

Qualitative Inquiry

A Compass for the Journey

2005



**MINI
CONFERENCE**

May 2, 2005

9-2 PM

Aderhold 417,
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Abstracts

(In order of Presentation)

Judith Preissle

Type: Keynote

Title: Reflexivity in Qualitative Research: Fostering a Research Life Style

This presentation considers the centrality of reflexivity to qualitative research practice. It compares and contrasts reflexivity to the related themes of reflectivity and recursivity, also key tenants of qualitative methods and design. Reflexivity is the practice of studying and documenting the researcher within the research: studying ourselves as we study our topics, participants, and settings. Documenting our reflexivity produces research autobiographies, accounts of our inquiries from our own viewpoints. How do we go about this study and practice? This presentation provides guidelines for proceeding and ends with challenges to reflexive intentions.

Amaris Baraka

Type: Dissertation Overview

Title: Adolescents with a voice: Speaking about spirituality

A review of the literature revealed startling results regarding African-American adolescents. On average, the educational achievement of African-American students lags behind that of White students (Weissert, 1999). Reports indicate that the crime rate for African American adolescent girls increased by 50% between 1968 and 1994 (Molidor, 1996). African-American adolescents are seven times more likely to be arrested than white adolescents for minor offenses and twice as likely to be arrested for serious crimes (Krisberg, Schwartz, Fishman, Eiskovits, & Guttman, 1986; Myers & McGrady, 1997). While African-American adolescents have been at a disadvantage in regard to education, sexuality, and involvement with the legal system, they have excelled in some areas. Self-esteem among African-American youth is comparable to, or greater than, that of their majority peers (Harter, 1990). Also, African-American youth are more likely to attend religious services than Whites (Johnston, Bachman, & O'Malley, 1999). Based on the above information, my hypothesis is spirituality, as a variable, will have a positive impact on the daily activities of African-American adolescents. Daily activities are operationally defined as: 1) interactions with family, friends, and significant others; 2) participation in school and/or community based organizations; 3) academic achievements; 4) participation in leisure activities; 5) decision making abilities regarding adolescent stressors, such as sexual activity and drinking; and 6) participation in religious based activities. The significance of this study is that it will provide data that can be used with the challenges in life for African-American adolescents. In addition, this kind of information can be used to develop prevention programs. These programs can be implemented in middle school and work with African-American females to develop coping strategies in early adolescence as opposed to being reactionary or only available as a crisis intervention technique.

Soon Park

Title: The Nature and Sources of PCK of Experienced Science Teachers

This case study investigated the nature and sources of PCK of experienced science teachers. In particular, this study focused on how the National Board Certification (NBC) process influences the PCK development of candidate teachers for NBC. Data were collected from multiple sources including classroom observations, interviews, lesson plans, written reflection, assessments of students, and field notes. Data were analyzed through both the constant comparative method and enumerative approach. Results indicated that the NBC process influenced teachers' reflection, assessment of students' learning,

and awareness of the diversity among students. Implications for teacher education were discussed based on findings.

Douglas Holschuh

Title: Hyperlinks and Metadata: An alternate means of data analysis using Eastgate's Tinderbox

Although qualitative-methods texts often make a brief mention of using hypertext to analyze data, there are very few real-world examples of such a process. One of the reasons for this is the lack of a conducive software environment in which to work. Tinderbox, an application from Eastgate Systems, however may be just such an environment. Through the use of hypertext links and metadata, I will demonstrate the use of Tinderbox in qualitative data analysis. My interest in using an alternate means of analysis has grown out of a dissatisfaction with established computer-based tools (e.g., Nvivo, Atlas.ti, HyperResearch, etc.), the general lack of such tools on the Macintosh platform, and my preference of using general-purpose tools over single-use tools. The use of Tinderbox for other steps of the research and writing process will also be discussed.

Hyeonjin Kim

Type: Dissertation Overview

Title: Preservice Teachers' Situated Learning in the Web-enhanced Case-based Reasoning (CBR) Teacher Education: A Case Study

Teacher preparation for technology integration has become an important topic but what the best way remains unanswered. Literature indicates that preservice teachers' experience of using technology is essential. Case-based reasoning (CBR) provides critical implications to education emphasizing the importance of learning-by-doing approaches. The question is whether preservice teachers as novices gained benefits from these approaches or not and how they learned. The purpose of this study is to examine the process of preservice teachers' learning and the nature of their understanding about technology integration in a Web-enhanced CBR environment over a semester.

Mo Burke

Type: Conference presentation (AERC)

Title: Post-colonialism: Informing research in adult education.

Adult education in post-independence developing countries is influenced by national conditions such as history, culture, politics, economics, and geography (Farred, 2001; Giroux, 1992). In these developing countries, adult education resides in a context that is implicated on all levels by the colonial experience. This contextual dimension of adult education informs the research discourse when conducting studies, analyzing data, and arriving at findings and conclusions. Given that the colonial experience infuses the context of post-independence developing countries, the adult education field needs to attend more closely to how these issues intersect with research. Post-colonialism provides an invaluable perspective for disassembling, critiquing, and understanding the context of adult education in developing countries.

Haixia Xu

Title: Policies within Virtual Universities: A Comparative Case Study
Equipment required: Equipment required:

Using Heck's policy stages approach, this study will examine using a case study approach how four exemplar state/system wide public virtual universities make policies and operate to achieve their goals. The principal objective of this study is to better understand the operation of virtual universities by examining the planning, implementation, and evaluation of institutional policies within each case. A

secondary objective is to identify implications for state wide policies on virtual universities and on distance education as a whole.

Hyeryung Jung

Type: Dissertation Overview

Title: Struggling with a double life: Stories of professionals in social activism in South Korea

The purpose of this life history study is to explore how professionals became activists in Korean progressive social movements. In contemporary society, adult educators and practitioners have a tendency to identify themselves as professionals, hoping that their professional practice could serve marginalized people in society and contribute to building social justice. Little research has been conducted on the experiences of professionals who are active for social justice. Data were collected by interviews and documents from nine participants and analyzed by a descriptive method and a thematic method. The findings identified that the professionals kept struggling with their professional life and activist life through different learning processes.

Ratna Narayan

Type: dissertation overview

Title: An interpretive study of the discourse processes in traditional and undergraduate biology laboratories for non-science majors.

This qualitative interpretive study seeks to identify the discourse processes exhibited in traditional and inquiry based undergraduate biology labs for non science majors. The study also aims to identify factors that facilitate / inhibit the socialization of students into the discourse processes of these labs. Results point to the need of a more detailed, hierarchical means for classifying verbal discourse processes. The teaching assistant, the lab activities and the student's interaction with science emerge as factors critical to socialization in the discourse processes of the labs. Implications arise for curriculum planners, course developers as well as teacher educators.

Letha J. Mosley

Type: Dissertation Overview

Title: Negotiation of Sociopolitical Issues when Addressing Racial and Ethnic Disparities Within Medical Education: Perspectives of Internal Program Planners

This collective case study provided an avenue for investigating the scope of sociopolitical issues that influence development of programs within medical schools designed to address issues of racial and ethnic disparities (RED) in healthcare. Program planners described their experiences and strategies for developing, implementing, and sustaining programs that address RED in health care. Through constant comparative analysis, findings indicate similar patterns of barriers among participants and the influence of positionality on strategy selection. Implications are given for adult educators who function within medical education to plan programs that address RED in health care.

Brian Lawler

Title: "Race, Sex, and Socioeconomic Status, and Mathematics" Two Decades Later

In 1988 Dr. Laurie Reyes Hart and Dr. George M. A. Stanic proposed a model to explain group differences in school mathematics performance in this seminal piece published in the Journal for Research in Mathematics. The current paper returns 17 years later to revisit this model, to consider modern research findings in conjunction with the model, to explore the theoretical presumptions of the model, and to

deconstruct the model and its usefulness. The original authors are interviewed and contribute to this analysis.

Jaret Walton

Type: Dissertation Overview

Title: Creatively Scrapped: The Aesthetic Value of Creative Scrapbooking

Leisure activities can provide opportunities for creativity and self-expression (Dowd, 1984; Kelly, 1982; Loesch & Wheeler, 1982). Scrapbooking is the practice of combining photos, memorabilia and stories in a scrapbook style album to record personal histories and a form of artistic expression (Boudine, 2002). Although there is a multi-million dollar industry of scrapbooking, which includes products, classes, magazine, software, media, and non-peer reviewed articles giving momentum to the modern scrapbooking hysteria, there is little empirical research to explore this subculture. To date, there is only one empirical research study on the scrapbooking that only explored data that was produced by using scrapbooking as an intervention. Scrapbooking is not a new phenomenon, the earliest known reference to scrapbooking dates back to 1598. For many participants, scrapbooking evolves into an example of leisure taken to the point of almost becoming an occupation, a term that Stebbins (1982) coined as serious leisure. Scrapbooking can be a very expensive and a time-consuming hobby. The recreation and leisure studies field has yet to explore any aspect of this hobby. The purpose of this study will be to assist in providing data that will define creativity and aesthetic value in scrapbooking as described by people who self-label themselves as serious scrapbookers.

Fengning Du

Type: .

Title:

The purpose of this study was to describe the micropolitical perspectives of teacher leaders in a shared-governance elementary school. Symbolic interactionism guided the overall research design and interpretation of findings. The grounded theory method was employed as data analysis methods. Data sources for this study were face-to-face interviews, observations, and school document collection. Interpersonal team-building was identified as the core category that characterized teacher leaders' experiences of political interactions and the derived meanings. The overarching goal of teacher leaders' political interactions was to transform physical and haphazard work group into a social, cohesive, and collaborative work team. Teacher leaders used four strategies to influence peers and the principals: (a) team building, (b) non-directive leading, (c) fostering team ownership of change, and (d) approaching administrators. They also used four strategies to protect self and work group: (a) trust building, (b) organizational diagnosis, (c) resolving conflicts, and (d) managing the grey area. Finally, political interactions generated both positive and negative effects on teacher leaders. Based on the findings, this study presented a discussion of four theoretical propositions. First, teacher leaders' experiences of school politics and the meanings they gave to it primarily occurred at the work group level. The primary goal of teacher leaders' political interactions was to transform physical, haphazard work group into a social, adhesive, trusting, and collaborative work team. Second, in political interactions, teacher leaders primarily relied on personal power and power from access to information in influencing others and protecting self and work group. For teacher leaders, personal power came from expertise, emotional qualities, interpersonal skills, and dedication. Third, teacher leaders' political interactions were influenced by a range of internal and external influencing factors. Principal leadership proved to be a critical index of teacher leadership at this school. Fourth, regardless of the motivations of different political interactions, teacher leaders utilized team-building and interpersonal interaction as the foundations for all types of political interactions. The interrelationships between findings of this study and

other salient educational issues were provided. Implications for future research, school practitioners, and policy makers were discussed.

Lori Aultman

Type: Dissertation Research

Title: Portraits in Transition: Exploring an Integrated Model of Transition and Self-Regulation

This longitudinal study examined the adequacy of an integrated model of transition, based on Schlossberg's theory of transition and constructs from general models of self-regulation, in describing the transition from high school to college. Seventeen freshmen, enrolled at the University of Georgia, engaged in the research program for 18 months, beginning prior to enrollment and continuing through the first semester of their second year of college. Findings differed from Schlossberg's theory, supporting a more extensive integrated model of transition.

Elisabeth Bennette

Type: Theoretical

Title: The Relationship Between Organizational Culture and Knowledge Management Theory

Abstract: Knowledge and innovation are critical for competition in the global economy. This paper uncovers the relationship between Knowledge Management (KM) and Organizational Culture theories, and proposes a model for understanding the critical connections. Implications for HROD include viewing organizational culture as a potential barrier to KM practices and how KM may reshape organizational culture.

Vivienne McClendon

Type: Dissertation Overview

Title: Virtual Faculty Teams: Faculty Connecting Across the Educational Divide

Virtual Faculty Teams (VFT) may provide enhanced learning and cultural experiences for both students and faculty. The purpose of this research study is to establish faculty perceptions as well as the foundational literature on virtual teams to develop and to identify critical concerns informing future VFTs. As a relatively new endeavor in e-learning, little research is available on Virtual Faculty Teams (VFT) where faculty teach cooperative classes at different physical locations, suggesting a need for additional study. The literature then has been approached from fields of related or contributing areas of research. These include cooperative learning theory (Slavin, 2000, 1987a, 1987b), communities of practice (Wenger, 1998), online collaboration (Richardson & Turner, 2001; Reeves, 2000; Reeves & Reeves, 1996), community building and learning communities (Gabelnick, MacGregor, Matthews, & Smith, 1990; Hill, 2002; Palloff & Pratt, 1999), and team and virtual team literature (Connaughton & Daly, 2004; Garner, 1995; Ishii, 1999; Klobas & Haddow, 2000; Knoll and Jarvenpaa, 1995; Sharman & Wright, 1995). Interviews, questionnaires, and reflection statements with three experienced virtual faculty team members were gathered and data were examined using NVivo qualitative data analysis software for emerging themes using interpretive methodology. Findings provide suggestions for future implementation of the VFT strategy and continued research.

Cynthia Minchew

Type: Research Plan

Title: Examining Evidence-based Explanations

This presentation will discuss the research plan for a study which will examine the reflections of preservice science teachers' during their capstone course for certification. The purpose of the study is

twofold: a) to study the explanations developed by preservice science teachers during reflection and b) to study the framework used to guide reflection. Specifically, the study will focus on the evidence incorporated into preservice teachers' explanations of practice and preservice teachers' utilization of a framework while developing reflections using the Evidence Based Inquiry Tool (EBI).

Robin S. Grenier

Type: Dissertation Research

Title: The Master Docent: Characteristics and the Development of Expertise

Museum docents offer a unique glimpse into the work of individuals who maintain a dual role in the area of adult education. These individuals are adult educators to adult museum visitors, while at the same time they themselves are adult learners. This distinctive group is the focus of this study. The purpose of this study was to determine the characteristics of expert docents and examine how expertise is developed in volunteer docents. In-depth interviews with participants at four historically themed museums revealed qualities that set expert docents apart from their novice counterparts and a model for expertise development that is dependent upon the ever-evolving nature of museums.

Presenters

(In Alphabetical Order)

Lori Price Aultman

Program: Educational Psychology

Degree objective: Ph.D.

Lori Price Aultman is a Ph.D. candidate in Educational Psychology at the University of Georgia. Her former career in secondary school counseling spurred her research interest in students' experiences and self-regulatory processes during the transition from secondary to post-secondary education. She will continue this program of research as Assistant Professor in the Division of Academic Enhancement at UGA beginning in the summer of 2005.

Amaris Baraka

Program of Study: Social Work

Degree objective: Ph.D.

Amaris Baraka is a doctoral candidate in the School of Social Work. Additionally, she is pursuing an Interdisciplinary Qualitative Studies Graduate Certificate. As a qualitative researcher, she is interested in conducting research that focuses on spirituality and its affect on African-American adolescents. Her future aspirations include returning to academia and conducting clinical practice with adolescents and their families.

Elisabeth (Liz) Bennett

Program: Adult Education

Degree objective: Ph. D.

Liz Bennett is a Ph.D. student in Adult Education/Human Resource and Organizational Development. Her dissertation studies how organizations use corporate intranets to represent and change organizational culture. She has more than ten years of experience in business & industry and continuing education. She holds a bachelor's degree in English from the University of Massachusetts, and she spent one summer at Oxford University, England, studying creative writing under author Madeleine L'Engle.

Morag C. Burke

Program: Adult Education

Degree objective: Ph.D.

Morag C. Burke is a doctoral student in the Department of Adult Education at the University of Georgia and is also pursuing an Interdisciplinary Qualitative Studies Certificate. Her extensive travel in developing countries and a career working with immigrants and refugees have led to her research interests in adult education and adult literacy in developing countries; partnerships between adult literacy organizations in developing countries and donor agencies (dissertation topic), with a particular interest in Africa and the Caribbean region; and post-colonialism as it informs adult education research. In addition, she is interested in the impact of new motherhood on female Ph.D. students.

Fengning Du

Program: Educational Leadership

Program objective: Ph. D.

Fengning Du is an ED.D candidate in the Program of Educational Leadership. His research interests are the interrelationships between school organizational contexts and reform initiatives, teacher collaboration, and group development in schoolwork teams.

Robin S. Grenier

Program: Adult Education

Degree objective: Ph.D.

Robin is a doctoral candidate in the Department of Adult Education and is pursuing an Interdisciplinary Qualitative Studies Certificate. Additionally she has worked with the National Review Board for the Scholarship of Engagement. Her research interests include the role of museums in adult education; community based research and service learning in higher education; and informal and incidental learning of female graduate students to address their experiences as mothers. She is graduating in May 2005 and is planning to enter academia to broadening her work on the nature of expertise and museums, and promoting engaged scholarship through teaching and research.

Douglas R. Holschuh

Program: Instructional Technology

Degree objective: Ph.D.

Douglas R. Holschuh is a Ph.D. candidate in Instructional Technology at the University of Georgia with an emphasis on qualitative research methodology. Before returning to graduate school, he worked as a freelance copyeditor and graphic designer, and it was graphic design that got him interested in pursuing an M.Ed. in Instructional Technology with a focus on educational multimedia design. Now as a doctoral student, he has moved from doing design to studying design, and his dissertation is on how the social construction of knowledge occurs in a design-studio learning environment. He plans on graduating in December of 2005.

Hyeryung Jung

Program: Adult Education

Degree objective: PH. D.

Hyeryung Jung is a doctoral candidate in the adult education program at the University of Georgia. She is pursuing an Interdisciplinary Qualitative Research Certificate in addition to her doctorate. Her dissertation is on how professionals became activists in Korean progressive social movements. She plans to graduate in August of 2005.

Hyeonjin Kim (Jinnie)

Program: Instructional Technology

Degree objective: Ph. D.

Hyeonjin Kim is a doctoral candidate in Instructional Technology. Her research interests included case-based learning (case methods), Web-based learning environment, technology integration, teacher education, human resources development, distance education, situated cognition, case-based reasoning, instructional system design, and qualitative research, methodology, and international education

Brian R. Lawler

Program: Mathematics Education

Degree objective: PhD

Brian R. Lawler is a doctoral candidate in The Department of Mathematics Education at The University of Georgia. In the fall of 2005, he will return to teaching at Clarke Central High School in Athens, GA. His educational and research interests are power and privilege in the context of disposition and mathematical learning of adolescents. He is active in creating systemic change in mathematics education.

V. J. McClendon

PhD Candidate Educational Psychology & Instructional Technology

Degree objective: Ph.D.

V. J. McClendon (MA, MLIS) is a PhD candidate in Educational Psychology & Instructional Technology at the University of Georgia. Her areas of interest are international collaboration and faculty in online environments, especially virtual faculty teams. She is an editor for the annual Educational Media and Technology Yearbook and the new World Almanac of Educational Technologies. She is currently working on a federally funded international cooperative teacher education project with Brazil (<http://www.coe.uga.edu/brazil>). In addition, she makes use of Computer Assisted Qualitative Data Analysis Software (CAQDAS). She uses NVivo for her own data analysis and has consulted with the CDC and the GEM Project (ERIC) using N6.

Cynthia Minchew

Program: Science Education

Degree objective: PhD

Cynthia Minchew is a doctoral student in the department of Science Education at the University of Georgia. As a part of her doctoral studies, she received an In-Field Certification in Gifted Education and is currently pursuing an Interdisciplinary Qualitative Research Certificate. Her research interests include reflection, teacher preparation, teacher beliefs, and teacher mentoring.

Letha J. Mosley

Program: Adult Education

Degree objective: Ph.D.

Letha is a doctoral candidate in the Department of Adult Education. Her research interests include program planning to address racial and ethnic disparities in health care; community based health and wellness programming for African American women; and the relationship among occupation, activity, and obesity. She is interested in using qualitative and quantitative research methodologies in order to gain a holistic perspective of her research interests. As part of her doctoral studies, she is pursuing an Interdisciplinary Qualitative Studies Certificate. She plans to return to academia to work within an occupational therapy department where she will focus on teaching and pursuing her research interests.

Ratna Narayan

Program: Science Education

Degree objective: PhD

Ratna Narayan is a doctoral candidate in the department of Science Education at the University of Georgia. She is pursuing an Interdisciplinary Qualitative Research Certificate in addition to her doctorate. Her research interests include teacher preparation, scientific discourse, inquiry and reflection in science teaching.

Soonhye Park

Program: Science Education

Degree objective: Ph.D.

Soonhye Park is a doctoral candidate in the Department of Science Education and a research fellow for the National Board research project at the University of Georgia. She is on schedule to complete her dissertation and graduate in August 2005. As a part of her doctoral studies, she is pursuing an Interdisciplinary Qualitative Research Certificate. Her current research interests include teachers' pedagogical content knowledge, teacher preparation, teacher professional development, National Board assessments, and gifted education in science.

Judith Preissle

Program: Qualitative Research

Degree: Ed.D., 1975, Indiana University

Judith Preissle is the 2001 Distinguished Aderhold Professor for the College of Education. She has taught at the University of Georgia since 1975. Her areas of expertise are the anthropology of education and qualitative research design; recently she has been studying ethics and the philosophy of social science

Jaret M. Walton

Program: Recreation and Leisure Studies

Degree objective: Ph.D.

Jaret M. Walton is a doctoral student in the Recreation and Leisure Studies program at the University of Georgia. She is a Certified Therapeutic Recreation Specialist (CTRS) and was previously employed as an assistant professor in this area. Qualitative research is an integral part of her doctoral studies as she is pursuing an Interdisciplinary Qualitative Research Certificate and is the graduate assistant for the Qualitative Interest Group (QUIG). Her research interests include creative leisure, personal aesthetic value placed on visual arts as pursued as hobbies, and scrap booking as a phenomenon.

Haixia Xu

Program: Higher Education Administration

Degree objective: Ph.D.

Haixia is a fourth-year doctoral student in the Institute of Higher Education at the University of Georgia. Her research interests include online education, policy studies, comparative higher education, and assessment and evaluation. She is interested in qualitative research methodologies and is currently pursuing a graduate certificate on qualitative research methods.