

# 9th Interdisciplinary Symposium on Qualitative Methodologies:



## Reimagining Qualitative Inquiry: Voices, Visions, and Values

FRIDAY, APRIL 24, 2026 (VIRTUAL)  
SATURDAY, APRIL 25, 2026  
(TECO HALL, UNIVERSITY OF SOUTH FLORIDA)

### ABOUT THE SYMPOSIUM

Hosted by the Student Organization for Qualitative Methodologies at the University of South Florida, this symposium provides a space where students, faculty, and other participating researchers can engage in scholarly conversations that will contribute towards understanding diverse qualitative methodologies and their applications.

### INTERACTIVE PANELS

- Thinking with a transdisciplinary attitude: Transdisciplinary research in qualitative inquiry
- Constructing Stories and Performances from the Past: Building "My Uncle David: A Walk-In Memory" from Archived Testimony and Family Photographs, Documents, Memories, and Silences
- Critical Qualitative Research in Precarious Times: Navigating Risks, Ethics, and Methodological Dilemmas

### ENGAGING WORKSHOPS

- Decoding the Grant: A Hands-On Workshop for Doctoral Students and Emerging Qualitative Scholars
- Thriving Across Cultures: Using Arts-Informed Research Methods with Knowing Subjects to Bridge Emotions and Knowledge Creation

### VIRTUAL KEYNOTE ADDRESS

"Are we asking questions for real  
for real?" Deliberate  
worldbuilding in the downside-up  
**Miguel Casar Rodriguez, Ph.D.**



Assistant Professor of Qualitative Research, ESPRMC  
College of Education  
*University of Alabama*

### KEYNOTE ADDRESS

Troubling the Proliferation of AI  
Transcripts in Qualitative  
Research



**Audra Skukauskaitė, Ph.D.**  
Professor of Learning Sciences and Educational  
Research  
College of Education  
*University of Central Florida*

### RESEARCH PRESENTATIONS

Individual Papers  
Panel Presentations  
Round Tables  
Poster Session  
Group Presentations

TO REGISTER:

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OR SCAN:



## FRIDAY, APRIL 24TH

VIRTUAL ([MICROSOFT TEAMS LINK](#))

*All times listed are EDT*

## SATURDAY, APRIL 25TH

UNIVERSITY OF SOUTH FLORIDA, TECO HALL

*All times listed are EDT*

9:00-  
10:10

**Opening & Keynote Address:**  
"Are we asking questions for real for  
real?" Deliberate worldbuilding in  
the downside-up  
*Dr. Miguel Casar Rodriguez*

9:00-  
10:00

**Poster Session & Breakfast**  
*Food Provided*

10:15-  
11:35

**Expert Panel:**  
**Thinking with a transdisciplinary  
attitude: Transdisciplinary research  
in qualitative inquiry**  
*Dr. Dinorah Martinez Tyson, Dr. Mary  
Goldsworthy, Dr. Bertranna Muruthi, &  
Dr. Alexandra Panos*

10:10-  
10:25

**Presidential Address**  
Turan Ahmadova, SOQM President

10:25-  
11:25

**Keynote Address:**  
**Troubling the proliferation of AI  
transcripts in qualitative research**  
*Dr. Audra Skukauskaitė*

11:40-  
12:55

**Research Presentations**  
*Paper & Round Table Sessions*

11:35-  
12:50

**Research Presentations**  
*Round Tables, Groups, and Workshop*

1:00-  
1:40

**Lunch**

12:50-  
1:40

**Lunch & Networking**  
*Food Provided*

1:40-  
3:00

**Expert Panel:**  
**Constructing Stories and  
Performances from the Past:  
Building "My Uncle David: A Walk-In  
Memory" from Archived Testimony  
and Family Photographs,  
Documents, Memories, and Silences**  
*Dr. Svetlana Fourer, Dr. Charles Vanover,  
Dr. Marquise Holley & Dr. Beth Blacksin*

1:50-  
3:05

**Research Presentations**  
*Paper Sessions and Panel*

3:05-  
4:20

**Research Presentations**  
*Paper, Group & Round Table Sessions*

3:15-  
4:30

**Research Presentations**  
*Paper Sessions and Workshop*

4:25-  
5:00

**Closing Remarks**  
*Dr. Lorien Jordan and  
Turan Ahmadova (SOQM President)*

4:40-  
5:30

**Closing Ceremony & Awards**  
*SOQM 2024-25 Executive Board*

# 9th Interdisciplinary Symposium on Qualitative Methodologies:

Reimagining Qualitative Inquiry: Voices, Visions, and Values

## KEYNOTE ADDRESS

FRIDAY, APRIL 24TH, 9:00-10:10

TEAMS LINK

### "Are we asking questions for real for real?" Deliberate worldbuilding in the downside-up

Summoned by a question posed by a young co-theorizer—one that has continued to tug at my heart and transform my praxis throughout the last seven years—this keynote will deliberately seek to trouble givens deeply sedimented into normative understandings of inquiry and its entanglements with worldbuilding. Calling attention to the “downside-up,” I will start by reflecting upon the imperative to (re)orient inquiry within and as part of increasingly elusive worlds marked by overlapping, convergent, and rapidly mutating crumbings, crises, and opportunities. From there, I will offer three invitations: nurturing containers and carriers of futures already on their way; (re)orienting towards what ought to be—people, power, and ideas; and inquiring when inquiring is dangerous. To close, I shall return and invite us all to meditate upon my starting question: are we asking questions for real for real?

### Miguel Casar Rodriguez, Ph.D.

Assistant Professor,  
Critical Qualitative  
Research Methodologies  
Department of  
Educational Studies  
*The University of Alabama*



Miguel Casar Rodriguez, Ph. D., is an Assistant Professor at the University of Alabama. He is an activist scholar that works at the nexus of critical qualitative methodologies, social foundations of education, and social movements. Building with the critical, abolitionist, and decolonial traditions, his scholarship and movement work explores how qualitative inquiry can contribute to a collective praxis through which marginalized communities and those resisting oppression can ask critical questions about our realities; build power; and imagine, author and cultivate more just and humanizing futures.

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# 9th Interdisciplinary Symposium on Qualitative Methodologies:

Reimagining Qualitative Inquiry: Voices, Visions, and Values

Friday, April 24th, 10:15-11:35

[TEAMS LINK](#)

## Panel: Thinking with a *transdisciplinary* attitude: Transdisciplinary research in qualitative inquiry

*There are no experts in transdisciplinarity; only researchers with an attitude of transdisciplinarity and specialists in their own field.*

*Nicolescu (2005)*

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Researchers with an attitude for transdisciplinarity seek to challenge the frameworks that exist within the silos of disciplinary thinking and individual problem solving. They recognize that the wicked problems of today's global society are far too complex for any one person to work towards solving alone.

The researchers on this panel will share their experiences engaging with transdisciplinarity as it relates to their own research and how their transdisciplinary *attitudes* have helped them work towards their goals. Additionally, they will share how qualitative inquirers might reimagine the possibilities when we leverage creative, imaginative and boundary-blurring epistemological, ontological and axiological perspectives.

### Presented by:

#### Dr. Dinorah "Dina" Martinez Tyson

Professor of Applied Medical Anthropology and Epidemiology; College of Public Health  
*University of South Florida*



#### Dr. Mary Goldsworthy; MPH, CPH

Research Support Associate; Adjunct Faculty  
*University of South Florida*



#### Dr. Bertranna Muruthi

Assistant Professor of Community Health & Prevention; School of Public Health  
*Drexel University*



#### Dr. Alexandra Panos

Associate Professor of Literacy Studies and Affiliate Faculty in Measurement and Research; College of Education  
*University of South Florida*



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# RESEARCH PRESENTATIONS: SESSION 2

## Friday, April 24th, 11:40-12:55

### ROOM 1: [LINK](#)

*Round Table*

**The Importance of Early Speech Intervention in Children at Risk of Dyslexia: A Qualitative Practitioner-Informed Approach**

*Esmira Kazimova*

### ROOM 2: [LINK](#)

*Round Table*

**A Foucauldian Power Analysis of a First-time Mother's Birth Experience**

*Mopelola Oyaniran*

### ROOM 3: [LINK](#)

*Paper Presentations*

**Designing Infectious Disease Interventions around Community Experiences: People Who Inject Drugs and Accessing Hepatitis C Treatment**

*Megan Sarmento*

**AI-Supported Co-Learning in Early Childhood: A Constructivist Perspective**

*Nermin Ciloglu Cakmakci*

**Reflections on using critical podcasting methodology**

*Melvin Chin-Hao Chan, Emma Minke McMain, Tonje M. Molyneux, Jinan El Sabbagh, Adishi Gupta*

**Novice Researchers Navigating Micro-Ethics and Positionality in Qualitative Research: A Duoethnography**

*Joanne Cheng & Sonja Mecham*

**Encountering Text Absence: A Reflexive Narrative Inquiry in Elementary Literacy Curriculum Research**

*Taylor Weber*

**Where We Draw the Line: A Collective Auto-ethnography of AI in Qualitative Research**

*Melanie Rice, Samantha Asbury, Jonathan Coker, Chris Divens, Brandice Gore, Mary Ellen Lynch, Marguerite O'Brien, Travis Robinson, James Walker, Alison Zeglen*

**Listening Beyond Metrics: A Thematic Analysis of Student Experience from Institutional Focus Groups**

*Nagashree Rao*

# RESEARCH PRESENTATIONS: SESSION 2

Friday, April 24th, 11:40-12:55

## ROOM 1: ROUND TABLE SESSION ([LINK](#))

### ***The Importance of Early Speech Intervention in Children at Risk of Dyslexia: A Qualitative Practitioner-Informed Approach***

*Esmira Kazimova, ADA University*

This qualitative paper examines the significance of speech disorder intervention for at-risk children with dyslexia, drawing on the author's nearly decade-long professional experience as a speech therapist in a private therapy center. The study is situated within the context of speech therapy practice in Azerbaijan, informed by work in both public educational settings and a private speech and language therapy center. Focusing on children aged 4–6 with delayed speech development and articulation difficulties, the study draws on sustained clinical observations, intervention sessions, and reflective professional practice. The analysis emphasizes a practitioner-informed qualitative approach that prioritizes reflexivity and context-sensitive interpretation, highlighting how early, individualized intervention supports phonological awareness, speech clarity, and communicative confidence.

*Keywords: early speech intervention; dyslexia risk; qualitative research; practitioner-informed practice; Azerbaijan*

### ***AI-Supported Co-Learning in Early Childhood: A Constructivist Perspective***

*Nermin Ciloglu Cakmakci, University of South Florida*

Artificial intelligence is common in early childhood learning, affecting how children play, explore, and learn. Curiosity is central in these processes. This qualitative study, from a constructivist perspective, examines how parents support or limit preschool children's playful interactions with AI. Data includes three short videos of a child, a parent, and an AI system working on coding tasks, with observation notes. Analysis focused on curiosity, collaboration, parental role, and ethics. Findings show supportive, non-directive parental guidance fosters curiosity and social-emotional growth, while overcontrol hinders learning. The study highlights the importance of balancing parental support with child autonomy in AI-enhanced learning.

*Keywords: artificial intelligence (AI), curiosity, early childhood education, parent-child interaction, play-based learning*

### ***Encountering Text Absence: A Reflexive Narrative Inquiry in Elementary Literacy Curriculum Research***

*Taylor Weber, University of Tennessee*

This reflexive narrative inquiry examines how researcher positionality shapes meaning-making during qualitative content analysis of an elementary literacy curriculum. While an initial content analysis identified an absence of required books in comprehension lessons, the pedagogical significance of this finding emerged through the researcher's analytic experience. Drawing on analytic autoethnography and narrative analysis, this study analyzes reflexive memos and reconstructed moments of realization during coding. Findings illustrate how professional identities as a former K–2 teacher, literacy researcher, and teacher educator shaped interpretive depth and highlighted dimensions of meaning that emerged alongside structured coding procedures.

*Keywords: reflexive narrative inquiry; researcher positionality; elementary literacy curriculum; qualitative content analysis; analytic autoethnography*

# RESEARCH PRESENTATIONS: SESSION 2

Friday, April 24th, 11:40-12:55

## ROOM 2: ROUND TABLE SESSION ([LINK](#))

### ***A Foucauldian Power Analysis of a First-time Mother's Birth Experience***

*Mopelola Oyeniran, University of Alabama*

In this Autoethnography study, I employ Foucauldian power analysis to reflect on my birth experience as a first-time mother to uncover the subtle yet profound impact of social relations (my doula, myself, and the physician) on my birth choice. Crafting a birth plan is used to envision and prepare for one's own desired birth experience and birth needs. However, the extent to which this plan is acknowledged and accommodated is often influenced by the complex interplay of power within the medical system. I advocate for support for pregnant women to experience their choice of birth.

*Keywords: power, doula, birth plan, first-time mother.*

### ***Reflections on using critical podcasting methodology***

*Melvin Chin-Hao Chan, Emma Minke McMain, Tonje M. Molyneux, Jinan El Sabbagh, and Adishi Gupta; York University, University of Arkansas, University of British Columbia, Oklahoma State University, and Independent Scholar*

The written word can provide tremendous academic insights, but it can also privilege Western paradigms of truth and objective reason. We agree with other scholars that there is a need for orality/spoken words in and as research. We argue that podcasting can be one form of critical research, and we offer in this presentation a reflection on how one might conduct a project using podcasting through the framework of critical podcasting methodology (CPM). We illustrate our use of CPM through a recent collaboration about social and emotional learning.

*Keywords: critical podcasting methodology, arts-based research, bricolage, orality, social and emotional learning*

### ***Where We Draw the Line: A Collective Autoethnography of AI in Qualitative Research***

*Melanie Rice, Samantha Asbury, Jonathan Coker, Chris Divens, Brandice Gore, Mary Ellen Lynch, Marguerite O'Brien, Travis Robinson, James Walker, Alison Zeglen; Coastal Carolina University*

Qualitative researchers increasingly warn that AI threatens reflexivity (Jowsey et al., 2025), yet graduate students face institutions promoting AI for nearly every task. Through a collective auto-ethnography of nine graduate students preparing qualitative dissertations, we examine how our identities and everyday AI habits shape the boundaries we draw. Using real prompts and unedited outputs, we created dramatized monologues that reveal how we negotiate our use of AI personally, professionally, and as researchers. Guided by socio-technical theory and sensemaking, we illuminate a spectrum of positions rather than a singular stance on AI in qualitative inquiry.

*Keywords:*

# RESEARCH PRESENTATIONS: SESSION 2

Friday, April 24th, 11:40-12:55

## ROOM 3: PAPER PRESENTATIONS ([LINK](#))

### ***Designing Infectious Disease Interventions around Community Experiences: People Who Inject Drugs and Accessing Hepatitis C Treatment***

*Megan Sarmento, University of South Florida*

Amidst an ongoing overdose epidemic in the United States, limited access to harm reduction resources, including safe injection equipment, has left people who inject drugs (PWID) disproportionately impacted by the hepatitis C virus (HCV). Although HCV is curable through short-course, oral direct-acting antiviral (DAA) therapy, few PWID access treatment. This qualitative study explores the lived experiences of HCV-positive PWID to identify gaps in conventional HCV care. Semi-structured interviews were conducted with 15 HCV-positive participants recruited from a syringe services program (SSP) in Tampa, Florida. Thematic analysis highlights participant-identified opportunities for interventions to improve HCV education, prevention, and treatment engagement.

*Keywords: hepatitis C, injection drug use, syringe services programs, harm reduction, health equity, patient experience, health program implementation, ethnographic methods*

### ***Novice Researchers Navigating Micro-Ethics and Positionality in Qualitative Research: A Duoethnography***

*Joanne Cheng and Sonja Mecham, Michigan State University*

Recently in our field of applied linguistics, ethics in research have turned to focus not only on macro-ethics (institution-level ethical requirements), but also on micro-ethics, or the day-to-day practices undertaken by researchers to manage ethical decisions throughout the research process (De Costa et al., 2019). Our duoethnographic study explores our experiences in a first-year qualitative methods course for doctoral students where we began to engage with micro-ethical practices and challenges in qualitative research, such as reflexivity and relationships. In our presentation, we discuss key learning opportunities for us as novice researchers in this course, with implications for researcher education.

*Keywords: micro-ethics, positionality, reflexivity, novice researchers*

### ***Listening Beyond Metrics: A Thematic Analysis of Student Experience from Institutional Focus Groups***

*Nagashree R Rao, Lyon College*

This presentation explores qualitative findings from institutional focus groups examining student experience at a small liberal arts college in the United States. Three in-person sessions with 16 undergraduate students were analyzed using thematic coding in R, generating over 680 coded excerpts across domains including academic transition, financial stress, social belonging, and wellbeing. The findings illuminate how students interpret and navigate institutional structures in ways not captured by quantitative retention metrics. Positioned within practice-based qualitative inquiry in Institutional Research, this study demonstrates how systematically listening to student voice can inform responsive policy, strengthen support systems, and re-center human experience in data-driven decision-making.

*Keywords: qualitative research, thematic analysis, student experience; focus groups, practice-based inquiry*



# RESEARCH PRESENTATIONS: SESSION 4

Friday, April 24th, 3:05-4:20

## ROOM 1: [LINK](#)

*Round Table*

**“This Starts At Home”:  
Asian American Parents’  
Perspectives on Culture,  
Identity, and Culturally  
Responsive Schooling**

*Julianne Park*

**Improving Hospitality  
Education with  
Organized Academic  
Visits: Using Checklists  
to Develop Student Skills**

*Rosario Álava*

**Inclusion or Illusion?  
Unpacking the  
Overrepresentation of  
Black Students in Special  
Education**

*Lisa Smith & Nikita Bates-  
Gilliam*

**How foundation phase  
pre-service teachers can  
explore the meaning of  
science through the use  
of stories**

*Angela James*

## ROOM 2: [LINK](#)

*Paper Presentations*

**Interpreting Miranda  
Rights After  
Incarceration: A  
Qualitative Analysis of  
Proposition-Level  
Comprehension**

*Leigh Anne Benzaia*

**Traditional Cultural  
Identity as a Source for  
Resilience for  
International Graduate  
Students**

*Gulzhan Oralova*

**Folk Songs as Cultural  
Ways of Knowing:  
Women’s Festival Songs,  
Patriarchy, and  
Inheritance in Nepal and  
Southeastern Nigeria**

*Muna Sapkota & Christabel  
Anumenechi*

**Beyond Technical  
Competence: The Social  
Values of Expertise in  
High-Risk Infantry  
Operations**

*Ronald Dahlgren*

## ROOM 3: [LINK](#)

*Group Presentation*

**Visualizing Learning and  
Expression:  
Representation,  
Creativity, and Pedagogy**  
*Turan Ahmadova, Camryn  
T. Collins, Shu Chin Li,  
Peixin Liu, Taciana Rosa  
Melo, Kevin Rosario,  
Michael J. Berson, Ilene R.  
Berson*

## ROOM 4: [LINK](#)

*Group Presentation*

**Visualizing Educational  
Contexts: Institutions,  
Policy, and Public Life**  
*Michael Cassanello, Blanca  
Catalina Garcia, D'Asya  
Collier-Williams, Sandria  
Little, Chris Long, Nicole  
Mallat, Michael J. Berson,  
Ilene R. Berson*

# RESEARCH PRESENTATIONS: SESSION 4

Friday, April 24th, 3:05-4:20

## ROOM 1: ROUND TABLE SESSION ([LINK](#))

### ***"This Starts At Home": Asian American Parents' Perspectives on Culture, Identity, and Culturally Responsive Schooling***

*Julianne Park, New York University*

Asian American students are often perceived as high-achieving and free of problems yet simultaneously treated as perpetual foreigners, shaping racialized schooling experiences marked by stereotyping, exclusion, and invisibility. While culturally responsive pedagogies seek to address educational inequities, they have largely centered Black and Latino students, leaving Asian American students' distinct racialization and family knowledge under examined. This qualitative study focuses on Asian American parents as key educational actors, examining how they sustain their children's culture and racial-ethnic identities at home and how they perceive schools' efforts and position themselves in relation to those efforts to connect students' cultures and identities to learning.

### ***Improving Hospitality Education with Organized Academic Visits: Using Checklists to Develop Student Skills***

*Rosario Álava, Universidad Laica Eloy Alfaro de Manabí*

The Laica Eloy Alfaro University of Manabí ( Ecuador), through its International Hotel Management degree program and agreements with partnerships, conducts visits to hotels. However, it is important to design a visit plan using a checklist that allows for the evaluation of the learning outcomes obtained during these professional visits. Academic visits are a fundamental experiential learning strategy in Hospitality and Hotel Management education applying a structured framework to enhance the effectiveness of these visits through systematic evaluation and the use of learning checklists. It explores how well-designed academic visits help students connect theory with real-world hotel operations, develop professional competencies, and improve their understanding of service culture, property management, guest experience processes, and departmental coordination.

### ***Inclusion or Illusion? Unpacking the Overrepresentation of Black Students in Special Education***

*Lisa M. Smith and Nikita Bates-Gilliam, University of South Florida and Georgetown*

Black students continue to be disproportionately represented in special education, identified at rates that outpace their peers across racial and ethnic groups. Behind these numbers are decisions about behavior, ability, and belonging that shape children's educational paths. This roundtable invites candid dialogue about how bias, exclusionary discipline, and unequal access to culturally responsive instruction influence referral and placement practices. Drawing on research and lived experience, we ask whether special education offers meaningful support or reproduces separation. Participants will consider equity-driven strategies to interrupt overrepresentation and affirm Black students' strengths, dignity, and belonging across classrooms and educational systems nationwide and beyond.

*Keywords: special education disproportionality, preschool suspension and expulsion, educational equity, culturally responsive practices*

### ***How foundation phase pre-service teachers can explore the meaning of science through the use of stories***

*Angela James, University of KwaZulu-Natal*

The field of science and technology for young children is dynamic, and new understanding of this field is continually developing. Foundation phase teachers are not science specialists; however, they are expected to teach science. A question to be considered – How can a science teacher educator design focused resources that foundation phase teachers may engage with to develop understandings and practices of science and literacy? An interpretive, qualitative, reflective narrative methodology was used. One participant, a science teacher educator shared stories in a reflective narrative of science concepts, processes, real-life examples with literacy that children can experience.

*Keywords: literacy, natural science, narrative methodology, content analysis*

# RESEARCH PRESENTATIONS: SESSION 4

Friday, April 24th, 3:05-4:20

## ROOM 2: PAPER PRESENTATION SESSION ([LINK](#))

### ***Interpreting Miranda Rights After Incarceration: A Qualitative Analysis of Proposition-Level Comprehension***

*Leigh Anne Benzaia, University of Utah*

This study examines how formerly incarcerated individuals interpret the U.S. Miranda warning, focusing on qualitative patterns of misunderstanding across linguistic backgrounds. Using an elicited imitation task embedding core Miranda propositions, responses from L1 English speakers and L1 Mexican Spanish speakers were analyzed at the proposition level. While all participants demonstrated understanding of foundational rights, systematic difficulties emerged for syntactically complex and conditional provisions, particularly those involving the timing of counsel and the ability to reassert rights. Qualitative error analysis shows that syntactic density and cognitive load—rather than language background or prior incarceration—play a central role in limiting full Miranda comprehension.

*Keywords: qualitative error analysis; institutional language; Miranda rights comprehension; forensic linguistics; multilingual speakers*

### ***Traditional Cultural Identity as a Source for Resilience for International Graduate Students***

*Gulzhan Oralova, Florida State University*

This qualitative study investigates how traditional Kazakh cultural practices serve as a source of resilience for Kazakh graduate students in the U.S. Amidst the challenges of international academic transition, the research examines the intersection of cultural identity, belonging, and artistic practice. Utilizing an arts-based research methodology, the study involved wet felting followed by object-elicited interviews with participants. The initial findings of this ongoing research highlight how ancestral craft traditions function to foster identity continuity and resilience grounded within transnational academic environments.

### ***Folk Songs as Cultural Ways of Knowing: Women's Festival Songs, Patriarchy, and Inheritance in Nepal and Southeastern Nigeria***

*Muna Sapkota and Christabel Anumenechi, Purdue University*

This paper brings together similar ways of knowing from two different parts of the world, Nepal and South-Eastern Nigeria. We analyze how songs serve as informal pedagogical spaces—legitimate sites of knowledge production where young women learn about gendered expectations surrounding inheritance and belonging, while also encountering subtle forms of critique and resistance in traditional settings. This study draws on the analysis of songs, observations from informal gatherings of women, and the ways these songs are used in everyday life. We argue that these songs express women's organic responses to patriarchal systems. By centering women's voices and lived cultural experiences, we explore not only the potential of these songs as qualitative ways of knowing but also the value of conducting research through a feminist framework.

*Keywords: folk song, pedagogy, festivals, Nepal, Nigeria*

### ***Beyond Technical Competence: The Social Values of Expertise in High-Risk Infantry Operations***

*Ronald Dahlgren, University of Central Florida*

In the high-stakes environment of light infantry, technical skill is assumed, but true expertise is social. This paper presents preliminary findings from an ongoing study on U.S. Army Forward Observers under a Constructive Grounded Theory framework (Charmaz, 2025). Based on initial coding of semi-structured interviews (n=15), emergent themes suggest that expertise is constructed against a backdrop of "Suffering" and "Adapting." While doctrine emphasizes calculation, practitioners define expertise socially through "Maximizing FIRES"—a process of asserting agency and building trust. This paper argues that military apprenticeship must be reimagined to value relational capital as highly as artillery ballistic knowledge.

*Keywords: social trust, forward observers, grounded theory, tacit knowledge, relational expertise*

# RESEARCH PRESENTATIONS: SESSION 4

Friday, April 24th, 3:05-4:20

## ROOM 3: GROUP PRESENTATION ([LINK](#))

### **Visualizing Learning and Expression: Representation, Creativity, and Pedagogy**

*Turan Ahmadova, Camryn T. Collins, Shu Chin Li, Peixin Liu, Taciana Rosa Melo, Kevin Rosario, Michael J. Berson, Ilene R. Berson; University of South Florida*

This panel explores how visual inquiry can illuminate learning, teaching, and creative meaning-making across educational and cultural contexts. Presenters draw from early childhood education, science education, social studies education, teacher education, English language education, music education, and museum education to reflect on how visual approaches may support representation, expression, interpretation, and engagement. Emphasizing methodological exploration rather than completed studies, the session foregrounds how visual inquiry can surface learners' and educators' voices, reveal meaning-making processes, and challenge text-dominant traditions in qualitative research. Collectively, the panel reimagines qualitative inquiry by centering creativity, pedagogy, and ethical representation.

*Keywords: visual inquiry; pedagogy; creativity; meaning-making; qualitative research; education*

## ROOM 4: GROUP PRESENTATION ([LINK](#))

### **Visualizing Educational Contexts: Institutions, Policy, and Public Life**

*Michael Cassanello, Blanca Catalina Garcia, D'Asya Collier-Williams, Sandria Little, Chris Long, Nicole Mallat, Michael J. Berson, Ilene R. Berson; University of South Florida*

This panel explores how visual inquiry can illuminate the institutional, policy, and public contexts that shape education. Presenters examine how visual approaches support qualitative research focused on governance, decision-making, public narratives, and systems of accountability across educational settings. Emphasizing methodological reflection, the session considers how visual inquiry can make visible processes, structures, and values that are often abstract or taken for granted in educational research. The panel invites participants to engage with visual inquiry as a way of examining how education is organized, represented, and experienced within institutional and public life.

*Keywords: visual inquiry; educational contexts; institutions; policy; public life; governance; qualitative research*

# POSTERS: SESSION 1

SATURDAY, APRIL 25TH, 9:00-10:00 (TECO HALL)

**Human Connection in the Age of AI: Reimagining Student Engagement in Higher Education**

*Boudour Abdalhak*

**Academic Precarity: Living Contingent Under anti-DEI Legislation in Florida**

*Emma Abell-Selby*

**From Presence to Participation: Collaborative Learning and Interaction in the Educational Metaverse**

*Aamal Alfaqih*

**Listening to Learners: Adult ESL Learners' Experiences Using AI-Powered Conversational Tools**

*Rajaa Alhaber & Adriana Vianna*

**Connecting Roots: The Indo-Caribbean Identity**

*Kasima Ali*

**Listening to STEM Faculty: Dialogues on Community Engaged Learning (CEL) through a Focus Group study**

*Maria C. Ceron- Castilla, Chandni Rattansingh, Luanna B. Prevost, Deby Cassil*

**Legitimacy, Language, and Loss: An Intersectional Qualitative Analysis of Transphobia in U.S. Newspaper Coverage of Transgender Homicides**

*Kemesha Gabbidon, Adriana Torres-Juan, Riley Tien, Onye Okoh, Paula Gorokhovsky*

**Access to Mental Health Care for Graduate Students at USF**

*Sahar Heydari, Destiny Cruz, Ciara Spivey, Zachary Whiteman*

**Project PEACE: Guided Mentorship for Peer Leaders in the Child Welfare System**

*Naomi Itacy, Jennifer Marshall, Rafaella Stein Elger, Amandeep Ratta, Melissa Newsome*

**Communication Challenges and Adaptive Strategies Among International Doctoral Students in the U.S.**

*Peixin Liu*

**Impact of Chronic Exposure to Comparison-Based Social Media Content on Decision Paralysis and Identity Cohesion in Young Adults**

*Christiana D. Mihaila, Kaitlyn Dunn, Luna Cummings, Bella Rodriguez, Melanie Bailey, Zoey Fowler, Sofia Figueroa, Megan McCollum, Sophia Zitnik, Macarena Guerrero, Alejandra G. Torres*

**Structural Racism in Health Insurance Access: The Lasting Impact of Redlining on Breast Cancer Outcomes**

*Christiana D. Mihaila, Luna Cummings, Leila Wotruba, Rasha Ibrahim, Kymora Cooper, Shanzay Khan, Stephanie Vasquez*

**A Constructivist Analysis of Caregiver-Interventionist Interaction and Nutrition Goal-Setting in a Pediatric Cancer Survivorship Lifestyle Intervention**

*Jose Pradas, Nicholas M. Beskow, Jocelyn E. Jarvis, Marco Navarrete, Chase Strelec, Acadia Buro, Flandra Ismajli, Heewon L. Gray, Marilyn Stern*

**Adolescents and the Climate Crisis: A Critical Content Analysis of YA CliFi Literature**

*Luke Vischio-Duffy*

**Making Joy Visible: An Exploration of Joy using Self-Authorship in Graduate School**

*Brad Wojtiuk, Jacob Miltenberger, Clifford McAfee*

# POSTER PRESENTATIONS: SESSION 1

Saturday, April 25th, 9:00-10:00

## ROOM: TECO HALL

### **Human Connection in the Age of AI: Reimagining Student Engagement in Higher Education**

*Boudour Abdalhak, University of South Florida*

This conceptual poster examines how artificial intelligence (AI) is reshaping student engagement and human connection in higher education. While AI tools enhance accessibility, efficiency, and academic support, they also raise concerns about diminished interpersonal interaction and weakened learning communities. Drawing on qualitative and critical perspectives, this work explores how institutions can balance technological innovation with humanistic values of care, belonging, and relational learning. The poster invites dialogue on how qualitative inquiry can illuminate students' lived experiences and reimagine engagement in increasingly AI-mediated educational environments.

*Keywords: artificial intelligence; student engagement; human connection; higher education; qualitative inquiry*

### **Academic Precarity: Living Contingent Under anti-DEI Legislation in Florida**

*Emma Abell-Selby, University of South Florida*

Drawing from classroom observations and semi-structured interview data, this research investigates how Senate Bill 266 Higher Education (2023) and related anti-DEI (diversity, equity, and inclusion) legislation shape academic identities and practices for contingent academic workers at Florida public universities. SB 266 (2023:20) specifically restricts general education core courses from "distort[ing] significant historical events or includ[ing] a curriculum that teaches identity politics" "or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities."

*Keywords: higher education, academic labor, contingent workforce, anti-DEI*

### **From Presence to Participation: Collaborative Learning and Interaction in the Educational Metaverse**

*Aamal Alfaqih, University of South Florida*

This qualitative case study examines how collaborative learning is experienced and enacted in Metaverse-based environments by first-year university-level English students and instructors. Guided by Sociocultural Theory, the Community of Inquiry framework, and the Technology Acceptance Model, the study investigates pedagogical and technological factors shaping interaction, engagement, and knowledge co-construction. Data are gathered through observations, semi-structured interviews, and digital artifacts and analyzed using reflexive thematic analysis. The study contributes empirically grounded insights into instructional design and faculty practice, identifying conditions under which immersive virtual environments can support meaningful and equitable collaborative learning in higher education contexts today and in future practice.

*Keywords: metaverse; collaborative learning; qualitative research; immersive learning; higher education*

### **Listening to Learners: Adult ESL Learners' Experiences Using AI-Powered Conversational Tools**

*Rajaa Alhaber and Adriana Vianna, University of South Florida*

Adults learning English as a Second Language (ESL) benefit from supportive spaces where they can practice authentic conversational communication. However, traditional English for Speakers of Other Languages (ESOL) classrooms often limit opportunities for sustained, meaningful conversation. Grounded in sociocultural theory, this study examines how adult ESL learners use Gemini, an Artificial Intelligence (AI) conversational tool, to practice speaking in low-pressure environments. This pilot study investigates whether Gemini supports adult ESL learners in enhancing motivation, confidence, and real-world conversational skills.

*Keywords: AI-mediated conversational tools, chatbots, speaking practice*

# POSTER PRESENTATIONS: SESSION 1

Saturday, April 25th, 9:00-10:00

## ROOM: TECO HALL

### **Connecting Roots: The Indo-Caribbean Identity**

*Kasima Ali, University of South Florida*

This presentation explores the rich tapestry of Indo-Caribbean culture through social media emphasizing the deep connections among its members rooted in shared origins and history. Emerging from the fusion of Bhojpuri, Awadhi, and Tamil traditions, the Indo-Caribbean identity has evolved through resilience and creativity across various Caribbean nations. This presentation discusses the unique cultural practices, dialects, and narratives that define this community, highlighting how recognition of Indo-Caribbean heritage is crucial in preserving its distinctiveness. By honoring these connections, we can better appreciate the Indo-Caribbean legacy as a vibrant expression of endurance, struggle, and joy.

*Keywords: Indo-Caribbean, cultural identity, migration, resilience*

### **Listening to STEM Faculty: Dialogues on Community Engaged Learning (CEL) through a Focus Group study**

*Maria C. Ceron- Castilla, Chandni Rattansingh, and Luanna B. Prevost, Deby Cassil; University of South Florida*

STEM education transformation increasingly calls for student centered approaches that build meaningful learning and workforce-ready skills. Community Engaged Learning (CEL) offers such potential. Despite faculty being central to designing and sustaining CEL, their perspectives remain understudied. Using a constructivist analysis of five online focus groups with CEL adopters and non-adopters, this study investigates faculty perceptions of CEL's benefits, barriers, and alignment with STEM rigor, purpose, and appropriateness. Inductive and deductive coding, guided by adaptations of the Diffusion of Innovation framework, revealed sharp contrasts in faculty CEL conceptualizations. Findings inform institutional strategies for strengthening STEM teaching.

*Keywords: STEM faculty, community engaged learning (CEL), focus groups, adoption*

### **Legitimacy, Language, and Loss: An Intersectional Qualitative Analysis of Transphobia in U.S. Newspaper Coverage of Transgender Homicides**

*Kemesha Gabbidon, Adriana Torres-Juan, Riley Tien, Onye Okoh, Paula Gorokhovskiy; University of South Florida*

Transphobia produces harmful consequences for the mental health and community well-being of transgender individuals. While online hate has received increasing scholarly attention, less is known about how mainstream U.S. newspapers contribute to the construction or contestation of transphobia. This qualitative study examines newspaper coverage of transgender homicides published between 2021 and 2024, using an intersectional coding framework to assess legitimacy markers, stigmatizing language, and racialized framing practices. Drawing on 376 articles covering 53 victims, we analyze how media narratives reproduce or challenge intersectional stigma, offering insight into the ethical responsibilities of journalism and qualitative inquiry in amplifying marginalized voices.

*Keywords: transphobia, anti-transgender violence, intersectionality, media framing*

### **Access to Mental Health Care for Graduate Students at USF**

*Sahar Heydari, Destiny Cruz, Ciara Spivey, Zachary Whiteman; University of South Florida*

Graduate students often face high levels of academic stress and mental health challenges, yet little is known about how they navigate institutional mental health resources. Four USF graduate students completed semi-structured interviews on availability, access, and utilization of services. Data were analyzed using thematic analysis with team-based coding and peer debriefing. Students were aware of resources but uncertain about scope and quality. Barriers included scheduling, waitlists, cost, stigma, and institutional culture. None used university services directly, relying on informal strategies and peer/advisor support. Improved communication and flexible access may enhance engagement with mental health resources.

*Keywords: mental health, graduate student, well-being, University of South Florida, barriers to care, access, utilization*

# POSTER PRESENTATIONS: SESSION 1

Saturday, April 25th, 9:00-10:00

## ROOM: TECO HALL

### **Project PEACE: Guided Mentorship for Peer Leaders in the Child Welfare System**

*Naomi Itacy, Jennifer Marshall, Rafaella Stein Elger, Amandeep Ratta, and Melissa Newsome; University of South Florida*

Parent Education and Capability Enhancement is a community-led collaboration designed to strengthen evidence-based approaches in peer navigation within the child welfare system. Through leadership training and capacity-building, Project PEACE aims to empower peer leaders in Sarasota, Manatee, and DeSoto counties who have lived experience in child welfare systems to support other families and inform policy and practice improvements. This 6-session training series was piloted towards statewide expansion to Parent Leader Advisory Council members, Certified Peer Support System Navigators, youth leaders, and others.

*Keywords: peer navigation, empowerment, evidence-based approaches, lived experience*

### **Communication Challenges and Adaptive Strategies Among International Doctoral Students in the U.S.**

*Peixin Liu, University of South Florida*

This qualitative study investigates the communication experiences of international graduate students in academic, social, and daily contexts in the United States. This study utilizes semi-structured face-to-face interviews with three participants to examine the complex challenges that transcend linguistic barriers, encompassing cultural and educational disparities, psychological impediments such as the fear of error, and a diminished sense of belonging. The work outlines various adaptive strategies, including pre-class preparation, the use of digital tools like Grammarly and ChatGPT, peer practice, and the creation of culturally informed social networks. Studies demonstrate that communication ability correlates with emotional confidence, identity formation, and gradual shifts in mindset, including the recognition of errors as learning opportunities.

*Keywords: English language teaching, scaffolding, AI, digital pedagogy*

### **Impact of Chronic Exposure to Comparison-Based Social Media Content on Decision Paralysis and Identity Cohesion in Young Adults**

*Christiana D. Mihaila, Kaitlyn Dunn, Luna Cummings, Bella Rodriguez, Melanie Bailey, Zoey Fowler, Sofia Figueroa, Megan McCollum, Sophia Zitnik, Macarena Guerrero, Alejandra G. Torres; University of South Florida*

This systematic review examined how comparison-based social media exposure influences decision paralysis and identity cohesion in U.S. adults <30. Peer-reviewed studies (2020–2025) were identified through PubMed and Elicit following PRISMA guidelines; 46 empirical studies met inclusion criteria. Findings indicated comparison-driven content increases cognitive overload, rumination, and reliance on external validation, which depletes executive resources and destabilizes self-concept clarity. Decision paralysis and identity disruption emerged as mutually reinforcing outcomes linked through shared psychological mechanisms. Results highlight the need to clarify causal pathways and develop interventions that reduce cognitive strain and support adaptive identity development and decision-making in digitally saturated environments.

*Keywords: social media; social comparison; decision paralysis; identity cohesion; identity development; self-concept clarity; identity distress; fear of missing out; cognitive overload; mental fatigue; rumination; external validation; executive functioning; young adults*

### **Structural Racism in Health Insurance Access: The Lasting Impact of Redlining on Breast Cancer Outcomes**

*Christiana Mihaila, Luna Cummings, Leila Wotruba, Rasha Ibrahim, Kymora Cooper, Shanzay Khan, Stephanie Vasquez; University of South Florida*

Breast cancer mortality remains disproportionately higher among African American women in the United States, particularly under age 40. This systematic review examined how historical redlining contributes to insurance inequities and breast cancer outcomes in U.S. women <40. Peer reviewed studies (2020–2025) were identified through PubMed, CINAHL, and Elicit following PRISMA guidelines; 63 studies met inclusion criteria, with national trends contextualized using SEER data. Findings show that redlining related structural disadvantages produce insurance instability, delayed diagnosis, and poorer survival. Insurance coverage mediates a substantial share of disparities, linking structural racism to higher mortality and reduced five-year survival among young African American women.

*Keywords: redlining; structural racism; residential segregation; health insurance; Medicaid; uninsurance; breast cancer outcomes; breast cancer survival; breast cancer mortality; stage at diagnosis; treatment access; early-onset breast cancer; young women; African Americans; United States.*

# POSTER PRESENTATIONS: SESSION 1

Saturday, April 25th, 9:00-10:00

## ROOM: TECO HALL

### ***A Constructivist Analysis of Caregiver-Interventionist Interaction and Nutrition Goal-Setting in a Pediatric Cancer Survivorship Lifestyle Intervention***

*Jose Pradas, Nicholas M. Beskow, Jocelyn E. Jarvis, Marco Navarrete, Chase Strelec, Acadia Buro, Flandra Ismajli, Heewon L. Gray, Marilyn Stern; University of South Florida*

NOURISH-T+ is a six-session family-based lifestyle program for pediatric cancer survivors with overweight or obesity. Session 2, the session that directly focuses on nutrition education, was selected for analysis. During this session, caregivers collaborate with an interventionist to develop weekly SMART goals that are specific, measurable, attainable, relevant, and time bound behaviors to implement at home. Grounded in the constructivist paradigm, this study examines how caregiver and interventionist interaction shapes the clarity and specificity of the goals created. Preliminary analysis of over half of the recordings suggests that more engaged and collaborative interactions are associated with clearer and more measurable nutrition goals, which may support improved outcomes in the intervention overall.

*Keywords: pediatric cancer survivors, constructivist paradigm, family-based lifestyle intervention, interactional processes*

### ***Adolescents and the Climate Crisis: A Critical Content Analysis of YA CliFi Literature***

*Luke Vischio-Duffy, University of South Florida*

As the onslaught of consequences of human-caused climate change continues to ravage our world, it is important, now more than ever, to provide professionals across disciplines with the tools necessary to combat this crisis. This study uses a critical content analysis of young adult (YA) and climate fiction (CliFi) stories, employing graphic adaptations, to understand what messages about climate change are implicitly or explicitly conveyed in books for adolescents. Through the lens of intersectionality, I sought to understand who are depicted as engaging in the climate crisis and how these stories position adolescents.

*Keywords: climate fiction, critical content analysis, intersectionality, YA*

### ***Making Joy Visible: An Exploration of Joy using Self-Authorship in Graduate School***

*Brad Wojtiuk, Jacob Miltenberger, Clifford McAfee; University of South Florida*

This qualitative literature review examines how graduate research has made joy visible in student's experiences. This presentation is grounded in Baxter Magolda's Self-Authorship Theory that conceptualizes joy as a development process of meaning making and agency, where joy is not seen as a superficial emotion. Synthesizing qualitative studies, this review will highlight how joy emerges through intellectual discovery, belonging, and validation. The findings from our research suggest qualitative methods are optimal for future research on the topic of joy where there are gaps in literature and a positive direction for future qualitative research.

*Keywords: development, joy, meaning-making, sense of belonging*

# KEYNOTE ADDRESS

**SATURDAY, APRIL 25TH, 10:10-11:25**

**TECO HALL**

## **Troubling the Proliferation of AI Transcripts in Qualitative Research**

**Dr. Audra Skukauskaitė**

Professor of Methodology, Measurement and Analysis;  
College of Community Innovation and Education  
*University of Central Florida*



Transformation of oral and embodied speech into textual transcripts has been a key research practice in qualitative research for almost a century. Often invisible in published reports, transcribing processes and produced transcripts have shaped what researchers could study and claim. For decades now, scholars have argued that transcribing is not a mere technical task but an interpretive, theoretical, analytic, and social practice. Yet, as the rise of technological tools, transcription services, and now AI has reduced the cost and time needed to produce transcripts from audio and/or video records, the dialogues about the theory laden analytic processes of transcribing have waned. AI-produced transcripts are now easily available at the click of a button on a screen or a recording device, sometimes even without a user's request.

With this ease of getting transcripts using AI, qualitative researchers have often taken the most convenient way to conduct research online or, even for in-person research encounters, to place nearby devices such as laptops, tablets, or phones enabled with AI-recording and transcribing. As convenience and time become commodified, we need to ask what is gained and lost by relying on AI-produced transcripts. In this session, I trouble the ubiquity and use of AI transcripts. Using AI and human produced transcript examples, I discuss transcription as an analytic and interpretive practice, in which AI and human-made decisions reflect and create ethical, epistemological, and representational consequences. I show how an uncritical use of AI transcripts may lead to loss of relationality and human agency critical to qualitative inquiry as well as how AI transcripts pull toward epistemological positivism. I argue for the need to own our research by utilizing our human experience and understanding to make informed decisions about transcribing and AI use. While AI-produced transcripts can be part of the research process, it is not enough to proofread those transcripts for accuracy of the words produced. Qualitative researchers need to invest the time and effort to transcribe key moments and account for the performative and embodied nature of human dialogue, silences, and verbal and nonverbal actions. We also need to examine how our theories and ethics shape the interpretive and social practice of transcribing.

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# RESEARCH PRESENTATIONS: SESSION 2

Saturday, April 25th, 11:35-12:50

**TECO HALL**  
*Workshop*

**Room 1**  
*Round Table*

**Room 2**  
*Round Table*

**Room 3**  
*Group Presentation*

**Decoding the Grant: A Hands-On Workshop for Doctoral Students and Emerging Qualitative Scholars**  
*Michelle Angelo-Rocha*

**Women's Lived Experiences: Making Meaning of Menstruation, Type 1 Diabetes, and Well-Being**  
*Yolanda Rotzinger Ballesteros*

**Entangled Literacies: How Space, Materials, and Bodies Co-Construct Meaning in Elementary Art Classrooms**  
*Trevor Brown*

**Needs Before Novelty: A Critical Qualitative Synthesis of Virtual Reality for Neurodivergent and Special Education Learners**  
*Guliz Otkiran*

**Visual Voices: Gendered Representations in Google Doodles**  
*Taciana Melo*

**Why and How to Author Evocative Autoethnography: A Demonstration Symposium Connecting Scholarly Research and Creative Expression**  
*Janet Richards, Nikki Greendonner, Kevin Giordano, and Katy Carpinello*

**Reimagining Instructional Minutes: How Teachers Experience, Negotiate, and Reclaim Time in Literacy Classrooms**  
*Josie Pattishall*

**Sharing Your Crayons: How Children Represent Their Trust with Art**  
*Calen Nowroozi*

**Reflexive Positioning of Generative AI in Qualitative Research**  
*Anthony Woode-Eshun & Lorien Jordan*

# 9th Interdisciplinary Symposium on Qualitative Methodologies:

Reimagining Qualitative Inquiry: Voices, Visions, and Values

**SATURDAY, APRIL 25TH, 11:35-12:50**

**TECO HALL**

## Workshop: Decoding the Grant: A Hands-On Workshop for Doctoral Students and Emerging Qualitative Scholars

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This interactive workshop builds grant literacy skills for qualitative researchers and doctoral students who want to strengthen their professional readiness and research sustainability. Participants will learn how to locate relevant funding opportunities, interpret grant language, identify key proposal components, and evaluate alignment between funder priorities and research aims. Using guided activities and real grant examples, attendees will practice creating a structured “grant analysis plan” and a preliminary grant development roadmap for their own research interests. The session emphasizes equity, clarity, and strategic planning as essential skills for scholars preparing for academic, nonprofit, and applied research careers.

### Presented by:

#### Michelle Angelo-Rocha, Ph.D.

Michelle Angelo-Rocha, PhD;  
Interdisciplinary Cyber Research Analyst &  
Adjunct Professor; College of Education  
*University of South Florida*



Her research focuses on cybersecurity workforce development, multilingual and trauma-informed education, and community-based research.

She brings experience in grant strategy, including identifying funding opportunities, analyzing requirements, and supporting proposal development across local, state, and federal levels in STEM, cybersecurity, K-12 education, and workforce initiatives.

This workshop is grounded in her commitment to expanding access to grant knowledge, particularly for PhD students and early-career professionals who often receive limited training in this area.

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# RESEARCH PRESENTATIONS: SESSION 2

Saturday, April 25th, 11:35-12:50

## ROOM 1: ROUND TABLE - EDU 161

### ***Women's Lived Experiences: Making Meaning of Menstruation, Type 1 Diabetes, and Well-Being***

*Yolanda Rotzinger Ballesteros, University of South Florida*

This photovoice study explores how young women with type 1 diabetes make meaning of their lived experiences navigating both the menstrual cycle and a chronic health condition, and how these experiences shape their well-being. Participants share and discuss photographs in group sessions and engage as co-researchers with the study findings. This study centers participant voices, exposes social issues, and highlights stories of strength. Findings may guide advocacy efforts that put young women's lived experiences at the forefront and enhance our understanding of the supports needed at the individual and system-level.

*Keywords: photovoice, well-being, menstrual cycle, type 1 diabetes, chronic health*

### ***Needs Before Novelty: A Critical Qualitative Synthesis of Virtual Reality for Neurodivergent and Special Education Learners***

*Guliz Otkiran, University of South Florida*

Virtual reality (VR) is increasingly promoted as transformative for students with special needs, including neurodivergent learners such as those identified with autism or ADHD. Yet much of the literature privileges technological novelty over contextual necessity and lived experience. This paper presents a critical narrative review of recent peer-reviewed research (2020–2026) on VR in special and inclusive education. Rather than aggregating outcomes, the analysis examines how VR is justified, how “authentic experience” is constructed, and what sensory, cognitive, and ethical constraints remain under examined. A needs-first evaluative framework is proposed to guide responsible VR adoption in inclusive educational contexts, including the recognition of errors as learning opportunities.

*Keywords: virtual reality, neurodiversity, special education, critical narrative review, inclusive design, accessibility, autism, ADHD*

### ***Reimagining Instructional Minutes: How Teachers Experience, Negotiate, and Reclaim Time in Literacy Classrooms***

*Josie Pattishall, University of South Florida*

This study examines the disconnect between state-mandated instructional minutes and the lived realities of elementary literacy classrooms. Using sociocultural, critical literacy, and transdisciplinary frameworks, the project investigates how teachers experience, negotiate, and reclaim instructional time amid interruptions, institutional demands, and sociopolitical pressures. Through qualitative methods—including classroom observations, policy analysis, and semi-structured interviews the study highlights how time functions as both a gatekeeper to equitable literacy opportunities and a site of teacher agency. Findings will illuminate systemic inequities embedded in time allocation while offering insight into how educators advocate for meaningful, culturally sustaining literacy instruction.

*Keywords: instructional time, literacy education, teacher agency, sociocultural theory, critical literacy, chronotope, educational policy, equity in education*

### ***Reflexive Positioning of Generative AI in Qualitative Research***

*Anthony Woode-Eshun and Lorien Jordan, University of South Florida*

This study-in-progress presents a reflexive case of the lead author's evolving engagement with AI in qualitative research, highlighting moments of uncertainty, experimentation, and methodological decision-making across research design and preliminary analysis. Building from this account, we collaboratively distill a preliminary framework of guiding questions to support researchers in determining when to engage AI, how to critically evaluate its outputs, and how to establish boundaries consistent with their ethical and epistemological commitments. The presentation contributes a reflexive approach to integrating AI while preserving methodological integrity and interpretive authority.

*Keywords: AI ethics in research, prompting with AI, reflexivity, generative AI, qualitative inquiry*

# RESEARCH PRESENTATIONS: SESSION 2

Saturday, April 25th, 11:35-12:50

## ROOM 2: ROUND TABLE - EDU 213

### ***Entangled Literacies: How Space, Materials, and Bodies Co-Construct Meaning in Elementary Arts Classrooms***

*Trevor Brown, University of South Florida*

This qualitative fieldwork project explored how elementary teachers and primary students co-construct arts-based literacy meaning within classroom spaces through their interactions with materials. Grounded in a new materialist framework (Barad, 2007), the researcher examined how space, objects, and people intra-act to produce meaning. Over five weeks, the researcher observed two specials teachers (art and music) to document how dynamic entanglements formed over time. Findings indicate that paper and symbolic tools frequently facilitated guidance, re-imagining, and student ownership in meaning-making. This inquiry into “entangled literacies” invites educators to reconsider literacy as emergent, relational, and materially situated.

*Keywords: intra-activity, entanglement, sponsors of literacy, multiliteracies, zone of proximal development*

### ***Visual Voices: Gendered Representations in Google Doodles***

*Taciana Melo, University of South Florida*

This study examines how women and gender identities are visually represented in Google Doodles published between 2024–2025. Using qualitative visual analysis informed by feminist theory and critical discourse analysis, the project explores how selected honorees are portrayed and how power relations emerge between these individuals and the guest artists who depict them. Working with publicly available found images, the study interrogates whose voices and values become visible, or remain absent, within this global platform. By reimagining digital commemorative practices, this research highlights representational asymmetries and advances intersectional understandings of gender in visual culture.

*Keywords: visual culture, gendered representations, intersectionality, feminist theory*

### ***Sharing Your Crayons: How Children Represent Their Trust with Art***

*Calen Nowroozi, University of South Florida*

The overall focus of this case study is to explore how children in their early years can express their social development of trust through basic artistry such as drawing. I conducted two observational tests on a preschool child (Aged 5), Jane, where she drew 4 pictures: herself, family, school and her favorite thing. Informed by the psychosocial theory, the results showed a difference in weariness with strangers and unwillingness to reveal family members between sessions. This qualitative research provides insights on children’s development of trust through connection and positive engagement using drawing as a low-pressure communicative tool to support rapport.

*Keywords: social development, art, children, trust, psychosocial theory, case study.*

# RESEARCH PRESENTATIONS: SESSION 2

Saturday, April 25th, 11:35-12:50

ROOM 3: GROUP PRESENTATION - EDU 214

## ***Why and How to Author Evocative Autoethnography: A Demonstration Symposium Connecting Scholarly Research and Creative Expression***

*Nikki Greendonner, Kevin Giordano, and Katy Carpinello, Janet Richards; University of South Florida*

Recently, scholars have considered what social sciences might become if research were closer to literature and more like personal stories. Titled evocative autoethnography, this genre offers a new approach for researchers to understand themselves amid the cultural events they may find themselves. In this demonstration symposium, we explain why and how to author an evocative autoethnography that includes personal epiphanies and experiences illustrated by facets of culture. We also share a newly devised Criteria Checklist to help evocative autoethnographers evaluate their work. The Chair and Qualitative student presenters offer segments of their evocative autoethnographies, and the panel answers questions from the audience.

# RESEARCH PRESENTATIONS: SESSION 3

SATURDAY, APRIL 25TH, 1:50-3:05

## TECO HALL

*Panel Presentation*

## ROOM 1

*Paper Presentations*

## ROOM 2

*Paper Presentations*

## ROOM 3

*Paper Presentations*

**"Beyond "Checking the Box": Reimagining Member Through Reflexive Participant Collaboration**

*Katharine Hull,  
Kristin Valle Geren, and  
Alexandra Panos"*

**Teaching Interdisciplinarity Through Research: Lessons from an International Water and Sanitation Project**

*Rita Ortiz &  
Allan Feldman*

**Instructional Leadership After War: Exploring Gen AI-Generated Guidance Through Simulated School Case Studies**

*Lalaxhanim Orujova*

**Critical Qualitative Research in Precarious Times: Navigating Risks, Ethics, and Methodological Dilemmas**

*Daria Smirnova,  
Lorien Jordan,  
Jennifer Wolgemuth*

**Navigating a System Not Built for Us: The Job Interview Experiences of Late Diagnosed Autistic Women**

*Brianna Sandner*

**The Caribbean in Me**

*Danielle Williams*

**Introducing Iterative Diagrammatical Analysis: Who Needs Coding When You Can Draw?**

*Krysta Salvato-Hayes,  
Hannah Brady, and  
Jennifer Wolgemuth*

**When the Algorithm Cannot Hear the Pause: Listening, Trauma, and Ethics in AI-Assisted Qualitative Research**

*Michelle Angelo-Rocha*

**Paradigm Before Method: Clarifying Philosophical Assumptions to Reimagine Voices, Visions and Values in Qualitative Inquiry**

*Esther Mirembe*

**Ad-Libbing Methodology: Templates, Structure, and Improvisation in Writing About Qualitative Research**

*Matthew Johnson*

# 9th Interdisciplinary Symposium on Qualitative Methodologies:

Reimagining Qualitative Inquiry: Voices, Visions, and Values

**SATURDAY, APRIL 25TH, 1:50-3:05**

**TECO HALL**

## Panel: Critical Qualitative Research in Precarious Times: Navigating Risks, Ethics, and Methodological Dilemmas

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In increasingly volatile and fast-changing socio-political contexts, scholars face heightened ethical and methodological uncertainties related to institutional constraints, researcher positionality and vulnerability, and participant safety. This interactive session creates a supportive and productive space for naming and collectively reflecting on these challenges and how they may be navigated.

Following brief presentations grounded in the panelists' recent research—including journal articles, funded projects, and a doctoral dissertation—panelists will engage in structured dialogue with the audience about their uncertainties, fears, and possible ways forward. The session aims to support ethically grounded inquiry while calling for thoughtful courage in advancing critical qualitative research in precarious times.

### Presented by:

#### Daria Smirnova

Doctoral Candidate in Social Studies  
Education, College of Education  
*University of South Florida*



#### Dr. Lorien Jordan

Assistant Professor of Measurement  
and Research; College of Education  
*University of South Florida*



#### Dr. Jennifer Wolgemuth

Professor of Measurement and  
Research; College of Education  
*University of South Florida*



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# RESEARCH PRESENTATIONS: SESSION 3

Saturday, April 25th, 1:50-3:05

## ROOM 1: PAPER PRESENTATIONS - EDU 161

### ***Beyond "Checking the Box": Reimagining Member Through Reflexive Participant Collaboration***

*Katharine Hull, Kristin Valle Geren, Alexandra Panos; University of South Florida*

Member checking, or soliciting feedback from one's participants about one's data or interpretations, is commonly used to validate, verify, or assess the trustworthiness of qualitative results. However, as feminist and postcritical researchers, we position member checking as an ethical consideration where its goal should be to empower participant voice. Drawing from researchers that have redesigned member checking techniques to include clarifying the reasoning and expectations around the process and providing their collaborators with levels of choice within member checking, this paper describes two projects where researchers used versions of enhanced member-checking as they worked with teacher collaborators.

*Keywords: member-checking, relationality, participatory, teacher-collaborators*

### ***Navigating a System Not Built for Us: The Job Interview Experiences of Late Diagnosed Autistic Women***

*Brianna Sandner, University of South Florida*

Autistic adults face disproportionately high unemployment rates, with traditional job interviews serving as a significant barrier, as emphasis rests on social norms and first impressions. Research on barriers late-diagnosed autistic women—a population historically marginalized in both autism and employment research—encounter during interviews is nascent. This study explores four key areas through participants' voices: interview challenges, coping, masking, and the impact of a late diagnosis in understanding job-seeking experiences. This study contributes to the literature on late diagnoses within employment contexts and aims to inform workplace neurodiversity initiatives that can reduce barriers to employment for autistic women.

*Keywords: disability, employment, job interview, neurodiversity*

### ***When the Algorithm Cannot Hear the Pause: Listening, Trauma, and Ethics in AI-Assisted Qualitative Research***

*Michelle Angelo-Rocha, University of South Florida*

As AI tools become embedded in qualitative research workflows, critical questions emerge about what it means to listen when human experience is mediated through automated systems. For multilingual and trauma-impacted communities, meaning is often communicated through pauses, silence, embodied expression, emotional regulation, and translanguaging practices that exceed textual representation. Drawing on long-term community-based research with immigrant, refugee, and human trafficking survivor communities, this presentation introduces LISTEN, a multilingual, trauma-informed, and ethical orientation for AI assisted qualitative inquiry. LISTEN reframes listening as relational, embodied, and justice-oriented labor and offers guiding questions for ethical decision-making in AI-mediated research.

*Keywords: AI-assisted qualitative research; trauma-informed methodology; multilingual research; ethical listening; epistemic justice; translanguaging; interpretive responsibility; LISTEN framework*

# RESEARCH PRESENTATIONS: SESSION 3

Saturday, April 25th, 1:50-3:05

## ROOM 2: PAPER PRESENTATIONS - EDU 213

### ***Teaching Interdisciplinarity Through Research: Lessons from an International Water and Sanitation Project***

*Rita Ortiz and Allan Feldman, University of South Florida*

Our phenomenological study examined how environmental engineers and applied anthropologists collaboratively navigated an International Research Experience for Students (IRES) project addressing wastewater management amid climate change. By centering the lived experiences and reflective voices of the four principal investigators (PIs), the study illuminated how interdisciplinary collaboration can amplify humanistic values, broaden visions of inquiry, and challenge the siloed aspects embedded in disciplinary work. We engaged in various discussions about interdisciplinary meaning-making to explore how the PIs' identities shaped the project's interdisciplinary nature. Our project offers a rich case for reimagining what qualitative inquiry can become in complex, real-world research settings.

*Keywords: anthropology, environmental engineering, interdisciplinary research, phenomenology*

### ***The Caribbean in Me***

*Danielle R. Williams, University of South Florida*

This autoethnography functions as a site for understanding the concept of belonging within one's cultural group. By exploring belonging as a cultural need, I illustrate how belonging exists as an intimate performance of a collective cultural identity. Within this paper I explore moments of belonging as social capital, sites of belonging, and embodied practice. Through short vignettes of personal stories, I situate myself within a larger conversation surrounding Caribbean identity performance in the diaspora, and belonging as a state of shared difference. In this experience, autoethnography serves as a useful method to present a different perspective of belonging as an embodied experience.

*Keywords: belonging, Caribbean identity, ritual, difference, autoethnography, diaspora*

### ***Paradigm Before Method: Clarifying Philosophical Assumptions to Reimagine Voices, Visions and Values in Qualitative Inquiry***

*Esther Mirembé, University of South Florida*

Qualitative researchers select methods without first clarifying the philosophical assumptions grounding their work. This creates methodological incoherence in whose voices they center, what they recognize as data, and which values guide their practice. This presentation argues that philosophical clarity must precede method selection. Drawing on Guba and Lincoln's paradigmatic framework, this presentation demonstrates how beliefs about reality determine what becomes visible as data, theories of knowledge determine whose voices matter, and values guide ethical commitments. I present a diagnostic tool enabling researchers to identify their implicit assumptions, audit the coherence between paradigm and method, and articulate their philosophical stance with precision and confidence.

*Keywords: paradigmatic clarity, methodological coherence, reflexivity, reciprocity*

# RESEARCH PRESENTATIONS: SESSION 3

Saturday, April 25th, 1:50-3:05

## ROOM 3: PAPER PRESENTATIONS - EDU 214

### ***Instructional Leadership After War: Exploring Gen AI-Generated Guidance Through Simulated School Case Studies***

*Lalakhanim Orujova, University of South Florida*

This study investigates the responses and solutions generated by the GenAI tools such as Chat GPT, DeepSeek, Gemine, and Grok in supporting school leaders during post-war recovery period. The study particularly examines how AI can provide guidance to principals navigating instructional leadership during the post-war recovery period by creating simulated case studies that mirror real-world school experiences Israel, and Iran. Given the unique educational, cultural, and policy contexts of these countries and the differing demands of primary versus secondary education, the study explores how ChatGPT-generated recommendations reflect these distinctions.

### ***Introducing Iterative Diagrammatical Analysis: Who Needs Coding When You Can Draw?***

*Krysta Salvato-Hayes, Hannah Brady, Jennifer Wolgemuth; University of South Florida*

Our presentation introduces and demonstrates Iterative Diagrammatical Analysis (IDA), an analytic approach that uses diagramming to visualize, model, and interpret qualitative data. Drawing on Peirce's conceptualization of diagramming as a reasoning process and Gadamer's hermeneutics, Iterative Diagrammatical Analysis is a non-coding alternative to qualitative data analysis that involves a recursive process of creating, comparing, revising, and refining diagrams. We illustrate the Interpretive Diagrammatical Analysis process, which involves reading data, memoing, doodling, drawing, and creating descriptive and interpretive diagrams, using focus group data from the William T. Grant Foundation funded ADVICE project about how leaders decide on school-based mental health interventions.

*Keywords: qualitative data analysis, diagrams, focus groups, interviews, hermeneutics*

### ***Ad-Libbing Methodology: Templates, Structure, and Improvisation in Writing About Qualitative Research***

*Matthew Johnson, University of South Florida*

This presentation extends the argument that methodology, in certain contexts and usages, functions as infrastructure—structured, standardized, and often invisible—by examining the use of templates in qualitative research. I reframe templates as ad-libs, where filling blanks produces formulaic and sometimes absurd outputs. These formulaic arrangements resemble typical methodological templates, illuminating the tension between methodological creativity and infrastructural constraint. By treating templates as ad-libs, I expose how researchers are invited to play within narrow parameters, which sustain infrastructural control. Yet, through play, creative possibilities emerge. Ad-libbing invites playful critique, revealing opportunities for methodological flexibility beyond infrastructural constraints.

*Keywords: methodological standards, methodological templates, critical infrastructure studies, improvisation, play*

# RESEARCH PRESENTATIONS: SESSION 4

SATURDAY, APRIL 25TH, 3:15-4:30

## TECO HALL

*Workshop*

## ROOM 1

*Paper Presentations*

## ROOM 2

*Paper Presentations*

## ROOM 3

*Paper Presentations*

***Thriving Across Cultures:  
Using Arts-Informed  
Research Methods with  
Knowing Subjects to  
Bridge Emotions and  
Knowledge Creation***

*Blanca Solis-Arredondo  
Emil Asanov  
Charles Vanover  
Michelle Angelo-Rocha  
Turan Ahmadova  
Hsuan Chi Liu  
Esther Mirembe*

**Trust in AI-Mediated  
Education: Intersections  
of Teacher-Student  
Relationships and Trust  
in Technology**

*Shahana Ahmadli &  
Mai Vuong*

**Perspectives on  
Technology-Based  
Interventions for Post-  
partum Individuals in  
Substance Use  
Treatment**

*Laura Curran,  
Naomi Itacy,  
Isabel de Santo Oliveira,  
Angelicia Anderson, and  
Kate VanHouten*

**What's the Context? A  
Rapid Approach for  
Implementation Science**

*Camryn Collins & Jennifer  
Wolgemuth*

**Exploring  
Generalization and  
Maintenance of Skills  
from an Undergraduate  
Positive Psychology  
Service-Learning  
Experience**

*Cydney Williams,  
Frances Coolman, and  
Shannon Suldo*

**Identity, Service, and  
Meaning: A Discourse  
Analysis of Veteran  
Participation in a  
Hyperbaric Oxygen  
Therapy (HBOT) Clinical  
Trial**

*Elena Lesley*

**International Graduate  
Student Well-Being and  
Structural Challenges: A  
Photovoice Study**

*Daria Smirnova,  
Nermin Ciloglu Cakmakci,  
and Yolanda Rotzinger  
Ballesteros*

**Which Artificial  
Intelligence Models Are  
Most Humane?**

*Lora Crider*

**Beyond the Tool:  
Negotiating AI Literacy  
for Workforce  
Preparation in  
Undergraduate Nursing  
Programs**

*Gilda Marcion*

**Civic Education in  
(Im)migration  
Museums: Teaching  
with Deliberation, Art,  
and Object-Based  
Inquiry**

*Daria Smirnova*

# 9th Interdisciplinary Symposium on Qualitative Methodologies:

Reimagining Qualitative Inquiry: Voices, Visions, and Values

**SATURDAY, APRIL 25TH, 3:15-4:30**

**TECO HALL**

## Workshop: Thriving Across Cultures: Using Arts-Informed Research Methods with Knowing Subjects to Bridge Emotions and Knowledge Creation

This arts-informed workshop centers thriving as a relational, emotional, and culturally grounded process. While emotions are always context-specific and socially situated, arts-informed research approaches offer a shared space through which individuals across cultures can express, interpret, and co-construct knowledge.

Using collaging, color mapping, and drawing, participants will engage with embodied emotional knowledge as a foundation for reimagining research and academic life. By slowing down dominant research practices and recentering the human experience, the workshop positions the arts as a common ground for connection, meaning-making, and thriving, fostering practices of reflection, healing, and collective care within and beyond academia.

### Presented by:

**Blanca Solis-Arredondo**

**Emil Asanov (Chair)**

**Charles Vanover**

**Michelle Angelo-Rocha**

**Turan Ahmadova**

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# RESEARCH PRESENTATIONS: SESSION 4

Saturday, April 25th, 3:15-4:30

## ROOM 1: PAPER PRESENTATIONS - EDU 161

### ***Trust in AI-Mediated Education: Intersections of Teacher-Student Relationships and Trust in Technology***

*Shahana Ahmadli & Mai Vuong, University of Pennsylvania*

The rapid integration of generative AI into K-12 classrooms has introduced new tensions in teacher-student trust. While trust has long been central to effective teaching, genAI complicates traditional markers of authenticity, authorship, and academic integrity. This thematic literature review synthesizes empirical, conceptual findings across 14 studies to examine how AI-mediated practices reshape two interrelated trust relationships: teacher-student trust (T-ST) and teacher technology trust (T-TT). Findings reveal that teachers' diminished confidence in student work authenticity is inseparable from their limited trust in genAI systems themselves. The paper proposes a framework for understanding and rebuilding trust in AI-integrated learning environments.

*Keywords: generative AI, teacher trust, teacher-technology trust*

### ***Exploring Generalization and Maintenance of Skills from an Undergraduate Positive Psychology Service-Learning Experience***

*Cydney Williams, Frances Coolman, Shannon Suldo; University of South Florida*

his presentation highlights undergraduate experience in a positive psychology service-learning course (EDG 3361: Positive Psychology in the Schools) at the University of South Florida. During the spring 2024 semester, 67 students in EDG 3361 participated in a study to explore outcomes associated with the course. Additionally, 24 students completed follow-up interviews to elicit student perceptions. Initial thematic analyses revealed themes including learning transferable skills, increased optimism, and spreading positivity to others. The present study will discuss findings of a secondary thematic analysis exploring undergraduate generalization and maintenance of skills learned throughout the positive-psychology service-learning experience.

*Keywords: positive psychology, undergraduate course, service-learning*

### ***Which Artificial Intelligence Models Are Most Humane?***

*Lora Crider, University of South Florida*

This exploratory study examines how four leading AI language models, ChatGPT, Copilot, Gemini, and Claude, represent generational voices in adult education. Using open-ended survey data from 27 adults, three learner personas were constructed and used in a Turing Test-inspired role-play protocol, prompting each AI to respond as Early, Middle, or Older Adulthood learners. Comparative semantic scoring revealed distinct "generational affinities," challenging assumptions of AI neutrality and raising concerns about representational bias. This study highlights implications for equity, voice, and methodological innovation as researchers integrate AI into qualitative inquiry.

*Keywords: generative AI, adult learning, generational perspectives, qualitative inquiry, turing test protocol, persona-based analysis, AI bias, semantic similarity, equity in education, learner representation*

# RESEARCH PRESENTATIONS: SESSION 4

Saturday, April 25th, 3:15-4:30

## ROOM 2: PAPER PRESENTATIONS - EDU 213

### ***Perspectives on Technology-Based Interventions for Post-partum Individuals in Substance Use Treatment***

*Laura Curran, Naomi Itacy, Isabel de Santo Oliveira, Angelicia Anderson, Kate VanHouten; University of South Florida*

Technology-based interventions (TBIs), including text messaging, telehealth, digital support tools, and mobile apps, can help postpartum individuals in substance use treatment by providing tools and techniques that promote recovery, support treatment retention, and improve outcomes in reducing substance use. This study's objective is to gain a deeper understanding of the benefits and challenges that come with the implementation of new TBIs within substance use treatment programs by examining how various digital tools have been tailored and designed to offer the best support during the recovery period, for both patients and staff.

*Keywords: recovery, post-partum, digital tools, substance use*

### ***Identity, Service, and Meaning: A Discourse Analysis of Veteran Participation in a Hyperbaric Oxygen Therapy (HBOT) Clinical Trial***

*Elena Lesley, Yiwen Zha, Daniel Lende, Jason Wilson, Alana Alexander, Chad Radwan, Katelyn Carlsen, Christine Melillo, Fayyadh Yusuf, Erik Velasquez, Harry Van Loveren, Rebecca Campbell-Montalvo; University of South Florida*

As the use of hyperbaric oxygen therapy (HBOT) expands for traumatic brain injury (TBI) in community settings, this anthropological sub-study examines how six veterans in a USF HBOT trial frame participation through identity narratives. Methods involved semi-structured interviews (pre-dive, mid-point, final, 3-month follow-up) and observations, analyzed via NVivo reflexive thematic analysis and informed by discourse theory. Preliminary results reveal several key motivations for participation, including service-oriented advocacy for fellow veterans, alleviation of symptoms, and relational improvements in family ties affected by TBI. These narratives enhance culturally competent care and patient-centered trial engagement.

*Keywords: HBOT, traumatic brain injury, identity, narratives*

### ***Beyond the Tool: Negotiating AI Literacy for Workforce Preparation in Undergraduate Nursing Programs***

*Gilda Marcion, University of South Florida*

Globally, we have been the audience to advances in Artificial Intelligence (AI) engineering. The application of Gartner's Hype Cycle, based on developments in AI technology, positions Generative AI in the trough of disillusionment and Responsible AI at the peak of inflated expectations. As AI adoption continues, end users are expected to evaluate and use AI generated data, guided by AI literacy frameworks. This study in progress examines how nursing program educators conceptualize and negotiate the integration of AI-related competencies within the curriculum. This work will offer actionable insights for educational program developers navigating restructuring learning processes to meet learning and occupational needs.

*Keywords: artificial intelligence literacy, occupational learning, nursing education*

# RESEARCH PRESENTATIONS: SESSION 4

Saturday, April 25th, 3:15-4:30

## ROOM 3: PAPER PRESENTATIONS - EDU 214

### ***What's the Context? A Rapid Approach for Implementation Science***

*Camryn Collins and Jennifer Wolgemuth, University of South Florida*

Understanding implementation contexts is vital for the effective delivery of evidence-based practices. Context is often studied as an individual level factor (e.g., teachers' perceptions) without attention to its broader sociocultural influences (e.g., collective assumptions about good teaching). Most qualitative methodologies (e.g., ethnographies) are impractical for researchers who require a quick turn-around of findings to inform intervention development. Drawing on qualitative data from the development phase of ePTR Coach, an intervention to support students with challenging classroom behaviors, we demonstrate the rapid methods we used to make inferences about culture, what they revealed, and how they informed ePTR Coach development.

*Keywords: qualitative data analysis, rapid analysis, implementation science, culture, context*

### ***International Graduate Student Well-Being and Structural Challenges: A Photovoice Study***

*Daria Smirnova, Nermin Ciloglu Cakmakci, Yolanda Rotzinger Ballesteros; University of South Florida*

This interdisciplinary, participatory photovoice study examines the challenges faced by international graduate students at a metropolitan public university in the southeastern United States and their impact on student well-being. The research explores these challenges across seven key dimensions: sense of belonging, financial stress and hardship, language barriers and English proficiency, stereotypes and misconceptions about international students, social isolation on campus, and academic challenges. By centering the lived experiences of international graduate students, this study provides deeper insights into the structural and social factors shaping their academic and personal well-being.

*Keywords: photovoice, student agency, critical consciousness, student well-being, constructivism*

### ***Civic Education in (Im)migration Museums: Teaching with Deliberation, Art, and Object-Based Inquiry***

*Daria Smirnova, University of South Florida*

Based on a qualitative multi-site analysis of three (im)migration museums in the United States, the United Kingdom, and Australia, this study explores how exhibitions and educational programming engage secondary students with questions of (im)migration, belonging, and democratic participation. Guided by critical pedagogy (Freire, 1970; Lindauer, 2007) and anti-colonial theory (Dei & Kempf, 2006), the research combines multimodal exhibition analysis, analysis of educational materials, and interviews with museum educators and curators. Findings demonstrate that museums function as civic learning spaces where migration histories are contested and negotiated through deliberation, art engagement, and object-based inquiry.

*Keywords: civic education; migration education; deliberation; object-based inquiry; arts-based learning*



## ABOUT US

SOQM is a student organization at the University South Florida that aims to provide academic support to USF students interested in exploring and/or using qualitative research methods. The interdisciplinary organization fosters a creative atmosphere to facilitate collaboration and provide students an outlet for exchange of ideas, resources, and knowledge. This student organization is based in the College of Education, but welcomes student voices from other disciplines and encourages interdisciplinary collaborations.

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