



Thinking Qualitatively Research Relationships

Virtual Learning & Knowledge Exchange Event

Thinking Qualitatively: Research Relationships
June 9-12, 2025 (Online)
bit.ly/tq-2r

International
Institute for
**Qualitative
Methodology**



Thinking Qualitatively: Research Relationships (TQ:2R)

June 9-12, 2025 (Online)

Welcome to Thinking Qualitatively!	1
Schedule	2
Monday, June 9, 2025	2
Tuesday, June 10, 2025	3
Wednesday, June 11, 2025	4
Thursday, June 12, 2025	5
Session Descriptions	6
Keynote	6
Webinars	6
Workshops	8
Facilitator Biographies	15
Thank you to our sponsors!	23



Schedule

Monday, June 9, 2025

All times are given in Mountain Time (UTC-6).

9:00 AM - 10:15 AM	Skill-BUILDER 1: Cite Black Women: A Critical Praxis <i>Cite Black Women Collective</i> <i>Erica L. Williams, Christen Smith, Daisy E. Guzman-Nuñez, Imani Wadud</i>		
10:30 AM – 11:45 AM	Webinar 1: Co-designing for All: Fundamentals of Equity-Promoting Patient Engagement <i>Alies Maybee, Ambreen Sayani</i>		
12:00 PM – 1:15 PM	Welcome & Keynote Panel: Decolonizing Research: Exploring Pathways to Meaningful Relational Research <i>Audrey Medwayosh, Nancy Van Styvendale, KD King with Elder Doreen Starr</i> <i>Moderator: Sara Dorow</i>		
2:00 PM- 4:15 PM	Workshop 4A Relationship Between Codes & Themes <i>Johnny Saldaña</i>	Workshop 7A Beyond the Principles: Nuts & Bolts of Community-Based Participatory Research <i>Lisa Vaughn & Farrah Jacquez</i>	Workshop 10 Using Thick Data to Study Interactions Online <i>Guillaume Latzko-Toth</i>
6:00 PM- 8:15 PM	Workshop 1A The Heart of Qualitative Research: Living and Applying Relational Ethics <i>Simmee Chung</i>	Workshop 6 Researching With and Through Narrative Inquiry <i>Alice Chik</i>	



Schedule

Tuesday, June 10, 2025

All times are given in Mountain Time (UTC-6).

9:00 AM - 10:15 AM	Skill-Builder 2: Using Quirkos to Explore Qualitative Relationships <i>Daniel Turner</i>		
10:30 AM -11:45 AM	Webinar 2: Integrating AI into the Qualitative Analysis World <i>Christine Silver</i>		
12:00 PM – 1:00 PM	Lightning Presentations Session 2		
2:00 PM – 4:15 PM	Workshop 1B The Heart of Qualitative Research: Living and Applying Relational Ethics <i>Simmee Chung</i>	Workshop 3A Our Relationship to Writing: Publishing Qualitative Work <i>Linda Liebenberg</i>	Workshop 7B Beyond the Principles: Nuts & Bolts of Community-Based Participatory Research <i>Lisa Vaughn & Farrah Jacquez</i>
6:00 PM – 4:15 PM	Workshop 2 Being With: Phenomenology and Relationality <i>Gillian Lerner Meyer</i>	Workshop 8A Critical Ethnography: Evolving Concepts and Practices in Contemporary Research <i>Pengfei Zhao</i>	



Schedule

Wednesday, June 11, 2025

All times are given in Mountain Time (UTC-6).

9:00 AM - 11:15 AM

Workshop 4B

The Relationship
Between Codes and
Themes
Johnny Saldaña

Workshop 9

Visual Arts-Based
Methods in
Research: Not Just
for Kids
Katie Mah

12:00 PM – 1:15 PM

Webinar 3: Qualitative Research in Action: Bridging Theory,
Practice, And Participation
Carolina Guzmán-Valenzuela

2:00 PM – 3:15 PM

Skill-BUILDER 3: Visualizing Qualitative Research: Exploring and
Using Experimental Visualization
Lea Bauer

3:30 PM – 4:45 PM

Webinar 4: Qualitatively Oriented Mixed Methods: Designing for
Qualitative-Quantitative Integration
Cheryl Poth

6:00 PM - 8:15 PM

Movie Night and Social:
Being(s) in Relation (Hybrid In-Person/Online)



Schedule

Thursday, June 12, 2025

All times are given in Mountain Time (UTC-6).

9:00 AM- 11:15 AM

Workshop 3B

Our Relationship to
Writing: Publishing
Qualitative Work
Linda Liebenberg

Workshop 5

Case Studies: A
Research Strategy
to Reconcile Theory
and Context
Rebecca Piekkari

Workshop 8B

Critical
Ethnography:
Evolving Concepts
and Practices in
Contemporary
Research
Pengfei Zhao

12:00 PM -1:00PM

Lightning Presentations Session 2

2:00 AM - 3:15 AM

Skill-Builder 4: Reflexive Memoing in Qualitative Work
Jennie Ferris

3:30 PM - 4:45 AM

Skill-Builder 5: Using Dedoose to Enhance Collaborative Qualitative
Data Analysis
IMMR



Qualitative Research in Action:

Bridging Theory, Practice, and Participation (WEB 3)

Dr. Carolina Guzmán-Valenzuela | Wednesday, June 11, 10:30 a.m. - 11:45 a.m. MST

The webinar will explore the dynamic interplay between theory-driven and practice-driven research, highlighting their fuzzy boundaries and the value of hybrid approaches that combine theory and practice.

We will explore tensions between theory and practice at key stages of the research process, including problem formulation, participant selection, data generation, and interpretation. A central theme will be the movement between etic and emic perspectives. Participants will explore how a systematic and reflexive approach can generate theoretical insights while remaining grounded in real practice. Emphasis will be on the theory-practice relationship in collaborative and participatory approaches to qualitative research.

By the end of the workshop, participants will have tools to navigate the theory-practice divide, adopt participatory strategies, and ensure that their research is both context-sensitive and impactful.

Qualitatively Oriented Mixed Methods:

Designing For Qualitative-Quantitative Integration (WEB 4)

Cheryl Poth | Wednesday, June 11, 3:30 p.m. - 4:45 p.m. MST

In today's complex research landscape, prioritizing the integration of qualitative approaches with quantitative perspectives can offer a meaningful option. How can researchers design qualitatively oriented mixed methods studies where integration takes center stage?

Join our interactive webinar to explore how prioritizing qualitative perspectives can deepen and enrich mixed methods research. We'll kick off with a compelling overview of why integration is essential, followed by real-world examples. Through practical frameworks and reflective discussions, you'll learn how to design studies that emphasize meaningful relationships—not just between data but among research teams and participant samples.

We'll showcase diverse applications, from addressing literacy gaps in children to evaluating public health messaging and assessing technology needs in higher education. By the end of this session, you'll walk away with a clear understanding of how to create studies where qualitative and quantitative components are integrated—not just coexisting.



Workshop Descriptions

The Heart of Qualitative Research: Living and Applying Relational Ethics (WKP 1)

Dr. Simmee Chung

1A – Monday, June 9, 6:00 p.m. - 8:15 p.m. MST

1B – Tuesday, June 10, 2:00 p.m. – 4:15 p.m. MST

At the heart of qualitative research is relational ethics, but what does this concept mean, and how does it come to life in practice? In this immersive, hands-on workshop, we will delve into the dimensions of relational ethics, with a particular focus on coming alongside research participants from marginalized and vulnerable communities. By engaging in relational ethics, researchers work to foster trust, reciprocity, and a sense of belonging to ensure that participants' voice and experiences are honoured throughout the research process.

Through participating in interactive exercises, reflective activities, and collaborative discussions, participants in this workshop will:

- Collaboratively unpack the key dimensions of relational ethics, viewing them through a narrative lens.
- Understand and reflect on how relational ethics "looks" and "feels" in practice—both in the field and in research design.
- Learn to engage in relational ethics throughout the research process such as: recruiting participants, being in the field, collecting data, analyzing findings, or sharing results.
- Live and apply relational ethics directly to your own research practice, ensuring that ethical considerations are honoured and integrated at every stage.

Being With: Phenomenology and Relationality (WKP 2)

Gillian Lemermeier, PhD, RN | Tuesday June 10, 6:00 p.m. – 8:15 p.m. MST

Phenomenology of practice is a qualitative approach to inquiry that connects the philosophical concern of understanding life as lived with the orientation of practice. Rooted in everyday-ness and the ordinary, it invites the cultivation of vibrant and sensitive understandings of relations—including relations between self and other and between who we are and how we act, among others. The final text that comes out of the research is intended to touch the reader in an embodied way.

Drawing on examples of my own research on the nurse's touch, I will illustrate ways that phenomenology of practice reveals embodied encounters as situated in time and place. Participants will develop a phenomenological research question(s) based on their own research interests. We will practice writing lived experience descriptions (LEDs) and consider methods for phenomenological reflective analysis.



Our Relationship to Writing: Publishing Qualitative Work (WKP 3)

Linda Liebenberg, PhD

3A - Tuesday, June 10, 2:00 p.m. - 4:15 p.m. MST

3B - Thursday, June 12, 9:00 a.m. - 11:15 a.m. MST

As academics, our relationship to writing is complex. Successful publication of journal articles is increasingly critical for success in academia. Added to this are the expectations of publishing in high-impact factor journals. However, achieving this success can be frustrating at best (“where do I find the time?”) and, at worst, daunting (“what if people realize I’m a fraud and don’t actually belong in this space?”). Compounding these experiences is the need to have publications read and cited. This adds pressure to ensure that our articles stand out amongst the myriad of others.

This workshop will provide participants with practical guidelines for successful and impactful writing of qualitative findings. The workshop will consider why we write, its role in our research process, and how best to write to get your qualitative research published and read. Participants will be provided tips and strategies, including an understanding of the differences in writing style and structure for different outputs (i.e., the difference between a dissertation, an academic journal article and a book chapter), and will gain hands-on experience with the structure of their written work, editing for clarity, and the physicality of writing.

The Relationship Between Codes and Themes (WKP 4)

Dr. Johnny Saldaña

4A - Monday, June 9, 2:00 p.m. - 4:15 p.m. MST

4B - Wednesday, June 11, 1:00 p.m. - 3:30 p.m. MST

Thematic statements are common and prominent analytic outcomes for many qualitative research studies. Themes are extended phrases or complete sentences that descriptively summarize and/or interpret a body of data.

This workshop surveys thematic analysis methods for qualitative research projects in multiple disciplines. Participants will explore coding as an optional precursor for categorical theme development with one data set, then analyze a second data set with phenomenological themes. The workshop’s objectives and activities are:

1. define, differentiate, and examine the relationships between selected analytic terms: code, category, pattern, and theme;
2. explore the construction and transition processes from codes to categories;
3. explore the construction and transition processes from codes and categories to thematic statements;
4. examine how AI/ChatGPT can supplement qualitative thematic analysis.



Case Studies: A Research Strategy to Reconcile Theory and Context (WKP 5)
Dr. Rebecca Piekkari | Thursday, June 12, 9:00 a.m. - 11:15 a.m. MST

One of the main strengths of the qualitative case study is its ability to address 'how' and 'why' questions. However, it is not possible to answer these questions adequately and explain social phenomena without taking context seriously.

In this workshop, we will learn how the case study is a robust research strategy for reconciling theory and context through contextualized explanations that build distinctive rather than general theories. In case studies, the research context is essential - not a hindrance - to theorizing; it has explanatory power. Case researchers treat context holistically, rather than extracting out variables and relationships of interest. Case studies also reduce the risk of producing theories that are obsolete or irrelevant for explaining the social world – a world that is marked by dynamism, causal complexity, as well as the situatedness of social action in time and space.

Thus, in this workshop, you will learn:

- 1) what contextualized explanations are,
- 2) why context matters for theorizing, and
- 3) how your research projects could benefit from case studies as a research strategy.

This workshop will prepare you to better defend your own methodological choices and improve your research practice.

Researching With and Through Narrative Inquiry (WKP 6)
Dr. Alice Chik | Monday, June 9, 6:00 p.m. - 8:15 p.m. MST

Storytelling is not just for the fireside. Narrative is “the primary form by which human experience is made meaningful” (Polkinghorne, 1988: 1). Telling stories is a way for us to both understand and construct our ‘reality’ and ‘world’ (Bruner, 1991; 2004).

Narrative inquiry, then, is a qualitative research approach that records the stories of an individual or a small group to understand lived experiences. Narrative inquiry is used widely in various disciplines, e.g. language teaching and learning, healthcare, and migration, to name a few. There are also a wide range of narratives for collection and analysis.

This session focuses on understanding the process of using textual and multimodal narratives for research purposes – we will take a participatory approach to collect, analyse, and write up.



Beyond the Principles: Nuts & Bolts of Community-Based Participatory Research CBPR (WKP 7)

Dr. Lisa M. Vaughn & Farrah Jacquez, Ph.D.

7A - Monday, June 09, 2:00 p.m. - 4:15 p.m. MST

7B - Tuesday, June 10, 2:00 p.m.- 4:15 p.m. MST

CBPR is a collaborative approach to research that equitably engages community members in the research process and recognizes the unique strengths that both academic and community partners bring. The benefits of CBPR have become widely accepted, yet the processes and methods community-academic research teams use to collaborate are more elusive.

This experiential workshop will position CBPR among other research approaches, describe the continuum of engagement and its implications, and introduce the diverse ways community collaboration can benefit research outcomes. Workshop participants will have opportunities to engage in activities and discussions of the concrete tools and techniques that fuel successful CBPR partnerships. Participants will take from the workshop knowledge about CBPR and specific strategies they can replicate in their own community-partnered work. The workshop facilitators will emphasize participatory research methods and how they can be used within CBPR.

Critical Ethnography: Evolving Concepts and Practices in Contemporary Research (WKP 8)

Dr. Pengfei Zhao

8A - Tuesday, June 10, 6:00 p.m. - 8:15 p.m. MST

8B - Thursday, June 12, 9:00 a.m. - 11:15 a.m. MST

Critical ethnography examines the dynamics of dominance and resistance as they unfold in everyday cultural, social, and political practices. Since its introduction in the 1970s, critical ethnography has been widely adopted in disciplines such as anthropology, sociology, and applied social sciences, including but not limited to education, public health, and social work.

In this interdisciplinary workshop, instructor Pengfei Zhao will guide participants through the latest conceptual developments and cutting-edge practices in critical ethnography. The workshop will begin by revisiting the mixed legacy of traditional ethnography and move on to how the art and rigour of this methodology has been reconceptualized in contemporary critical ethnography. Key themes will include navigating situated ethical challenges and dilemmas, evolving features of ethnographic fieldwork, bearing witness to social processes and events through participant observation, and engaging in critical reconstructive analysis of power. Participants will have ample opportunities to engage in a range of dynamic activities, from direct instruction to group discussions, as well as online, hands-on exercises.



Visual Arts-Based Methods in Research: Not just for kids (WKP 9)

Dr. Katie Mah | Wednesday, June 11, 9:15 a.m. - 11:15 a.m. MT

In qualitative research, visual arts-based methods (including drawing, painting, and video-based methods) are adopted for reasons of innovation, accessibility, participation and, in the case of young people, child-friendliness.

In this session, I position visual arts-based methods as much more than 'cute' ways to invite (young) participants into research that concerns them. Drawing on examples from my own arts-based studies and methodological scholarship, I demonstrate the ways that arts-based methods can be used across participant groups to enable the co-production of a more nuanced and complex understanding of a topic of inquiry.

In this hands-on workshop, participants will create their own visual data on a topic of their choosing, as well as 'play' with examples of existing arts-based data. Through these activities, participants will gain a greater appreciation for

- (a) how the act of producing visual data, as well as the data itself, can enhance the researcher's understanding of a phenomenon,
- (b) the relation between visual and text-based data, and
- (c) the role of the reflexive researcher in the analysis and interpretation of visual and text-based data.

This workshop welcomes participants of all levels of familiarity and experience with arts-based research methods.

Using Thick Data to Study Relationships Online (WKP 10)

Dr. Guillaume Latzko-Toth | Monday, June 9, 2:00 p.m. – 4:15 p.m. MST

This workshop will provide an overview of the thick data approach for studying online phenomena and interactions. Thick data methodology refers to a range of research methods designed for digital media research that are not predominantly computational nor based on the collection of massive sets of digital traces. Rooted in the comprehensive paradigm of qualitative research, this form of trace-based inquiry relies on the density or "thickness" of collected/constructed data rather than the size or volume of collected traces.

The workshop begins with the presentation of a conceptual framework to formalise and operationalise the thick data approach, along with concrete examples of thickening strategies that have been used in digital media research. Then, participants will take part in a hands-on activity to explore the co-analysis approach to studying digital interactions. Finally, participants will be invited to contribute to a critical reflection on the complementarity of thick data and big data methods.



Skill Builder Descriptions

Cite Black Women: A Critical Praxis (SKB 1)

Cite Black Women Collective

Erica L. Williams, Christen Smith, Daisy E. Guzman-Nuñez, Imani Wadud

Monday, June 09, 9:00 a.m. - 10:15 a.m. MST

Following the guiding principles of the Cite Black Women movement, this session engages participants on the politics of knowledge production and citation. Considering how citation—in its broadest sense—operates in regards to global knowledge circulation, consumption and production, this workshop will help participants develop the tools to overcome citational bias by building awareness on the existing inequality in citation practices and its disproportionate impact on Black women in particular. To follow, participants will also learn practical steps that they can take in order to overcome citational bias in research, writing and beyond.

Using Quirkos to Explore Qualitative Relationships (SKB 2)

Dr. Daniel Turner | Tuesday, June 10, 9:00 a.m. - 10:15 a.m. MST

This session provides an introduction and basic training in the simple qualitative software tool, Quirkos. Designed to take a straightforward and visual approach to helping researchers code and manage their small but rich qualitative data sets, with no 'AI' or quantitative tools. It is available for Windows, Mac and Linux, either offline or in the browser with live collaboration. Dr Daniel Turner will show the basics of using Quirkos, with a focus on how you can structure your qualitative data to explore relationships between participants, differentiate between different groups of respondents, and explore how participants themselves describe relationships in their lived experience. It will also cover the possibility of challenging the researcher/participant dichotomy by including participants in the analysis process, and how this was done in a previous healthcare setting.

Visualizing Qualitative Research:

Exploring and Using Experimental Visualization (SKB 3)

Dr. Lea Bauer | Wednesday, June 11, 2:00 p.m. - 3:15 p.m. MST

Have you ever tried to visualize your qualitative research findings for a presentation or paper? If so, you may have struggled to visually articulate multi-layered field experiences and heterogeneous data. This session encourages participants to overcome hesitation toward visualization, explore its potential as a complementary research tool, and critically and creatively embrace visualization as a method to reflect on and relate to field experiences and data, clarify arguments, and inspire alternative perspectives. We will begin with an introduction to the epistemic potential of visual practices, illustrated with examples from the facilitator's work. Building on this, we will collaboratively create a mind map outlining key steps for experimental visualization. This map addresses general principles applicable to any research topic while allowing customization for participants' themes. It will serve as a take-home guide for future visualization experiments. The session concludes with a brief discussion of challenges related to visual communication.



Reflexive Memoing in Qualitative Work (SKB 4)

Dr. Jennie Ferris | Thursday, June 12, 2:00 p.m. - 3:15 p.m. MST

Reflexivity involves researchers being honest about contemplating their own feelings, assumptions, biases, and experiences and allowing themselves the space to navigate those in relation to the research process. Reflexivity occurs during and after a certain process in the field, as no researcher can enter a field and be completely objective, leaving biases, identities, and personal understandings of the world behind.

In this session, we will learn how to use reflexivity to navigate research terrains in qualitative inquiries. We will cover the “reflexive process” one can deploy within each significant research milestone. Then, we will discuss the tool of memoing as a key component of that process and how it can be interwoven into any written output. We will end on how reflexivity is the tool through which researchers can address integral, significant, and internal research issues honestly with authenticity in order to improve the research process.

Using Dedoose to Enhance Collaborative Qualitative Data Analysis (SKB 5)

Institute for Mixed Methods Research (IMMR)

Hannah Calvert, Michelle Salmona, Sara E. Grummet

Thursday, June 12, 3:30 p.m. - 4:45 p.m. MST

Scholars from the Institute for Mixed Methods Research (IMMR) will demonstrate how to use Dedoose, a qualitative and mixed methods data analysis application, to analyze complex data in collaborative ways. This interactive session will offer reflective prompts to engage the audience to think about ways that collaboration across participants, communities, and researchers can enhance qualitative data analysis and grow the impact of qualitative research in general. After a brief presentation, IMMR will demonstrate how to create a collaborative project in Dedoose, upload data, and begin coding.

All attendees will receive a free month of Dedoose to follow along during the session.



Facilitator Biographies

Biographies are sorted alphabetically by last name.

Dr. Lea Bauer

Research Assistant, Leibniz Institute for Regional Geography

Lea Bauer's research focuses on the intersection of Critical Cartography/GIS, Visual Geographies, Political Geographies, and Qualitative and Artistic Research Methods. Currently she is research assistant in the Visual Regional Geographies research unit at the Leibniz Institute for Regional Geography in Leipzig, Germany. Her teaching portfolio includes BA seminars on qualitative research methods, critical cartography, and mapping. In addition, she has worked as a freelance cartographer and graphic designer since 2010, creating visuals for qualitative research projects and leading collaborative mapping workshops and sessions on visualizing qualitative research. For her PhD project on web-based map activism ('tactical maptivism'), she was awarded a fellowship by the German Academic Scholarship Foundation (2016–2018).

Dr. Hannah Calvert

Senior Researcher & Academic Instructor, Institute for Mixed Methods Research

[The Institute for Mixed Methods Research](#) (IMMR) aims to advance social science through methodological development and technological innovation. IMMR is driven to support and advance the quality, practice, and application of qualitative and mixed methods research across the social sciences. This session's presenters, Drs. Salmona, Grummert, and Calvert, are the interdisciplinary leadership team of IMMR that leads research, data analysis, and capacity building training for social scientists around the world. To learn more about their individual areas of research and expertise, visit www.immrglobal.org.

Dr. Alice Chik

Associate Professor, Macquarie University, Australia

Alice Chik is an Associate Professor at the Macquarie School of Education, Macquarie University, Australia. She is the co-author of [Narrative Inquiry in Language Teaching and Learning Research](#) (2nd Ed., Routledge, 2025) and the lead editor of [Multilingual Sydney](#) (Routledge, 2019). In her work, Chik is interested in using visual narratives and linguistic biographies to understand individual and societal multilingualism. She researches multilingual practices in everyday life, especially on inclusion in digital spaces. Alice has collaborated with schools, public libraries, and local governments on exploring the visibility, accessibility, and capacity of languages for inclusion. She is currently working on a monograph on multilingualism and public pedagogies. Her university webpage:

<https://researchers.mq.edu.au/en/persons/alice-chik>



Dr. Simmee Chung
Associate Professor, Concordia University

Dr. Simmee Chung is an Associate Professor in the Faculty of Education at Concordia University of Edmonton, Canada. With over 20 years of experience as a narrative inquiry researcher, Simmee has collaborated on many research projects, presentations, and publications with colleagues from both national and international contexts. She currently serves as the Program Chair-Elect for the American Educational Research Association's (AERA) Narrative Research Special Interest Group. Throughout her career, Simmee has been dedicated to honouring and amplifying the voices of often marginalized populations, including children and families of color, immigrants, and Indigenous youth and families. This focus is central to her relational research, teaching, and daily life, as she strives to be responsive to the diverse communities she comes alongside. Simmee is passionate about supporting educators and scholars at various stages of their personal and professional journeys, across a wide range of research interests. She is also inspired daily by her two daughters, who continually remind her of the importance of helping to co-compose a better world.

Dr. Jennie Ferris
Academic Associate, Teaching and Learning Services, McGill University

Jennie Ferris (PhD) is an Academic Associate at Teaching and Learning Services, McGill University. She supports instructors' teaching success by leading workshops and retreats, facilitating learning communities, and offering pedagogical consultations within and across disciplines. Her qualitative research draws on thematic, narrative, and arts-based approaches. Jennie writes reflective memos during her research to articulate her positionality, to develop questions, ideas and metaphors, and to document her in-process thinking and emerging interpretations. These memos range from reflections on data collection experiences such as classroom observations and focus groups, to reflections on e-mail communications with participants, transcript notational systems, and how her musical background may inform her research.

Dr. Sara E. Grummert
Academic Director, Institute for Mixed Methods Research

[The Institute for Mixed Methods Research](http://www.immrglobal.org) (IMMR) aims to advance social science through methodological development and technological innovation. IMMR is driven to support and advance the quality, practice, and application of qualitative and mixed methods research across the social sciences. This session's presenters, Drs. Salmona, Grummert, and Calvert, are the interdisciplinary leadership team of IMMR that leads research, data analysis, and capacity building training for social scientists around the world. To learn more about their individual areas of research and expertise, visit www.immrglobal.org.



Dr. Daisy E. Guzman Nunez

BIFFI Postdoctoral Fellow; Miriam Jimenez Roman Postdoctoral Fellow

Dr. Daisy E. Guzman Nunez is a Garifuna American scholar. Dr. Guzman Nunez's research interests revolve around Black Indigeneity, Black Feminist Ethnography, and Black Central American Geographies. She is the inaugural Black and Indigenous Feminist Futures Institute Postdoctoral Fellow 2024-2025 and the Miriam Jimenez Roman Postdoctoral Fellow 2023-2024. Her pedagogy and writing show her commitment to Afro-diasporic citation, methodologies, and praxis. She is working on her book manuscript, which centers on the migratory experience from Guatemala to New York during the height of the Guatemalan Civil War (1960-1996). Through oral history and archival work, Dr. Guzman Nunez aims to push the voices of Garifuna women to the forefront of the Garifuna migration narrative and significantly shift how we think of gendered labor. By redefining Garifuna mobility as a hemispheric phenomenon, her research intersects with Black Studies, Latinx Studies, Indigenous Studies, Anthropology, and Women and Gender Studies.

Dr. Carolina Guzmán-Valenzuela

Serra Hunter Fellow, Universitat Autònoma de Barcelona

Carolina Guzmán-Valenzuela is Serra Hunter Fellow at the Faculty of Psychology of the Universitat Autònoma de Barcelona and Senior Research Fellow at the Universidad de Tarapacá, Chile. Previously, she was a full professor of higher education at the Universidad de Tarapacá. Her work spans global higher education, knowledge production inequalities, public/private divides in higher education, epistemic (in)justice, and qualitative research methodologies. She has developed the concept of the "transformative university," addressing collective agency, the public sphere, and social justice through a decolonial lens. Carolina has published over 40 journal articles and 10 book chapters, including *The Bloomsbury Handbook of Student Voice in Higher Education* (2024). She collaborates across Europe, the UK, USA, South Africa, and Latin America. Her interdisciplinary approach integrates sociology, education, philosophy, and more.

Farrah Jacquez, PhD

Professor & Assistant VP of Research, Department of Psychology, University of Cincinnati

Farrah Jacquez, Ph.D., is a Professor of Psychology and Assistant Vice President of Research at the University of Cincinnati. Along with Lisa Vaughn, Dr. Jacquez is co-founder and co-editor of the *Journal of Participatory Research Methods*, where she helps to disseminate tools, technique, and strategies to engage community members in the research process. In her own research, Dr. Jacquez focuses on community-partnered approaches to health equity, participatory research scholarship, and broadening participation in science. Currently, Dr. Jacquez works with immigrants and refugees in Cincinnati on efforts to understand and promote social connection and civic engagement. She has received funding from National Institutes of Health, AmeriCorps, and the Robert Wood Johnson Foundation. For more information: <https://scholar.google.com/citations?user=YALiPW8AAAAJ&hl=en>



Dr. Guillaume Latzko-Toth

Professor, Communication and Media Studies, Laval University

Guillaume Latzko-Toth is a Full Professor of communication and media studies at Laval University (Quebec City, Canada). He is a founding member and co-director of the Laboratory for Communication and the Digital (LabCMO: <https://labcmo.ca/en/>) and a member of the Interuniversity Research Centre on Science and Technology (CIRST). His research and publications have addressed topics such as users' contribution to digital innovations – particularly early social media – and methodological and ethical issues related to research in digital contexts – notably qualitative inquiry based on “thick data”. Besides a number of contributions to edited books and French-language journals, his work appeared in the Journal of Community Informatics, the Bulletin of Science, Technology and Society, the Canadian Journal of Communication, Internet Histories, and Internet Policy Review.

Gillian Lemermeier, PhD, RN

Assistant Professor, Faculty of Nursing, Co-Director, iiQM, University of Alberta

Gillian Lemermeier, PhD, RN is an Assistant Professor in the Faculty of Nursing at the University of Alberta, Canada. Gillian's research employs phenomenological and other qualitative methods to explore questions situated in the embodied encounters between nurses and other healthcare practitioners with the people in their care. The focus is on themes of relational ethics, embodied knowing, and the ethics of artificial intelligence in healthcare. Recent and on-going projects include a phenomenology of NICU nurses' touch, the ethics and effects of AI and other digital technologies in K-12 education and the technoethics of electronic health record systems. She is the Associate Director of the International Institute for Qualitative Methodology, adjunct core faculty with the John Dossetor Health Ethics Centre, and co-lead of the AI and Health research Hub at the University of Alberta.

Linda Liebenberg, PhD

Editor-in-Chief, International Journal of Qualitative Methods

Linda Liebenberg, PhD., is a researcher in the field of youth mental health and well-being, as well as related community resilience used to bolster upstream mental health promotion. Her work explores the promotion of positive youth development and mental health, including formal service provision, informal community supports and community development. Her approaches include participatory image-based methods and sophisticated longitudinal quantitative designs, and is invested in impactful knowledge mobilization and effective ways of sharing research findings with diverse knowledge users. As part of this, Linda is attentive to how we write academically for broader uptake. To this end, she is editor-in-chief of the Sage journal International Journal of Qualitative Methods (official journal of the iiQM) and sits on several other journal editorial boards. She has been a reviewer for more than 37 journals and has more than 70 peer-reviewed publications. Linda has developed consulting and collaborative relationships with many international community-based organizations, including the World Bank, the World Health Organization, Save the Children, and the Institute for International Criminal Investigations.



Dr. Katie Mah

Postdoctoral Fellow, School of Occupational Therapy, Western University

Dr. Katie Mah is a Mitacs Postdoctoral Fellow in the CRED (Childhood Rehabilitation Ethics & Disability Research) Lab at Western University and the NOVEL (Neurorehab Outcomes via Education & Learning) Lab at Holland Bloorview Kids Rehabilitation Hospital. Her research is also funded by VOICE (Views on Interdisciplinary Childhood Ethics) at McGill University. Employing critical qualitative and arts-based methodologies, and drawing on her background in nursing and occupational therapy, as well as her lived experience of concussion, Katie's current work explores how concussion 'recovery' is discursively understood by young people. For her doctoral work she was awarded a Pursuit Award by the Bloorview Research Institute (Holland Bloorview Kids Rehabilitation Hospital) and named 2021 recipient of the highly regarded Joan Eakin Award for Methodological Excellence in a Qualitative Dissertation (Centre for Critical Qualitative Health Research, University of Toronto). A selection of creative outputs from her team can be viewed here: <https://credresearch.ca/creative-outputs/>

Alies Maybee

Independent Patient Partner, Patient Advisors Network

Alies Maybee has been a patient partner since 2011, involved in many aspects of healthcare including research projects and areas of service delivery and policy. In the past, Alies has worked in technology, training women on assistance to use computers and get jobs. This experience exposed her to how systems and people conspire against certain groups of people. As a patient partner of some privilege, she has seen how others with less privilege are often absent or not treated with respect. This led to co-initiating EMPaCT, a community table of people with diverse lived experiences focused on health equity. Alies is also a co-founder of the Patient Advisors Network (PAN), a national community of patient and family advisors/partners. She advocates for health system change and patient /public engagement.

Dr. Rebecca Piekkari

Chair of International Business, Aalto University School of Business, Finland

Rebecca Piekkari is Marcus Wallenberg Chair of International Business at Aalto University School of Business in Finland. She has published on qualitative research methods, particularly on the use of the case study in the disciplinary field of International Business. Together with Catherine Welch, she has edited two volumes on qualitative research published by Edward Elgar: Handbook of Qualitative Research Methods for International Business (2004) and Rethinking the Case Study in International Business and Management Research (2011). She has also written about the methodological challenges associated with fieldwork that crosses language boundaries. In 2021, she received, together with her co-authors, the Journal of International Business Decade Award for the article 'Theorising from case studies: Towards a pluralist future for international business research'. She is the Director of the Aalto Center for Qualitative Management Research.



Cheryl Poth, PhD

Professor, Faculty of Education, University of Alberta

Cheryl Poth, PhD is an award-winning instructor and established qualitative and mixed methods research scholar. Her specific research interests include enhancing research quality and collaborative research teams in the fields of education and the health sciences. She is past president of the Mixed Methods International Research Association and current associate editor of the Journal of Mixed Methods research. She co-authored the 4th edition of Qualitative Inquiry & Research Design (2017, Sage) with John Creswell and recently released the 5th edition (2024, Sage). Her books, Innovation in Mixed Methods Research: Guiding Practices for Integrative Thinking with Complexity (2018, Sage) and Research Ethics (2021, Sage), are inspired by the dilemmas she hears in the field by learners. More information can be found at <https://sites.google.com/uAlberta.ca/cheryl-poth/home>

Dr. Johnny Saldaña

Professor Emeritus, Arizona State University

Johnny Saldaña is Professor Emeritus from Arizona State University's Herberger Institute for Design and the Arts. He is the author of Fundamentals of Qualitative Research, The Coding Manual for Qualitative Researchers, Thinking Qualitatively: Methods of Mind, Ethnotheatre: Research from Page to Stage, Writing Qualitatively: The Selected Works of Johnny Saldaña, Developing Theory Through Qualitative Inquiry, co-author with the late Miles and Huberman for Qualitative Data Analysis: A Methods Sourcebook, and co-author with Matt Omasta for Qualitative Research: Analyzing Life. Saldaña's qualitative methods works have been cited and referenced in more than 45,000 research studies conducted in over 135 countries.

Dr. Michelle Salmona

President, Institute for Mixed Methods Research

[The Institute for Mixed Methods Research](https://www.immr-global.org/) (IMMR) aims to advance social science through methodological development and technological innovation. IMMR is driven to support and advance the quality, practice, and application of qualitative and mixed methods research across the social sciences. This session's presenters, Drs. Salmona, Grummert, and Calvert, are the interdisciplinary leadership team of IMMR that leads research, data analysis, and capacity building training for social scientists around the world. To learn more about their individual areas of research and expertise, visit www.immr-global.org.



Dr. Ambreen Sayani

**Physician & Social Scientist, Improving Cancer Care Equity (ICCE) Lab
Women's College Research Institute**

Dr. Ambreen Sayani, MD PhD, is a physician and social scientist. She leads the Improving Cancer Care Equity (ICCE) Lab at Women's College Research Institute, which aims to improve cancer outcomes for all population groups by promoting equitable cancer prevention, early detection and access to high quality care. Dr. Sayani is an Assistant Professor (status) at the University of Toronto's Dalla Lana School of Public Health, Health Equity Expert Advisor for the Canadian Partnership Against Cancer, and co-initiator of Equity Mobilizing Partnerships in Community ([EMPaCT](#)). She has received multiple awards for her leadership, research and innovation in patient engagement, health policy, and cancer care equity.

Dr. Christina Silver

Co-founder, Qualitative Data Analysis Services, Associate Professor, University of Surrey

Christina Silver is Associate Professor (Teaching) in the Department of Sociology at the [University of Surrey](#) and has designed, coordinated and delivered awareness-raising, capacity-building and training in the use and implications of digital-tools for qualitative analysis since 1998. Christina is internationally renowned as a global leader in the teaching of methodologically-grounded use of digital tools designed for the analysis of qualitative software (collectively known as Computer Assisted Qualitative Data Analysis (CAQDAS) packages). She is widely recognised for her unique breadth and depth of knowledge of the CAQDAS field, both historically, and in the current rapidly developing landscape of the infiltration of Generative-AI into qualitative data analysis (QDA) practice. In addition, Christina has contributed significantly to CAQDAS pedagogical development, including co-developing the [Five-Level QDA method](#), and has published widely in the CAQDAS field. She is Director of the [CAQDAS Networking Project](#) and Co-founder of [Qualitative Data Analysis Services \(QDAS\)](#).

Dr. Christen A. Smith

Associate Professor, Yale University

Christen A. Smith, is Associate Professor of Anthropology and African American Studies at Yale University. She is the author of the book, *Afro-Paradise: Blackness, Violence and Performance in Brazil* (University of Illinois Press, 2016), co-author of the book *The Dialectic is in the Sea: The Black Radical Thought of Beatriz Nascimento* (Princeton University Press, 2023) and co-editor of *Black Feminist Constellations: Black Women in Dialogue and Translation* (University of Texas Press, 2023). In 2017, she started Cite Black Women.—a transnational initiative that brings awareness to society's gross tendency to ignore Black women's intellectual contributions and not to cite Black women inside and outside of the academy.



Dr. Daniel Turner
Director, Quirkos

After 10 years in academia working in qualitative health, Daniel Turner left to create Quirkos and design accessible and affordable software to help with qualitative analysis. He still leads the development of Quirkos, and runs training not just on software, but general qualitative approaches and participatory analysis.

Dr. Lisa M. Vaughn
Professor, Cincinnati Children's Hospital & University of Cincinnati

Dr. Lisa M. Vaughn is Professor of Pediatrics at Cincinnati Children's Hospital Medical Center (CCHMC)/University of Cincinnati College of Medicine (UCCOM) with a joint appointment in the Educational Studies Community-Based Action Research PhD program at the University of Cincinnati. Dr. Vaughn has worked for more than 20 years using community-engaged research to promote the health and wellbeing of immigrants and vulnerable families and youth. She has specific training and a significant publication history in qualitative and participatory research methodologies, community-based participatory research, and community and patient-family engagement in research. Dr. Vaughn is Co-Director of the Qualitative Methods & Analysis Center (QMAC) at CCHMC and Co-Editor of the Journal of Participatory Research Methods (JPRM).

Dr. Imani A. Wadud
#CiteBlackWomen Collective

Dr. Imani A. Wadud (she/her) is a queer, Black feminist educator, researcher, organizer, and curator of public practice. She is a member of the #CiteBlackWomen Collective and serves as project mentor for her local, QTBIWOC maker's collective. Her current focus on #BlackLife responds to a long-standing invocation from Black feminists' past. Much of her research complicates assumptions, desires, and the effects of living in the afterlife of working together.

Dr. Pengfei Zhao
Assistant Professor, Faculty of Education, McGill University

Dr. Pengfei Zhao is Assistant Professor of Education at McGill University, with an interdisciplinary background in inquiry methodology, sociology, and cultural studies. Her work develops a praxis-driven, social justice-oriented qualitative research methodology, drawing from a broad range of theories, including critical theory, contemporary pragmatism, feminism, and post-colonial studies, to. She focuses on critical ethnography, feminist and narrative methodologies, and critical multilingual approaches. Dr. Zhao's critical ethnography, *Changing Fate: The Cultural Revolution's Rural Youth in Transition to Late-Socialist China*, received the PhD Dissertation Award from the International Institute for Qualitative Methodology (2017) and the Illinois Qualitative Distinguished Dissertation Award from the International Congress of Qualitative Inquiry (2019). Her methodological contributions to critical ethnography have been published in journals such as *International Journal of Qualitative Studies in Education*, *Qualitative Inquiry*, and *International Journal of Qualitative Methods*.



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With their help, Thinking Qualitatively was possible.

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