

ing strategies improved students' engagement in the reading and discussion of text, (2) an overview of how critical literacy methods fit with the common core standards, and (3) a demonstration of applicable strategies that teachers can implement during literacy instruction to engage students in critical thinking.

Rawlins, Bill, *Ohio University*

Songs of My Aging Self: Performing A Musical Autoethnography

This performance proposes a musical autoethnography of aging. Songs dwell within us throughout life. Across our years, melodies and lyrics document lived experiences, personal relationships, and cultural moments. Songs are visceral reservoirs for keeping the past vivid _ while subject to new meanings when linked to emerging events. They embody autoethnography's concerns with connecting personal experiences to cultural conditions, which includes my own aging in a world saturated with music. This performance uses songs from the 1960s, original compositions -- including one inspired by my grandmother encouraging me to leave college to play music, and one written in his honor and shared with Bud Goodall -- to express and examine both music's and our bodies' susceptibility to the rhythms and contingencies of our mortality. I weave personal stories, analytical observations, and songs sung and accompanied by guitar. The session opens to dialogue about the prospects of musical autoethnography.

Read, Sofia, *Towson University*

Finding a Title: Exploring Women's Collegiate Athletics Now and in the 1990s

See Metz, Jennifer Lynn

Reaves, Janet, *Eastern Michigan University*

Growth Spurt: Analyzing Journals of Social Work Students while Volunteering in Jamaica

See Wedenoja, Marilyn

Rector-Aranda, Amy, *University of Cincinnati*

Utilizing Structured Ethical Reflection in Practitioner Community-Based and Action Research

See Stevens, Douglas

Redman-MacLaren, Michelle, *School of Medicine and Dentistry*

Weaving understanding: Use of secondary data to generate new understandings about HIV risk with women in Papua New Guinea

Until recently, researchers have been reticent to use secondary data to generate grounded theory. Secondary data (also known as retrospective data) is data collected by other researchers and used in a separate research project to understand the phenomena under question.

This presentation outlines the use of a secondary data set to inform the development of a grounded theory. Collected by researchers in a multi-site study in Papua New Guinea (PNG), the data set (qualitative and quantitative data) was theoretically sampled to explore the implications for women of male circumcision for HIV prevention. Researchers used chunks of data from the secondary data set to stimulate discussion in new focus groups and to generate new knowledge about the phenomena. The weaving of under-

standings from secondary and primary data has informed a grounded theory to inform HIV prevention policy and health promotion strategies in PNG.

REECE, JANE, *Graduate School of Education, University of Bristol*
Fictional Lenses: exploring narrative inquiry methods through fiction

Narrative researchers have been skilfully using storied accounts to present research data for some time to reach diverse audiences through engaging and accessible forms. In this paper I look at the use of fiction to present research methodologies in narrative inquiry and explore some of the issues facing the researcher/writer pitfalls in doing so.

Reese, Miriam, *University of Toronto*

Trickster myths in narratives of young adult cancer: Expressions of uncertainty, subversion, and possibility

See Hammond, Chad Nathan John

Remigio, GRACYELLE Alves, *UNIVERSIDADE DE FORTALEZA*

Surgical therapy of breast cancer, lymphedema and social behavioral alterations in post mastectomy women

See Pinheiro, Cleoneide Paulo Oliveira

Rennie, David, *York University*

Honour and Domestic Violence among South Asian Immigrant Communities: A Qualitative Inquiry.

See Zafar, Sadia

Renold, Emma, *Cardiff University*

Transformative potentialities through rhythmic becomings: playing with Guatarri's schizoanalysis in an experimental dance project with teen girls.

See Ivinson, Gabrielle

Renz, Heather Fowler, *University of Alabama*

A Standpoint Case Study: Girls' Exploring Earth Science in their Own Personal Space

The purpose of this interpretive study is to understand girls' approaches to earth science through interaction with earth science in their own personal space. Feminist Standpoint Theory provides a lens to highlight difficulties that girls encounter in and beyond the science classroom. Using a case study approach, photography and interview data were collected from two high school girls, in which they expressed their personal experiences with earth science in their backyards. The study insights were expressed as two themes through brief narratives. Theme 1: [Insert image - Smiley Face in the Dirt]. Theme 2: Pangaea's okay with me! The presentation will feature a laptop display of a photoessay participants can view on their own. The presenter will also be on hand to more formally discuss ideas presented on a poster display.