

## Culturally Responsive Research Webinar Series – presented by NVivo and SAGE Publishing

Link to all webinars: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/live-webinars>

**Date and Time:** March 18, 1 PM EDT

**Registration Link** - [https://go.qsrinternational.com/l/346611/2021-02-23/ztd7vs?\\_ga=2.187311080.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/l/346611/2021-02-23/ztd7vs?_ga=2.187311080.1149601144.1614281111-422963314.1614129595)

**Title:** What More Can I Do?: An Exploration of Critical Advocacy Research and Decision Points toward Culturally Responsive Research

**Description:** Research has the potential to change the current socio-political and cultural contexts toward a more racially equitable and just society. For example, research informs policies, law, programs and practice in order to address inequities. Critical advocacy research moves beyond mere documentation of oppression and hegemonic power and requires a commitment of the researcher to support and advocate for voices not always clearly heard. This session is a brief exploration of critical advocacy approaches and congruent methods that employ rigor as they hold promise to transform.

**Presenter:** Penny A. Pasque is professor in Educational Studies and director of Qualitative Methods & QualLab for the College of Education and Human Ecology at The Ohio State University. Pasque is also editor of the *Review of Higher Education*, one of the leading research journals in the field. Her research addresses complexities in qualitative inquiry, in/equities in higher education, and dis/connections between higher education and society. She works with, and studies, qualitative methodologies that work toward social justice and educational equity. Pasque's research has appeared in over 100 journal articles and books, including in *The Journal of Higher Education*, *Qualitative Inquiry*, *The Review of Higher Education*, *Diversity in Higher Education*, among others. Qualitative publications include Pasque, *Qualitative inquiry in higher education organization and policy research* (with Lechuga, Routledge), *Critical qualitative inquiry: Foundations and futures* (with Cannella, Salazar Pérez, Left Coast Press), *Qualitative inquiry for equity in higher education: Methodological innovations, implications, and interventions* (with Carducci, Kuntz & Gildersleeve, Jossey-Bass).

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**Date and Time:** March 19, 1 PM EDT

**Registration link:** [https://go.qsrinternational.com/Youth-Led-Antiracism-Research?\\_ga=2.187311080.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/Youth-Led-Antiracism-Research?_ga=2.187311080.1149601144.1614281111-422963314.1614129595)

**Title:** Youth-Led Antiracism Research

**Description:** This webinar will discuss the conceptualization of Youth Participatory Action Research (YPAR) as an antiracism approach to social science scholarship. The webinar will include:

- A brief introduction to YPAR principles and its convergence with Critical Race Theory methodology
- Research “commitments” that enable inter-generational research partnerships with young people to advance racial justice
- Case examples of YPAR projects with diverse youth
- Lessons learned and guiding questions for future work in this field

**Presenters:**

Adriana Aldana, MSW, PhD, is an assistant professor at California State University, Dominguez Hills Department of Social Work. She received her doctorate in Social Work and Developmental Psychology from the University of Michigan. She is a community-based practitioner and developmental psychologist, with an emphasis on youth

sociopolitical empowerment. Her scholarship examines how participatory action research and multicultural organizing models build youths' capacity for anti-racism engagement. Her research with diverse youth has identified the

processes that promote young people's ability to think critically about their social identity, systems of privilege and oppression, and inclusive social action tactics.

Katie Richards-Schuster, AM, PhD, is an associate professor at the University of Michigan School of Social Work. She received her doctorate in Social Work and Sociology from the University of Michigan and her AM from the University of Chicago's School of Social Service Administration. Her research focuses on understanding the strategies and approaches for engaging young people in communities, the contexts and environments that facilitate youth engagement across settings, and the impact of youth participation in creating community change. She is a leading scholar in using participatory research and evaluation approaches with young people and communities.

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**Date & Time:** April 8, 12 PM EDT

**Registration Link:** [https://go.qsrinternational.com/embodying-the-change?\\_ga=2.262367052.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/embodying-the-change?_ga=2.262367052.1149601144.1614281111-422963314.1614129595)

**Title:** Embodying the Change: How Culturally Responsive Evaluation, Anthropology, Abolition, and Emergent Strategy Guide my Practice Before and After Projects Launch

**Description:** In this session Dr. Aisha Rios shares the ways she integrates critical theories and practices—from culturally responsive evaluation, anthropology, abolition theory and organizing, and emergent strategy—into her work before and after learning and evaluation projects launch. Her commitment to social justice and movement organizing compel her to seek out opportunities to resist and disrupt, as well as embody alternative, liberatory futures. She will describe how she engages in subversive practices through project selection and during the early stages of planning and design. What this looks like in practice is harnessing the opportunity, when potential projects do not demonstrate a clear commitment to culturally responsive practice, to build this into proposals rather accepting what people and organizations request or present as a given. After projects are in motion, this means building in dedicated time to learn and center local knowledges, practices, histories, and questions and build relationships with people, because she believes this should inform and support all phases of evaluation. Finally, she offers analytical memos as a tool to document and analyze contextual information.

**Presenter:** Dr. Aisha Rios is the Founder and Learning & Change Strategist at Coactive Change. In her role, she partners with change agents working to dismantle systems of oppression and create more just, liberatory futures. What this looks like in practice is slower paced, reflective, and contextually grounded learning and evaluation projects where she provides thought partnership, creative facilitation, and strategic guidance. She relies on approaches and methodologies that center collective knowledge and collaboration—rather than solely relying on her knowledge and experience—because she believes that learning does not happen in isolation but in partnership with those working in the field to advance social justice change.

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**Date and Time:** April 23, 3 PM EDT

**Registration Link:** [https://go.qsrinternational.com/hard-to-reach-or-hardly-reached?\\_ga=2.262367052.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/hard-to-reach-or-hardly-reached?_ga=2.262367052.1149601144.1614281111-422963314.1614129595)

**Title:** Hard to Reach or Hardly Reached?: Using Community-Based Research Strategies to Improve HIV Prevention Outcomes among Black & Latinx Women

**Description:** Traditionally, research defines “hard-to-reach” populations as difficult for researchers to access and recruit for studies. However, that puts the onus on the communities rather than the researchers. Researchers must be more engaged with the communities of interest rather than just dismissing them as “hard-to-reach.” Additionally, language regarding sexual health often implies, sometimes implicitly, victim blaming. Sexual health and HIV prevention frequently point to protecting oneself from unfaithful partners or promoting condom use in monogamous relationships. These strategies are often unsuccessful. Researchers need to reframe how they approach conducting research among “hard-to-reach” populations and consider the underlying issues of sexual health. Future research must consider how to successfully recruit participants that are frequently considered “hard-to-reach.” In addition, we must understand and consider the true risks to sexual health rather than placing blame in the individuals’ behaviors or their partners’. Communities are underserved due to systemic factors that research often perpetuates. Future studies should consider appropriate methods to recruit communities otherwise disregarded from research and ensure the language and methods do not perpetuate victim blaming.

**Presenter:** Dr. Liesl Nydegger is an Assistant Professor in Health Behavior and Health Education and Director of the Gender Health Equity Lab at The University of Texas at Austin. Dr. Nydegger earned her Ph.D. in Health Promotion Sciences with a concentration in Global Health, and her Master's in Public Health Claremont Graduate University, School of Community and Global Health. In 2015, Dr. Nydegger was awarded a 2-year Postdoctoral Research Fellowship at the Center for AIDS Intervention Research at the Medical College of Wisconsin. She was awarded a Fulbright-Fogarty Fellowship in 2012-2013 that took place in Durban, South Africa. Dr. Nydegger's research interests focus on sexual health equity among vulnerable and underserved populations.

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**Date and Time:** April 29, 12 PM EDT

**Registration Link:** [https://go.qsrinternational.com/respecting-and-responding-communities-of-color?\\_ga=2.231933791.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/respecting-and-responding-communities-of-color?_ga=2.231933791.1149601144.1614281111-422963314.1614129595)

**Title:** Respecting and Responding to the needs of Communities of Color in the Research Space

**Description:** This webinar will give strategies on implementation of culturally responsive research for communities of color.

**Presenter:** Rasheeta Chandler, PhD, RN, FNP-BC, FAANP, FAAN is an Assistant Professor at Emory University's NHWSON. Dr. Chandler also holds a Visiting Professorship at the UCSF, CAPS. Her professional contributions have impacted health disparities in minority communities through research, pedagogy, and clinical practice. Her projects consider communication and technological modalities (e.g. advertising, social media) in exploration of the most effective milieu for improving health among young Black women, promoting optimal reproductive health, protective sexual behavior, and HIV prevention.

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**Date and Time:** May 4, 2 PM EDT



**Registration Link:** [https://go.qsrinternational.com/culturally-responsive-focus-groups?\\_ga=2.231933791.1149601144.1614281111-422963314.1614129595](https://go.qsrinternational.com/culturally-responsive-focus-groups?_ga=2.231933791.1149601144.1614281111-422963314.1614129595)

**Title:** Culturally Responsive Focus Groups

**Description:** This webinar will focus on how focus groups can be tailored to meet the needs of specific minoritized groups (e.g., Black women). The implications of conducting culturally responsive focus groups online will also be explored.

**Presenter:** Jori N. Hall, PhD, Associate Professor in the Qualitative Research and Evaluation Methodologies program at the University of Georgia, is a multidisciplinary researcher and evaluator focused on social inequalities and the overall rigor of social science research. Specifically, her work addresses issues of evaluation and research methodology, cultural responsiveness, and the role of values and privilege within the fields of education and health. Dr. Hall has published numerous peer-reviewed works in scholarly venues; she has authored the book, *Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation*; and was selected as a Leaders of Equitable Evaluation and Diversity (LEEAD) fellow by The Annie E. Casey Foundation. Dr. Hall is the 2020 recipient of the American Evaluation Association's Multiethnic Issues in Evaluation Topical Interest Group Scholarly Leader Award for scholarship that has contributed to culturally responsive evaluation. She currently serves as an external evaluator and Co-Principal Investigator for programs funded by the National Science Foundation and the Robert Wood Johnson Foundation. She is also an associate editor for the *American Journal of Evaluation*.