

Women With Physical Disability, Social Media And The Making Of Preferred Identity

Carmen Yau

Goldsmiths, University of London

Email: c.yau@gold.ac.uk

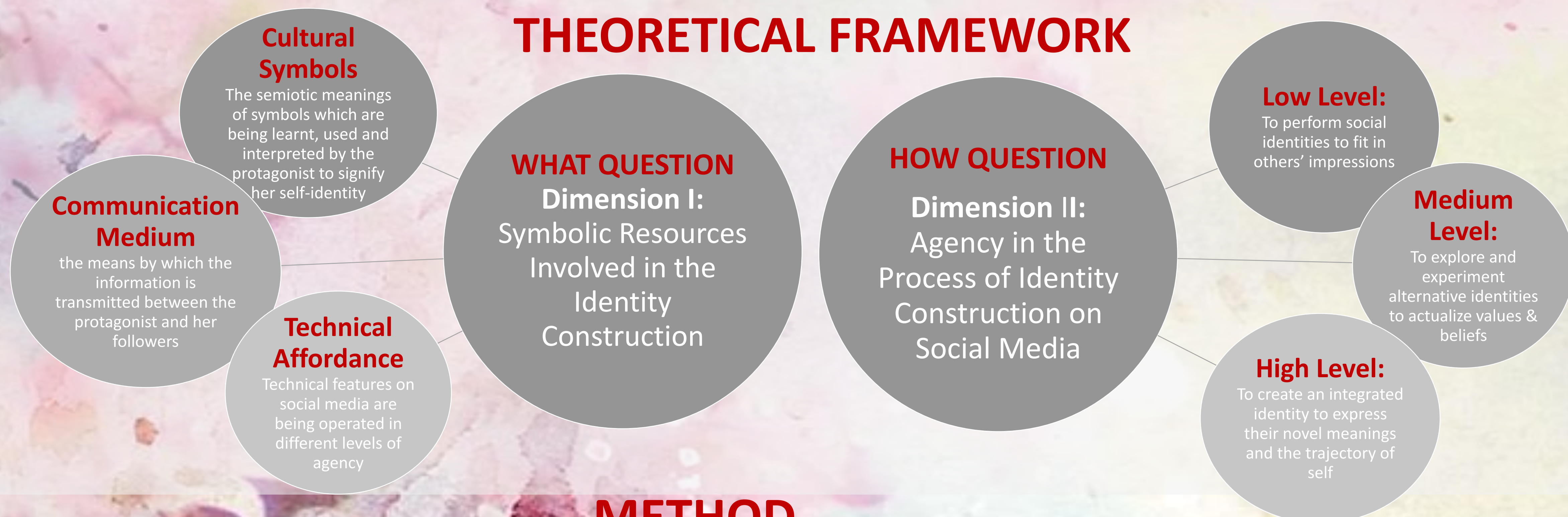
Research Aim

To understand how disabled women strengthen their preferred identity via social media.

Research Objectives

- To understand how disabled women narrate and mediate their preferred selves via social media in terms of their self-presentation and positive social interactions.
- To understand how active and constant social media experience can facilitate disabled women to acquire the qualities to resist normative stigma and oppression.

THEORETICAL FRAMEWORK



METHOD

<p>Goal: To identify successful cases who are being unique and efficacious among disabled women</p> <p>Sampling Strategy Extreme Case Sampling</p> <p>Sample Sourcing Organizations and self-help groups; Facebook pages in HK</p> <p>Selection of Informants</p> <ul style="list-style-type: none"> Active & outstanding in HK disability community. Outspoken about their disability, gender and self-identity as a woman with disabilities in media/social media Regularly discuss their self-identity via social media. 	<p>Extreme Case Sampling To focus on unique cases as they are able to provide notable experiences. Their experience are able to provide significant insights into the phenomenon (Robinson, 2014)</p> <p>Black Swans Outliner of the population</p> <ul style="list-style-type: none"> Problem with inductive reasoning: Overgeneralize results and neglects significance of "rare" cases (Lybeck, 2017) "Black Swans" help better exploration for potential solutions and understanding of unexpected incidents (Chichilnisky, 2010) <p>Good Informants Enthusiastic information-rich cases</p> <ul style="list-style-type: none"> Richness of information: Provide insightful, in-depth understanding & specific experience (Dicicco-Bloom & Crabtree, 2006; Gallo & Lee, 2015; Patton, 2015) Critical characteristics: Able to answer questions to reflect and articulate critical experience and comments (Morse, 1998) 	<p>Goal: To collect thick description and interpretation; and conceptualise the experiences shared by interviewees</p> <p>Semi-structured Interview</p> <ul style="list-style-type: none"> Allows researcher to 1) co-create and interpret the meanings and experiences shared by interviewees; 2) conceptualise and theorise experience to knowledge (Dicicco-Bloom & Crabtree, 2006). Allows researcher to have follow-up questions, but also builds rapport to facilitate interviewees' disclosure (Wengraf, 2001) <table border="1"> <tr> <td>Interview Structure</td> <td>Phenomenological Interviewing Structure (Seldman, 2006)</td> </tr> <tr> <td>Interview</td> <td>Interview I: Feb 2020 Interview II: Mar 2020 Interview III: Apr 2020 Validation: May-June 2020</td> </tr> <tr> <td>Interview Interval</td> <td>Approx. 30 days apart from previous interview</td> </tr> <tr> <td>Appointment Reservation</td> <td>Agreed by telephone/ WhatsApp/Messenger</td> </tr> <tr> <td>Interview Method</td> <td>Telephone interview</td> </tr> <tr> <td>Duration</td> <td>Approx. 90 mins/ session</td> </tr> <tr> <td>Language</td> <td>Cantonese</td> </tr> <tr> <td>Recording</td> <td>Audio recording of interview with permission</td> </tr> </table> <p>Phenomenological Interviewing Structure</p> <ul style="list-style-type: none"> Three separated interviews are designed as a series with a focus on the research topic. Each interview sets a foundation for the next interview as well as providing an interactive dialogue between interviewer and interviewees. <p>Semi-Structure Interview Design</p> <p>Feedback from Preliminary Findings Please give me some feedback/comments on my observation and findings</p> <p>Choose three posts from your social media as the best representation of your self-identity as a woman with disabilities. Describe your process? What you want to do? Why?</p> <p>Conclusive Remarks: How you describe your experience in social media? Any challenges and drawbacks? Other comments?</p>	Interview Structure	Phenomenological Interviewing Structure (Seldman, 2006)	Interview	Interview I: Feb 2020 Interview II: Mar 2020 Interview III: Apr 2020 Validation: May-June 2020	Interview Interval	Approx. 30 days apart from previous interview	Appointment Reservation	Agreed by telephone/ WhatsApp/Messenger	Interview Method	Telephone interview	Duration	Approx. 90 mins/ session	Language	Cantonese	Recording	Audio recording of interview with permission	<p>Goal: To identify and interpret the patterns of interviewees' behaviour and experience</p> <p>Thematic Analysis (Braun & Clarke, 2006; Valsmoradi et al., 2013)</p> <ul style="list-style-type: none"> Interpretation of the data: To interpret interviewee's perception of reality, their attitude and lived experience; Re-organisation of data: To organise identified components into patterns and to illustrate the interconnectivity between themes for reporting purpose; Deductive Approach: To take a theory-driven approach to analysis data with a theoretical framework <p>Braun & Clarke's (2006) Process of Thematic Analysis</p> <ol style="list-style-type: none"> Immersion in Transcribed Data <ul style="list-style-type: none"> To study the whole interview transcript and each episode in different perspectives; To identify the flow and changes of the interview. Study Dimension II: Levels of Agency <ul style="list-style-type: none"> To study the episodes thoroughly and categorize them to low/medium/high level of agency Study Dimension I: Symbolic Resources <ul style="list-style-type: none"> To collate, combine, compare codes To give names and description of code To organize these codes into main themes and subthemes. Generate a Thematic Map <ul style="list-style-type: none"> To discard themes which do not have solid data as proof; To create new themes to combine similar codes; To breakdown themes to distinguish codes; To ascertain the connection of themes Refine Thematic Map as a Whole "Story" <ul style="list-style-type: none"> To review the essence of these subthemes and its connection with their main themes To identify a specific aspect of the analysis and remain coherence and consistency
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FINDING

Protagonists

Helen
Host of WeTV (Online Channel)
Age: 20-30
Occupation: Telephone Receptionist
Education: Secondary School

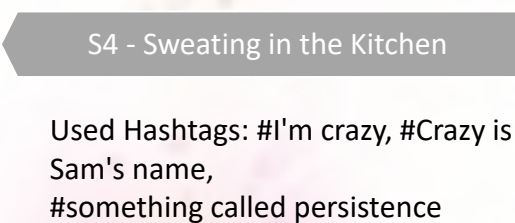
Sam
Activist in Facebook Groups
Age: 30-40
Occupation: Housewife
Education: Secondary School

Tanya
Disability/Women Advocate
Age: 40-50
Occupation: Designer
Education: Studied abroad in France

Birthday Girls

The Making of Disability Identity

- To exhibit their potential and capacity to play stereotypical social identities
- To promote the positive side of the "sick role"
- To communicate for social acceptance and status



Shopaholics

The Making of Intersectional Identity

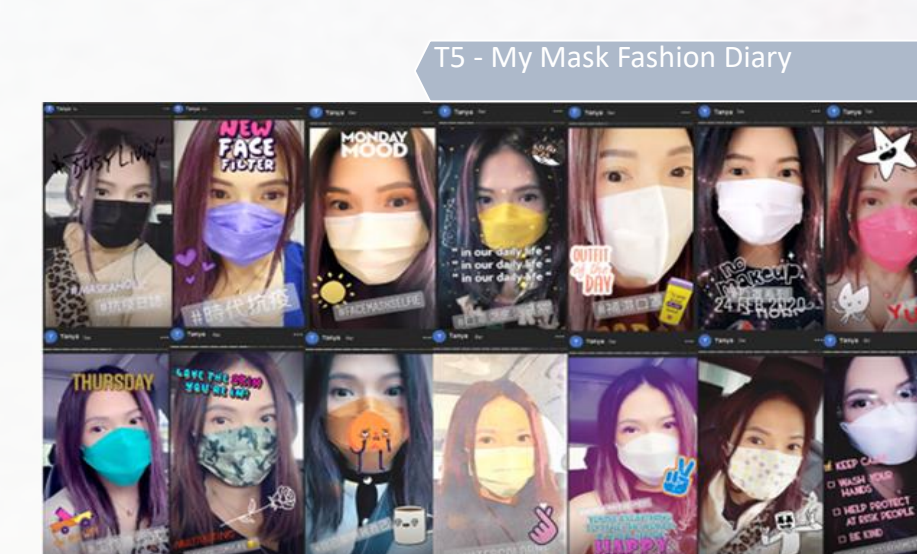
- To build a "semi-private space" to own their voice
- To search for alternative cultures
- To co-create a favourable socio-cultural context and co-ordination of resources and support for identity exploration
- To archive their trials on identity exploration to identify success keys



Jewel Makers

The Making of Authentic Identity

- To review their life stories and creating a redemptive sense of self
- To create their novel symbols to signify their authentic self in selfies as dedicatedly crafted self-portraits.
- To act as catalysts of the constructive evolvement of collective culture in their community and mainstream culture.



The use of novel symbols

Essential Elements Of Self-Portrait

The use of photo-editing apps

- Dolls - home
- Smile - happy
- Notebook - work
- Sofa - comfortable
- Massager - Boyfriend's gift
- Wheelchair - disability
- Cut out personal clutter on the sofa and other items
- Blurred the background
- Highlighted the pink colour of her massager
- Added warm color filter

Cultural Humility

- Cultural Awareness to Identify The Ideology
- Cultural Knowledge as A Broad Understanding Of Culture Landscape
- Cultural Skills for Communication
- Cultural Desire to Diversify Semiotic Meanings of Symbols

Wisdom of Life

- Solid Knowledge of Self & Lifespan with Ownership
- Wide-ranging & Effective "Know-how" for Autonomy
- Rigorous Autobiographical Reasoning

Identity Politics Competence

- Political Vision & Altruism
- Political Knowledge and Judgement
- Political Action Skills

Qualities For The Making of Preferred Identity

Practice Implications

- Co-creation of a Desired Sociocultural Context
- Reinforcement of Mutual Support & Resources

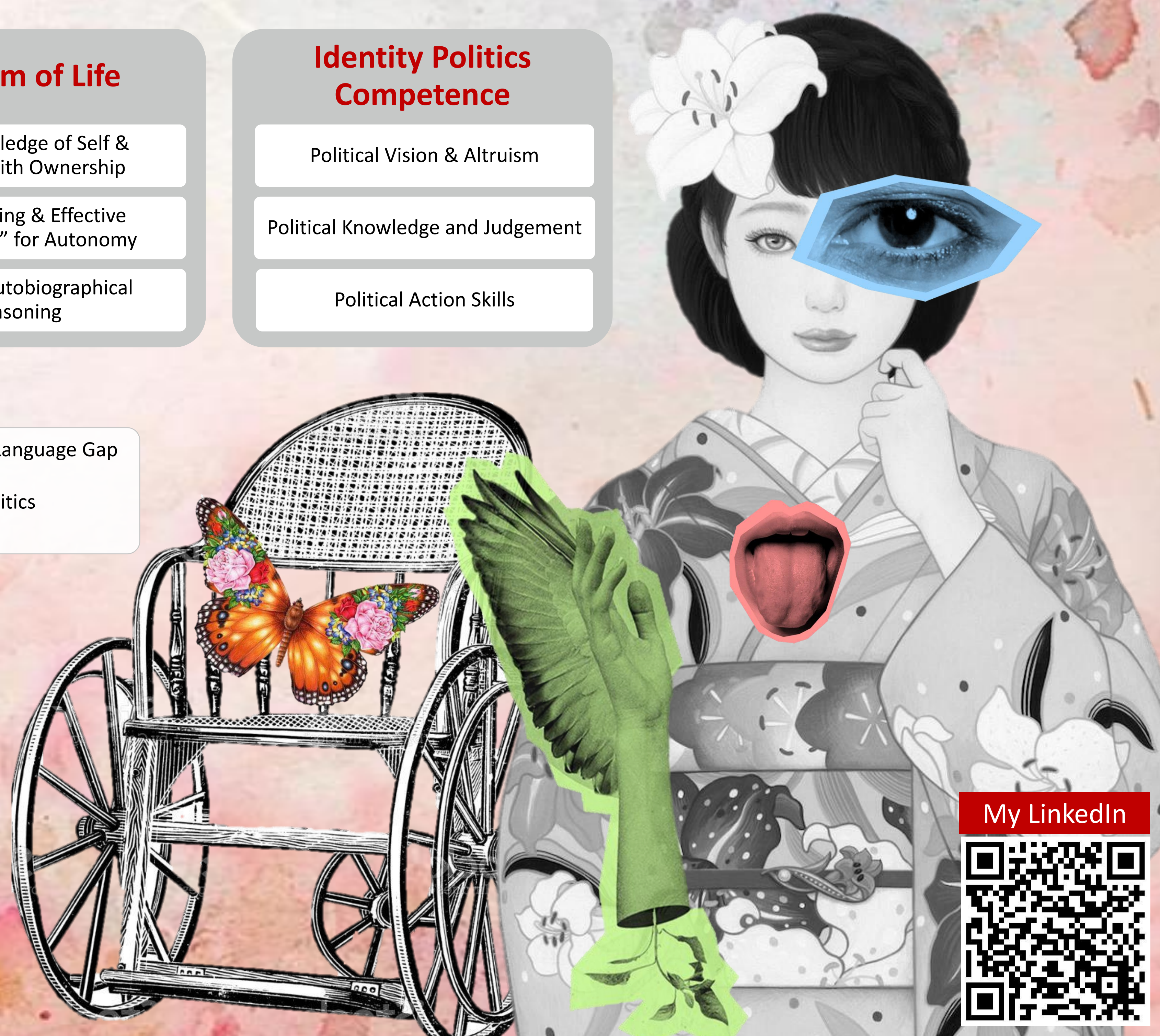
Macro Level: Political Participation

- Bridging Cultural and Language Gap of Profane Culture
- Promoting Identity Politics of Disabled Women

Mezzo Level: Online Community

- Digital Literacy & Digital Storytelling
- Critical Thinking: Cultural Humility And Self-reflexivity

Micro Level: Capacity Building



My LinkedIn

