## Breakout Session G

**Friday, January 17th**

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<tr>
<td>1047</td>
<td>8:45-9:05</td>
<td>Paper</td>
<td>An Exploration of Sarcoma From The Perspective Of Adolescents and Young Adults, Parents, and Providers</td>
<td>Elizabeth Donovan</td>
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<tr>
<td>1047</td>
<td>9:45-10:05</td>
<td>Paper</td>
<td>How Does Subjectivity Differ in Qualitative and Quantitative Research?</td>
<td>Fatma Acar Şerife Sevinç Büşra Çaylan Gizem Güzeller</td>
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<tr>
<td>1048</td>
<td>8:45-9:05</td>
<td>Paper</td>
<td>Subjectivity in Participant- and Researcher-Generated Data in Qualitative Research</td>
<td>Özge Dışbudak Habibe Toker Zulfukar Ozdogan Şerife Sevinç</td>
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<tr>
<td>1048</td>
<td>9:15-9:35</td>
<td>Paper</td>
<td>Leveraging Critical Methodologies to Unpack the Gendered and Racialized Nature of Nonprofit Spaces</td>
<td>Kirk Leach Ashley Nickels</td>
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<td>1048</td>
<td>9:45-10:35</td>
<td>Panel</td>
<td>Using Decision-Based Learning for Teaching Qualitative and Mixed Methods Designs: Methodologists’ Self-Reflections</td>
<td>Mansureh Kebritchi Ryan Rominger Karen Johnson LauraAnn Migliore</td>
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<td>1049</td>
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<td>Paper</td>
<td>Narratives of Refugee Belonging-ness: Experiences of Novice Researchers</td>
<td>Annette Cardoza Orlando M. Cardozo Aleksandar Chonevski Verona Nisbeth-Hart Ruth Ban</td>
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## Presenter Breakout Schedule

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<tr>
<td>1049</td>
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<td>Paper</td>
<td>Comparisons of Life Story Interviews Between Young and Older Patients With Chronic Pain</td>
<td>Lewis Mehl-Madrona Barbara Mainguy</td>
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<tr>
<td>1049</td>
<td>9:45-10:05</td>
<td>Paper</td>
<td>The Use of Narrative Inquiry in Disaster Research: Listening to Those Who Matter the Most</td>
<td>Maila Dinia Husni Rahiem Robin Ersing</td>
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<td>1049</td>
<td>10:15-10:35</td>
<td>Paper</td>
<td>Diffractive Ethnography: Conducting Research in the Ontological Turn</td>
<td>Jessica Smartt Gullion</td>
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<tr>
<td>1052</td>
<td>8:45-9:35</td>
<td>Workshop</td>
<td>Using Focus Groups to Address Contemporary Issues: How to Conduct Deliberative Dialogues</td>
<td>Sarah T. Agate</td>
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<tr>
<td>1052</td>
<td>9:45-10:05</td>
<td>Paper</td>
<td>Educators’ Perceptions of Ethics in Virtual Educational Environments (VREs): A Qualitative Narrative Inquiry</td>
<td>Patricia B. Steele Elisabeth A. Young Jack Avella</td>
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<tr>
<td>1053</td>
<td>8:45-9:05</td>
<td>Paper</td>
<td>Amputee Perspectives of Virtual Patient Education</td>
<td>Sandra L. Winkler Michelle Schlesinger</td>
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<td>1053</td>
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<td>Paper</td>
<td>The Measure of a Teacher: A Novel Explores Injustice in Urban Schools</td>
<td>Della R. Leavitt</td>
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<tr>
<td>1053</td>
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<td>Paper</td>
<td>Data Flow Diagrams as Audit of Qualitative Data Analysis Methods</td>
<td>Christy Bebeau</td>
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<tr>
<td>1054</td>
<td>8:45-9:35</td>
<td>Workshop</td>
<td>Strategies Taxicab Owners Use to Sustain Their Operations in a Competitive Environment</td>
<td>Emmanuel Appah Roger Mayer Wen-Wen Chien</td>
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<tr>
<td>1054</td>
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<td>Paper</td>
<td>Decolonizing Through STEAM: Arts as Social Justice in a STEM Paradigm</td>
<td>sam smiley</td>
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Disaster research studies the phenomena associated with times of crisis during a period of disaster (Quarantelli, 1997). A disaster is defined as a sudden dreadful event that severely interrupts the functioning of a community or society and causes both material and immaterial losses that might exceed the people’s ability to cope using their own resources (IFRC, 2019). Disaster research examines how natural hazards, humanitarian emergencies and conflicts, technological miscarriage incidents and other fatal hazards affect endanger the lives, environment and wellbeing of an individual, community and nation-states. Disaster research evaluates the plan and the implementation of disaster preparedness, response and recovery actions. Rousseau is contended to be the first person to give a scientific view of natural disasters (Dynes, 2000). He observed and concluded that the fatalities of the 1755 earthquake could have been lessened if the city’s density had been lowered and people had been evacuated straightway after the first tremor had been felt. Although researchers have been studying disasters for more than a century, the scientific analyses have only just been completed, with a very limited amount of writing that discusses disaster research methods (Stalling, 2002).
Disaster research has involved numerous researchers from diverse backgrounds and also various research traditions. Still, the most common used method of inquiry since 1920s is qualitative study; with interview-based and case study research flooding the field of research (Phillips, 2002). The United Nations’ Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2020 highlighted the importance of multi hazard and solution-driven disaster research and called for more studies on disaster risk management. Aside from this, the Advancing Skill Creation to Enhance Transformation (ASCENT) project was released with aims to contribute towards this SFDRR goal by reinforcing the research and innovative competences of researchers. Under the sponsorship of the ASCENT project, Witt & Lill (2017) conducted a survey on methodologies of contemporary resilience research. In order to know what research methodologies are commonly used, they analyzed 146 disaster resilience based research in environment research articles from leading disaster journals from 2005 to 2015 and discovered the general research methods used in the research are qualitative (85 articles), quantitative (35 articles), mixed methods (9 articles); most common sources of data collection are literature (67), interviews (43) and questionnaires (32); methodological keywords that help to describe research methods are case studies (60), theoretical or conceptual framework (27) and discussion (22).

Tiernan et.al. (2019) analyzed 150 academic papers published from 2012 to 2017 and identified three emerging themes in disaster research which include: socialization of resilience; risk management with an emphasis on public private partnerships as enabling mechanisms; and a nuanced exploration of the concept of adaptive resilience. While Wang et. al. (2019) investigated 55,786 articles with disaster as the topic from the Web of Science Core Collection from 1999 to 2017 and reported that geological environment changes and geologic hazards triggered by earthquakes are the most popular research topic and designing disaster prevention and mitigation strategies is a new popular field of disaster research. Using a smaller scope,
disaster research in Indonesia only, Djalante (2018) looked at 744 publications from 1978 until 2017, concluded that the major research stream is on hazards, risks and disaster assessment, and less concerning disaster risk reduction and climate change adaptation, and the most-frequently reviewed hazards are volcanic eruptions, tsunamis and earthquakes. Another point Djalante mentioned was that most of the research was published in geography, earth sciences or inter-disciplinary journals on disaster, and less on social science, public administration, emergency management, and political science journals.

The technical science of disaster is still the prevalent theme in areas of disaster research, but there is an urgent need to investigate disaster from the perspective of social science and making disaster research becoming more in touch with the human side of disaster. In researching resilience, disaster risk reduction, or disaster education, human experiences are important. Using those experiences, we can gain a better idea of how the events happen, what the people need, or what should be trained and taught to people, so that they are better prepared for the occasions when disasters happen. These experiences need to be organized into meaningful units, it could be a story or a narrative. A narrative acknowledges the social, cultural, physical and emotional impact of disasters from the perspectives of those affected, and potentially convey useful ideas about ways to help build resilience for the affected community and other communities. Zellermayer, (1997) states that people could create narrative descriptions about their experiences for themselves and others, and they also could develop narratives to make sense of the behavior of others.

In this presentation, we will share our experiences of using narrative inquiry in our previous disaster research. Narrative inquiry is a term that gathers a both personal and human dimension of experience over time and analyses the relationship between individual experience and cultural context (Connely & Clandinin, 2006). Here, we will review what lesson we learned
from using the narrative inquiry method; how data was collected, analyzed, and presented; and how the findings contribute to the area of disaster research. We will also discuss why the voices of the affected population matters. We will present some stories that we have collected and how the stories inform the disaster risk reduction scholars, policy makers, humanitarian agencies and other related parties.

References:


The Use of Narrative Inquiry in Disaster Research: Listening to Those Who Matter the Most

Maila Rahiem PhD (UII Jakarta, Indonesia)
Robin Ersing PhD (University South Florida)
My Story

When I was little, my father continued his doctoral studies in Leiden, the Netherlands. My mom, brother and I remained in Jakarta, Indonesia. My dad recorded stories on cassettes daily, and sent them every two weeks. Mom always played the tapes before we went to sleep, every night. Bitter Tongue is my favorite story. The tale is a folklore modifcated by my dad. I have fallen in love with the storytelling ever since. My mom, brother and I remained in Leiden, the Netherlands. When I was little, my father continued his doctoral studies in Leiden, the Netherlands.
My Story

I was living in Montreal when the 2004 Aceh earthquake happened. I've just graduated from McGill University's Masters program. I was then president of the Association of Indonesian Students in Montreal. This extraordinary disaster had moved us, students from Indonesia in Montreal, to do fundraising activities. We raised CAD 94,000 with success.

I returned to Indonesia a month later. I volunteered in the post-disaster program in Aceh with Medicins Sans Frontieres/Doctors Without Borders.

I was living in Montreal when the 2004 Aceh earthquake happened.
I volunteered as a storyteller, helping the health and mental health team reach the community, switching the role, not me who told the stories. My job that time was to collect stories from the community, monitoring and evaluating disaster relief programs. Nobody wanted to talk to a psychologist/psychiatrist. Because only crazy people do that. I told stories, from one relocation camp to another camp, in and out of the villages. I was in Aceh for two years. Then I worked in other disaster areas in Indonesia, becoming a consultant for monitoring and evaluating disaster relief programs.

Especially, the mental health team. Nobody wanted to talk to a psychologist/psychiatrist. Because only crazy people do that. I told stories, from one relocation camp to another camp, in and out of the villages. I was in Aceh for two years. Then I worked in other disaster areas in Indonesia, becoming a consultant for monitoring and evaluating disaster relief programs.
My interest in storytelling continues, I finished my PhD under the title: Teachers' Personal Beliefs on Use of Narratives in Moral Education for Young Children. I started my academic career after graduating, teaching and researching at university. My research area over the past four years has centered on natural disasters with an emphasis on the children.
I am currently a Fulbright Visiting Scholar at the University of South Florida. Dr. Ersing and I are working on few papers. This presentation is one of the papers we are working on.
I attended a few conferences on natural disasters, most of the speakers were experts in geology, geography, climate, technology, and engineering. One of the stories I told the story about an Acehnese man who did not want to use the toilet because the toilet faces the Qibla (Muslim prayer direction). I quoted Mr. Hasan from Meulaboh, Aceh, "I don't want to use the toilet built by an international organization. He walked miles and used other toilets in another village. A water and sanitation expert asked for more information when I quoted Mr. Hasan from Meulaboh, Aceh. "I don't want to use the toilet because the toilet faces the Qibla."
The field of disaster research, designing disaster prevention and mitigation strategies is a popular new area of research. The highest publications based on disaster types were on geophysical disasters (9,785), followed by geological (6,237), chemical & radiological (6,455), and hydrological (6,571). The rest less than 5,000 publications.

Wang et al. (2019) investigated 55,786 articles with disaster as the topic from the Web of Science Core Collection from 1999 to 2017. They reported that geological environment changes and geologic hazards triggered by earthquakes are the most popular research topics.

Disaster Study

Disaster Study

Disaster Study

Disaster Study

Disaster Study
What is Disaster Research?

Quarentelli (2005) argues two fundamental ideas of looking at disaster research regarding the human-social aspects of it; first, disasters are fundamentally a social phenomenon, not the hurricane wind or storm surge that creates the disaster. They are the cause of destruction. The disaster is the impact on the individual coping with the patterns and inputs and outputs of the social system. Second, the disaster is rooted in the social structure and reflects the processes of social change. This idea expands disaster research from studying the cause of the destruction to studying the issue of vulnerability and resilience.
Narrative inquiry is initiated with respect for the experiences told, and narrative inquirers explore both individuals as well as the social, cultural, and institutional narratives within which those experiences are composed, conveyed, and passed (Lessard, Caine, and Clandinin, 2015).

Narrative inquiry was used in our research to capture and analyze the human experience of the child survivors of the 2004 Aceh tsunami. We collected stories from twenty-seven survivors. They are now teenagers and young adults, yet they were 6 to 12 years old at the time of the 2004 catastrophe. They all either lost one or both parents in the tsunami, and they are from two regencies in the Aceh province: Banda Aceh and Aceh Besar. We asked the survivors to share their experience of living through the tsunami.
Their Stories... What can we learn?

My sister and aunt ran away first when the water began to rise. I am still at home with my mother (sobbing).

What can we learn?

My sister, my aunt, my father's sister (KA/Female) ran away with my aunt, my father's sister. My sister had run first when the water began to rise. I kept running. My sister had run that to my mother. So the mother said, "wait for dad." I once said, "if anything happens, wait for me." He said, "wait for your father. She stopped running.

My father works as a pedicab driver. Indeed, my father said, "I'm waiting for your father. She stopped running. My father also ran, I survived, mother did not. Mother am not able to tell stories. Hmmmm in short, I finally ran, to rise. I am still at home with my mother (sobbing). I
We did not know about tsunamis, we had never seen a tsunami previously. Then, someone passed our house and told us to run, the wave was so high, he told us, we still stayed at home. My uncle and I just stood in front of our house, watching people frantically running in every direction.

My mother and some other family members went out and made a circle and started to read the Quran, Yasin (the letter in Quran that people read in bad, sad times or if someone has died). They had surrendered to God. I saw my little sister was among them also. My uncle and I stayed in front of the house, when both of us saw how high the water was, then we ran. (KI/Female)
We all ran. Unfortunately, my mother had a disease, gout. So, she could not run. So, I was at the back with my mother. We could not run fast. My mother told me so. I was at the back with my mother.

Mom had a disease, gout. She could not run. So, I was at the back with my mother. The water was so high. Just so high. I could see it very clearly, the first wave was really high. I don't know how many meters. It was just so high. I could see it very clearly, the first wave was black; it was muddy water, which was what made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. The wood was cracking and made the water a bit warm. Then I heard the sound of broken timber. 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and traded (laughing). (LA/Female)
like a piece of merchandise, an item that was borrowed
house to another, being escorted and picked up, I felt
dependent on other people, without moving from one
come back here, I want to live independently, without
Enough... I want to live, hmm, that's what drove me to
not want to stay in someone else's house anymore.
member of father's family... I decided to stay alone, I did
town, to Jakarta. So, I was handed over to another
stayed there for a year. Then that family moved out of
family from my father's side. It was called Pekambadan. I
then I moved somewhere else with a relative
not afford to look after me; they had no money. So,
stayed for less than a week, because this person could
before I moved to another place. But, in the new place I
(back to the village), but only stayed for a month
southern Aceh. There, I stayed for one year, then I came
So, I stayed with other relatives. They brought me to
There is trouble, and there are many troubles. I have medical problems now. I had three surgeries to remove breast tumors. The doctor said it is now breast cancer stage 1. I should do everything for myself. I should go to the hospital on my own, I stayed there alone, then my friends visited me, and some stayed a bit. I have medical problems now. I have more trouble, and there are many troubles. I should do everything for myself. I should go to the hospital on my own, I stayed there alone, then my friends visited me, and some stayed a bit. I have medical problems now. I had three surgeries to remove breast tumors. The doctor said it is now breast cancer stage 1. I should do everything for myself. I should go to the hospital on my own, I stayed there alone, then my friends visited me, and some stayed a bit.

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...
I didn’t remember my mom. I didn’t feel sad. No, I wanted to cry, but I couldn’t, I just felt sad, but I didn’t cry. When I had a problem, when I sat sad, but I didn’t cry. When I cried, but I couldn’t, I just felt sad. I didn’t feel sad. No, I wanted to remember my mom. I didn’t remember her. Feel very sad. I don’t share that kind of feeling to others. I guess I find it hard to share that kind of feeling to others. I don’t share. It’s not easy to share. I don’t want to share it with anyone. (EN/M) nobody knows. I keep it to myself. The tears may come, but I am sitting alone. Then I remembered her. When I am sitting alone, I remember her. Feel very sad.