

Preface

This volume represents the supplementary proceedings of the Fifth International Conference on Quantitative Ethnography (ICQE23). This year's event represents the first ICQE in Australasia, following 2022's inaugural European event (Copenhagen, ICQE22), two years online (ICQE20-21), and the ICQE launch in North America (Madison, ICQE19). As part of the spirit of open community, the conference has always included both a formal Springer published proceedings and these supplementary proceedings to provide a range of submission types, and thus ways for authors to disseminate their work.

The conference and wider community as fostered through the International Society for Quantitative Ethnography (ISQE) provides a forum for discussion regarding Quantitative Ethnography (QE), its data, methods, and applications, for returning and new scholars, across disciplines.

These supplementary proceedings comprise 10 Doctoral Consortium applications, 29 Posters, 2 Workshops, 2 Symposia, and 23 Research Agenda Development (RAD) proposals. These were presented alongside the 33 full papers accepted at the conference, published in the Springer Proceedings. The interdisciplinarity of the field can be seen across the submissions received, and in the authorship collaborations. The manuscripts also demonstrate the interest in this new methodology amongst emerging scholars and in developing research agendas. Of the full papers, 20 were 'student paper' submissions, with 10 Doctoral Consortia submissions and more among the wider submissions. The RADs – a new submission type this year – provide a forum at the conference for discussion regarding future research directions across the field, and its theoretical and methodological underpinnings, while facilitating international and interdisciplinary collaborations. As we describe in the Springer proceedings, and paralleled here, the submissions draw on a range of data types, from contexts that include formal education, workplace and online settings among others. The submissions reflect three core themes, often making contributions across them: learning and learners; society, culture, identity and justice; and advances in QA methodologies.

- Learning and Learners: These submissions focus on Modeling Learners' Perspectives and Knowledge, Behavior and Multi-Modal Analyses, and applications of QE in STEM Education and Games and Digital Spaces for learning.
- Society, Culture, Identity, and Justice: These submissions focus on Narratives and Identities in Education, as well as approaches to Modeling Identities and Narrative in wider context, and QE as a lens onto Speech and Culture, with a strand of papers investigating applications of QE in Equity and Social Justice.
- Advances in QE Methodologies: These submissions included Comparing and Combining Modeling Tools, Innovations in Coding Tools and Coding approaches, and Teaching QE, sometimes drawing on data from learning contexts in their investigations towards methodological advancement.

ICQE: CONFERENCE AND COMMUNITY

The QE community is developed through, and reflected in, the range of contributions at ICQE, in terms of the topics covered, sources and contexts of data, the core contributions made, and the submission types, with the community seeking to provide an inclusive space for both new and experienced QE researchers.

We would like to thank all authors across the ICQE submission types, and continue to invite researchers into the QE community, previous authors and new. We would also like to thank the reviewers, program committee members, and others in the QE community who have supported the conference. The program chairs would like to acknowledge support from ISQE and the National Science Foundation in the United States. We are particularly grateful to the local chairs and organizers for their work in planning the conference and welcoming ICQE to Melbourne.

September 2023

[Golnaz Arastoopour Irgens]

[Simon Knight]

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