed of Native Americans, African Americans and European Americans who gathered in my home state of Oklahoma to march to Washington. They intended to end U.S. involvement in World War I and initiate a socialist revolution: an insurrection that was the culmination of the largest socialist movement, per capita, in the U.S.

I do so by constructing my own method of critical socio-cultural autoethnography that is analytically reflexive while remaining critical. The autoethnography that I construct will utilise Bakhtin's, Benjamin's and Kundera's theory of the novel and storytelling to build a novella composed of experimental selves that will combine these concepts in developing dialogic characters imbued with the wisdom of storytelling amalgamated with the work of authors from Oklahoma. From these authors, I will build characters in my novella based on ones portrayed in their books from Oklahoma and fuse their experience derived from their books with my own experience that will then be analysed critically.

Keywords: autoethnography, sociology, history, storytelling, experimental, war

1B Parallel: Auto-Ethnographic Issues - Fortress 2 (Level -1)

The Autoethnographic Case Study: A Critical Framework for Exploring Practice

Yuval Saar-Heiman*

Ben Gurion University of the Negev, Israel

Although not always regarded as research, practitioners' self-documentation of single case studies has a long history in clinical and applied professions[1]. Meanwhile, in other academic disciplines, autoethnography is developing rapidly and gaining popularity as a research method that is based on researchers' self-narratives[2]. Despite sharing similar features, single case study designs and autoethnography are distinct, grounded in different paradigmatic notions, and defined within different scholarly frameworks. In this presentation, I will suggest autoethnography as a method that can address the multidimensional and relational manifestation of power in the lives of individuals and holds the potential to incorporate post qualitative features of inquiry. As such this method is especially suitable for practitioners who work and conduct inquiry around issues of poverty and injustice. Based on examples from the rigorous year-long documentation of my practice as a social work practitioner in the child protection system[3], I will offer the autoethnographic case study as a critical framework for exploring practice within applied professions. Specifically, I will relate to the underlying paradigmatic premises of this framework, to its methodological strengths and weaknesses and to its links to post qualitative inquiry.

Keywords: autoethnography, case study, social work, practice, post qualitative inquiry

1B Parallel: Auto-Ethnographic Issues - Fortress 2 (Level -1)

Writing from the body in a butoh-infused autoethnographic inquiry into a university lecturer's experiences

Magda Karjalainen*

University of Oulu, Finland

In this contribution I explore generative potential of drawing connections between writing and butoh-inspired movement in an autoethnographic inquiry in the context of higher education for social and cognitive justice, and sustainability. I reflect on what infusing the ways of being/relating/knowing/sensing/thinking, nurtured by butoh philosophy and praxis, means for my inquiry and how my experiences with butoh can help me “find a new way of working with language that begins with the cells of the body” (Davis and Gannon, 2006:12). Originated in mid 20th c. in Japan amidst post-war transitions, butoh is a postmodern dance art-form using various aesthetic modes in search for body/mind/spirit coherence and novel ‘beauty’. Writing to know rather than writing because one knows resonates with the ways I have experienced butoh bodywork and philosophy. For butoh to produce something seductive and beyond familiar, the cognition and intuition have to be in close alignment: “once a dancer moves too much into thought, the life is lost” (Wayhoff, 2009:45). Here I find potential for taking the writer/inquirer outside of the merely explanatory frame driven by thought towards the creative, more intuition-driven space of being/knowing, which might be necessary for imagining alternative possibilities of ‘living together’, inspiring my teaching.

Keywords: autoethnography, butoh, intuition, writing as inquiry, writing from the body

1B Parallel: Auto-Ethnographic Issues - Fortress 2 (Level -1)

Emotion: A Challenge To Qualitative Researchers

Jo Ferrie*

University of Glasgow, United Kingdom

This paper examines how qualitative researchers USE emotion, rather than a focus on what emotion 'is'. Qualitative data (as sometimes with quantitative) is a social engagement that requires emotional energy to produce it, in terms of building rapport for example. Further it produces emotional energy as the research empathetically absorbs the data produced. Traditionally this is distilled to produce discursive evidence, but this sterilising of social data leaves emotion as outside of forms of data recognised as 'credible' (Fine, 1994). This paper considers the value of including emotional data, and considers ways of managing this. It considers the 'burden' on researchers who 'feel' the emotional pressure of collecting data, and considers how pedagogically, research methods training must adapt to train students in resilience and 'emotion managers'. At once this paper explores opportunities to communicate the emotional properties of data to an academic audience (e.g. drawing on Camacho, 2016); but also, to manage the psychological impact of 'emotional data' on the researcher (drawing on Hume, 2007). This paper draws on my work researching the lived experience of adults with a life-limiting condition (Ferrie et al, 2013 and upon experiences teaching early career researchers about managing the emotional elements of their work.

Keywords: Emotion, Pedagogy, Research methods, Vicarious Trauma

1C Parallel: Resilience - Bastion 1 (Level -1)

Reconnect, Recollect, Redesign: Refashioning collective biography to investigate Cold War childhoods

Susanne Marie Gannon* (1), Zsuzsana Millei* (2), Nelli Piattova (3), Iveta Silova (4)

1: Western Sydney University, Australia; 2: University of Tampere, Finland; 3: University of Tampere, Finland; 4: Arizona State University, USA

This paper addresses methodological improvisations in *Recollect/Reconnect: Crossing Divides through Memories of Cold War Childhoods*. Across multiple sites and modalities, it poses significant challenges to collective biography (CB). Mobilising memories across geopolitical, historical, and sociocultural divides speaks to the theme of sustainability.

CB is an intimate, embodied methodology that moves abstract/theoretical understandings of experience into narrative vignettes. It relies on trust and builds intellectual-affective relationships among co-researchers. Although its flexibility is often noted, advice about the size of collectives has remained consistent [1],[2]. Examining micromoments of subjectification, discursive effects, relational, affective and material entanglements, requires small scale intimate work. Yet 'differences of ethnicity, class, religion, age, and regionality' risk being erased in the pursuit of collectivity [3] However, collective biography also means the 'constant undoing of method as is reinvented again and again' [4].

Reconnect/Recollect offers a grand design and major challenges. What happens in 'scaling up' across many participants (90+), sites, differences, and among strangers? How to redesign CB to retain its dynamic and relational quality, participatory ethos, capacity to respond to the particularity of this group, this space, this moment? How can the intimate scale of CB respond to the monumental scale of a topic like the 'Cold War'?

Keywords: collective biography, childhood, Cold War, narrative

1C Parallel: Resilience - Bastion 1 (Level -1)

Speaking the unspoken and unspeakable - living with the aftermath of China's one-child policy

Ying Liu*

The University of Edinburgh, United Kingdom

I will present an autoethnographical paper on the experience of living with the aftermath of an abortion in my family due to China's one-child policy. My paper will show how this unspeakable loss of a younger sibling has affected my personal life and identity and how it is like to bring the unconscious grief into awareness. In Freud's classic account, melancholia is characterised by losses that are not fully comprehensible and knowable[1]. The person who grieves does not know what is lost in losing the loved object[1]. It is proposed that the predicament faced by the melancholic is the impossibility of expressing that grief and loss and the necessity to have them known[2]. In my presentation, links will be made between the experience of losing an unborn sibling and melancholia which involves loss and grief that are unspeakable and unknowable.

By presenting this paper, I seek to give voice to the Chinese generation that is affected by the one-child policy and whose voice is seldom heard.

Keywords: Sibling abortion, China's one-child policy, loss, grief, melancholia

1C Parallel: Resilience - Bastion 1 (Level -1)

On the productive aging of a retired lieutenant in the music care field

Chin-Fang Kuo* (1), Hsien-Wei Kuo (2)

1: Aletheia University, Taiwan; 2: National Tainan Institute of Nursing

This paper aims to clarify the process of the productive aging of a Taiwanese retired lieutenant who went to Japan to study Kagaya's music care therapy and has involved in the music care field in Taiwan. This paper further explores the benefits of self-management of elderly people after retirement and helping others in health promotion. Therefore, this paper organizes and analyzes the topics, including "Aviation to the second life", "Institutional site: elderly productivity", "Educational site: elderly influence", and "Community site: renewal capacity of elderly", through in-depth interview records of participants, observation notes and videos on the activity events, music care licenses and learning reports, course materials and equipment, and assessment feedback forms. The results indicate that the decision on learning the theory and skill of music care, the procedure of obtaining licenses of Japan music care instructor, the stories about the interaction of the participant with residents of hospitals and institutions and with college students, social workers and caregivers. Finally, the paper expounds the change of the participant's thought and action in health promotion and body management.

Keywords: Taiwanese seniors, productive aging, music care, self-management

1C Parallel: Resilience - Bastion 1 (Level -1)

Gender violence: from historical roots to Brazilian land

Leticia Vasconcellos Puppi*, Graziela Lucchesi Rosa Silva

Universidade Federal do Paraná (UFPR), Brazil

Gender relations, under the circumstances of capitalist society, are circumscribed in social relations of exploitation, oppression and dominance, which combine and express differently in the individual's experience. In this work, we did a literature review about the genesis and development of gender inequality, crossed it with data about gender worldwide and in Brazil and analyzed it through the fundamentals of historic and dialectical materialism. In Brazil, the intensity of the exploitation of labor force has increased generally but, in many areas, the average wage and the conditions of work are worse for women and black workers. Gender oppression can be expressed through acts of violence, being Brazil the 5th country that most kills women, and also through the State's structure set to perpetuate social inequalities. Although Marx and Engels never systematically wrote about gender relations, we can find in their work significant contributions to the quest. Marx shows us that premature gender antagonisms exist since clan societies, and Engels writes about how they fully develop and are incorporated to class society with the patriarchal and monogamy systems. This study helps us think about the concrete possibilities of overcoming such violent gender relations in order to build a better future.

Keywords: gender, violence, oppression, historical-dialectical materialism

1D Parallel: Professional Issues - Bastion 2 (Level -1)

Utilizing and organizing Staff Qualifications in Norwegian Labour and Welfare services – legal and social science perspectives

Aina A. Kane*, Marcela Douglas, Even Nerskogen

UiT The Arctic University of Norway, Norway

The Norwegian Labour and Welfare services (Nav) was established in 2006, re-organizing services as a “one stop shop” merging job seeking assistance, insurance based benefits and social benefits. Nav represents employees with varied qualifications and professional backgrounds, and highlights a focus on diversity among its employees.

In this research, we investigate 1) which areas of knowledges and skills emerge as necessary in Nav's implementation of its social responsibility to assist users in transitioning to work, and 2) how diversity in employees' professional and professional backgrounds can be utilized as interdisciplinary work inclusion skills.

Our research, based on a survey as well as interviews with employees and managers at three Nav offices in Northern Norway, highlights the need for particularly tailored expertise for helping individuals representing a wide range of - and also complex - assistance needs. Our data also shows a need for both knowledge, skills and personal qualities, as well professional skills related to communication and interaction. Finally, we discuss how diversity among Nav's employees constitutes an important resource - but also a challenge – regarding the human rights of work inclusion and social inclusion.

Keywords: jobcentre, work-oriented assistance, qualifications, organizing, legal security

1D Parallel: Professional Issues - Bastion 2 (Level -1)

Whose position is it?

Michal Mahat Shamir*, Shani Pitcho-Prelorentzos*

Ariel University, Israel

The epistemological question about how knowledge is formed, imposes on us as researchers the duty of dealing with the issue of reflexivity; assuming that the researcher's self, consciously and not, is an active partner from the beginning of the research process to its end.

When it comes to writing a master's or doctoral thesis using a qualitative methodology, the interaction between the interviewee's self and the researcher's self is accompanied by the supervisor's self. Within this encounter, another dialogic space is created - between the researcher's self and the supervisor's self, each of which is influenced by the different forces acting on it and each one's different position concerning the issue being investigated.

The proposed session will present a dialogue between a supervisor and a student, as they reflect together on a research process in which the student-researcher was positioned as an insider to the researched phenomenon, while the supervisor was positioned as an outsider to the phenomenon. In the session, we will discuss issues of location differences, and power relations, as well as ways these differences were negotiated, and other questions that we believe should be examined throughout the process of thesis supervision.

Keywords: Positioning, supervisor-supervisee, power relations, reflexivity, dialogue, thesis supervision

1D Parallel: Professional Issues - Bastion 2 (Level -1)

Exploring the experiences of psychotherapists in the aftermath of the Brexit Vote: An IPA study

Konstantinos Mouzakis*

Prothesi therapy, Greece

Background: The referendum which took place on the 23rd of June, 2016 in the United Kingdom constituted a major political upheaval within the country. Aims: This study's purpose was to examine the impact of this upheaval on the personal experiences of psychotherapists. Focusing on their testimonies, internal issues and tensions within psychotherapy were explored. Method: Semi-structured interviews were conducted with five psychotherapists who were U.K citizens. Questions and answers mostly revolved around the participants' personal experiences, their understating of the relation between politics and psychotherapy and the state of their practice in the aftermath of the referendum. Findings: The most significant themes to emerge from this engagement were the deep personal impact of the referendum on the processes of therapy, the therapists' feelings of alienation from their respective communities, and the profoundly ambivalent relationship of politics and psychotherapy. It was found that the referendum affected significantly both the professional (psychotherapist-self) and the political (citizen-self) side of the participants. Conclusion: Political upheavals challenge the therapist to rethink crucial aspects of their profession, most significantly the role of the client.

Keywords: Brexit, Psychotherapy, IPA, Political upheaval, Referendum, Europe

1D Parallel: Professional Issues - Bastion 2 (Level -1)

Stories of psychotherapists: The relationship with their prominent psychotherapist fathers

Theofanis Karagiannis* (1), Philia Issari (1), Del Loewenthal (2)

1: National and Kapodistrian University of Athens, Greece; 2: University of Roehampton, London

This research is part of a doctoral thesis examining the lived experience of psychotherapists whose fathers are psychotherapists. Positioned within the qualitative paradigm to research in counselling and psychotherapy¹, material will be drawn from published interviews of prominent psychotherapists' offspring, who are also psychotherapists. The use of thematic analysis² on such data will be explored, anticipating shedding light on questions such as: How does one experience being a child of a (famous) psychotherapist? How does a psychotherapist find himself, personally and professionally, particularly when following his fathers' footsteps? The researcher's lens in this inquiry include humanistic psychology and its ideas around the person's dynamic process towards becoming³, as well as the notion, from relational psychoanalysis, of intersubjectivity⁴. As the researcher is himself a psychotherapist, son of a psychotherapist father, the question of how the researcher's experience may help or hinder the research process will be examined, along with the effect of such a project on the researcher's experience of the phenomenon. Other issues that will be addressed include: Changing notions of family sustainability. How significant may it be to build on a new ground while preserving one's heritage and roots?

Keywords: psychotherapy, relationship, intersubjectivity, becoming, reflexivity, qualitative

1E Parallel: Theatre & Film - Gardjola 1 (Level -1)

An Image and Its Likeness - Theatrical Performances in Qualitative Research (A methodological presentation)

Shulamit Kitzis* (1,2)

1: Al-Qasemi Academy; 2: University of Haifa, Israel

I transformed my written study of the relationship between well-known rabbi fathers and their children into a theatrical performance. The study focused on their relationship to their father's physicality, the layout of the rabbi's home, and the educational spirit therein, among other points. It drew from 32 in-depth interviews with the children (aged 25-65).

Theatrical performances contribute to portraying qualitative research findings by bringing three qualities to the fore:

Physicality: A body that "disappears" in research is resuscitated in performance. Instead of the reduction of research subjects to prototypes and categories, using the body restores them as whole characters. The physicality of theater also serves as a body of knowledge and a methodological tool.

Interpretation: Theater enables a multiplicity of simultaneous voices and interpretations. Convincing performances strengthen the interpretations' validity.

The social aspect: They may serve as a tool for amplifying the voices of marginalized groups, by making the research accessible and an agent of change.

Future research efforts could focus on challenges performance in qualitative methodology faces: working 1) in a liminal, "experimental" and controversial space; 2) between two systems of criteria - academic and aesthetic- and dual loyalties; 3) changing medium while staying true to the source material.

Keywords: Performance, ethnodrama, body, arts-based research

1E Parallel: Theatre & Film - Gardjola 1 (Level -1)

Artists, audience and management in theatre space. Contribution to research methodology.

Miriam Mary Brgles*

Catholic University of Croatia, Croatia

In researching theatre, there are various research methods, but significance of sociocultural aspects of theatre that includes deep and hidden structures of the institution and connections between the actors shows that qualitative and mixed research methods are adequate while researching theatre's past and present. The paper presents the new model for research theatre space that has been reached through the case study of Croatian National Theatre in Zagreb. The strength of case study approach is its ability to give rich data about the theatre as unique social phenomena and to explain actions and actors hidden behind the curtain (artists and management) and in the darkness of auditorium (audience). The article finds that certain social groups (artist, audience and management) have been explored using mixed methods: participant observation, depth interviews (artists and management), survey and focus groups (audience) and content analyses (for historical and present documents and theatre strategies and laws). Those social groups represent the key for exploring the social form of latent communication of theatre as a sustainable and relevant social space.

Keywords: theatre, case study, artists, audience, management

1E Parallel: Theatre & Film - Gardjola 1 (Level -1)

The image of migrants: a self-reflexive review of a collaborative film project

Arjang Omrani*

University of Gent, Greece

In 2013 I was invited to join a project that aimed to organize film workshops for unaccompanied minor refugees in order to produce a film shot by them about their journeys. Being highly critical to the idea, refusing the collaborative form of working, I transformed the project into a film that none of the original participants were physically appeared in. In contrast, in 2016-17, with the collaboration of a young refugee in Greece, we made a film that was shot by him with his own mobile phone. This audio-visual paper, through a self-reflexive approach, compares these two experiences in an attempt to address the dilemmas concerning the critical aspects of recording the image of the people who become the subjects of research as well as consuming the images produced by them, most notably, the topics that are dominantly covered by the mass media. As an Audio-Visual Anthropologist, I critically, examine the possibilities of, and practice, collaborative forms of knowledge production in the framework of Shared Anthropology as my main research field.

Keywords: Collaboration, narrative forms (Auto)ethnography, Ethics, Reflexivity and reflective practice

1F Parallel Workshop - Executive 1 (Level 4)

Using colours and stones to connect with our feelings and enhance insight.

Elaine {Elaine-Mary} Grech*

Self-Employed Practitioner, Malta

At times we might find it hard to connect with our feelings and reflect on our relationships using only words. Creative, multi-sensorial therapeutic interventions can allow us to gain insight into aspects of ourselves and our relationships that might not be visible when we just 'talk about'. Feelings associated with trauma might be very hard to express verbally, and other non-verbal means of expressing oneself can be more effective therapeutically 1. Although a creative way of working is usually associated with children 2,3, professionals and the adults we work with can equally benefit from this more 'right brain' 1,4 way of working. In this workshop we will experience how being intuitively drawn to a particular 'colour' or 'stone' can be developed into therapeutic interventions that enhance both self and relational insight. This workshop aims to support the practitioners' personal and professional growth by addressing their need to connect with their creativity 5. This experiential workshop can be the 'right-brain' space for those who want to explore a more creative way of learning and working.

Keywords: feelings, connect, creative, colours, stones, right-brain

1G Parallel Workshop - Terrace 1 (Level 0)

The things that have a life of their own

Mark Huhnen*

University of Bedfordshire, United Kingdom

In systemic psychotherapy (often called family therapy) we often ask questions that enquire into sequences of events between human actors – circular questions [1] and reflexive questions [2], [3]. Tomm developed this further to interview internalised others, interviewing someone from the perspective of another person.

Inspired by the post-human [4], [5] I have started to interview the internalised other non-humans, often objects of great significance in the network of relationships, for example “Play station, what do you hope to achieve...?” These objects are imbued with a life of their own.

I am inviting you to go with me a step further. Given my interest in the body and its non-verbal ways of communicating I am asking now: How do these non-humans move? How do they breathe? Where and how would they position themselves in space?

At last year's ECQI I presented parts of an interview with some puppets (full interview available here <http://murmurations.cloud/ojs/index.php/murmurations/puppets>). This year I would like to explore with you animating an object of importance to you and in what way that can inform your practice.

Please wear clothes that allow you to move comfortably and bring an object of significance.

Keywords: systemic, post-human, object, movement, life

1H Parallel Workshop - Terrace 2 (Level 0)

Interviewing Sensitive Issues in Qualitative Health & Social Science Research

Farideh Khalajabadi-Farahani*

National Institute of Population Research, Iran, Islamic Republic of

in depth Interviewing is an appropriate method to explore sensitive experiences of individuals on topics such as sexuality, rape, sex work, illegal abortion(1), sexual transmitted infections, homosexuality, etc. Addressing these issues often involve deep emotional influences for both the interviewees and the interviewer and might create some negative consequences on both groups (2). Particularly in conservative societies which most of these experiences are against the law and legislation , it will become even more difficult. Commitment of interviewer to confidentiality in one hand and recognizing serious psychological and physical consequences of an experience discovered in an interviewee, might lead to a complex paradox among interviewers. This workshop raises issues about the consent issues (4), how interviewers find sensitive cases, conduct sensitive interviews, deal with emotional impact (3), and predict challenges. It will also suggest some strategies to overcome these challenges. This interactive and participatory workshop involves 30 minute lecture, 30 minute group work and discussion, 30 minute, group presentation and conclusion. Four groups, (each 3-4 people) will be provided with four different types of published papers on sensitive topics and discuss about the challenges and strategies. Group will present their discussion and will be concluded by the facilitator of the workshop

Keywords: sensitive, qualitative, interview, in-depth, social science, health

1I Parallel Panel - Terrace 3 (Level 0)

Post-qualitative Inquiry and Ontologies of Sustainability

University of Plymouth, United Kingdom

St. Pierre (2019: 3) offers that 'post-qualitative inquiry cannot be a ... research methodology with pre-existing research methods and research practices a researcher can apply ... it is methodology-free and so refuses the demands of "application"'. The papers in this panel suggest ways in which 'post-qualitative inquiry' can animate and activate ontologies of sustainability within the not-yetness of the more than simply human. They are designed to offer challenge to the 'Everybody knows ...' sense in which research practices follow the orthodoxies of the accepted image of thought where methodologies are prescribed and applications to context are methodically delineated and carefully mapped. In other words, duration is not about sustaining an established doxa based upon fixed meaning, accepted beliefs and popular opinion, rather it is sustained through the fresh unfoldings of practices of differentiating in repetition. Working with each new concept as an event requires imaging bodies of thought and practice in and through attunement with difference. These bodies are always on the move, in duration, enduring through always encountering, always becoming something other than what they were. These papers animate the paradox and endurance of always changing sustainability, through and with writing, making, theorising and other practices.

Keywords: post-qualitative inquiry, methodology-free, sustainability, duration.

Eating, Feeding and Sensing Feminism: Towards a Speculative Somaesthetics

Taylor, Carole (University of Bath);

This paper ponders feminism as a speculative somaesthetics. It puts forward a view of gustatory feminism as a philosophy of living, an ontology of sustainability. Provoked by a feminist colleague who asked me 'who's feeding you?' (Hughes, 2014) and by Blackmore's (2013: 178) contention that for feminists, 'research is praxis, in that theory and practice are inter-connected, and that any distinctions between theory/ methodology/ method are false', I take a route towards thinking with feminism through the sense of taste. Feminists have long attended to the body (de Beauvoir, Grosz), and feminist engagements with embodiment, bodymind, and bodying-forth are central to new material feminism (Braidotti, Lenz Taguchi, Manning and Massumi), but the particular sense of taste has not received that much attention. Thus, using Barad's (2007: 49) well-known statement that 'knowing does not come from standing at a distance and representing but rather from a direct material engagement with the world' as a springboard, I wonder about the material-sensory experience of feminism as slow chewing, of feminism as food which passes through our tastebuds into our bloodstream, of feminism as something we hold in the mouth: something to shout about, something we have to say, something we sometimes can't say.

Re-activating collaborative writing in the fluidity of ontogenesis, becoming and concept forming as event.

Gale, Ken (University of Plymouth); Wyatt, Jonathan (University of Edinburgh);

Collaborative writing practices can demonstrate that ontology is not fixed, that ontologies are always on the move. Borrowing phrases from Manning, it is possible to further sense that collaborative writing practices, in becoming and 'ontogenesis', are always on the move, 'in-formation'. Therefore, in its presupposition of an established category of being, the use of 'ontology' needs to be challenged. It is a usage which runs counter to the constant variation and the continual not-yet-ness of bodies always on the move and in relation to a conceptualisation and practice of collaborative writing as event, as encounter with 'always more than one'. In emergence, becoming and the creation of difference, collaborative writing is always on the alert for encounters, always involving worlding into the not yet known. How can there not be sympoiesis, making with kin, when all bodies, human and nonhuman are in creative relationality with one another? Ontogenetic collaborative writing practices involve not simply writing to and always writing with, sustaining an activist concept making as event, always in-formation. In the creative relationality of difference in emergence between the where and when, the comings-together of collaborative writing, a constant in-formational force unfolds; it pushes at what bodies can do.

Sustainable Precarity in Post-Qualitative Research

Powell, Kimberley (The Pennsylvania State University);

In this paper, I examine the concept of precarity, which at first glance might seem in opposition to sustainability. It is, however, that tension that I wish to work through productively. Multiply defined across disciplines, I draw largely from feminist scholars and others who address precarity as an ontological position that rests on indeterminacy, vulnerability, and responsibility. Judith Butler (2004) defines the term as both ontological (inherent to the human condition) and situational (located in the politics of the body), each connoting fragility, exposure, interdependency and vulnerability. Butler also conceptualizes precarity through the concept of ambivalence: precarity is not premised on notions of sameness, universality, or equality; rather, it is a vulnerability that is differentially distributed and relational. Working with Butler's conception of precarity as the basis for ethical responsiveness (e.g, Butler 2016) and Tsing's (2017) and Haraway's (2016) argument for precarity as an ontological condition of a sustainable present and future, I discuss the disjunctive synthesis of precarity and sustainability for post-qualitative research, citing

examples from my research regarding concepts of method, methodology, and analysis.

Writing as Assembling the Words of Others for Thinking

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St. Pierre, Elizabeth Adams (University of Georgia);

In this paper, I describe my typical process for learning/thinking something new, which involves reading, teaching, thinking, and writing, with reading always being the first practice. Given the demands of academic work today, I find it difficult to find time to read, so I develop new doctoral seminars on topics I know I need to study, for example, affect and new materialism. Teaching is, in effect, the empirical field of my inquiry, and my students' questions and resistances are provocations I take very seriously. My papers come out of that reading and teaching. It is in the writing that I assemble the words of scholars I've read and those in my classes. I am not so original; instead, I pile quotation on quotation in sentences, relying on the accumulation of the words of others—that startling energy—to move a sentence toward something. This is the seduction and promise of writing—trusting that reading will come to play in writing and that writing will both organize and explode thought in that encounter, pointing toward thought's immanence, toward what has not yet been but can and must be thought—for me, in the writing.

Sustaining 'the new': Ontogen(y)esis and Sociogen(y)esis

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Murray, Fiona (University of Edinburgh);

This paper experiments with the originality of origins and the origins of originality in post-qualitative inquiry. It seems that the very structures that necessitate original research are often dedicated to the propagation of prevailing approaches, methodologies and designs. Therefore, the scope of originality is often dictated by conventionality.

St. Pierre writes, "Theory came too late (emphasis added) in my [PhD] study, as it does in many qualitative studies. It was not that I hadn't studied theory but that I had not let it guide my inquiry. Again, if I had, it is unlikely I would have done a qualitative study at all. But this disconnect between the "posts" and humanist qualitative methodology is not uncommon" (2018: 604).

This paper picks up and is interested in the 'too-lateness' and perhaps obtusely asks if the seeds of 'the new' are to be found kicking-about somewhere in the 'too early'? This paper turns to the concepts of ontogenesis and sociogenesis to think through how the seedling-of-newness can be sustained and protected from it surrounding structures of sociality before it is too late.

1J Parallel Panel - Gardjola 2 (Level -1)

Place is more than just a setting - participatory research practice 'in motion'

KU Leuven, Belgium

The most important feature of participatory research (PAR) is that it is done by or with people, rather than to or on them. The general idea of PAR is that community members or groups of people sharing a common interest become co-researchers in studying their own life circumstances. They do so in a permanent dialogue with researchers, where possible with positive change as the final outcome of their joined research trajectory. Over time, we changed our focus from talking with people to moving with people on-site to study how their experiences are shaped by environmental conditions and behavioural patterns are connected to the materiality of place. Place thus became more than just a setting in which we conducted our research. Because of its entanglement with discourse, experiences and behavioural patterns, it becomes a theoretical, methodological and ethical challenge that we needed to respond to.

Keywords: participatory research, place-based research, multi-sensory research, ethics, urbanization

Methodological implications of conceptualizing place 'from within' in multi-sensory research projects.

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Coemans, Sara (KU Leuven); Vandenabeele, Joke (KU Leuven); Hannes, Karin (KU Leuven);

Earlier understandings of place have defined place in terms of its geographical meaning; as localities with particular qualities that are considered to be independent, concrete, static entities, no matter if or by whom or what they are occupied (Agnew 2011; Pink, 2009). This viewpoint has been challenged as it makes little sense to conceptualise a particular space in terms of its physicality, without taking into account how it impacts on social relations and meaning making processes. As Haraway (1997) argues, place should be perceived as “a never-ending, power-laced process engaged by a motley array of beings” (p. 136), including both human and non-human actants. The overarching idea of this presentation is theorizing the notion of emplacement, in terms of “the sensuous interrelationship of body-mind-environment” (Howes, 2005, p. 7). I describe how emplacement can be used both as a theoretical and methodological approach and build on my doctoral research in which we set up different small-scale experiments to study the sensory experiences of youngsters, art students and residents exposed to a fast changing Belgian neighborhood. These experiments show how environment can be considered as “something to be interacted with rather than to be acted upon” (Fors, Bäckström and Pink, 2013, p. 171).

Teaching participatory approaches to urban planning at university: using arts-based engagement ethnography to study wicked urban problems

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Vrebos, Hanne (KU Leuven/ntnu); Fladvad Nielsen, Brita (ntnu); Aranya, Rolee (ntnu); Hermans, Koen (KU Leuven); Hannes, Karin (KU Leuven);

Participation, a buzzword within urban development, often remains a hollow concept: no more than a box ticked limited to informing, consultation or manipulation. A cornerstone for inclusive development, competency in participatory methods is therefore crucial in addressing urban wicked problems in an inclusive way. This study investigates transformative learning for the purpose of making sense of wicked urban problems in a tertiary education context. The presented case reports on a 3-month fieldwork trip conducted by students in India (fall 2019) and embedded in the international master program in Urban Ecological Planning at NTNU (Norway). The purpose is to study and intervene in a participatory manner in the rejuvenation of an urban creek in Panaji. Through the application of arts-based engagement ethnography, students work with communities, stakeholders and actors towards participatory processes that give voice to harder-to-reach stakeholders. Highly contextualized, research and teaching intra-act with the urban reality. Here, we present a worked example of using participatory visual storytelling through video as central method of inquiry in the educational process of building tacit knowledge during participatory research, and the potential impact of the process on the community and stakeholder dynamics.

The visual exposure dilemma as an ethical concern in participatory fieldwork research: turning risks into opportunities.

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Wang, Qingchun (KU Leuven); Hannes, Karin (KU Leuven);

Photovoice is a participative research approach in which participants are invited to identify, represent, and enhance their community via the collection of images or video fragments that represent their life circumstances and experiences. While most researchers are well trained in the ethics of research, research participants often are not. We therefore cannot automatically assume that they develop an internal ethical compass to decide whether a certain picture can be taken, used, or disseminated in a research context. Also, the trend of using arts-based research methodologies asks for the negotiation about issues of authorship and ownership. In this paper, we discuss what the impact was of the ethical briefing sessions

we organized for international students involved in photovoice research on their behaviour as co-researchers in the field, how it was justified, and how this sparked our thinking about how to best do justice, not only to objects and environmental cues on display in participants' photos but also to people portrayed in their pictures. We might be able to turn potential ethical risks related to 'exposure' into opportunities for a deeper level of participation.

Tackling urban challenges through collaboration: the 360° professional approach from Civic Innovation Network

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Anthoni, Ellen (KU Leuven/CIN);

Futuring, communication, engagement and creativity. This is the expertise I bring to Civic Innovation Network (CIN). We move people, projects, and governments towards collaboration and support the different stakeholders in envisioning possible futures. I am a (pr)academic, partly inside and partly outside of academia. I am a trend researcher, youth expert, future fantasizer and art director on a mission to build better futures, based on insights in and together with the next generation. I co-founded BrusselAVenir. We aim to build future narratives that trigger 'Brusseleirs' to take their future in their hands, and work together towards a resilient city for all. Starting from their questions about the city in the year 2030, we explore possible futures and turn the most preferred futures into stories of different forms. I consider the project as one big experiment on participatory democracy, civic innovation, future storytelling and multi-media arts. Based on my professional experience, I will provide insight in how research groups can sync with youngsters and move towards successful co-creation of engaging and future oriented, positive stories on sustainability. Wherever there is a joined aspiration, there is potential to learn from each other on how to best put things in motion.

Mount Murals, embodied urban artistic ecologies

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Segers, Ruth (KU Leuven); Hannes, Karin (KU Leuven); Heylighen, Ann (KU Leuven); Van den Broeck, Pieter (KU Leuven);

The Flemish landscape is evolving rapidly. Our built environment changes at an ever faster pace and our social environment is becoming more and more diverse. We live, work or study with people from completely different backgrounds, both socially and geographically. However, not everyone is capable of handling those changes positively. An upsurge of social polarization incites aggression towards what or who deviates from what is previously seen as 'mainstream'. IM Mount Murals contributes to improving interpersonal connection in neighborhoods by applying embodied artistic experiences in the public sphere. The process aims for embodied social (self) empowerment in the public sphere. By using art as a process, it seeks to realize or deepen positive interpersonal relationships. Actively experiencing is central to the process: feeling, smelling, remembering and listening to what is going on in a place, experiencing different materials while working with them and being aware of body language that plays between participants. Herewith, the process contributes to creating appreciation for one's own environment and associated social relationships, which in turn stimulates the process of sense of place (sense of place) and sense of belonging. Both processes are considered to be important conditions for dealing with our increasingly diverse society in a respectful manner.

Game changer 1 - Gardjola Foyer (Level -1)

Posthumanist Theory in the Service of Anti-Racist and Anti-Colonialist Projects

Jerry Rosiek* (1), Ezekiel Dixon-Román* (2), Robert Helfenbein* (3), Boni Wozolek* (4)

1: University of Oregon, College of Education, USA; 2: Penn State University, School of Policy & Practice, USA,; 3: Loyola University of Maryland, School of Education, USA; 4: Boni Wozolek, Penn State University Abington, School of Education, USA

Posthumanist philosophy of science promises a renewed commitment to ethics, politics, and materiality in social analysis. Despite this, scholarship applying posthumanism to materially urgent anti-racist and anti-colonialist projects has been limited. Posthumanist social theory has been critiqued by scholars who study institutionalized racism and colonialism for side-stepping these important topics in the name of moving beyond a politics of critique or beyond identity politics (Tuck, 2015; Todd, 2016; Watts, 2013; Weheliye, 2015).

Taking this tension as a starting point, this session convenes a conversation among scholars applying posthumanist theory to their anti-racist and anti-colonialist projects. It takes up a constellation of social theories referred to as posthumanism (Braidotti, 2013; Taylor & Hughes, 2016) and new materialism (Barad, 2007; Alaimo & Heckman, 2008; Taguchi, 2013; Hayles, 2010). The conversation will also consider posthumanist scholarship based on Sylvia Wynter's (2001) sociogenic principle, on Charles Sanders Peirce's (1992) material semiotics (Kohn, 2013, Short 2007), and accounts of non-human agency found in Indigenous philosophy (Bungee, 1984; Deloria, 1999; Marker, 2018; Tuck & McKensie, 2015.)

Participants will develop a position statement on this intersection of theory and politics in qualitative inquiry. Possibilities for a special journal issue on the topic will be discussed.

Keywords: new materialism, posthumanism, indigenous methodologies, anti-racism, anti-colonialism

Game changer 3 - Fortress Foyer (Level -1)

Creative with resources in qualitative research: releasing the power of positive stories.

Karin Hannes* (1), Liza Cortois* (2)

1: KU Leuven, Belgium; 2: University of Hasselt, Belgium

The value of qualitative research for investigating wicked problems in response to complex societal challenges has widely been acknowledged. Qualitative researchers have developed a range of strategies to push towards positive change, in a scholarly climate wherein qualitative research projects are largely underfunded. The creative capacity of researchers to 'put things in motion' generates enthusiasm in new generations of young scholars willing to contributing to high quality research projects. Apart from advocating for optimal financial conditions to deliver qualitative research, we could invest in rethinking what 'a resource' is, what it means to be 'resourceful' in qualitative research and what we can learn from each other.

This gamechanger is meant to tap into delegate's imaginary and creative capacities. We invite you into an open conversation, in which you can share interesting strategies of inventing resources on the spot, appropriating resources, bypassing resources, critiquing the idea of resources, working resource free or creating your own resources for qualitative research. Spent a little time with us to write up your positive story in our delegate booth at the congress. Generate ideas that inspire people! If you do so successfully, we will jointly develop a strategy to disseminate them 'for free'.

Keywords: research resources, funding, doing more with less, creativity

2A Parallel: Disability Issues - Fortress 1 (Level -1)

Relational Ethics as beginning and end when doing research with (disabled) children.

Geert Van Hove*, Elisabeth De Schauwer*

Ghent University, Belgium

Punch (2002) and Kirk (2007) describe how research with children is different from research with adults, not because children are inherently different as participants, but because we consider them other and therefore re-position ourselves as researchers.

As solutions to “close the gap” between adults and children we observe a lot of well-meant prescriptions and the production of specific methodological techniques.

These well-intended rules and techniques sometimes set the bar so high that they seem to form a major barrier for those who want to organize research with children, especially with disabled children.

In our paper we opt for a different, less technical route. We want to report about one research meeting with disabled children. We will unpack this meeting by going back to some ‘glimpses’. We will talk about this encounter asable to make us more fully alive in the world, and more joyful, or, alternatively, as able to deprive us of power, leading to sadness, to impotence, and a reduction in our ability to act. This way of working is in line with “listening” (to children) with all our senses as used by Davies. (2014, 80)

Keywords: Disabled children, Relational Ethics, Research, Disability Studies

2A Parallel: Disability Issues - Fortress 1 (Level -1)

Online activities of organizations that support people with disabilities. Netnographic research report

Mateusz Smieszek*

Nicolaus Copernicus Univeristy in Toruń, Poland

The article is a description of research results obtained through netnographic observation of websites, profiles on social networks run by organizations that support people with disabilities in Europe. The article is based on theoretical perspectives by authors who write about a connection between disability and society – M. Oliver, C. Barnes, I. Zola. The analysis covered ten largest European organizations whose main objective is to help people with disabilities. The research question was: What topics and issues dominate in the online content created by organizations, and what kind of content is omitted, not noticed? The analyses led to the identification of five main categories of materials dominating in the message published by organizations providing support to people with disabilities - education, legal issues, architectural barriers, financial issues, cultural activities. There are also 5 crucial topics that are omitted from the content published online by organizations: sexuality of people with disabilities, problems in adulthood (focus on children), disability hierarchy (omitting some groups of people with disabilities, e. g. people with intellectual disabilities), presentation of topics from a group perspective and not from an individual point of view, and lack of a look at the everyday life of people with disabilities.

Keywords: netnography, disability, organizations, support

2A Parallel: Disability Issues - Fortress 1 (Level -1)

Listening beyond the spoken word. Swinging together.

Leni Van Goidsenhoven* (1), Karel Verhoeven (2)

1: Univeristy of Antwerp, Belgium; 2: artist

In the context of the research project NeuroEpigenEthics (erc starting grant), Leni Van Goidsenhoven brings in life experiences by using arts-based research methods. Together with the artist Karel Verhoeven, she made a video work about swinging by which she wants to take up and respond to Douglas's call for "re-thinking communication, queer (relations to) movement and objects, and radicalizing relationality" (2019: 8).

During the summer of 2019, Leni and Karel went swinging with Heleen several times. Heleen is a young woman of 18 who is labelled autistic and has severe communicative challenges. Her way of relating would normally be termed as "non-verbal" and as "oblique, strange, and out of place" (Ahmed 2006). Heleen also has an enduring love for swinging, a love and practice which is mostly interpreted trough her label of autism as an "obsessive and compulsive ritual". Inspired by the work of Haraway (2016) and Ahmed (2017), and through the making of a video work (filming as well as editing together with Heleen) we not only aim to cut, create and enclose new (crip) scripts about communication and relationality, but also want to offer a different approach to the idea of "non-verbal" and "obsession".

Keywords: arts-based research, non-verbal, compulsion, autism, Sara Ahmed, crip theory

2A Parallel: Disability Issues - Fortress 1 (Level -1)

Embodied Practices of Prosthesis

Maria Bee Christensen-Strynø* (1), Camilla Bruun Eriksen* (2)

1: Roskilde University, Denmark; 2: University of Southern Denmark

While the prosthesis is often thought of as a technology or an artefact used to 'fix' or make 'whole' a disabled body, it has also become an important figuration and metaphor for thinking about disabled embodiment as an exemplary site of differential corporeality and mobility. Furthermore, the ambiguity and broadness of prosthesis as an object and a concept, as well as its potential as a theoretical and analytical thinking tool, show up in widely different areas of popular culture, art and academic scholarship. In this paper, we explore the opportunities of the ways in which prosthesis can be thought of as a common and communal practice, and how this might help uncover tensions related to idealistic and dominant ideas about health and embodiment. First, we engage with the theoretical discussions from cultural studies, including critical disability studies, in which we broaden the scope of the concept of prosthesis into larger discussions of body image perception. Second, we discuss two illustrative case examples: dance therapeutic practices for people with Parkinson's disease and group therapeutic practices in male-friendly spaces. In doing so, we seek to raise new questions about the ongoing cultivation of 'the proper Self' through embodied practices of prosthesis.

Keywords: Prosthesis, embodied practices, critical disability studies, health, body image perception

2B Parallel: Sports' Studies - Fortress 2 (Level -1)

Sports diplomacy and shared friendship: The life story of expatriate coach Lee Liang-Shyang in Ivory Coast, 1973-1979

Chin-Fang Kuo* (1), Hsien-Wei Kuo (2)

1: Aletheia University, Taiwan; 2: National Tainan Institute of Nursing

This paper uses oral history and archival research to explore the historical significance of assignment coaches to foreign cities. This paper takes the retired table tennis coach Li Liang-Shyang as the analysis object, and compares the records of his oral interview with the contents of his personal documents in the Republic of China's "Ministry of Foreign Affairs Archives" in Academia Historica. The common discourse is to piece together a clear history of sports exchange between the ROC and the Ivory Coast, and international friendship developed by Coach Lee and Ivorian Coasters during the Cold War due to political and diplomatic factors. The results include the history of sports diplomacy in the 20 years since the establishment of diplomatic relations between the Republic of China and the Ivory Coast (1963-1983), the friendship between coach Lee and the people of the country, and the impact of this relationship. This paper further elaborates that oral history and archival research complement each other to promote the progress of Taiwan's sports history research.

Keywords: Ping-pong diplomacy, expatriate coach, oral history, archival research

2B Parallel: Sports' Studies - Fortress 2 (Level -1)

Action Research: Preparing Student-Athletes for Transitions – An Erasmus + Project

ADELE MUSCAT*

National Sport School Malta, Malta

Muscat (2017) examined the challenges experienced by Maltese footballers that had migrated to European professional football. Results evidenced that players experienced homesickness and lacked psycho-social knowledge and skills for an effective transition. Players also experienced culturally based challenges. The findings are framed around a unique and deeply embedded Maltese cultural identity. Thus, a number of change strategies were developed to improve the National Sport School's (NSS) as well as the Malta Football Association's (MFA) programme of preparation for athletes who may migrate to foreign clubs. As part of these change strategies young athletes at the national sport school were involved in a three year Erasmus + Project. During these three years, 13 students and three staff members had the opportunity to travel to Finland whilst another 13 students and three staff members travelled to Cyprus to experience what migrating to a different country to practice sport there would involve. Students experienced what it means to be away from home, to be responsible for themselves, to live in another family, new training philosophies, a new language and culture as well as a new school, club and friends. Evaluation of the different exchanges showed that students benefited greatly from this Erasmus + project.

Keywords: Action Research, migration, student-athletes, Erasmus +

2B Parallel: Sports' Studies - Fortress 2 (Level -1)

The Bodily Performance of Acrobats

Hsien-Wei Kuo* (1), Chin-Fang Kuo (2)

1: National Tainan Institute of Nursing, Taiwan; 2: Aeltheia University, New Taipei City, Taiwan

The superb and smooth acrobatic performance emphasizes the tacit understanding of the actors and the integration of the actors' bodies and facilities and equipment. Therefore, acrobats' physical skill is the only means and the only purpose. This paper explores the levels of physical performance of Taiwan acrobats through field observations and interviews. The results show that different social environments, institutional and habitual patterns shape the three physical forms of acrobats at different stages: a skilled body, a characterized body and an artistic body. The skilled body at the first stage emphasizes the difficulty, proficiency and integrity of the motion skills, and safety is the first principle. The characterized body at the second stage reveals that the performer begins to think about how to express and interpret the role, not just the presentation of superb and smooth technology. The third stage of the artistic body emphasizes the combination of performer's body and mind. This paper finds that acrobats can rely on the solid basic skills and stage experience that can accumulate superb and extremely difficult skills. However, the performance of the artistic body with a life-tension is still a challenge for acrobats to break through.

Keywords: physical experience, narrative research, acrobatic performance, physical skills

2C Parallel: Methodological Issues 1 - Bastion 1 (Level -1)

Collaboration between qualitative research and NGO

Julie Ndaya Tshiteku*

University of Kinshasa, Democratic Republic of Congo

This contribution reflects on stimulating collaboration between the world of qualitative research and development organizations in the Democratic Republic of Congo (DRC). It raises the question how the results of social science research can be translated into sustainable development actions as answers to the difficulties of the daily life of the population.

There is indeed a huge production of qualitative knowledge about Congo, but this knowledge is not mobilized in development programs. And yet, with today, the unprecedented proliferation in the history of the Congo of what is called the "NGOization" of Congolese society, collaboration is necessary. The results of research on the Congo are often processed in international fora, far from the places where knowledge has been produced. Although indigenous researchers are regularly invited to take up positions in international organizations, the fact remains that, locally, collaboration is marginal.

We want to examine the factors that underlie this scarcity of collaboration and how to address it. Exchanges between NGOs and social science research can contribute to positive progress in development. Access to data based on qualitative methods is an "eye-opening" for the consolidation of development programs. Qualitative methods can facilitate the formalization of issues in a more global vision.

Keywords: collaboration, NGO, Democratic Republic of Congo, development

2C Parallel: Methodological Issues 1 - Bastion 1 (Level -1)

Reflections on my 'Struggle' to Embrace Qualitative Inquiry

Michael A. Buhagiar*

University of Malta, Malta, Malta

This paper revisits the rationale behind my shift away from quantitative methodologies, which I had previously embraced and enthusiastically practised. I had come to a point where I could no longer procrastinate about my growing unease regarding the manner in which quantitative methods brush over the complexity of human behaviour¹. In reality, my transition from quantitative to qualitative had been brewing for a number of years, but I had never actually addressed the underlying issues until this 'struggle' had almost paralysed my PhD studies. The 'awakening' process challenged my previous certainties, unfounded as they were, and taught me to live with and appreciate uncertain knowledge. Making the shift from quantitative to qualitative, however, has proven to be another struggle.

Using a narrative approach², I analyse thematically the entries in the reflective journal that accompanied my doctoral journey³. The analysis reveals a number of struggles throughout this process, which include: loss of confidence; lack of progress; analytical deskilling; learning a new reporting style; and learning how to draw qualitative generalizations leading to theory building. This struggle, which nearly paralysed my doctoral journey, brought with it new knowledge and understandings, and ultimately helped me to become the researcher that I am today.

Keywords: Qualitative inquiry, struggle, shifting methodologies, interpretive turn.

2C Parallel: Methodological Issues 1 - Bastion 1 (Level -1)

Post-qualitative methodology: What the concept of curating and the curatorial can do

Ran Xiang*, Donal O'Donoghue*

UBC, Canada

This is a theoretical paper that aims to look at the potential of the concept of curating and curatorial as a generative form of methodology, which further expands the apparatus of post-qualitative methodology. To start with, we review major bodies of literature that can be categorized as post-qualitative in nature, such as Mieke Bal (2002)'s idea of concept as methodology, Karen Barad (2014)'s diffractive methodology, Nigel Thrift (2008)'s non-representational methodology, followed by the concept of curating and curatorial. We then use a particular event (summer tea ceremony at Nitobe Garden) to illustrate how these concepts can function as a methodological tool in understanding the cultural practice of Japanese tea ceremony, which provides a transient encounter for people to engage kinesthetically and affectively with each other and with objects, and how the interactive and relational practice of tea ceremony in turn, enriches the discourse on curating and the curatorial. This work reveals that the curatorial can be a procedure to create community and affects, a method to connect body and objects, and a choreographic mode of operation (Martinon, 2013), which expands our understanding of what these concepts can do and add to the contesting terrain of post-qualitative methodology.

Keywords: curating, curatorial, post-qualitative methodology, tea ceremony

2D Parallel: Mental Health 1 - Bastion 2 (Level -1)

How to resolve a wicked problem with a technical solution

Ann-Mari Lofthus*

, Inland Norway University of Applied Sciences., Norway

One of Norwegian Welfare State's 'wicked problems' concerns the fact that a large section of the workforce receives benefits. 10% of people of working age in Norway are on disability benefits, and this amounted to 350,420 people in 2018. One initiative to address this has been digitalisation. The Norwegian Labour and Welfare Service (NAV) has developed a strategy which involves the further use of self-service and digital solutions as well as more focused user encounters (Bergum, 2017; Svensson, 2015). However, this strategy of digitalisation and self-service appears harmful for NAV's vulnerable groups (Lundberg & Syltevik, 2018). This study aims to map out experiences of the aforementioned strategy as reported by users with mental health and addiction challenges. We use the theory of "Wicked Problems" (Rittel & Webber, 1973) to explore the paradoxes of digitalisation for the end users.

Keywords: digitalisation, end user, wicked problems, mental health and addiction challenges

2D Parallel: Mental Health 1 - Bastion 2 (Level -1)

Experiences with Norwegian health care among immigrant men with co-occurring substance use and mental health disorders

Prabhjot Kour* (1,3), Lars Lien (1,4), Bernadette Kumar (2), Stian Biong (3), Henning Pettersen (1,4)

1: Norwegian National Advisory Unit on Concurrent Substance Abuse and Mental Health Disorders, Innlandet Hospital Trust; 2: Norwegian Institute of Public Health; 3: University of South-Eastern Norway; 4: Faculty of Health and Social Sciences, Inland Norwa

Immigrants are vulnerable group with regard to psychological distress and easily get involved in substance abuse [1]. Further, there are higher dropout rate and less frequent hospitalizations among them compared to the general population [2-4]. Few studies have been done on the subjective understanding of co-occurring substance use disorder (SUD) and mental health disorder (MHD) among immigrants in Norway, thus it is limited knowledge in the field. This qualitative study aims to explore the treatment experiences of immigrants living with these co-occurring disorders (COD). Individual interviews were conducted with ten persons with immigrant background, COD and treatment experience. Data was analyzed by phenomenological approach using systematic text condensation. The analysis yielded two categories, of the immigrants' treatment experiences. The two categories were negative and positive treatment experiences. Further, negative experiences were expressed as lack of connection, conventional treatment and stigma preventing access to treatment. The positive experiences were described as health professionals with multi-cultural competence and raising awareness and reducing stigma. This study provides an enhanced understanding of how immigrants living with COD being treated within Norwegian healthcare settings. Further, these experiences will add to the knowledge required for active living and maintaining quality of life within sustainability for immigrants.

Keywords: Co-occurring disorders, substance use disorder, mental health disorder, immigrants, treatment experiences

2D Parallel: Mental Health 1 - Bastion 2 (Level -1)

The Team Ethnography Approach: Reflections based on the fieldwork in Six Italian Acute Psychiatric Wards

Mario Cardano* (1), Raffaella Ferrero Camoletto (1), Luigi Gariglio (1), Eleonora Rossero (1), Marta Caredda (2), Claudio Carezana (3), Maria Grazia Imperato (4), Cristina Pardini (2), Valeria Quaglia (1)

1: University of Turin, Italy; 2: Laboratorio dei diritti fondamentali Torino; 3: SPDC Ospedale Martini Torino; 4: SPDC Ospedale Mauriziano Torino

In the academic common-sense, ethnography is thought as a solo activity, carried out by a “Lone Ranger” who adventurously reaches an exotic site to grasp the natives’ culture. Usually, the ethnographers defend the soundness of their results with the common trope: “I have been there”, renouncing to create in the field an inter-subjective foundation of their knowledge. Team ethnography challenges the Lone Ranger myth, by creating in the field the basis of an inter-subjective knowledge, through an organized simultaneous presence of team’s members in the studied sites. The main features of the team ethnography will be discussed through the illustration of a just concluded experience in six Italian psychiatric wards. Each of the six psychiatric wards had been observed – with a different time duration – by all the members of the team. The team met every month for a collective discussion of the data collected. In each meeting, the sociological gaze of the ethnographers had been integrated by the contribution of three different professionals, a psychiatrist, a psychiatric nurse, and a scholar of jurisprudence. The process of construction of intersubjective (or multiple) interpretations was observed by a researcher not involved in the fieldwork.

Keywords: Team-ethnography, Intersubjectivity, Reflexivity, Psychiatric wards, Coercion in psychiatric cure

2E Parallel Panel - Gardjola 1 (Level -1)

Blood on the "Track": Women and the Multiplicity of Being in Academia

Towson University, United States of America

Women's relationships to our female bodies at various biological phases influence how we work in academia and how we are perceived by students and colleagues. As these phases, these ways of being, exist as a set of infinite possibilities for women, this panel includes ideas across fields and contexts: From "Dewey and Eros" (Garrison, 2010) to sexualizing "bodies" of knowledge (Jackson, 1986), m/othering (Springgay & Freedman, 2009), systems of the hegemonic masculine surveillance of women in education (Grumet, 1988) and the intersectionality between race and gender (hooks, 1989). Speaking from several identities that include various ages, ethnicities, sexual orientations, and areas of research, this panel is significant. In an era when women's rights are being targeted by the current presidential administration, it is important to be reflexive within the academy as we think about local, and less local, inequities. The assemblage of the academy has indelible impacts on marginalized people and groups. This panel is significant as the authors think through how academic assemblages stick and preserve (Ahmed, 2010) inquiry-of, and inquiry-through, gender, sociocultural norms and ideas and bodies that often leaves metaphorical blood on the academic track.

Keywords: feminist theory, critical pedagogy, women studies, autoethnography, gender identity

Explicating "Capitals of Shame"

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Wozolek, Boni (Penn State University, Abington College);

Explicating what the author calls "capitals of shame", this paper argues that shame can be used as a form of capital rooted in sociocultural norms to declare people and groups incompetent or impotent in their interactions, possibilities, and their ways of being, knowing, and doing. Like many forms of social capital (Bourdieu, 1973), capitals of shame provides privilege to some at the expense of others. Written from a sonic autoethnographic (Gershon, 2017) perspective that frames the author within broader questions race, gender, and sexual orientation as these sociocultural precepts are entangled with mothering, this paper documents what it means for a queer Brown and Black women in the United States to be/become m/others through the shame that perverts mothering as a mechanism of patriarchal norms and values. Further, the author argues that capitals of shame tend to form violent assemblages that have become normalized in the academy. This is important because as the landscape of institutions continues to shift to include marginalized voices, attending to these forms of capital and everyday violence becomes all the more necessary for breaking hegemonic norms and values that maintain marginalization despite the inclusion of such voices in and against traditional academic structures.

Affective Attunement, Vulnerability, and Mothering

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Powell, Kimberly (Penn State U);

In this paper, I discuss my material play with my seven year-old during a significant time of change and separation. Academic conventions and traditions such as sabbatical assume a context in which either individuals or a family are mobile. Working with Feminist theories of precarity, theorized as an ethics and politics of vulnerability, and New Materialist theories that underscore affect and vitality, I attend to affect as a "dynamic of desire" (Deleuze & Guattari, 1987), a vital force within an assemblage that manipulates meaning, intensity, and relations, and to "vitality affect" (Stern, 2010), a sense of efficacy and agency vital toward relational knowing. Accounting for temporary family displacement, I chronicle the material play between my youngest son and me—our sadness, loss, and anxiety—through such events as his making of wearable lockets holding drawings, re-enactments of *The Kissing Hand*, and photojournalistic adventures with a stuffed animal, accounting for material productions as "thing power" and "distributed agency" (Bennett, 2013) as vital to self-family relations. I describe the affective attunement and vitality of mothering through multimodal forms that allowed us to share subjective states across bodily registers and movements (Boldt, in press), that simultaneously make mothering vulnerable to the differing temporalities of academic life.

The Language of Sacrifice: Blood and Ficto Currere

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McDermott McNulty, Morna (Towson University);

Blood is a metaphor for knowledge as well as functional embodiment of female identity. It intersects for women navigating the internal and external spaces of academia. Blood is symbolically present as ritual, sacrifice and sacredness. Blood also follows the traces of womanhood from adolescence, to motherhood to menopause. In an attempt to examine how the personal and embodied realities lived by female academics blur with our bloodthirst for knowledge as scholars, this paper addresses each through the inquiry process of ficto-currere (McDermott, 2018). Fictocurrere elevates the fictional with the autobiographical traces of currere, creating an infinite rhizome of alternative possibilities for exploring and representing issues of power and identify. The work of fiction being used in this paper revolves around a vampire in a troubled love relationship with a female academic. How does the author's own autobiographical experiences with issues of gender and academia are revealed through the character development and plot line? The fictional characters transcend the real and offer up considerations only possible in the realm of fiction. How can

fictocurrere challenge existing masculine paradigms which continue to construct borders, barriers and expectations for academics? How does “the blood on the tenure-track” influence the work women do?

A Paradox of Space and Power: On Being a Feminist Male Accomplice for Academic Women

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Gershon, Walter (Kent State);

In spite of ever-increasing gains in representation, access, and power for women in higher education—a longstanding issue addressed by a host of brilliant women scholars over at least the last 100 years (e.g., Cooper, 1892; hooks, 1981; Lorde, 1986; Sharpe, 2016)—there remains a paradox in conceptualizing further, necessary gains for women a field where men still most often hold key gatekeeping roles: how to respectfully curate space for women to be without incidentally reifying gendered marginalization through such curation?

Such fluid, flexible understandings require not only ongoing attention to women’s everyday ways of beingknowingdoing (Author, 2017) but also to historical and contemporary constructions of what it can mean to be an academic. This reflexively driven paper examines what it might mean to be a feminist as a man in the academy, what rights and responsibilities could be for such a positionality, and attends to practical expressions of such possibilities in ways that might engender deepening women’s lives in the academy. To do so, I focus on approaches to the formal and curriculum of institutions, everyday actions that might expressly and implicitly provide support to women in academic spaces, from citation to invitation, childcare to ceding the floor.

2F Parallel Workshop - Terrace 3 (Level 0)

Goal Oriented Forms of Assessment of Arts-Based Research

Graham W. Lea* (1), Charles Vanover (2)

1: University of Manitoba, Canada; 2: University of South Florida, USA

Arts-based research is a dual enterprise with responsibilities to create works that are artistically compelling and worthy of peer-reviewed publication. This results in a “messy terrain” (Leavy, 2015, p. 268), particularly in terms of assessment. In response to this, an ongoing discussion has emerged around how to assess arts-based research that considers both the academic and artistic influences on the methodology (Boydell et al., 2016). However, there is a tension between the “standardization evaluative criteria may impose versus the nature of artistic expression and our experience of artistic works” (Leavy, 2018, p. 575).

To address this tension, this paper suggests guideposts as a metaphor for assessment. As an ongoing part of the research process, guideposts provide an assessment that emerges from the cultural and aesthetic milieu of the work. Rather than a definitive collection of criteria, guideposts guide creators, readers, and reviewers through the work and leave space to bring assessments specific to the work and its academic and aesthetic intents. Thus, rather than standardized evaluative criteria, guideposts may be responsive to the artistic and academic approaches of the work rather than attempting to impose a presumed culture-free set of criteria.

Keywords: Assessment of Arts-Based Research, Performance-Based Research, Ethnodrama, Video

2G Parallel Workshop - Terrace 1 (Level 0)

Promoting Cooperative Creativity (PCC) –investigating carriers and barriers for learning

Lars Brinck*

Rhythmic Music Conservatory, Denmark

Being adaptable and good at working together is no longer sufficient in order to engage in and contribute to society's sustainable development and a lifelong satisfactory, qualitative engagement as citizen.

Digital technology plays an increasing role in human work processes, specifically in terms of how to sustainably exploit future technological landmarks. Future societies will demand creative, courageous and critical thinking and problem solving. But how do we approach developing such cooperative, creative and critical skills? What hinders or supports learning creative interaction and productivity?

This research project has taken a scholarly look at such cooperative creative practices not 'contaminated' by educational aims and goals through observing and analyzing human activity in purposely creative contexts, namely two rock bands writing songs together and two differently sized jazz ensembles performing collective improvisations. With ethnographic, practice theoretical methodology (2) and situated learning theoretical analyses (3; 4), the research points to several areas of significance related to, how cooperative creativity is promoted or obstructed. Main conceptual findings include mutual literacy, aboutness and designated access, concepts hoisted from situated learning theory and researcher's previous scholarly works (1; 5) and artistic practices.

The workshop will include engaging audience in practical examples.

Keywords: creativity, cooperation, communication, learning, music

2H Parallel Workshop - Terrace 2 (Level 0)

The Somatechnics of tables: neoliberalism and academic bodies

Neil Carey* (1), Nikki Fairchild* (2), Carol A. Taylor* (3), Mirka Koro* (4), Angelo Benozzo* (5), Constance Elmenhorst (6)

1: Manchester Metropolitan University, United Kingdom; 2: University of Chichester, United Kingdom; 3: University of Bath, United Kingdom; 4: Arizona State University, USA; 5: University of Valle d'Aosta, Italy; 6: Fjordvangen Kindergarten, Norway

This collaborative workshop focuses on table-body relations to explore challenges faced by academics in neoliberal institutions. We consider the table as a site of multiple possibilities – as a physical/intellectual/somatechnic space – which activates specific orientations, constrains bodily habits, and produces expectations and affectivities. Tables discipline academic bodies in relation to productivity, performativity, recognition, respectability and acceptance. This workshop uses new materialist postqualitative research-creation processes to entangle participants within table-body assemblages. Participants will rotate and respond to a series of table provocations set up to highlight aspects of academic life. In doing so, they will engage with the somatechnics of neoliberal academic labour. The table provocations will support ways of unbinding bounded academic labour, identities and work. These table-body provocations will provoke a consideration of how particular academic practicings are, variously: welcomed, facilitated, esteemed, reviled, or considered as waste(ful) and disposable. Table-body possibilities open up new possibilities for knowledge-production via co-creative art-based events.

Keywords: Somatechnics, academic labour, tables, bodies, new materialisms, postqualitative

Game changer 2 - Terrace Foyer (Level -1)

The Bodies Collectives' live experiment about intra-connecting the body and the topic of sustainability

Bodies Collective*, Claudia Canella, Inés Bárcenas Taland, Hubert Van Puyenbroek, Mark Huhnen

Bodies Collective

In its third year the Bodies Collective returns at ECQI20 with a live experiment about the intra-connection between “body” and “sustainability”¹.

A rapid ethnographic study²; tuning into a visceral, immediate, and tacit bodied responses will explore the following research questions:

Is embodied inquiry sustainable?

What are strategies for sustaining embodied endeavours?

Sustainability and the relational body

What kinds of bodies get to conferences or not?

How do bodies interact in the conference space?

How can internationalism be sustainably achieved?

In the first meeting of the game changer, we will introduce the Bodies Collective, our endeavour and discuss the possible research strategies for answering our research questions. We will complement this with some embodied exercises, including conscious movement practice³. We then collect data during the conference, for example using photovoice as an accessible and sustainable way to gather and present bodied material. In the second meeting, we will discuss our preliminary findings. In the last meeting, we will collect our findings and discuss their relevance towards the intra-connection between “body” and “sustainability”.

As a collective we work collaboratively. The game changer will be collaborative and co-constructive. All in attendance (can) co-lead activities. This includes scholars present by the means of technology.

Keywords: Bodyography, body, sustainability, live experiment, rapid ethnography

2I Parallel Panel - Gardjola 2 (Level -1)

New Empiricisms for 21st Century Social Inquiry: Problematic Realisms After the Ontological Turn

Manchester Metropolitan University, United Kingdom

Qualitative researchers often do empirical research without studying the history and politics of various empiricisms, much less the ontological arrangements in which various empiricisms can be thought and pursued. Since the 1960s, constructivist epistemologies have taken hold in qualitative research while realist epistemologies continue to thrive in quantitative studies, each with their ontological assumptions (Berger & Luckman, 1966). Both approaches remain in the large anthropocentric in failing to recognize the rich plurality of more-than-human agencies at work in any worlding process (Latour, 2018). This international symposium explores new empiricisms across both the physical and social sciences to grapple with material-cultural transformations of the last century, and build on the panelists previous work in post-qualitative inquiry. We offer a sustained focus on questions of the “real” after the linguistic, social, political, and ontological turns in qualitative research and note a proliferation of realisms in the humanities—agential realism, speculative realism, critical realism—which aim to take up the real differently (Delanda & Harman, 2017; Niemoczynski, 2018). This development faces new challenges as we grapple with digital life and radical disciplinary shifts between the physical and social sciences (Clough, 2009; Stengers, 2018).

Keywords: empiricism, materialism, science studies, Deleuze, post-qualitative

Deleuze's Transcendental Empiricism and Post Qualitative Inquiry

St. Pierre, Elizabeth (University of Georgia);

In this paper, I argue that social science researchers often rush to application, to empirical method and methodology, before studying the history, philosophy, and politics of various empiricisms. Because there are incompatibilities between the empiricisms of different systems of thought, it is dangerous to attempt "new empirical" work without having studied the old empiricisms, lest those incompatibilities produce weak, fundamentally flawed scholarship. To help prevent such confusions, this paper briefly describes two empiricisms commonly used in social science research—logical empiricism and the empiricism of phenomenology—as well as Deleuze and Guattari's transcendental empiricism which is helpful in what I've called "post qualitative inquiry." Post qualitative inquiry begins not with methodology but with poststructural philosophy and its concepts, its ontology of immanence, its radical empiricism, and what Derrida (1993/1994) called the "becoming immaterial of matter" (p. 152).

Agential Realism's Challenge to the Logic of Inference in Social Inquiry

Rosiek, Jerry (University of Oregon);

This paper examines the implications of Karen Barad's (2007) agential realism for practices of reasoning from data to assertion in qualitative research. Agential realism requires a reconsideration of the centrality of the logical principle of non-contradiction and reductio ad absurdum forms of reasoning. Reductio arguments are foundational to the falsifying of null hypotheses in large database research, processes of triangulation in interpretivist research, the exposure of ideological contradiction in critical theoretic work, and the deconstructive reading techniques in postmodern scholarship. As Barad does not develop the implications of her ontology for inferential logic, this paper draws on multiple philosophical traditions to do that work, including contemporary philosophy of science (e.g. Barad, 2017; Coole & Frost, 2010; Kirby, 2008), Charles Sanders Peirce's pragmatism (Peirce, 1992; Kohn, 2013; Short, 2007), and Indigenous philosophies, (Deloria, 1999; Kovach, 2008; Marker, 2018). The paper concludes that agential realism implies that contradictory statements can be true and warranted. Therefore, reasoning through a process of elimination is not always a viable way of advancing inquiry toward a claim. Instead inquiry becomes prospective, speculative, and its validity lies neither in exclusive accuracy nor critical acumen, but in the qualities of speculative futures towards which they tend.

New Empiricism and Pre-Socratic Western Thought

Tesar, Marek (University of Auckland);

This paper contributes to the panel by historicising and considering some key thinkers of the pre-Socratic era. The premise of this paper is that if we are to understand and read the Western philosophical texts of the 20th century, we do need to consider the origins of Western Thought in the pre-Socratic era, and in particular, the work of Thales, Anixamander and Anixemes. Understanding the diverse accounts of their thoughts, resulting from the absence of original texts, points to the multiplicity of the philosophical 'origin' stories. The fragments, remains and traces of thoughts visible in other philosophers' work are open to interpretation. These have influenced 20th century thinkers (eg Heidegger, Derrida). However, if philosophy as method is an ethical relationship with an original text, interactions with pre-Socratic thought presents an ethical dilemma; whose account do we read and whose interpretation do we analyse? Pre-Socratic thinkers are the origin of Western thought and they were one of the first to question the ontological, epistemological and axiological nature of things. In order to understand and decenter the normative thinking and to understand the nature of new empiricism, this paper argues that some questions to consider could be located in pre-Socratic Western thought.

Posthuman realisms in the Anthropocene: Techniques for an empirical encounter

de Freitas, Elizabeth (Manchester Metropolitan University);

This paper explores examples of recent posthuman ethnography which engage with geology, ecology, physiology and other physical sciences, examining the shift in ontological commitments that are at stake in this new “mixed” methodology. I outline key examples of posthuman ethnographies that remix the human with mineral-microbial alliances and “inhuman trajectories”, pursued in the name of critical posthumanities. This methodological shift is realist insofar as it moves away from “social constructivist” perspectives that privileged the power of language, turning instead to terrestrial science as a “property of the world itself and not only a phenomenon of language about the world.”(Latour, 2017, p. 69). My argument relies on theorists from Science and Technology Studies who have demonstrated how science populates the world with diverse agencies (gluons, amoebas, gravitational waves, etc.) according to an immanent ontology that is no less realist for being thoroughly situated. The sciences however are not innocent (Tuhiwai-Smith, 2012) – they also function as regimes for producing and regulating subjects, “a place where the properties of belonging are negotiated” (Yosuff, 2018, p.13). This paper discusses the complexities of an inclusive realism that claims to acknowledge (often making visible to humans) the myriad entangled agencies that compose “metamorphic matter”.

Archipelagic thought

O'Donnell, Aislinn (Maynooth University);

Philosophies of becoming and/or novel ways of thinking about individuation and relationality refuse the logics of recognition and of identity, what Deleuze (1968) calls the ‘dogmatic image of thought’. They also resist the legacies of substance metaphysics in its various guises. In this vein, this paper outlines ‘an archipelagic image of thought’, exploring some of the implications of this for an expansive and pluralistic empiricism. It pays particular attention to the potentials for an ‘anti-method’ and ‘anti-human’ humanism that preserves the right to opacity (rather than anonymity) and that is open to the possibility of surprise in the practice of research. Glissant describes “[A]rchipelagic thought” [as] a nonsystematic inductive thought that explores the unforeseen of the world-totality.’ (1999: p. 120). It is decentred, provisional, and quivering, uncertain of itself. It consists in and is sustained by relation, encounter and attention to difference. This idea of relation is always concrete, empirical, immanent, experimental and inductive rather than generic and deductive. It needs practices of poetics and experimental pedagogies that can sustain relation, aliveness and openness, rather than a politics of assimilation, the closed logics of coding or classification, or a search for foundation that kills literally or metaphorically the other.

3A Parallel: Social Issues - Fortress 1 (Level -1)

Ethics in an Ethnographic Context of Participant Distrust and Socially desirable response patterns

Anemone Seutin*, Karin Hannes

KU Leuven, Belgium

In this presentation we reflect on some of the ethical challenges encountered while conducting ethnographic fieldwork on the subject of (perceived) “fracture lines” in multicultural society in Flanders/Belgium, among the “Muslim” population in two former mining cities in Flemish Limburg. Many fieldworkers have perceived the scheme of ethical approval processes within academic instances as increasingly stern and “bureaucratic” (see Kuntz 2016). This concern is shared beyond disciplinary boundaries. Social and behavioral scientists in particular have struggled with the question of consent forms, which remains both delicate and difficult to pursue, as it often inhibits the spontaneity of interactions that is so essential to fieldwork, and can even possibly jeopardise collaborations with people who do not want to disclose their personal information on paper under any circumstances (see Bell 2014). The key issue examined in this paper is the difficulty of pursuing data-quality on a politicised/sensitive research topic and/or among participants generally considered difficult to reach: how do we obtain sincere, honest fieldwork impressions and testimonies in a context of considerable distrust and perceived social desirability? What is good ethical practice here, and which foundations and/or procedures allow us to truly ensure it?

Keywords: Reflexivity, Ethical practice, Ethnographic Fieldwork, Participant Distrust, Social Desirability

3A Parallel: Social Issues - Fortress 1 (Level -1)

The Wonders of Texts. Taking in and speaking out social differentiations.

Christina Hee Pedersen*

Roskilde University, Denmark

The aim of my presentation is to spur methodological thinking related to intersectional thinking into doable modes of inquiry. I have been inspired by ideas of diffraction, nomadic thinking, and relational responsiveness, when writing. I explore if the interference of texts by other texts in an overlapping movement with a reader's reading makes it possible to engage affirmatively with the workings of difference. I connect affirmativity to reflexivity as I understand the joint generation of unexpected insights as something connected to relation building and a wish to change undesired situations of oppression.

In my presentation I let brief texts from Peru and Bolivia - combined with evoked memories of my own intertwined with receptions of the text in the paper session - disturb fixed ideas about social differentiation and the possibilities of working across difference. Is a relational receptive and responsive way of working able to generate unexpected transpositions of meaning and thereby leave room for the emergence of different ways of relating vis-a-vis social differentiation?

Keywords: innovative collaborative methodologies, intersectionality, texts, difference

3A Parallel: Social Issues - Fortress 1 (Level -1)

Digital ethnography of "social worlds"

Noa Vana*, Haim Hazan

Tel Aviv University, Israel

Caring for people with advanced stages of dementia living at home is exhausting. Family members who care for them employ Social Networking Sites to vent their frustration, connect with one another, debate the medical, legal, and ethical challenges they face, and ask for advice.

Thus, they construct digital, open-ended "universes of discourse" (Strauss, 1978). I.e., amorphous, endless, shapeless networks of communication that challenge geographical-territorial boundaries. Participants may enter or leave these social organizations without affecting their existence since they operate independently of personal identities and relationships between the social actors.

Our research presents an innovative approach to the study of these digital universes of discourse. We combined two different traditions of ethnographic methods. First, "the social world framework," which has its roots in the "Chicago School." Second, "digital ethnography," which is recently developing.

Food is a primary social site. However, for these disabled people, it is also a site of ample physiological problems; and the crux of family members' discourse. Hence, we devoted considerable time and effort in our digital ethnography (2015-2018) to this anthropological node (Marx, 1980).

In our talk, we will present our method, outline our ethnographic routine, and address the ethical dilemmas that arose during our research.

Keywords: Social worlds, digital ethnography, Social Networking Sites, anthropology, food

3A Parallel: Social Issues - Fortress 1 (Level -1)

Practices of evidence-based policy making: an ethnographic account of Australian Indigenous health and wellbeing bureaucracy

Joanna Mason*

University of Wollongong, Australia

Evidence-based policy making has become ubiquitous in Australia in recent years[1]. In common with government administrations worldwide, it is upheld as the solution for irrationality and misplaced political ideology in policy and decision making. It promises instead to prioritise 'what works' in policy design and delivery, yet the success of this is frequently questioned[2,3].

This paper presents findings from recent doctoral fieldwork undertaken within an Australian public service agency that administers the health and wellbeing of Aboriginal and Torres Strait Islander peoples. Investigated through dual roles of participant and observer, the practice of policy making is studied through the lens of policy actors as bureaucratic community and socio-cultural system. Utilising an anthropological and ethnographic approach[4,5], this study is a rich narrative of the nexus between research and policy from the position of policy actor.

This study considers in what ways do policy actors grapple with competing forms of evidence and information, and how is this mediated through building understanding of the diverse life aspirations and circumstances of the Indigenous population. This study furthermore offers in-depth learnings about the capacity of research to contribute to real world policy problems, and the implications of this for our understandings of research translation.

Keywords: anthropology of bureaucracy, evidence-based policy, Australian Aboriginal & Torres Strait Islanders, research translation

3B Parallel: Spaces for Children - Fortress 2 (Level -1)

Children's experiences of public open spaces through child-led and child-centred methodologies

bernadine satariano* (1,2), maureen cole (1,2)

1: University of Malta, Malta,; 2: Malta Foundation for the Wellbeing of Society, Malta

It is highly important for children's health and wellbeing that they make use and interact within public open spaces. However, in Malta, these spaces have not been designed with sustainability in mind and often only serve the needs of adults. This paper draws on the project 'Fil-Berah' [in the open] and its use of child-centred and child-led methodologies. Using the Mosaic approach (Clark, 2003) qualitative methodological tools were used in combination giving children the possibility to express themselves and be consulted on their use of public open spaces in their neighbourhood. Art work helped children express their opinions; travel diaries, explored mobility and social interaction in the neighbourhood; place mapping enabled children locate places, narrate experiences and assess locations in the neighbourhood. The use of photos and videos also proved to be effective child-led methodologies as children captured their enjoyment, social interaction, danger, risks, sense of identity etc. in their neighbourhood. Through these methodologies children's agency is respected and their aspirations and insights can inform and influence policy makers to design sustainable, inclusive open spaces for all the neighbourhood community.

Keywords: child-centred methodologies, children's geographies, Malta, public open spaces

3B Parallel: Spaces for Children - Fortress 2 (Level -1)

Designing and building pupils dream classroom with LEGO® bricks. A qualitative research in Italian primary schools

Andrea Traverso*, Giada Finotti*

University of Genoa, Italy

The paper presents a research aimed to investigate pupils classroom perception of the first, third and fifth grade Italian primary school pupils (6-10 years). An innovative design-research method based on building the dream classroom by using a LEGO® bricks kit was set. The research plan foresaw the definition of the design-construction groups (sample: 6 groups) and the assignment of the task of the dream classroom building. The whole construction process was observed (audio and video recording) and discussed with a debriefing of pupil's class LEGO-model (semi-structured interview).

The data analysis was done using the data collected with checklists, photographic documentation and textual analysis. Starting from the need to understand how children live their own class (in the reference territory) and to investigate their ideal classroom the data analysis highlights significant differences within LEGO model of different grade classes in terms of institutionalisation; significant differences between pupil's LEGO-model from city and countryside schools; an idea of class for children that shows the complexity of a learning space, with a strong social value. In conclusion, the survey on the representations of the class space outlined good practices for teachers to set up learning spaces according to the needs of the children.

Keywords: classroom, LEGO®, video recording, building, teaching.

3B Parallel: Spaces for Children - Fortress 2 (Level -1)

Walking-with methodologies: Unmannered, affective and posthuman learning space/place in Early Childhood Education and Care (ECEC)

Nikki Fairchild*

University of Chichester, United Kingdom

This research explored ecological relations in ECEC where 'space is a product of inter-relations' (Massey, 2005: 9) [1]. Working with a walking-with methodology (Springgay and Truman, 2018) [2] I consider how space/place in ECEC classrooms and gardens impact on expanded notions of more-than-human subjectivity. Key propositions were: 1) Explore ecological relations and more-than-human subjectivities 2) Reveal pathways taken by professionals 3) Consider how ECEC professionals work with children in spaces. Initial readings/sensings of the data have highlighted the following interest areas 1) Unmannered spaces/places – assemblages of spaces/places which, despite classroom and garden set up, were subversive spaces producing the potential for resistance; 2) Affective spaces/places – the influence of the haptic and sensory was present in the data; smells, sounds, touch, sensations. I will consider this more fully as haptic space/place and decomposing space/place of intra-actions and spacetime-mattering. 3) Posthuman learning space/place – this is a tension in itself, how can there be a 'posthuman' learning space where 'learning' is implicitly humanist thinking? I want to hold these ideas in-tension with each other as the counterpoint of humanist learning and posthuman theorising might produce something generative. The outcomes will add to research on ECEC spaces/places from a posthuman perspective.

Keywords: ECEC spaces/places, posthuman, walking-with, more-than-human subjectivity

3B Parallel: Spaces for Children - Fortress 2 (Level -1)

Children at the center of peripheral neighborhoods. Innovative methods to promote immigrant's active participation and social inclusion.

Chiara Maria Bove, Alessandra Mussi*, Marialisa Rizzo

University of Milano Bicocca, Italy

The purpose of this paper is to present a multi-method approach for conducting research in multiproblematic urban area and provide insights into the impact and sustainability of this methodology for promoting social inclusion. The method was developed within the larger project "Most: Migration over the Satellite Town of Pioltello" (Italy). Main objectives include: exploring use of and beliefs about public-spaces, eliciting the voices of immigrant children and parents, promoting their active engagement and empowerment.

The study builds on research that shows how children living in problematic suburban areas might be exposed to higher isolation, lack of autonomy, place-segregation [1]. Teachers in these areas play a crucial role mitigating these negative effects [2].

Informed by the work of Bauman on space as "place of negotiation" [3], it focused on the value of social-cohesion and a sense of community belonging as "protective factors" for vulnerable families [4].

Framed within a qualitative paradigm, the study uses ethnographic methods and action-research methodology. Multiple sources of data were combined: narrative/visual walking maps, observations, focus groups.

Findings show the impact of this multi-vocal approach to encourage experience of negotiating meaning and values about living in multi-problematic neighborhood as a strategy to promote social inclusion and citizenship education.

Keywords: Urban peripheral area, Public spaces, Children's voice, Intercultural education, Social inclusion, Innovative methodology

3C Parallel: Problematizing Interviews - Bastion 1 (Level -1)

Designing in-depth semi-structured interviews for revealing meaning reconstruction after loss

Michal Mahat Shamir*

Ariel University, Israel

Qualitative inquiry can address global challenges of the human experience such as bereavement, and voice bereaved disenfranchised populations. Indeed, a growing number of qualitative research projects have engaged and elucidated the meanings bereaved individuals (re)construct regarding various loss experiences. However, revealing meaning (re)construction may be quite elusive, especially for younger researchers, and even more so when interviewing on sensitive topics such as loss and bereavement. Thus, this recent upsurge in qualitative empirical studies, which attempt to provide a deeper understanding of human reactions to loss, requires a methodological account of how to conduct better qualitative research with regard to data collection through interviews.

The proposed presentation offers six general interview guidelines aimed at assisting qualitative researchers to achieve quality interviews in qualitative bereavement studies, based on the theoretical framework of meaning (re)construction in loss. These guidelines may help both experienced and inexperienced researchers facilitate a fuller understanding of bereaved people's perceptions of their loss experience through the use of in-depth semi-structured interviews, thus to voice bereaved people's perceptions and achieve a better and more sustainable future for them.

Keywords: Meaning-making interviews, qualitative interviews, grief, bereavement, loss

3C Parallel: Problematizing Interviews - Bastion 1 (Level -1)

“we...as a couple”: methodological implications in interviewing partners individually or together

Francesco Cerchiaro*

KULeuven, Belgium

Qualitative research investigating couple's life stories has discussed the different implications in interviewing couples together or partners individually. The lack of consent on what is the best way to gather couple's life stories is due to the fact that family research has to deal with different problematics related to privacy, intimacy, parenting and partners' emotions which need to be considered and which determine the co-construction of an interview. The paper reflects on research experiences on mixed couples constituted by a European partner and a migrant partner from a Muslim country. The social construction of the same concept of "mixedness" is related to the perception of difference that these couples raised in a particular social context. The link between the couple and the "outside" world becomes thus extremely relevant during the interview. Through life stories and ethnographic observation collected during different empirical researches, the paper focuses on the use of individual and couple's interviews analysing how they differently impact on the data gathered. Using ethnographic notes and excerpts of in-depth interviews the paper proposes a theoretical reflection on how the combined use of individual and couple's interviews should be methodologically considered in order to grasp the same construction of "couple's narration".

Keywords: life stories, qualitative research, family research, couple's interview

3C Parallel: Problematizing Interviews - Bastion 1 (Level -1)

Action-oriented interview

nour shimei*

Ben-Gurion University of the Negev, Department of Social Work, Israel

An interview is one of the most common and popular data collection methods in qualitative research by which we reach the knowledge, perspective, experiences, feelings, history, people have about social phenomena or social problems. Various methods for data collection have been used in Participatory Action Research, focus groups, participant observation, and interviews are the most commonly.

In this talk, I would like to show how interviews can be used as a basis for PAR. To do so I will distinguish between the types of interviews based on the following indicators: purpose of the interview, duration of the interview, role of the researcher or interviewer, types of questions and listening.

Examples from interviews with young women in a PAR about social work with girls and young women in situations of distress will be used. The interviews served as a basis for the PAR, creating a database on which we worked together in the research.

Using this method revealed that use of interviews as a basis for PAR requires a theoretical and methodological expansion of the qualitative interview. Three additional components are required, which make a semi-structured interview for PAR: recognition, identification of the potential for change, and an invitation to partnership.

Keywords: qualitative data collection method, semi-structured interview, Participatory Action Research, social work with girls and young women

3C Parallel: Problematizing Interviews - Bastion 1 (Level -1)

SETTING THE SETTING (OF A QUALITATIVE INTERVIEW)

Dalit Yassour-Borochowitz*

Emek Yezreel College, Israel

Recognizing the importance of the context in the qualitative interview is also an acknowledgment of the importance of the environment in which this research practice is conducted and its implications for the research process, its nature and its results. Of the various components of the interview process, relatively little attention has been paid to the question of where the interview takes place and who selects the interview setting, how and why.

The aim of my presentation is to contemplate on the issue of the setting, the "topos", of the qualitative interview. I would do that by raising some ethical and methodological questions and reviewing them. issues I want to discuss are: The advantages and disadvantages of face-to-face Vs. online interviews; What are the ethical implications of each choice? and how to pick the interview location? I plan do the presentation using both my own field experiences and others, as well as different philosophers and theories (e.g. - Habermas, Buber, and feminist recent philosophers).

Keywords: Interview setting, research ethics, on-line, feminist methodologies

3D Parallel: Medical Issues - Bastion 2 (Level -1)

Physicians' attitudes towards control measures for medical practice: the case of continuous deep sedation until death

Stijn Vissers* (1), Lenzo Robijn (1,2), Sigrid Dierickx (1,2), Freddy Mortier (1,3), Joachim Cohen (1), Luc Deliens (1,2), Kenneth Chambaere (1,2)

1: End-of-Life Care Research Group, Ghent University & Vrije Universiteit Brussel (VUB), Brussels, Belgium; 2: Department of Public Health and Primary Care, Ghent University, Ghent, Belgium; 3: Bioethics Institute Ghent, Ghent University, Ghent, Belgium

Despite WHO guidelines indicating that control measures for certain medical practices might improve public health, theories of medical professions often suggest that physicians are overly reluctant to external control. There is hitherto no empirical in-depth understanding of the medical culture among physicians concerning CM for medical practice. We aimed to study physicians' attitudes towards CM for continuous deep sedation until death (CDS). CDS is regarded to be amenable to improvement through CM, because of intentional use for terminating life. Elaborating on Goffman's revisited frame theory stating that frames are micro-macro pathways to institutional culture, we conducted a frame analysis on 47 interviews with Belgian physicians using Entman's notion of framing. Three frames, i.e. organized patterns of attitudes, were identified: (1) a paternalistic frame claiming that CM have to encourage multilateral medical decision-making, (2) a specialized frame postulating that CM should target medical knowledge, (3) a client choice frame underlining that CM need to converge physicians' agency with patients' wishes. In conclusion, different frames among physicians clarify various attitudes in support of and/or against control measures for CDS. We argue that these identified frames apply to other medical practices and are important to guarantee the efficiency and effectiveness of CM.

Keywords: control measures, continuous deep sedation until death, physicians' attitudes, frame analysis, frames

3D Parallel: Medical Issues - Bastion 2 (Level -1)

Promoting and sustaining healthcare through Open Educational Resources

Veronica Ann Mitchell*, Gregory Doyle, Johannes Jacobus Fagan

University of Cape Town, South Africa

The Health Sciences Faculty at the University of Cape Town, South Africa, has become a leader in using and producing Open Educational Resources (OER), with initial funding support from the Hewlett Foundation¹. A growing number of medical training resources published under Creative Commons licences are freely available and now accessed worldwide by thousands of users with far-reaching impact. Furthermore, the dynamic nature of self-publishing OER through the internet provides authors with opportunities to continuously update their input, also to receive feedback as to what sections are being consulted. This openness promotes social justice² and contrasts with conventional academic publications which are restricted through issues around copyright and affordability and where author feedback from publishers is limited.

As facilitators to the process, we reflect on data analytics and interviews with faculty members who have created and used OER. Our presentation will showcase how award-winning Professor Johan Fagan's two open access textbooks on Otolaryngology -- collaborative writing efforts published as individual chapters with contributions from international experts -- have reached more than two million viewers³. His recent outreach activities with others include adapting training material to respond to the special needs of under-resourced countries where medical practices experience poverty-related challenges⁴.

Keywords: Open Educational Resources, capacity building, Creative Commons licences, medical training

3D Parallel: Medical Issues - Bastion 2 (Level -1)

Type formation in qualitative health research and its relevance in complementary and integrative medicine

Claudia Canella* (1), Balz Wolfensberger (2), Claudia M. Witt (1)

1: University Hospital Zurich / University of Zurich, Switzerland; 2: University of Zurich, Switzerland

In presenting at ECQI20, we want to explore the method of type formation¹ in qualitative health research and share our experience from applying it to research questions in complementary and integrative medicine. We will present potentials and limitations of type formation by drawing conclusions from our own research with patients' experiences attributed to the use of herbal medicine². We will especially reflect the relevance of type formation within the context of more individualized approaches to the treatment of patients and shared decision making³. Finally, we would like to discuss the overall potential of type formation in qualitative health research with the audience.

Keywords: qualitative health research, type formation, documentary method, complementary and integrative medicine

3D Parallel: Medical Issues - Bastion 2 (Level -1)

The exploitation of feedback to defeat Ebola virus disease in North Kivu (DRC)

KAYEMBE DELPHIN KATAYI*

Université de Kinshasa, Congo, Democratic Republic of the

Under the pen of Dell H. Hymes, discursive activity is at the heart of social life, as, he writes: "... at all levels of life, people exchange, communicate and speak (1962). The essential of this paper revolves around the of feedback issue in the context of the current health crisis in eastern part of Democratic Republic of Congo. But the feedback remains a secondary concept among anthropologists, communicators and public health specialists despite its central place in social communication. When the former are more interested in the cultural footprint that has passed through the generations and moves the members of the community under study; the second report them in the form of "on-say", appropriate to the closet of rumors, therefore without importance; and the latter classify them as superstitions or false beliefs to be fought at all costs in order to make sure that the population adheres to the exclusive pattern of biomedicine. And yet of great importance for effective communication, the recourse to what is neglected must be considered as one of the actual components of humanization response to the Ebola virus disease. That is the main effort of rehabilitation which is in the heart of this analysis.

Keywords: feedback, anthropology, Ebola, North Kivu

3E Parallel Panel: - Gardjola 1 (Level -1)

Qualitative Inquiry and Justice

NORCE Norwegian Research Center, Norway

Sustainability looms larger by the day as an imperative global concern. In its many dimensions of responsibility towards our fellow beings, our civilization and well-being, and our biosphere, considerations of sustainability interact with principles of justice. How can we justify ideas and policies of sustainability for ourselves, and to our neighbours, future generations and environment? Sustainability is predicated upon peace, cultural preservation and public health, as much as environmentalism. Justice can be defined as the ceaseless individual responsibility for the victims – past, present and future – of biocide, environmental crime and extractivism. Issues of sustainability and justice also reach out to the victims of wars and violence, of nationalist, racist, colonialist and sexist injustice, and to all the people who suffer from an unjust world order or established conduct, and to everyone who lives under the threat of self-extermination. What is sustainable, just and right has varied in time and place, in war and peace, in theory and practice. Whereas sustainability appears to be a humanist concern in the anthropocene, justice appears in many forms from divine right to religious doxa and natural law, and from metaphysical imperative to human rights and civil disobedience. Frequently, ideas of sustainability and justice clash with social order and national and international jurisdiction, with political concerns, with the ethos of war and with pragmatic concerns of many professions and practices. Questions of sustainability and justice are fundamental in medical care, social work, creative arts, technological development, as well as the practice of law, and our daily interaction with family, friends and other people. Sustainability and justice suggest complex terms for finding a fair solution to challenges in personal relations, social order and global development in a larger perspective that includes philosophy and practice, the past and the future, the local and the universal, the individual and the state.

Keywords: Justice, democratic practice, peace, human rights, indigenous people's rights, mental health care

Sustainability and Justice in Northern Norway and the Arctic Region

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Moi, Ruben (UiT The Arctic University of Norway);

Tromsø, the largest city in Northern Norway and one of the most important cities in the circumpolar Arctic region, acts as the host for the 2021 conference of the European Network of Qualitative Inquiry (ENQI) with Justice as its main theme. In its close proximity to the melting of the arctic, to the huge oil, gas and mineral reservoirs as well as the enormous fish resources, both in the fish farming industry and the sea, Tromsø is situated at the crux of extractivist and ecological discourses of sustainability. The recent mass tourism also raises questions of sustainability, as do the development of the Sami culture and, at times, the common borders in the North with Russia. Discourses of sustainability in Tromsø and Northern Norway also raise universal issues of justice, concerning e.g. human rights, global warming, indigenous people, resource extractivism, border relations, social welfare and civil disobedience. Questions of sustainability and justice also occur in the daily routines of the health and welfare system and education, as much as the procedures of law and order and judicial matters of the court. This presentation offers a brief insight into the major discourses and challenges of ideals of justice that dominate the present agenda and have formed our recent past in Tromsø and Northern Norway.

Who builds peace?

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Douglas, Marcela (UiT The Arctic University of Norway);

For a long time, it has been supposed that the main actors of peacebuilding are states, UN organizations or international NGOs. Residents or private citizens are mere recipients of outside intervention. The discourses and practices of peace building processes in post-conflict and unstable environments that aim to achieve or sustain peace often tend to exclude local communities and treat them as beneficiaries instead of active participants, creators, and agents. This has led to failures, which have prompted questions about the legitimacy of external and top-down peace building approaches and calls for local ownership and participation. The `view from below` - the local turn - came as a response to this criticism. Nevertheless "ordinary persons" are now gaining more attention as significant actors in peacebuilding. This presentation will investigate how individuals deal with legacies of war crimes and mass violence, and how they navigate these processes in their quest for justice. The local voices should be important voices and included in the discourses and practices of peace building processes. We need to make invisible peacebuilding visible.

Historic and collective responsibility for cultures damaged

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Risør, Torsten (NORCE Norwegian Research Center, Norway);

Who are responsible to restore for damages when the perpetrators themselves are no longer present? In the context of indigenous people's cultures that are damaged through policies that were put in practice and made their impact over time, the situation is that the representatives of the nation are passed away and the policies are left behind. Does that imply that the nation states must carry the burden to restore the indigenous cultures due to historic and collective responsibility? Can they say that that happened long time ago caused by individuals from another time and who did wrong things, but the nation states are not responsible? These questions will be walked through in this presentation.

A call for sustainability in research on mental health and substance abuse?

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Sørly, Rita (NORCE Norwegian Research Center);

The Norwegian network for participatory research on mental health and substance abuse will be presented as sustainable health research development. User involvement is a statutory right and an instrument to ensure that users' needs for care and treatment are safeguarded in substance abuse and mental health work. In recent years,

Norwegian health and care services have experienced several changes within the framework of a de-institutionalization policy, and there has been a great focus on the development of more user-oriented services. More changes will come. This entails a need for research on user involvement in the field; from being in a passive patient role, users are now expected to participate actively and contribute with competence on their own rights and insight into the various treatment options.

It is a research policy requirement in Norway to create more sustainable mental health services. Sustainable services are understood as services with a high degree of involvement from users. Participatory research is a strategic initiative to promote the user perspective in future health and care services in Norway. It is an ideal that user involvement should be included throughout a research project - from the idea is created until the findings are presented.

3F Parallel Workshop: - Terrace 1 (Level 0)

'Today there is multi-verse healing': A Ritual For Ceremonial Spells

Melissa Dunlop* (1), Seth Oliver* (2)

1: Centre for Creative-Relational Inquiry, University of Edinburgh, United Kingdom; 2: Future Matters Collective, Cardiff University

“At times, carrying on, as if things are ok, feels unhinged - beyond ridiculous, but somehow I do anyway. The alternative seems even madder...”

This workshop-ceremony explores and works through blocks in absorbing and sustaining, as it discovers, in heart and mind, a sense of the reality that is climate change and its implications for our lives, using positive intention unfolding with others different feelings and changes in bearing with, holding in mind, and enacting agency upon - and on behalf of - our Earth.

Out beyond the realms of reason – attuned to that creative impulse - which ignites, which is - life, we may use rhythm and rhyme, imagery and symbolism, love, raw willpower, to fashion or 'fiction' knowledge, re-imagining our very own brand new narratives in ways that positively impact our Earthly reality.

By taking collective and collaborative responsibility (not feeling crushed by guilt or blame) for managing ourselves and our environments in tune with life-giving and life-sustaining forces, we will support one another, and start to change from within those social contexts that operate in conflict with deeper truths - known to us either objectively (facts) or through our bodily experiencing.

Keywords: Fictioning, Futures, Eco-philosophy, Eco-psychoanalysis, Collaborative Performance, Ritual

3G Parallel Workshop - Terrace 2 (Level 0)

On Textualization. Writing in Qualitative Research

Mario Cardano*

University of Turin, Italy - Department of Cultures, Politics and Society

WORKSHOP DESCRIPTION With very few exceptions, the great majority of the texts which present the results of qualitative research are written through the combination of the voice of the researcher with those of participants. The participants' voices enter the text principally through the quotations choosed by researchers from their textual corpus. This kind of writing serves four diifferent aims: i) convincing scientific community about the robustness of research results, ii) evoking in the reader the colours, the emotions of the field, painting them with words; iii) giving voices to participants; and iv) expanding the sources of the "reflexive account". The workshop will be dedicated to the illustration of the specificity of multivocal writing, typical of qualitative research, helped by a reflection about Gregory Bateson's notion of "double description" and on a general discussion of the purposes and limits of the reflexive account.

WORKSHOP OUTCOMES By the end of the workshop, participants will be able to recognize the kinds and purposes of multivocal writing. Participants will be able to critically discuss the issues of the orchestration of the author's voice with those of people involved in the study and to plan the writing of their research works.

Keywords: Qualitative Research Textualisation, Multivocality of writing, Reflexive Account, Bateson's double description, Participant's voices

3H Parallel Panel - Terrace 3 (Level 0)

Assessing Performance-based Research: Chicago Butoh: The Studio@620 Performance

University of South Florida, United States of America

A core justification for arts-based research practice (ABR) is it takes research public (Chilton & Leavy, 2014). At a time when lies and false news jeopardize commitment to sustainability and equity goals, ABR allows researchers to communicate to multiple publics and speak beyond traditional forms of research dissemination. Producing such works, however, generates complex questions of validity, assessment, and partnership development.

This panel session focuses on one work of ABR in education, the 30-minute film: "Chicago Butoh: The Studio@620 Performance." We will show a brief excerpt from the film to inspire dialogue between presenters and audience about developing creative responses in service of sustainability and other social justice goals. We hope to produce a dynamic space where meanings are collectively constructed and connections emerge through art and interaction.

The film is the focal work of a forthcoming book from Springer/Nature. Each of the panelists is an editor on the project. As part of the book development process, editors are interested in collecting quick takes on how to assess the film from the ECQI community. These responses might be published in the book and presented at other conferences, including ICQI in Champaign-Urbana.

Keywords: Assessment of Arts-Based Research, Performance-Based Research, Ethnodrama, Video

Challenges in Artistic Management

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Vanover, Charles (University of South Florida);

In this paper, I discuss the artistic management challenges I faced as I developed the artistic partnerships that supported the 30-minute film, “Chicago Butoh: The Studio@620 Performance” Developing partnerships with stakeholders outside the university is a critical issue for all researchers who pursue sustainability and social justice goals.

As a trained social scientist, I can manage the research end of my projects, but I cannot produce the scripts without relationships with artists to direct, act, compose, shoot, and edit. Many of the artists I engage are people of color; relationship development requires explicit attention to compensation, authorship, and past histories of exploitation. The following way of work has enabled the partnerships I have developed to flourish

- All grant money, advances, and royalties go to the artists—the university has paid me for my time
 - The artists, including my own work as playwright, retain all copyrights and image rights
 - Project promotion promotes the artists—I don’t put my face on the promotional materials
- Professional respect is the foundation of authentic partnerships. Such collaborative work supports the artists who create it and create products that speak to far wider publics than I might access on my own.

“Chicago Butoh: The Studio@620 Performance”

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Vanover, Charles (University of South Florida); Jones, Bob Devin (The Studio@620); Schanae, Jai (West Coast Theatre); Tricomi, Lisa (Let People Talk); Anguiano, Adrian (Columbia College Chicago); Taylor, Trace (University of South Florida);

One criticism of conventional forms of research and dissemination is these practices produce labyrinths of abstractions with little impact. “Chicago Butoh” is an attempt to cut through this web of talk and speak to the heart about life in school. We hope the film might be model for other collaborative efforts to engage the public in understanding and responding to complex social problems.

The script is built from verbatim transcripts of an interview shared by a first-year teacher in the Chicago Public Schools—the interview guide is published online at Vanover (2014). Charles Vanover and Bob Devin Jones, the artistic director of the Studio@620, then won a grant to develop the script and craft six live stagings. The concluding live performances at The Studio@620 were recorded to produce a 30-minute film.

The play and the film are intended to focus audience attention on the students in the teacher’s stories. Students of color who are spoken about and acted on, act up.

“Chicago Butoh” does not exist as a complete work of art without audience discussion and inquiry. Emotion cannot substitute for reflection; people must have the opportunity to interrogate the images of life evoked through ethnodramatic performance.

Assessing Arts-Based Research from Critical Perspectives

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McDermott, Morna (Towson University);

Definitions of what makes “good art” and what makes one a “good artist” have been steeped in oppressive colonial value systems and ways of making art-based inquiry that adhere to a Eurocentric aesthetic value system. We need to be consciously aware of reproducing the same elitist and alienating practices we seek to dismantle by creating a brand of “art-tellectualism.” This paper asks, “What do we need to do differently in order to inspire publicly collaborative movements that reach a broader audience of potential collaborators in our efforts for change?” The discussion centers around assessment of ABR work Chicago Butoh, opening up all borders and boundaries and remains suspect of definitive claims to identity and positioning.

The paper discusses how Butoh disrupts the boundaries in an effort to remain in the “interstitial space between boundaries” (Bhabha [1997] cited in Gaztambide-Fernández ,

2009, p. 89) between performer and audience, between art and life, or self and other. Each assessment of “Butoh” becomes a “map” of experience and moving landscapes, traced with aesthetic and sensory hues, ruptures of memory, and overlays of the imagination. Each interaction becomes a distillation of memory/perceptions and fragments of our collective imaginations and visions

Goal Oriented Forms of Assessment of Arts-Based Research

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Lea, Graham W. (University of Manitoba);

Arts-based research is a dual enterprise with responsibilities to create works that are artistically compelling and worthy of peer-reviewed publication. This results in a “messy terrain” (Leavy, 2015, p. 268), particularly in terms of assessment. In response, an ongoing discussion has emerged around how to assess arts-based research that considers both the academic and artistic influences on the methodology (Boydell et al., 2016). However, there is a tension between the “standardization evaluative criteria may impose versus the nature of artistic expression and our experience of artistic works” (Leavy, 2018, p. 575).

To address this tension, this paper suggests guideposts as a metaphor for assessment. As an ongoing part of the research process, guideposts provide an assessment that emerges from the cultural and aesthetic milieu of the work. Rather than a definitive collection of criteria, guideposts guide creators, readers, and reviewers through the work and leave space to bring assessments specific to the work and its academic and aesthetic intents. Thus, rather than standardized evaluative criteria, guideposts may be responsive to the artistic and academic approaches of the work rather than attempting to impose a presumed culture-free set of criteria. Guideposts speak to the complex work of taking research public.

4A Parallel: Earth Conservation - Fortress 1 (Level -1)

(Not) costing the earth? Theorizing flight shame, train bragging, and campervan travel

Phiona Stanley*

Edinburgh Napier University, United Kingdom

Flygskam (flight-shame), a Swedish neologism, hints at an emerging climate-smart tourist movement: closer-to-home, flight-free travel¹. But going overland is more expensive and time consuming than flying, as capitalism does not price in environmental impact. To travel from Edinburgh to Malta for this sustainability-themed conference, for instance, is sixty-five hours and six-hundred pounds cheaper by air than by train, although flying emits four times as much carbon. These facts offer two important avenues for qualitative research and inductive theorizing, each presented in this paper.

First, beyond flygskam, might we conceptualise tagskryt (train-bragging) as climate consciousness replaces longhaul travel as a marker of taste, status, and distinction (per Bourdieu)? Qualitative netnographic² research is presented that suggests tagskryt may be emerging as a novel form of (inter-class?) sneering. Second, as a meditation on post-humanism, what are the effects of NOT flying on local human and non-human assemblages³? While flygskam reduces large-scale environmental damage, how does rural driving, camping, and hiking affect local spaces? To examine this, I present and analyse critical autoethnographic data⁴ from campervan travel on the NC500, a 516-mile scenic driving route in the far north of Scotland⁵. This contribution is thus a dual qualitative inquiry theorized around a common theme.

Keywords: climate change, slow tourism, netnography, critical autoethnography, distinction (Bourdieu), campervan travel

3I Parallel Panel - Gardjola 2 (Level -1)

Reading to Learn, Teach, and Invent New Approaches to Inquiry

University of Georgia, United States of America

Session focuses on how we learn and teach new empirical, new material, posthuman, post qualitative, affective, and other “new” approaches to inquiry. Faculty often must learn and invent them along with their students. Given the immanent nature of this new work, it is impossible, we argue, to use pre-existing social science research methodologies with a pre-existing systematic process, research designs, and research practices as we think inquiry differently. We believe the chief “practice” for new approaches to inquiry is reading, which we think has been sidelined by the rush to application that social science encourages and also by a decades-long focus on writing. We don’t dismiss writing to learn, writing to think, bringing genres of writing from the humanities to the social sciences, or writing messy texts. Rather, we encourage the hard work and pleasures of reading widely, deeply, and closely, which bring expertise, confidence, and rigor to inquiry. We agree with Lacan who wrote “First, it is necessary to read” and with Deleuze who wrote about the “long preparation” necessary for serious scholarship. Presenters in this session will talk about the importance of reading as they learn, teach, and invent new approaches to inquiry.

Keywords: reading, inquiry, new inquiry, post qualitative

Teaching Reading and the Long Preparation for Rigorous Inquiry

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St.Pierre, Elizabeth A. (University of Georgia);

It's seductive to take up whatever new, exciting idea or "method" appears on the scene in academia, and it's easy to do that too soon, especially in the applied, social sciences that demand we "use" an idea very quickly. I've tried to slow my doctoral students down in their rush to application, warning them they probably don't know enough after reading a couple of books by Deleuze, for example, to "apply" his concepts like the rhizome or assemblage. In fact, Deleuze's concepts are not intended for application but for reorienting thought. The hasty use of Deleuze has, in fact, resulted in the call for a moratorium on Deleuze studies by non-philosophers. A lesson to be learned from this is that social scientists have to carefully read and study philosophy if they want to use philosophy in their studies of the social world. Those who read a lot can always tell when others don't, so careful reading is required for rigorous inquiry because it's in the texts we read that we often first encounter the Other, the unreadable text that demands a commitment to an ethics of reading, a commitment to stay with the text and the world in rigorous confusion.

Reading for Pleasure: Possibility and the Post Qualitative

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Bivens, Briana (University of Georgia);

This paper takes as a post qualitative provocation the familiar aspiration of reading for pleasure. In a moment fraught with pressures to perform and produce in higher education, to transform the expected act of reading into a site for pleasure is a subversive move. In this paper, I think with Black feminist theorists, poststructuralists, and literary critics to defend reading for pleasure as a practice that can elicit unlikely collaborations in our lives and work. By reading for pleasure and giving ourselves permission to loiter outside the canons of our disciplines, we can traverse paradigmatic boundaries and, as post qualitative inquiry encourages, conjure other ways to be, think, and do. To read for pleasure is to indulge a sacred practice of possibility, to hover in "the uneasiness of an experience that cannot yet be categorized" (Manning, 2016, p. 39), embracing our "capacity for joy" (Lorde, 1984, p. 56) and affording the nourishment necessary to sustain efforts to dream otherwise.

Reading and Process

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Hudson, Cheryl Ann (University of Georgia);

Reading and thinking with new materialisms scholars is a helpful starting point to engage the theoretical reconfigurations that are necessary to inquire into problems that conventional methods have not been successful in solving and why that is so. The new materialisms are varied approaches to inquiry for thinking inclusively about relations among entities without imposing a human centric conception that we exist apart from nature and objects. New materialisms scholars vary in their emphasis, however, all are concerned with ontological reconfigurations of engaging materiality that do not presume fixed identities and static relations, while providing a working space beyond critique. Through a reading-together of my selection of scholars engaged in thought with new materialisms, I connected a confluence that attributed Whitehead's process philosophy as important for providing the ontological space for a generative analysis of reality as encounters in immanent and ongoing relations. This ontological turn for new approaches to inquiry requires rigorous reading as an ongoing, grappling process. I will describe how continuous reading with A. N. Whitehead's *Process and Reality* (1929) produced the potential to move from a traditional case study approach to a process-oriented sociomaterial inquiry within an educational setting.

Pedagogical Haecceities in Ecosocialist Ethics: Posthuman Encounters with Degrowth in Film

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Brambilia, Lydia (University of Georgia);

Degrowth, a concept grounded in ecosocialist and environmental ethics, calls for reduced production and consumption under capitalism. A posthuman ethic of degrowth requires not only visible and emancipatory action, but also the circular, non-linear, and "lazy" practices of post qualitative inquiry (Gildersleeve, 2018). The long preparation needed in post qualitative inquiry requires an abundance of time, space, and energy, and this abundance is consistently devalued in neoliberalized approaches to labor. I argue that the materiality of reading as a postqualitative practice is itself a fractalization of a posthuman degrowth practice.

This paper explores posthuman ontologies of degrowth by examining three interspecies encounters in film: an animal-child encounter in a water conservation video, a slow and circular path to learning an alien language in *Arrival*, and a human-Octopus becoming in *The OA*. These pedagogical haecceities in film are data that, filtered through theory, activate alternative ontologies to alienated human-supremacist thinking under capitalism. I review the material conditions that make possible the wide, deep, and close reading necessary for post qualitative inquiry, and I connect the materiality of reading and postqualitative becomings to a posthuman ethic of degrowth.

4A Parallel: Earth Conservation - Fortress 1 (Level -1)

Heritage Development in Jordan as a Techno-Political Project

Charlotte Vekemans*

Universiteit Gent, Belgium

The exhibition 'Then & Now', organized by the Jordan Museum in Amman, revolves around the use of heritage as a resource for the future. At the center of the exhibition is an interactive map of the country where 'artifacts' are listed next to 'mines and minerals' and 'wind power potential', as a resource capable of fueling development. As a generally resource-poor country, the extreme wealth in archaeological sites is considered a possible alternative source of revenue, as well as a useful tool in state and community building. Development actors have thus seized the abundant presence of heritage sites – estimates say up to 20,000 – as a point of departure for projects of improvement, and more broadly of modernity.

In order to investigate the power relations that move through and shape heritage development in Jordan, my research looks at the techno-political nature of heritage development, rather than seeing heritage and developmental politics as distinct fields of study. In this paper I want to show why ethnographic methods, in combination with theories of new materialism and critical political economy, are effective in understanding how remnants of the past are used to build a certain political future.

Keywords: heritage development, political economy, ethnography, politics of history, techno-politics

4A Parallel: Earth Conservation - Fortress 1 (Level -1)

Co-created experience and the curated-self: Transdisciplinary and Tourism's Embeddedness in the 17 Sustainable Development Goals (SDGs)

Linda Lowry*

University of Massachusetts, United States of America

Global/local and the blurred boundaries of the glocal. Using co-created experience and the curated-self as a transdisciplinary platform for envisioning multiple types of qualitative responses to SDGs through the unique lens of sustainable tourism. United Nations World Tourism Organization (UNWTO) reports that tourism represents seven percent of global exports, 29% of the world's service exports, and is the 3rd largest export category after chemicals and fuels. One in 10 people work in this sector serving 1401 million international arrivals that generate 1451 (USD billion). In addition, tourism touches all 17 SDGs and is mentioned in 8.9, 12.b, and 14.7. Tourism encompasses multiple stakeholder groups (visitors, multiple industries, host communities, governmental bodies/organizations), generates both positive and negative impacts (economic, socio-cultural, environmental), is co-created in both face-to-face and internet mediated interactions, and is always foregrounded by politics. The broader lens of tourism enables researchers to create multiple viewpoints on the topic and its situatedness in the achievement of the SDGs. Types of inquiry that are particularly relevant and intertwined include: Arts-informed, critical, digital, feminist, indigenous, performance, post-structural, and the co-creation of self, others, and social-worlds. Numbers only tell one type of story. New qualitative perspectives can explore nuances of the vocal/voiceless/visible/veiled.

Keywords: co-created experience, curated-self, sustainable tourism, transdisciplinary

4A Parallel: Earth Conservation - Fortress 1 (Level -1)

Forest conservation, Forest Dwelling People and Construction of Environmental Subjects: Case of REDD+ in Meghalaya, India

Shubhi Sharma*

University of Edinburgh, United Kingdom

This ethnographic research undertaken amongst Meghalaya's Khasi tribe is informed by feminist and governmentality studies and supplemented by notions of personal and impersonal domination in Max Weber's work, and accumulation by dispossession in works inspired by Karl Marx. Meghalaya is a matrilineal state where land and forest rights are vested with tribal groups and the government has minimal control over them. Despite this, commercialization of natural resources has marred the landscape and male tribal elite have appropriated most benefits while excluding women and poor. A Payment for Ecosystem Services (PES) scheme called REDD+ was thus initiated by an all-male tribal leadership and an international group of actors in 2010 to halt environmental destruction. Aforementioned theoretical framework will allow me to assess how the 'technologies' of REDD+ are fostering, maintaining or entrenching past histories of dispossession; inequalities and gendered identities, and creating different kinds of 'environmental and gendered subjects' at micro level, whilst not losing sight of overarching structural inequalities at work. An ethnographic approach supplements this framework by uncovering the multiplicity and dynamics of everyday Khasi social life, giving insight into the processes through which subjectivities are formed while also analysing the agency of tribals in these processes.

Keywords: Intersectionality, Governmentality, Gender, Dispossession, Carbon Markets

4A Parallel: Earth Conservation - Fortress 1 (Level -1)

Plant-life in a World of Differential Becoming

Carole Baker*

Plymouth University, United Kingdom

Emerging from my earlier research on the non-human animal I question through my critical realist photographic art practice the implications of assimilating plant-life into a Posthumanist conception of the world. What are the onto-epistemological and ethical challenges that arise from such a conception? What replaces the binaries of self and other, nature and culture? What futures emerge from the discarding of hierarchies? Using diffractive, rather than reflective, methodologies I seek to reveal entangled relationalities, and potentialities that difference produces through interference.[1] Art, as proposed by Erin Manning as "...the intuitive potential to activate the future"[2] becomes a powerful force with which to remake the world through differential becoming. The art work, for Manning, creates its own momentum, its own block of sensation, its own field of forces, it generates affects and allows others to enter it. The understanding of plants as mechanistic and simplistic rather than complex agential beings is outmoded and inadequate to the present crisis. The imperative for a shift in consciousness is to nurture sustainable futures through a commitment to every life form, amidst the complex and rapid global environmental, socio-political, economic and technological change which threatens all life on earth.

Keywords: Plant-Life, Photographic, Onto-Epistemological, Ethical, Diffractive, Becoming

4B Parallel: Lecturing Research Methodologies - Fortress 2 (Level - 1)

Teaching Qualitative Research in 8 Days: An Intensive Hands-On, Student-Centered Approach

Anna CohenMiller*

Nazarbayev University, Kazakhstan

Imagine that you have eight days to teach introduction to qualitative research. What would you include? How would you present the basics? Which readings would you require? How would you keep your students attention throughout each 6-hour day? The challenges of such a condensed course can be stifling but the potential is immense. In this presentation, I discuss the ways in which I engaged a class of first semester graduate students in an intensive hands-on, student-centered course in qualitative research. Outcomes of the class included four student researched small case studies, one student-faculty international conference presentation, and the development of a student-faculty journal publication. While these outcomes help to demonstrate an overall level of comprehension, I continue to think about the class as a whole. This presentation seeks to open discussion on the topic of teaching pedagogy within qualitative research in general and on student knowledge retention in particular.

Keywords: experiential learning, collaborative learning, innovative pedagogy, teaching qualitative research

4B Parallel: Lecturing Research Methodologies - Fortress 2 (Level - 1)

Issues of Sustainability in Teaching Qualitative Research

Chaya Possick*

Ariel University, Israel

In order for qualitative research to be sustainable, we need to develop effective ways to teach our students qualitative methodology. This is often challenging in academic settings that offer a one semester course after which students are expected to implement their own qualitative research projects [1].

In addition, if we wish to teach sustainability as a central principle of qualitative research, we need to address issues of respectful praxis, agency, autonomy, witnessing, representation. These issues are germane throughout the research and the teaching process from constructing research questions to disseminating the findings, when dealing with "wicked (social) problems." [2,3]

This presentation will outline a one semester qualitative research course that took sustainability issues into consideration. Specific exercises that allow the students to engage creatively, autonomously and experientially in learning the principles of qualitative research will be described. These include use of films, games, enactments, and healing questions.

Keywords: teaching qualitative research, witnessing, healing questions, creative teaching excersizes

4B Parallel: Lecturing Research Methodologies - Fortress 2 (Level - 1)

Teaching qualitative inquiry in various contexts: multiple perspectives on qualitative research methodology training for trainers

Hubert Van Puyenbroeck* (1), Gerrit Loots (1), Rut Van Caudenberg (2,3), Karen François (1)

1: Vrije Universiteit Brussel, Belgium; 2: Universiteit Antwerpen, Belgium; 3: Universitat Autònoma de Barcelona, Spain

In this presentation, various concrete training methods are highlighted from the perspective of the evaluation of participants in doctoral training seminars. Participants were doctoral candidates with an interest in qualitative research and all seminars were subject to an evaluation procedure. Seminars took place in the frame of the Flanders interuniversity FLAMES initiative (2017-2019) and during a first interuniversity doctoral training exchange program (VLIR-IUC-UO) at the University of Santiago Cuba.

As these seminars were organized in various ways with teaching methods that were most appropriate to the qualitative methodology and methods being trained, feedback from the participants was key to refine these training seminars. Different types of research material were used (visual data; interview data; stories), and a variety of qualitative research methods (thematic analysis, narrative analysis; focus groups) and methodologies (grounded theory; ethnography) and the related epistemological questions were reviewed.

Based on experiences with an interuniversity training in qualitative research methods and methodologies, in this presentation we learn what didactic elements are most appreciated by trainees. Recommendations on training strategies for qualitative research trainers are illustrated with examples drawn from methodological reflections completed by the participants that took qualitative training seminars over the last 3 years.

Keywords: teaching, recommendations, methodology, evaluation, doctoral training

4B Parallel: Lecturing Research Methodologies - Fortress 2 (Level - 1)

How to teach the qualitative research methods in health psychology? – dilemmas of an academic teacher

Agata Rudnik* (1,2)

1: University of Gdansk, Poland; 2: Department of Gastroenterology, Independent Public Health Care of the Ministry of the Internal Affairs in Gdansk, Poland

The presentation is going to be based on what was learnt from my own practice. As an academic teacher at the Institute of Psychology at the University of Gdańsk I have a great opportunity to establish and to run a completely new course for my MA students: Qualitative Research Methods in Health Psychology. It is a mix of lectures and workshops. The biggest challenge is that such a methodology is not that much popular in Poland. Therefore, my students ask me - Why is it underestimated? Is it a less valuable methodology? Is it?

The second demand is the ethical dimension of qualitative research methods. How to teach the highest standards? I always emphasize the meaning of patients, their rights and how important it is to remember about ethical issues while publishing the outcomes. Is it enough?

During my presentation I would like to share my experience and my ups & downs as a person who wants to present a different point of view and diverse aspects of psychology. Have I managed? What lesson have I learnt? You will find out.

Keywords: psychology, academic teaching, qualitative research methods, narrative medicine, interpretative phenomenological analysis

4C Parallel: Methodological Issues 2 - Bastion 1 (Level -1)

Dealing with limits of reflexivity in social practice research: a scenario game technique

MARTA KLEKOTKO*

JAGIELLONIAN UNIVERSITY, Poland

The paper describes a new qualitative research technique of investigation that helps to overcome methodological challenges of the theory of social practice (TSP).

TSP assumes that society is a field of interrelated practices which are defined as embodied and materially mediated arrays of human activity (doings and sayings) organised around shared practical understandings. Practices are both entities (patterns of configuration of constitutive elements of practice) as well as performances (the moments of configuration). The practices-as-entities can only be studied indirectly through practices-as-performances and thus empirical studies of practices require reification on the one hand and high reflexivity on the other, which might be particularly challenging in case of complex practices.

The specific methodological challenges of the TSP approach are presented on the example of research on urban communities in Poland. The author shares her experiences with the TSP approach in her research, discusses its various challenges in the field as well as provides strategies of dealing with them. The particular attention is paid to challenges caused by reflexivity limits. Finally, a scenario game – a new qualitative technique developed by the author - is presented and discussed as a promising technique that may help to overcome the challenges of the TSP.

Keywords: "scenario game" method, reflexivity, theory of social practice, projection method

4C Parallel: Methodological Issues 2 - Bastion 1 (Level -1)

Wild swimming as methodology

Vivienne Bozalek*, Tamara Shefer*

University of the Western Cape, South Africa

The notion of 'wild' in the globalising project of patriarchal settler colonialism is especially fraught for the subjugated - lands, animals, women and children[3,5,6]. The notion of wildness and associations with nature has been drawn on to both undermine and devalue as well as to subdue women's, Black, non-gender conforming, young, neuroatypical and other marginal bodies across times, spaces and places. Yet, there has also been the acknowledgement of the value of wildness as a political strategy and tool for destabilising oppressive and regulatory regimes. Wild methodologies as forms of experimental research creation [3,4], require 'Listening to voices from the more- than-human world. Attending to the untamed.' [2]. We share an exploratory swimming methodology, as one form of wild methodology, drawing on our experiences as sea swimmers who regularly swim, and experimentation with a swimming methodology workshop with a group of scholars committed to Slow scholarship. We think about the possibilities of such methodologies for troubling normative practices in the academy. We explore the way in which wild, wildness and wilderness may be deployed to make and stay with trouble [1], to facilitate relational ontologies and ethics of care, and to open up new imaginaries of scholarship that matter.

Keywords: wild swimming methodology, research creation, relational ontology, ethics of care

4C Parallel: Methodological Issues 2 - Bastion 1 (Level -1)

Sustainable method to provide new knowledge: developing the rigorous process of document analysis

Tanja Moilanen*, Mari Kangasniemi

University of Turku, Department of Nursing Science, Finland

Background. Document analysis is the systematic strategy for reviewing and analysing documents. A large number of documents have provided ecologically and economically sustainable research data that are socially sustainable because researchers' interests have not influenced them. [1-3] However, the description of structured document analysis methods are often missing [4].

Purpose and method. We have developed a rigorous six-step strategy for document analysis using four in-house document analysis and a systematic methodological review based on electronic and manual searches. This identified 20 papers published between 1981–2018, which were analysed by the constant comparison method.

Results. The first of our six steps is selecting documents using pre-defined selection criteria. Second is to determine the data observation strategy, including the data observation sheet and analysis methods, namely constant comparison and/or quantification. Third is extracting the data and coding the characteristics and content of the documents. Fourth is the final synthesis analysis of the data. Fifth is examining the trustworthiness of the process. Sixth is scrutinising the ethical questions. The document analysis process is not always consecutive and steps can overlap each other.

Conclusion. Rigorous research methods contribute to the trustworthiness of document analysis and sustainable science.

Keywords: document analysis, documentary analysis, methodology, qualitative research, systematic review

4C Parallel: Methodological Issues 2 - Bastion 1 (Level -1)

The use of CAQDAS to support decision making: methods and techniques to study human experience

António Pedro Costa* (1), António Moreira (2), Patrícia Sá (3)

1: Aveiro University, Portugal; 2: Aveiro University, Portugal; 3: Aveiro University, Portugal

Computer-Assisted Qualitative Data Analysis Software (CAQDAS) has increased its presence in various areas of knowledge, like education, health, and social sciences. The study aims to identify and understand which methods and techniques are best suited for human experience studies, and what is the influence of the researcher's decisions in the choice of CAQDAS aiming at identifying whether the methods and techniques elected are best suited for the type and scope of the research performed. The participants of this study were researchers and users of webQDA software with a research focus on the human experience. webQDA is a web-based software that allows working the same data, synchronously or asynchronously, with different researchers. Data collection was performed using a semi-structured instrument and virtual observation. Data treatment was performed using a content analysis technique. The results of the study made it possible to promote collaborative research to understand human experience challenges. The use of the qualitative approach supported by webQDA allowed us to understand and identify, through the senses and meanings of the actors involved, the potentialities and limitations of the software. Also, the study revealed the importance of using CAQDAS to propose qualitative indicators that guide decision making in an ever-changing world.

Keywords: Decision Making, CAQDAS, Human Experience, Methods and Techniques.

4C Parallel: Methodological Issues 2 - Bastion 1 (Level -1)

Rigour and Creativity in Qualitative Research: the Contribution of Theory of Argumentation

Mario Cardano*

University of Turin, Italy

Qualitative research is one of the most widespread approaches in social research, particularly among the youngest generation of scholars. However, this way of doing research still receives pungent criticisms of the soundness of its results and, even more bitter, of the possibility of their generalization. All these reprimands are frequently framed within a more general criticism that refers to qualitative research's lack of rigour, moving from the tacit idea that the only possible form of rigour is that of quantitative research. In the panel, I mean to discuss and defend another idea of rigour different from the one that inspires quantitative research, an idea of rigour that promotes the intrinsic creativity of qualitative research. The logical frame that was proposed for this purpose is that of the theory of argumentation. The general idea is that the theory of argumentation can perform, in qualitative research, the same function as the theory of probability does in quantitative research. Moving from the definition of the main features of qualitative research, the presentation will illustrate the specific contribution of theory of argumentation for all the phases of qualitative research, from the design to textualization.

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Keywords: Rigour, creativity, theory of argumentation, soundness, plausibility

4D Parallel: Mental Health 2 - Bastion 2 (Level -1)

“We belong to nature”: Communicating Mental Health in An Indigenous Context

Rita Sørly*

NORCE Norwegian Research Center, Norway

Standardized services in Norwegian mental health care are tailored to the needs of the majority population, focusing on diagnoses, and overshadows an approach that understands, values and emphasizes Sámi storytelling and everyday life. This study aims to contribute to our knowledge of user involvement in mental health care for Sámi users with complex needs and strengthen knowledge about involvement for service providers working within these contexts. A narrative approach offers an opportunity to unravel an indigenous focus on a sustainable and holistic view on health care and user involvement.

This presentation focuses on 9 Sámi men and women' stories on user involvement from an indigenous mental health perspective. Through a narrative analysis of personal stories, we emphasize how the participants makes sense of sustainable health in a culturally adapted mental health context, and the experience they have, living in Sámi core areas.

We also identify themes that are understood as performances of culturally constructed values and norms. Based on the results of our analysis, we suggest that mental health care in Sámi core areas is connected to important values and norms of sustainability, and treatment without these important values and norms will adversely affect user involvement in the services.

Keywords: Mental health, Sustainability, Narratives, Sami Health research

4D Parallel: Mental Health 2 - Bastion 2 (Level -1)

Art making as transformative in mental health recovery.

Theresa Van Lith*

Florida State University, United States of America

Mental health recovery is a social justice movement that focuses on how those experiencing mental illness can become active agents of their own lives¹. Similarly, co-operative inquiry challenges the power imbalances that exist among marginalized and vulnerable groups by seeking to create relevant platforms for equality². The intention of this study was to explore the relationship between art making and the mental health recovery process with consumers of rehabilitation services in Melbourne, Australia.

The concept of the bricoleur was used to piece together co-operative inquiry and art-based research with mental health recovery values. Art-based intersubjective responses³ of the data collected were used by the researcher as a relational form of knowing. Not only did this aid in enhancing the overall trustworthiness of the study, but it helped to elicit a deeper sense of understanding about the participants' experiences of using art making to make meaning. Finding significance and becoming transformed through the art making experience was found to provide a spiritual element to the mental health recovery process. While, spirituality was found to be a core component to creating change in all aspects of their wellness, it was also found to be a forgotten and undervalued dimension within these services.

Keywords: Co-operative inquiry, art-based research, social justice, mental health recovery.

4D Parallel: Mental Health 2 - Bastion 2 (Level -1)

Territory, body, blood: an autoethnographic telling of institutionalisation in Ireland.

tara mcguinness*

ucd, Ireland

This paper explores the coercive confinement (O'Sullivan & O'Donnell, 2012) of unmarried women and their children by the Irish state and the influential role of the Catholic church.

Using my own memories of visiting my grandmother in a mental asylum on a weekly basis and being the child of a father institutionalised by the state, I use autoethnography to evoke the effects of these experiences. Additionally, I draw on my grandmother's medical chart which spans fifty one years to demonstrate the shift in discourse and practices deployed which affected unmarried mothers in Ireland.

Furthermore, I draw on theorists who critique the Irish state's practices of coercive confinement and use of biopolitical power to regulate women and children. I also explore the concept of surplus land (Gilmore, 2007), in which spaces are abandoned and reused for alternative purposes. Foucault's concept of a carceral archipelago is particularly useful in conceptualising the running of institutions in Ireland.

This paper is a blend of academic analysis and autoethnography with the aim to intertwine the personal with the political, to critique the structural while evoking the intimate realities the political imposes on the body and mind.

Keywords: coercive confinement, surplus land, carceral archipelago, biopolitical relegation

4D Parallel: Mental Health 2 - Bastion 2 (Level -1)

Politico-Critical Analysis: A Qualitative inquiry framework applied to Critical Mental Health Research

Paulann Grech*

University of Malta, Malta

Mental Health and Illness is an area that has presented various challenges to society. Characterised by a dark history that involved harsh injustices, it is up to contemporary generations to ensure that mental health and its conceptualization and treatment are transparent, flexible, just and recovery oriented. The aim of this oral presentation is to present a new framework called Politico-Critical Analysis (PCA) that can be used to guide critical mental health research. Borrowing from Foucault's contentions, this framework is intended to specifically target the latent politics that may be playing an important role in society, institutions or situations. Moreover, the framework is intended to offer easy-to-read, step-by-step guidance to researchers attempting to undertake this type of research. In order to demonstrate the use of framework, it is going to be described in the context of a critical research study regarding the knowledge and power interface in the psychiatric therapeutic alliance. This research builds on other critical mental health research such as that by Bracken et al. (2012), Moncrieff et al. (2016), Marchese & Celerier (2016) and Zeeman & Simons (2011). Their work critiques psychiatric diagnosis, treatment and power imbalances.

Keywords: Politico-Critical Analysis, Foucault, Critical Psychiatry, Therapeutic Alliance

4E Parallel Panel: Panel - Terrace 2 (Level 0)

Performing Embodied Knowledge: Striving to Sustain Self and Other

Independent, United Kingdom

Nick Crossley (2007) wrote, “Embodied knowledge is not discursive knowledge and cannot be put into discourse without distorting it” (p. 87). This symposium offers a transdisciplinary collection of papers which take up this challenge by striving to explore and express knowledge, understanding and experience that are grounded within and between our bodies. Our studies inquire into a range of Self/Other conundrums, considering the spaces, separations, boundaries, blurring, connections, or couplings between bodies. We rely on creative, aesthetic writing/performance practices to attend to the unspoken materiality of embodied knowledge, while preserving and communicating subjective or ephemeral dimensions of experience and meaning. We write – and perform – with a desire to create openings that help sustain Self and Other in polarising times.

Keywords: embodiment, performative writing, relationships, transdisciplinary research, creative-
relationally, agencement

Escaping the South: Dialects of Class

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Purnell, David (Mercer University);

In my experience, to be southern means one thing in the south and something nearly completely its opposite outside of the southern regions of the US. Within the south, my draw let others know that I was southern—one of them. Outside the southern regions of the US, my draw let others know that I was uneducated, simple. While this was not the case, the perception was that anyone with a southern draw is seen as ignorant. My southern-ness was somehow seen as less than—less intelligent, less able. While I was raised in the south, I was born on the West Coast in San Diego, California and dreamed of going there one day. Upon arriving in California, I quickly realized that my southern accent betrayed me. I was seen as ignorant. The southern draw and other dialects that are perceived as Other establishes a mobility boundary based upon perception. This perception encourages an adaptation of speech to conform to the socially acceptable pronunciations in relation to professionalism and perceived intellect. According to Bourdieu (1991), “discourse can only exist...so long as it is not simply grammatically correct but also, and above all, socially acceptable” (p. 76).

Writing and Performing Songs to Access and Communicate Embodied Knowledge

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Carless, David (Independent); Douglas, Kitrina (University of Coimbra and Boomerang-project);

One form of embodied knowledge that is notoriously difficult to access and communicate through discourse is traumatic experience. Typically, trauma is ‘remembered’ not through rational narrative processes, but subconsciously within the body – the nervous system, the cells and tissues that comprise our physical selves. This often has adverse health consequences at the individual level and, at the cultural level, can make it difficult or impossible to share and learn from trauma-knowledge. Silence often results: personally, socially, and culturally. Through this performative piece, I share a song titled ‘Whirlpool’ which I wrote in response to witnessing others’ trauma stories and revisiting my own childhood experiences. I reflect on how writing and performing the song allowed me to access, explore and communicate otherwise silent/absent experiences or ‘memories.’ I suggest that diverse forms of artistic creative practice are necessary if we are to incorporate embodied forms of knowledge within research and practice.

Giving the abstracted body some actual flesh: Film making, ‘Whirlpool’ and researching sexual topics in education

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Douglas, Kitrina (University of Coimbra and Boomerang-project); Carless, David (Independent);

Villarejo (2013) suggested that to carry the torch of feminist and queer engagements with body politics it remains important to give the abstracted body some actual flesh. While in theory this is important, if the population we are researching are vulnerable, young people and the topic of study is conversations that explore sexuality, porn, and bullying, then putting flesh on bodies can be a hazardous task fraught with danger and jeopardy for research collaborators. In this regard film making provides one framing device which embraces engagement and reflection and that can be both material and fleshy. Using “Whirlpool” as an example this paper explores some of the choices, dangers and contradictions of film making as a social science research methodology directed towards outcomes that are political, aesthetic, and ethic. Such a lens reminds us of the way that bodies are always framed (Hallas, 2009), and draws attention to those aspect of humanity that are “never contained easily in the envelope of the individual human, and always therefore requiring careful and detailed attention” (Villarejo, 2013 p.154).

There is not so much a doer, as there is a doing.

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Gillott, Andrew (Independent);

Care-less actions between bodies are the site of intense concern, scrutiny, and speculation in elite sport. An industry perplexed by the contradictions: there must surely be a knowing of what is right and care-full that constrains the doing of the transgressive, the care-less: "why don't folk just do the right thing?" But we are always more than one: such a knowledge is relational, embedded in the ongoing remaking of worlds, and such a freedom of will hangs in the field of the prepersonal, where bodies are constituted, made and remade. Becoming conscious of what freely repeats does not allow bodies to control the repetition (Colwell, 1997) there is not so much a doer, as there is a doing by what Jane Bennett calls a federation of actants, "... a creature that the concept of moral responsibility fits only loosely and to which the charge of blame will not quite stick" (Bennett, 2010, p. 28). In this performative piece, I will draw upon thoughts, experiences and sensations from working in high-performance sport to explore the creative-relationality of knowing and caring.

Sustaining concept forming (of bodies) as events in contemporary post qualitative inquiry

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Gale, Ken (University of Plymouth);

If it is the case that 'embodied knowledge' has an 'unspoken materiality', then, in this paper, I wish to argue that these 'unspoken materialities' result from the constantly dissembling tendencies of all bodies in becoming other than what they were. As Manning argues, we are always more than one, therefore, we need to think of bodies, not as post Cartesian individuals but as what Massumi refers to as 'creative-relationally more-than human' (2015: 14) acting in collective individuation, in what Deleuze might describe as 'agencement' with all other bodies. Taking the posthuman turn necessitates critical engagement with notions of embodiment and the politics of identity and subjectivation inherent in working with so-called 'selves' and 'others'. Conceptualisations such as 'body' and 'embodiment' not only create encounters with epistemological considerations to do with what these conceptualisations might mean but, more importantly, with what these bodies can do. Posthuman thinking can turn practice away from the narrow constraints of the simply human towards engagements with, between and around all bodies, human and nonhuman. Therefore, this paper offer concepts as events as speculative, experimental and creative approaches toward bodies in becoming and emergence into the not yet known in (post) qualitative research and inquiry.

4F Parallel Workshop - Gardjola 1 (Level -1)

Generative action research practices for neighborhood engagement

Bert Verleysen* (2), Marc Craps* (1), Styn Grieten* (1), Frank Lambrechts (2), René Bouwen* (1)

1: KU Leuven, Belgium; 2: UHasselt, Belgium

Action research often aims at improvements in local situations, to generate generalizable insights. In this workshop we address the question how action research can also stimulate actions for improvements beyond the local situation. The workshop is based on a case study about a neighborhood organization that started with two persons protesting against building a horse riding school behind their house. Other neighbors joined this protest and with the support of action research, the initiative was able to evolve far beyond “Not In My BackYard” actions. The case study is based on qualitative interviews, participative observation, meeting reports and social media. The research reveals the impact of high quality relational practices. Connectedness and mutual appreciation between members and with the researchers, are generative to evolve from NIMBY to broader sustainability-related goals, like climate change, threatened bio-diversity and social exclusion

In the workshop we invite the participants to experiment with action research interventions in a re-enacted situation, picked out of the case study. The joint reflection with the participants about these situations draws the attention to the relational qualities of research practices that can stimulate local engagement for global challenges.

Keywords: action research, relational qualities, generativity, neighborhood engagement, sustainability

4G Parallel Workshop - Gardjola 2 (Level -1)

Sustainable collaborative research practices?

Birgitte Olesen*

Dialogisk kommunikation/IKH/Roskilde Universitet, Denmark

I invite participants to a workshop where we use a “pick-a-picture-method” to cast a critical, reflexive gaze on our ideals and research practices in collaborative research projects.

Very often our aim is to be in trusting relationships and give voice to dissenting meanings in order to produce sustainable and socially robust knowledge where complexity is seen as a quality rather than a problem. However, my experience is that I - and my colleagues – are often caught in an iron triangle, where resources regarding people, knowledge and time, demands for a rapidly published product and the quality of the knowledge are linked together in ways that force us to compromise our ideals of collaborative knowledge production.

The purpose of the workshop is to sharpen our awareness of how a market orientation has become a discourse through which individuals and institutions recognize themselves. This applies both to the people we intend to collaborate with in specific institutional settings and to ourselves as we are caught up in demands to produce knowledge as a commodity. How do these conditions influence our possibilities for being part of collaborative projects driven by our dialogic ideals, and where do we find “the cracks in the wall”?

Keywords: trusting relationships, critical reflection, iron triangle, knowledge as commodity

4H Parallel Workshop - Terrace 1 (Level 0)

Developing collaborative research practices through autoethnography

Louise Phillips*, Maria Bee Christensen-Strynø*, Lisbeth Frølund*

Roskilde University, Denmark

How can autoethnography be used in critical, reflexive analysis of research relations with the aim of further developing collaborative research practices?

This workshop addresses how autoethnography can be put to use in collaborative research to explore and further the co-creation of knowledge in the light of tensions relating to power, dialogical ethics, and affective, bodily knowing. It will begin with an illustrative presentation of how autoethnography is integrated in the project *Dancing with Parkinson's* in which 43 participants in Parkinson's dance classes, together with the university researchers, co-create knowledge with roots in participants' own experiences of Parkinson's dance as an integral part of everyday life. The presentation will contain autoethnographic narratives by the university researchers, articulating ethical dilemmas arising in the complex dynamics of the collaborative project. How can the university researchers make promises about the results and acknowledge that knowledge is emergent in the "co" of co-creation? How can the project open up for embodied knowledge and not reveal too much or hurt someone? How can they make space for co-researchers' voices and articulate their own investments? The second part of the workshop will consist of an exercise where participants are invited to explore their own research relations autoethnographically.

Keywords: affective and bodily knowing, autoethnography, collaborative research, critical-reflexive analysis, dialogical ethics, Parkinson's dance

Keynote Speech 2: Jonathan Wyatt - The lumen and the spiral: Writing, 'sustainability', and creative-relational inquiry - Fortress 1 (Level -1)

The lumen and the spiral: Writing, 'sustainability', and creative-relational inquiry

Jonathan Wyatt*

The University of Edinburgh

"Writing is thinking... writing is indeed a seductive and tangled method of discovery", St. Pierre writes (Richardson and St. Pierre, 2017, 827): so I can say that though I do not yet already know – in September 2019 – what this keynote will offer in February 2020, I know writing will take me, take us, there.

I finished book a year ago: *Therapy, Stand-up, and the Gesture of Writing: Towards Creative-Relational Inquiry*. The book's work with and between therapy, stand-up comedy and writing-as-inquiry remains alive. The concept of 'creative-relational inquiry' (after Brian Massumi) still has further work it can do; and the new materialisms, Deleuze and Guattari, and affect theory, who/which course through the book, continue to inspire, infuse and influence. Starting from there, the writing towards this keynote will take me into thinking with and beyond the term 'sustainability' – problematic both politically and ontologically – and towards a conceptualising, a re-imagining perhaps, of the work we do as qualitative scholars that speaks to its unfolding process alongside its/our responsibilities to respond to the crises our planet faces.

The writing may take me back (and forth) into my work with Karl, my client, whose stories populate the book, and the sense he and I continue to make together of his awareness that living in the way he does is becoming impossible. Unsustainable. The writing may take me into the work of stand-up performers such as Lauren Pattison and her anger at the entrenched, relentless – sustained – class and gender politics of the UK comedy world. The writing may take me into what keeps me/us writing, what keeps me/us inquiring. It may take me into the creative-relational concepts and practices necessary for nourishing – for more than sustaining – powerful, brave, thoughtful, compassionate, collaborative scholarship.

I know I shall offer two 'moments'. Moments, rather than, say 'examples', speak to inquiry that happens, that arises: the surprise, the sense of being taken. Two moments where a concept, or an image, called – for stories, for action, for thinking and doing. They offer a way of working at and with creative-relational inquiry, and a creative-relational inquiry that speaks with and around notions of 'sustainability'. The first moment concerns a collaborative project where we were captivated by a 'lumen'. In the second 'moment' I play with the concept of 'spirals' and where they take writing.

The writing throughout will bear in mind, will attempt to embrace, the "atheist awareness of finitude" that Félix Guattari's translators (2000, 16) ascribe to his 'ecosophy': our individual and collective mortality, our unsustainability, an awareness of which calls us both to urgency and to imagination.

Guattari, Félix. 2000. *The Three Ecologies*. Translated by Ian Pindar and Paul Sutton. London: Athlone.

Richardson, Laurel and Elizabeth St. Pierre. 2017. "Writing: A Method of Inquiry". In *Handbook of Qualitative Research*, edited by Norman K. Denzin and Yvonna S. Lincoln, 818-838. London: Sage.

Bio

Jonathan Wyatt is Professor of Qualitative Inquiry and Director of the Centre for Creative-Relational Inquiry at The University of Edinburgh. Originally an English teacher and youth worker, he worked for ten years as a counsellor in a doctors' surgery alongside being Head of Professional Development at the University of Oxford, before heading north to Scotland in 2013. His most recent book is *Therapy, Stand-up, and the Gesture of Writing: Towards Creative-Relational Inquiry*, published by Routledge.

5A Parallel: QI Challenges - Fortress 1 (Level -1)

Being Human: Or How to Balance Research and Friendship in Fieldwork

Audhild Lindheim Kennedy*

University of South-Eastern Norway, Norway

My PhD-research looks at how the school children in Notodden, Norway, are taught about its hometown's World Heritage in a number of educational programs.

During the preliminary stage of my project, when I applied for approval from the Norwegian Centre for Research Data (NSD), their primary ethical concern were regarding the school children involved in the project. After commencing fieldwork, I soon realised that my research involved an even greater implications for some of the adults who teach in these educational program. In particular, with regards to one of my key informants, who is also a friend I had in High School.

Here an important ethical dilemma presents itself; of how to be a human, friend, and researcher when conducting ethnographic fieldwork. There is ethnographic and anthropological literature that explores the ties of friendship that develop during fieldwork. However, little, if any, has been written on how pre-existing friendship relations are affected during fieldwork and how these may influence the fieldwork itself. What are the possible consequences (advantages/disadvantages) of my personal friendship with one of key informants? And, not the least; what can this study say about fieldwork and friendships? A preliminary conclusions, could be that researcher reflexivity is inevitable.

Keywords: Ethics, Researcher relations, Reflexivity, Ethnographic fieldwork

5A Parallel: QI Challenges - Fortress 1 (Level -1)

Listening to participants' use of metaphoric language

Shani Pitcho-Prelorntzos*

Ariel University, Israel

A qualitative study which examined the meanings constructed by Israeli adults to their loss of a father before birth, revealed the use participants make in metaphoric language regarding physical aspects when constructing meanings to their loss.

In the proposed presentation, participants' use of metaphors will be demonstrated as a unique way to make understandable what needs to be understood in a given circumstance, when a more 'direct' use of language is not accessible. Moreover, participants' use of metaphors will be presented as their way to personify something abstract in very human terms and to construct reality by projecting "everyday life-worlds" onto abstract phenomena, as they lost their fathers before they were born.

It will be advised for qualitative researchers to listen carefully to the metaphors participants use during interviews, as discourse and meanings are shaped by what individuals say, as well as how they say it, and the specific words and metaphors they use, or don't use, to share their understandings.

Keywords: Metaphors, orphans, loss, bereavement, grief, meaning-construction

5A Parallel: QI Challenges - Fortress 1 (Level -1)

Re-searching for meaning: qualitative research based on focus groups interactions about meaning in life

Inés Barcenás* (2), Manuel Frias* (1), Noemi Martinez (3), Covadonga Chavez (4)

1: University Francisco de Vitoria, Spain; 2: University Francisco de Vitoria, Spain; 3: University Francisco de Vitoria, Spain; 4: University Francisco de Vitoria, Spain

In this project, we embark on a search to understand lived narratives about meaning in life. Previous empirical research has acknowledged the need for an in depth understanding of the processes that lead individuals to find meaning in their lives (George & Park, 2016; Steger et al., 2015; Wong, 2016). Therefore, our aim is to delve into the nuances of this phenomena, capturing its complexity through participants' shared narratives. The construct Meaning in Life was explored based on the interaction of 16 participants. Participants were divided into 4 focus groups, each composed by one undergraduate student, a religious person, one researcher and a humanistic department member. Each group attended a 90 minutes session where they were invited into a dialogue about meaning in their lives. The open ended questions about Meaning in Life were based on the tripartite approach (comprehension, purpose and mattering subconstructs) (George & Park, 2016b; Steger et al., 2015). Participants' narratives were analyzed using thematic analysis. Implications for future meaning in life research, research relationships and cultural differences are offered.

Keywords: meaning in life, focus groups, research relationships, cultural differences.

5A Parallel: QI Challenges - Fortress 1 (Level -1)

PUBLIC RELATIONS A SCIENCE AT THE CROSS ROADS OF HIBRIDITY?

ANA-MARIA TEODORESCU*

University of Bucharest, Romania

Public relations have been defined, interpreted and evaluated as hybrid science according to the Kuhn's paradigm. But the hybrid specialities have been divided at the second generation, being multiplied. In this regard, public relations have changed the social sciences domain into the area of humanities. The public relations as a domain of academic and practice has become a new hybrid concept, in the area of humanities. The current demonstration it has as main goal to create a new framework in defining the new paradigm including pragmatics, sociology of knowledge and anthropology, emphasizing digital approach. Three aspects might be emphasized:

To define the hybridity as functional concept in humanities, connected with other areas in science,

To identify and to comment the second level in generation for public relations from social sciences area to humanities,

To evaluate the main tasks for a new research at the cross-roads-linguistic via pragmatics, the sociology of knowledge via the constructivist perspective and anthropology with the digital view.

Keywords: public relations, humanities, social sciences, hibridity

5B Parallel: The Human Experience - Fortress 2 (Level -1)

Giving a Title to Life

Eli Buchbinder*

School of Social Work, University of Haifa, Israel, Israel

Background and aim

The title of a literary work, though set apart from the body of the text, is integral to its meaning and thus is the key to understanding it. A way of achieving unity in qualitative interviews is to ask interviewees : "If you were asked to choose a title for your life-story, as for a book, what would the title be?" and asking to elaborate on how her title reflects the meaning of their experiences.

Method

The lecture will analyze the three main functions in giving titles to life narratives with different qualitative research projects: abused women; adult women who were labeled as girls in distress and women survivors of incest.

- 1) The choice of titles reflects the interviewees' struggle to unify shared core meanings in giving structure to the complex experiences.
- 2) The choice of title reflects the interviewees' struggle to make sense of the seemingly meaningless pain.
- 3) The choice of title reflects the interviewees' struggle to orient the future. A title may serve to chart a life direction.

Discussion

The discussion will focus on understanding giving a title to a life narrative through concepts from the existential approach such as anxiety, choice, and meaning making.

Keywords: Qualitative, Interview, Life-Narrative, Meaning

5B Parallel: The Human Experience - Fortress 2 (Level -1)

HOPE and HOPELESSNESS: A HUMAN EXPERIENCE

John Prysor-Jones*

Private Practice, United Kingdom

Context background:

Hope is a common and universal experience, well recognised as a factor in human wellbeing and researched in many disciplines.[1] Research into hope has focused on definitions and measurement in which aspects of experience can be lost. There is a need for qualitative research into the experience of hope especially in the discipline of counselling.[2]

Aims: In this paper I ask how do we human beings cope with adversity and uncertainty in life? I propose hope as a way of living with a difficult present and an uncertain future. Attributes of hope and hopelessness experienced by counsellors professionally and personally are illustrated.

Method(s)A phenomenological perspective [3] is taken drawing on semi-structured research interviews with practising counsellors' experiences of hope.

Results: hope is a liminal experience; hope co-exists with hopelessness; hope can be lost, restored and held; hope is relational.[4]

Conclusions: Hope often coming into consciousness when it is perceived to be absent. It is experienced in every dimension of the human person.

Recommendations: Counselling practitioners and others are encouraged to research their own experiences of hope to build up a store of 'knowledge in context'. There is value in discovering for ourselves how we manage the hope-hopelessness dynamic

Keywords: hope, hopelessness, liminality, relational.

5B Parallel: The Human Experience - Fortress 2 (Level -1)

Rescuers of Human Tragedies - A Study of Trauma, Resilience & Posttraumatic Growth

Marianna Micallef Grimaud*

Community Counsellor, Malta

TRAUMA, RESILIENCE & POSTTRAUMATIC GROWTH

IN RESCUERS OF HUMAN TRAGEDIES

How do the effects of trauma impact the lives of rescuers of human tragedies? This study sought to understand the role that resilience plays as an active component in keeping rescuers free from psychological disorders such as posttraumatic stress disorder (PTSD). Research was carried out with personnel from the Armed Forces of Malta rescue units. These individuals come face to face with trauma, on a regular basis, due to the nature of their work. How do traumatic experiences affect and impact the lives of rescuers of human tragedies? It was hypothesised that psychological support is needed for rescuers to carry out their stress-laden work and lead meaningful and functional lives. The research findings showed that resilience and self-efficacy help to support rescuers; there is a strong element of posttraumatic growth existent in this cohort. Posttraumatic stress disorder was strongly linked with the work-related trauma. Psychological support, before, during and after attending rescue missions, helps to ensure better mental health well-being for rescuers of human tragedies. Providing counselling would support individuals, help increase their resilience and the possibility of posttraumatic growth, whilst helping to decrease and minimise posttraumatic stress related to work-related trauma.

Keywords: Rescuers of human tragedies, trauma, resilience, posttraumatic growth, counselling

5B Parallel: The Human Experience - Fortress 2 (Level -1)

A QUALITATIVE INQUIRY INTO REFRAMING A CURRICULUM FOR SOCIAL JUSTICE, DIVERSITY AND SUSTAINABILITY

Ingrid Johnston*

University of Alberta, Canada

This presentation focuses on possibilities for English Language Arts teachers to radically reframe their curriculum to address issues of social justice, equity, diversity and sustainability through postcolonial literature. Such a curriculum can provide students “with the educational opportunities they need to author the future they want” (Santone, 2019, p.1).

In this Canadian research project, high school teachers introduced students to postcolonial texts that challenged them to consider oppressive structures of racism and discrimination, encouraging them to ‘read’ colonizing practices and structures from a critical perspective and to reflect on ways to promote a more just and equitable future.

Curriculum theorist William Pinar suggests that curriculum is situated in space and time where teacher, student, and text meet to co-produce self, other, and culture, often resulting in complicated conversations that engage multiple references from the past and present (Pinar, 2012). In our study, students read novels such as *Purple Hibiscus* by Nigerian writer

Chimamanda Ngozi Adichie, *The Reluctant Fundamentalist* by Pakistani-American writer Moshin Hamid, and *Indian Horse* by the Canadian Indigenous author Richard Wagamese. Reading and discussing these texts challenged them to reconsider deeply held beliefs, and encouraged them to negotiate these moments of vulnerability to envision a more just future.

Keywords: Collaborative Inquiry, Teacher Inquiry Groups, Postcolonial Literature, Social Justice, Equity, Sustainability

5C Parallel: Educational Issues - Bastion 1 (Level -1)

'For Foucault's sake!' An autoethnographic interruption of the 'leader-follower' dichotomy in educational leadership

Liana Beattie*

Edge Hill University, United Kingdom

Despite the fact that many studies on educational leadership consider the concept of leadership as a relational phenomenon that involves interactions between the leaders and the followers, this field of research continues to favour leader-centred theoretical approaches based on the conceptualisation of the followers as passive recipients of the leaders' influences. One of the key aims of this presentation is to bring forward the followers' experiences of leadership via an autoethnographic enquiry in an attempt to move away from the prevailing neoliberal perceptions of followership as a by-product of leadership, as well as to use Foucault's postmodern 'tools' to disrupt and replace the familiar 'leader-follower' dichotomy with the valency of instability and ambiguity. The presentation concludes that (1) the studies of followership can be represented by two main approaches: a matrix-based approach that categorises leaders and followers' behaviours and characteristics into static two-dimensional groups, and a continuum approach that places leaders and followers alongside a dynamic scale of shifting interchangeable behaviours and characteristics; (2) the dexterity of Foucault's postmodern theoretical 'tools' to disrupt the leader-follower dichotomy can be deployed to the task of disclosing the paradoxical asymmetries and transecting roles of leaders and followers in the domain of educational leadership.

Keywords: leadership, followership, autoethnography, postmodern

5C Parallel: Educational Issues - Bastion 1 (Level -1)

Dropout and perception of students: the Erasmus + project ACCESS (KA2)

Antonella Nuzzaci* (1), Iole Marcozzi (2)

1: University of L'Aquila, L'Aquila, Italy; 2: Ilmiofuturo, Teramo, Italy

The contribution focuses on issues related to the risk of abandonment by students of upper secondary schools, starting from the results of the ACCESS project, which involved four European countries (Italy, Portugal, Lithuania and Romania). The survey aimed to increase understanding of ESL risk and protective factors and to identify indicative descriptors to develop a multifactor typological model of students at risk. The contribution focuses on the school risk factors related to dropout. This last is a multidimensional problem that can be addressed from the point of view of “school uncertainty”, which is aggravated in the so-called subjects “to risk” in terms of: their ability or inability to achieve objectives (use or non-use of their personal resources); ability to ask or not ask for help when needed; ability to establish and maintain positive relationships with teachers, peers and friends, highlighting certain limits when necessary; ability to plan, make choices and make decisions; ability to promote independent and responsible learning practices. The students, as “privileged witnesses”, and their perceptions made it possible to better focus on the link between ESL, school welfare and innovative approaches, strategies or tools teaching to help weaker students or those at risk of achieving educational success.

Keywords: Dropout, Early School Leaving, School Risk Factors, High School, Perception of Students

5C Parallel: Educational Issues - Bastion 1 (Level -1)

"Living in two worlds:" Dropouts from Haredi yeshiva as a case study of sustainability

Eila Perkis*

Max Stern Yezreel Valley College, Israel

The present qualitative phenomenological inquiry describes the life of youths who dropped out from yeshivot (religious educational schools for boys) in the Haredi sector in Israel, through the lenses of multiculturalism and sustainability. Culture is increasingly recognized as a vital component of sustainability. The Haredi cultural minority segregates itself from the secular majority, creating a protected territorial enclave in which members can produce and reproduce what they regard as the "holy community." In the last decade, we are witnessing the beginning of change in the ultraorthodox community, reflected, among others, in its participation in various institutions of the broader society. In moving toward the secular world, while choosing to continue living within the confines of the Haredi community, young men who left educational institutions can be perceived as a valuable model of coping with the global challenge of integration in the general society. Twenty-two semi-structured in-depth interviews with young Haredi males revealed three key themes that characterize the dropouts' course: alienation from the scholarly education system; deviation from the cultural-spiritual world; and the formation of a perilous discourse with Western values and norms. Practical relevance to other fundamental groups is suggested.

Keywords: ultra-Orthodoxy, youth dropout, disengagement, multiculturalism, education for sustainability

5C Parallel: Educational Issues - Bastion 1 (Level -1)

Songwriting as a medium to enhance collaboration between teenage students in further education coming from different countries.

Damian Spiteri*

Malta College of Arts Science and Technology, Malta

This paper focuses on appraising an intervention that was carried out with a multicultural group of students following different vocational courses at the Malta College of Arts, Science and Technology (MCAST). The intervention comprised of a song-writing exercise which the author undertook collaboratively with the students and was aimed at exposing the challenges they experienced as students at MCAST and how they approached those challenges. The intervention took place in two parts. In the first part, the students engaged in a series of practical workshops both about songwriting and about self-reflectivity. In the second part, they engaged in a creative exercise in song-writing terminating in the production of a collaboratively constructed song. The paper explores the relevance of an arts-based methodology to understanding how participants express themselves through the medium of song-writing and is based on eliciting the students' view-points using direct observations and interviews which were then coded, categorized, and themed. A central theme was their observation that songwriting enhanced their ability to enhance critical thinking by instigating them to think about the taken-for-granted realities of their everyday lives as students in following full-time courses in further education in Malta.

Keywords: collaboration, teamwork, intercultural understanding, personal growth

5D Parallel: Health Methodologies - Gardjola 1 (Level -1)

Interpretative phenomenological analysis in health psychology – a new-old trend? A (subjective) review of the current studies

Agata Rudnik*

Institute of Psychology, University of Gdansk, Poland; Department of Gastroenterology, Independent Public Health Care of the Ministry of the Internal Affairs in Gdansk, Poland

Interpretative phenomenological analysis (IPA) is a method of qualitative research focused on understanding how people give meaning to their life experiences. First described by Jonathan A. Smith in 1996 [1,2], IPA is currently gaining popularity thanks to its application in clinical psychology, psychotherapy, or psycho-oncology. In IPA, therefore, the researcher is trying to make sense of the participant trying to make sense of what is happening to them. It is idiographic in its commitment to examining the detailed experience of each case in turn, prior to the move to more general claims.

During my presentation I would like to present the review of the research based on IPA and published on PubMed in 2018, underlying the growing number of publications using interpretative phenomenological analysis [3].

Besides scientific value, I would like to share my experience not only as a researcher but also as a clinical psychologist at the gastroenterological ward. How do I use scientific research in everyday practice? Why did I call this review “subjective”? You will find out during my presentation.

Keywords: interpretative phenomenological analysis, IPA, qualitative study, clinical psychology, health psychology

5D Parallel: Health Methodologies - Gardjola 1 (Level -1)

Children's role in educational oral health interventions – a systematic review of randomised controlled studies

Henna-Riikka Marjaana Hakojärvi* (1), Laura Selänne (1), Sanna Salanterä (1,2)

1: Department of Nursing Science, University of Turku, Finland; 2: Turku University Hospital, The Hospital District of Southwest Finland, Turku, Finland

While children's role as active participants has gained increasing attention in health research[1,2], the nature of their involvement seems to be more unknown among oral health studies. This systematic review examines the role of elementary school-aged children in educational oral health interventions. A search for randomised controlled studies published between 2008–2018 was carried out using PubMed, CINAHL, Embase, and Scopus databases. A deductive content analysis was performed using the Typology of Youth Participation and Empowerment model (TYPE)[3], which comprises of adult-driven (Vessel and Symbolic), shared control, and youth-driven (Independent and Autonomous) approaches. Eight studies were reviewed. Children's role was mostly identified as the Vessel type of participation, as children were instructed to perform adult-designed and driven tasks. However, traces of Symbolic participation were also found in two studies, where attempts of involving children in more active roles were identified. As a conclusion, qualitative methods should be applied to investigate children's views and their potential role as active participants prior to designing educational oral health interventions. This review relates to the conference theme 'Qualitative Inquiry towards Sustainability' by demonstrating the need to acknowledge and emphasise children's voice towards more child-centred and inclusive tradition of conducting oral health research and education.

Keywords: children, health education, oral health, systematic review

5D Parallel: Health Methodologies - Gardjola 1 (Level -1)

Dancing with Parkinson's: co-creating knowledge with roots in participants' bodily, sensory and aesthetic experiences

Lisbeth Frølund*, Maria Bee Christensen-Strynø*, Louise Phillips*

Roskilde University, Denmark

This presentation will present the collaborative research design of the project Dancing with Parkinson's in which 43 participants in Parkinson's dance classes, together with three university researchers, co-create knowledge with roots in participants' experiences of Parkinson's dance as an integral part of everyday life. Theoretically and methodologically, the project draws on the fields of (auto)ethnography, critical disability studies, narrative and graphic medicine and dialogic communication theory. The project employs ethnographic and arts-based research methods in the co-creation of knowledge in order to open up for visual, narrative, bodily, affective and aesthetic ways of knowing.

According to the literature, there are many challenges that arise from power-imbued tensions in relations between university researchers, people with illnesses, relatives and health care professionals when they create knowledge together. The aims of the project are to generate knowledge about the participation of people with Parkinson's, their families and professionals in research and research communication and to gain knowledge about dance and other art forms in Parkinson's disease treatment.

A key focus of the presentation will be how the project tackled the tensions in research relations critically and reflexively in the ethnographic study that formed the first phase of the collaborative project.

Keywords: (auto)ethnography, arts-based research methods, collaborative research, Parkinson's dance, power relations

5D Parallel: Health Methodologies - Gardjola 1 (Level -1)

Factors involved in therapeutic discordance in physician and patient relationship: a Grounded Theory study

Matías Eduardo Díaz Crescitelli* (1), Leopoldo Sarli (1), Giovanna Artioli (2), Gabriele Bedini (3), Luca Ghirotto (2)

1: University of Parma, Italy; 2: Azienda USL - IRCCS, Reggio Emilia, Italy; 3: Hospice Casa Madonna dell'Uliveto, Montericco di Albinea, Italy

For patients, therapy has a stronger meaning than prescriptions [1]. 50% of patients do not use their medications as recommended [2]. On the other side, physicians complain about patients' low compliance and adherence [3]. Understanding what is going on in cases of physicians-patients disagreement about treatments would shed new light on therapeutic concordance and informing strategies for humanizing healthcare. We conducted a Grounded Theory study [4] to explore the factors involved in therapeutic discordance among doctor-patient relationship. We interviewed 16 patients, 5 relatives and 21 doctors conducting 35 interviews. We conceptualized a core category we named "neglecting the relationship": when a therapeutic partnership is not reached negotiation entails a relational gap between the doctors and patients. Four main categories emerged: non-negotiating contract; replacing the other; avoiding the conflict and being emotionally involved. Our conceptualization contributes to the actual debate around therapeutic concordance, highlighting the implicated factors that bring to light a negative result of the relational process between physician and patient. Highlighting these factors, can improve training programmes for doctors and medical students and support a more patient-centred approach within treatment decision-making processes.

Keywords: Therapeutic Discordance, Therapeutic Relationship, Concordance, Right to health, Grounded Theory

5D Parallel: Health Methodologies - Gardjola 1 (Level -1)

Factors influencing Community Health Workers' participation in health programs: a grounded theory study

Iman keliddar*, Mahbubeh Afrashtabar, Amin Torabipour

Social Determinants of Health Research Center, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran

Background: One agenda to achieve Sustainable Development Goals (SDGs) is to formulate evidence-informed policies to optimize health workforce [1,2]. This study aimed to identify factors influencing community health volunteers to participate in health programs.

Methods: This qualitative study was conducted in 2017. The study population was health volunteers employed by West Health Services Comprehensive Centers of Ahvaz, a significant southwest district of Iran. Data were gathered through a semi-structured in-depth face-to-face interview with the study participants. The grounded theory approach was used to analyze the data.

Results: The theory derived from the study data showed that health programs participation motivating factors were centered around three categories. They were internal, external, and contextual factors. Internal factors were comprised of individual survival, individual development, and spiritual factors. External factors were including the physical, organizational, and social environment of health centers. Contextual factors were cultural environment and climate.

Conclusion: Making necessary reforms in management programs of health volunteers based on their motivation model will increase their participation rate [3,4,5]. These can reduce the trend of volunteers' disconnection with district health centers and improve the progression of health programs. These could be done by the Ministry and Provincial Deputies of Health.

Keywords: Health Volunteers, motivation, participation, health programs, Health Services Comprehensive Centers, grounded theory

5E Parallel Panel: - Gardjola 2 (Level -1)

A Global Arts-Based Research Agenda Gamechanger 2019 Report and Recommendations

Drexel Univesigy, United States of America

During the 2019 ECQI conference we convened a gamechanger to address the current status and future of arts-based research (ABR). We aspired to: study the status of ABR in the global research community; explore interdisciplinary ABR social and health science issues; develop a relevant global ABR agenda; create an action plan and strategy; publish a position paper; and, develop a global ABR consortium to continue this work beyond the conference. To this end we engaged with a committed group of participants with whom we explored these issues in ABR and from which we developed a global arts-based research network, began writing a good practices document, identified implications for ABR and social activism, and developed a global arts-based research network. In this symposium our organizing group will report on the emerging results of our collective study of current status and future directions in ABR including: the historical contexts and social implications, development of definitions and best practices, and creation of a global network and agenda. In this symposium our gamechanger group will present on the historical and social activist background of ABR, relevant philosophical perspectives, definitions and methodologies, and evaluation strategies contributing to the advancement of our ABR agenda.

Keywords: arts-based research, research, global arts-based research, ABR

Defining Features and Methodologies of ABR

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Gerber, Nancy (Florida State University); Biffi, Elisabetta (University of Milano0Biococca);

As a result of our thoughtful exploration of definitions and methods in our gamechanger last year, our group of facilitators and participants developed several interdependent philosophical and methodological constructs central to understanding, defining, and conducting arts-based research. These constructs include: the dynamic onto-epistemology of arts-based research; the primacy and genre(s) of the art as investigative processes and/or descriptive data; the artistic expertise and role of the researcher and/ or participants in immersive and reflective arts-based practices; the methods of analysis or synthesis; the nature of participant and/or audience engagement; and, the presentation/representation of arts-based results. In this symposium we further explore these constructs as well as address the importance and implications of this discourse for arts-based research and the study of critical invisible dimensions of the human experience.

Towards a shared framework for evaluating arts-based research

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Hannes, Karin (University of Leuven); Biondo, Jacelyn (Drexel University);

Based on the self-raised questions of our participants in last year's game changer session we will continue to reflect on how to develop meaningful and appropriate parameters for the evaluative agenda for arts-based research (ABR). We will dissect the evaluation process of each of the components of ABR: the art, the science and the interweaving of the pairing. We will focus our thoughts on how to understand and deal with the variety of different artistic modalities as well as the potential research philosophies in developing an evaluation guideline. In addition, we will tackle issues related to the (im)possibility of a one-size fits all approach. We will propose a strategy to begin to unpack and rebuild a consensus on evaluation criteria in order to better understand, support, fund, and deliver rigorous ABR.

Historical Perspectives and a Sustainable Inclusive Future

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Siegesmunc, Richard (Northern Illinois University); Gemignani, Marco (Universidad Loyola Andalucía);

There are multiple ways to conceptualize Arts-Based Research (ABR). It is both a relatively new development in postmodern social science that offers, as Gayatri Chakravorty Spivak suggests, a means to critique homogenizing neo-liberal, global cultural discourses,, as well as a continuation of a historical tradition beginning in the first philosophical texts in Western Civilization. It is both radically new in challenging colonizing culture narratives, while at the time representing a continuation of a dialogue in the relation of aesthetic practice to rationality.

A fragment from the pre-Socratic Greek philosopher Heraclitus translates as, "Though logos is common to all, the many live as if they have wisdom of their own." There are range of historical translations of logos, but for understanding ABR logos refers to aesthetic knowledge: something that is felt and realized in the senses before it becomes language. Hungarian Gestalt psychologist Michael Polanyi called this tacit knowledge: "we can know more than we can tell." Thus, one can infer that Heraclitus suggests that linguistic and numerical systems of expressing wisdom divide us. The promote a conceit of specialized knowledge. Heraclitus points us to a somatic aesthetic response the binds us together into a more sustainable community.

Defining Features and Methodologies of ABR

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Gerber, Nancy (Florida State University); Biffi, Elisabetta (University of Milano-Biococca);

As a result of our thoughtful exploration of definitions and methods in our gamechanger last year, our group of facilitators and participants developed several interdependent philosophical and methodological constructs central to understanding, defining, and conducting arts-based research. These constructs include: the dynamic onto-epistemology of arts-based research; the primacy and genre(s) of the art as investigative processes and/or descriptive data; the artistic expertise and role of the researcher and/ or participants in immersive and reflective arts-based practices; the methods of analysis or synthesis; the nature of participant and/or audience engagement; and, the presentation/representation of arts-based results. In this symposium we further explore these constructs as well as address the importance and implications of this discourse for arts-based research and the study of critical invisible dimensions of the human experience.

5F Parallel Workshop: - Terrace 1 (Level 0)

Intersubjectivity and collaborative agency: a participatory exploration and creative assemblage

Mark Price*

University of Brighton, United Kingdom

This workshop seeks to both experientially and conceptually 'trouble' notions of intersubjectivity [1] and collaborative agency [2] and consider how these then might be taken into our respective and shared contexts – in research, in higher education, in relational fields, in public and community services, structures and contexts.

Dunlop [3] asks “what happens when ‘I’ think of ‘you’ as part of ‘me’, or when we each take possession, as part of our selves, of the space(s) between ‘us’?” In such contexts, we act with others in mind, as an evocation of intentional intimacy and inclusivity. This workshop is about that process and its potential for sustainable social action and inquiry.

The workshop will be active – spoken, reflective, action-orientated. Those participating will be invited to encounter spaces tolerant of ambiguity, where empathetic openness, patience and suspension of judgement are encouraged, and where a commitment to learning is paramount.

Keywords: intersubjectivity, collaboration, agency, social action

5G Parallel Workshop: - Terrace 2 (Level 0)

An Activist Approach to Facilitating Experimental Dynamic Holistic Art Practices in Offender Environments

Elizabeth Joyce Richmond*

HMP Exeter, United Kingdom

Be aware! In this art workshop you will be using materials you may never have used before, to give you a taste of the innovation and creativity that can exist 'behind closed doors'. Engaging in this workshop will encourage participants to examine the benefits of experimental, dynamic and holistic art practices within offender learning.

Exploring contemporary and ethical issues, whilst bringing into play a multi-disciplinary curriculum, as a rounded sustainable educational platform, it will stimulate discussion, reflective thinking, as well as practical art skills. It is designed to engage all levels of learner, with or without previous art experience.

With increasing prison populations in the UK, rising rates of violence, self-harm, suicide and assaults on staff, as recent research states, fresh thinking is required at every level to address these escalating problems. If offenders are to be rehabilitated to later live within society as responsible individuals, teaching practices must nurture empathy and collaboration and highlight the consequences of negative behaviours.

Allowing learners to explore freely will improve wellbeing, confidence and deeper understanding intellectually, socially and ethically.

Keywords: Art, experimental, holistic, dynamic, sustainable, ethical

5H Parallel Workshop: - Executive 1 (Level 4)

Non-Human Agency in New Materialist Methodologies and Indigenous Methodologies: Building Respectful Anti-Colonialist Connections

Gerald Rosiek*

University of Oregon, USA, United States of America

“Everything was possessed of personality, only differing from us in form. Knowledge was inherent in all things.” --Luther Standing Bear

Both new materialist philosophy of science and Indigenous studies scholarship have developed theories about the agency of non-human things. There has, however, been relatively little articulation between these two literatures in the qualitative social sciences. The workshop is intended for new materialist scholars who wish to engage shared themes found in Indigenous studies literature in a respectful and non-extractive manner.

This workshop begins with structured participant discussions about the possible reasons for this lack of engagement. Following this participants will share with one another how their work with posthumanism and agential realism is related to Indigenous studies and communities.

The workshop will then shift into an interactive review of the similarities and divergences between the agent ontologies found in new materialist literature and Indigenous studies literature. The workshop concludes by highlighting how Indigenous studies agent ontologies have strengths in precisely some of the places new materialist social science is facing challenges. Examples are provided and the broader political implications of such work will be examined. Attendees will receive an extensive bibliography of Indigenous studies literature focused on agent ontologies.

Keywords: new materialism, posthumanism, agential realism, indigenous methodologies, colonialism

5I Parallel Panel: - Terrace 3 (Level 0)

Intensive atmospheres and ubiquitous sensation: Arts-based inquiry and new configurations of digital life

Manchester Metropolitan University, United Kingdom

This symposium consists of five papers emerging from a UK research collective focused on new configurations of digital life. The five papers focus on sense, sensation and the role that new media play in both studying and intensifying affective atmospheres, with particular focus on young people's experience and collaborative artful inquiry. Participants discuss shifting affective atmospheres of diverse public spaces, ranging from museums and galleries to schools, parks, and urban neighborhoods. Each paper focuses on the conceptual design and documentation of a series of artful interventions, installations, documentations and performances involving young people. Together the papers contribute to ongoing conversations about arts- and design-based research, and the aesthetic and ethical complexities of collaboration through inquiry methods that combine art and activism.

Keywords: digital, atmosphere, sense, sensation, affect, youth

Becoming a listening body: Sonic atmospheres and the micropolitics of soundwalking with children

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Rousell, David (Manchester Metropolitan University); Gallagher, Michael (MMU); Wright, Mark (MMU);

This paper explores collaborative practices of soundwalking with children as techniques for reshaping the sensory and affective atmospheres of local places. Drawing on workshops with children attending a community arts program in Hulme, UK, we discuss practices of walking, sensing, mapping, and intervening in sonic atmospheres through the formation of a collective listening body. We theorise the listening body as a collective sensing body in motion (Manning, 2012), a body that both registers and reconfigures sonic vibrations, affects, sensations, and imaginings (Gallagher, 2016). Building on affect studies and critical Black aesthetics, the paper focuses on how collaborative soundwalks with children generated micropolitical encounters with urban ecologies and “undercommons” socialities (Harney & Moten, 2013), as the listening body channeled an ethico-aesthetic desire to intervene directly in atmospheres of institutional authority and social stratification. We describe instances in which children joyfully rattled the fences of a local primary school with long cardboard tubes, or used balloons as atmospheric objects to disrupt the working spaces of a recently constructed university campus. Focusing on children’s sonic disruptions of institutional atmospheres, our analysis works to smudge conventional boundaries between listening and voicing, imaging and sounding, sensing and resisting, witnessing and intervening (Campt, 2016).

Remixing thick time: Atmospheres of influence

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de Freitas, Elizabeth (Manchester Metropolitan University); Trafi-Prats, Laura (MMU); Rousell, David (MMU); Hohti, Riikka (University of Hellsinki);

This paper discusses an interactive art gallery installation, designed to induce reflection on the embodied politics of sensation. The paper uses the concept of atmosphere (McCormack, 2018) to explore the ways in which “thick time” is remixed in art and design events. The art installation was composed by the researchers, in collaboration with young people, using documented interventions into the art of William Kenteridge, in which old and new media are pivotal in exploring the themes of capture and memory. We focus on three key interactive components of the installation, examining the kinds of participatory activation involved: (1) a game in which concepts are activated for a brief measured interval, (2) a dome where antique containers whisper accounts of past sensory overload, and (3) an animated film in which layered wax drawings have been reassembled to create a moving image. Each of these speak to the politics of art as a form of capture and activation. The nature of the participation of the youth art organization will be discussed, and the ways in which ‘derivative’ arts of sampling and remixing offer powerful ways of exploring the making and intensifying of atmosphere.

Memories of the future: Rethinking kino-cinema and the city

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Trafi-Prats, Laura (Manchester Metropolitan University); Begum, Rabia (Young Contemporaries); Rousell, David (MMU); de Freitas, Elizabeth (MMU);

This paper discusses video workshops developed in Manchester and Berlin with groups of young people and artists-activists. The workshops sought to explore how video capturing, editing and projecting could be eventalised and blended to generate multi-sensory attunements towards urban minor movements (Manning, 2016). The inspiration for the

workshops came from Vertov's kino-cinema and the radical techniques developed in *Man with a Movie Camera* (1929). These cultivated the perceptual disjunction of the camera from the human-eye through a static capturing of already existing moving flows and forces, along with a dynamic montage of multiple perspectives and movements of paradigmatic urban spaces, like the city intersection. In the workshops, we re-imagined Vertov's techniques by pairing GoPro cameras with iPads, de-coupling the cameras from the human eye and attaching them to urban surfaces such as walls, poles, floors, and body-harnesses. The affective experiences in each city were marked by relations of allure, vulnerability, and sense of loss that sometimes drew bodies apart in unproductive ways, while other times generated a productive coefficient of transversality (Guattari, 2015). The experiences invite a reflection on participation as the formation of collective rhythms that create new vectors of temporalization and territorialization in the city (Guattari, 2011).

Atmospheric Plasticity: Non-innocent relations of curiosity, care, and curation in the museum

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Hohti, Riikka (University of Helsinki); Rousell, David (MMU); Maclure, Maggie (MMU);

This paper explores non-innocent relations of curiosity, care, and curation through a series of collaborative research workshops with young people in a natural history museum. The workshops sought to develop alternative ways of sensing and imagining the museum in response to young people's inheritance of anthropogenic climate change, mass extinction, toxic embodiment, and the ubiquitous technical mediation of life. The paper focuses on the collaborative production of a "cabinet of curiosities" which assembled a Baroque collection of concepts, images, and museum artefacts suspended in recycled bubble wrap (MacLure, 2006). As an atmospheric medium that is ubiquitous in museum practices, bubble wrap evokes the toxic materiality of anthropogenic excess which now permeates bodies of all kinds, while also questioning claims to mastery and neutrality in Western scientific collections (Singh, 2018). In confronting the public with the alluring and suffocating agency of plastic as the very stuff of life and death in the 21st Century (Alaimo, 2016), the cabinet foregrounds the intricate entanglements between scientific collection and capitalistic extraction; a care for things and the extinction of socio-ecological relations; the thirst for knowledge and colonial (dis)possession; museological preservation and the perverse abuse of life in the present (Rolnik, 2017).

Software superpositions: New forms of 'presencing' at schools

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Dunk, Richard (Manchester Metropolitan University); de Freitas, Elizabeth (MMU);

The confluence of software, photography, and mobile technology is a fruitful ground for arts-based inquiry, providing cyborg-like tools with which to refigure 'vision' and sensation. This paper uses digital superposition to examine a large corpus of photographs taken from a fixed camera in high-school classrooms. The algorithmic rendering of the data encodes pixel differentiation, and the resulting images sit at a nexus of visual ethnography, arts-based inquiry, and software studies, in a way that repurposes software as a creative language with which to re-assemble and mobilise forms of aesthetic-agentic vision. We use this new cyborg vision to make visible the distributed agencies that occupy and traverse any event, and analyze the spooky affective dimension of the images arising from "blurred genres that are simultaneously social scientific documents and works of art" (Tobin & Hseuh, 2007:79). Our approach hauntologically queers time, and moves from perception-centred accounts of experience to "a broader understanding of sensibility as the concrete texture of experience across the board" (Hansen, 2015, p. 48). This paper underscores the politics of school surveillance, attending to techno-ecologies that are "intrinsic to the sensory affordance that

inhere in today's networks and media environments" (Hansen, 2015, p.3).

6A Parallel: Research Queries - Fortress 1 (Level -1)

Slow researching

Vivienne Bozalek*

University of the Western Cape, South Africa

This presentation focuses on different aspects of doing Slow research – including research creation, methodologies, reading, and writing from the point of view of a Slow scholarship. It focuses on questions such as: What might be included as doing research from a Slow perspective? How would a Slow generation of research happen? How might one do Slow reading and Slow writing? What methodologies are conducive for Slow scholarship? The presentation proposes that Slow researching would necessarily involve aspects of relational ontologies which inform postqualitative, feminist new materialist and posthuman methodologies and ethics, such as attentiveness, diffractive methodologies and responsibility. and how these might be used to fashion a Slow enactment of research at universities. Slow reading, for example, is an alternative way of engaging with texts which involves attentiveness, re-turning time and again to the same texts to find new insights in them and engaging care-fully with texts, doing justice to the fine details (what Karen Barad (2007) would call a diffractive reading). The presentation will focus on methodologies such as walking, swimming, arts-based research and other multimodal ways of research creation. with examples given from South African professional teaching and learning courses and research projects.

Keywords: Slow researching, Slow scholarship, reading, writing, methodology

6A Parallel: Research Queries - Fortress 1 (Level -1)

There's No Place Like Home: Using Grounded Duoethnography to Explore Ambiguous Constructs

Hadass Moore* (1), Brianna Kennedy (2)

1: Hebrew University of Jerusalem; 2: Utrecht University, Netherlands, The

“Home is where the heart is.” But what do we mean by “home?” In this study two scholars from different countries and cultural backgrounds who each have made international moves examined the construct of “home” using grounded duoethnography, a dialogic methodology bricolaging grounded theory and duoethnography (see ECQI 2019). We identified six concepts in our shared description of the construct of home:

- Safety: Continua of physical, emotional, and psychological states that can be both internal and external;
- Attachment: States and experiences of close relationships that affect our experiences of home;
- Childhood: Critical time when conceptions of “home” are formed, including the gap between the actual home and the internal sense of home;
- Familiarity: Sense of knowing and recognizing a space or experience;
- Nostalgia: Notions contrasting the ideal versus the real home; and
- Hope: The ongoing sense that the creation of the ideal home is possible.

Additionally, we drew upon Clarke’s situational analysis to explore how other elements shaped our understanding of these concepts. These elements included: nationalism, capitalism, generational gap, ownership, immigration, positionality, reflexivity, citizenship, privilege, individualism and social violence. We conclude by examining the use of the construct of home in future theory development and research.

Keywords: grounded theory, duoethnography, bricolage, situational analysis, constructivist paradigm

6A Parallel: Research Queries - Fortress 1 (Level -1)

Finitudes, Futures, and Fiction: Toward a Methodology of Fictocurrere for Sustainable Inquiry

Morna McNulty*

Towson University, United States of America

The research methodology of ficto-currere (McNulty, 2018) is a subcategory of currere (Pinar, 1975/2012) and includes four different “stages” drawn from currere: regressive, progressive, analytical, and synthetical. It blends memory work (currere as autoethnography) and qualitative data with fictional composition.

This paper explores how fictocurrere extends our inquiry into the possible futures of humanity. It goes beyond “re telling” of experience toward the creation of something aesthetically-bound; and makes memory “strange” through fictive possibilities. Fictocurrere methodology considers who are we in light of possibilities crafted by the imagination when layered with memory. In this inquiry we imagine ourselves in relationship to others, and the world. It explores the intersections between memory, fiction, data, and possible interpretations and representation, transformed by multiple emergent contexts into unpredicted and un-thought of possibilities.

As Pinar argues of the synthetical phase of currere, we look back to where we have been, and bracket those reconstructed memories within the present moment,. Here, we are compelled to ask ourselves, “so what?” ...” suggesting this process influences the possible futures we might become. In fictive forms of experience we re-examine systemic and structural forms of oppression and how language shapes power relationships.

Keywords: narrative inquiry, auto ethnography, currere, fiction, social justice

6A Parallel: Research Queries - Fortress 1 (Level -1)

Effectiveness of Q methodology: Findings from a study of 14 NEET young People.

Martin Andrew*

University of Huddersfield, United Kingdom

Qualitative studies dominate research surrounding young people who are NEET (not in education, employment or training) and typically, interviews are used to gain insight into their lived experiences. Through extensive studies we now know the demographic surrounding NEET young people and their circumstances compared with the wider society. Yet, there remains a gap between academic research and research informing practitioners who work with NEET young people. To address this, we must not only understand those lived experiences but also further understand the stages in which those young people find themselves. By using q methodology as a qualitative research method in understanding NEET young people, this paper demonstrates how correlational data can be used to understand those stages and how additional unstructured interviews can be embodied to further add depth and quality to the research. In extension to researching NEET young people through q methodology, this research further explores the question of power that can trouble researchers when considering their research method, especially with vulnerable young people and how through q methodology this can significantly be reduced where those young people are imbued with a sense of control.

Keywords: Q methodology, NEET young people, youth work, Qualitative

6B Parallel: Art, Poetry and Song - Fortress 2 (Level -1)

Art and Research: Implications for Qualitative Research from an "Insider's" View of an Artistic Creative Process

Dafna Moriya*

The Center for Art Based Research & Change, Israel

Art and Research: Implications for Qualitative Research from an "Insider's" View of an Artistic Creative Process

Research is traditionally expected to be objective. The researcher's personal bias is regarded as an obstacle. In Art-Based Research, however, subjectivity is viewed as an instrument in the meaning-making process. Whereas scientific research is grounded in replication, Art-Based Research relies on variation and even uniqueness. In this presentation I will invite participants to visit my studio from my own perspective. I will do so via a video that demonstrates and embodies the interplay of the artistic creative process and the problem solving process.

Looking at the creative process from the inside provides a unique study opportunity. Although, this is an idiosyncratic perspective of the phenomena, it may also shed light on general principles. While each person has their own exclusive story, we all have much in common – culturally, physiologically, and psychologically.

The brief video screening, which addresses the navigation between visual images and verbal communication (to paraphrase the title of my 2018 book), will be followed by a discussion of the practical and theoretical implications of various ways of incorporating artwork in research.

Keywords: art, studio, research, artwork, visual image, verbal communication

6B Parallel: Art, Poetry and Song - Fortress 2 (Level -1)

A Practical Method for Systematically Classifying Artwork and Verbal Communication in Research Data Collection

Dafna Moriya*

The Center for Art Based Research & Change, Israel

A Practical Method for Systematically Classifying Artwork and Verbal Communication in Research Data Collection

Research participants are sometimes asked to create art as part of the data collection process. This presentation suggests a practical method for classifying and documenting such artwork.

It also provides a framework for classifying the verbal discussion of the artwork and facilitates the decision whether, when and how to discuss artwork with the person who created it.

This method, described in detail in my book "Navigating the Landscapes of Images and Verbalization" (2018), is useful for documenting, following up on and choosing appropriate verbal communication. It was developed based on my professional and personal experience as an art therapist, art therapy educator and supervisor, art-based researcher, artist and former information systems engineer.

The format of the presentation, like that of the book, is meant to demonstrate and embody the principles of coordinating visual images and words, while also maintaining simplicity and clarity.

Keywords: artwork, art, research, verbal, classification, method

6B Parallel: Art, Poetry and Song - Fortress 2 (Level -1)

The i-poem as a tool for articulating the 'pains of release' into the community after punishment.

Julie Parsons*

University of Plymouth, United Kingdom

Criminalised individuals remain one of the most vilified, marginalised and excluded social groups [1]. This is particularly felt and enacted on release, yet limited attention is paid to the lived experience of the 'pains of release' and a neglect of narratives from former prisoners. "Finishing Time" is a two-year project (2018-2020) funded by the Independent Social Research Foundation (ISRF), that aims to explore the lived experience of resettlement into the community after punishment. To date through a series of semi-structured interviews nine men have mapped their resettlement journeys using images and/or photographs and drawing timelines to help organise memories and encourage a temporal sense of change [2]. Following the Voice Centred Relational Method [3] i-poems were created from interview transcripts, given back to the men and audio recorded. The resulting audio and visual montage provide, both individually focussed accounts and more general commentary on the stigma of criminalisation. These accounts are powerful reminders that social reform is needed for criminalised individuals to be fully reintegrated into the community after punishment. As McNeill [4] reminds us the problem of desistance is social as well as individual, acceptance of a former prisoner is a community matter and not just a private business.

Keywords: Stigma, narrative, criminalisation, voice, resettlement, i-poem

6B Parallel: Art, Poetry and Song - Fortress 2 (Level -1)

Songs in the Key of Collaboration

Martin Hoybye*

Aarhus University, Denmark

Using collaborative song creation [1] in ethnographic fieldwork I investigate the relationship between humans and water in times of climate change. Viewing water as a precious heritage that we must pass on sustainably to future generations I monitor responses to living with environmental precariousness, as seen through the lens of 'Day Zero' and the water crisis in Cape Town - a setting historically ingrained with high social, racial and economic inequality [2]. This creative research practice draws on collaborative witnessing [3] and investigates people's perceptions of their ability to meet their needs in the present, how they may be able to meet to them in the future, and whether future generations are perceived to be able to meet their needs [4]. It encompasses a broader understanding of sustainability than is characteristic of 'sustainable development,' at the outset imagining the possibility of sustainable futures without ever-increasing economic growth [5]. Citing field notes and reflections from case studies I will present emerging knowledges from my doctoral research concluding with the voice-guitar performance of a song co-written with one interlocutor.

(No special set-up needed. Using the conference microphone(s) and pp-slides).

Keywords: Human-water relationships, sustainability, arts-based research, collaborative songwriting

6C Parallel: Post Secondary Education Pedagogy - Bastion 1 (Level -1)

Lego® Serious Play ® to improve critical knowledge in nurse students: phenomenological study.

Laura Martínez* (1), Esther Insa (2), Susana Santos (3)

1: Campus Docent Sant Joan de Déu, Spain; 2: Campus Docent Sant Joan de Déu, Spain; 3: Escola Superior d'Infermeria del Mar, Spain

This research describes the details of a case study based on LSP to teach and learn metaparadigm nurses in nursing students (1).

The aim of the research is to explore if this method allows to reinforce and increase the reflexive and critical knowledge in students (2).

A qualitative study, designed as a phenomenologic case study, which has used qualitative items created by the researchers that have been answered on-line and 10 focus groups.

A total of 90 nursing students from the Sant Joan de Déu Teaching Campus, participated attending the Nursing Foundation course.

Four categories have described the learning experience of students using the LSP method: learning process, process facilitators and limiters, learned knowledge and skills and skills worked. A more in-depth analysis has shown that these four categories can be included in a more general one: the LSP game model, as a model recognized by the neocortex of students, allows lifelong learning (3).

The present study shows that the nursing students found the useful LSP method: On the one hand, it allowed them to put into play the incarnated knowledge of the subject learned during the semester; on the other, they could build new knowledge during the application of the method.

Keywords: critical knowledge, nurse, metaparadigm, learning process

6C Parallel: Post Secondary Education Pedagogy - Bastion 1 (Level -1)

A curriculum becoming-with medical students: Drawing affective forces for change in obstetrics

Veronica Ann Mitchell*

University of Cape Town, South Africa

The medical undergraduate curriculum is intended to prepare students for their future professional practice as doctors. However, students at the University of Cape Town frequently come face-to-face with current and past injustices. For instance, in obstetrics they confront incidents of abusive behaviours towards women in labour, a form of violence which is actually acknowledged as a global epidemic¹.

In my related doctoral research study, Feminist New Materialism and Barad's² agential realism provided an affirmative and novel approach to rethinking these troubling curricular matters. Drawings were used as visual data-in-the-making and as material-discursive practices that revealed the affective intensities circulating in this curricular space, and made visible the materialising forces that acted with/in students' becoming-with their curricular tasks³.

Findings indicate that the intra-actions between students and other bodies a/effect their capacity to respond to the injustices they may witness. Student learning is strongly influenced by the agency of materialising forces that can be detrimental to their flourishing, to their responsibilities and response-abilities. For example, the force of curricular assessment practices which require signatures in their logbooks restricts response-ability as it separates students from challenging the apparent normalization of obstetric violence.

Keywords: Feminist New Materialism, affect, drawings, medical training, obstetrics, response-abilities

6C Parallel: Post Secondary Education Pedagogy - Bastion 1 (Level -1)

Reading the Image: Re-thinking the design of learning pedagogies through image-based learning initiatives

Ian Attard*

MCAST, Malta

Reading literacy for youths between 15 and 16 years of age in Malta, has been a main concern in the past and recent years. In Malta, this priority culminates at a final stage when a student aims to progress from secondary to post-secondary education. As a focal point, this paper puts at the centre how students' reading literacy achievement at this age in Malta is impacted by an educational system that prioritises an instructional model of teaching. A learning system based on a series of learning requirements that students need to meet but imposed by a 'one-size fits all' approach.

In response to this circumstance, this paper reports on how effective use of visual literacy in a learning intervention could engage students with classical reading texts that in conventional learning circumstances might be seen by students as inaccessible to learn. The outcome of this paper is intended to present the process and the results of a specific action research study to help encourage teachers and learning stakeholders to see visual literacy as a responsive educational tool in formal learning settings.

Keywords: Communication, Visual Literacy, Collaborative Learning, Connective Learning, Media

6C Parallel: Post Secondary Education Pedagogy - Bastion 1 (Level -1)

Draw the curtains! Anthropological participant observation in undergraduate traineeship: A different route to teaching and learning.

Marte Rinck de Boer*

Stenden Hotel Management School, The Netherlands

In this paper I present a teaching project in a Dutch hospitality management bachelor program. In the project, we integrate participant observation with management traineeship in the university's on-campus commercial hotel. During the traineeship, a student-manager conducts anthropological field work. This creates an educational condition that challenges the student to be attentive to what happens around oneself, to consciously expose oneself to otherness, to look behind the obvious and self-evident. We notice that despite struggle to combine fieldwork and work responsibility, and to leave a comfort zone, students start to think qualitatively, critical, and reflexive – to develop practitioner inquiry capability [1].

The project is inspired by the work of social anthropologist Tim Ingold [2, 3], especially his book *Anthropology and /as Education* (2018). He argues that anthropology and education follow the same propositions and want to achieve the same purpose: enabling young people to study and to leading life with others. Moreover, a close connection of anthropology and education could transform the world. In this sense, the project is also a critical response to mainstream hospitality management research guided by a 'tyranny of relevance' for business improvement only [4][5].

Keywords: Anthropology, Higher Education, Inquiry Capability, Participant Observation, Traineeship

6D Parallel: Food Matters - Gardjola 1 (Level -1)

Food insecurity: The Perspective of People Receiving Food Support

Ahuva Even-Zohar*

Ariel University, Israel

The study was conducted using a qualitative method, according to the phenomenological-interpretive approach that facilitates understanding the experiences of people with food insecurity.

The sample included 17 Israeli people (7 men and 10 women). These people receive food support in different ways: food baskets; soup kitchens; a loaded money card to buy food items at a supermarket. The research participants were recruited via social workers in welfare departments, and via managers of food aid organizations. After signing an informed consent form, the participants were interviewed using in-depth semi-structured interviews.

The findings are divided into five main themes: reasons for insecurity; ways of coping; opinions, feelings, contribution of food support; the State's responsibility; society's attitude. The main reasons for food insecurity are financial difficulties, health problems and/or marital status. The preference of participants is to get a loaded card.

In conclusion, to achieve the goal of a better and more sustainable future for people living in poverty we have to listen to their voices about their experiences. The opinions and the wishes of the people who receive food support must be taken into account at the decision-making level, of appropriate ways to provide this basic, vital, human need for food security.

Keywords: food insecurity, poverty, State's responsibility, food support

6D Parallel: Food Matters - Gardjola 1 (Level -1)

Representation of women's voices in food standards: qualitative inquiry for more inclusive value chain governance

Tanja Verena Matheis*, Christian Herzig

University of Kassel, Germany

“Who governs socially-oriented voluntary sustainability standards?”, Bennett (2017) asked and concluded that many widely known standards for consumer products do not adequately include producers' voices in their decision-making bodies. How are women producers represented in the supposed multi-stakeholder structures of the standard-setting organizations, such as in steering committees and working groups? How do sustainability standards for food products address gender inequality at the production level, such as unequal access to land, against the background of their stated social objectives? Adding to an emerging field in the corporate social responsibility (CSR) literature, we conduct documentary analysis, including official documents, to identify the strategies and types of women producer representation with respect to addressing gender inequality in a current sample of 17 standards. This evidence is used to highlight various extents of women producers' inclusion in decision-making roles, and to inform an upcoming case study in the Thai rice sector, including guided interviews with value chain stakeholders of a recently established sustainability standard. Thus, the findings contribute to the improvement of standard governance systems toward broader inclusion, a necessary condition to achieve SDG no. 5 (gender equality) and its closely related goals no. 1, 2 and 8 in food value chains.

Keywords: political corporate social responsibility, food value chains, feminist methodology, gender equality, sustainable development goals

6E Parallel Panel - Gardjola 2 (Level -1)

The Possibilities of Narrative Inquiry: Beyond Naïve Valorization and Critical Dismissal of the Personal

University of Oregon, USA, United States of America

Narrative inquiry posits individual experience as the primary unit of analysis in research. Grounded in pragmatist ways of thinking (Dewey, 1925), narrative inquiry takes experience as the starting point for generating research questions and as the ultimate site where the value of knowledge projects are justified (Clandinin & Rosiek, 2006). This methodological and theoretical frame has generated a robust empirical literature that spans many fields of professional development.

Narrative inquiry has been critiqued for a lack of sustained engagement with institutional and systemic aspects of oppression. Concerns have been raised generally that methods of analysis starting from first person perspective provide few tools for addressing aspects of social reality that are not apparent to individuals themselves—either because of their privileged positionality, a lack of imagination, or interpellation into problematic ideologies.

This panel of scholars from globally diverse contexts asks: How do we conduct narrative inquiry that seeks to understand the realities of oppression often invisible to our personal vantage point? How do we address the possibility of systemic myopia without discounting experience as a source of knowledge? How do can narrative inquirers be open to the complexity of people's lives and engage in what Maria Lugones (1987) calls world travel?

Keywords: Narrative Inquiry, Ideology, Auto-ethnography, Colonialism, Complexity

Narrative Inquiry and Critical Race Theory: Revisiting a Crossroads in Teacher Education Research Passed by Long Ago

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Rosiek, Jerry (University of Oregon, Department of Education Studies); Pratt, Alex (University of Oregon, Department of Education Studies);

This essay is a reflection on the way narrative inquiry research on teaching practice has struggled to sustain a robust engagement with the institutionalized aspects of racism, white supremacy, and anti-Blackness—at least in comparison with other critical and postcritical subfields of educational research. On the one hand, this is not surprising given that individual experience is the unit of analysis in narrative inquiry research and this makes tracking broad social influences on teaching more of a challenge. On the other hand, institutionalized racism is a pervasive feature of schooling and the work of teaching, therefore is present in teaching experience and should not be out of reach of narrative inquiry analysis. This essay examines another tradition of educational research that also focuses on narratives of individual experience as a source of knowledge, but that makes institutionalized racism its central focus of study—critical race theory in education (Ledesma & Calderon, 2015). A comparison of these two methodologically similar, but ideologically divergent approaches to narrative inquiry on educational experience is used to identify means by which narrative inquirers could undertake a more ambitious analysis of racial oppression in schools while maintaining their core commitment to reasoning from experience.

Thinking with the Unimaginable: Considerations in Narrative Inquiry

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Lessard, Sean (University of Alberta, Department of Secondary Education); Caine, Vera (University of Alberta, Faculty of Nursing); Clandinin, Jean (University of Alberta, Faculty of Education);

Kearney (1988) talks about “the ethical demand to imagine otherwise” (p. 364). We cannot respond to this ethical demand without a sense of inquiry or a sense of wonder. This sense of wonder is part of a curiosity that asks “who are you?” and not “what are you?” (Arendt, 1958), as well as who we are as researchers amidst the experiences of others. We engaged in a narrative inquiry alongside families whose country of origin is Syria and who arrived in Canada as refugees. We spent the past 3 years living alongside families and, in that living, engaged in thinking with the unimaginable. The unimaginable is reflective of social suffering lived in silence, and in stories that are too difficult to hear. If we take the idea of world travelling (Lugones, 1987) seriously, and consider Arendt’s writing around engaging in public spaces in a way that asks “who are you?”, we wonder: how do we create spaces within narrative inquiry for making visible the vulnerabilities and social suffering that still creates the possibility of imagining otherwise? Whose vulnerability is considered, reflected, and silenced? Arendt draws a connection between invisibility and vulnerability - something we must consider seriously as narrative inquirers.

What can be done? Teacher dilemmas and the composition of social narratives in the teacher education programs

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Paredes Santín, Adrià (University of Barcelona, Department of Didactics and Educational Organization);

While inquiring alongside a primary teacher from Barcelona I came to know some of the students and their stories. Often I heard stories of struggles to make meaning of difficult circumstances that threatened to overwhelm students. What can I do? was a question one

student asked me, a question I had asked of myself often. Masschelein and Simmons (2014) point out how in education, something must be done in order to make something happen. Although we are called to act, as teachers, and teacher educators, this something is often difficult to define, because we always live and work in particular times and places and in the middle of specific social realities much bigger than us. These inquiries raise questions that are personal and shared with co-inquirers. These questions include: What can we do alongside children and teachers who live on the margins of dominant social narratives? How do we deal with expectations? How do we develop relationships that at their heart create a space of possibility for both, students, teachers and ourselves? A space that is bigger and more powerful than the relational space, a space that trespasses the personal and creates other relations with the social.

Narrative Inquiry in the Web of Human Relationship

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Aaserud, Geir (Oslo Metropolitan University, Faculty of Education and International Studies);

According to Hannah Arendt, it is in a web of relationships that each individual's unique personality becomes visible. When experiences meet us as a story, the actions give meaning (Arendt, 1996:186-187). This research project is about early childhood teachers' professional development. Life story interviews can illuminate the complexity of how teachers develop professional identity through standing alongside the storyteller's unique subjective meaning given to his or her lived experience and expressed within the text and carried in the story itself (Atkinson, 2007:234-235). "The stories lived and told in a narrative inquiry relationship are always a co-composition, and an intentional co-composition. The stories are composed in the spaces between us and inquiry participants" (Clandinin, 2013: 24). Narrative is not a simple retelling of facts. It includes a position of thought from which the encounter between the past and future will be deflected, curved, and impeded. It does not offer merely an account of events. It creates a weave of witnessing, fictional accounts, and documentaries, all of which help form our sense of history (Sjöholm, 2015). Inquiry participants bring artefacts into the storytelling as artefacts are part of the web of relationships that can help each participant storyteller to tell a story.

6F Parallel Workshop - Terrace 1 (Level 0)

Creative sustainability for ALL? Artist-Led Learning (ALL) as responsible practice in higher education

Tatiana Chemi* (1), Rannveig Thorkesdottir* (2), Philippe Mairesse* (3), Pierangelo Pompa* (4)

1: Aalborg University, Denmark; 2: University of Iceland, Iceland; 3: Audencia, France; 4: Aalborg University, Denmark

Creativity skills are still among the top three most desired for the future (WEF 2018), because they are expected to boost economic growth and techno-industrial development. Approaches aimed at disclosing uncritical discourses about the social relevance of creativity, bend them towards human growth and community development. Craft (2005) investigated the educational potential of creativity through conflicting discourses and Harris (2014) has made explicit that the “creative turn” in education is and can be a critical act that is ecological and sustainable (Harris 2017). Sustainable solutions become fundamental to our very survival as human beings. The challenges that the United Nation’s Sustainable Development Goals (UN 2019) aim at addressing (poverty, social conflicts, environment) call for a radical change in the ways in which we think, behave and envision the future. To imagine and establish new, appropriate models of democratic responsibility, it is necessary to act creatively. Creativity becomes a fundamental skill, not only instrumental to business innovation, but core to democratic sustainability. However, the UN’s SDG (UN 2019) ignore accessibility to culture and the arts as a sustainable methodology for human growth and development. This workshop intends to engage participants in the artist-led educational tools investigated in the Erasmus+ project ALL.

Keywords: Keywords: artist-led, arts-based, education, learning, organization, creativity

6G Parallel Workshop - Executive 1 (Level 4)

Researching in and across multicultural contexts

Anna CohenMiller* (1), Nettie Boivin (2)

1: Nazarbayev University, Kazakhstan; 2: University of Jyväskylä, Finland

What does it mean to work across multicultural contexts? Am I following and engaging in the “right” procedures? Am I being seen as an insider or outsider? Am I taking the right steps to engage in culturally sensitive and aware research? Have I had a chance to reflect on the research I’m conducting? How am I identifying myself and what does that mean for my research?

In this workshop, using such questions as a framework, participants will be engaged in hands-on activities and critical self-reflection as informed by the forthcoming book *Questions in Qualitative Research Methods in Multicultural Contexts*. By engaging in these activities, researchers will have an opportunity to learn and/or reflect on foundational concepts in working and researching in and across multicultural contexts.

Keywords: multicultural contexts, power and privilege, social justice, equity, ethics, collaboration

6H Parallel Workshop - Terrace 2 (Level 0)

Visual Data Collection and Analysis throughout webQDA software

António Pedro Costa* (1), Ana Isabel Rodrigues* (2)

1: Aveiro University, Portugal; 2: Polytechnic Institute of Beja, Portugal

Visual data is assumed today as a method and corpus of analysis with relevance in research. The use of visual data may reveal new insights of intangible dimensions of human activity usually not accessible through the use of other types of data. Data collection instruments, when properly constructed and applied, can transform data into useful information that supports decision making. The workshop intends to create awareness among the participants how the use of visual data, as a tool to express complex understandings of human experience. Might contribute to achieving a critical and constructive reflection on all matters that provide to global and local citizenship, especially helping for the solution of essential problems for society (e.g. threats to the environment, energy and food production, health and wellness, and the sustainability of life on Earth). Further, the use of visual data can even encourage participants to engage in research in a more creative and participatory way as it will be highlighted through the workshop, contributing to more active and more committed citizenship with the sustainability of our planet.

Keywords: CAQDAS, Visual Methods, Photovoice, Photo-elicitation, Human Experience.

6I Parallel Panel - Terrace 3 (Level 0)

Reading to Learn, Teach, and Invent New Approaches to Inquiry

University of Georgia, United States of America

Session (continued) focuses on how we learn and teach new empirical, new material, posthuman, post qualitative, affective, and other “new” approaches to inquiry. Faculty often must learn and invent them along with their students. Given the immanent nature of this new work, it is impossible, we argue, to use pre-existing social science research methodologies with a pre-existing systematic process, research designs, and research practices as we think inquiry differently. We believe the chief “practice” for new approaches to inquiry is reading, which we think has been sidelined by the rush to application that social science encourages and also by a decades-long focus on writing. We don’t dismiss writing to learn, writing to think, bringing genres of writing from the humanities to the social sciences, or writing messy texts. Rather, we encourage the hard work and pleasures of reading widely, deeply, and closely, which bring expertise, confidence, and rigor to inquiry. We agree with Lacan who wrote “First, it is necessary to read” and with Deleuze who wrote about the “long preparation” necessary for serious scholarship. Presenters in this session will talk about the importance of reading as they learn, teach, and invent new approaches to inquiry.

Keywords: reading, inquiry, new inquiry, post qualitative

Reading for Strong Misunderstanding

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Siegesmund, Richard (Northern Illinois University);

Theory does not provide conceptual rules for the conduct of research. Each individual thread of philosophy offers a conversation: an opportunity to sustain a dialogue with individuals who have carefully deliberated about a topic. It is intellectually disingenuous to attempt to reduce these conversations to buzz words, facile phrases and glib checklists. Our concern is reading deeply into these conversations and their contexts. Good conversations do not end with complacent agreement. We push, explore, and expand. We sharpen individual difference. The Pragmatist philosopher Richard Rorty (1989) calls articulate, individual constructions that fail to align with a philosopher's supposed original intentions strong misunderstandings. Feminist philosopher Gayatri Spivak (2012) suggests that we read philosophy not for answers that simplify our lives, but for questions that inspire us to build new, more humanistic, worlds. She is not interested if we understood a philosophy; she wants to know what we do with a philosophy. Philosophy is not a manual that tells the researcher what to do. It is a series of provocations that inspire us to find our own direction. We read not to follow a prescribed route, but to forge fresh pathways for sustainable communities of discourse.

Classroom Entanglements with Creative Becoming Between Humans and Machines

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Leonard, Nicholas (Northern Illinois University);

My research involves the becoming of creative products in American high school digital art classrooms. In my search to explain the social and interconnected influences between humans and machines, I explored possible connections between Csikszentmihaly's (1996) social understanding of creativity and Hayles (2017) Cognitive Nonconscious to link machine agency to human thought and creativity. After reading Barad (2007), I am now focusing on classroom entanglements and intra-actions rather than assemblages of pre-existing objects with individual agency. This alters my inquiry to recognize research methods as phenomenon influencing apparatuses with ethical implications on the potentialities of matter's becoming. My initial intent was a mixed-methods project utilizing survey data for cluster analysis to identify groups of students and outliers for further qualitative analysis. While the intent of using quantitative and qualitative methods remains, how they are implemented and related to one another has grown to be much more complex. Furthermore, I am considering the different potentialities of my research for presentation. Currently, I am investigating stories and narrative inquiry to help readers identify relations in their environment (Rosiek & Snyder, 2018). This fall, I will continue my qualitative inquiry into the non-human by an in-depth group reading of Braidotti (2019).

Reading a Book as a Dialogic Encounter between University Students and Posthuman Theorist: A Reflexive Course Module

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Hannes, Karin (KU Leuven); Dierckx, Chloe (KU Leuven);

Developing a scholarly 'feel' has little to do with acquiring knowledge and skills. It has to do with 'knowing one's way around' in scholarly practice. An important part of developing a scholarly attitude is engaging with the theories and philosophies developed by distinguished scholars. They offer comprehensive frameworks to increase our understanding of complex social realities and/or imaginary possibilities ahead of us. The communication line between students and theorists is non-linear, meaning it is not possible to determine what the exact outcome of an engagement with an original work will be. In order to allow students to find

their own academic voice we must perceive reading as a dialogic encounter, inspired by three fundamental questions: (a) what is the practice of reading for (the appreciate system)?; (b) what is the practice of reading about (the overarching theories)?; (c) what is the role of the student in the reading practice (the role framing) (Biesta, 2019). Rather than asking students what they have learned from the readings at the end of the course, we ought to ask how they have been with the readings and what they have made out of the encounter itself during and after course time.

Thinking and Walking with Theory: on the Importance of Reading to Stimulate Reflexivity

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Dierckx, Chloe (KU Leuven); Karin, Hannes (KU Leuven);

Approximately 250 third bachelor students of the University of Leuven (Belgium) took up the challenge of reading a book of either Karen Barad, Jane Bennett, Rosi Braidotti or Judith Butler and translating their complex posthuman theories into a 3-dimensional design for outreach purposes . This assignment combines insights from Jackson and Mazzei's 'thinking with theory' and Sara Scott Shield's 'walking through theory' concept. We created a broader didactic framework in which we asked students not only to 'create a design for theory', but also to plug-in their assigned theory into existing interview transcripts on parkour, freerunning and the positioning of traceurs in public space. The course component was meant to increase students sensitivity for posthuman philosophical approaches that focus on the relationship between man and matter and the idea of 'performativity', to help them recognize the impact of different theories on the how data are interpreted and presented , and to challenge academic routines in analyzing, interpreting and disseminating research findings. We shadowed two groups of students in their journey to work through the books and present insights that increased our personal understanding of the process students go through when reading and condensing complex theories into an accessible design.

7A Parallel: Urban Spaces - Bastion 1 (Level -1)

The Urban Academy brought into action. Towards a sustainable metamorphosis of Ghent's railway district.

Griet Roets* (1), Evelyne Deceur* (2), Els Vervloesem* (3)

1: Ghent University, Belgium; 2: Ghent University, Belgium; Policy Participation Unit, City of Ghent, Belgium; 3: KU Leuven, Belgium; Architecture Workroom Brussels, Belgium

In our oral presentation, we reflect upon the complexities and challenges emerging from an action research project embedded in the Urban Academy in the city of Ghent, Belgium. The Urban Academy is a platform where citizens, researchers, local policymakers, civil society actors and entrepreneurs share knowledge in order to develop sustainable and innovative strategies for wicked issues.

One of these wicked issues is the redevelopment of Ghent's central railway district. Whereas, within this context, local policymakers and urban planners predominantly focus on information, communication, and the urban planning process, the impact on the dynamics of community development is largely overlooked. By adopting a socio-spatial perspective, a transdisciplinary research team with backgrounds in architecture, social policy, urbanism and social work, triangulated six research methods to explore place-based processes of meaning-making of citizens and civil society organizations, and to examine the societal consequences and challenges of the urban planning process.

To ensure that this action research with citizens and civil society organizations is not instrumental and counterproductive in the long run, we argue that co-creating knowledge with policy actors and planners was vital to forge new, sustainable connections between life-worlds and system pressures and priorities.

Keywords: public engagement, social work, special interest group: architecture, collaborative inquiry and writing

7A Parallel: Urban Spaces - Bastion 1 (Level -1)

Sustainable Management of Electronic Waste (E-waste) in Urban India: Experts' and Consumer Citizens' Perspectives

Anwasha Borthakur*

KU Leuven, Belgium

With an alarming growth rate of 3-5% per year, electronic waste (E-waste) is one of the fastest growing waste streams in the world today. According to the United Nations University (UNU, 2017), 44.7 million tonnes of E-waste was generated in the year 2016 alone which is equal to 4,500 Eiffel Towers. The Global South particularly is burdened with both domestically generated and illegally imported E-waste. In this paper, we attempt to evaluate the current E-waste management practices and policy initiatives in urban India taking into consideration two major cities – New Delhi and Bangalore. Semi-structured expert interviews and structured questionnaire surveys were carried out with purposively selected respondents. The study particularly traces the process of E-waste policy inception, design and implementation in order to find answers to the questions: a) to what extent are India's E-waste policies and management practices (in)effective? and b) why is this the case? The study is informed by academic literatures on policy transfer and policy effectiveness among others. Further, consumers' E-waste disposal practices and awareness were studied in detail towards situating sustainable management solutions. We argue that India's E-waste management and policy initiatives are still at an embryonic stage with urgent need for immediate attention.

Keywords: E-waste, India; Expert Interviews, Policy Design, Policy Transfer; Disposal Behaviour

7A Parallel: Urban Spaces - Bastion 1 (Level -1)

A mixed method approach to develop proposals for Malta's urban open spaces to act as green infrastructure

Sarah Scheiber*

University of Malta, Malta

Achieving sustainable development is increasingly at the forefront when planning and managing urban concentrations. Urban design is a key player and open space is one area within the dimensions of urban form which is increasingly recognised for its importance in improving the sustainability of built environments.

The poor quality of urban open spaces in Malta suggests that a 'gap' exists in relation to their planning and design. Additionally, various trends such as: Malta's particular scale; development pressures; policy orientation; governance; climatic conditions; and mobility challenges, support the need to research the planning and design of urban open spaces in Malta.

The research therefore aims to develop proposals, to improve the contribution of urban open spaces to sustainable development. A 'Mixed Method Exploratory Sequential Approach' using Malta's urban conurbation as a case study is adopted. The methodology is developed in two phases. The first utilises: physical survey; online survey; interviews; project reviews; and policy review to gather the data. The second develops proposals in response to the results and explores potential barriers to implementation using focus groups. The methodology illustrates how the synthesis of a qualitative approach with mixed methods resulted in a strong evidence base for the development of proposals.

Keywords: Exploratory Mixed Methods, Green Infrastructure, Urban Open Space, Sustainable Development, Integrated Planning

7A Parallel: Urban Spaces - Bastion 1 (Level -1)

Challenges of conducting qualitative research about urban planning in the context of illiberal Hungary

Gergely Olt*

HAS Centre for Social Sciences Institute for Sociology, Hungary

An ongoing research project about the sociology of urban planning in Hungary analyses the impact of available EU funds and the growing importance of private investors in urban development in the period between 2002 and 2020. The research team wanted to examine how these changes typical of neoliberal urban planning affected the profession and status of urban planners. Interviews with planners, entrepreneurs, and residents were an important part of the research design. However gaining and interpreting qualitative data was proven difficult in the context of illiberal Hungary. As ad hoc national governmental decisions overrule any planning rationale from EU level to municipal policy, both the author and the interviewees had to manoeuvre among many concoctions and tokenisms covering the actual mechanisms behind urban governance. The political environment strongly affects how planning documents and interviews with stakeholders can be used as qualitative data. But this political environment is also keen on silencing in depth social research about governmental or municipal level governance and planning. Finally the findings could imply to also consider theoretical approaches looking beyond the universal neoliberalism framework. However all these challenges also show how qualitative data can be used to look behind the scene.

Keywords: qualitative research, interviewing, urban planning, illiberal state

7A Parallel: Urban Spaces - Bastion 1 (Level -1)

Local response for a global challenge; A Model for Sustainable and Inclusive Municipal Management of Cities

Irit Porat*

Ben-Gurion University of the Negev, Israel

"The battle for sustainable urban development will be won or lost in cities ... Proper urbanization requires the rule of law" states the Quito Declaration (2016). The paper will present a research in progress exploring municipal enforcement strategies for management of the urban public space toward achieving SDG11; inclusive, safe and sustainable cities. Municipal inspectors hold responsibility for protecting the urban environment from hazards, expropriation and abuse. Yet, while their role as gatekeepers and protectors of the urban commons becomes increasingly essential as urbanization continues, a qualitative research comparing the effectiveness of municipal policing for quality of life models in seven Israeli cities, based on 29 in-depth interviews and extensive document analysis, showed the profession suffers from low prestige and scarce resources, and has received little scholarly attention apart from the policing perspective and environmental regulatory regime literature. Following these findings, the central hypothesis of the paper is that cities need to develop an efficient mechanism led by the municipal civil service, promoting law-abiding behavior among city dwellers, that will rely on compliance and cooperation no less than on police deterrence and cohesive enforcement.

Keywords: public value management, urbanization, SDG11, municipal enforcement, inspectors, public space

7B Parallel: Creative Arts Methodologies - Bastion 2 (Level -1)

A sketch of eco-social art strategies to expand methodological positions in qualitative research

Venke Aure*

Oslo Meteropolitan University, Norway

My planned presentation will reflect upon how eco-social art strategies can be a tool for expanding both methodology and, even more basic, onto-epistemological positions in qualitative research. Three different examples, rooted in eco art, will be used as empirical material to bring forth characteristics that can be productive in a further onto-epistemological and methodological analysis. The basic purpose is to point out perspectives that can contribute to progress theoretical and relevant positions in qualitative research connected to art. In putting value into ethical, transdisciplinary and participatory perspectives as the base for working methods I define, on the ontological level, eco-social art strategies as eco-ethical and eco-aesthetic action research. On the epistemological level this will through experimentation and sometimes disturbance art strategies represent a form of explorative action research. I stress the explorative aspect because eco-social art practices involving transdisciplinarity are enquiry-driven. Developing responsive artfulness in qualitative research is also related to what I see as a lack in general theory and methodology that respond to 21st century eco-social concerns. Another issue is that despite the wave of publications that present art based and artistic research, the theoretical and methodological descriptions are often referred to by being vague.

Keywords: Eco-art, eco-social art strategies, onto-epistemology, methodology

7B Parallel: Creative Arts Methodologies - Bastion 2 (Level -1)

Trans-geographical and cultural partnerships in advancing arts-based research: A global classroom experiment

Nancy Gerber* (1), Elisabetta Biffi* (2), Jacelyn Biondo* (1)

1: Drexel University, United States of America; 2: University of Milano-Bicocca, Milan, Italy

Over the past year faculty and PhD students from a university in the USA joined those from a university in Milan, Italy for an experimental global classroom in arts-based research (ABR). Our goal was to explore: the definitions of arts-based research in the US and Europe; philosophical and theoretical foundations; social and cultural contexts influencing the valuation of ABR; pedagogies for teaching ABR; and, strategies for trans-disciplinary advancement of ABR. The course was inspired by the current status of arts-based research in the scientific community and our desire to understand and advance its global and cross-cultural visibility, efficacy, and impact. We proposed that through the strength and breadth of these global collaborations we could identify and educate stakeholders, include additional partners, generate new research, and develop methods of education and dissemination. The experience yielded rich and surprising results in terms of innovative arts-based research pedagogies, enduring partnerships resulting from arts-based research and pedagogical approaches, and emerging plans to repeat and expand our global classroom. With the first phase of this experiment concluded, we are now evaluating the results and think our experiences in teaching ABR in a collaborative global scale may be of interest to others in the research community.

Keywords: 1. arts-based research, 2. global classroom, 3. arts-based pedagogies;, 4. research

7B Parallel: Creative Arts Methodologies - Bastion 2 (Level -1)

Dialogic, arts-based methodologies: Ethical questions on facilitating workshop groups in a collaborative research project

Lisbeth Frølund*, Maria Bee Christensen-Strynø, Louise Phillips

Roskilde University, Denmark

This presentation explores the ethics of facilitating arts-based workshops¹ in which co-researchers and university researchers engage in joint analyses of interview material in a collaborative research project *Dancing with Parkinson's*. The aims of the workshops are to co-produce knowledge about experiences with Parkinson's dance in everyday life and develop a graphic novel (drawing on the field of graphic medicine) with people with PD, their families and professionals as the target readership. The graphic novel has been chosen as a way of communicating the co-produced knowledge because it is well-suited to giving voice to experiences anchored in bodily, visual, aesthetic, sensory ways of knowing and being^{2,3}.

The series of workshops involves 4 groups with, in total, 36 people with Parkinson's and 7 partners. Methods include reflexive poetic writing, photovoice, and collaborative collage^{4, 5}. We will reflect on the ethics of consent and facilitation. How do the participants know what they consent to and to what extent do they take part in decision-making as collaborators and co-authors? How can we ethically engage with the tension between giving weight to and valuing the process itself – in the light of relational ethics – and the instrumental orientation towards the research communication product (the graphic novel)?

Keywords: Facilitation, collaborative methodologies, ethical practices, graphic medicine

7B Parallel: Creative Arts Methodologies - Bastion 2 (Level -1)

We need to talk about Art-based research in education

Sonia Vasconcellos* (1), Richard Siegesmund* (2)

1: Universidade Estadual do Parana, Brazil; 2: Northern Illinois University, USA

Art-based research (ABR) in education, based on artistic research practices, remains challenged in academic contexts (Cahnmann-Taylor & Siegesmund, 2018; Pimentel, 2015). Art and its various poetic expressions, when related to ways of investigating, expressing and presenting questions continues to be questioned as formal academic research. This is complicated as ABR's troubling questions do not refer properly to the general paradigm of qualitative research – already generally accepted as academic research – but instead pose questions about alternative methodologies and the definition of valid knowledge.

The history of science documents how new models and techniques for producing knowledge appear and ultimately change hegemonic concepts of validity (Kuhn, 1970). These discussions generate turbulence in universities as they bring into debate terms like “knowledge production” that systematically produce the hierarchy of certain knowledge and the invisibility of others (Rancière, 2010). It is not our intention, as advocates of creative modes of inquiry and representation, to promote the devaluation of tradition, nor to erase the history of systematized knowledge. We suggest that the past enables us to reconfigure and transform a more expansive present. By reviewing and questioning frames and hegemonic ways of producing knowledge.

Keywords: Art-based research in education, criteria for analysis, image, teaching in art.

7C Parallel: The Educator - Terrace 1 (Level 0)

Challenging the status quo of PE: Supporting physical educators to meet PE-for-Health expectations

Lara Tonna* (1,2), Lorraine Cale (2), Jo Harris (2)

1: Institute for PE & Sport, University of Malta, Malta; 2: Loughborough University, Loughborough, United Kingdom

The role of physical education in public health 'still needs to be identified through the development of effective PE-for-health pedagogies' (Armour & Harris, 2013, p.17). In Malta, health outcomes are now an PE expectation (DQSE, 2012), thus, the need to support teachers to effectively address health within their practices arises. This paper reports on a study centred on the expression of health within PE in Malta. Phase 1 focused on health expectations of PE by interviewing key stakeholders. Findings revealed a disparity between health policy and practice in that health in PE was viewed as important but this was not particularly evident in the specified aims and practices. In Phase 2, an innovative, needs-based PD programme, designed to support PE teachers to address health-related expectations was delivered. Six teachers were involved in training workshops and pre-/follow up activities. Phase 3, included a focus group and individual interviews with the teachers to explore their experiences of and responses to the PD. A constructivist approach underpins the study with 3rd phase analysis guided by Fullan's (1993, 2012, 2016) works on educational change. Findings suggest that supporting physical educators to meet growing health expectations is key to the development of effective PE-for-health pedagogies.

Keywords: PE-for-Health, Professional Development, Educational Change, Teacher Change

7C Parallel: The Educator - Terrace 1 (Level 0)

Teacher Inquiry Groups: Collaborative qualitative research in educational contexts

Susan Ann Tilley*

Brock University, Canada

The use of Teacher Inquiry Groups (TIGs), a collaborative qualitative research process, has increased over the past few decades. Educational researchers and practicing teachers, who have an interest in working together to research critical educational issues, have engaged in TIGs as a form of educational inquiry.

This presentation will offer an historical perspective of the development of TIGs as a form of educational inquiry and explore the epistemological and ontological underpinnings of the method. The complexities of building and maintaining the collaborative relationship needed to engage in effective TIG research will also be addressed. Data, from a collaborative Canadian nationally funded 5-year study, on the use of postcolonial literature to teach for social justice, will be used to examine the methodological and ethical challenges of TIG research. These challenges include credibility issues related to method criteria and issues of respectful representation of data and dissemination of findings.

With the globalization of education, critical research in education connects beyond the local context. The presentation will conclude with a discussion of the potential TIGs offer to researchers and practitioners interested in engaging in social justice focused research that intersects local and global boundaries.

Keywords: Qualitative Inquiry, collaborative inquiry, Teacher Inquiry Groups, ethical research praxis

7C Parallel: The Educator - Terrace 1 (Level 0)

Wor(l)d travelling into the experience stream of an environmental educator via narrative inquiry

Naya Grillia*, Maria Daskolia

University of Athens, Greece

This narrative inquiry focuses on Greek environmental educators' lived and storied experience. Our research puzzle relates to how the educators' "stream of experience" (Clandinin & Rosiek, 2006) has shaped their identity and practice. Teachers' narratives allow us to "wor(l)d travel" into the continuum of their experience, while keeping in mind that engaging with Environmental Education (EE) is one part of their teaching life and their teaching life is one part of their personal life. In this paper we attempt to shed light into the collaborative/ interactive process of creating the narrative account of Alexander, a Greek primary teacher actively involved in EE. We discuss constraints of exploring the lived and storied experience and we propose to approach Alexander's "stream of experience" through summing over multiple lived and storied narratives, not only his own ones but also those of the researchers: the 'lived' experience narrative, the 'told' experience narrative, the 'unspoken' experience narrative, the 'conceived' experience narrative, the 'retold' experience narrative, etc. Finally, we present how Alexander's narrative account was constructed based on summing over all different narratives while keeping the complexity of the explored lived and storied experience evident.

Keywords: narrative inquiry, environmental educators, experience, identity, practice, narrative accounts

7C Parallel: The Educator - Terrace 1 (Level 0)

Primary school teachers' perceptions about teaching practices fostering critical thinking skills (CT).

LOREDANA LOMBARDI*

Vrije Universiteit Brussel (VUB), Belgium

Critical thinking is one of the higher-order skills necessary in 21st century education. School programmes need to be developed for teaching CT in order to identify new key competences that students need to effectively participate in the knowledge society and to be prepared in the rapid changing job market. While institutions, philosophers and educators agree with the importance of CT, there is a reported lack of agreement on what the concept involves and how to teach it. The present study explores primary school teachers' perceptions of teaching practices aiming at stimulating or hindering CT among pupils. 21 teachers (with 14 different EU nationalities) from three European Schools in Brussels participated to semi-structured interviews. The interview results showed the importance of group discussion, cooperative learning, brainstorming and debate as teaching practices to foster CT among pupils. These results provide insights on how CT is encouraged and its obstacles. Specifically, focusing on teaching practices, this research contributes to define the framework for the promotion of CT in the context of primary education. The relevance of the outputs can be used for future educational research and design among several stakeholders (teachers, school principals, policy makers, researchers) involved in innovative teaching methods for CT.

Keywords: Critical thinking skills, teaching practices, teachers' perceptions, qualitative methods, primary education, European school system.

7D Parallel: Paediatric Research - Terrace 2 (Level 0)

Community healthcare professionals' reporting of child maltreatment: Between legal requirements and personal interpretations

Ravit Alfandari*, Hani Nouman, Guy Enosh

University of Haifa, Israel

Rationale

Healthcare professionals working at community-based services are positioned at a crucial entry point into the child protection pathway.

Context background

A consistent finding is their persistent reluctance to adhere to mandatory reporting rules.

Aims

The study investigated the various forms by which healthcare professionals working in community-services manage mandatory reporting. The decision-making-ecology model was utilized as a conceptual framework.

Methods

The study was carried out in the largest health-management organization in Israel, across seven cities. Eighteen healthcare professionals of various occupational groups participated in in-depth semi-structured interviews.

Results

Out of the of 52 recent cases that have been suspected for possible child maltreatment, only 58% were reported as legally required. Yet, about half were reported in delay. Practitioners were more likely to report after additional evidence accumulated and increased the level of suspicion or after failing to manage the issue by other means of support. The analysis identified multiple factors, at the individual, organizational, and community level, that combined to impact reporting decision-making.

Conclusions

Results emphasize the importance of workplace-environmental conditions in promoting optimal reporting behaviors, including working in multi-disciplinary teams.

Recommendations

Improve the provision of emotional-support and rapid expert consultation, and reciprocal exchange of information with child-protection-services.

Keywords: Child maltreatment, Mandatory reporting, Health care professionals, Decision- making-ecology

7D Parallel: Paediatric Research - Terrace 2 (Level 0)

The preterm infant's NICU-to-Home transition: A Heideggerian interpretation of parents' and staff experiences

Rita Pace Parascandalo*

University of Malta, Faculty of Health Sciences, Malta

Aim and research design

This study aimed to generate a deeper understanding of the meanings of lived experiences of NICU-to-home transition for mothers, fathers, and neonatal staff using a hermeneutic phenomenology.

Methods and analysis

Purposive sampling was used and open interviews were conducted with nine mother-father dyads of preterm infants and twelve neonatal staff. The research process including analysis of the data was guided by van Manen. Following the first level thematic analysis, a further in-depth interpretation of the findings was undertaken drawing on Heidegger's philosophy.

Findings

'Oscillating realities' across parents' and staff experiences were revealed and were further interpreted through Heidegger's philosophical notions of 'solicitude' and 'machination', particularly in the degree to which participants endeavoured to solicitude which 'leaped in' or 'leaped ahead', and the extent to which technocratic ways of Being permeated their relationships to each other and to the babies. In the longer term in the home setting, parents translated their parenting approaches through the norms of neonatal unit routines and practices.

Conclusions and implications

Neonatal care focused primarily on producing technically prepared parents in infant care. Utilising Heidegger's underpinnings helped to uncover insightful meanings of the phenomenon and highlighted the need for changes in neonatal care.

Keywords: preterm infant, NICU, transition, parents, hermeneutic phenomenology, Heidegger

7D Parallel: Paediatric Research - Terrace 2 (Level 0)

Simple solutions to a complex problem: Healthcare professional's perspectives on child maltreatment identification.

Ravit Alfandari*, Hani Nouman, Guy Enosh, Lilach Dolev, Hagit Daskal-Weichhendler

University of Haifa, Israel

Rationale

The judgments of healthcare-professionals working at community-services, about the likelihood of a clinical condition being caused by maltreatment, is a crucial trigger to help responses.

Context background

Insufficient empirical attention had been directed at understanding how such assessments are made.

Aims

We aimed to capture the factors influencing healthcare-professionals' judgments and to uncover how they come to produce an assessments of probable child maltreatment. Secondary objective was to test the applicability of the Decision-Making-Ecology model to this new setting.

Methods

The study was conducted at the largest health-management organizations in Israel, across fourteen sites. Eighteen healthcare-professionals participated in in-depth semi-structured interviews.

Results

The analysis identified child maltreatment assessment was influenced by multiple factors at the individual, organizational and social level. Evidence shows where the Decision-Making-Ecology model is confined.

Conclusions

Mechanisms to enhance the quality of healthcare-professionals' judgments, should focus on systemic reminders to consider child maltreatment as alternative explanation.

Recommendations

Strategies such as focused training sessions, opportunities for rapid consultation, and nudges were proposed to achieve this function. We emphasize the importance of providing professionals with a regular supply of feedback to assure continuous development of practice.

Keywords: Child maltreatment assessment, Intuitive reasoning, Health care professionals, Nudge Theory.

7D Parallel: Paediatric Research - Terrace 2 (Level 0)

A Meta-synthesis study of the key elements involved in childhood vaccine hesitancy

Matías Eduardo Díaz Crescitelli* (1), Luca Ghirotto (2), Helen Sisson (3), Leopoldo Sarli (1), Giovanna Artioli (2), Maria Chiara Bassi (2), Giorgia Appicciutoli (2), Mark Hayter (3)

1: Department of Medicine and Surgery, University of Parma, Italy; 2: Azienda USL - IRCCS, Reggio Emilia, Italy; 3: Faculty of Health Sciences, University of Hull, UK

Immunization is not only one of the most successful and cost-effective interventions to improve health outcomes [1] but also a children's right, according to WHO and UNICEF [2,3]. In this context, parents are guarantors of this right. Nonetheless, parental vaccine hesitancy is increasing [4]. Parental reasons for Vaccine Hesitancy are complex and context-specific, it varies according to time, place and vaccine types. To comprehend the motivations of parents who are hesitant or did decide not to vaccinate their children, and amalgamate the body of qualitative knowledge, we conducted a systematic review and meta-synthesis of qualitative studies [5]. We included 27 articles. Five main categories emerged: 1) risk conceptualization; 2) mistrust towards vaccine-related institutions, pharmaceutical companies, researchers, health professionals, and the information from media; 3) parental alternative health beliefs about childhood immunity, vaccine schedule, and the perceived toxicity of vaccinations; 4) philosophical view/responsibility by the parents; 5) parents' information on immunization. Vaccine Hesitancy comes from a mistaken set of beliefs about risk/benefit, which they lead to misconceptions and turn into a mistrust toward research and health policy. Understanding the inner motivations of parental hesitancy allows health professionals to adopt effective relational strategies and empathically dialogue with parents.

Keywords: childhood vaccination hesitancy, parents, meta-synthesis, systematic review, qualitative research, health promotion

7D Parallel: Paediatric Research - Terrace 2 (Level 0)

How nurse's assess and manage child's preoperative anxiety: A qualitative analysis

Carmen Jerez-Molina*

Campus Docent Sant Joan de Déu, Spain

Paediatric ambulatory surgery units are characterized by their high occupancy rate, short-term interventions, short hospital stay and early discharge resulting in a shortage of time to manage pre-surgical anxiety. There are few studies on how perioperative nurses evaluate and manage paediatric anxiety in their daily routine in the child to be operated.

This study examines the barriers that preoperative nurses perceive when assessing and managing the child's anxiety before surgery. It has been carried out in an ambulatory surgery unit of a paediatric university hospital in Barcelona.

A qualitative exploratory study was conducted based on the inductive analysis of data content. Data were collected by observing daily routines and semi-structured interviews.

The results reveal that nurses assess anxiety in an observational manner and take into account both the opinion of the parents and that of the children. In some cases, it is the nurse's experience that determines the appropriate assessment of pre-surgical anxiety. Although there are some difficulties when it comes to treating the child's presurgical anxiety with the little time available before the child is called to the operating room, nurses propose some strategies as facilitators that would help empower parents and children.

Keywords: Paediatric anxiety, Preoperative care, Anxiety management, Nursing care, Qualitative Research

7E Parallel Workshop - Executive 1 (Level 4)

EcoTechnoDataPhilosophical workshop with wood as/ and knowledgeconstructions

Anne Beate Reinertsen* (1), Anita Tvedt Crisostomo (2), Nina Kristin Fallinggen (3)

1: Østfold University College, Norway; 2: Høgskolen Vestlandet, Norway; 3: University of Southeast Norway

The human being, aiming at “managing” the planetary crises we are part of, tends to overlook the intimate ways we live and become together with a host of human, and non-human others. In this workshop, encounters with wood (tree/s) and technology aims at generating affects and minor gestures, to produce new/other knowledgeconstructions in the present, towards sustainable futures. Working with iterative processes rather than algorithms. Me becoming data, becoming technology. Hi “technological me”. Have we met before? We endeavour to create a microcosmos for cobecomings, where glimpses of coconstructions of knowledges can emerge. Allowing for affects and minor gestures to be part of our movements towards collaboratory dataphilosophizing. The minor is temporary, unpredictable, incomplete, flimsy, and yet has potential to invent “new forms of existence”(Manning, 2016, p. 2). This brings us to a space of non-positioning and noological digital models (Deleuze and Guattari, 2004, p. 551). Indirectly, we ask what dissolutions of order can teach us about what kind of qualities and abilities we need to be equipped with and/or acquire for a sustainable future.

Welcome to exploring, philosophizing, relating, trying, failing, becoming – together with.

Keywords: Dataphilosophy, woodwork, iteration, learning

7F Parallel Workshop - Gardjola 1 (Level -1)

A geo-narrative perspective on doing research with youth at social risk

Miryam Cristina Fernandez Cediel* (1), Gerrit Loots* (2)

1: Universidad Surcolombiana/Vrije Universiteit Brussel, Belgium; 2: Vrije Universiteit Brussel

In this workshop a geo-narrative perspective on doing research with children and young people at social risk is introduced and practiced. This perspective resulted from visual and art-based participatory and collaborative research we conducted to explore the life-world of young people at social risk due to war and armed conflict, occupation, exclusion and poverty in different countries: Bolivia, Colombia, Congo, Palestine and Uganda. Inspired by geographical studies with street children, investigating the use of urban public spaces (markets, streets, parks and alleyways) and their mobility between these spaces, we realized the importance of children's daily geographies and their spatial, temporal and social mobility processes to understand their life-experiences, subjectivity and identities as multiple and fluidly shaped over space and time.

Last years, we developed Geographical Life-Story Telling as a narrative method to explore children's and youngster's life-worlds from a geo-narrative perspective. The use of this narrative method will be demonstrated by presenting a study on the impact of performing music in an orchestra in socially vulnerable Colombian children and young people. Next, participants are invited to take part in a narrative session to make their own geographical life-story.

Keywords: Geo-narrative, art-based research, collaborative research, social risk.

7G Parallel Panel - Gardjola 2 (Level -1)

Decolonial childhood ecologies and pedagogies of sensation in the city

Manchester Metropolitan University, United Kingdom

This panel is composed by a group of international researchers whose work shares an interest on participative processes of research with children in the city. The collected papers experiment with radical forms of relationality, sensuous practices and ethico-aesthetics as ways of disrupting and extending notions of what is to be human, and what is to be children in the capitalist-colonialist spaces, times and narratives of the city. They propose decolonial and anticolonial approaches that entertain Black/Indigenous/Queer senses of space by paying specific attention to the tone, atmosphere, sense, and affect in collective and emerging compartments that refuse epistemic, spatial, environmental forms of hierarchization, mastering, salvation and violence. Transactional zones between territories and subjective production, city and childhoods, institutions and group-subjects, material forms and psychic life are envisioned with the aim of interrogating liberal individuations of childhood in the school, the museum, community and city at large.

Keywords: decolonial theory, childhoods, aesthetics, art-based research

Non-linear (geo)processes (of urban childhood)

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Koro, Mirka (Arizona State University); Vitrukh, Mariia (Arizona State University);

We problematize linear histories (of urban children) and offer non-linear (geo)processes as a strategy to return to a living, urban childhood ecologies utilizing material processes, parallelism, and relationality. Following Moten (2016) city might be the place where life, child, and humanity escape rather than come together. Relational humanity and childhood as envisioned here are shaped not by linear histories but by history as a process paralleling with geoscience, networks, and complex systems. Energetic and catalytic flows of living cities create childhood materials that are hardened and shaped by processes of accumulation of matter, wealth, land, religion, labor and so on. Living childhood commons, collectives, and relationality against, outside and before the city makes the ecological sedimentation and geographical architecture of living childhoods. City embraces parallel ecologies that inhibit the self-organizing atmosphere, rarely cross but always flow (nightlife; street life, underground life, hidden/invisible systems, mind-less life etc.) Localization and interweaving of matter control the degree of heterogeneity in these systems. Maybe then urban childhood ecologies could be able to articulate what cannot be seen and could be imperceptible in linear histories of a child.

Child/hood: The necessity of the aesthetic dimension of anticoloniality.

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Tesar, Marek (The University of Auckland);

In this paper I am interested in Moten's (2016) paper where he writes about the "necessity of the aesthetic dimension of anticoloniality". This statement haunts me, and when I read it, I perceive different philosophical forms in response to different historical and cultural contexts. As such, I have considered thinking with many contemporary and 20th century philosophers and thinkers, and with the multiplicities and non-singular conceptualisations and performances of their work. However, in the process I became more and more engaged with Aristotle's work and his thinking on Metaphysics, Ethics and Aesthetics, through utilising philosophy as a method. As such, I am intrigued to re-think about what such necessitates, as Moten points out, may look like. Multiplicities of questions have come to the light: What is necessity; what is the aesthetic; what is the anticoloniality? How are they visible? How are they performed? In the final part of this paper, I will consider child/hood through an Aristotelian lens, once again thinking with Moten's "necessity of the aesthetic dimension of anticoloniality" (p. 165).

Counter-temporalities and black sense of space: Pedagogies of video-making at city's end

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Trafi-Prats, Laura (Manchester Metropolitan University);

This paper takes as a starting point some classroom scenes where groups of children and the author worked in video-capturing and video-editing in the context of a project centered on developing methodologies of dwelling, sensing, and being oriented towards trees and tall grasses in the school block. The dynamics, gestures and images that composed these scenes invite a retrospective reflection on the potential for a sensuous pedagogy centred on inventing cinematic counter-temporalities that flirt with the enactment of worlds not dominated by linearity, unity and anthropocentric modes of rationality (Colebrook, 2019). In

speculating about this pedagogy, the paper connects black childhoods to a quiet, intensive, fugitive and collective production grounded on aesthetics and the affect worlds of black life (Nash, 2019). It does this by considering Moten's (2016, see also 2018) key concept of thingliness, and proposing black childhoods as an "exterior thing... that pierces the economic exclusion and envelopment [of the city], thereby initiating the work of abolition and reconstruction" (p. 164).

Techniques of insurgency: Decolonising the unconscious through micropolitical interventions in an urban museum

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Rousell, David (Manchester Metropolitan University); Hohti, Riikka (The University of Helsinki);

This paper describes a series of decolonial art interventions in a natural history museum produced in collaboration with young people. Drawing on a larger project aimed at re-imagining museums in response to issues of socio-ecological injustice, we focus on the co-development of techniques for "decolonising the unconscious" within institutional spaces and times (Rolnik, 2017). Building on schizonanalytic figurations of the unconscious in transversal processes of collective individuation (Guattari, 2011), we describe how young people deployed abstract inkblots to both mark and reconfigure colonial blindspots, exclusions, and dispossessions across all floors and levels of the museum's collections. In resisting historical attempts to codify and contain the unconscious within psychological determinations of a bounded subject, we describe how the blots gesture toward "a subjectivity beyond the subject" (Rolnik, 2017), an unbounded subjectivity that lives through an eco-logic of intensities rather than a logic of discursive sets, significations, codes, identities, and representations (Guattari, 2008). By subverting the presentational authority of an institution that traffics in the didactic impressionability of a bounded subject, young people's use of the inkblots offers insurgent techniques for potentialising an immanent, aesthetic sociality, or what Moten (2019, p. 208) calls "the unmappable zone of paraontological consent".

8A Parallel: Identity & Communities - Bastion 1 (Level -1)

Spitting images of reality. Analyzing stories of conflict between ethnic groups in a divided community

Peter Stevens*

Ghent University, Belgium

This article explores the usefulness of analyzing narratives of particular incidents that are meaningful to and involve members of different ethnic groups in a situation of conflict. The analysis focuses on the content, structure and the underlying purposes of stories told by Greek and Turkish Cypriot students about a particular 'spitting incident' and the larger context in which these students, selected from two secondary schools in the Republic of Cyprus develop their narratives. The findings show that the analysis of such stories can enhance our understanding of how members of particular ethnic groups give meaning to and draw symbolic boundaries between their ethnic in- and out-groups and the importance of the larger (school) context in students' use and presentation of such stories. The conclusions discuss the implications of this study for teachers and future research on in-out group relationships.

Keywords: narrative analysis, education, racism, Cyprus

8A Parallel: Identity & Communities - Bastion 1 (Level -1)

Marketing cosmetic masculinity

Signe Rom Rasmussen*

University of Southern Denmark, Denmark

In my paper, I will present work-in-progress considerations on the subject of men's cosmetic appearance work and age management. Beauty and cosmetic treatments are in western culture inherently coded as feminine. However, in our advanced media and optimization culture, images depicting new norms and ideals for men's bodies circulate in abundance, and men are increasingly encouraged to work on their looks (Bordo 2000, Holliday and Cairnie 2007, Coffey 2015). This produces numerous new meetings between the male body and cosmetic technologies such as injections with Botox and fillers, treatments with lasers and hair transplants (Atkinson 2008). Departing from the contemporary international rise in men's use of cosmetic treatments and surgeries (ISAPS 2019), I will explore the cultural and commercial narratives surrounding these procedures and look at the ways in which masculine identity is negotiated in the context.

Furthermore, I will touch upon my analytical approach to a collection of Danish websites marketing cosmetic treatments to men. Discussing in part my choice of discursive and visual strategies in relation to methodology. Reflection on the dimensions these help to open up and the limitations they represent, when working with a complex online and offline phenomenon, happening across a range of social spheres.

Keywords: Gender, masculinity, body norms, cosmetic treatments, age management, qualitative methods

8A Parallel: Identity & Communities - Bastion 1 (Level -1)

Shifting Boundaries: Cultural understandings of time and further implications on sustaining cross-cultural counselling/therapy work

Alexander G Romanitan*

University of Edinburgh, United Kingdom

Reflecting on the counselling/therapy work that took place with children who were recently displaced from their homeland (i.e. refugees, asylum-seekers), this research considers how the established counselling/therapy boundary of time infringes upon building a therapeutic relationship when working cross-culturally. The paper identifies how arriving for a session proved difficult for the children. Utilizing an open inquiry approach to the lack of attendance led to an understanding that the children weren't simply 'not arriving', but rather not arriving in time. The study specifies three properties of time (identification, perception, and flow) which were addressed in setting up the therapeutic setting/alliance. Overall, taking on an understanding of the children's time or of their culture's time was necessary in developing a therapeutic setting which could support and sustain the children in their therapeutic process. The paper raises the issue of the cultural and systemic dependence of established Western/European therapy boundaries (such as, time, location/space, touch, personal disclosure) and how these keep the Other-person/-culture/-group out. To achieve a more sustainable therapy process for the Other, a shift from maintaining boundaries to sustaining boundaries is necessary so that boundaries no longer divide/separate/keep-out, but rather support/hold/consider and, most importantly, reach the Other.

Keywords: cross-cultural counselling and psychotherapy, beginning therapy with refugees, time boundary in counselling work, boundaries in counselling

8B Parallel: Gender Issues - Bastion 2 (Level -1)

There will be blood: The meaning women give to Menstruation.

Liron Ben-ezra*

Tel aviv University, Israel

Menstruation is a shared trait among most women across the world, typically occurring monthly for approximately forty years of fertility.

This research uses the qualitative naturalistic approach: 12 women participated by giving in-depth, open-ended interviews about their physical and emotional experience of menstruation. The interviews were content analyzed, resulting in findings of three main recurring themes in women's relationship to menstruation, all influenced by the visible presence of blood. The first theme deals with life and death, as the menstrual cycle represents a beginning and an end, repeatedly shifting between the emergence of potential life and its loss. The second revolves around the ownership of the period, delving into issues of control, management, exposure and privacy. The third focuses on the appearance of blood and the emotional response to the staining as dirty, impure and shameful.

These three themes expand our knowledge base on menstruation in that they provide an insight into three different dynamics: the emotional, interpersonal, and social. Alone and combined, they offer ways in which women impress meaning onto their menstrual cycle.

These findings will be discussed in light of the sociocultural and political implications of Menstruation as an under-researched topic - arguably, the last remaining taboo.

Keywords: Women, Blood, Menstruation, Taboo, Naturalistic

8B Parallel: Gender Issues - Bastion 2 (Level -1)

"Hey, you're a hero "- Male hematological patients.

Liora Gov Ari de Vries*

Sha'are Zedek Medical Center, Israel

"Be a man – be strong" is a universal expectation of manhood. This is true particularly within a traditional society like the Israeli one. .Manhood in Israel is strongly associated with the army and traditional roots. Unfortunately, the same men are treated in the hematology department of Sha'are Zedek Medical Center, don't feel like heroes but rather weak and sick. The treatment path includes both medical and mental with accompaniment of a social worker from the department to help provide therapeutic tools to them.

In time of crisis the following therapeutic vision and practice focus towards the specific needs of male in a hematological disorder. Working with men within the gender frame of motive in crisis is crucial.

Psychological support- strengthen and empower.

Model of hope

Forming a therapeutic space within the narrative treatment

Results:

Men in therapy under the direction of the social worker developed a new masculine identity alongside their illness. Many of them resumed their routine social functions.

Keywords: Manhood, Empowerment, Treatment, Narrative, Identity

8B Parallel: Gender Issues - Bastion 2 (Level -1)

Moving through (story)lines of sustainability of mothers-to-be within religious movement

Teija Rantala*

University of Turku, Finland

In this presentation the (story)lines of women belonging to a religious revival movement and desiring to mother are read through procreational ethos of their religious movement and joyful (affirmative) ethics. According to Braidotti (2018, p. 222) "The ethics of joy does not deny the reality of pain, trauma and violence, but rather proposes a different way of dealing with them" through requiring "an active practice of collective transformation of negative passions into affirmative ones: a political praxis...to identify points of resistance" in order to endure, survive and last. These ethics puts movement, motion, into these (story)lines and illuminates the devotion, resistance and resilience to the expectations and imaginings of religious motherhood. Through this feminist diffractive reading the movement of the lines, the elements affecting the movement and the complexity of resilience and resistance are followed and examined (e.g., van der Tuin, 2013; Haraway, 2008). This brings forward the affective elements functioning in non-normative narratives and the compound and polyvocal ethics of becoming concerning (religious) motherhood, reproduction and sustenance in these troubling times which compel us to live within compassionate ethics.

Keywords: storylines, affects, sustainability, ethics of joy, diffractive analysis, motherhood

8B Parallel: Gender Issues - Bastion 2 (Level -1)

Common paths or a personal matter? Examining athlete burnout through a mixed-methods sequential explanatory design (preliminary results).

Alexandra Markati*, Maria Psychountaki, Philia Issari, Konstantinos Karteroliotis

National and Kapodistrian University of Athens, Greece

This presentation is a part of a doctoral research on athlete burnout syndrome. The present work aims to describe the first part of a mixed-method sequential explanatory design, in continuation of the last year's presentation in ECQI 2018. Athlete burnout is a syndrome comprising of three elements: physical/psychological exhaustion, lack of accomplishment and sport devaluation [1]. Contemporary research encourages the combination instead of the individual examination of the burnout models in further exploring the complexity of the syndrome [2]. Initially, the five profiles of the main burnout reasons will be presented. Subsequently, the presentation will focus on the qualitative phase which aims to explore in-depth the emerging burnout profiles. Approximately twenty athletes with signs of burnout (four athletes per profile) will be interviewed through a semi-structured interview protocol. The interviews will take part in November of 2019. Thematic analysis will allow us to see and make sense of collective or shared meanings and experiences regarding burnout feelings [3]. The anticipated results will advocate us to further examine possible changes between and within the profiles over time. Finally, we aim to primarily identify organizational/individual elements for promoting self-care strategies that balance solidarity and solitude, within demanding competitive sporting contexts.

Keywords: burnout, mixed methods, profiles, interview

8C Parallel: Innovative Data Collection - Terrace 1 (Level 0)

Participatory Visual Inquiry in Educational Research

Briege Casey*

Dublin City University, Ireland

As the multidimensional nature of learning is increasingly recognised in contemporary educational contexts, alternative and sustainable modes of educational evaluation and research are being used to study and represent learning experiences in ways that no longer privilege quantitative measurement and observation. For example, narrative and arts-based approaches explore the interactions between formal learning experiences and the overall narrative thread of a person's life. This paper concerns a participatory arts-based research study with 14 mental health support workers, including mental health service users, on completion of a Mental Health Recovery training course in Dublin, Ireland. Participatory Visual Research Methods (Mitchell et al 2011), enabled us to collaboratively analyse and dialogue participants' learning and life experiences. In this presentation, participants' understandings of the inter-relatedness of their learning journeys and their personal recovery journeys as configured through artwork, will be shared. Co - existing and often ambivalent states of needing help and giving help, as well as the perceived challenges of working in interdisciplinary mental health practice will be illuminated. PVRM as a means, for these participants, of exploring and articulating complex experiences/perceptions will be discussed and the capacities and challenges of PVRM as a sustainable method of qualitative inquiry will be debated.

Keywords: participatory, visual, arts-based, learning, mental health recovery

8C Parallel: Innovative Data Collection - Terrace 1 (Level 0)

Not to be ignored: The role of translation in bilingual inquiry

Nikki Aharonian*

Oranim College of Education, Israel

Increasingly, researchers are conducting studies in multicultural spaces, collaborating with peers overseas, and engaging in dialogue crossing geographic, linguistic, and cultural boundaries. Translation is prevalent in these exchanges and becoming more widespread as non-English speaking academics strive to disseminate findings in high-ranking international journals. Despite this growth in bilingual research, questions of language and translation are often ignored or considered a technicality in discussions of methodology.

This paper grapples with the significance of translation in bilingual inquiry and discusses some of the methodological dilemmas involved. I report on a PhD study on the learning of Hebrew-speaking teachers in Israel. The study, rendered in an English-speaking university in Australia, crosses cultural and linguistic borders. Language is regarded as a critical mediating force in the meaning-making process; thus, translation and the translator are central in the generation of knowledge.

The theoretical framework of this study draws on Bakhtin's (1981) understanding that language, saturated in cultural connotations, is never neutral. I argue that translation is a subjective and influential process. I demonstrate ways in which researcher reflexivity and transparency surrounding translation can add trustworthiness to qualitative inquiry.

Finally, I provide questions which can guide fellow researchers embarking on qualitative research in bilingual contexts.

Keywords: Translation, reflexivity, multicultural, Bakhtin, language

8C Parallel: Innovative Data Collection - Terrace 1 (Level 0)

Substantial properties of innovative methods and methodologies. A domain ontological perspective

Natalia Martini*

Jagiellonian University, Poland

A decade ago Max Travers (2009) observed that qualitative research has to market itself aggressively, both because academic publishers face more pressures to sell books, and because of the competitive funding climate where one often has to demonstrate methodological innovation for obtaining a grant. Since then the emphasis on newness has only gain in strength. Distinguishing innovative methods and methodologies among all other qualitative approaches through establishing two separate tracks at ECQI 2020 fits in with this trend. Drawing on experiences from an on-going research project that aims at creating a domain ontology of the contemporary field of qualitative research I examine the substantial properties of innovative methods and methodologies treated as a distinct class of methodological entities. I use text mining and computational linguistics techniques to analyze the content of five leading methodological journals for the appearance of words and phrases such as “innovative”, “cutting edge”, “emerging” “-methods”, “-methodologies”, in order to reconstruct the meaning of innovation in qualitative research and identify the substantial properties of innovative methods and methodologies. I contribute to the systematization of qualitative methodological knowledge that might in turn facilitate the cumulative development of particular methodological approaches present in the contemporary field of qualitative research.

Keywords: innovative methods and methodologies, innovation in qualitative research, domain ontology, text mining, computational linguistics

8C Parallel: Innovative Data Collection - Terrace 1 (Level 0)

Drawing a River -Creating a common third and utilizing the power of metaphors in qualitative interviews

Signe Fjordside*, Hanne Warming*

Roskilde University, Denmark

Metaphors and imagery are naturally occurring in everyday conversations and qualitative interviews, where we either take for granted that we understand the meaning or ask follow-up questions to identify a more or less unequivocal meaning. In this paper, in which we present the river-method-life-course-interview, we propose to do the exact opposite in terms of utilizing the equivocality of metaphors as a means to enhance a dialogical and creative co-researcher relation with the interviewee. We argue, that this metaphor enables embracement of the interviewee's immediate life-story-narrative with plots and a timeline, and at the same time challenge it and invite for additional meaning making allowing ambiguity and even contradictions. Moreover, we present how drawing the river together can provide a common third in the interview situation that facilitates co-researcher relation.

The presentation covers includes the theoretical outset and our methodological experiences of using the "river method", including which new insights it might reveal. We draw on examples from two research projects within the field of social work with children and young people in Denmark.

Keywords: life-course-interview, narrative, co-researcher, metaphors, equivocality

8C Parallel: Innovative Data Collection - Terrace 1 (Level 0)

Visual Mapping Interviews: A new approach to longitudinal qualitative inquiry

Mirika Flegg*

University of Brighton, United Kingdom

Visual Mapping Interviews (VMI) are a youth-friendly approach co-designed with young people and community members. This technique asks participants to create a visual map of the people, places and things important to them. VMI was piloted in the Friend for Life (FFL) study. FFL matches young people in UK government care (ages 10-12) with a supportive adult and is conceptually based on relational permanency and social capital theories. This study followed a longitudinal qualitative inquiry to investigate the process and potential impacts of FFL. In this design, VMIs were repeated three times with eight participants over six months with the aim of assessing relationship building and potential psychosocial impacts. The initial analysis suggested that relationships progressively strengthened. Young people's confidence and social skills improved; linking to bonding and bridging social capital. Involvement in FFL led some adults to challenge preconceived notions of youth in care. The use of VMI benefited in opening lines of communication with participants. It contextualised the potential impacts of FFL, contributing to the validity of findings. Practical challenges of VMI included a high time cost. This presentation will discuss these and other potential benefits and challenges associated with the development and application of VMI.

Keywords: Visual Methods, Longitudinal, Coproduction, Adolescence, Psychosocial

8D Parallel: Feminist Methodologies - Terrace 2 (Level 0)

Where all roads lead back home: A journey in practicing 'écriture féminine' as a method of inquiry

Jan Bradford*

University of Edinburgh, United Kingdom

14 February 2014: Standing at the railway-station with my laptop-bag-and-book-in-hand, I am newly-separated from my husband and newly-enrolled in a doctoral programme. I am at a spaghetti-junction moment in life, but the train I catch always brings me home. Home: where family lives, memories sit, and secrets lie-in wait to catch me.

14 February 2019: I run to catch the last train. Flushed from presenting my conference paper 'Righting the Wrongs of the Lingering Past', I feel for satisfaction or contentment. Instead, words - busy, burgeoning, overflowing - course through my body. Feminine language. Leaky words. Insurgent. Demanding. Transformative. There is always more - always already waiting to be re/listened to, re/written, re/heard. Writing leads me home – again. But this is my birth home: where my roots lie, my class resides, and my inheritance lies waiting to be picked up. I am born 'poor'. I have little 'capital' to trade. And my foremothers scream out at the ongoing consequences of social injustice.

This paper offers insight into the process of practicing écriture féminine[1] as a method of writing to inquire[2] in a research project where the researcher has found all roads lead her back to an uncannily familiar home.

Keywords: writing to inquire, écriture féminine, cultural capital, inheritance, home

8D Parallel: Feminist Methodologies - Terrace 2 (Level 0)

Gendered power relations in women-to-men interviews: A critical reflective analysis

AYELET PRIOR*, EINAT PELED

Tel Aviv University, Israel

A growing number of studies seek to understand gender-related challenges in women-to-men interviews, but only rarely in the context of research on sexuality and controversial sexual behavior¹. This study explored the tangled gendered power dynamics in women-to-men interviews in a qualitative study of 20 Israeli men who paid women for sex. The interpretive constructivist analysis² was grounded in a poststructuralist feminist theoretical standpoint. The findings suggest that the situation in which a young female interviewer facilitates men's talk about their sexual experiences provoked in both of them feelings of uneasiness and threat. The interviews were shaped by the interviewees' concerns about being perceived as deviant, the interviewer's fear of being sexually objectified, and the intimate atmosphere that seemed to have been experienced by the interviewer and the interviewees as uncomfortable and even forced³. These threats shaped the gendered power dynamics throughout the interviews, leading both the interviewer and the interviewees to act as defended subjects⁴. The findings expand the methodological discussion on gender-related challenges in women-to-men interviews. Further, the value of a thorough reflexivity in qualitative interview-based studies, and particularly in studies of sexuality, will be discussed⁵.

Keywords: women-to-men interviews, gendered power relations, reflexivity, post-structural feminism

8D Parallel: Feminist Methodologies - Terrace 2 (Level 0)

Gender Matters: Provocative spaces and arts-based processes in gender research with university students

Susanne Marie Gannon*, Kerry Robinson, Prue Adams

Western Sydney University, Australia

Inspired by the experimental methodologies of 'phematerialisms' developed by Renold [1] and Ringrose [2] with pre/teens, and creative research production in Hickey-Moody's current work with younger children [3], among others, this paper reports on the processes we developed to work with university students (18-24) in our ARC funded Gender Matters research. In a project that melded memory, policy and practice, and that aimed to both respect individual experience and depersonalise it, students engaged in dynamic interactive processes of recalling and reworking their memories of gender in high school. Our research premise was that although gendered policies in schools had dissipated, disappeared and been depoliticised [4], that exclusionary practices had morphed in new directions which may not be recognised or understood, or for which old vocabularies are no longer useful [5]. Our participants, we envisaged, would provide us and each other with insights into how gender is experienced and understood in the present. Fragments from focus group transcripts were repurposed and digitally tangled with popular culture images, factoids, memories, fictions and whatever other resources came to hand. In this paper, we share reflections on the processes we established, their limitations and some of the artefacts as provocations produced by our participants.

Keywords: gender, creative, artefacts, memory, schools

8D Parallel: Feminist Methodologies - Terrace 2 (Level 0)

Qualitative Research Methods in Social Justice Inquiry: Reparation of epistemic injustice towards transgender and gender non-conforming people

Ksenija Joksimovic*

The University of Verona, Italy

This article explores the value of qualitative research methods in reparation of epistemic injustice done to transgender and gender non-conforming people (TGNC) in human sciences, but specifically in educational theory, practice and research. The article approaches social justice inquiry from the critical research paradigm and feminist theory (queer theory and intersectionality theory). The article presents an understanding of gender identity from the perspective of queer theory with an intersectional lens, especially highlighting the heterogeneous nature of the transgender community, which is often overlooked in the research in human sciences, and /or treated as a homogenous whole. The article provides recommendations for trans-affirming social justice inquiry, specifically trans-affirming educational theory, practice

Keywords: Social Justice Inquiry, transgender, epistemic injustice, qualitative methods

8D Parallel: Feminist Methodologies - Terrace 2 (Level 0)

Moving with the possible(s) and staying with the trouble(s): Ethically (un)sustainable encounters with research-data-creation entanglement

Suvi Pihkala*, Tuija Huuki

University of Oulu, Finland

In contrast to normative humanist approaches to research ethics, feminist new materialist thinking has enabled novel matters of ethical concern to emerge for qualitative inquiry in educational research. Importantly, it has underscored the need to account for the materializing effects of our practices and to activate change in wider social spheres of life. Accordingly, in this paper, we ask how the material-discursive idea of response-ability discussed by Karen Barad[1] and Donna Haraway[2] might help us rethink ethics, sustainability and responsibility in our research and to explore and counter harassment in young peer cultures. We draw on our arts-based research-activist project on sexual harassment, which took place with 150 preteen children in 2018. We map the journey of one piece of research data – a paper note with an experience of harassment written on it – as it was created during one of the workshops, becomes data and travels to the public landscape through publication. Exploring the ethical tensions that emerge from this ‘research-data-creation entanglement’, we propose an approach to ethically sustainable research as a simultaneous practice of ‘staying with the trouble(s)’ – borrowing from Haraway[3] – and ‘moving with the possible(s)’ to make our research matter.

Keywords: feminist new materialisms, research-activism, research ethics, response-ability

8E Parallel Workshop - Terrace 3 (Level 0)

Transmaterial Worlding as inquiry

Leah Salter D.Prof* (1), Gail Simon D.Prof* (2)

1: University of Bedfordshire, United Kingdom; 2: University of Bedfordshire, United Kingdom

Transmaterial worlding (Simon and Salter, 2019) is an inclusive emergent approach to inquiry. It proposes living methods of inquiry which are situated in constantly reforming flows of understanding. In this workshop we experiment with how we humans co-construct and deconstruct narratives of vitality, change and movement in our research and daily lives. We will also explore how human and nonhuman matters are reflexively, transformatively linked-shaping us shaping them shaping us. 'Worlding' describes the constant onto-epistemological process of intra-becoming with-in and between species and matter (Barad, 2007). This requires an eco-activist agenda to challenge, perturb, disrupt, and transform dominant normative discourses and their resultant structures of enforcement.

In this workshop we invite participants to experiment with these ideas in relation to their own practice and research through exercises designed to "dig deeper" into methodology with a focus on diverse understandings of relationship. We will offer examples of transmaterial systemic questions to broaden who/what counts as worthy of study and inclusion and co-construct research design that encompasses post-human, new materialist, socially just methods of inquiry.

Keywords: transmaterial worlding, systemic questions, posthuman, co-construction, new materialism

8F Parallel Workshop - Executive 1 (Level 4)

Analyzing Textual Data and Interviews from a New Materialist/Posthumanist Perspective

Cornelia Schadler*

University of Vienna, Austria

Materialist process ontologies (Braidotti, Barad, Haraway) are increasingly recognized in qualitative research. This is a hands-on workshop on data analysis from the perspective of new materialism/posthumanism. Because most workshops from this perspective focus on observation logs, we will focus on textual data (interview transcripts and written documents) in this workshop. I will bring data with me and we will do a joint guided analysis. I will use a method of analysis called "referencing" which I developed within the course of the last 10 years (instructions see Schadler, 2019).

Since 2008 I have completed three major projects on the topic of intimate relationships, sexuality, gender and family from this perspective and I developed research designs, which included multiple methods of data collections (interviews, observations, re-enactments), a process of analysis I called referencing and a writing technique I called rebuilding worlds (Schadler 2016, 2017, 2019). The techniques build on a reconfiguration of the boundaries of existing analytical methods (Schadler 2019).

I will do a very short introduction to new materialism and the method in the beginning, then we immediately start analysing. You do not need any previous knowledge for this workshop.

Keywords: New Materialism, Posthumanism, Ethnography, Interviews, Textual Data, Analysis

8G Parallel Workshop - Gardjola 1 (Level -1)

Talking about Assessment in Arts-Based Research: Chicago Butoh: The Studio@620 Performance

Charles Vanover* (1), Morna Mcdermott* (2), Graham W. Lea* (3), Bob Devin Jones (4), Jai Schanae (5), Lisa Tricomi (6), Adrian Anguiano (7), Trace Taylor (1)

1: University of South Florida, United States of America; 2: Towson University, United States of America; 3: University of Manitoba, Canada; 4: The Studio@620, USA; 5: West Coast Theatre, USA; 6: Let the People Talk, USA; 7: Columbia College, Chicago, USA

In order to achieve goals for sustainability and other forms of social justice, researchers must engage with the public. Arts-based practices and methodologies play a vital role in communicating research outside the university's walls. As part of ECQI 2020, we are honored to show the 30-minute film, "Chicago Butoh: The Studio@620 Performance." The film speaks directly to the UN sustainability goals for a quality education; it also provides a forum for dialogue around the use of video and other non-text-based materials. We believe the best way to discuss how non-traditional forms of research dissemination might be evaluated is to organize discussion of assessment around a specific work.

The film is embedded in an edited Springer/Nature book project intended to provide presentation and publishing opportunities to a diverse group of researchers. Our hope for the screening is that we might discuss the book project, show the film, and then work with audience members to brainstorm how arts-based research might contribute to

sustainability goals and how members of the ECQI community might participate in the presentation and publishing opportunities connected to the book.

The rough cut of the film may be found at <<https://youtu.be/F_ECkat7qp4>>

Keywords: Assessment of Arts-Based Research, Performance-Based Research, Social Networking, Building Connections, Sustainability

8H Parallel Workshop - Gardjola 2 (Level -1)

For better or for worse: Artistic representation of data

Patricia Bonello*

University of Malta, Malta

This Workshop will briefly explore the theoretical concepts of identity and professional identity and then move on to the application of these concepts in practice. Participants will have the opportunity to reflect on their own professional identity and on the relationship which they have with it – both the negative and the positive sides of it. Popular music will be used to facilitate this reflection and the seminar is intended as an enjoyable experience which will make participants more aware of their professional identification and the impact which it has on them. It will also serve to strengthen this identity, possibly working towards worker retention, an important aspect of sustainability. Through this workshop, participants will be exposed to an innovative and artistic way of capturing and presenting data.

Keywords: Identity, Professional identification, Love/hate relationship, Musical depiction of data, Commitment, Retention

Keynote 3: Performance & Discussion - "Do you hear me!?!" - Fortress 1 (Level -1)

Do you hear me!?!

Researching children's participation and agency in mental health services presents particular methodological complexities. Children accessing in-patient mental health services run the risk of being considered a "pathologised other" (Holland, 2009, p. 231) and conceptualised as objects rather than potential participants in research (Polvere, 2014). Arts-informed approaches to research have been proposed as possible responses to the aforementioned scenarios (Jones, Mercieca, & Munday, 2018). This art based research project is supported by the President's Fund for Creativity 2016 which was awarded to the Youth Residence Unit within Mount Carmel Hospital, Malta . This unit provides inpatient mental health services to adolescents and children under 18 years of age. The theatrical performance "Do you hear me!?! " aims to communicate the views of children and adolescents who needed in-patient mental health care. Whilst it is accomplished through the lens of mental health professionals and artists, the performance is based on creative, expressive dramatherapy sessions (Jennings, 1983) and has been developed through consultations with the group of adolescents.

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Project Biography

Do You Hear Me!?!

This project aimed at engaging with, enabling and representing the views of children and adolescents who needed inpatient mental health treatment at Mount Carmel Hospital Malta. The project progressed in three phases.

The first phase of the project involved the facilitation of 25 dramatherapy sessions with the children who needed inpatient treatment. Through a creative-expressive dramatherapy model, the intervention aimed at enhancing the participants' emotional literacy through creative engagement involving fictional narratives, working with lyrics and exploring fictional characters which children created and developed. Children were not expected or invited to share personal stories.

The second phase involved devising and writing the script for the theatrical narrative which will be presented, whilst making sure that the performance reflected what the child participants wanted to share. The child participants were fully aware of this process and gave their consent so that the metaphors and ideas shared within the group could form the basis of this narrative. Some of the group participants were also involved in the script's development as metaphors were recorded and discussed with participants who suggested ideas which they thought need to be mentioned.

The third phase involved working with a group of four actors and developing this theatrical performance. Throughout all phases, ethical issues were given utmost consideration. For example, following the first draft, the child participants who had volunteered to help, were consulted again so as to make sure that their views were represented. This resulted in some emendments within the script. Moreover once rehearsals were over, the young participants were also invited to be the audience to the first performance, giving important feedback.

This project was supported by the President's Fund for Creativity 2016: a fund set up by the Office of the President of Malta and the Malta Council for Arts and Culture. This performance has already been shared amongst a number of groups of professionals, including educators, psychologists, social workers and counsellors. It is important to note that none of the characters within the theatrical narrative represents a particular client. Characters are based on the fictional scenarios that emerged within the dramatherapy work

Poster Session - Fortress Foyer (Level -1)

Identities in Action: Findings from a Long Term Action Research Based System-Reform

Gadi Bialik*

Tel Aviv University & ASA College of Society and Arts, Israel

This paper has two aims. The first is to present the unique case of an eight years long action research based system-reform aimed at changing education in large city in Israel. The action research seeks to promote a significant and sustainable change throughout the municipal education system based on the young theory of “authentic leadership” and by developing authentic pedagogies and authentic educational governance. The second aim of the article is to use both the research data and the saturated reflective documentation gathered over five years of the study to shed more light on an issue of great importance in the context of action research studies: the identities of those involved in leading the research and the process of change these identities go through, as part of the action research objects of change. The uniqueness of the findings lies in the fact that there is a parallel process between the research findings and the research objects, as authentic leadership development focuses on identity and the changing of the leader’s identity as the basis for change in his or her professional actions.

Keywords: system-reform, educational change, action research, identity, authentic leadership

Poster Session - Fortress Foyer (Level -1)

Service users' and health care professionals' perspectives on physical activity programs for individuals with mental illness.

Konstantinos Karteroliotis, Maria Psychountaki, Nektarios Stavrou, Alexandra Markati*

National and Kapodistrian University of Athens, Greece

Contemporary research demonstrates that physical activity (PA) provides physical as well as psychosocial benefits and constitutes an effective intervention for various mental illnesses [1]. Yet, numerous obstacles hinder promoting PA as part of psychological treatment and clinical practice [2]. The present research aims to understand service users' and health care professionals' perspectives on promoting PA as part of psychological treatment. Twenty-five professionals and five service users from five European countries were interviewed using a semi-structured interview protocol. After verbatim transcription of the interviews, a qualitative content analysis was conducted [3]. This procedure was performed individually and meaning units and codes were labeled and interpreted. Results emerged 624 meaning units that were summarized into five codes: (a) PA conditions, (b) benefits of PA, (c) patients' characteristics in PA programs, (d) barriers in PA programs and (e) recommendations for PA programs. This is the first cross-cultural study to document health care professionals' as well as service users' perspectives on PA within the mental health care system. Results indicate that health care professionals are willing to promote PA as part of psychological treatment for mental illnesses, whereas service users are likely to participate in such PA programs [4].

Keywords: physical activity, mental illness, interviews, system



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Poster Session - Fortress Foyer (Level -1)

Title: Sailing across time and space into a new sphere of participatory research with our [ally]ship

Lynn Hendricks* (1,2), Chloé Dierckx (1), Sara Coemans (3), Karin Hannes (1)

1: Social Research Methodology Group, Faculty of Social Sciences, KU Leuven; 2: Centre for Evidence-based Health Care, Division of Epidemiology and Biostatistics, Stellenbosch University; 3: Laboratory for Education and Society, Faculty of Psychology and

A central tenet in the conduct of participatory research is the establishment of an allyship between researchers and participants, a relation that ideally should be reciprocal in nature and introduce long term change and transformation processes to improve life circumstances. In practice, true ally ship between researchers and participants is often undermined by the project-based logic applied in participatory research. The phased approach outlines when, where and how many times we can 'enter the field'. This establishes an artificial division between the researcher as a visitor and the research-subject as a temporarily host. Building on the work of Bhaba (1994) and Ellsworth (1989), we propose a different model of allyship via the creation of a 'third sphere'. This third sphere is (a) a space that is neither the participant's nor the researcher's; (b) does not follow a strict time frame, enabling unforeseen events to enter (c) embraces a logic of tactics rather than strategies to engage people (De Certeau, 1984) and, (d) it provides a tangible environment to experiment with knowledge frames focusing on a common concern, up to the point where a successful activation of allies makes this 'sphere' redundant, ideally, because of a successful activation of allyship.

Keywords: participatory research, allyship, third sphere, time, space, place

Poster Session - Fortress Foyer (Level -1)

Understanding the relationship between straight and homosexual healthcare professional

Bruno Vitiritti* (1), Sonia Maria Oliveira de Andrade (2)

1: Caçador Municipal Health Department, Santa Catarina, Brazil; 2: Federal University of Mato Grosso do Sul

This study analysed the opinions of healthcare professionals, physicians and nurses on their conceptions of sexual orientation on workplace. We developed a qualitative research under the socio-historical perspective. The themes emerged, “prejudice and discrimination”, “acceptance”, “the dichotomy in professional relationships,” “stereotypes” and “the search for respect and equality”. We perceive the healthcare professionals use their experiences, beliefs and ideologies to guide their conceptions of sexual diversity. They use their experiences, beliefs and ideologies to guide their conceptions of sexual diversity. The decharacterization of ways of living, different from that expressed by heteronormativity, is intense in the discourses, as the pathologization of homosexuality. When we questioned the interprofessional relationships of the interviewed doctors and nurses, we noticed a greater “weighting” in the speeches of the professionals. It is necessary to be ethical with the co-worker, but the pejorative ways of referring to the other's sexuality can be noted. Moreover, in the speech of homosexual professionals themselves, there is the concealment of their sexuality, as if the assertion of a relationship that escapes the heteronormative model was wrong or inadmissible. We conclude that the expression of sexuality within the workplace of healthcare professionals is still a problem that needs to be discussed.

Keywords: Health, Sexual Behavior, Professional Practice, Prejudice, Sexual Orientation

Poster Session - Fortress Foyer (Level -1)

BEETHOVEN: on the process of his psychobiography

Abigail Jareño Gómez*, Carlos Chiclana Actis, Cristina Noriega García

CEU San Pablo University, Spain

The aim of this ongoing project is to describe and interpret Beethoven's personality from a psychological point of view by using the Three levels of personality model by McAdams [1]. Traits, attachment style and narrative identity will be the three big categories studied, remaining open to other aspects that might emerge during reading and analysis.

The qualitative method chosen for this project is called psychobiography, quite an unknown method used in the area of Personality Psychology to go deeper into the individuality and unravel the uniqueness of the individual throughout his life [2]. It is used to explore the lives and personalities of public figures, from artists to politicians. Psychobiography focuses less on the ascertainable details of a life, and more on what those details reveal about a person's inner experience, such as motives, goals, and/or styles of relating [3].

The sources selected will be primary and secondary documents plus interviews with experts.

This research follows a step by step procedure suggested by du Plessis [4] and currently it is in the second phase, "data condensation", consisting of asking the data specific questions, allowing the data to reveal itself, as well as developing the coding strategies.

Keywords: psychobiography, Personality psychology, attachment style, Beethoven, humanities, Three levels of personality model

Poster Session - Fortress Foyer (Level -1)

Cutting Across the Matter/Meaning Divide with Artistic Inquiry: An Illustration of a Material-Discursive Apparatus

Karin Hannes*, Sara Coemans, Ellen Anthoni, Theresa Bengough, Chloë Dierckx, Lynn Hendricks, Anémone Seutin, Hanne Vrebos, Qingchun Wang

KU Leuven, Belgium

What happens to our analytical research processes when we adopt physicist Karen Barad's notion that there is no valid reason to believe that any of the bodies or phenomena we encounter are fixed entities that we can study independently from the scientific apparatus we are imposing on them? Our transdisciplinary research team includes educational scientists, anthropologists, arts scientists, an urban planning architect and a psychologist. Together, we embarked on a collective journey with artists, youngsters, residents, refugees, to investigate people's relationship with their living environment. We mainly used the art of creation to conceptualise the co-constituting character of space and environment inquiry; how the medium in which we work shaped us as inquiring subjects as much as we shaped it in our study focusing on embodied experiences of place. We borrowed John Dewey's (1934) pragmatic aesthetic inquiry that starts from everyday events and scenes in which the interaction between humans and their environment plays a central role. We argue that the rejection of dualisms between doing and thinking, reflecting and acting, creating and knowing, opens up a horizon for embracing a flattened research logic "where discourse and matter are mutually implicated in the unfolding emergence of the world" (MacLure, 2013).

Keywords: Material-discursive Analysis, Artistic Inquiry, Dualism, Pragmatic Aesthetics, Transdisciplinarity

Poster Session - Fortress Foyer (Level -1)

Experience of existing during hospitalization of people living with HIV

Bruno Vitiritti Ferreira Zanardo* (1), Maria Angélica Marcheti (2)

1: Secretaria de Saúde de Caçador, Santa Catarina, Brazil; 2: Nursing School, Federal University of Mato Grosso do Sul, Brazil

Acquired immunodeficiency virus not only destroys immunity, but also to bring its carriers into a state of marginalization, disbelief and existential vacuum. Considering that many patients living with HIV abandon their treatments and are hospitalized for infectious diseases and a state of advanced immunosuppression, this work aims to understand how this person experiences his existence in this serious hospitalization. For that, phenomenology was the qualitative approach used to systematize the collected results, being the existential analysis of Viktor Frankl, the theoretical reference chosen to analyse the experiences that were unveiled with the interrogate. The experience of existing during severe hospitalization was brought to light through semi-structured interviews with eight patients who experienced this situation. Four themes represented this experience: "wanting to understand the hospitalization", "perceiving the feelings that arose in the hospitalization", "reflecting on care" and "Reflecting on spirituality". It was possible to notice that listening to those patients living with HIV has a therapeutic effect. Once they had ambiguous feelings, the listening allowed them to give meaning to their experiences, giving them new views and perceptions on their hospitalization experience. Thus, during hospitalization, new feelings arise, and those same patients see themselves with the possibility of re-meaning their experiences.

Keywords: Meaning of life, HIV, Existential Analysis, AIDS, Viktor Frankl, Hospitalization

Poster Session - Fortress Foyer (Level -1)

Exploring young children's images of urban nature sustainability

Maria Daskolia*, Katerina Chouliara

University of Athens, Greece

Growing up in contemporary urban settings can be a challenge for young children to nurture connection with nature and sense of place and to enhance awareness about environmental sustainability. Cities can nevertheless provide a wealth of opportunities for children to reimagine their relations to nature and to co-construct new forms of knowledge about and participation in urban environments. In this qualitative study we explore how early childhood education can generate new 'spaces' for sustainability learning in cities by facilitating children's experiences and creative construction of images in urban parks as a means for portraying their notions of sustainability. Seventeen children, under the age of five, participated in diverse free-play and exploration activities in an urban park close to their school. They were then shown how to use photovoice to depict the 'good' and the 'bad' quality aspects of the park and discussed their pictures in walking interviews with the researchers. Our presentation gives an overview of the methodological design and findings of the study focusing on young children's experience with urban nature as a vehicle for critical engagement with urban sustainability through place-based education.

Keywords: urban childhood, sustainability, urban environmental education, photovoice, walking interviews

Poster Session - Fortress Foyer (Level -1)

Factors influencing Community Health Workers' participation in health programs: a grounded theory study

Iman keliddar*, Mahbubeh Afrashtabar, Amin Torabipour

Ahvaz Jundishapur University of medical sciences, Iran, Islamic Republic of

Background: One agenda to achieve Sustainable Development Goals (SDGs) is to formulate evidence-informed policies to optimize health workforce [1,2]. This study aimed to identify factors influencing community health volunteers to participate in health programs.

Methods: This qualitative study was conducted in 2017. The study population was health volunteers employed by West Health Services Comprehensive Centers of Ahvaz, a significant southwest district of Iran. Data were gathered through a semi-structured in-depth face-to-face interview with the study participants (n=35). The grounded theory approach was used to analyze the data.

Results: The theory derived from the study data showed that health programs participation motivating factors were centered around three categories. They were internal, external, and contextual factors. Internal factors were comprised of individual survival, individual development, and spiritual factors. External factors were including the physical, organizational, and social environment of health centers. Contextual factors were cultural environment and climate.

Conclusion: Making necessary reforms in management programs of health volunteers based on their motivation model will increase their participation rate [3,4,5]. These can reduce the trend of volunteers' disconnection with district health centers and improve the progression of health programs. These could be done by the Ministry and Provincial Deputies of Health.

Keywords: Health Volunteers, motivation, participation, health programs, Health Services Comprehensive Centers, grounded theory

Poster Session - Fortress Foyer (Level -1)

Father's perspectives of the future for their child with neurodevelopmental disability: a phenomenological analysis

Bruno Vitiritti Ferreira Zanardo* (1), Maria Angélica Marcheti (2)

1: Secretaria de Saúde de Caçador, Santa Catarina, Brazil; 2: Nursing Achool, Federal Uniservity of Mato Grosso do Sul, Brazil

This study aimed to reveal the paternal perceptions about their expectations for the future of children with disability. Phenomenology, in the hermeneutic perspective of Heidegger, was the theoretical reference chosen. Twelve subjects participated in the study, men, fathers of children with neurodevelopmental disabilities. Themes emerged from the phenomenon investigated: "designing the future of the child from the news of disability", "reflecting about the future in daily life", "realizing that the child with disability has his own development time", "realizing the child's dependency" and "having hope and faith as the future". The birth of children with disabilities allowed the father to reflect regarding the fact, giving new meaning to their perceptions and expectations about being a father. It is concluded that before the paternal experience of having a child with disability, being heard is a therapeutic process and should be an intervention proportionate by a healthcare professional. We feel that on the birth of the child with disability, the fathers suffer alone the impact of this moment, because all the attention is directed to the mom and the baby. It is therefore suggested the training of professionals who provide assistance to this population, so that better care be provided to this people.

Keywords: paternal experience, Father-child relations, Heidegger, future, children with disability

Poster Session - Fortress Foyer (Level -1)

Opening up the Sicilian Home Movie Archive through (CO)creative practice

Ruxandra Lupu*

University of Leeds, United Kingdom

My PhD project addresses the challenge of valorisation of the Sicilian Home Movie archive, through a mixed-method, combining interviews, visual analysis and creative practice with and around selected footage, that take gradually the exploration from an external to an internal perspective. The aim is to explore the archive from 'within' and not 'in relation to' other themes and concepts to which is it traditionally connected. To this aim I use imaginative and creative methods, able to generate emotional, affective and embodied knowledge. Drawing on the one hand on my own creative experiments with Sicilian home movies, and on the other hand on participatory workshops, the project explores the potential of creative gestures to open up the meaning of the archive by being deployed as open-ended processes of actualisation. Its originality consists in the deployment of participatory creative practices that have the ability to crack the conventional approach to the archive and its meaning-making process, by generating knowledge falling outside the sphere of concepts (stepping into other forms of sensible intuition), stimulating introspection and reflection (most times connected to the self) and fostering a sense of 'knowing together', all of which traditional research methods have a hard time capturing.

Keywords: home movie, practice as research, co-creation, actualisation, embodied knowledge