## Mini-Conference Program
### The Interdisciplinary Qualitative Studies Advanced Seminar

**Tuesday 10 December**

317/319 Aderhold  
College of Education  
The University of Georgia

**9.00 am Greetings:** Room 317  
**Dr. Randy Kamphaus** (Educational Psychology)  
**Dr. Jerry Gale** (Child and Family Development)

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<th>Time</th>
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| 9.30  | **Karen Braxley** (Language Education)  
Mikhail Bakhtin’s Philosophy of Language and Its Application in the ESL Context | **Leslie Upson** (Science Education)  
Negotiating the Mentor-Protégé Relationship: What Can be Learned from the Experience |
| 10.00 | **Aimee Burgamy** (Art Education) | **Jennifer Lease** (Department of Counseling and Human Development and Student Affairs Administration)  
Comfort and Connection: Peer Relationships Among Female College Honors Students |
| 10.30 | **Jia Wang** (Occupational Studies)  
Management Education in the People’s Republic of China: Chinese Managers’ Perceptions and Learning Experiences | **Anna Liljestrom** (Educational Psychology)  
“I just sit there and look cute”: Fourth year girls negotiating identities in a British Primary School |
| 11.00 | **Morning Break**                  | **Morning Break**                             |
| 11.15 | **Youn Mi Lee** (Child and Family Development)  
Whose Story Is This Anyway?: Women of Color Scholars Dialogue About Self-Discovery and Narrative Research | **SeungYeon Han** (Instructional Technology)  
Collaborating to learn on the web: A qualitative inquiry to examine the nature of online discourse |
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Abstracts

*M. Irma Alvarado: Immigrant Families of Mexican origin: Four Women’s Stories*

Four women of Mexican origin tell their life stories regarding their family’s lives as immigrants and having a child with a disability. A portrait of families whose members have differing legal status such as documented or undocumented residency and United States citizenship materialized. Individual and collective family member’s experiences and interactions provide insight into how these families live and plan for their family’s future. These stories provide insight into how immigrant families view and are viewed by the host society. This information is relevant for those wishing to become culturally competent through understanding these families’ beliefs, experiences, and contextual backgrounds.

*Nikki Ashcraft: The New Latino Diaspora: Mexican Immigration in Georgia*

From 1990 to 2000, the Latino population in the United States grew by 57.9 percent. Much of this growth is due to immigration from Latin America, particularly Mexico. Although Latinos have historically been concentrated in states such as California, Texas, and Florida, they are now entering states, like Georgia, which have not traditionally been immigrant-receiving states. This presentation will describe four contexts in which Mexican immigrants in Georgia live: Metro Atlanta, Northwest Georgia, Northeast Georgia, and South Georgia. Challenges faced by the Georgia communities receiving Mexican immigrants and challenges faced by the immigrants themselves will be discussed.

*Karen Braxley: Mikhail Bakhtin’s Philosophy of Language and Its Application in the ESL Context*

At this conference I will present a chapter I am writing for an edited volume on Mikhail Bakhtin’s philosophy of language. I will first discuss Bakhtin’s theories of dialogism, addressivity, and speech genres and the ways these concepts have been developed by scholars such as James Wertsch (1991, 1998). Then, I will discuss how these concepts can help us gain a greater understanding of learning and teaching a second language. To support my arguments, I draw on examples from my own research, which focuses on how international graduate students meet the requirements of their graduate programs.

*Joan M. Detry Burke: The Silent Voices of Those Who Care: Cultural Learning of Older Black Women Caregivers of Alzheimer’s Family Members*

The purpose of this study was to explore how Black women learn care giving skills when working with a Black family member with Alzheimer’s. To achieve this purpose, the following research questions were addressed: 1) what were those life lessons learned or experienced by the Black women Alzheimer’s caregivers? 2) How did the Black women
caregivers learn to provide care to their family members with Alzheimer’s disease? 3) What was the role of culture in learning how to care for an Alzheimer’s family member? The sample consisted of eight caregivers who were Americans and four were from the Caribbean. The study used in-depth interviews with open-ended questions, field notes, and observations as primary data collection methods. The steps in qualitative research consisted of organizing and transcribing, coding, categorizing, and developing themes. There were seven conclusions drawn from the study.

**Garner Dewey: From Interviews to Narratives: Writing Portraits in English of Spanish Speaking Participants**

Narratives are not only important for restating the information gathered from the participant, but also to create a dynamic framework where the disconnected elements can be joined in an interesting and explanatory way. This presentation will describe the process in which information gathered from interviews with Mexican immigrants in the United States was transformed into narratives. By using already specified criteria, events that emerged from the transcripts were organized to produce concise portraits of the participants. Issues related to language, translation, and the use of Spanish within the narrative will be discussed.

**SeungYeon Han: Collaborating to Learn on The Web: A Qualitative Inquiry to Examine the Nature of Online Discourse**

This study examines the nature of the discourse of interaction in web-based learning supported by computer conferencing (CC). The participants consisted of the instructor and the students enrolled in a graduate level course, combination of face-to-face meeting and asynchronous bulletin board discussion supported by WebCT. Data for this study were collected from interviews, the transcripts of bulletin board discussion, and lecture notes posted on the web. Preliminary findings will be discussed in terms of how is said as well as what is said. Alternative analysis approaches to examine the nature of the discourse in asynchronous CC will also be discussed.

**Betty Hubbard: Developing a Purpose for Learning: Critical Inquiry Pedagogy in a Developmental Undergraduate Content Literacy Course**

This study investigates 10 undergraduates’ perceptions of their educational experiences as they encounter constructivist models of learning in an inquiry-based classroom. Five males and females, who reported previous negative educational experiences, were required because they were placed in a mandatory content literacy course based on SAT and placement test scores. Drawing from the work of Shor, who believes that learning is most effective when students have intentions, power, and responsibilities, these students identified topics of interest, devised strategic learning approaches, and wrote email reflections to their instructor on a weekly basis regarding their learning experiences. Results are discussed in terms of students’ performance and their changing perceptions of learning as experienced in an environment that advocates authority sharing and agency. Students’ attitudes and goals towards learning in conjunction with their performance over the course of the semester provide insight into the potential for using inquiry-based methods in an undergraduate “remedial” population.
Jennifer A. Lease: Comfort and Connection: Peer Relationships Among Female College Honors Students

This presentation discusses on-going research on peer relationships and identity development among college students. Using a constructivist paradigm, this combination interview and document analysis study examines the peer relationships and identity development of six second-year and third-year female honors students at a large southeastern university. The purpose is to understand how students describe their own peer relationships as well as the impact that these relationships have on the development of these students in and out of the classroom. This presentation includes information on the methodology used, including a photo elicitation interview, preliminary findings, and implications of the research. The topics are relevant to those interested in methodology as well as those interested in conducting research with college students.

Youn Mi Lee: Whose Story Is This Anyway?: Women Scholars of Color Dialogue About Self-Discovery and Narrative Research

The purpose of this presentation is to discuss the interpersonal dynamics, risks, and rewards of employing narrative methodologies in the exploration of personal and family life from the standpoint of researchers.

1. What is the connection the researcher's personal epiphanies and the insights she brings to the study of someone else's experience?
2. How does the researcher's background influence her relationship with the subject and data?
3. When and how do the questions of power emerge in the research process--and how does the researcher respond?
4. What is the impact (short-term and/or long-term) of the research experience on researcher?

Anna Liljestrom: “I just sit there and look cute”: Fourth year girls negotiating identities in a British Primary School

The presentation examines school as an important site for the construction of gendered self/selves, focusing on the social relations in a British primary school, where fifth grade girls work to create/negotiate space and place and possibilities for identities. The analysis is aimed at complicating notions of agency and resistance, to problematize and reinscribe the feminized construction of “victim in schools.” The findings elucidate how girls engage in counter-hegemonic behaviors to resist and subvert gender roles imposed from others within their context, and exert substantial agency in accomplishing various identity positions.

Bernadette McKelly: Case Study Methodology: Using Yin's Case Study Protocol to Strengthen the Data Collection Process

Constructing a plan for data collection in dissertation research is one of the most important activities in successfully completing the dissertation process. One tool that is useful in constructing a data collection plan is the case study protocol recommended by Robert Yin. Yin's case study protocol is generic and can be used with any type of research methodology. The protocol consist of writing the title of the study (or the topic if
a title has not been chosen), purpose of the study, research question(s) and specifically stating the location(s), data source(s) and data collection methods that will be used to address each individual research question. By using the protocol the researcher can determine how long the data collection process will take and also construct a Plan B to help prepare for possible unforeseen interruptions during data collection.

**Jia Wang: Management Education in the People’s Republic of China: Chinese Managers' Perceptions and Learning Experiences**

The purpose of this qualitative study was to describe the learning experiences of Chinese managers on the MBA (Master of Business Administration) education in the People's Republic of China and to explore managers' perceptions of their MBA learning in the Chinese work setting. Semi structured interviews and document analysis were used for data collection. Constant comparative analysis was used to analyze all the transcribed data. Preliminary findings will be discussed in relation to the existing literature. Implications will also be outlined.

**Leslie Upson: Negotiating the Mentor-Protégé Relationship: What Can be Learned from the Experience**

The methods and context for a year-long dissertation study exploring mentor-protégé relationships within an alternative science teacher certification program will be described in this session. The purpose of the study is to examine how the relationship between a mentor and protégé develops over time and what type of learning occurs in the interactions between the participants. Ethnographic methods involved in completion of the study will be discussed. Additionally, the process used to construct narrative descriptions of the four participants and their schools will be shared, along with samples of completed narratives.

**Dwayne Wright: The Soul Brothers and Sisters of '68: A Historical Ethnography of Northern Black High School Students During the Civil Rights Movement in York, Pennsylvania.**

On Friday, April 5, 1968, a group of Black students in York, Pennsylvania initiated the first "Black Pride Day" at William Penn Senior High School. Despite the significance of this event, there is a substantial deficiency in historical records regarding civil rights activities outside of "key" places in the South. In addition, historians overlooked the role and impact of high school students (versus that of college students) during this period. Therefore, I conducted a historical ethnography to document and highlight the importance of northern Black high school students' involvement during the Civil Rights Movement.
Contributors

**M. Irma Alvarado** is a third year doctoral student in the Department of Child and Family Development at the School of Family and Consumer Sciences at the University of Georgia. Her research interests include immigrant families of Mexican origin and children with disabilities. 
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**Nikki Ashcraft** is a doctoral student in the Department of Adult Education at the University of Georgia. She is pursuing a certificate in qualitative research methods. Her research focuses on the adult learning and adult education experiences of Mexican immigrants in the New Latino Diaspora. 
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**Karen Braxley** is a doctoral student in the department of Language Education. For the last six years she has taught English as a second language (ESL) in the American Language Program and in the Division of Academic Enhancement’s Learning Center. She is currently working on developing a GRE course for international students. Her research interests include ESL composition, sociocultural theory, and qualitative research methodology. Her current research focuses on the ways that international graduate students meet the challenge of writing academic English. 
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**Joan M. Detry Burke** has recently completed her doctorate in Adult Education and will complete a certificate in gerontology and another in qualitative research from The University of Georgia. Her qualitative research study: *The Silent Voices of Those Who Care: Cultural Learning of Older Black Women Caregivers of Alzheimer’s Family Members* utilized the theoretical perspectives of symbolic interactionism and the Black feminist thought. The study looked at the narratives of Black women caregivers and how they learn in the home to provide care to their family members who have Alzheimer’s disease. 
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**Garner Dewey** is a doctoral student in the Department of Occupational Studies at the University of Georgia. He is pursuing a certificate in qualitative methods. His research focuses on Mexican immigrants' experiences as they transition from working in Mexico to the United States. 
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**SeungYeon Han** is a PhD candidate in the Department of Instructional Technology, at the University of Georgia. Her research interests focus on computer support for collaborative learning, a web-based learning environment, and computer-mediated communication and qualitative research. Her current research investigates collaborative learning on the web. 
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Betty Hubbard is a second year doctoral student in the department of Reading Education. Her research interests include student’s epistemological beliefs, metacognition, and affective influences on learning.
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Jennifer A. Lease is a Ph. D. candidate in the Department of Counseling and Human Development and Student Affairs Administration in the College of Education. In addition, she is studying gifted education as a specialty area and is working towards her Interdisciplinary Qualitative Studies Graduate Certificate. Her research interests include college honors students, student development theory, assessment and evaluation in Student Affairs, and qualitative research and methods.
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Youn Mi Lee is a graduate student in department of Child and Family Development at University of Georgia. Her current research interests are Asian immigrant women (especially Korean immigrant women) and their personal experiences of intimate relationships. Her research takes qualitative research methodology and the application of narrative approach to topics.
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Anna Liljestrom is a doctoral student in the program Applied Cognition and Development in the Department of Educational Psychology at the University of Georgia. Her research interests are in qualitative methodology and gender identity in girls in the context of schools. In particular, she is interested in utilizing ethno-methods in the study of gender. Her current research agenda focused on girls who resist “traditional” gender roles in the context of school.
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Bernadette A. McKelly is a doctoral student in the Department of Adult Education at the University of Georgia. Her interests are Agricultural Extension and Education, Participatory Action Research, Small Underrepresented Farmers and Agricultural Policy.
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Jia Wang is a PhD student in the Human Resource and Organization Development program, Department of Occupational Studies, at the University of Georgia. Her research interests center on cross-cultural management, organizational behavior and development, and qualitative research methodology.
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Dwayne Wright is a PhD student in the History of Education Program, Department of Social Foundations of Education at The University of Georgia. His research interests include oral history, student activism, and social movement during the civil rights era. Dwayne's current research investigates the role and remembrance of northern Black high school students during the late 1960's.
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Leslie Upson is a doctoral candidate in the Department of Science Education at the University of Georgia. Her research interests include exploring applications for narrative approaches in research on science teaching, and the use of legitimate peripheral participation and reflection to enhance the quality of field experiences for pre-service science teachers. Her current research probes the experiences of mentors and protégés in an alternative science teacher certification program.

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