Conference Name: SSHRA 2026 – Social Science & Humanities Research Association International Conference, 13-14 April, Tokyo
Conference Dates: 13-Apr- 2026 to 14-Apr- 2026
Conference Venue: TKP Ichigaya Building, 8 Ichigaya Hachiman-cho, Shinjuku-ku, Tokyo 162-0844
Appears in: PEOPLE: International Journal of Social Sciences (ISSN 2454-5899)
Publication year: 2026

Khachatur Babayan, 2026
Volume 2026, pp. 432-466
DOI- https://doi.org/10.20319/icssh.2026.432466
This paper can be cited as Babayan, K. (2026). Leadership Development as Lived Practice: An Autoethnographic Study of Founding and Leading a Volunteer-Based High School Club. SSHRA 2026 – Social Science & Humanities Research Association International Conference, 13-14 April, Tokyo. Proceedings of Social Science and Humanities Research Association (SSHRA), 2026, 432-466

LEADERSHIP DEVELOPMENT AS LIVED PRACTICE: AN AUTOETHNOGRAPHIC STUDY OF FOUNDING AND LEADING A VOLUNTEER-BASED HIGH SCHOOL CLUB

Khachatur Babayan
High School, Burnaby Mountain Secondary School, Canada
khach.babayan@gmail.com

Abstract

This autoethnographic study, grounded in theories of identity formation and experiential learning, examines how founding and leading a volunteer-oriented school club shaped my leadership development. Drawing on my experience as founder of an Astronomy Club, I analyze one year of weekly reflective journal entries documenting the challenges and insights of coordinating peer learning and community engagement. Using an inductive approach that combined manual thematic analysis with AI-assisted pattern recognition via QualiGPT, I conducted a human-AI co-analytic process to surface patterns across the journal entries. In this study, QualiGPT functioned solely as a methodological support tool (not the object of analysis), helping to enhance the visibility of recurring ideas while all interpretation remained grounded in the journal data. The findings reveal that leadership evolves not through authority but through empathy, shared responsibility and reflective practice. Volunteering and club participation create spaces where personal passion aligns with community service, shaping leadership through reflective practice,

shared responsibility and sustained participation. This study contributes to emerging discussions on reflective pedagogy and the use of AI in qualitative research, demonstrating how self-initiated service experiences cultivate grounded, collaborative and digitally literate student leaders.

Keywords:
AI in Education, Autoethnography, Qualitative Analysis, Reflective Practice, Youth Leadership, Club Volunteering

Introduction

If anyone had told me that leading an Astronomy Club would teach me more about teamwork than my science classes, I probably would have checked their star chart for accuracy. When I started high school, my fascination with constellations and planetary alignments was just a hobby. It actually made my friends sometimes roll their eyes. “You really think Mercury being in retrograde is why you forgot your math homework?” they would joke. Maybe not. But I did start noticing an interest and curiosity in understanding people, plants and galaxies that made us feel oddly connected to everything and anything. Over time, this curiosity became a way of making sense of learning as lived experience, shaping how identity, responsibility and leadership develop through participation rather than instruction.

So, in Grade 11, I finally decided to start an *Astronomy Club*. It was not exactly a mainstream choice. Most students pick robotics, coding or sports, but to my surprise, a small group showed up for our first meeting, curious about how the stars might say something about who we are. At the same time, I joined my teacher’s Gardening Club, because, honestly, I love soil almost as much as starlight. There is something comforting about planting seeds while talking about Saturn returns. One teaches patience through watering; the other, through waiting for the right cosmic timing to take pictures of nebulae with my telescope. These two club spaces became informal learning sites where leadership and emotional regulation were enacted rather than taught.

Leading my own club while being a participant in another gave me a double perspective: how it feels to guide others and how leadership is learned alongside them. Running a club sounded glamorous at first until I learned that aligning meeting times was harder than aligning planets. What is more, printing posters requires actual money (who knew?). Between organizing sessions, handling group chats and making sure no one confused astrology with astronomy, I started to realize that leadership is not about being “in charge.” It is about curiosity, responsibility and a weird combination of chaos and calm. It is kind of like the universe itself. These experiences prompted me to question how leadership is learned through practice and reflection rather than through formal instruction.

High school clubs are often treated as optional additions to school life, yet for many students they are key sites of learning, leadership and identity formation. Organizing events, motivating peers, and managing responsibilities function as everyday leadership practices rather than extracurricular add-ons. Although research shows that extracurricular participation supports

student growth and persistence (Pittaway et al., 2015; Pusztai et al., 2021), most studies focus on outcomes rather than the lived experience of students who lead these spaces.

Existing scholarship emphasizes large-scale programs, learning outcomes or participation effects (Knifsend & Graham, 2012; Burns et al., 2025), while reflective and autoethnographic approaches are rarely applied to high school club leadership (Atay, 2020; Doloriert & Sambrook, 2012). As a result, little is known about how students themselves make sense of leadership development through reflective and digitally mediated practices. Accordingly, this study adopts an autoethnographic approach, using reflective journals and digital traces as empirical data to examine leadership, identity formation, and learning as lived experience.

This project fills that gap by exploring my own experiences running an Astronomy Club. Using journals, digital notes and AI-assisted qualitative analysis, the study examines how club participation and reflective practice shape leadership development. By treating reflective writing as data rather than mere introspection, this study contributes insights into youth leadership development, informal learning environments and the role of reflective and digital tools in making learning visible. All of this leads to the central question driving the study: *How does leading a volunteer-oriented school club influence a student's leadership?* Through analyzing my own reflections, I aim to understand how serving others by sharing cosmic curiosity and digging in literal dirt shaped my leadership through reflection, responsibility and collaboration.

Literature Review

Research shows that school clubs and volunteering opportunities play a big role in shaping student learning. Pittaway et al., (2015) found that when students run or join clubs, they do not just learn about the subject. They learn through doing. Their study of entrepreneurial student clubs showed that real learning happens when students plan and collaborate. Learning by doing also happens when students help and teach one another. Grigoryan, (2024) found that peer-to-peer tutoring and mentoring encourage learning through shared responsibility. When they collaborate, they handle unexpected problems together. That kind of learning builds confidence, independence and teamwork.

According to Pittaway et al. (2015), " … a student club is considered to be an autonomous group of students who meet regularly with the express aim to enhance their personal learning around a given topic or theme" (p. 2). McFadden & Smeaton (2017) expanded the idea of clubs by studying student volunteers. They found that volunteering amplifies learning. They

discovered that helping others strengthens empathy and reflection. They also found that students learn more deeply when they can connect service to personal meaning. This feels familiar to my own experience. The more time I spent helping organize events and encouraging club members, the more I understood about patience and leadership.

At a broader level, Enns et al. (2018) studied out-of-school programs and found that participation improves students' social skills, academic persistence and even health outcomes. In other words, the more students are involved in clubs, the more they thrive in and outside the classroom. Similarly, Pusztai et al. (2021) showed that volunteering and group membership help students stay motivated and committed to learning. Fadhilah Hamid et al. (2022) found that extracurricular clubs, in their case English Clubs, helped students improve academic and communication skills through collaborative and reflective activities. Their work shows how learning outside of class can feel more connected to real life.

While these studies highlight the positive impact of voluntary and self-directed participation, not all forms of service lead to the same outcomes. Henderson et al. (2019) caution that mandatory community service programs often fail to inspire lasting engagement. Their findings suggest that authentic voluntary service experiences, like starting a club out of personal passion, are far more effective in fostering genuine leadership. Pusztai et al. (2021) found that students who voluntarily joined community groups showed stronger persistence and academic motivation than those who participated due to institutional requirements.

In sum, research shows that real learning and leadership grow from voluntary, meaningful participation. When students choose to join or lead clubs out of passion they build confidence, empathy and persistence that last beyond the classroom.

Leadership Development through Club Participation

Beyond academic learning, research increasingly highlights student-run clubs as formative spaces for leadership development. Pittaway et al. (2015) describe clubs as "mini laboratories" where students practice coordination, decision-making, and responsibility in real time. Leadership in these contexts is not assigned but emerges through organizing meetings, motivating peers, resolving conflict, and managing uncertainty. Studies of extracurricular participation across diverse contexts show that when students are entrusted with meaningful roles, they develop confidence, emotional maturity, and a sense of agency (Kerekes, 2020; Pjanić et al., 2021). Importantly, Knifsend & Graham (2012) note that moderate involvement in extracurricular

activities strengthens school belonging and well-being, suggesting that leadership development is most effective when participation remains voluntary and manageable rather than overloaded. Together, this research positions club leadership as a process of identity formation shaped through responsibility, practice, and reflection rather than formal instruction.

Emotional Regulation in Leadership Development

Research on volunteering and extracurricular engagement also emphasizes emotional development as a key outcome of participation. McFadden & Smeaton (2017) show that volunteering fosters empathy, patience and self-reflection by placing students in relational and service-oriented roles. Large-scale studies confirm that voluntary participation, rather than mandatory service, supports persistence, motivation and long-term engagement (Henderson et al., 2019; Pusztai et al., 2021). Burns et al. (2025) further report that students involved in school-based volunteering experience enhanced mental well-being, confidence and a stronger sense of purpose. Environmental and community-based club research similarly frames these spaces as emotional ecosystems where students negotiate belonging, identity and values (Riouch et al., 2025).

Taken together, this body of literature suggests that clubs support not only learning but also the emotional and relational dimensions of leadership development, an insight that this study explores through autoethnographic reflection.

Digital Tools and New Forms of Reflection

Many scholars insist that *reflection* is where real learning hides. According to Genua (2021), reflective journals improve students' honesty and self-awareness because writing forces them to confront their own thoughts. This is something most teenagers like me avoid unless absolutely necessary. Tan (2025) show that diaries help youth track emotional and behavioral growth. Diary writing is especially helpful in long-term programs. My own experience matched this exactly: the act of writing was not just recording what happened. It was helping me *understand* what happened. Yang et al. (2020) also point out that reflective assessment helps students with lower academic confidence become stronger, more intentional learners.

Qualitative research is also changing with new tools. For example, the introduction of QualiGPT (OpenAI, 2024), an AI-supported assistant that helps analyze qualitative data, illustrates this development (D. Zhang et al., 2025; H. Zhang et al., 2023). Scholars have argued the potential of GenAI in supporting critical examination of personal narratives if used ethically. In this regard,

Rentier (2025) instructs researchers to "be transparent about the use of GenAI" (p. 3421) and to "edit, fact check, refine and use your own voice and critical thinking" (p. 3424). Other authors make similar points by stressing transparency, human oversight, accountability and careful acknowledgment of AI use (Aguilar-Cruz & Salas-Pilco, 2025; Bano et al., 2024). Tang et al., (2025) argue that declaring AI use is crucial for maintaining the transparency and credibility in academic writing, while Lee et al., (2024) note that AI can support analysis but that human intervention remains necessary. Sanusi et al., (2024) likewise argue that AI use is not unethical when employed responsibly and transparently, especially when human oversight is maintained. In my project, AI did not replace my thinking; it sharpened it. Apparently, the co-analysis with AI not only facilitates the research process but also becomes part of the research.

Autoethnography: When the Researcher is the Student

Several scholars argue that sometimes the best way to understand learning and participation is to study one's own experience from the inside (Kosonen & Ikonen, 2023; Motia, 2021; Neil, 2019; Posklinsky, 2025). Autoethnography treats personal moments such as journal entries, emotions, awkward club meetings and digital traces as legitimate data for understanding bigger cultural patterns. Doloriert & Sambrook (2012) note how autoethnography can tell "stories otherwise silenced," while exploring "the mundane, ignored and distorted in current academic life, past and other work experiences" (p. 83). Others use autoethnography to explore volunteering (Motia, 2021), leadership and trust (Kosonen & Ikonen, 2023), or even modern workplace pressures (Orel, 2024) proving that self-narratives can uncover dynamics that surveys would completely miss. Digital forms of autoethnography expand this further: Neil (2019) shows how students use digital tools to reflect on their own learning, while Atay (2020) argues that autoethnography is especially powerful for studying life in a "… media-driven and highly digitalized society (p. 267). Together, this literature suggests that studying one's own role in clubs, volunteering, reflection and AI-supported analysis is not strange or self-indulgent. It is an established scholarly approach for understanding how students navigate the complex realities of school life.

Putting all these studies together shows a clear pattern: clubs, volunteering, reflection and even AI-supported tools shape how students grow as learners and leaders. However, most of the current research focused on college students, formal programs or large-scale surveys but not the intricate, everyday experiences of high school students running clubs, juggling multiple

commitments and using digital tools to make sense of the whole development process, especially in terms of student leadership. There is still very little research on how teenagers actually experience leadership and emotional regulation through the clubs they create themselves. That is the gap my project steps into: understanding youth leadership from the inside.

Methodology

To understand how leading and joining school clubs changed the way I learn and lead, I decided to study my own experience. I kept a reflective journal about my adventures running the Astronomy Club and helping in the Gardening Club. Every week, I wrote down what worked and what flopped. I also wrote down what I learned about people, planning and sometimes patience. At first, it was just my way of ranting after long days of chasing club members or waiting for plants to grow. Later, I realized these messy notes were revealing something about my learning process. They actually taught me how to handle responsibility, communication and even stress. When I write and reflect, the process is always iterative, and every choice I make offers insights into my sense-making process.

At first, I could not decide where to keep my reflections, online or offline. I even completed a *WordPress course on Coursera* so I could design a webpage for the Astronomy Club and post my daily logs there. I designed the site and wrote a few entries. Eventually, I decided to keep my reflections in a notebook instead. Some thoughts felt too personal to post online. The notebook became more private and easier to be honest.

Reflection is more than just venting: it is a method for learning. Genua (2021) explains that reflective writing helps students take ownership of their learning and build self-awareness through honest thought. Such honesty is reflected in my chaotic yet personally meaningful notes. As shown in the screenshot of my reflective notes, in Figure 1, I not only recorded the activity I planned for Astro Club but also reflected on my expectations, disappointment and emerging understanding of student engagement. I recorded not only the activity I planned for Astro Club but also my emotional reaction and questions about whether I had misjudged what would interest others.

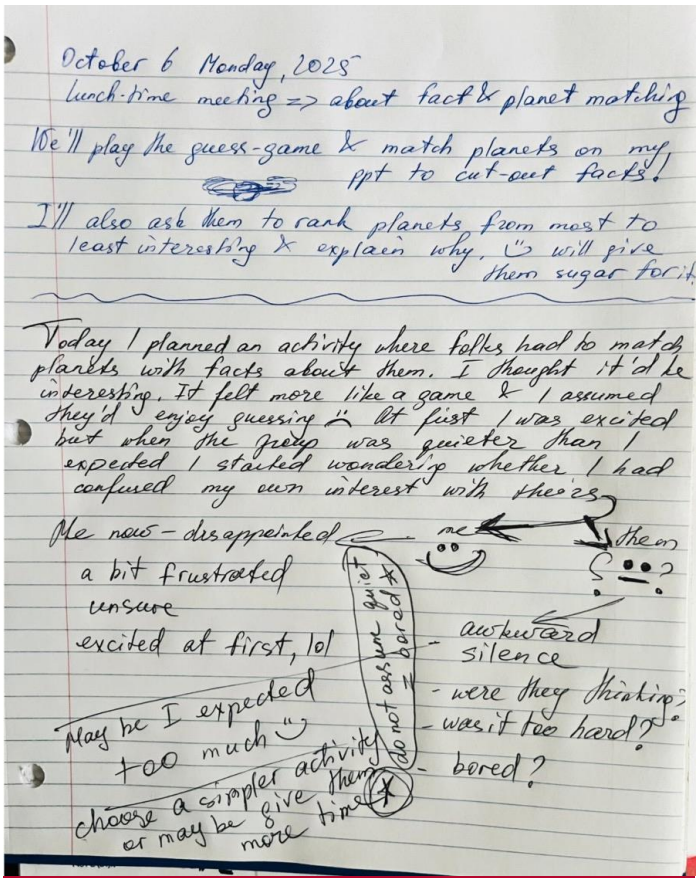


Figure 1: *Excerpt from Reflective Journal Notes on an Astro Club Activity*

Tan et al. (2025) found that keeping reflective diaries helps students notice changes in their thinking and practice because writing forces them to slow down and think about what is happening. That was true for me too: when I wrote things down, I started seeing patterns. For example, how I was getting better at listening, how I handled problems differently and I was becoming more confident and deliberate in leading others.

This study is situated within an autoethnographic methodology, which positions the researcher's lived experience as a legitimate source of empirical data for examining social and educational phenomena (Atay, 2020; Neil, 2019; Orel, 2024). Autoethnography allows personal

narratives, emotions, reflections and everyday practices to be analyzed in relation to broader cultural and institutional contexts (Motia, 2021). Rather than treating subjectivity as bias, this approach treats reflexivity as analytic strength, making visible how leadership, learning and identity are enacted in situ. In this study, my reflective journals, emotional responses, decision-making moments and digital traces function as primary data through which leadership development is examined from the inside, aligning with scholarship that uses autoethnography to study volunteering, leadership and educational participation (Posklinsky, 2025; Senabre Hidalgo & Greshake Tzovaras, 2023).

Being a digital native **(**Demir, 2024; Grigoryan, 2018), I have always felt comfortable using technology to learn new things. So, after rereading my journal entries, I decided to try something different. I used QualiGPT (OpenAI, 2024), an AI tool for qualitative analysis, to help me spot recurring words and patterns in my reflections. As argued by Zhang et al. (2023), "it (QualiGPT) harnesses the capabilities of the Generative Pretrained Transformer (GPT) and its API for thematic analysis of qualitative data. … QualiGPT not only refines the qualitative analysis process but also elevates its transparency, credibility, and accessibility" (p. 1). Some people get nervous about AI. I used it ethically as a tool for support, not substitution (Bano et al., 2024). I still did all my own reading, coding and interpretation. *QualiGPT* just helped me double-check my observations (Zhang et al., 2024).

To analyze my reflections, I reread my journal entries and looked for recurring themes related to leadership development. I noticed how these ideas kept showing up in different ways. For example, one week I would write about encouraging my team to finish a project. Another week I would talk about how hard it was not to take things personally when people disagreed. I grouped these experiences to see how my understanding of leadership changed over the school year. Such reflection, though at times inconsistent, reveals how my understanding and practice of leadership developed throughout this journey. While all reflections, coding and analysis were completed independently, I was fortunate to have my mother, a PhD holder and teacher, to serve as my unofficial editor-in-residence. She occasionally rescued me from grammatical black holes and offered light editorial feedback.

Since this project focused on my own leadership development, it did not involve anyone else's personal information. The focus stayed on how I learned through experience, volunteering

and reflection. In the end, my journal became both my data and my teacher. It shows that writing things down can make leadership learning visible, one entry and one mistake at a time.

Data Analysis

Once I finished collecting my journal entries, I had a pile of reflections that looked more like emotional weather reports than research data to me. Some days were sunny ("I managed to involve most of them in discussion"), others were stormy ("A member left the club"). To make sense of it all, I started by rereading every entry carefully. I tried to notice what words, feelings or situations kept returning.

Following what Genua, (2021) and Tan et al., (2025) describe as the process of reflective learning, I looked for patterns in how I was thinking and improving. I underlined phrases that showed change or realization. For example, when I first learned to delegate or when I noticed I was finally less nervous speaking in front of people. I grouped these notes inductively into recurring themes that emerged from the data itself, representing different dimensions of my experiences, including communication, confidence, collaboration, patience, and reflection as aspects of leadership development. This process began with close, descriptive coding of individual journal entries and moved toward broader thematic synthesis as patterns accumulated across time.

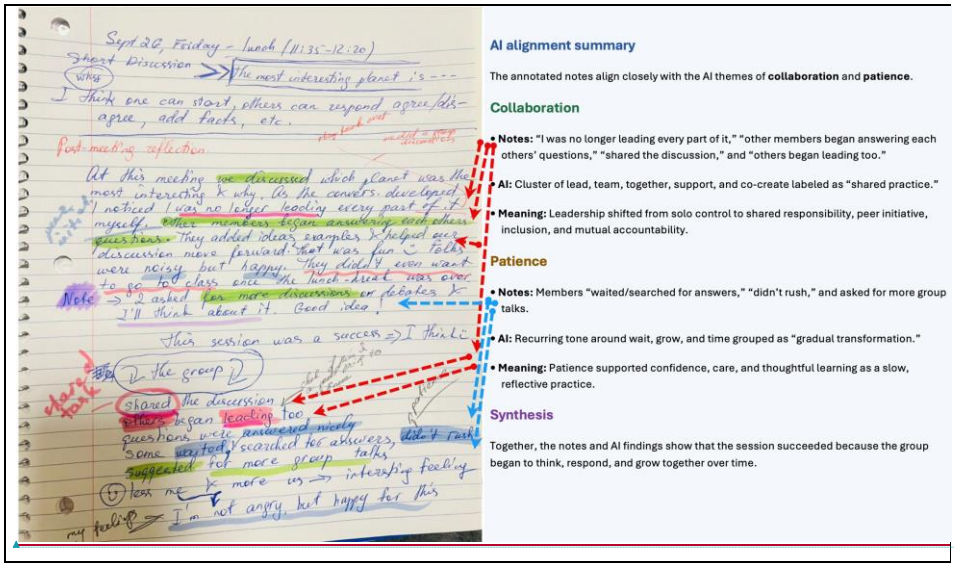
Consistent with an autoethnographic approach, analysis remained closely tied to lived experience rather than abstract categorization. Autoethnography emphasizes analytic reflexivity, where emotions, decisions, and everyday practices are treated as data rather than noise (Orel, 2024; Posklinsky, 2025). In this study, moments of uncertainty, frustration and confidence recorded in the journals were analyzed not only for what happened, but for how leadership was felt, negotiated and reinterpreted over time. This orientation allowed leadership development to be examined as an unfolding, embodied process situated within specific club practices rather than as a fixed outcome.

To enhance the rigor of data analysis, I asked QualiGPT to scan my notes for common keywords and patterns. This helped me locate any meaningful experiences I might have missed in my examination of journal entries. For example, it 'noticed' that words like *listen*, *plan* and *help* kept showing up together. This made me realize that my leadership style was becoming more about teamwork than control. Such a development pattern would not have been noticed without the help of QualiGPT.

To guide *QualiGPT*, I used a few simple prompts that helped it 'read' my diary the way I wanted. For example, I asked:

1. *"Find the main themes or lessons in this text."*
2. *"List repeated words or ideas and explain what they might mean."*
3. *"Summarize what emotions or attitudes show up most often."*
4. *"What changes do you notice in my tone or confidence over time?"*
5. *"Group similar reflections together and suggest possible themes."*

These prompts gave me a mix of emotional, behavioral and practical insights. It also suggested connections I had not thought about. When I asked it to summarize my entries, *QualiGPT* grouped some reflections under "growth through mistakes." I double-checked its output. AI can be dramatic sometimes, but it helped me see patterns between my good days and the ones where things fell apart. In the end, it did not replace my thinking. It helped me look at my own words with fresh eyes.



Formatted: Font: (Default) +Headings CS (Times New Roman), Font color: Black, Ligatures: None

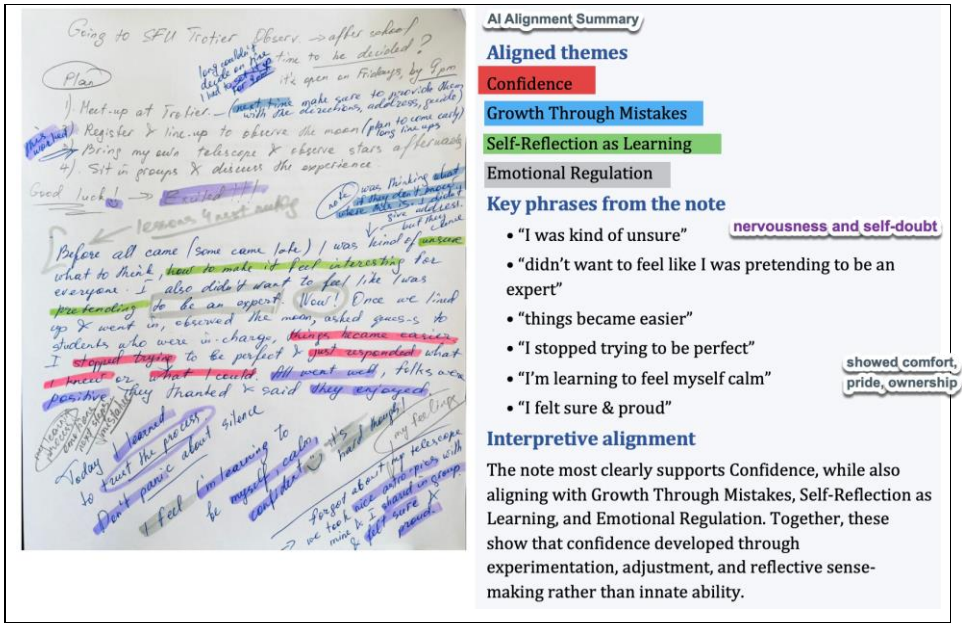


Figure 2: *Reflective Notes Excerpts asnd AI-Assisted Thematic Alignments Across Key Themes*

I compared the AI's findings with my own manual notes to see if they matched. Then, I rechecked all entries to makse sure the themes fit the context and were not just random coincidences. I used sticky notes and color-coding to map how my confidence and communication improved over time. Figure 2 presents two sample handwritten excerpts from my larger set of journal notes to illustrate how I carried out this process. These examples are included not as the full dataset, but as brief visual demonstrations of how I moved between my original notes, manual coding and AI-generated themes to interpret the data. Through this process, I was able to compare patterns across entries and identify where themes such as collaboration, patience, confidence, self-reflection and emotional regulation were emerging in relation to my experience.

Table 1: *Comparison of Manual and AI-Assisted Themes from Reflective Journal Co-Analysis (adapted from researcher's reflective data and QualiGPT output, 2024).*

Theme	Manual Thematic Coding (My Reflective "Workout")	AI-Assisted Co-Analysis (QualiGPT Output)	Interpretive Insight
Communication	Noted frequent challenges in managing meetings, keeping members engaged and balancing direction with openness. Gradual awareness of listening as an act of leadership.	Highlighted high frequency and co-occurrence of *listen*, *plan*, *share*, and *help*. Suggested the category "relational communication."	Both analyses revealed that effective leadership emerged when communication shifted from giving instructions to creating dialogue and shared understanding.
Confidence	Early journal entries expressed nervousness and self-doubt; later ones showed comfort, pride, ownership.	Clustered phrases such as *growth through mistakes*, *learning by doing*, and *increasing self-assurance.*	Confidence developed through cycles of experimentation and reflection rather than innate ability.
Collaboration	Observed turning points when leadership tasks became shared responsibilities (delegation, peer initiative).	Detected frequent clustering of *lead*, *team*, *together*, *support*, and *co-create.* Generated the label "shared practice."	Leadership evolved as a collaborative process that valued inclusion, mutual accountability.
Patience	Connected gardening and astronomy as metaphors for waiting, growth, and process. Recognized leadership as a slow, reflective practice.	Identified recurring emotional tone around *wait*, *grow* and *time.* Grouped them under "gradual transformation."	Patience functioned as a "slow technology" for cultivating care in learning.
Learning Through Mistakes	Frequently reflected on small failures, miscommunication. Reframed "errors" as opportunities for self-improvement.	Detected frequent appearance of *fail*, *fix*, *learn again, next time.* Summarized these as "productive failure."	Both analyses showed that reflection on errors built resilience and adaptability. It reinforced leadership as a process of learning.
Transformation of Anger into Thoughtful Action	Initially noted frustration with disengaged peers and unmet expectations. Regarded it as emotion I simply needed to control.	Highlighted repeated linguistic patterns around *angry*, *upset*, *think again*, *choose differently*; clustered as "transforming irritation into problem-solving."	Revealed emotional self-regulation as a moral and cognitive skill—turning reaction into reflection and shaping more compassionate decisions.

Emotional Regulation (AI-emergent)	Emotional tone changes were not coded systematically. I did not notice it.	Detected polarity shifts—*frustrated* → *hopeful*, *tense* → *calm*—and grouped them as "emotional regulation and resilience."	Emphasized that leadership development involved learning to steady emotions amid uncertainty, strengthening perseverance.
Self-Reflection as Learning *(AI-emergent)*	Reflection as a theme was not coded. I thought of it as a method not a theme.	Identified recurring verbs *write*, *reflect*, *realize*, *learn and* formed the cluster "self-awareness through writing."	Exposed reflection itself as a pedagogical act. The process of writing became the process of transformation and learning.

Table 1 is a snapshot of what happened when my human reflections met an extremely polite robot analyst. On one side is my *manual thematic workout*. It is me rereading, underlining, overthinking, color-coding the journal entries. On the other side is *QualiGPT*, the AI tool that examined the same text and said, "Hey, did you notice these patterns?" Together, we ended up seeing my year of club leadership not just as a set of experiences but as a story of communication, confidence, collaboration, patience, emotion, and self-discovery. This was with a few surprises the AI spotted that I completely missed.

I could have grouped the first four themes under a broader category such as characteristics of genuine leadership. However, I chose not to do so because this would risk flattening important distinctions among them. In my analysis, communication, confidence, collaboration and patience did not emerge as fixed traits or qualities that define an ideal leader. Rather, they appeared as related but distinct practices that developed unevenly through experience. Keeping them separate allows the analysis to show how each theme contributed differently to the gradual formation of leadership in context. A similar rationale applies to themes: emotional regulation and transformation of anger into thoughtful action. Although they are closely related, I kept them separate because they capture different aspects of the learning process. Emotional regulation refers more broadly to shifts in affect across the journal entries, whereas transformation of anger into thoughtful action points to a more specific process in which frustration was reworked into reflection and problem-solving. Keeping them distinct helps preserve this analytical nuance and shows more clearly how different forms of emotional learning emerged through the data.

Starting with *communication*, I first wrote about the chaos of running meetings and trying to keep everyone awake. My robot co-analyst proved otherwise. Words like *listen*, *plan* and *help* kept showing up. It hit me that the real shift was from speaking to actually hearing others.

The next theme, *confidence*, followed a similar arc. My early entries sounded like a nervous weather report ("partly anxious with a chance of panic"), but as the months went by, the tone brightened. *QualiGPT* grouped words and phrases like *learn again*, *fail*, and *fix mistakes* under "cycle of experimentation." I had been reflecting on the same thing — that confidence does not arrive all at once; it sneaks in while you are busy cleaning up your own mess.

Collaboration was another "aha" moment. Somewhere between organizing events and begging people to reply in the group chat, I realized that leadership is not a solo act. The AI backed me up by spotting clusters of *team*, *together* and *co-create*. Apparently, even my grammar was evolving from "I" to "we."

The theme of *patience* was one I expected. After all, I was juggling an Astronomy Club and a Gardening Club. Both are excellent metaphors for waiting. I had written about patience as something you practice with plants and people alike. *QualiGPT* confirmed the emotional pattern, picking up words like *wait*, *grow* and *time*. So, while my mint herbs were growing, apparently so was my Saturn return.

Then came *growth through mistakes*, which both of us, me and the AI, agreed was the heart of the story. My reflections were full of small blunders: wrong dates on posters, awkward silences in meetings, forgotten discussion days. But every "oops" turned into a lesson. The AI even called it "productive failure," which sounds fancy but really just means learning the hard way.

Transformation of anger into thoughtful action was a surprise. I had written about moments when I was frustrated with myself, with others, with everything taking forever. I used to see anger as something to suppress. But when *QualiGPT* grouped *angry*, *think again* and *choose differently*, I saw it differently too. Those moments were not just emotional outbursts. They were crossroads. The AI somehow caught what I did not. That reflection was already turning irritation into awareness. It turns out even frustration can be compost for better choices.

Then came the two *AI-emergent themes*, things I completely overlooked. The first was *emotional regulation*, which the AI picked up through tone changes like *frustrated, hopeful* or *tense, calm*. I had not realized my emotional language was quietly maturing in the background. The second was *self-reflection as learning*. I had treated writing as just a method, not

a theme, but the AI grouped *write*, *reflect*, *realize*, *learn*. It made me realize that the act of journaling was not just recording leadership development. It was part of how that development took shape. Writing became my teacher, not just my tool.

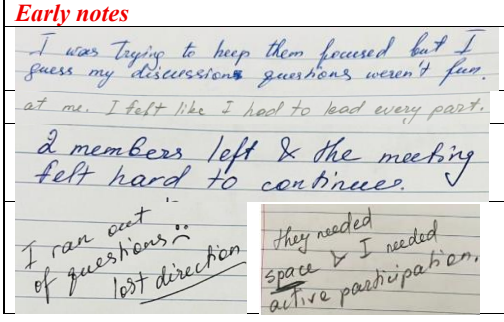
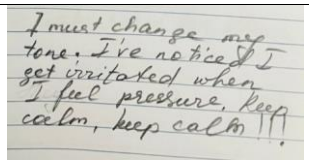
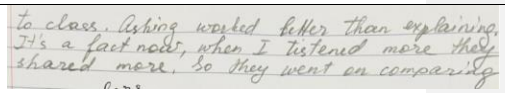
In short, the co-analysis showed that leadership and learning do not come from titles, confidence manuals or perfect club posters. They develop through messy notes, awkward meetings, and small emotional pivots that slowly turn frustration into thoughtfulness. My reflections gave the story its soul, and the AI gave it structure — like a co-pilot that does not fly the plane but points out the constellations. Together, we mapped what it really means to lead: listening more, panicking less, learning loudly, and above all, growing through every imperfect, very human moment.

Findings

This section presents the findings of the inductive, human-AI co-analysis of one year of reflective journal entries. Rather than listing themes abstractly, each subsection illustrates how leadership development emerged through concrete practices documented in the data. Consistent with an autoethnographic approach, the findings are grounded in first-person, lived experience, treating emotions, decisions and everyday club practices as empirical evidence through which leadership was enacted and interpreted over time (Doloriert & Sambrook, 2012; Atay, 2020).

Communication as Leadership Practice

Table 2: *Selected Reflective Journal Excerpts Illustrating Communication as a Leadership Practice*

Communication as Leadership Practice Across Reflective Journal Excerpts	
Early notes	***Later notes***
	
	

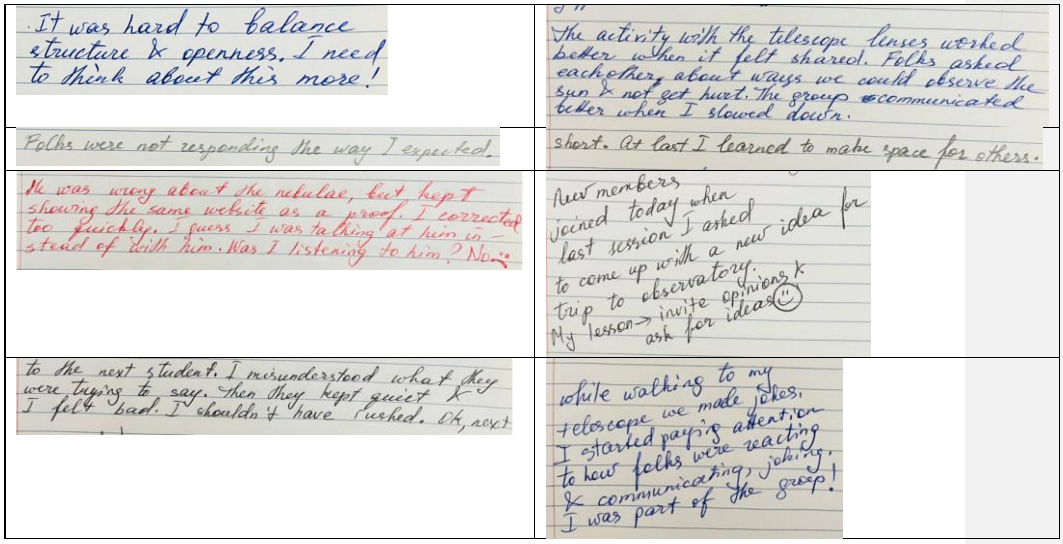


Table 2 illustrates how the theme of communication as leadership practice emerged across my reflective journal over time. I selected and cut excerpts from different entries to show changes in how I understood managing meetings and sustaining engagement. Taken together, the excerpts show a clear shift from pressure, frustration, embarrassment and control toward listening, asking, adjusting tone and making space for others. Early notes reflect the struggle of trying to keep members focused, feeling responsible for "leading every part," and becoming discouraged when participation dropped. This is reflected in the entry where I wrote "2 members left & the meeting felt hard to continue." Other early excerpts show communication as strained and overly directive, such as "I ran out of questions," "folks were not responding the way I expected," and "it was hard to balance structure & openness." One especially telling note records a moment of tension when I admitted, "I corrected too quickly… I was talking at him instead of with him. Was I listening to him? No."

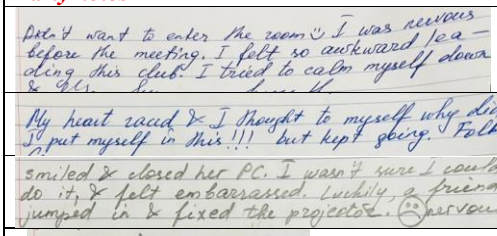
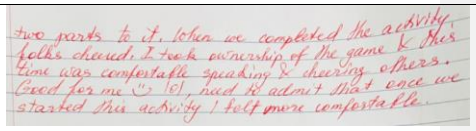
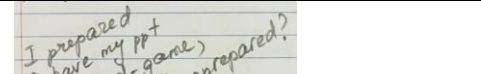
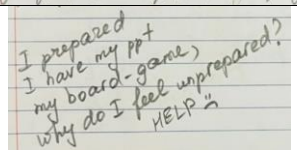
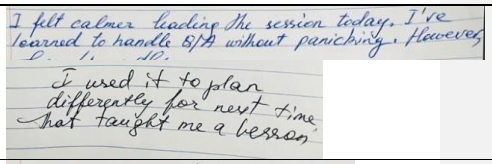
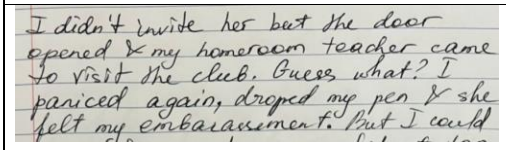
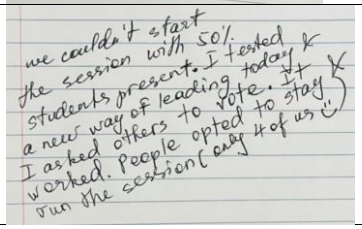
Later notes show a growing awareness that communication was not simply about explaining more clearly, but about listening to peers, slowing down, asking instead of telling and helping others participate more actively. This shift appears in reflections such as "they needed space / I needed active participation," and "asking worked better than explaining… when I listened more they shared more." In another later excerpt, I noted that "the group communicated better

when I slowed down," while a final note captures a more deliberate communicative stance: "My lesson - invite opinions / ask for ideas." In this way, the excerpts show that leadership developed through communication itself, not as authority, but as a relational practice of guiding discussion and building understanding.

This development suggests that communication was not just a practical skill for keeping meetings organized. It became one of the main ways I learned to lead. As I became more attentive to tone, pacing and the responses of others, I also became more aware that leadership depended on relationships rather than control. What mattered was not simply whether I delivered information clearly, but whether others felt invited into the discussion.

Confidence Through Experimentation and Reflection

Table 3: *Confidence as Leadership Practice across Reflective Journal Excerpts*

Confidence as Leadership Practice Across Reflective Journal Excerpts	
Early notes	***Later notes***
	
	
	
	

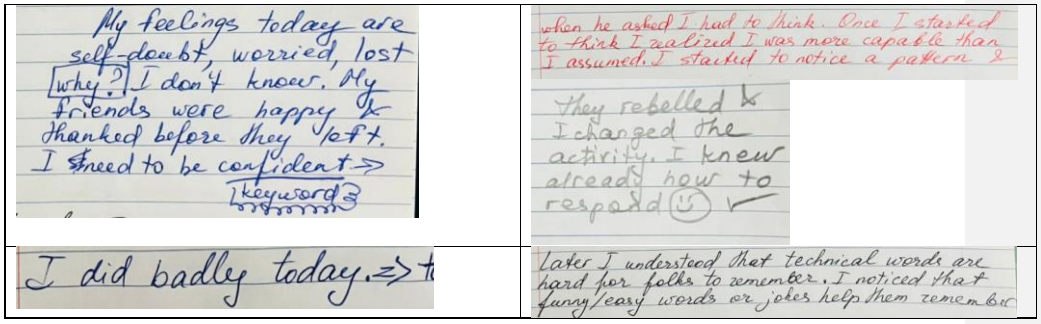


Table 3 shows how confidence developed across the reflective journal excerpts over time. Early notes are marked by nervousness, embarrassment, panic and self-doubt, particularly in situations where I had to lead meetings or respond to unexpected problems. For example, in one early entry I wrote that I was "nervous before the meeting" and felt "so awkward leading this club." Another note describes panicking when my homeroom teacher unexpectedly entered and I "dropped my pen" out of embarrassment. I also questioned my own preparedness, writing, "I prepared… my board-game, my slides… why do I feel unprepared?" and, in another moment of self-doubt, summarized my feelings as "self-doubt, worried, lost."

Later notes, however, show a noticeable shift toward greater calm and ownership. In one excerpt I wrote, "I felt calmer leading the session today. I've learned to handle [things] without panicking," while another entry notes that after testing "a new way of leading," I asked others to help run the session and found that "it worked." Other later reflections show increasing self-assurance through adaptation and learning, such as "I started to think I realized I was more capable than I assumed," "I changed the activity. I knew already how to respond," and "I used it to plan differently for next time and that taught me a lesson." Taken together, these excerpts show that confidence did not appear all at once or as an innate quality. It emerged gradually through repeated participation, experimentation and reflection. The leadership practice was shaped through experience rather than something naturally possessed from the beginning.

Collaboration and Shared Responsibility

Table 4: *Selected Reflective Journal Excerpts Illustrating Collaboration and Shared Responsibility as a Leadership Practice*

Collaboration and Shared responsibility as Leadership Practice Across Reflective Journal Excerpts	
Early notes	***Later notes***
to close. I feel like I have to do everything myself. silent. Why? I was carrying the whole meeting. too much on me Yes) others were there but I still felt alone in leading. It felt like my club than our club. I don't t. think this is right. I need to think about it	Wow! I was late today & came & saw folks running the club 😊 Finally felt like shared practice. They stepped in on their own. Less me / more us.
preparing pgt felt a burden before, now it's volunteered!	Patience → I didn't have this = Guess what I have it now. I can wait, keep quiet, calm ...
why do I keep reminding folks about active participation? How to get them involved??	She asked & I didn't have answers. Nobody stepped in. Feels like Solo leading. Think ← may be more hands-on? xxx
	After the Trotier we somehow became more like a united group. Responsibility became more collective. Hands-on learning, physically going out & doing things made folks help organize & keep things moving.
My club my responsibility → I need to fix this. They shouldn't wait for me to decide on everything	at all. I think because folks already knows the structure of the club & they don't need instructions. We are like a family helping eachother do the work & have fun! Yahoo!
If I didn't stop they wouldn't leave for class. My response = all of this?	I must note here that very often (unlike first weeks) friends offer help now. The ask if they can help with activities, telescope setup, etc. I agree & they step in. It's easier for me now.

Table 4 shows how collaboration and shared responsibility emerged gradually across the reflective journal excerpts. Early notes are marked by a strong sense of individual burden and over-responsibility. In one entry, I wrote, "I feel like I have to do everything myself," while another describes "I'm carrying the whole meeting." Other excerpts reinforce this sense of isolation, such as "too much on me," "I still felt alone in leading," and "Feels like solo leading." I also questioned why I had to keep "reminding folks about active participation" and noted that "nobody stepped in," which suggests that leadership initially felt concentrated in me rather than distributed across the group. In one especially telling line, I summarized this early dynamic as "My club my

responsibility," followed by the realization that "they shouldn't wait for me to decide on everything."

Later notes show a noticeable shift toward collective participation. One reflection captures this change directly: "Folks felt like shared practice… They stepped in on their own. Less me / more us." Another entry notes that after the visit to Trottier observatory at SFU, the group became "more like a united group," and that "responsibility became more collective," with members helping to "organize & keep things moving." The movement from burden to shared responsibility also appears in the contrast between "preparing ppt felt a burden before" and "now it's volunteered!" In the final later excerpts, I describe how members already knew "the structure of the club," they no longer needed instructions and were "like a family helping each other do the work & have fun." Taken together, these excerpts show that collaboration did not exist automatically from the start. It developed over time as members became more involved, initiative was shared and leadership shifted from individual control to collective responsibility. In this way, collaboration became a leadership practice grounded in trust and mutual support rather than dependence on one person.

Patience as a Leadership Capacity

Table 5: *Selected Reflective Journal Excerpts Illustrating Patience as a Leadership Capacity*

Patience as Leadership Capacity Across Reflective Journal Excerpts	
Early notes	***Later notes***
talking to them. Why is everything so slow! Even booking the room for the meeting or asking teachers takes time_too long_____ waiting. I sent this email a week ago, but I got only two ② replies. So are we going to do this trip or not? It was hard to wait :(30 minutes for a session isn't long. It's hard to wait for folks to come & settle. I want my planned stuff to more quickly.	ask them next session. Not everything needs fixing right away. There's always next week. When I saw group 2 was rushing through answers & cheating from net (to win ☺) I realized that I needed to give them more time. I think I rushed too quickly through this task.
I should've lost my patience. be too slow! more people! da da, waiting again impatient today	I've always forced the pace & mom warned me against it. Haste is waste => her famous phrase. I'm finally getting it mom!

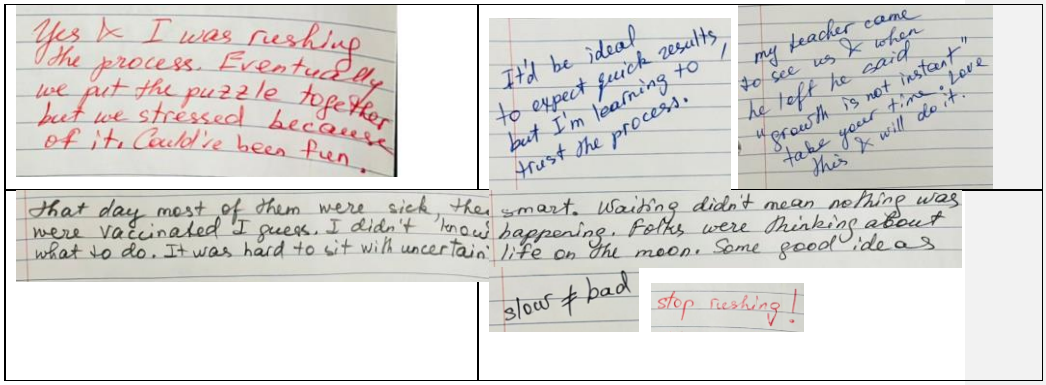


Table 5 shows how patience emerged gradually as an important leadership capacity across the reflective journal excerpts. Early notes are marked by frustration with slowness and uncertainty. In one entry, I wrote, "why is everything so slow," while another reflects the difficulty of waiting for responses: "I sent this email a week ago… so are we going to do this trip or not?? It was hard to wait." Other early excerpts show impatience more directly, such as "I shouldn't be losing patience," "I was rushing the process," and "too slow… impatient today." These notes suggest that, at first, leadership was closely tied to urgency, pressure and a desire for quicker progress.

Later notes show a noticeable shift toward trust and acceptance of the gradual process. In one reflection, I wrote that when I saw the group "was rushing," I realized that "I need to wait more." Another later note captures this development more explicitly: "I've always forced the pace… I'm finally getting it now." This shift also appears in entries such as "I'm learning to trust the process," "waiting didn't mean nothing was happening," and the simple but powerful reminder to "stop rushing!" The final excerpt, which recalls being told that "growth is not instant," reinforces the idea that patience became connected to a broader understanding of time and care.

Taken together, these excerpts show that patience did not mean passivity or doing nothing. Rather, it developed as an active leadership practice of waiting, observing and trusting that learning unfolds gradually. In this way, patience functioned as a capacity that helped me move from urgency and frustration toward steadier, more reflective forms of leadership.

Growth through Mistakes

Table 6: *Selected Reflective Journal Excerpts Illustrating Growth Through Mistakes as a Leadership Practice*

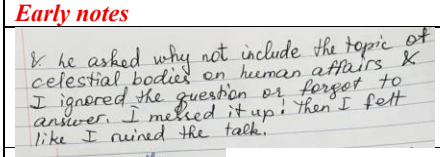
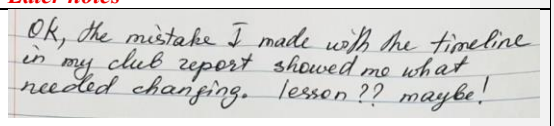
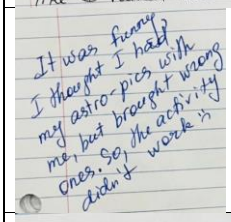
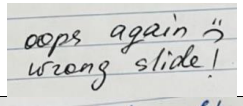
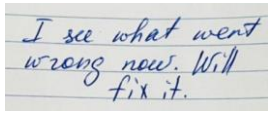
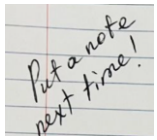
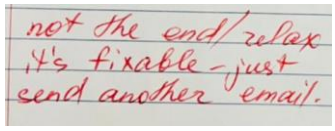
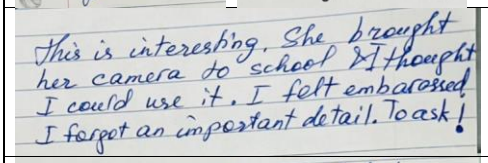
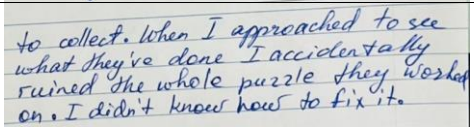
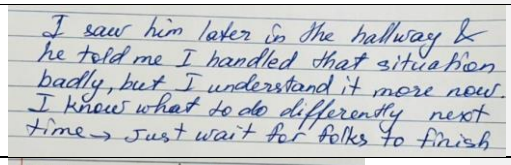
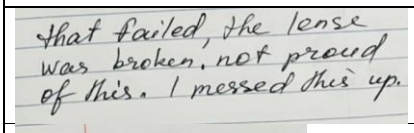
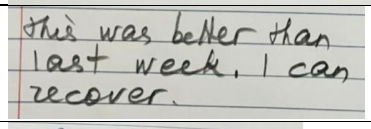
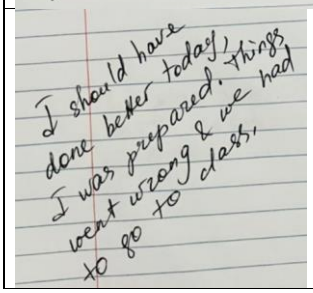
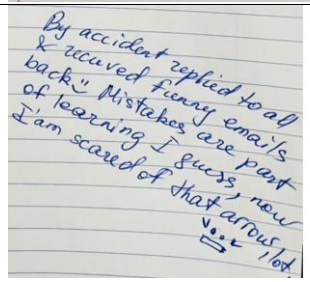
Growth through Mistakes Across Reflective Journal Excerpts	
Early notes	***Later notes***
	
 	  
	
	
	
	

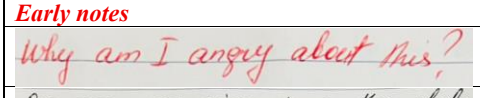
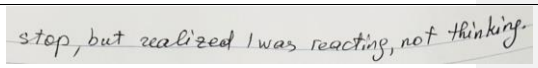
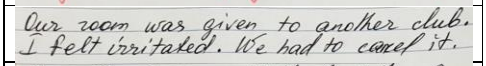
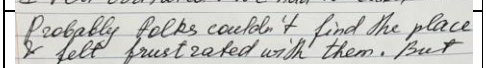
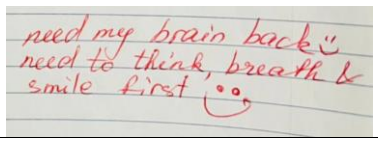
Table 6 shows how mistakes gradually shifted from being experienced as failure and embarrassment to being understood as part of learning and leadership development. Early notes are marked by self-blame, frustration and a sense of damage done. In one excerpt, I wrote that I had "ignored the question," "forgot to answer" and "mixed it up," which made me feel "like I ruined the talk." Other early entries describe bringing the "wrong astro-pics," using a "wrong slide," forgetting an important detail, accidentally ruining "the whole puzzle," and admitting, "I messed this up." These notes reflect an early tendency to interpret mistakes as evidence of personal inadequacy or failed leadership.

Later notes, however, show a clear shift toward reflection and adjustment. In one later entry, I wrote that "the mistake I made… showed me what needed changing." Another note states more directly an adjustment, "I see what went wrong now. Will fix it." Other excerpts reflect this same movement toward productive response: "Plan or note next time!", "it's fixable, just send another email," and "I know what to do differently next time." Rather than ending in embarrassment, these later notes emphasize learning and moving forward, as in the reflection, "this was better than last week. I can recover." The final later note makes this theme especially explicit by observing that mistakes are "part of learning" and that I was now "less scared of happening."

Taken together, these excerpts show that mistakes did not disappear over time. Instead, my relationship to them changed. What began as self-criticism gradually became an opportunity for better planning. In this way, growth through mistakes emerged as a leadership practice in which reflection transformed small failures into lessons for future action.

Transformation of Anger into Thoughtful Action

Table 7: *Selected Reflective Journal Excerpts Illustrating the Transformation of Anger into Thoughtful Action*

Transformation of Anger into Thoughtful Action Across Reflective Journal Excerpts	
Early notes	***Later notes***
	
	
	

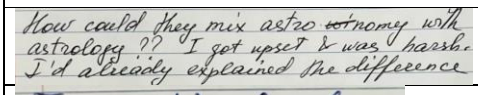
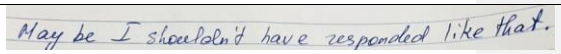
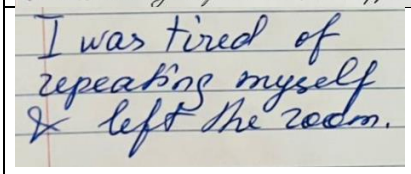
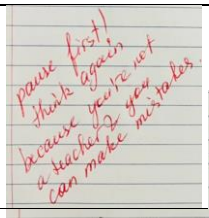
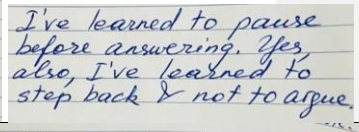
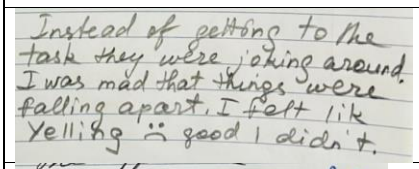
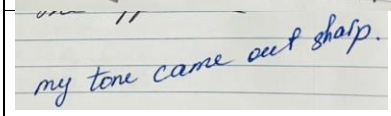
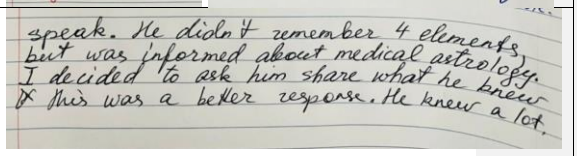
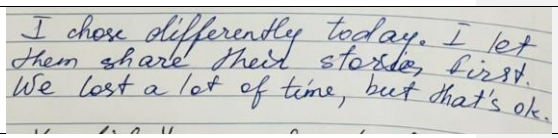
	
	 
 	 

Table 7 shows how frustration and anger gradually shifted from immediate emotional reaction toward more deliberate, thoughtful response. Early notes are marked by the impulse to react quickly. In one excerpt, I ask, “Why am I angry about this?” after the club room was given to another group and the session had to be canceled. Other early entries describe feeling “frustrated,” being “harsh,” getting “tired of repeating myself,” leaving the room, feeling like “yelling,” and noticing that “my tone came out sharp.” These reflections show that, at first, anger was experienced as something immediate and difficult to manage, especially when plans fell apart or others did not respond as expected.

However, later notes show a clear shift toward self-awareness. One later excerpt states, “I was reacting, not thinking,” while another reminds me to “need to think, breathe & smile first.” This movement becomes more explicit in reflections such as “Maybe I shouldn’t have responded like that,” and “I’ve learned to pause before answering… step back & not to argue.” Other later notes show frustration being transformed into more constructive action, when I write that instead of correcting someone directly, I “decided to ask him share what he knew,” describing this as “a better response.” In the final excerpt, I note, “I chose differently today. I let them share their stories first,” showing that the response had become less reactive and more deliberate.

These excerpts show that anger did not simply disappear. Rather, it was gradually reworked into a more reflective form of action. What began as an urge to react became an opportunity to reconsider and choose responses more carefully. In this way, the table shows how emotional reaction was transformed into a moral and cognitive leadership practice grounded in reflection and self-control.

Emotional Regulation (AI-Emergent Theme)

Unlike the previous themes, I did not include a separate table of excerpts for emotional regulation because this AI-emergent theme appeared less as a distinct cluster of easily excerpted moments and more as a gradual pattern across shifts in tone, pacing and response throughout the journal. Although I had not identified it during my manual coding, it became visible through the broader patterning of the entries as a whole. Early reflections often recorded irritation, tension, and discouragement, especially when meetings were poorly attended, plans changed unexpectedly or group dynamics felt difficult to manage. Later entries show more measured responses. Rather than escalating frustration or interpreting setbacks as personal failure, I increasingly described pausing, adjusting plans and continuing with greater calm. This suggests that leadership development involved learning to regulate emotion within uncertainty. In this way, emotional regulation supported perseverance and enabled more thoughtful forms of leadership.

Self-Reflection as Learning (AI-Emergent Theme)

This AI-emergent theme was also not represented through a separate table, but for a different reason. Whereas emotional regulation became visible through shifts in tone and response, self-reflection as learning appeared through the repeated use of writing to revisit experience, generate insight, and guide future action. In my manual coding, I had treated reflection mainly as a method of recording what happened. However, the entries show that writing was also part of how learning occurred. Across the journal, I repeatedly used reflection to reconsider meetings, clarify what had gone wrong, recognize changes in myself and decide how I wanted to respond next time. Writing functioned not only as documentation, but as a practice of meaning-making. Through this process, leadership development became something I could not only experience, but also interpret and reshape over time.

Summary of Findings

The findings show that leadership developed gradually through lived club experiences rather than through formal authority or fixed leadership traits. Across the journal excerpts presented in Tables 2 to 7, clear shifts can be seen from directing to listening, from nervousness to greater confidence, from carrying responsibility alone to sharing it with others, from impatience to trusting gradual growth and from viewing mistakes and frustration as setbacks to treating them as opportunities for reflection and more thoughtful action. The visual and thematic comparisons in Figure 2 and Table 1 further reinforce that these patterns were visible both in my manual coding and in the AI-assisted co-analysis, while also revealing additional dimensions such as emotional regulation and self-reflection as learning. Overall, the findings show that leading a volunteer-oriented, passion-driven school club shaped leadership through communication, collaboration, patience, reflection and sustained engagement in everyday practice.

Discussion and Conclusion

Looking back at the whole experience, I realized that leadership developed through specific moments documented in my journal, such as reflecting after unsuccessful meetings, adjusting communication strategies between sessions, and reconsidering decisions while planning activities outside formal club time. The patterns I found in my journal were not just random words. They showed how my thinking slowly changed. I started the year believing that leading meant giving directions. By the end, I understood it meant listening and sometimes just bringing sugar so everyone actually showed up. Interpreted autoethnographically, these moments illustrate how leadership and identity were shaped through lived, affective experience rather than formal instruction, with reflection functioning as both data and meaning-making practice (Kosonen & Ikonen, 2023).

The combination of volunteering, participating and leading taught me that leadership develops through helping and working with others. This idea connects with what McFadden & Smeaton, (2017) and Burns et al., (2025) described about empathy and reflection — you learn more when you are serving others. My “astro-leadership” moments, like staying up late to plan events, creating a club website or supporting a frustrated member, matched with the findings of Simms et al., (2024). They explained that authentic youth leadership often grows through self-initiated projects and peer collaboration rather than formal instruction. Over time, I realized it was

not really about stars or soil anymore; it was about my classmates. It was about learning how to connect, encourage and lead alongside others.

While the use of QualiGPT may appear innovative, it functioned solely as a methodological support within this autoethnographic inquiry, assisting with pattern recognition and reflexive sense-making rather than constituting the object of study itself. The primary analytical focus remained on leadership development as experienced through club participation, with AI used to scaffold reflection rather than to evaluate GenAI as a phenomenon. Genua (2021) and Tan et al. (2025) suggest that writing helps students notice changes in their learning and leadership practice.

Overall, this project demonstrates that personal passion, when combined with voluntary participation and sustained reflection, can generate meaningful leadership learning. Leadership did not emerge from titles or formal authority but through everyday practices of care, communication and emotional regulation. By adopting an autoethnographic lens, the study makes visible how leadership unfolded through lived experience, directly addressing the research question of how leading a volunteer-oriented, passion-driven school club shaped my leadership development.

References

Aguilar-Cruz, P. J., & Salas-Pilco, S. Z. (2025). Teachers' perceptions of artificial intelligence in Colombia: AI technological access, AI teacher professional development and AI ethical awareness. *Technology, Pedagogy and Education*, *34*(2), 219–238.

Atay, A. (2020). What is Cyber or Digital Autoethnography? *International Review of Qualitative Research*, *13*(3), 267–279. https://doi.org/10.1177/1940844720934373

Bano, M., Zowghi, D., & Whittle, J. (2024). AI and Human Reasoning: Qualitative Research in the Age of Large Language Models. *AI Ethics Journal*, *4*(2). https://doi.org/10.47289/AIEJ20240122

Burns, S., Saltis, H., Hendriks, J., Tohotoa, J., & Pollard, C. (2025). Volunteer Experiences of a School-Based Volunteer Program. *Health Promotion Journal of Australia*, *36*(2), e956. https://doi.org/10.1002/hpja.956

Doloriert, C., & Sambrook, S. (2012). Organisational autoethnography. *Journal of Organizational Ethnography*, *1*(1), 83–95. https://doi.org/10.1108/20466741211220688

Enns, J., Brownell, M., Katz, A., Nickel, N., & Nie, Y. (2018). Is Participation in Out-of-School Programs Linked to Students' Health, Educational and Social Outcomes? *International Journal of Population Data Science*, *3*(4). https://doi.org/10.23889/ijpds.v3i4.707

Fadhilah Hamid, S., Isnaniah, & Agus Mulyana. (2022). Assisting The Formation of English Club Extracurricular Activities at Garuda Junior High School. *International Journal Of Community Service*, *2*(1), 115–124. https://doi.org/10.51601/ijcs.v2i1.70

Genua, J. A. (2021). The Relationship Between the Grading of Reflective Journals and Student Honesty in Reflective Journal Writing. *Nursing Education Perspectives*, *42*(4), 227–231. https://doi.org/10.1097/01.NEP.0000000000000826

Grigoryan, T. (2018). Investigating digital native female learners' attitudes towards paperless language learning. *Research in Learning Technology*, *26*(0). https://doi.org/10.25304/rlt.v26.1937

Grigoryan, T. (2024). Tutorial Booking and Tracking Application Interactivity: A Multimodal Social Semiotic Analysis Framework. *SFU Educational Review*, *16*(1). https://doi.org/10.21810/sfuer.v16i1.6666

Henderson, A., Brown, S. D., & Pancer, S. M. (2019). Curriculum requirements and subsequent civic engagement: Is there a difference between 'forced' and 'free' community service? *The British Journal of Sociology*, *70*(4), 1297–1322. https://doi.org/10.1111/1468-4446.12627

Kerekes, J. (2020). The Role of Extracurricular Activities within Children's Palaces and Clubs in the Development Of Key Competences. *Educatia 21*, (18), 140–152. https://doi.org/10.24193/ed21.2020.18.15

Knifsend, C. A., & Graham, S. (2012). Too Much of a Good Thing? How Breadth of Extracurricular Participation Relates to School-Related Affect and Academic

Outcomes During Adolescence. *Journal of Youth and Adolescence*, *41*(3), 379–389. https://doi.org/10.1007/s10964-011-9737-4

Kosonen, P., & Ikonen, M. (2023). Studying trust in the leader by co-produced autoethnography: An organizational esthetics approach. *Journal of Organizational Ethnography*, *12*(1), 88–104. https://doi.org/10.1108/JOE-04-2021-0020

Lee, V. V., Van Der Lubbe, S. C. C., Goh, L. H., & Valderas, J. M. (2024). Harnessing ChatGPT for Thematic Analysis: Are We Ready? *Journal of Medical Internet Research*, *26*, e54974. https://doi.org/10.2196/54974

McFadden, A., & Smeaton, K. (2017). Amplifying Student Learning through Volunteering. *Journal of University Teaching and Learning Practice*, *14*(3). https://doi.org/10.53761/1.14.3.6

Motia, M. (2021). A gift for our peace of mind: Volunteering with immigrants through the lens of autoethnography. *Social Work in Mental Health*, *19*(4), 289–305. https://doi.org/10.1080/15332985.2021.1915443

Neil, J. (2019). Creating Spaces for Reflection with Digital Autoethnography: Students as Researchers into Their Own Practices. *International Journal of Art & Design Education*, *38*(4), 823–831. https://doi.org/10.1111/jade.12268

Orel, M. (2024). Autoethnography in the modern workplace: A reflexive journey. *Journal of Organizational Ethnography*, *13*(2), 144–160. https://doi.org/10.1108/JOE-06-2023-0038

Pittaway, L. A., Gazzard, J., Shore, A., & Williamson, T. (2015). Student clubs: Experiences in entrepreneurial learning. *Entrepreneurship & Regional Development*, *27*(3–4), 127–153. https://doi.org/10.1080/08985626.2015.1014865

Pjanić, K., Nikšić, E., & Nesimović, S. (2021). EFFECTS OF SPORTS AND MATHEMATICS EXTRACURRICULAR AND CLUB ACTIVITIES ON ACADEMIC ACHIEVEMENT OF MIDDLE SCHOOL PUPILS. *Anthropologie*, *59*(1), 35–43. https://doi.org/10.26720/anthro.20.01.29.1

Posklinsky, I. (2025). Autoethnography: A person-centered approach to unraveling modern career mobility. *Journal of Organizational Ethnography*, *14*(3), 293–306. https://doi.org/10.1108/JOE-09-2024-0066

Pusztai, G., Fényes, H., & Markos, V. (2021). The effect of volunteering and voluntary group membership on student's persistence. *Heliyon*, *7*(9), e07900. https://doi.org/10.1016/j.heliyon.2021.e07900

Rentier, E. S. (2025). To use or not to use: Exploring the ethical implications of using generative AI in academic writing. *AI and Ethics*, *5*(3), 3421–3425. https://doi.org/10.1007/s43681-024-00649-6

Riouch, A., Benamar, S., Ezzeri, H., & Cherqi, N. (2025). Post-COVID Environmental Education in Morocco: School Clubs as Drivers of Student Engagement and Sustained Self-Reported Sustainable Practices. *International Journal of Environment, Engineering and Education*, *7*(2), 119–134. https://doi.org/10.55151/ijeedu.v7i2.303

Sanusi, I. T., Martin, F., Ma, R., Gonzales, J. E., Mahipal, V., Oyelere, S. S., Suhonen, J., & Tukiainen, M. (2024). AI MyData: Fostering Middle School Students' Engagement with Machine Learning through an Ethics-Infused AI Curriculum. *ACM Transactions on Computing Education*, *24*(4), 1–37. https://doi.org/10.1145/3702242

Senabre Hidalgo, E., & Greshake Tzovaras, B. (2023). "One button in my pocket instead of the smartphone": A methodological assemblage connecting self-research and autoethnography in a digital disengagement study. *Methodological Innovations*, *16*(2), 149–162. https://doi.org/10.1177/20597991231161093

Simms, J., Trad, A. M., Woolf, J., & Richards, K. A. (2024). Volunteering in an After School Program as a Socialization, Social and Emotional Learning Experience for College Students. *Quest*, *76*(2), 190–206. https://doi.org/10.1080/00336297.2023.2276470

Tan, K. H. (2025). *The Epistemological Revolution: Foundations of Fluctuational Epistemology in the Age of Ontological Instability*. https://doi.org/10.5281/ZENODO.15870347

Tan, L., Shek, D. T. L., & Li, X. (2025). Evaluating the Impact of a Positive Youth Development Program Using Student Diaries: Tin Ka Ping P.A.T.H.S. Project in Mainland China. *Applied Research in Quality of Life*. https://doi.org/10.1007/s11482-025-10441-1

Tang, Q., Deng, W., Huang, Y., Wang, S., & Zhang, H. (2025). Can Generative Artificial Intelligence be a Good Teaching Assistant?—An Empirical Analysis Based on Generative AI -Assisted Teaching. *Journal of Computer Assisted Learning*, *41*(3), e70027.

https://doi.org/10.1111/jcal.70027

Zhang, H., Wu, C., Xie, J., Kim, C., & Carroll, J. M. (2023). *QualiGPT: GPT as an easy-to-use tool for qualitative coding* (Version 1). arXiv.

https://doi.org/10.48550/ARXIV.2310.07061

Zhang, H., Wu, C., Xie, J., Rubino, F., Graver, S., Kim, C., Carroll, J. M., & Cai, J. (2024). *When Qualitative Research Meets Large Language Model: Exploring the Potential of QualiGPT as a Tool for Qualitative Coding* (Version 1). arXiv.

https://doi.org/10.48550/ARXIV.2407.14925