

**The Interdisciplinary Qualitative Studies Advanced Seminar  
2<sup>nd</sup> Annual  
Mini-Conference**

**Tuesday 9 December 2003**

**317/319/328 Aderhold  
College of Education  
The University of Georgia  
Athens, GA**

## Mini-Conference Schedule

9.00 am Greetings: Room 317			
Time	Room 317	Room 319	Room 328
9.30 am	<b>Session Chair: Brent Wolfe</b>	<b>Session Chair: Rachel Foster</b>	<b>Session Chair: Stacy Schwarz</b>
9.30	<b>Ryan Akers:</b> Experiencing Trauma on College Campuses: The Impact of Traumatic Events on the Lives of College Undergraduate Residence Hall Staff	<b>Susan Layton:</b> Compliance Issues in Diabetics as They Interact with the Medical Community	<b>Liyan Song:</b> A model of successful learning: Self-directed learning in contract-based learning environments
10.00	<b>David Stinson:</b> A “troubled” researcher’s selection of theoretical frameworks within critical? postmodern? research	<b>Terri Earl-Kulkosky:</b> Disordered Eating in African American Women: Historical, Cultural, and Social Foundations	<b>Justus Inyega:</b> Graduate Assistants' Experiences in Teaching Science Education Courses in Pre-service Teacher Education: A Case of International Students at The University of Georgia
10.30	<b>Brent Wolfe:</b> Is There A Hold For Me? Reflections And Experiences Surrounding A Rock Climbing Culture	<b>Violet Jones:</b> The Conspiracy to Destroy White Children: An Immodest Proposal	<b>Alexa Darby:</b> Being in a Fishbowl: Teachers’ Emotions During an Educational Reform Initiative
11.00	<b>Morning Break</b>	<b>Morning Break</b>	<b>Morning Break</b>

11.15 am	<b>Session Chair:</b> <b>Alexa Darby</b>	<b>Session Chair:</b> <b>Lin Lin</b>	<b>Session Chair:</b> <b>Liyan Song</b>
11.15	<b>Iyabo Osiapem:</b> Black English in Bermuda: Historical and Current Contexts	<b>Joycelyn Wilson:</b> Keepin' It Real, Hip Hop Culture, and Schooling: A Review and Application of the Literature	<b>Stacy Schwartz:</b> Learning to Work with Diverse Families: How a Study Group Affects Teachers' Practice Building Partnerships with Students' Families
11.45	<b>Jonathan Penland:</b> The Impact of Intercultural Factors on the Planning of Theological Education in the Dominican Republic	<b>Brent Allison:</b> "The Magic Kingdom does not approve!": A cultural pedagogy of U.S. Adolescent Anime Fans	<b>Rachel Foster:</b> First-year Secondary Science Teachers' Beliefs About Labs: A Review of the Literature
12.15	<b>Chris Brandt:</b> Leaving Schools Behind: Unintended Consequences of High-Stakes Accountability in the School Improvement Process	<b>Joyce Leathers:</b> Teacher Attrition: Causes, Effects, and Recommendations	<b>Leslie Cook:</b> Framing Experiences: One Teachers Appropriation of a Multicultural Mission
12.45	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1.45 pm	<b>Session Chair:</b> <b>Justus Inyega</b>	<b>Session Chair:</b> <b>Joycelyn Wilson</b>	<b>Session Chair:</b> <b>Iyabo Osiapem</b>
1.45	<b>Janice Fournillier:</b> Working With and In-between the Frames	<b>Bob Barber:</b> A Relational Examination of Moos's Model of the Dimensions of Classroom Environments and Hofstede's Model of Dimensions of National Cultures	<b>Terri Phoenix:</b> A Tale of Two Studies: Reflections on Learning Qualitative Research

2.15	<b>Ayhan Kursat Erbas:</b> Teacher Knowledge of Student Thinking in Algebra: A Review of Literature	<b>Tuere Bowles:</b> Qualitative Social Movement Research in Practice: A Researcher’s Critical Reflections from the Field – “Inside the Belly of the Struggle”	<b>Patricia Hembree:</b> Defining Science/Defining Stories: Teachers’ Constructions of Science Knowledge Through Collaborations in Field-Based Scientific Research
<b>2.45 pm Closing Comments: Room 317</b> Dr. Kathleen deMarras (Social Sciences Department/Educational Psychology)			

## **Abstracts**

### ***Ryan Akers: Experiencing Trauma on College Campuses: The Impact of Traumatic Events on the Lives of College Undergraduate Residence Hall Staff***

Numerous fatal tragedies occur on college campuses annually nationwide. Students witnessing these events can exhibit overwhelming emotions as a result of these traumatic events. The purpose of this study was to examine the experiences of college undergraduate residence staff who have witnessed campus traumatic events to determine how trauma impacts their lives. Data were collected for this phenomenological study through interviews, participant observation, and archival research. The results indicated both internal and external reactions by college undergraduate residence staff who witness student deaths in a campus setting, such as their residence hall. Internal reactions often included feelings of self-doubt, intense guilt, self-denial, and recurring thoughts and images of the dead student and the incident. External reactions often included avoidance practices as means of escape and over-attention related to relationships with friends, family, and students. Finally, the data indicated that these individuals developed a stronger appreciation for life.

### ***Brent Allison: "The Magic Kingdom does not approve!": A cultural pedagogy of U.S. Adolescent Anime Fans***

This essay investigates the type of interactions that adolescent fans of Japanese animation, or anime, have with anime and with each other that allow us to find a type of fan pedagogy. I attended three anime-specific conventions and one convention devoted to the fantastic arts to interview adolescent anime fans about their experiences as fans in terms of how they have interacted with anime, other fans, and U.S. mainstream culture. Beyond simply consuming and enjoying anime, this essay argues that particularly older adolescent anime fans are engaged in a process of teaching and learning from each other about locally accepted ways of understanding Japan, critiquing both Japanese and U.S. mainstream culture, debating over aesthetic, gendered, and sexual aspects of anime, and investing emotionally in anime characters, themes, and the fandom itself.

### ***Bob Barber: A Relational Examination of Moos's Model of the Dimensions of Classroom Environments and Hofstede's Model of Dimensions of National Cultures***

As our world becomes ever more interconnected, individual mobility and communication across national borders increases. A result for educators is a growing diversity of learner cultures, worldviews, and learning contexts. In the face of this diversity of cultures and contexts what resources are available help instructors conceptualize this cultural diversity in order to effectively respond to the needs it creates?

Two models that offer some insight into different aspects of these issues are Moos's (1979) categories/dimensions of learning environments and Hofstede's (1991) model of the dimensions of national cultures. This paper provides a brief overview of each model and a preliminary relational examination of the interactions between the two models. Moos's (1979) model groups dimensions of the classroom environment into three categories or domains of influences that shape this environment: the relationship domain (type and intensity of personal relationships, mutual support and involvement), the personal development domain (personal growth and self-enhancement), and the system

maintenance and system changes domain (order, clarity of expectations, control and flexibility of environment). This model was developed within western cultural contexts, this paper examines how might different cultural values influence the dynamics of this model? Hofstede's (1991) model provides a framework for examining how differences in national cultural values can influence social settings, for example classroom environments. Coming from the perspective of cross-cultural organizational psychology, Geert Hofstede (1980) identified four dimensions of value distinctions characteristic of, or dominant within, national cultures. These four dimensions are power distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity. Qualitative analysis software was utilized to aid in managing the complexity of themes involved in this relational examination of the interactions between the two models.

***Tuere Bowles: Qualitative Social Movement Research in Practice: A Researcher's Critical Reflections from the Field – "Inside the Belly of the Struggle"***

This presentation will explore vital concerns and issues that qualitative researchers encounter while researching within social justice movements. The following will be discussed: power differentials and positionality of the researcher and the researched; how the researcher negotiates other masked power dynamics within the social movement such as factions, alliances, etc.; and, the shifting role of the scholar/activist within academe and the social movement.

***W. Christopher Brandt: Leaving Schools Behind: Unintended Consequences of High-Stakes Accountability in the School Improvement Process***

The purpose of this paper is to (1) describe the No Child Left Behind Act of 2001, (2) illustrate how this legislation's graduated sanctions and mandated interventions impact under performing schools, and (3) address unintended consequences of NCLB mandates for schools that implement comprehensive school reforms. Findings emerge from data collected through an ongoing evaluation of a comprehensive school reform initiative, which aims to transform a traditional elementary school into a community learning center. The author uses interim findings to address the unintended consequences of (1) design team and district policy on school level decision-making, (2) using high-stakes assessments to determine whether a school makes adequate yearly progress, and (3) federal policy that simultaneously promote high-stakes tests and comprehensive school reform. Implications are presented for policymakers, districts, and schools that attempt to implement comprehensive school reforms within the current legislative context.

***Leslie Cook: Framing Experiences: One Teachers Appropriation of a Multicultural Mission***

This presentation reports a case study of a beginning English teacher as she moves from her university teacher education program into her first year of teaching. The Modified Masters program from which she emerged is part of a large state university that has recently adopted a multicultural education mission: I examine how Kaci appropriates the call for diversity present throughout her coursework. Using a combination of activity theory and Goffman's frame analysis, I focus on discussions surrounding both the required literature and that she chooses on her own. Both Kaci's student teaching and first year experiences are contextualized within the Southeastern town in which they take

place. The analyzed frames of experience show students dealing with issues of race, second language learning, and religion. Each scenario is examined for the characters, plot line, and genre. Background information for the incidents is provided based on the linguistic tools Kaci uses to construct her retelling. The presentation concludes with a discussion of the twisting path of concept development in relation to multicultural teacher education.

***Alexa Darby: Being in a Fishbowl: Teachers' Emotions During an Educational Reform Initiative***

The purpose of this study was to explore in-service teachers' specific emotions at a failing school during its transition into a university, school district, community-learning center. To achieve this purpose, the following research questions were addressed: 1) What are the emotions and topics described by teachers in the first half of the school year? 2) What are the emotions and topics described by teachers in the second half of the school year? The data is drawn from a first year evaluation of a low achieving school's transition to a university, school district, community-learning center. The data set included seventeen semi-structured interviews and sixty-seven observations. The steps in qualitative research analysis consisted of organizing data into six-month segments and transcribing, coding, categorizing, and developing themes. Findings and implications will be discussed in relation to the literature on teachers' emotions in educational reform.

***Terri Earl-Kulkosky: Disordered Eating in African American Women: Historical, Cultural, and Social Foundations***

There is little research on eating disorders in African Americans; at the same time health issues associated with some of these disorders are having an increasing impact on this population, especially women. This presentation serves as preliminary groundwork for an in-depth qualitative study of a specific eating disorder in African American women. Its purpose is to provide a comprehensive examination of the historical cultural and social aspects of disordered eating in African American women. Specifically, a review of the literature focused on body image, health issues, familial /community roles and issues of gender and race that can influence the outcome of disordered eating will be presented.

***Ayhan Kursat Erbas: Teacher Knowledge of Student Thinking in Algebra: A Review of Literature***

Research based knowledge of students' misconceptions, their influence on learning, and instructional strategies to overcome and transform initial conceptions is considered to be the hearth of pedagogical content knowledge (Shulman, 1986). Studies suggest that teachers do not study explicitly or do not give attention to students' conceptions and ways of thinking in mathematics and therefore the teachers are not knowledgeable about these topics. Moreover, studies attempting to enhance teacher knowledge of student thinking have provided evidence that consideration of students' thinking was related to the change of instruction and improvement in the quality (Fennema & Carpenter, 1996). Being a major focus of school mathematics, algebra is one of the areas in which students have major problems (Booth, 1988; Kieran, 1992). In this study, I investigate the literature on teacher knowledge of student thinking and its relation to instruction in mathematics and algebra in particular.

***Rachel Foster: First-year Secondary Science Teachers' Beliefs About Labs: A Review of the Literature***

Teachers' beliefs lie at the very heart of teaching (Kagan, 1992), affecting every aspect of a teachers' work. Beginning secondary science teachers face unique challenges when they start teaching, and their beliefs during this time, as they relate to the use of labs in their classrooms, are the focus of this literature review. National science education reforms point to the importance of labs in science teaching when addressing changes to how science is taught. The power of beliefs on teaching and the centrality of labs to science teaching make understanding science teachers' beliefs about labs vital to understanding the success or failure of efforts to reform science education. I investigate literature on teacher beliefs, science teacher beliefs, and beginning science teacher beliefs. I then turn my focus to the literature on science labs before examining the beliefs of beginning science teachers regarding labs.

***Janice Fournillier: Working with and in-between the frames***

This paper is both a beginning and an end. It is the end result of an attempt to formulate a proposal for funding and the beginning of the emergent research design for my dissertation. Postcolonial, and feminist poststructural critiques are informing my qualitative methodological framework. I am proposing to do a postcritical ethnographic study of a mas' camp, one of the defined spaces in which the carnival costumes are constructed. Experts in the fields of anthropology, folklore, cultural studies, economics, literary studies, and sociology have continued to theorize about carnival. However, not much attention has been paid to this cultural event in terms of its possible contributions to the exploration of pedagogy as it relates to mas' making. I am hoping to make this study part of a long tradition of research on informal education, and more recent tradition of scholarship on situated learning and situated cognition.

***Amy Hackenberg: A Model of Mathematical Learning and Caring Relations***

This paper describes a model of mathematical learning and caring relations that holds cognitive and affective realms together when accounting for the learning of K-12 mathematics students and their teachers. Teaching and teacher learning are necessarily involved in the model because of the need to address how to bring forth learning. Mathematical learning entails modifications of thinking and acting that occur in response to disturbances brought about by a person's current ways of thinking and acting. Mathematical caring describes relations between a teacher and students that aim to bring forth learning but have broader goals of engendering the sustained engagement of students and teachers in mathematical activity and interaction. Benefits of investigating learning and caring together include increasing students' abilities to sustain engagement through disturbances that are conflictive, articulating the roles of social interaction and ethics in radical constructivism, and facilitating ways to describe experiences of mathematics learning and teaching.

***Patricia Hembree: Defining Science/Defining Stories: Teachers' Constructions of Science Knowledge Through Collaborations in Field-Based Scientific Research***

This qualitative study looked at how teachers' constructions of science knowledge were challenged by their participation in collaborative field-based scientific research. Ten

teachers, 5 scientists and myself as a co-participant were teamed as a community of researchers for 9 days on a barrier island. This research drew from recent work in making distinctions between field science and laboratory science, showing them as different ways of thinking about and doing science. Additionally, the study drew from research on teacher-scientist collaborations, authenticity in science education, and science knowledge construction. Data included interviews, field notes, photographs, and reflective pieces. Analysis found the teachers' epistemology of science – the way they think science knowledge is constructed – was challenged and revised to include a more sophisticated, constructivist view of science as active, temporary, and local. This epistemological shift changed teachers' self-view to include personal and professional empowerment and a new sense of comfort in their practice.

***Justus Inyega: Graduate Assistants' Experiences in Teaching Science Education Courses in Pre-service Teacher Education: A Case of International Students at The University of Georgia***

The purpose of the study was to investigate international graduate students' experiences in teaching science education courses to pre-service student teachers in the Science Education Department at the University of Georgia. Two participants, Moraa and Nyaboke (pseudonyms) who were both from Asian countries, were purposefully selected and engaged in individual open-ended interviews lasting about one hour. Nyaboke was observed teaching a science course. Preliminary findings indicated that both participants were highly trained, had many years of teaching experience, and both of them "were very rich" in science content knowledge and had little science pedagogical knowledge. Involvement in science teacher education instruction provided them opportunities to use knowledge from graduate courses, previous educational and teaching experiences in planning and implementing science education lessons and getting to compare science education programs at the University of Georgia and those in their own countries. Some of the challenges faced in teaching the science education courses included English language insufficiencies, amount of time and effort spent preparing lessons, and little science content knowledge of the student teachers they encountered. Classroom management problems seemed of concern when Nyaboke was observed in class teaching. More international graduate students were encouraged to be involved in science education teaching.

***Violet Jones: The Conspiracy to Destroy White Children: An Immodest Proposal***

This dialogue represents a debate between the two sides of my own psyche. One side, as you will see has absorbed the myth of the conspiracy against white children. She is the **AAT** or African American teacher. She is African-American as opposed to "Black" or "Africanist," both of which suggest a political leaning towards Africanist thoughts and Black culture. The AAT is a teacher who is well-placed at a public majority-white university where she has obtained tenure and established herself as a "credit to her race." In the other part of my psyche dwells the **BPS**, or black postmodern scholar. The black postmodern scholar is an African-American scholar who has had to deal with the mire of political, social, and racist dynamics that is the Academy. Although the BPS feels that white children may be destroyed, she feels that the source of this destruction will be the inability of white westerners to reconcile history with ethics. Both the AAT and the BPS

work at a public majority white university. The AAT has learned how to survive by adopting the “master’s tools” (Lorde, 1984). Since academia is one of the major institutions where white supremacy has prevailed, it seems a logical point of debate between these two minds in the same body.

***Susan Layton: Compliance Issues in Diabetics as They Interact with the Medical Community***

Interviews are an important tool to garner the person's on view or perception of their life and the issues that intersect it. This presentation will present research concerning the health professions and the communication issues seen when non-compliant and compliant behaviors are seen. This information is being garnered from previous research, pilot study(ies), and texts which address this issue concerning the problems of medical discordance.

***Joyce Leathers: Teacher Attrition: Causes, Effects, and Recommendations***

The purpose of this study is to examine former teachers' perspectives after resigning from their positions in high schools in Georgia. This study will be guided by symbolic interactionist framework and grounded theory design. Data, collected from face-to-face interviews and one focus group interview, will be audio-taped and transcribed. Constant comparative analysis will be utilized to generate a theory. Findings from this study will either support the previous research findings, refute some of the previous findings, and/or add different dimensions to the research findings. Data from this study will be presented to the Superintendent of the county in which the former teachers taught. It is anticipated that the recommendations generated from the research will have a positive effect on the treatment of current and future employees, plus lead to the creation of an administrative position for a teachers' coach.

***Derek MacDonald: Postmodern Adult Learning***

This paper explores adult learning through a postmodern lens. Formal adult education programs have attempted to explain adult learning using what I call “stylish” adult learning models. Researchers and theorists, including Polanyi, Lindeman, Dewey, Mezirow, Knowles and Marsick and Watkins, have built their ideas of adult learning, in different ways, on what they would call the core components of adult learning: experience, action, reflection, and context. Postmodern critiques of the core components allow us to deconstruct these models of adult learning by troubling the very assumptions upon which they are built. The paper culminates in a collection of attempts to make sense of adult learning, in light of the troubled foundation, while still attempting to maintain the meanings that come out of the models.

***Iyabo Osiapem: Black English in Bermuda: Historical and Current Contexts***

The proposed research is to uncover the history of Black Bermudian English (BBE) as well as documenting and describing present BBE in use among 30 Black Bermudians in order to compare it to future data to be collected in the African Diaspora by the researcher. This is the first step of the complete project, which is to gather data using the same methodology and same researcher in various islands of the African Diaspora (the next island being Barbados) in order to compare their structures to better understand their

histories and connections. Although there are comparative studies of a number of languages in the African Diaspora, few of these studies have been carried out by one researcher or based on data using the same collection methodology. In this project proposed, the researcher will use the same data collection methodology and analysis techniques for a comparative study of BBE and other languages in the African Diaspora.

***Jonathan Penland: The Impact of Intercultural Factors on the Planning of Theological Education in the Dominican Republic***

Rapidly growing churches often seek the assistance of international partners in the planning of theological education. Educational planning committees formed by International Joint Ventures for education need planning tools that encourage dialogue, clarify cultural diversity, and help committee members responsibly plan education programs. This presentation will detail the partnership between a North American Mission and a Dominican denomination, present 10 conceptual factors and four structural factors that impact the planning of the theological program, and identify the importance of dialogue in the future development of the partnership.

***Terri Phoenix: A Tale of Two Studies: Reflections on Learning Qualitative Research***

In this paper I reflect on two studies that explored leisure as a context for identity construction. One study utilized a structured interview protocol while the other employed a semi-structured interview format with guiding questions. The juxtaposition of these two studies made visible to this researcher two specific lessons. First, that having “words” as data does not a qualitative study make. Second, that interview questions shape the content of data that is collected. Rather than interviewers merely “collecting” data that already exists in the mind of an interviewee, data is coauthored and coproduced during the interview by the interactions between interviewer and interviewee.

***Stacy Schwartz: Learning to Work with Diverse Families: How a study group affects teachers’ practice building partnerships with students’ families***

This study investigates what happens when a group of teachers came together to create a study group with the collaboration of a university doctoral student. Through various readings and other learning activities, each teacher planned a project to develop relationships with the families of her students. Descriptions of the goals for the projects, outcomes in teacher learning, and development of changes in teacher-family relationships are documented in individual case descriptions. For this paper, I present information learned from the cross-case analysis of each case. Issues of teacher learning and school-family relationships were examined in this year-long study

***Liyan Song: A model of successful learning: Self-directed learning in contract-based learning environments***

Adult learners’ self-directedness is dependent on the learning context, and they may be highly self-directed in one learning context, but having low-level of self-directedness in another learning context (Candy, 1991). The purpose of the paper is to describe a qualitative study exploring adult learners’ self-directed learning strategies in a contract-based learning environment. Specifically, the study investigated the components that contributed adult learners’ success in their self-directed learning, and what impacts their

level of success in learning. Eight participants were interviewed for the study. Inductive and constant comparison analyses were conducted. Two themes were identified: elements of self-directed learning and helpful components in learning. Participants perceived the following as elements of self-directed learning: time, autonomy, management of learning, and difficulty of the learning. The helpful components of learning include autonomy, resourceful, prior experience, and motivation. A model of successful learning was developed based on the results of the study.

***David Stinson: A “troubled” researcher’s selection of theoretical frameworks within critical? postmodern? research***

In this presentation I will present the foundation of my evolving philosophy of education, which is heavily influenced by the philosophy of Dewey, Freire, and Foucault. I will then illustrate how my education philosophy impacted the theoretical selections which were made for my dissertation study (tentatively) entitled *A Critical Postmodern Analysis of Agency of African-American Males Who Demonstrated Persistence and Achievement in School Mathematics*. The goal of the presentation is to put forth my eclectic theoretical framework, which includes poststructural theory, critical race theory, and (postmodern) critical theory, for open scholarly discussion and critique.

***Joycelyn Wilson: Keepin’ It Real, Hip Hop Culture, and Schooling: A Review and Application of the Literature*** examines the idea of “keepin’ it real,” hip-hop culture’s most essential theoretical element. Although threatened by mass media, staying as true and authentic to the experiences that shape the African American social existence reign supreme at the heart of hip hop culture’s essence. Within this context the following questions are primary: (1) What is hip-hop culture?, and (2) How is hip hop culture’s realness aesthetic defined? Secondary research questions are (a) In what cultural framework can realness be located?, and (b) Why is realness paramount in hip hop culture? In addition to the register of literature, I examine lyrics and interviews to explore hip hop’s philosophy. To apply “keepin’ it real” it is mapped to the institution of schooling.

***Brent D. Wolfe: Is There A Hold For Me? Reflections And Experiences Surrounding A Rock Climbing Culture***

The purpose of this research was to learn about a specific climbing culture that exists at a large University in the Southeastern United States. The research was directed by three questions: What cultural differences exist among participants? How is space controlled in this location? How can understanding this culture benefit recreation programmers? Using ethnographic methods to observe individuals at the climbing wall, four physical markers and four social markers were identified which distinguished members from nonmembers. Space was controlled within this location by demonstrating (in a socially acceptable fashion) a majority of the markers of the culture. If recreation providers hope to provide recreation activities to a variety of participants, understanding the cultures of their constituents becomes a priority. Understanding culture can lead to providing activities that are more desirable for the participants, which can ultimately lead to higher volumes of participants.

### **Contributors:**

**Ryan Akers** is a third year doctoral student in the Department of Counseling and Human Development Services. He is pursuing a PhD in Student Affairs Administration and an interdisciplinary certificate in qualitative research. His research areas of interest are concentrated in college student affairs administration and higher education administration, more specifically in the areas of student and administrator response to traumatic events on campus; student leadership styles and service learning; and ethical decision making among university administrators. He has experience in a variety of functional areas of college student affairs including: New Student Orientation; Recruitment and Admissions; Student Programming; Career Services; Recreational Sports; and Academic Advising. Ryan has also taught a variety of classes at the graduate and undergraduate level at UGA.

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**Brent Allison** is a doctoral student in the department of Social Foundations of Education at the University of Georgia. His research interests include the pedagogy of popular culture; race, ethnicity, gender, and media; media fandom, and informal education. His current research focuses on how largely Euro-American fans of Japanese animation interpret anime with regards to contextualizing and decontextualizing Japanese culture within the framework of fan interaction and reproduction and resistance against U.S. mainstream media culture.

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**Bob Barber** is a third-year doctoral student in adult education. At home in Guam, he is an Extension Agricultural Economist at the University of Guam. His doctoral research interest is on how culture shapes adult Micronesian college students' perceptions of classroom/learning environments.

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**Tuere Bowles** is a third year doctoral student in the Department of Adult Education at the University of Georgia. Her research interests and areas of specialization include the following: *social inequalities* (race, ethnicity, gender and class); *social movements* (environmental justice, civil rights, women's and religious); *women's studies* (feminist theories and women's knowledge construction); and, *qualitative research methodology* (grounded theory, narrative inquiry, hermeneutics and computer-assisted qualitative data analysis). Tuere's current research is on Black women's activism and knowledge construction in the Environmental Justice (EJ) movement.

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**Chris Brandt** is a third year doctoral student in the Department of Educational Psychology at the University of Georgia. His research interests include qualitative research and evaluation methods and comprehensive school reform. Chris's current research agenda focuses on teachers' experiences as stakeholders in a comprehensive school reform initiative, and the impact of federal, state, and local policy on the reform implementation process.

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**Leslie Susan Cook** is a doctoral candidate in the Department of Language Education at the University of Georgia. Her dissertation focuses on how young women who have been diagnosed with a depressive disorder use the cultural tool of narrative to frame their identities. Her research interests include multiple composing processes in the English/Language Arts classroom, multicultural teacher education, and narrative inquiry. She has coauthored articles recently published in The Elementary School Journal, Teachers College Record, and the Journal of Teacher Education.

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**Alexa Darby** is a Doctoral Student in Educational Psychology with a special interest in qualitative methods, teachers emotions in educational reform and experiences of adults with learning disabilities.

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**Terri Earl-Kulkosky** is a doctoral student in the Department of Child and Family Development and the Marriage and Family Therapy Program at the University of Georgia. Her research interests include African American families in therapy, and life histories of women of color. Current research projects examine the emotional linkages to eating disorders in African American women, and explore ethical dilemmas unique to rural and minority therapists.

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**Ayhan Kursat Erbas** is a doctoral candidate in the Department of Mathematics Education at the University of Georgia. He is studying instructional practices and professional knowledge of student thinking of two algebra-1 teachers for his dissertation research. His research interests include: mathematics teacher education; teacher knowledge, beliefs and thinking; teaching and learning of algebra; using technology in teaching and learning; problem solving; and qualitative research methods.

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**Rachel Foster** is a doctoral candidate in the Department of Science Education. She is investigating the beliefs of three first-year secondary science teachers regarding the use of labs in their classrooms for her dissertation study. Her research interests include: science teacher education, teacher thinking, teacher beliefs, teacher knowledge, mentoring and induction, and qualitative research methods. She is pursuing a certificate in qualitative research methods.

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**Janice Fournillier** MA (Ed.), Dip. Ed. is a doctoral student at the University of Georgia in the Department of Educational Psychology (Research Evaluation and Measurement). She undertook a terminal degree program after a lengthy career in teaching in Trinidad and Tobago. Ms. Fournillier has an interest in Trinidad Carnival, pedagogy, teacher education, informal learning, and qualitative research methodology. She has co-authored work on Teacher Education in Trinidad and Tobago and has submitted for publication a chapter on her experiences as a doctoral student from the Anglophone Caribbean. This

paper is a result of her initial work on the research project: *Mas' and pedagogy: Border crossings* in which she deals with the challenges she faces in framing the research design.

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**Amy Hackenberg** is a fourth-year doctoral student in the Department of Mathematics Education who is currently studying algebraic learning and caring relations between herself as a teacher-researcher and four sixth-grade student-participants. She has taught middle and high school mathematics students in both private and public schools for over nine years. Due to her involvement in data collection, she will be unable to present her paper at this mini-conference.

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**Patricia Hembree** is a doctoral candidate in the Department of Science Education. In addition, she has completed a doctoral certificate in Conservation Ecology and Sustainable Development and is working towards a second graduate certificate in Interdisciplinary Qualitative Studies. Her research interests include studying how learners of all ages develop deeper or more elegant epistemologies of science; the ethnographic studies of the practices of field-based scientists; inservice and preservice teacher education; reflective practices; and historical/durable curricula and philosophies in science education.

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**Justus O. Inyega** is on study leave from his position as a Senior Lecturer in Chemistry at the Kenya Science Teachers College in Nairobi, Kenya. He is currently in his third year as a Ph.D. student in the Science Education Department, The University of Georgia. Prior to moving to Georgia, he taught high school mathematics and chemistry for five years and since 1990 was involved in pre-service teacher education at the Kenya Science teachers College. His doctoral dissertation is entitled "Secondary School Teachers' Experiences in Designing and Implementing Chemistry Lesson Plans following In-service Teacher Education Courses: A Case of Kenya."

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