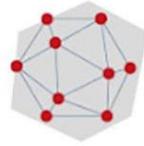




UNIVERSITY OF  
PORTSMOUTH



**ENQI**  
European Network  
of Qualitative Inquiry



# 6<sup>th</sup> European Congress of Qualitative Inquiry

Qualitative Inquiry in the  
Anthropocene: Affirmative and  
generative possibilities for  
(Post)Anthropocentric futures

Online congress programme

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## Welcome to the Online Congress

The University of Portsmouth Faculty of Humanities and Social Sciences and the European Network of Qualitative Inquiry welcome you to the online congress. We are pleased to offer a hybrid option for scholars to present their work and want to create an affirmative and positive space to facilitate this. The congress theme is “Qualitative Inquiry in the Anthropocene: Affirmative and generative possibilities for (Post)Anthropocentric futures” and the papers and posters in this programme reflect the importance of how qualitative inquiry offers new potential for resistance and change. We ask presenters and attendees to read the Faculty of Humanities and Social Sciences congress ethos statement below and take these points into consideration as you take part in both the online and face to face congress. If you have any concerns over any ethical issues that might arise as part of these presentations please address these to

[ECQI2023@port.ac.uk](mailto:ECQI2023@port.ac.uk).

### Ethos statement

We want to provide you with a safe and engaging space to present, engage and network with both established academics, early career academics and students who are at various stages of their research journey. In order to keep the spaces in this conference safe and comfortable for all attendees, all have been appointed a session Chair.

To enable us to keep spaces respectful, we ask you to:

- Please ensure all questions are in the spirit of the collaborative and collegial nature of the conference.
- The chair will ensure that questions are asked from the whole room and will maintain as much balance as possible with respect to gender and seniority of question-askers.
- In the case of providing feedback, please do so in a constructive manner.

Thank you!

Nikki, Emma, Jessica, Megan, Anisa, Jennifer and Claire

The ECQI2023 Congress Organising Committee.

## Presentation Programme – 18<sup>th</sup> November 2022

Please note all times are UK (GMT), don't forget to check your local timings.

<b>Friday 18<sup>th</sup> November 2022</b>			
<b>Session number/Time</b>	<b>Presentations</b>	<b>Zoom links</b>	<b>Chair</b>
1 – 09.00 – 10.30	Methodological Possibilities  5 ON, 13 ON, 37 ON		<b>Nikki Fairchild Jennifer Zwarthoed (Co-chair)</b>
2 – 10.40 – 12.10	Social & Emotional Wellbeing  21 ON, 22 ON, 31 ON, 35 ON		<b>Jennifer Zwarthoed Emma Maynard (co-chair)</b>
Break 12.10 – 12.40	<b>Break</b>	<b>Break</b>	<b>Break</b>
3 – 12.40 – 14.10	Care and Compassion  26 ON, 40 ON, 41 ON		<b>Anisa Sultana Nikki Fairchild (co-chair)</b>
4 – 14.20 – 15.50	Transformations  6 ON, 18 ON, 34 ON		<b>Nikki Fairchild Jessica Massonnie (co-chair)</b>
5 – 16.00 – 17.30	Relationality in methodology  12 ON, 17 ON, 27 ON, 46 ON		<b>Jessica Massonnie Emma Maynard (co-chair)</b>

## Presentation Programme – 2<sup>nd</sup> December 2022

Please note all times are UK (GMT), don't forget to check your local timings.

<b>Friday 2<sup>nd</sup> December 2022</b>			
<b>Session number/Time</b>	<b>Presentations</b>	<b>Zoom links</b>	<b>Chair</b>
1 – 09.00 – 10.30	Embodied and multispecies research  8 ON, 9 ON, 25 ON, 43 ON		<b>Nikki Fairchild Anisa Sultana (Co-chair)</b>
2 – 10.40 – 12.10	Entanglements and Possibilities  10 ON, 14 ON, 15 ON, 33 ON		<b>Emma Maynard Anisa Sultana (Co-chair)</b>
Break 12.10 – 12.40	<b>Break</b>	<b>Break</b>	<b>Break</b>
3 – 12.40 – 14.10	Accessibility, health and emotionality  7 ON, 24 ON, 38 ON, 45 ON		<b>Nikki Fairchild Emma Maynard (co-chair)</b>
4 – 14.20 – 15-50	Inclusion, becoming, precarity and resistance  11 ON, 28 ON, 30B ON		<b>Jessica Massonnie Nikki Fairchild (Co-chair)</b>
5 – 16.00 – 17.30	Wanderings, pedagogy and scholarship  16 ON, 32 ON, 36 ON		<b>Nikki Fairchild Jessica Massonnie (co-chair)</b>

## Abstracts: Papers

### Doing fieldwork in challenging circumstances: Summoning participatory methods (5 ON)

Lynn Hendricks<sup>1,2</sup>; Chloe Dierckx<sup>1</sup>; Gabriela Carolus<sup>2</sup>; Hanne Vrebos<sup>1</sup>; Leandro Tolmos<sup>1,3</sup>; Liesl Williams-Bruinders<sup>4</sup>; Dr Naiema Taliep<sup>5,6</sup>; Dr Neziswa Titi<sup>7</sup>; Robin Julies<sup>2,8</sup>; Ruth Segers<sup>1</sup>; Syedra Idrees<sup>1,3</sup>; Prof Karin Hannes<sup>1</sup> (senior author)

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#### Abstract:

In April 2022, our worlds collided at the Stellenbosch University, in Cape Town, South Africa. Twenty researchers and academics, from across the globe, convened at an experiential workshop entitled, *“Power, trust, and community: Feminist perspectives and participatory arts-based research in challenging environments”*. We envisioned a moment in time, as *‘the third sphere’* (Dierckx, Hendricks, et al., 2020), where the academic community, artists, private sectors, policy and decision makers, and the public, could come together to share knowledge about how we do research, specifically participatory research, in challenging (sometimes violent) environments, and how to deal with our own challenges and vulnerabilities we may find ourselves in and around. For a week we participated in engaging collective imaginations, community visits, experimenting with creative methods, and deep introspection and reflection. Flowing from the workshop we co-produced a booklet with our collective-reflective-collaborative writing and artworks entitled, *“Doing fieldwork in challenging circumstances: Summoning participatory methods”*. We turned our gaze inwards to answer questions related to how we navigate fieldwork in challenging circumstances, what sort of spaces we create when collaborating with community members and how we shift from an academic to a community-based environment. We experimented with new lines of inquiry about how to work in challenging conditions and what it meant to be stigmatized or experience violence, both from a mental and a physical point of view. We moved further into the need for a space for reflection and to acknowledge that we had multi-layered experiences, accepted that our discomfort produced learning, and that the output - both personal and academically - were multifaceted. This presentation will share our reflections and lessons learnt of our vulnerabilities, challenges, engagements with communities, experiences of learning and sharing new creative methods, and how we can summon the power of participatory research to do fieldwork in challenging circumstances. This project was financed by the Belgian Government and KU Leuven VLIR-UOS in the context of the Global Minds Open Faculty Projects to support mobility from North to South or vice versa.

**Key words:** participatory research, vulnerable, community, power, third sphere, arts-based

## Diaries in Education: The use of diaries as a tool for student focussed and student-led qualitative inquiry (6 ON)

Argyro Kanaki

University of Dundee

### Abstract:

This paper has the aim to present diaries as an important tool for student focussed and student-lead qualitative inquiry. As the theme of this congress is linked to the ways in which qualitative inquiry can offer affirmative and generative possibilities for (Post)Anthropocenic futures, diaries in educational settings can offer a potential for qualitative inquiry to open up theory-praxis opportunities for more meaningful and sustainable education.

An ethnographic, longitudinal research project in Applied Linguistics with P6 and P7 pupils in a Scottish primary school is taken as an example. The research aimed to explore manifestations of Language Awareness in primary school pupils who were learning French. They were engaged in writing a diary after each of their French lessons during an academic year. In these diaries, they were asked to verbalise their thoughts on language, and their learning experiences after each language input. The research showed that pupils consciously demonstrated Language Awareness, expressing detailed reflections on language analysis, and that they compared French with English, demonstrating multilingual behaviour. This recorded coexistence of first and second languages in the diaries, allowed students to use their own available resources 'cross linguistically' in their efforts to be more efficient in language learning (Cenoz & Gorter, 2015). Implementation of diaries simply as a tactic for retrospection in the process of foreign language learning has shown that the reinforcement of language learning (Gabrys-Barker, 2019), in a diary narrative, offers a more individualised understanding of language teaching and learning procedures.

The research project with diaries has demonstrated that primary school pupils take the responsibility of their own learning and become self-aware about their own learning procedures, their understanding, and their language skills. They consciously use their linguistic and non-linguistic resources to make meaning and to critically reflect on language and on their own learning. Collecting their reflections in their own diaries becomes an important aspect of their education process as they qualitatively inquire what and how they learn.

The paper concludes that the use of diaries in educational settings can promote student qualitative inquiry and it can enhance student knowledge making practices, engagement, critical reflections, and responsibility for their own learning.

**Keywords:** Diaries, Student Qualitative Inquiry, Self-Awareness

## Mobile banking apps and their accessibility for consumers with disabilities (7 ON)

Anna Borowska-Beszta, and Mateusz Smieszek

Nicolaus Copernicus University in Toruń, Poland

### Abstract:

The rapid development of modern technologies and the Internet generate new possibilities for creating innovative solutions for people from socially marginalized groups. One of the most vital spheres in the anthropocentric world is the economy. Therefore, as young researchers, we should analyze how nowadays' economies affect the everyday life of people from different social groups. Many areas of the economy, including finance, have been digitized, which creates new challenges for all market participants. In turn, the digitization of finance allowed for the creation of a modern infrastructure enabling the provision of digital financial services. The first applications of computers and mobile telephony contributed to the creation of a new banking service: mobile banking. Proper adaptation of mobile banking applications to the needs of people with disabilities can play a crucial role in minimalizing the financial exclusion of these consumers. Any actions undertaken to fully include consumers with disabilities in the world of digital finance are valuable, as they fit into many different concepts regarding their daily life, such as independent living, economic self-sufficiency, and the idea of empowerment. In our qualitative research project, we focus on people with disabilities as a group whose voice and self-advocacy are increasingly recognized in the public space. We describe the result of the analysis of selected elements of the interfaces of mobile banking applications of four Polish banks in the context of their adaptation to the needs of consumers with disabilities. The presentation is empirical in nature. The research project used a descriptive case study method based on analytical induction, and observation was carried out for six months (from February to July 2022). The analysis of the application was conducted in two parts: (a) the adaptation of interfaces and functionalities to the preferences of people with disabilities in terms of readability, the efficiency of the application, and comprehensibility of the form of information transfer, and (b) other accessible functionalities within the analyzed applications that meet the needs of people with disabilities. The needs of people with disabilities in the context of adapting mobile application interfaces have been identified based on the available scientific literature. In turn, the criteria used to analyze selected banking mobile applications were developed based on the Web Content Accessibility Guidelines and handbooks. The study's results indicate the strengths of the accessibility of the analyzed mobile banking applications as well as their limitations in enhancing independent living for people with disabilities. The research results also allowed us to define the functionalities of mobile banking applications dedicated to people with various types of disabilities. Regulators can use the study results to introduce new, more accurate legal acts in the field of increasing digital accessibility and for financial institutions to update the banking offer for a group of consumers with disabilities.

**Key words:** accessibility; assistive technology; mobile apps; mobile banking; case study

## Becoming-with dust and child-earth relations in the Anthropocene (8 ON)

Yanina Carrizo

RMIT

### Abstract:

Today's global crisis, exacerbated by the arrival of the COVID-19 pandemic, presents an imperative for transformation requiring the extension of our notion of justice and demanding new knowledges and urgent actions. This is not only to mitigate a looming environmental catastrophe and respond to the devastating consequences of the Anthropocene, but also, to adopt alternative perspectives and approaches beyond anthropocentric and humanist thought and research. This paper investigates how the agency of dust is reciprocally affecting-with child-earth relations during microscopic and mapping encounters in a kindergarten. I explore the entanglements and becoming of dust, child bodies and other matter. Dust is regarded as an agentic matter that ties humans to capitalism, colonialism, pollution, microworlds and all forms of planetary lives. This study uses multispecies ethnography and emergent experimental methods to research with dust and other bodies as participants and co-researchers. These include the microscopes, the atmospheric forces, nine four-to-five-year-old child bodies and multiple others that co-inhabit this space. By focusing on dust, I challenge current environmental education approaches, child-centered and individual educational frameworks. Such anthropocentric approaches fall short to address current environmental issues as they centralize separation and hierarchies between the human and the rest of the world. I aim to expose different environmental logics of sense and activate dialogues in relation to the pressing issues of this epoch such as climate change. Furthermore, I reconsider the human position in the world to actualize pedagogical approaches and practices. This study opens up possibilities of learning from and with dust and other matter to reimagine early childhood education towards ecological justice.

**Keywords:** dust, children, education, multispecies ethnography

## How the experience of anorexia nourishes social work (10 ON)

Antonella Cuppari and Silvia Luraschi

University of Milano-Bicocca

### Abstract:

This paper draws on the auto/biographical experience of the two authors' anorexia and, in particular, on some of the passages that shaped their course of care, in order to reflect critically on professional educational work, the two authors' field of work. The underlying hypothesis is that biographical and family roots nurture the motivations behind the choice to undertake educational work but often remain unconscious (West, 1996). The educator's competence to draw on their experience of fragility, including physical fragility, can become a resource for recognizing the invisible spaces of the possible in complex and painful life stories (West, 2016).

The research methodology is duo-ethnography (Sawyer, Norris, 2013; Norris, Sawyer, Lund, 2012), characterized by a critical, dialogic and multivocal tension (Formenti & West, 2018) in which the differences in meanings that the two researchers bring are entangled in narratives that try to open new windows on experience. The experience of care took two different paths in the two life histories: the light institutionalization in day hospital in Author 2 and the beginning of the university path and the first falling in love in Author 1.

Although in different ways, the act of caring took the form of new words and images that accompanied both of them to nourish their bodies with new sensations and to feel differently. In both stories, the theme of gravity is present in its embodied (the weight of the body, Bainbridge Cohen 1993), medical (the diagnosis and the semantic polarities of the psychopathology, Ugazio 2013) and socio-relational (the catalyzing effect of anorexia on the gaze of others) dimensions. This condition of gravity, although it has lost the distinct boundaries of the anorexic syndrome today, is still present in the embodied experience of the authors, particularly in the feeling of "standing precariously balanced" on the edge of a black hole. This sensitivity, however, is not only witness to stories of suffering but also carries a different professional awareness.

Beyond the hybris of omnipotence of the social worker, who thinks they have to change the other or solve the other's complex and multilevel problems, there is the possibility of standing in the fluidity of change with confidence in the invisible potentialities of life.

**Keywords:** Duo-ethnography, social work, anorexia, embodied narrative, gravity

## Teacher educators' vulnerability as a catalyst for transformative higher education instruction (11 ON)

Aspasia Dania

National and Kapodistrian University of Athens, Greece

### Abstract:

The conceptualization of vulnerability as an individual psycho-emotional trait has dominated modern discourses on the need for therapeutic interventions for teachers. The latter are specifically designed to cultivate teachers' capacity for emotion regulation and management. However, a "therapeutic" vision of vulnerability fails to take into consideration the socio-cultural norms that are inherent in the human and situational conditions of teacher vulnerability. The aim of the present study was to examine the way that the concept of vulnerability is communicated within teacher education literature and identify key concepts related to its use.

The study methodology consisted of two phases. During the first phase, a literature review was conducted and the databases Scopus and Web of Science were reviewed for journal articles published from 2000 to 2022, applying the search criteria 'teacher education' and 'vulnerability'. The second phase involved the generation of a word frequency query in NVivo to trace the main concepts clustered around the vulnerability concept.

The literature review yielded a total of 336 studies, and a rising trend in literature in this field during the last decade. The majority of studies were conducted in the field of Social Sciences, followed by studies in the fields of Arts and Humanities and Psychology. Social justice, critical pedagogy, narrative(s) and diversity were some of the concepts most frequently related to vulnerability.

The growing interest on the concept of vulnerability can foster the rise of new teacher education models, as far as it builds on participatory democracy discourses and practices. The latter can produce social capital accumulation and offer generative possibilities teaching and learning. Thus, we advocate for supporting faculty and students in building equitable relationships and establishing human-centered connections. More qualitative studies are needed in the future to expand such a meaning of vulnerability within teacher education contexts.

**Keywords:** teacher education pedagogies, educational policy, precarity, qualitative research

## An Affective reading on Narrative Productions Methodology: The Written Monster (12 ON)

Giazú Enciso Domínguez

University of Houston - Clear lake

### Abstract:

Narrative Productions is a Feminist Qualitative Methodology based on Donna Haraway's ontological perspective. This methodology discusses key topics such as power dynamics and horizontality; advocates speaking from a situated place; avoids being hyper-realistic or hyper relativistic, or "giving voice" to the participants. One of the promises was to bring back the body or take it into account. Unfortunately, the time has passed and we are still wondering where is the body in the Narrative Productions Methodology and other qualitative methodologies . Through this presentation, I will embrace the quest to look for the body. Starting with a brief explanation of Narrative Productions and the discursive perspectives that shaped them, followed by explaining where I consider the body problem started to finally propose an Affective reading, which results in the proposal of conceiving the narrative itself as a body, what I called the *Written Monster*.

The *Written Monster* is a starting point, further giving us the possibility to think about rhythms, trajectories, assemblages, and affects in general. All of them, are as important as the participant(s) or the research(s). This work is an invitation to explore and analyze the Narrative Production Methodology. This inquiry allows us to take into account other elements already present such as material, immaterial, textual, discursive, affective, emotional, and many more. At the same time, the affective reading shows us how the elements interact with temporalities, velocities, trajectories, spaces, or places. The *Written Monster* would manage to collect and shed light on elements that affect us all in the knowledge production process. The affective perspective invites a transdisciplinary approach to theory and method that necessarily invites experimentation in capturing the changing co-functioning of the political, the economic, and the cultural, rendering it affectively as a change in the deployment of an affective capacity as Patricia Clough (2007) suggested. We should be tempted to not just acknowledge the *Written Monster*, but to free it. The *Written Monster* would be an independent being, therefore its being and knowledge would not belong to someone. Especially it would not belong just to academia

I conclude an Affective reading is necessary to not just explore where is the body but to discuss the contributions and implications the *Written Monster* and other Post qualitative options could bring into the methodological realm.

**Keywords:** Post-qualitative, Narrative, Body, Affect, *Written Monster*, Writing differently

## Creating from the Intensity. Adultocentrism and Representation in Children's Literacies (13 ON)

Concepcion Torres Begines and Elke Castro-León

University of Seville

### Abstract:

Drawing from the theories of Deleuze and Guattari (1994, 2002), Grosz (2008), Massumi (2015) and Roussel (2018), who consider children's artifacts as non-representational, this paper presents a diffractive reading of an event occurred in the city of Sevilla (Spain) with Manuel, a 4-year-old boy who were drawing a doodle. The data in this paper are part of a larger postqualitative Research Project MATILDA. Its main aim is to improve Multimodal Literacy in Children (3-8 Years old): Development of an Integrating Model in Areas in Need of Social Transformation. The study is carried out in two schools located in working-class neighbourhoods in southern Spain. The data were collected during the months of April to June 2022. The main objectives of our paper are: 1) to show the materialization of an arts-based research towards affect theory and new materialism approach and 2) to think with the theory along the concepts of assemblage, body/mind, subject/object, child/adult, spacetime-mattering (Barad 2007), representationalism and their ethical implication on a Western and Adultocentrist education. To achieve our goals, we have framed our work within the post-human, neo-materialist and post-qualitative theories (Mazzei, 2014) as our main tool to make a diffractive reading of the intra-actions between the human and more-than-human elements in the event: Manuel drawing a doodle and naming it as a weapon, provoking different reactions and *affects* on the adults. The conclusions are mainly centred on the scope of the ontoepistemological injustice, justified from an Adult and Westerncentrist perspective (Murriss and Kuby, 2022), which obligated Manuel to name his doodle, converting it into a representation of something and putting limits to the material-discursive expression of the child, who is not trying to represent a thing (MacLure, 2013).

**Keywords:** adultocentrism, arts-based research, new materialism, post-humanism, westerncentrism

**The 'Possible'. Enriching communities through thinking. Qualitative Inquiry in the Anthropocene: Affirmative and generative possibilities for (Post)Anthropocentric futures. Theme: An attention to civic engagement that fosters community making (14 ON)**

**Margaret Mangion**

**Edward de Bono Institute for Creative Thinking and Innovation, University of Malta, Malta.**

**Abstract:**

We live in an age where thinking for the common good is often overshadowed by alienation and discontent due to the impact of human behaviour on the planet. Fast paced lifestyles are leading to unsustainable environments that may not be conducive to the physical, emotional and mental wellbeing of citizens. In the wake of the wish for a more serene post-Anthropocene life, applications of how we may get to this phase are being actively sought. There has never been a better time to rekindle notions in relation to creative cognition in search for new opportunities. This paper aims to expand on the concept of 'the possible' by focusing on the potential to enrich human experience by exploring alternatives while engaging with what lies beyond the 'here and now' and to engage with the 'not [yet] here'. Firstly, the possible is defined in the context of post-Anthropocene futures. The presentation moves on to explore how using cognitive processes novel ideas may be extracted with the potential to pave the way for strategies that may lead to a more sustainable approach to how we humans impact our own lifestyles and the planet. This concept invites us to aspire, to think ahead, fantasize, and to wonder. It is time for us to deliberately break free from what we know and what we take for granted and to think of the 'possible'. Secondly, adopting a sociocultural position, this paper aims to explore how the possible may be approached through its embeddedness within human agency and world. A salient factor in this process is the need to reconsider our approach to thinking and to go beyond the actual by exploring the future. Understanding and accepting that nonhuman activity is present at all levels creates a further need to engage with the possible. This could potentially enhance the coexistence with new technological developments, and the subsequent ethical implications that these pose while enhancing civic engagement and nurturing of communities. In the light of need to rethink our future to engage with the possible, we depart from the idea that creative thinking is a skill that can be learned and that it can be used to design new prospects. Creative thinking is a tool that may facilitate our creative cognitive processes to imagine the possible both at an individual level and within, and for communities. Through the possible, aspirations may become realities. If humans develop the ability to break free with old concepts and engage with the possible a generative mindset could be created leading to engaged communities could new opportunities emerge in post-Anthropocene.

**Keywords:** the possible, creative cognition, mindset, human agency, affordances

## “Dear Death” Epistolary as method to explore the agency of death across time and space (15 ON)

**Philippa Isom and Charlotte Marshall**

**Massey University and Nottingham Trent University**

### **Abstract:**

Philippa Isom from Auckland, Aotearoa New Zealand and Charlotte Marshall from Derbyshire, United Kingdom are two Early Career Researchers who became entangled firstly at an Ideas Room and more closely at a Posthuman, Feminist, New Materialist book club. In their shared exploration of Posthumanist Theory from similar, hesitant posts, they saw and sought further kinship with one another.

In a short space of time both Philippa and Charlotte experienced profound loss. One in a very traditional and ‘accepted’ fashion and the other in a more complex and ‘disturbing’ way. Both were able to relate to the other and the sense of community became deeper despite the physical distance between them. In trying to unpick, disturb, test, respond to the grief that was troubling them both, Philippa and Charlotte started to think~with~death. Recognising that death “insists on shock” (CM, 15/08/22) and that there is an “agency of death” (PI, 15/08/22), Philippa and Charlotte turned their attention to death, paradoxically bringing death into life. They then addressed Death directly through writing letters to Death and responding as Death for each other. Death shifted from a metaphysical, somewhat ignored, entity to a present and addressable materialised body.

The Dear Death letters became a way for both of us to talk about the experience of death. Although this experience was very different socially, familiarly, and culturally, it was a way of extending kinship to one another – instead of saying something was painful or difficult either Philippa or Charlotte would couch it with “Dear Death”. These letters became markers, signallers of, “this is live in me” - the irony is palpable as life becomes more evident in our letters to Death – and a way of drawing closer together in their shared death encounters.

Braidotti (2013) states, “because humans are mortal, death, or the transience of life, is written at our core: it is the event that structures our time-lines and frames our time zones, not as a limit, but as a porous threshold.” (pg. 131). By using an epistolary method Philippa and Charlotte were able to broaden the porous threshold that death offers. Beginning as pithy statements within a messenger service to mark moments of emotion, the letters moved into a shared document and grew into longer exegesis and engagements with death. More recently both Philippa and Charlotte wanted to consider the materiality of physical letters and have committed to posting letters to one another from opposite sides of the globe.

This paper will present what it is to sit with the discomfort of death, the messiness of grief, the confusion of loss but put those things to work for kinship. It will consider the qualitative, epistolary, line of enquiry that allowed for positive interventions in an engrained, universal experience.

**Key words:** death, epistolary methodology, entanglements

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## Reflection on interviews as a component of data collection for a focused ethnographic study in a Chinese healthcare setting (17 ON)

Yin Wang

The University of Edinburgh

### Abstract:

This reflection on data collection is part of my ongoing PhD work and addresses issues I experienced as a nurse researcher in a Chinese healthcare setting. The overall aim of my study was to explore nurses' and patients' perceptions and experiences of patient participation in nursing care in hospital. A focused ethnographic approach was adopted for this research as it allowed the exploration of the culture of patients participating in nursing care over a relatively short period of time. Participant observation and semi-structured face-to-face interviews were used as the data collection approaches. The fieldwork was conducted in a Neurology Unit over 8 months. Observation and interviews were carried out concurrently in the unit amongst nurse staff, patients, and family members. Ethical approval for the study had been obtained from both the University and hospital review boards.

Conducting these interviews as part of my focused ethnographic study as a novice researcher provided a number of challenges. With the concurrent approach to data collection, the observations helped inform some interview questions and verify data from the interviews. The challenges I encountered in practice, as a novice qualitative researcher form the basis of my reflection.

1) Managing participants' nerves: managing participants' nerves is related to some participants doubting whether they were sufficiently qualified to be interviewees. This required careful explanation of the purpose of the research and their role as honest and candid informants of their experiences and actions. This aspect was a challenge with staff, patients and family members.

2) A non-judgmental approach or an empathic approach in interview: the approach and the way I responded towards participants during the interview affected the interview dynamics. Maintaining a value free exploration of the issues they raised was key to maintain trust and assuring confidentiality within the setting.

3) The power dynamics evident in the interview: power in the interviews reflected the way participants perceived my dual role as both a nursing researcher and a healthcare professional amongst nursing staff, patients and families. In addition, cultural norms around position, age and gender affected the power relationship between the participants and myself.

Navigating such challenges as a novice researcher emphasizes the need to prepare well and be supported by experienced research colleagues.

**Keywords:** ethnography, qualitative data collection, interviews, reflexivity

## Experiences, self-care and motivations of counsellors who work with death related issues (18 ON)

Gulfem Tanrikulu

Edinburgh University

### Abstract:

The nature of grief counselling represents a unique challenge to therapists because both therapists and clients are mortal. Therefore, clients' death-related material is likely to affect on therapists' own death-related issues. Bereavement counselling is not the most desired area to work for therapists. On the other hand, there are some people who intentionally chose to work in this area. This study aimed to investigate what reasons/motivations played roles to become a bereavement counsellor, as well as their experiences during this work and their methods of self-care. 6 bereavement counsellors were interviewed, and as one of the qualitative methods, thematic analysis method is used for the analysis. The results showed that bereavement counsellors had a variety of motivations, some difficulties/challenges but mostly gains in this work. Their self-care methods included individualised and common features. Lastly, future directions were indicated.

**Keywords:** bereavement counsellors, death-related issues, motivations, experiences, self-care.

## To what extent are sixth form pupils' mental wellbeing being supported in an independent school? (21 ON)

Yvette Stainsby

University of Portsmouth

### Abstract:

Although the Government acknowledges that schools play an important role in promoting good mental health amongst pupils (DfE, 2020), research shows that still not enough is being done to support mental health in schools (Bond, 2019; Hudson et al, 2020; Weale 2020). Poor mental wellbeing in childhood heightens the risk of developing a range of problems that can impact on later life, (Bloom, 2017; Henderson et al, 2022; Jacobson, 2002; Pedrelli, 2015).

With this in mind, the current research aims to explore existing mental health issues faced by sixth form pupils in an independent school through pupil discussion. It also seeks to qualitatively understand the mental health needs of young people from a staff perspective.

Early analysis shows that there are differences between pupils and staff needs in regards to supporting poor mental health, with pupils requesting more immediate and anonymous support where staff discuss the need for professionals to deal with issues. Risk factors are discussed particularly in relation to the expectations an independent school places on pupils, with both staff and pupils identifying the pressures that are placed on sixth form students such as academic and co-curricular. The benefit of the pastoral system in independent schools is considered as well as the way pupils are supported differently depending on whether they are a day or boarding pupil.

**Keywords:** Mental health; independent school

## Reflection on the recruitment of family members of critically ill patients to participant observation and interviews (22 ON)

Lian Zhu

University of Edinburgh

### Abstract:

**Background:** The great majority of family members of the patient admitted to intensive care unit (ICU) suffer from psychological vulnerabilities. The unanticipated and sudden nature of accidents, in combined with the novel situation, with which most people have no previous experience, often causes adverse psychological outcomes and anticipated grief among family members. In such context, it presents a great challenge to the researcher approaching this group of people and requesting for consent to participation in a qualitative study, where they are asked to disclose their experiences and perceptions of the research interest relevant to the unpleasant event in detail. However, the recruitment process is often hidden from methodological descriptions in the qualitative research articles, also is under-communicated in the textbooks. Given the fact that recruitment as an active part of methodology influences the research outcomes, an insight into the recruitment process is therefore necessary. I realise the success of recruitment of family members of ICU patients in my doctorate project, where 24 family members are enrolled in observations and 18 in semi-structured interviews within the first three months of fieldwork, with the provision of rich data, and thus the reflection may help generate some practical ideas informing other qualitative researchers optimising the recruitment process.

**Aim:** It is aimed to report my reflection on the fieldwork experience exploring family members' experience and perceptions of visiting policy and practice in a Chinese adult ICU in a focused ethnography research, focusing on the recruitment process of those who have an immediate family member hospitalised in the ICU. A detailed description of how the recruitment is originally planned and adjusted during the fieldwork is given, and then strategies for facilitating the recruitment process of this group of participants are discussed.

**Reflection:** Recruitment is a process of "learning" the target population as well as the context they are positioned. Gaining knowledge about this population is a prerequisite for building rapport, thereby facilitating recruitment. In my case, it involved learning the critical situation that family members were experiencing, their behaviour pattern in the field, their perceived hierarchical position of other stakeholders (e.g. healthcare professionals working in the ICU), and their motivations to participate, which guided situated actions being performed in recruitment. The information about the target population was initially generated on the basis of the researcher's general knowledge from existing literature and common sense, and then supplemented and modified through engaging the researcher in the field and interacting with potential participants. The recruitment plan was therefore flexible in nature, which was adjusted throughout the process of fieldwork. Additionally, I have realised that the emotional distress of participants, as the distinct characteristic of my target population, might not be a barrier to recruitment, rather an opportunity to build rapport.

**Key words:** reflection, recruitment process, focused ethnography, critical care

## **Nurses' embodied emotion when caring for patient-related, emotionally overwhelming events: trauma-informed inquiry (24 ON)**

**Anna Bovo**

**University of Edinburgh, SOS Internationale (SOSI)**

### **Abstract:**

Due to the COVID-19 pandemic, increasing nursing workload in acute care settings has intensified emotional demands while causing nurses to experience uncertainty, fear, and helplessness, leading to professional shock. Across the globe, nurses are experiencing emotional exhaustion, at risk of developing secondary trauma. Although statistics have been collected to quantify datasets of burnout, acute nursing has been scarcely considered when researching on affect and trauma. Particularly, embodied inquiries driven by neuroscientific and trauma-based theories, have not yet been designed. Addressing this gap, the current study investigates the experience of emergency and critical care nurses who work in overwhelming contexts of care. This study aims to start collecting data through interviews and audio-diaries within six months. This will be carried out by engaging with participants beyond cognition, through post-qualitative research inquiry, in an embodied encounter and bottom-up exploration of affect. My conference presentation aims to present innovative theoretical lenses by applying embodiment and trauma-theory to my research design and data collection. In-depth understanding of nurses' neurophysiology of safety, bodily, and emotional responses has the potential to impact positive change in real life contexts of care amongst nursing professionals. Why not giving space to nurses' voice in such turbulent times?

**Keywords:** embodied emotions, acute nursing care, emotional exhaustion, trauma-informed care, post-qualitative inquiry

## Ethical entanglements in multi-species moments: enacting posthuman ethics in doctoral inquiries searching for post-Anthropocentric futures (25 ON)

Charlotte Hankin and Hannah Hogarth

Department of Education, University of Bath

### Abstract:

This paper illuminates the ethical dilemmas and entanglements that emerged/ are emerging/ might emerge with non-humans during and throughout research processes. We share our search for alternative ways of ‘thinking, doing, making’ (Haraway, 2008) for post-anthropocentric education research practices. As education doctoral students with a shared interest in posthuman and feminist new materialist philosophies, our concerns about the future of our planet, biodiversity loss, climate change and relations with “others” lead our search for ways our research might ‘stay with the trouble’ (Haraway, 2016). At a time when The Living Planet Report (2022) reveals a 69% drop globally in wildlife populations from 1970 – 2022, acknowledging the necessity of equal multi-species intra-actions seems more urgent than ever. Improving human obligations to others supports response-able thinking, doing, and making in our ever-changing world and works to address the asymmetrical power relationships inherent in education.

We share our work with Barad’s ‘ethic-onto-epistemology’ appreciating the ‘intertwining of ethics, knowing and being’ and that the ‘becoming of the world is a deeply ethical matter’ (2007, p.185). We explore how to become worldly with ethics through use of Barad’s notion of ‘intra-action,’ the ‘mutual constitution of entangled agencies,’ where the ‘world’s radical aliveness comes to light in an entirely nontraditional way’ (ibid, p.33).

We share our struggles and joy in enacting this ‘lively new ontology’ (ibid) throughout our doctoral inquiries. Hannah’s work explores play during child/nature encounters in an urban forest school in London and shares a ‘play tale’ (a co-created, multi-layered picture of play), where millipede/plastic pot/child/practitioner/bush/researcher come together in play. Working with children, flora and fauna as co-researchers gave force to many ethical dilemmas, several of which are highlighting through this ‘play tale’. Charlotte’s work explores how human-animal relations are constituted through ‘multi-species moments’ (Hankin, 2022), an approach that considers the data produced by an assemblage of child(ren)-animal(s) in an international school in Chiang Mai, Thailand. In the initial stages of this research design, Charlotte employs post-qualitative methodologies involving “the materiality of bodily relations; [moments] which are materially dense and specific; and time-bound and spatially-located” (Taylor, 2018, p. 2) to consider how multi-species ‘become-worldly’ as they ‘become-with’ (Haraway, 2008). Charlotte describes a novel foray into the anthropocentric mattering that is so deeply enmeshed in our educational approaches and school systems, and how the traditional processes and procedures do not always acknowledge the ethical entanglements of a doctoral student.

Inspired by Barad’s acknowledgement that “nonhuman agency” does not ‘lessen human accountability’ but means that ‘accountability requires much more attentiveness to existing power asymmetries’ (2007, p.219), we focus on how many educational research practices empower human exceptionalism. To challenge this, we reimagine a posthuman ethics where more-than-humans are acknowledged and included at every stage of the research process in a generative, dynamic intra-play of situated, entangled engagements.

**Keywords:** Ethico-onto-epistem-ology; Multi-species moments; Posthuman ethics; Intra-action

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## **Pandora's Box and the emblem: The virginity metaphor in Thai gay man – a preliminary autoethnography (27 ON)**

**Panu Sahassanon**

**University of Edinburgh (School of health in Social Science), and Chulalongkorn University (Faculty of Psychology)**

### **Abstract:**

Growing up in Thai society where cultural norms traditionally discourage public discussion of sexuality and living under the influence of the hegemony of the heteronormative world, sexual matters are taboo subjects. Virginity (however defined) is among those suppressed concepts. Given the dearth of inquiry into virgin terrain in the LGBT community, especially in an Asian country, I place virginity as the centre of an autoethnographic inquiry to shed light on this mysterious concept. I, a gay man from Bangkok, tightly 'kept' and secured this status for many years, waiting to 'give' it to the one I love; until I didn't. I didn't either keep it or give it to one I love.

I collect memories and conversations, to assemble the emergence of an understanding of virginity. At the current stage, this autoethnographic writing offers that my embodied virginity is constructed and internalized gradually through the socio-cultural messages. I inquire for example, through and with the written scripts in health and education textbooks, the lived experience as a Thai gay boy/man, and the portrayal of love and relationship in Disney films and Thai TV series. Through these fragments, I formulate two interrelated metaphors of virginity, Pandora's Box and the esteemed emblem. Metaphorically, virginity is an emblem that guarantees a secured position and my worthiness as a gay Thai man in this gendered, imbalanced world. It also could be a dangerous Pandora's Box that should not be opened until the right moment.

**Keywords:** Virginity, Thai gay man, autoethnography

## Between counter and master narratives: Different modes for narrative resistance (28 ON)

Gabriela Spector-Mersel

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### Abstract:

The theoretical and empirical literature on counter narratives has expanded significantly in the last two decades. However, it focuses mostly on the content of personal stories that offer an alternative to the cultural master narratives. Much less attention has been paid to the different ways through which counter narratives are constructed, namely, the processes of resisting the master narratives. Aiming to broaden the understanding of how individuals do narrative resistance, personal stories of Israelis who were evacuated from Yamit were examined.

Yamit was an Israeli settlement in the Sinai peninsula, returned to Egypt as part of the peace agreement between the countries. In 1982, the Yamit region, including approximately 4,300 inhabitants, was evacuated. During its first years, settling in Yamit was defined as a “national project”, and the settlers were portrayed as “modern pioneers.” This image altered dramatically prior to the evacuation. The evacuees were then presented by Israeli media as “an obstacle to peace” and also as “greedy”, given their negotiation with the Israeli government on the amount of compensation they would receive. Using McLean and Syed’s (2015) typology of master narratives, the episodic master narrative – a master narrative that addresses a given past event – that has been established in Israeli society on Yamit, altered radically.

30 years after the evacuation, we sought to examine how the evacuees negotiate Yamit episodic master narrative, that portrays them negatively and contradicts their experience. 38 evacuees were interviewed following Schütz’s model for narrative interviewing (Rosenthal, 2004). The interviews were transcribed verbatim and analyzed according to the holistic interpretive strategy (Spector-Mersel, 2011, 2014).

The analysis revealed that all participants were aware of the episodic master narrative told about them by The Israeli collective, feeling that it suppressed their own stories. They all resisted the episodic master narrative, but in three distinct modes. In the first two – explicit debate and implicit debate – tellers recounted a story of Yamit that clearly contradicts the master narrative. They constructed their personal story as a reverse mirror of the story told about them. The third strategy – neutralization – also acknowledged the episodic master narrative. But in this case, the tellers did not object to it, but rather neutralized its power by pointing out its irrelevance to their experience.

I will illustrate the three strategies of narrative resistance in exemplar stories, hoping to highlight the range of possibilities for individuals to resist oppressing master narratives.

**Keywords:** Narrative resistance, counter narratives, master narratives

## In their shoes: training educators experimenting a Specific Learning Disabilities through simulation (31 ON)

**Giulia Lampugnani**  
**Università degli studi Milano Bicocca**

### Abstract:

It is important to identify the representations that operate in the field of education (Palmieri, 2020) both in professional practices and in the training of future educators (Bocci, 2018). Pedagogical counselling that integrates reflective and socio-material practices (Palmieri, Ferrante and Lampugnani, 2018) requires the design and experimentation of "active" learning models even when addressing teachers and educators. Specific learning disorders challenge European education systems for the protection and inclusion of what are defined as learners with invisible disabilities like dyslexia (EDA, 2021). The Specific learning disabilities require a complex and non-simplifying pedagogical approach that sees among the factors the teacher / educator as mediator and protection factor (Lampugnani, 2022), the technological tools used in a strategic and integrated way to study and learning strategies (Cornoldi, 2016), and accompaniment to the disclosure of students with SLD in their own context of life (Lampugnani, 2019).

This participatory research was created to help define training processes for teachers and educators which problematize and introduce the subject of learning difficulties, exploring its complexity and need for long-term training. Eight groups of university students graduating in education sciences and 1 group of teachers specializing in support were involved (25 participants per group for a total of 225 students). The planned activity involved the investigation of the representations of the SLD and related to the most relevant educational aspects for the inclusion of the SLD before the start. A simulation activity is proposed which involves a modification of the socio-material context (Palmieri, Ferrante and Lampugnani, 2018) which leads to a distortion of the usual reading-writing methods which is defined and described in detail.

After an initial open question about the experience, various aspects are analysed with guiding questions, in particular the emotional dimension; the difficulties encountered in the aspects of reading and understanding the text, and the strategies used; the difficulties in expressing the written text, and the strategies used; useful tools and their correct use; the role of the conductor; the role of the group. These debates were mapped "live" with software presentation tools such as SimpleMind as a tool to support the sharing and organization of information, to foster debate and to arrive at a shared / shareable mapping of the experience lived by the entire group, giving voice and identifying common elements such as those of singularity.

The analysis of the data has made it possible to arrive at a mapping of the experience across the nine groups which, albeit with peculiarities, leads to a descriptive richness but follows some essential lines which, compared with the analysis of the experiences of adolescent students (Lampugnani, 2019), are superimposable. This leads to the validation of the tool used as a formative experience which, instead of a verbal explanation, opens the debate, involves, makes experimenting with different tools and strategies (Schön, 1983); involves the participants in an embodied cognition that subjectivity the experience in which everyone attributes and discovers meanings, compares them with others and, despite the singularity and peculiarity of their own path, comes to retrace and understand "from the inside" the point of view that the search for experiences related to people with SLD identifies (Pino & Mortari, 2014; Lampugnani, 2019).

**Keywords:** Learning Disabilities, training educators, simulation, reflexivity, socio-material approach

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## #scholar #qualfamous #monsters (32 ON)

Jennifer Wolgemuth, Mirka Koro, Kelly Guyotte, Jessica Lester, Travis Marr

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### Abstract:

Sectarianism is fostered by the Internet while kangaroo courts dispense virtual justice. In this social media infiltrated presentation (tweets, posts, reposts and more), we discuss the monstrosity of scholarship in the times of 'wild and uncontrolled' (uses of) the Internet. We wonder what kinds of scholars we have become (and are producing) when popularity, altmetrics, numbers of retweets and reposts, and more constitute the visibility of scholarship and (misleading) markers of productivity and quality scholarship. It is worrisome to notice that public intellectualism has morphed into self-promotion, profit making, and, in our field, desires of becoming '#qualfamous'. It's not just us academics, of course. The Internet has "gone from being a utopia where everything was possible to a place full of angry people obsessed with their own representation" (Tolentino, 2020, para. 1). Seemingly suddenly, we find ourselves in a space-and-time that, *without a constant social media presence, many scholars have begun to view themselves as unscholarly, unproductive, and unpopular*.

What we call 'monster' is informed by Žižek (e.g., Krečič & Žižek, 2016) and others' (e.g., Derrida, 1995) differential theorizations of monsters and monstrosities, and names for us the (un)known terrors (and maybe promises) that consume and produce academic desires, public scholarship, social media algorithms, scholarly selves, and neoliberalism. The naked truth of social media, the vitriol and carelessness of social media users and the capitalistic machinery that runs the Internet may warrant collective correction. One might also argue that uncontrollable, unmonitored, and self-reproducing social media, and Big Tech monsters ultimately pose a threat to democracy (Norris, 2022). Monstrosity begets monsters, urging scholars to curate museums and artifacts of themselves, which in turn, produce more tweets, reposts, and often multiply copies without any original (Baudrillard, 1981). As such, there may be nothing left once we begin to strip down different layers of the monster(s); not even naked truths. There may be nothing to tame.

We view this form of monstrous social media 'scholarship' as paradoxical in that it simultaneously serves us and punishes us. We expect most of us are "at once consumed by monstrosity as an affliction and at once liberated by it" (Garcia, 2017, p. 46). Our concern is that we as scholars are all at risk of slipping into public spaces, such as social media, with little scrutiny and interrogation of what these spaces produce. Thus, we wonder: what do academic ethics look like in this moment? How do we make ethical scholarly decisions (for ourselves/with one another) when we are feeding the capitalist machine, the Internet monster(s) (through hashtags, posts, views, likes, @'s)? How might we as a #scholar engage in public scholarship in this tenuous moment? How can we mentor the current/next generation of scholars to engage (or not) in and with such monsters that have real, material effects? These questions, and others still, inspire this presentation that considers the intersections and implications of the #qualfamous #scholar and the #monsters we choose (or not) to feed.

**Keywords:** scholarship, social media, popularity, monstrosity

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## Instilling play-breaks in doctoral education: Joyful doings and Research-Creation practices as nourishment (33 ON)

Narrissa Wheatley

Southern Cross University

### Abstract:

This presentation calls attention to instilling joyful practices in doctoral education. It has been shown that doctoral students frequently experience low mental health due to a lack of support systems, isolation and a poor work-life balance (Jackman et al., 2022; Pretorius et al., 2019). With the advent of the Covid-19 pandemic, which included multiple and lengthy lockdowns in most parts of Australia; the isolation and dislocation experienced by student's worsened, impacting on student's progress, productivity and overall wellbeing (Pyhältö et al., 2022). To mitigate these effects, I propose students could support themselves through academic-self-care activities such as creating-with-theory practices like 'Research-Creation'.

At the height of the pandemic, I took a break from conventional scholarly work to experiment with concepts and my creative self. The engagements described in this presentation illustrate my (re)connection with my thesis' topic (joy) through a succession of affirming, playful activities. I discuss how Research-Creation methods and PhEmaterialist (Ringrose et al., 2019) thinking encourages risk-taking and interrogates dogmatic practices. This catalyses researchers to practice academia unencumbered by the pressure of producing traditional outcomes. Working through, while enjoying this play-break, revitalised my bodymind (Fullagar & Zhao, 2022) and strengthened my connection to my work.

Through a series of multi-modal (im)material doings (drawing, craft, poetry, journaling, discussion) I intra-acted (Barad, 2007) with concepts in novel ways, eliciting new and unexpected findings. I learned about my colleagues' joy and how my own felt tethered to my past, unchanged by time, distance, and world crises. I encountered unexpected, understandings about play, and the ways I have unknowingly (de)valued play in adult learning. Situating theory and the self within the processes of these thinking-feeling-doing(s) (Wolfe, 2021) activities positively affected my study-life/bodymind health, providing me with comfort, knowledge and a feeling of self-support.

The practical implications of having play-breaks for doctoral students (if not all scholars) shows that, thinking while experimenting can elicit deeper theoretical connections and support positive mental health.

Attendees will be invited to join in a short play-break with the presenter, using a pen and paper to speculate about joy in their own lives.

**Keywords;** Research-Creation, doctoral, wellbeing, joy

## What happened in the third sphere? Reflections from a qualitative field experiment in South Africa (34 ON)

**Hendricks, Lynn; Julies, Robin; De Beer, Leonora; Dollie, Rizqah; Dollie, Reshaan; Gillman, Thandile; Harley, Alicia; Philips, Rochelle; Rawuza, Nolusiba; Mashiqqa, Amanda; Morris, Tamia; Young, Taryn; Hannes, Karin**

**Stellenbosch University and KU Leuven**

### **Abstract:**

How deep into the vibrancy of the third sphere did we travel? Did we achieve our task of equity for all within the boundaries of the sphere? Were we able to freely move in and out of the sphere at different times? What luggage and souvenirs do we carry out from our journey in the sphere? After proposing the concept of the third sphere 3 years ago (Hendricks, Dierckx et al., 2019) and concluding 7 months of experimental fieldwork a month ago, we are left with these questions, still entangled with-in and with-out the sphere. The third sphere is proposed as an experimental laboratory for constructive and disruptive thought, wherein every stakeholder is equally subjected to the centripetal force of meeting each other in the middle. This increases the likelihood that unanticipated and is of thinking and acting will emerge from the collective. We experimented with this concept while exploring the phenomenon of adherence to antiretroviral treatment for young women who were perinatally infected with HIV from a new materialistic perspective. Within the sphere we used a transformative approach (Marn & Wolgemuth, 2016) were conscious of the intra-action of all humans, non-human and more than human entities and how these entangled within the assemblage of the story of adherence. We worked together in a way that was and still is open for all partners to exist as concerned citizens that act collectively (Mouffe 1992, p. 9). We moved so deep into the sphere relationally that friendship intimacy as method was unavoidable (Heron, 2018). We did this by having open communication via WhatsApp, conversations over lunch, walks in nature, relational building exercises, learning the art of conversation and interviews, a weekend away together, and psychological support to promote internal dialogue and reflection. We became friends and often were referred to as family. When we were apart the messages of longing followed. When the project concluded tears were shed. The highlight of the project which was the release of our film was met with intense mixed emotions. Some participants walked off and did not want to say goodbye, some were excited to show their families, and others were very proud of our achievement. The days following were met with sadness and pride. We felt like equals in the moments of creation and as we moved forward into our separate spheres there was much tension pulling us back to our collective sphere. 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. The third sphere has much more room for exploration and should be proceeded with the acknowledgement that it may leave all who flow through it unwittingly vulnerable, with a necessary need for reflection and closure.

**Key words:** third sphere, qualitative, co researchers, power, boundaries, experiment, equal intelligence, reflection, vulnerabilities

## **Social justice and mental health: an intersectionality-based approach (35 ON)**

**Paulann Grech and Alexei Sammut**  
**University of Malta**

### **Abstract:**

In many countries, the transition from a Medical Model to a Recovery one has transformed mental health services into ones characterised by an approach that is more inclusive, humane and holistic. Over the years, the recovery approach has gained recognition and power such that its contemporary meaning relates to effectiveness, positivity and power balance in therapeutic systems. However, the aspect of intersectionalism is often neglected and this may hinder the process of recovery for those living with a mental illness. In this article, an intersectional perspective is explored and recommended as the way forward for contemporary mental health systems, in a bid towards ensuring social justice.

**Keywords:** Mental Health; Social justice; Intersectionality

## Exploring United States History Teacher's Views on Thematic Teaching (36 ON)

Linda "Roya" Fathalizadeh  
Arizona State University

### Abstract

In the United States, many high school students are required to take specific history courses to graduate. There have been divergent discourses on how to best engage students in these classes such as the debate of whether history should be taught chronologically or thematically (Turan, 2020). Educators that teach history chronologically select a date and teach the progression of events in order from that date, while those who teach thematically select a theme and teach the history of that theme (Tew, 2014). Thematic teaching, also referred as thematic instruction (Bergeron & Rudenga, 1993) and thematic learning (Syahrial et al., 2020) is a pedagogical strategy and curriculum design that uses real-world learning experiences to develop students into lifelong learners (Randle, 1997). Due to thematic instruction being rooted in real-world experiences, teaching United States history thematically can promote student's understanding and interest of American history. Drawing on my personal experiences, I have come to realize that many Americans have a politicized understanding of United States history based on their perceptions which have been shaped by their upbringing and schooling. Concurrently, high school students across the country are experiencing a growing distaste for school (Moeller et al., 2020). As a high school educator, I witnessed the immensity of apathy among my students due to a misalignment between the curriculum and what they viewed as relevant to their lives. John Holland's theory of personality types and work environments suggests that people are more successful in environments that are conducive to their interests (Cohen 2017, as cited in Holland, 1997). The purpose of this qualitative study is to use surveys and semi-structured interviews to gain insight on two different United States history teacher's views on thematic teaching. Using a thematic analysis, preliminary findings indicate that these U.S. history educators are interested in the concept of thematic teaching, but do not have the adequate resources or support to do so. Furthermore, due to the irregularity in how these educators understood thematic teaching, there is a need to clearly define this instructional pedagogy and curriculum design.

**Keywords:** Thematic Teaching, United States History, Chronological Teaching, Social Studies Pedagogy

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## Post-traumatic growth after serious illness: a thematic analysis study (40 ON)

Michael Galea PhD  
University of Malta

### Abstract:

Background: That a diagnosis of, and treatment to cancer brings along shock, distress and possible long-term negative life changes is very clear from human experience and research alike. But such an experience can also relate to positive life changes, as increasing research on the aftermath of serious illness diagnosis consistently shows. Observations of positive outcomes linked to quality of life are increasingly being found in cancer studies. These results seem to converge with post-traumatic growth (PTG) which emphasize positive life changes as resulting from considerable life-changing events that are borne from crises or trauma.

Objectives: Aims to this study were to 1) investigate the holistic impact and ramifications of PTG on the recovery from serious illness such as cancer; 2) clarify the relationship, if any, of PTG with mental health outcomes; and 3) how is PTG strengthened or otherwise, when one is faced by such life-changing event.

Methods: Using a Thematic Analysis design, we investigated how the diagnosis of, and treatment to cancer and other serious illness impacted the patients and survivors. Semi-structured interviews were conducted with people who had received treatment for breast (n=3), MSS (n=1), ovarian (n=2), bone (n=2), H. Lymphoma (n=1), Liver (n=1). Using descriptive mapping, we clarified whether this study results are consistent with Tedeschi and Calhoun's PTG framework.

Results: Findings charted on the key factors of PTG.

Conclusions: Serious illness results in varied consequences and in negative and positive adjustments. Further development of findings which charted on major PTG dimensions is warranted.

**Keywords:** posttraumatic growth, cancer, coping, health

## 'The home dimension in residential care homes': Exploring through visual methodology educator's practices and imaginary of 'home' in alternative care spaces. First reflection on methodology (41 ON)

Lucia Carriera

University of Milan Bicocca

### Abstract:

This contribution aims to explore the research methodology of the PhD project 'The home dimension in alternative cares: pedagogical reflections around meanings, spaces and practices for professional educators.' The project intends to explore how professional educators use the imaginary and materiality of 'home' in educating children in Residential care homes (RCH). This research object rises in the pedagogical research field: a horizon that embraces the human context, marked by complexity. As suggested by Denzin & Lincoln (2018), due to the proposal of naturalistic epistemology, the qualitative approach is particularly appropriate to capture human existence. In order to explore this particular phenomenon and in light of the epistemological and philosophical framework, the chosen research method is the phenomenological-hermeneutic one (Gadamer, 1983; Van Manen, 2016). Moreover, given the complex nature of the construct of 'home' (Blunt & Dowling, 2006)-understood in its material and symbolic dimension-the project adopts an interdisciplinary perspective that braids the pedagogical and the geographical gaze. In order to gain a vast understanding of the phenomenon, seen in its singularity, and originality and without producing generalizations, the strategy of the collective case study was implemented (Stake, 1995; Yin, 2018).

The research design presents three main phases. The first was devoted to the collection of interviews with the educators in the RCH. More specifically, we used walking interviews (Evans & Jones, 2011; Anderson, 2004), in order to explore the functions, meanings and pedagogical practices related to the RCH spaces. Following each interview, we produced a graphic representation (Gabb, 2007), starting with the floor plans of RCH, of the walking interview. Four pairs of dichotomous descriptor criteria (personal-collective; open-closed; monofunctional-polyfunctional; fixed-mobile) were developed to represent the lived space portrayed by the participants.

At the end of the interviews, each participant was asked to produce photographic material representing how they use the 'home dimension' in their educational work in RCH. During the second phase, a focus group (Merriam, 2009) with the équipe of educators – already involved in the first phase- was realized. Specifically, participant-generated photographs were presented (Holm, 2014) to conduct the photo-elicitation process (Harper, 2002; Collier, 1957). Furthermore, in order to give the first feedback on the walking interviews and to elicit conversation with participants, a new map - starting with the individual plans collected in each team - was graphically produced.

In the third phase, we conducted a focus group with the coordinators of the residential pedagogical services. Here, the participants produced a subjective representation of the space (Spencer, 2010) in small groups.

The analysis process, which is still under development, is following the phenomenological-hermeneutic direction (Van Manen, 2016). In conclusion, this contribution also aims to explore the main potentialities and criticalities that emerged in the adoption of a multi-vocal research methodology, characterised by a large use of visual materials.

**Keywords:** alternative cares, home, spaces, visual methods, phenomenology.

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## Rhizomatic journeys: Navigating posthumanism as an early career researcher (43 ON)

Eva Neely and Gretchen S. Goode

Victoria University of Wellington and University of Southern Mississippi

### Abstract:

Acquainting oneself with posthuman theory could be likened to being lost in a maze: there are many pathways reaching many possible entrances—and even more destinations. Our experiences of learning with, through, and about posthuman theory as early career researchers was defined by insecurity, confusion, and intimidation. *Am I the only one who struggles? Will I ever be able to write like that? Am I the dumbest person in the room?* Questions like these were, and still are, common encounters in our journeys in our *becoming of* posthuman researchers, resulting in tangles of emotions and affect overwhelm. The processes of reading and noting, understanding and not understanding, wondering and doubting, and feeling and thinking were captured in an endless stream of post-it notes that never found their way into any kind of order—not that we ever expected them to. In our journeys, we have come to acquaint ourselves with, appreciate, and (may we say?) even love the semi-confused state we seem to find ourselves in constantly. We have accepted that we are always already unfinished, never “on-top-of” our growing knowledge, on non-linear paths, and continually in the process of becoming anew.

We found each other through a small network called the Posthuman Researcher Nexus (pRn); established by Katie Strom and Bretton Varga, the pRn exists precisely to collectively tackle the confusion of becoming posthuman researchers while building a community to empower early career researchers. We have found ourselves as part of the leadership group to help curate resources for the network and help others avoid some of the “walking in the dark” that we experienced. Far from being experts on posthuman matters, we seek to crowdsource the broad, diverse, rhizomatic pathways by which our community has come to posthuman theory. We seek to offer different entry points (concepts, theorists, readings, etc.) and multimodal ways of engaging with the assemblages we aim to grow. In this presentation we share our own personal journeys to posthuman theory, to lay bare the vulnerabilities, emotions, and messiness by which we have come to know ourselves as posthuman researchers. In this talk, we invite in particular early career researchers to join us, share with us, hopefully feel more comforted by the collective struggles, and find a new community to join into.

**Keywords:** early career, posthuman, researchers, becoming

## Title of Contribution: Acquired brain injury and its effects upon the family (45 ON)

Louise Cooper

University of Portsmouth

### Abstract:

#### My PhD Journey

It is widely acknowledged and established that Acquired Brain Injury (ABI) not only impacts upon the individual but also upon their family, the caregivers (Geurtsen et al., 2012). Having undertaken a literature review it demonstrated that there is very little literature showing the impact of these experiences, upon the relative/carers who are caring for their relative with ABI. Nevertheless, it does suggest an abundance of studies around the areas such as mental health problems and learning disabilities (Edwards et al., 2014). Furthermore, there is a wealth of studies on the effects upon spouses and, to a lesser degree, the children of adults with ABI. However, literature relating to childhood ABI and its effects upon the family is sparse. In addition, there is literature suggesting that professionals appear to lack awareness of the trials and tribulations involved in the journey of the ABI child and his/her family.

Now I wish to discuss the area I wish to focus this study upon, and relevant to peoples' daily lives:

Bowen (1980); McGoldrick, Genson & Shellenberger (1999, p.34) states that there may be a link between how the family coped with 'stress and adversity' on previous occasions and their 'response to the patient's injury'. It would appear that 'when one member of the family changes dramatically, it has a knock-on effect on all the other members' (p. 296).

#### Aspects of Care

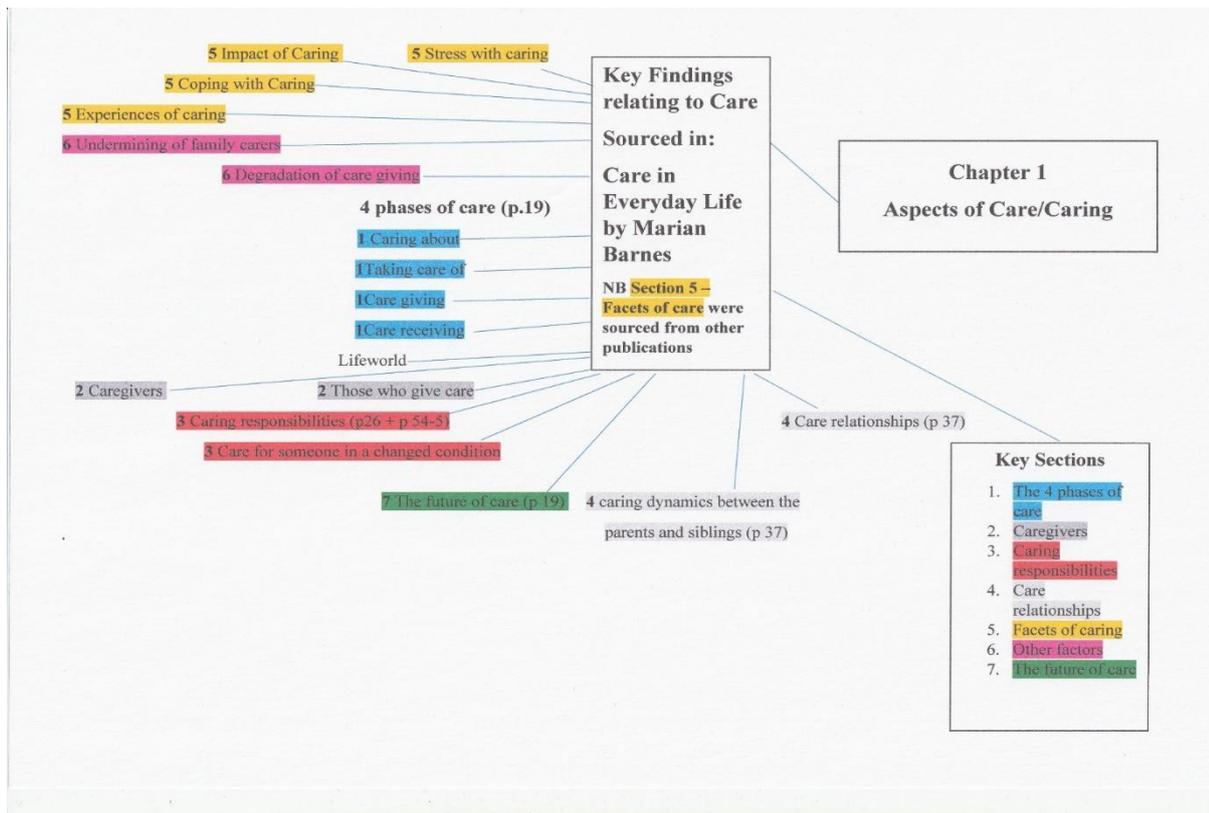
'Care is fundamental to the human condition and necessary both to survival and flourishing' (Barnes, 2012, p. 1).

Furthermore, care can be thought of as:

1. 'care as a way of conceptualising personal and social relations...such as intense, intimate and personal relationships... and so on... (p. 4-5)'
2. 'care comprises of a set of values, or 'moral principles', as Tronto elaborates, that offers a way of thinking about what is necessary for human well-being, flourishing and indeed survival (p. 5-6)'
3. 'We need to think about care as a practice-we need to be able to recognise what is involved to 'do care' or, as Tronto has put it, we need not only to care about but also to care for...and so on... (p. 6)'

(Barnes, 2012)

Now I will show you the 'four phases of caring' featured in this chart.



## Methodology

After considering several approaches including grounded theory, narrative, and interpretative phenomenological analysis (IPA), I decided to utilise the creative research methods.

Utilising the Creative Research Methods (CRM) methodology and namely the use of art, this study will investigate families' experiences of caring for a child (0-14yrs old) with ABI, giving professionals a further insight into these families' lives. It will use semi-structured interviews to gather data that will allow the development of knowledge so that the experiences of families are more clearly understood and considered by healthcare professionals and agencies.

## Methods

These are semi-structured interviews, diaries, and focus groups.

The method of interviewing in its essence, will give me insight to relatives' personal feelings, which will enable them to offload their challenges and aspirations regarding now and the future, of course at face value; although I would stipulate that the interview will not be undertaken for therapeutic purposes.

Along with interviewing I will ask participants to keep a diary for one week. Furthermore, a diary can be used as a 'precursor, an adjunct...' alongside the interviews (Bartlett & Milligan, 2015, p. 25).

The goal of focus groups is to aid 'positive group activity' and to avoid a 'thorough technical description relating to the products of focus groups' (Puchta & Potter, 2004, p. 74).

The researcher needs to be mindful of the group's interaction when it comes to differing points of view, although these are essential within a focus group, to stimulate a healthy and lively debate (Barbour, 2018, p. 3). Furthermore, Barbour (2011, p.37) argued that interaction in groups was being addressed in the United States after the Second World War, in the belief that group interaction, was generated through human actions within these focus group meetings.

Moreover, the focus group has three distinctive features; 'focus', 'interaction within the group and the 'moderator's role is to facilitate the group' (Denscombe, 2010, p. 177) (Denscombe, p.177, 2013).

I considered that the use of questionnaires may not work on this occasion; due to the in-depth information needed to be collated in the results, therefore interviews would be the preferred method.

Lastly, my PhD is constantly being modified and so this presentation, undertaken in the future may differ drastically from what I presented today.

**Keywords:** acquired brain injury, family members

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## Caring-With: Unsettling Positionality through Dog-Human Relations (46 ON)

Julia Linares-Roake

University of Guelph, Guelph, ON, CAN

### Abstract:

What does it mean to be in relationship with our dogs? Feminist theorists have been chewing through this question through the work of autoethnographical “bitch” writing. This writing style reclaims what it means to be a bitch and explores the ways in which we are implicated with our dogs. Following the lead of bitch writers before me, I reflect on my positionality with four key dogs in my life as I grapple with my own research around multispecies care work. The paper explores my journey into posthumanist feminist thinking, and the ways in which this thinking chafes, soothes, and unsettles my burgeoning positionality.

I begin by thinking with an old family dog, Max, and I grapple with the ways in which our relationship reinforced notions of speciesism and white privilege in slippery and often unsettling ways. I then explore the ways in which my thinking has changed throughout my academic, professional, and personal journeys. This journey, which sits in tension between my idealized innocent caring and the very real non-innocent care that I partake in, hovers on the edges of oppressive histories and positive futurities. I end by thinking with my three dogs: Tabitha, Scarlett, and Bree.

Thinking with feminist, multispecies, and posthumanist writers, I ask how I can learn to *live less wrongly* with my multispecies kin network. By thinking with and living with our situated histories, I consider the response-abilities that my dogs and I have with each other. In keeping with the tensions of our sometimes emancipatory, sometimes oppressive, and always complicated relationships, I open up space to imagine new futurities, not as a means to provide answers to complicated problems, but rather to leave space for productive lines of inquiry.

**Keywords:** multispecies ethnography, posthumanism, dog-human relationships, feminism

## **Curricular implications of inclusive language in the context of a university in Chile today (30B ON)**

**Victoria Valdebenito**

**Universidad Adolfo Ibanez**

### **Abstract:**

In recent decades, demands from feminist and sexual diversity movements have promoted the development of inclusive language in different social and linguistic contexts. This reality is also experienced in Chile. Understanding that both language and gender are social constructions, the main objective of this proposal is to describe the perceptions about the use of inclusive language of administrative staff, students and academics in a Chilean university, and to understand the curricular implications of its use. The methodology considers a descriptive and cross-sectional design, with a mixed strategy, using quantitative, survey, and qualitative collection techniques, in-depth interviews and discussion groups, from interpretivist paradigms and critical theories in education. The universe are administrators, students and academics of one university. For the survey, a stratified random sample was chosen for each of these groups, and a thematic saturation criterion guided the final sample of interviews and discussion groups. For data analysis, the statistical techniques of descriptive and correlational analysis were used, and for the qualitative component, content analysis and critical discourse analysis. The proposal also considered quality criteria and strict ethical criteria. The results will allow curricular decisions to be made in the implementation of the competencies of gender perspectives and diversities that the university wants to incorporate. The present paper covers preliminary results.

**Keywords:** Inclusive language, curriculum, university

## Abstracts: Posters

### How postgraduate students write qualitative research papers : a research process with embedded life and social contexts (9 ON)

Manami Yagi  
Surugadai University

#### Abstract:

In recent years, an increasing number of graduate students have been using qualitative research as a method for their dissertations. Qualitative research became known around 2000, and many books and papers on qualitative research were published in Japan. Various methodologies are also introduced, such as Narrative Inquiry, Life History, and Grounded Theory Approach.

However, this is not an easy research method, because, firstly this is not a just method but a “methodology” that involves philosophical issues such as Ontology and Epistemology; second, there are no certain procedures; and finally,

careful ethical considerations are required. Thus, the process of qualitative research involves struggles and dilemmas even for experienced researchers and is difficult for graduate students to write their first dissertations. Therefore, in this study, semi-structured interviews were conducted with a graduate student who had just completed her master's thesis to find out what was occurring in the research process for postgraduate and what the research thesis meant to her.

The results show that a complex combination of factors influences the postgraduate research process, including childhood experiences, previous work, criteria accumulated in social life, limitations of the major discipline, social conventions, and gender, as well as the setting of the research topic and the method of investigation. The results indicate that the factors involved in the process of postgraduate students writing their dissertations may provide new insights into the training of future researchers.

**Key words:** qualitative research, methodology, postgraduates, research process

## **Engaging with Dr. Fikile Nxumalo's 'Decolonizing place in early childhood education' to inspire new imaginaries for qualitative inquiry: Dialogic wanderings about anthropocenic futures (16 ON)**

**Iana Phillips, Jeonghye Nah, Zutella Holmes, Molly Doherty, Jennifer Castillo, Antonieta Barces, & Michelle Salazar Pérez,  
University of North Texas**

### **Abstract:**

Throughout this fall semester, our graduate early childhood studies course has been learning about reconceptualist scholarship. To centralize women of color epistemologies, we have been reading and dialoguing collectively about the work of Dr. Fikile Nxumalo, who theorizes with Indigenous knowledges and Black feminist geographies to reconceptualize place-based and environmental education.

In our poster for the European Congress of Qualitative Inquiry, we share our dialogic wanderings based on our reading and discussion of Nxumalo's (2019) book, *Decolonizing place in early childhood education*. In her book, Dr. Nxumalo discusses participatory research with educators and children to examine relations between capitalism, ecological precarity, anti-blackness, and settler colonialism. From these wisdoms, as a collective, we reflect upon new knowledge learned, how Dr. Nxumalo's work helps us to think differently about childhood/s and common worlds relations, and ways in which her work influences our ideas about qualitative methodological praxis. Our poster presentation also discusses and illustrates our reflections on our Q&A session with Dr. Nxumalo about anthropocenic theoretical, material, and methodological wanderings.

**Keywords:** Settler Colonialism, Ecological Precarities, Black Feminist Geographies, Early Childhood Studies

### **Reference:**

Nxumalo, F. (2019). *Decolonizing place in early childhood education*. Routledge.

## The centrality of agency in the provision of compassionate care in a Chilean paediatric setting (26 ON)

Daniela Castillo

University of Edinburgh

### Abstract:

Compassionate care has been widely described as one of the central constructs in quality of care and essential to patients' and families' overall healthcare experience (Curtis, Horton and Smith, 2012; Rafferty, Philippou and Fitzpatrick, 2015; Gilbert, 2017; Cavanagh et al., 2020). Although there is no consensus on the conceptualisation and how to put compassionate care into practice, present-day studies agree on recognising a relational and dynamic process with three pillars: awareness, empathy, and action (Malenfant et al., 2022). The management of emotions appears strongly as a vital part of the process that allows the transformation from empathy to action (O'Donohoe and Turley, 2006).

Some gaps in the literature review are identified, such as an underrepresentation of the meaning and expression of compassionate care from the recipient of care (child-parent dyad) in paediatrics and a theory-practice gap that includes context and complexity. Similarly, the relationship between emotional labour and nurses' agency as part of the mechanism that underpins compassionate care in the intricate social life that represents hospitals remains not fully understood. Objective: The aim of this poster is twofold. It first provides child-parent dyads perspectives of the elements that condition the reception of compassionate care in a Chilean paediatric hospital. Second, explaining conditions that constrain nurses' agency to provide compassionate care. Methodology: Organisational case study with a critical realist approach is undertaken. The usage of eclectic qualitative and creative methods to interact with participants to create causal explanations of who receives and provides compassionate care is vital in this study. Preliminary Conclusions: Agency seems to be one of the main compassionate actions to alleviate dyads' suffering. Compassion is essential not only for the dyads but also for nurses' psychological well-being to express compassion. Workplace incivility is one of the significant constraints in the nurses' agency to provide compassionate care in this study.

**Keywords:** Agency, compassionate care, emotional labour

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## **“But don’t sleep after you go home’: identity formation and the production of communal violence in Ethiopia (37 ON)**

**Siyum Adugna Mamo**

**Ghent University**

### **Abstract:**

This article aimed to explore the process of collective identity formation and the production of violence taking a case from Ethiopia’s contentious politics since the 2018 transition. Taking an ethnographic research approach, it argues that the process of collective identity formation has been in the making since the introduction of the ethnolinguistic federal system with the rise of the Ethiopian People’s Revolutionary Democratic Front (EPRDF) in 1991. The EPRDF has effectively used the system to divide and rule the country suppressing identity groups for more than a quarter of a century until its demise following the 2018 reforms. The post-2018 reform measures and the democratic opening bolstered the suppressed identity groups to demand genuine freedom and independence. The transition has also seen a deepening divide between pan-Ethiopian and ethnonational identities and the struggle for their long-standing demands. These groups used violence productively to reconfigure and dominate the new political landscape beyond demanding their long-standing claims. The violent incidents since the time of transition show the existence and continuity of violent elements in a democracy. Finding the middle ground and a principled use and application of consociational democracy is a viable option to lessen the violent elements in the new democratic set up during the transition.

**Keywords:** inter-communal violence, Ethiopia, ethnonationalism, identity formation, pan-Ethiopia, transition

## Patient experiences from within the Hungarian healthcare system during the first wave of the COVID-19 pandemic – the controversial nature of self-management (38 ON)

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### Abstract:

#### Theoretical background and goals

Hungary was hit hard by the COVID-19 pandemic, recording over 3000 deaths per million people, the highest figure of any EU country. Possible reasons can be found in the country's ongoing workforce shortages exacerbated by the emergency, a large increase in patients' unmet medical needs during the pandemic, underlying issues with the quality and efficiency of health services (reflects in a constant high number of deaths from treatable causes), and the general poor health of the Hungarian population<sup>12</sup>.

All the above-mentioned data describe a particular context for anyone affected by the infection in Hungary, that impacts their recovery in an inevitable way.

Engaging in qualitative psychology, our interest falls on the lived experiences of individuals recovering from COVID-19 inside and outside Hungarian healthcare institutions, with reference to its psychological characteristics rather than the physiological ones.

#### Methodology

We conducted semi-structured interviews and focus groups; experiences of 31 patients (adults, diagnosed with COVID-19 and treated in hospital) were collected. The transcript of the interviews formed the text base on which our research group performed thematic analysis.

During the process of TA, we discovered a recurrent phenomenon through the codes: patients acting in a highly self-managing way while being ill, in the meantime experiencing the problems of the healthcare system as hindering factors in their own recovery. This led us to a narrowed research question: what characteristics in the Hungarian healthcare system make the patient to engage in self-managing behaviours?

<sup>1</sup> OECD/European Observatory on Health Systems and Policies (2021), *Hungary: Country Health Profile 2021*, State of Health in the EU, OECD Publishing, Paris, <https://doi.org/10.1787/482f3633-en>

<sup>2</sup> Lupu, D., & Tiganasu, R. (2022). COVID-19 and the efficiency of health systems in Europe. *Health economics review*, 12(1), 14. <https://doi.org/10.1186/s13561-022-00358-y>

**Results**

From the complete thematic map, we focused on the following overarching themes connected to our research question: (1) State of the healthcare system: situational factors, (2) State of the healthcare system: relational factors, (3) Patient (self)care becomes a functional element of the hospital system in COVID-19, (4) Ingenuity and artifice as forced solutions of the individual in the system, (5) The dual nature of disasters: equalizing and heroizing. Being situated in Hungary, reflexivity is a crucial element in understanding and contextualizing our outputs.

**Discussion**

The value in our research is to identify the phenomenon of self-managing behaviours connected to the perceived lack of help and care in the system and confirm it with qualitative data. The particularity of the results lies in the context: on a personal level, being the patient and becoming the helper at the very same time, and on a societal level, the failure of the much-needed support.

**Limitations**

As purely qualitative research, the results cannot be separated from the context and the researchers' position. In addition, the results show the situation during the pandemic, so it is not possible to draw irrefutable conclusions about the general state of the healthcare system.

**Keywords:** inpatient experiences, Hungarian healthcare system, COVID-19 recovery, thematic analysis