

Qualitative Research Symposium in Social Sciences:

Exploring Methodological Issues in Practice

Hellenic American College, Massalias 22, 8th Floor

Friday 31st March 2017

Qualitative research is growing to become the methodology researchers choose when they want to investigate a phenomenon in detail. Qualitative researchers have the opportunity to focus on the particular, be able to understand the phenomenon on deeper levels and produce their results through the constant interplay between themselves and the data at various stages of analysis. Each of these methodologies have evolved in order to apply into diverse epistemologies and research questions. In this symposium, the attendants will have the opportunity to meet five different applications of methodologies which draw their techniques from discourse analysis, narrative analysis, grounded theory and interpretative phenomenological analysis methods. It is aspired that this symposium will add to the effort of bringing qualitative researchers together, learn from each other's work and encourage discussion and collaboration, building a qualitative research community.

SCHEDULE OF THE DAY

9:00: Symposium Registration

9:30: Opening: Building a Qualitative Research Community

Welcome by Faculty Organizer Dr. Eva Fragkiadaki, Assistant Professor, Director of Psychology Programs, Hellenic American University

10:00: Using Discourse Analysis as an Analytic Tool for Investigating Identity

Dr. Alexandros Nikolaou, Assistant Professor, Linguistics Department, Hellenic American University

11:00: Discovering Clients' Experiences of Successful Psychotherapy with Grounded Theory

Dr. Agathi Lakioti & Dr. Katerina Zymnis, Panteion University

12:00 – 12:30: Coffee Break

12:30: Futuring Methodology: Exploring the Impact of the July 2015 Referendum through Narrative Analysis of Letters from the Future

Dr. Sofia Triliva, Professor, Department of Psychology, University of Crete

13:30: Focus on the Teacher: A Teacher Cognition Study in English to Speakers of Other Languages

Dr. Christine Niakaris, Professor of Applied Linguistics, Director of Arts and Sciences, Hellenic American University

14:30 – 15:00: Coffee Break

15:00: Neo-homeless Persons in the Metropolitan Athens Area: An Interpretative Phenomenological Analysis

Dr. Philia Issari, Assistant Professor, Director of the Center for Qualitative Research in Psychology and PsychoSocial Wellbeing, Department of Philosophy, Pedagogy & Psychology, National and Kapodistrian University of Athens

16:00: Discussion – Round Table, The Future of Qualitative Research: Forming Collaborations

17:00: Closing Remarks

ABSTRACTS & BIOS**Neo-homeless Persons in the Metropolitan Athens Area: An Interpretative Phenomenological Analysis**

Dr. Issari, Philia, Assistant Professor, Director of the Center for Qualitative Research in Psychology and PsychoSocial Wellbeing, Department of Philosophy, Pedagogy & Psychology, National and Kapodistrian University of Athens.

Financial crisis and austerity measures in Greece have led to the appearance of a 'neo-homeless' generation of persons, different than the 'traditional' homeless-- broadly evident in the soup kitchens, the pavements and the shelters of the metropolitan areas. Even though there are recent studies regarding this group, there are few psychological studies that bring forth the actual 'voices' and experiences of the neo-homeless people, investigating in-depth the consequences of the crisis on their health, psychosocial well-being and identity or shedding light to the coping mechanisms or the resilience in spite of experiences of adversity and exclusion. Eight informants were contacted and interviewed while living in a shelter in the metropolitan Athens area. The semi-structured interviews' data were analysed through an Interpretative Phenomenological lens. In this paper we will present and critically discuss such findings as meaning-making in everyday life, coping strategies mobilized in order to maintain a sense of personal or social identity, people's sense of hope and resilience in the face of adversity and homelessness. Moreover, we aim to critically reflect on implications for counseling intervention regarding this vulnerable group.

Dr. Issari Philia, is an Assistant Professor of Counseling Psychology and Director of the Center for Qualitative Research in Psychology and Psycho-Social Wellbeing, Faculty of Psychology, Department of Philosophy, Paedagogy and Psychology, National and Kapodistrian University of Athens. She has worked as a research fellow at New York University and University of California, Los Angeles, U.S. where she completed her postgraduate and doctoral studies. Her teaching and research interests include identity issues, the dialogic and embodied self, narrative and constructionist approaches to therapy and research, multiculturalism within the context of counseling, and wellbeing of children, adolescents and students. She is the main author of the book titled "Qualitative Research in Psychology and Education" (SEAB, 2015, in Greek) and co-editor of the collective work titled "Qualitative Research in Counseling Psychology" (in print, in Greek). She has been a member of the organizing committee for the international conference "Qualitative Research

on Mental Health”, Chania, 2016; the conference of the «International Society of Cultural-Historical Activity Research» (ISCAR), Rethymno, 2016, and the international conference “Qualitative Research on Mental Health”, Berlin, 2018.

Discovering Clients' Experiences of Successful Psychotherapy with Grounded Theory

Dr. Lakioti, Agathi & Dr. Zymnis, Katerina, Clinical Psychologists, Panteion University

In this presentation the speakers will introduce their approach in investigating clients' experience of successful psychotherapy using grounded theory. Grounded theory is a qualitative research method originally created in the field of social sciences that has also been widely used in counseling and psychotherapy research. It was introduced by Glaser and Strauss in the 1960s. It is a method that uses highly systematic procedures in order to generate theory grounded in the data. Therefore, the method goes beyond simple qualitative description and exploration and attempts to result in the generation of theoretical models that explain the phenomena studied. A number of variations of the grounded theory method have been developed, which makes its application difficult and complex for the researcher. Participants in this presentation will be introduced to the basic principles of grounded theory as well as the application of this method in both presenters' research projects. One project used grounded theory in order to investigate the role of psychotherapy in resilience enhancement. Clients who had experienced a traumatic event or adversity and who had undergone successful psychotherapy were interviewed about their experience of psychotherapy. Grounded theory analysis led to a theoretical model that depicts resilience enhancement through psychotherapy as a meaning reconstruction process. The second project that will be presented used grounded theory to investigate clients' successful therapy experience. Psychotherapy clients were interviewed on the “what” and “how” of changes achieved through their own unique psychotherapeutic process. Grounded theory analysis led to a theoretical model that reveals the creation of a therapy world by the client and the therapist which is conducive to client change.

Dr. Lakioti, Agathi, PhD, received her doctorate in counseling/ clinical Psychology at Panteion University of Social and Political Sciences, where she is currently a post-doctorate research fellow. She works as a counseling psychologist-psychotherapist and supervisor in private practice. She is also a trainer in person-centered counseling and psychotherapy. She teaches positive psychology, research methodology and counseling ethics in undergraduate and post-graduate programs at Panteion University of Social and Political Sciences, at the

Hellenic Association of Positive Psychology, and at other public and private educational institutions. She is involved in research and training at several European projects and she is a member of Dr. Stalikas' research team which undertakes the translation and psychometric evaluation of a number of positive psychology scales. Her research interests are focused on counseling and psychotherapy research, qualitative methods, resilience, and positive psychology.

Dr. Zymnis, Katerina is a founding member and trainer at the Hellenic Association for Existential Psychology, Gignesthai and at the Hellenic Association of Positive Psychology. Katerina works as a psychotherapist with individuals, families and groups and as a supervisor at Gignesthai. She is a consultant in private multinational companies offering seminars and workshops in stress management and personal development. Katerina teaches at post graduate programs at Panteion University of Social and Political Sciences, at the University of Thessalia, and at the National Kapodistrian University of Athens. She is a member of Dr Stalikas research group at Panteion University. Her area of interest is the process and outcome of psychotherapy and the use of qualitative methods of data analysis. Her doctoral thesis is a research project on the helpfulness of psychotherapy and the factors that are conducive to change as viewed by clients. Katerina is an accredited psychotherapist (EAP), and an active member of HELASYTH (Hellenic Association for Systemic Therapy) and EFTA (European Association for Family Therapy).

Focus on the Teacher: A Teacher Cognition Study in English to Speakers of Other Languages

Dr. Niakaris, Christine, Professor of Applied Linguistics, Director of Arts and Sciences, Hellenic American University

Language teacher cognition research originated from teacher cognition studies in general education. It is a well-established domain of research concerned with what teachers think, know and believe and the relationship of these mental constructs to their classroom practice. Although research in the field of language teaching cognition has proliferated in the last 10 years, particularly in the teaching of grammar, there are very few studies on the teaching of reading in English as a Foreign Language (EFL) and no specific studies which relate to the teaching of advanced level reading to adults in preparation classes for a high stakes international examination. The present study aims to fill the gap in our understanding of the teaching of reading by examining the cognitions and practice of four experienced teachers of

English working in a non-profit language teaching center in Greece. The research framework for this study in language teacher cognition is an exploratory interpretative paradigm. The research design is naturalistic rather than experimental and concerned with understanding the teachers' knowledge base and how this knowledge has been shaped. Central to the interpretative nature of this study are the combined qualitative methods of classroom observation, individual teacher interviews and a scenario-based group discussion including all four teachers. The combination of methods is aimed at enhancing the ecological validity of the study, and an attempt to relate teacher thinking to real teaching situations. The findings suggest that the four teachers in this study mostly shared similar practices in the organization of their instruction, explicit instruction of reading strategies and mode of delivery and that there were very few inconsistencies between their beliefs and practice. The findings also indicated that teachers' cognitions and practice are informed by undergraduate studies in general, professional coursework in teaching as well as accumulated classroom experience, particularly in teaching examination preparation classes. These results have strong implications for pre-service and in-service teacher education courses and seminars in EFL.

Dr. Christine Niakaris, has an MA in Teaching English as a Foreign Language, University of Reading, UK and a Doctor of Education degree (EdD) in TESOL Applied Linguistics from the University of Bristol, UK. She has more than twenty years' experience in teaching and teacher training in Greece, the UK and at the British Council, Bahrain, and has taught graduate courses as a visiting professor at Saint Michael's College, Vermont, US. Dr. Irvine-Niakaris has also written several EFL textbooks and given presentations regularly at international conferences in Europe and the US. She is currently Director of Arts and Sciences and Professor of Applied Linguistics TESOL at the Hellenic American University, in Athens Greece and in Manchester, NH, US.

Using Discourse Analysis as an Analytic Tool for Investigating Identity

Dr. Nikolaou, Alexander, Assistant Professor, Linguistics Department, Hellenic American University

The aim of this paper is to illustrate by reference to a particular study the usefulness of discourse analysis as a qualitative research instrument in the exploration of identity construction. Current work on discourse and identity has underscored the emergent nature of identity that is created, changed and negotiated through specific linguistic processes.

Narrative discourse has proven to be a fruitful locus for this area of inquiry because it allows speakers to construct and negotiate alignments and distinctions between Self and Other through the subjective representation of displaced events and interactions. This study explores the narrative construction of identity in interviews given by 11 second generation biethnic Greeks, (in their majority Greek Americans) who relocated to their parents' homeland as adults within a decade prior to the interviews. Through the analysis of stories of linguistic and cultural assimilation, conflict and transition, we address the following questions: How do return migrants construct identity positions of themselves vis-à-vis (1) other members of their immigrant community; (2) native Greeks; and (3) the interviewer? How are positioning devices employed and how are they negotiated during the interview in the construction of their cultural and national identities? The primary analytical focus is indexicality as a central process in the creation, enactment and ascription of identities (De Fina, Schiffrin and Bamberg 2006). More specifically, emphasis is placed on the use of pronoun shifting, code-switching and double voicing as micro-level devices of positioning within the storyworld and the interactional context of the narrative (Bamberg 1997).

Dr. Alexander Nikolaou completed his Ph.D. in English - on a partial scholarship - and his MA in Applied Linguistics at the University of Birmingham, UK and also holds a B.A in English from the American College of Greece – Deree College. Dr. Nikolaou served as Coordinator of the M.A. in Applied linguistics, Chair of the Curriculum Committee, member of the IRB committee and Director of General Education. Prior to joining the University, he worked for many years as an EAP/ESP teacher at various private higher education institutions and also taught EFL both in Greece and the UK. He is an adjunct faculty member and teaches in the BAELL and MAAL programs. His research interests lie in the area of attitudes and motivation in second language learning, linguistic landscapes and the discursive construction of identity, work that he has presented his work at international conferences in TESOL, Applied Linguistics, Pragmatics and Sociolinguistics.

Futuring Methodology: Exploring the Impact of the July 2015 Referendum through Narrative Analysis of Letters from the Future

Dr. Triliva, Sofia, Professor, Department of Psychology, University of Crete

The Greek Referendum in July 2015 was constructed within multiple anxiety-provoking narratives, including that the future of Greece hung on a yes-or-no response from the voters to a cryptic and divisive question. “What does the ‘yes’ or ‘no’ vote in the referendum really mean for the future and one’s self?” was the dominant question that framed people’s thinking

and permeated the political conversation. In the week leading to the vote, we conducted research focusing on how Greek people, inarguably mired in the anxieties invoked by the referendum question, articulate a desired future in which either the 'yes' or the 'no' vote has prevailed. Participants were recruited from the general Greek public to contribute a letter from the future in an online survey; 124 letters from 99 participants were collected via this process. Initial qualitative analysis pinpointed how the responses corresponded to a double bind situation. In this presentation, we will focus upon the data set where participants constructed a narrative of an internal migration future. Eighteen such letters (12 'no' and 6 'yes' outcomes) will be analyzed within a narrative paradigm. Analysis will include: 1) the setting and the scene and its significance; the construction or positioning vis-à-vis the Referendum options; the self-level that predominates; and the emotional valence of the narrative. Discussion will focus on the positioning of self-vis-à-vis the Referendum and the choice of place.

Dr. Sofia Triliva is an Associate Professor at the Department of Psychology, University of Crete where she teaches graduate and undergraduate level courses in applied psychology. Courses taught include: community psychology, child and adolescent mental health, systems thinking and family intervention, and mental health promotion. The focus of her work is the creation, application, and evaluation of mental health prevention initiatives at the community level. Along with esteemed colleagues she has created, evaluated and published both empirical validations as well as interventions in 7 handbooks of prevention and mental health promotion. These interventions have been applied widely in schools, prevention centers, and communities in Greece and in Cyprus. The publications include: Sofia Triliva has coordinated Family Programming at the Lyceum for Women for the past 20 years and has worked pro bono in several other community outreach and prevention programs in Crete. These interventions aim to understand mental health difficulties and wellbeing with respect to power and the wider social contexts of marginalization, oppression, discrimination and adversity and to provide services. Her research focuses on community practices found to enhance wellbeing through dialogue that challenges oppressive social, relational and cultural conditions and which can lead to group solidarity and reciprocity. The research has been published in over 80 scientific articles and chapters in international and Greek journals and edited volumes. During the past several years her research has focused on how mental health services and professionals perform their work in contexts where socioeconomic upheaval prevails and on the effectiveness of systemic and group approaches to intervening in such circumstances.