

- ADAMS, T. E. – ALLEN, D. C. – JONES, S. (2015). Learning autoethnography: A review of autoethnography: Understanding qualitative research. *The Qualitative Report*, 20 (2), s. 33–35. Dostupné z: <http://www.nova.edu/ssss/QR/QR20/2/allen1.pdf>.
- AGAR, M. (1986). *Speaking of ethnography*. London: Sage Publications, 1986. ISBN 9780803924925.
- ALTHEIDE, D. L. – JOHNSON, J. M. (1994). Criteria for assessing interpretive validity in qualitative research. In DENZIN, N. K. – LINCOLN, Y. S. (eds.). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications, 1994, s. 485–499. ISBN 978-1-4833-4980-0.
- ANDERSEN, T. (1991). *The reflecting team: Dialogues and dialogues about the dialogues*. New York: Norton, 1991. ISBN 0-393-70120-4.
- ANDERSON, H. (1997). *Conversation, language and possibilities*. New York: Basic Books, 1997. ISBN 978-80-903858-6-3.
- ANDERSON, H. (2014). Collaborative-Dialogue Based Research as Everyday Practice: Questioning our Myth. In SIMON, G. – CHARD, A. *Systemic inquiry: Innovations in reflexive practice research*. Farnhill: Everything is connected press, 2014, s. 61–73. ISBN 978-0-9930723-1-4.
- ANDERSON, H. – GOOLISHIAN, H. A. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. *Family Process*, 27 (4), 1988, s. 371–394.
- ANDERSON, H. – GOOLISHIAN, H. A. (1992). The client is the expert: A not-knowing approach to therapy. In MCNAMEE, S. – GERGEN, K. J. (eds.). *Therapy as social construction*. London: Sage, 1992, s. 25–39. ISBN 9781848609433.
- ANDERSON, H. – GEHART, D. R. (2007). *Collaborative therapy: Relationships and conversations that make a difference*. New York: Routledge, 2007. ISBN 0-415-95327-8
- ANDERSON, H. – JENSEN, P. (2007). *Inovations in the Reflecting Process*. London–Karnac, 2007. ISBN 978-1-85575-487-4.
- ANDERSON, G. L. – HERR, K. – NIHLEN, A. S. (eds.). (2007). *Studying your own school: An educator's guide to practitioner action research*. London: Corwin Press, 2007. ISBN 9781412940337.
- ANDERSON, L. (2006). Analytic autoethnography. *Journal of contemporary ethnography*, 35 (4), 2006, s. 373–395. ISSN 1552-5414.
- ATKINSON, J. M. – HERITAGE, J. (eds.). (1984). *Structures of Social Action: Studies in Conversation Analysis*. Cambridge, Cambridge University Press, 1984. ISBN 0-521-31862-9.
- AZEVEDO, K. C. C. D. – BATISTA, J. B. V. – AZEVEDO, R. C. D. – ARAÚJO, A. L. B. D. – BARROS, E. D. O. – RODRIGUES, M. D. S. D. (2019). National scientific production on Burnout Syndrome in ICU nurses and physicians: a bibliometric study. *Revista da Associação Médica Brasileira*, 65 (5), 2019, s. 722–729. ISSN 1806-9282.

- BAKHTIN, M. (1981). *The dialogical imagination* (M. Holquist ed., C. Emerson – M. Holquist trans). Austin: University of Texas Press, 1981. ISBN 0-292-71527-7.
- BAKHTIN, M. (1984). *Problems of Dostoevsky's poetics*. (C. Emerson trans. & ed.). Minneapolis: University of Minnesota Press, 1984. ISBN 0-8166-1227-7.
- BAKHTIN, M. M. (1986). *Speech Genres and Other Late Essays*. (Vern W. McGee trans.). Austin: University of Texas Press, 1986. ISBN 0-292-72046-7.
- BALÁŠOVÁ, J. (2013). Reflektující proces. Zkušenosti ze stáže v Acute team, Psychiatric Centre, Tromsø, Norsko. *Psychoterapie*, 5 (2), 2013, s. 100–107. [Online]. Dostupné z: <https://journals.muni.cz/psychoterapie/article/view/9591>. ISSN 2695-0200.
- BANISTER, P. – BURMAN, E. – PARKER, I. – TAYLOR, M. – TINDALL, C. (1997). *Qualitative methods in psychology: A research guide*. Open University Press, 1997. ISBN 978-0335191819.
- BARGAL, D. (2006). Personal and Intellectual influences leading to Lewin's paradigm of action research. *Action Research*, 4 (4), 2006, s. 367–388.
- BARGE, K. – HORNSTUP, C. – GILL, R. (2014). *Conversational Reflexivity and researching practice*. In SIMON, G. – CHARD, A. *Systemic inquiry: Innovations in reflexive practice research*. Farnhill: Everything is connected press, 2014. ISBN 978-0-9930723-1-4.
- BARRACLOUGH, K. (2005). Why doctors don't read research papers? *BMJ Clinical research* 330 (7485). *PubMed Central*, January, 2005.
- BATESON, G. (1972). *Steps to an ecology of mind*. London: Paladin, 1972. ISBN 0-87668-950-0.
- BECHER, T. – TROWLER, P. (2001). *Academic tribes and territories*. McGraw-Hill Education, 2001. ISBN 9780335206278.
- BERBARY, L. A. (2011). Poststructural writerly representation: Screenplay as creative analytic practice. *Qualitative Inquiry*, 17 (2), 2011, s. 186–196.
- BERGER, P. L. – LUCKMANN, T. (1967). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Anchor: Penguin Books, 1967. ISBN 978-0385058988.
- BERNSTEIN, B. B. (1996). *Pedagogy, symbolic control and identity: theory, research and critique*. London: Taylor & Francis, 1996. ISBN 9780748403721.
- BERNSTEIN, B. B. (1999). Vertical and horizontal discourse: an essay. *British Journal of Sociology of Education*, 20 (2), 1999, s. 157–173.
- BERTENS, J. W. – NATOLI, J. P. (2005). *Encyklopedie postmodernismu*. Brno: Barrister & Principal, 2005. ISBN 80-86598-26-8.
- BERTRAM, W.G. (2019). *Arts as Human Practice*. London: Bloomsburury Academic, 2019. ISBN 978-1350063150.
- BIDWELL, D. (ed.) (2016). *Spirituality, Social Construction, Relational Processes*. Ohio: A Taos Institute Publications, 2016. ISBN 978-1-938552-49-6.
- BIESTA, G. (2013). *The Beautiful Risk of Education*. New York: Routledge, 2013. ISBN 9781315635866.
- BIESTA, G. J. J. (2007a). Why 'what works' won't work. Evidence-based practice and the democratic deficit of educational research. *Educational Theory*, 57 (1), 2007, s. 1–22.

- BIESTA, G. J. J. (2007b). Bridging the gap between educational research and educational practice: The need for critical distance. *Educational Research and Evaluation*, 13 (3), 2007, s. 295–301.
- BOCHNER, A. P. – ELLIS, C. – TILLMANN-HEALY, L. (2000). Relationships as stories: Accounts, storied lives, evocative narratives. In DINDIA, K. – DUCK, S. (eds.). *Communication and Personal Relationships*. John Wiley & Sons, 2000, s. 307–324. ISBN 978-0471491330.
- BOLTON, G. (2012). Who is Telling the Story?: the Critical Role of the Narrator in Reflective and Reflexive Writing. *Educational Reflective Practices*, 2 (1), 2012, s. 35–54.
- BORGdorFF, H. (2012). *The Conflict of the Faculties. Perspectives on Artistic Research and Academia*. Amsterdam University Press, 2012. ISBN 9789087281670.
- BOURNER, T. – BOWDEN, R. – LAING, S. (2001). Professional doctorates in England. *Studies in higher education*, 26 (1), 2001, s. 65–83.
- BOYD, E. (2010). “Voice entitlement” narratives in supervision: Cultural and gender influence on speaking and dilemmas in practice. In BURCK, Ch. – DANIEL, G. *Mirrors and Reflections. Process of systemic supervision*. London: Routledge, 2010, s. 203–224. ISBN 9780429477300.
- BRANNICK, T. – COGHLAN, D. (2007). In Defense of Being “Native”: The Case for Insider Academic Research. *Organizational Research Methods*, 10 (1), 2007, s. 59–74.
- BRAUN, V. – CLARKE, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3 (2), 2006, s. 77–101.
- BRENNAN, M. (1998). Struggles over the definition and practice of the educational doctorate in Australia [An earlier version of this paper was presented in the Symposium ‘Getting Beyond the Theory Practice Dualism in Education Research and Policy: Exploring Efforts from a Range of Sites’ at the Annual Meeting of the American Educational Research Association (1997: Chicago)]. *Australian Educational Researcher*, 25 (1), 1998, s. 71–89.
- BROOKFIELD, S. (1998). Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18 (4), 1998, s. 197–205.
- BUBER, M. (2005). *Já a Ty*. Praha: Kalich, 2005. ISBN 80-7017-020-4.
- BUDEUS, O. – STANOVÁ, M. (2020). *Zpráva o uměleckém výzkumu pro AVU (2020)*. [Online]. Dostupné z: [https://be.avu.cz/app/uploads/2021/11/zprava\\_o\\_umeleckem\\_vyzkumu\\_avu\\_20204.pdf](https://be.avu.cz/app/uploads/2021/11/zprava_o_umeleckem_vyzkumu_avu_20204.pdf).
- BURGESS, J. (2006). Participatory action research: First-person perspectives of a graduate student. *Action Research*, 4 (4), 2006, s. 419–437.
- BURNHAM, J. (2018). Developments in Social GRRRAACCEESS: visible–invisible and voiced–unvoiced. In BURNHAM, J. (ed.). *Culture and reflexivity in systemic psychotherapy*. London: Routledge, 2018, s. 139–160. ISBN 1855757788.
- BURNS, M. K. (2008). What is formative evaluation. *Minnesota Center for Reading Research*, October, 2008, s. 1–6. [Online]. Dostupné z: [https://www.researchgate.net/publication/239588953\\_What\\_is\\_Formative\\_Evaluation](https://www.researchgate.net/publication/239588953_What_is_Formative_Evaluation).
- BURR, V. (2003). *Social constructionism*. (2<sup>nd</sup> ed.). London: Routledge, 2003. ISBN 9780203694992.
- CANDY, L. (2006). Practice based research: A guide. *CCS report*, 1 (2), 2006, s. 1–19.

- CARDER, C. (2008). Managing medication management in assisted living: A situational analysis. *Journal of Ethnographic & Qualitative Research*, 3 (1), 2008, s. 1–12.
- CHARMAZ, K. (2006). *Constructing Grounded Theory: A practical guide through qualitative analysis*. London: Sage Publications, 2006. ISBN 978-0-7619-7352-2.
- CHEETHAM, J. (2014). The Social Work Research Centre at the University of Stirling: A profile. *Research on Social Work Practice*, 4 (1), 2014, s. 89–100.
- CILLIERS, P. (1998). *Complexity and Postmodernism: Understanding Complex Systems*. Routledge, 1998. ISBN 9780415152877.
- CLARKE, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. London: Sage, 2005. ISBN 978-0761930563.
- CLARKE, A. E. (2009). From grounded theory to situational analysis: What's new? Why? How? In MORSE, J. M. – STERN, P. N. – CORBIN, J. – BOWERS, B. J. – CHARMAZ, K. – CLARKE, A. E. (eds.). *Developing grounded theory: The second generation*. Walnut Creek: Left Coast Press, 2009. ISBN 9781315430577.
- COGHLAN, D. – BRANNICK, T. (2005). *Doing action research in your own organization* (2<sup>nd</sup> ed.). London: Sage Publications, 2005. ISBN 9781412902472.
- COCHRAN-SMITH, M. – LYTLE, S. L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation*. London: Teachers College Press, 2009. ISBN 9780807749708.
- COONEY, L. (2006). *Finding and forming spiritual identity through cooperative inquiry*. [Unpublished doctoral dissertation]. San Francisco: Saybrook Graduate School and Research Center, 2006.
- COOPERRIDER, D. L. – WHITNEY, D. – STAVROS, J. M. (2003). *Appreciative inquiry handbook: The first in a series of AI workbooks for leaders of change* (Vol. 1). Berrett-Koehler Publishers, 2003. ISBN 9781576752692.
- CSIKSZENTMIHALYI, M. – SCHIEFELE, U. (1994). Interest and the quality of experience in classrooms. *European Journal of Psychology of education*, 9 (3), 1994, s. 251–269.
- ČERMÁK, I. (2000). Kvalitativní výzkum v psychologii: problémy a výhledy. IN ČERMÁK, I. – MIOVSKÝ, M. (eds.). *Kvalitativní výzkum ve vědách o člověku na prahu třetího tisíciletí*. Boskovice: František Šalé – Albert, 2000, s. 10–21. ISBN 80-85834-96-0.
- ČERMÁK, I. (2006). Narativně orientovaná analýza. In BLATNÝ, M. (ed.). *Metodologie psychologického výzkumu. Konsilience v rozmanitosti*. Praha: Academia, 2006, s. 85–109. ISBN 9788020014504.
- ČERMÁK, I. – ŠTĚPANÍKOVÁ, I. (1998). Kontrola validity dat v kvalitativním psychologickém výzkumu. *Československá psychologie*, 42 (1), 1998, s. 50–62.
- DAHL, C. M. – BOSS, P. (2005). *The use of phenomenology for family therapy research: The search for meaning*. In SPRENGLE, D. H. – PIERCY, F. P. (eds.). *Research methods in family therapy*. London: Guilford, 2005. ISBN 978-1572309609.
- DAVIDSON, J. W. (ed.). (2016). *The Music Practitioner: Research for the Music Performer, Teacher and Listener*. London: Routledge – Taylor & Francis Group, 2016. ISBN 978-1-138-27730-4.
- DEETZ, S. (1996). Describing differences in approaches to organization science: Rethinking Burrell and Morgan and their legacy. *Organization Science*, 7 (2), 1996, s. 191–207.
- DELAMONT, S. – ATKINSON, P. – PARRY, O. (2004). *Supervising the doctorate: A guide to success*. McGraw-Hill Education, 2004. ISBN 0335212638.

- DENZIN, N. K. – LINCOLN, Y. S. (eds.). (2005). *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications, 2005. ISBN 9780761927570.
- DERRIDA, J. (1978). *Writing and difference* (A. Bass trans.). Chicago: The University of Chicago Press, 1978. ISBN 9780226143293.
- DERRIDA, J. – ROUDINESCO, É. (2003). *Co přinese zítřek?* Praha: Karolinum, 2003. ISBN 80-246-0542-2.
- DRAKE, P. – HEATH, L. (2011). *Practitioner Research at Doctoral Level: Developing Coherent Research Methodologies*. London: Routledge – Taylor & Francis Group, 2011. ISBN 9780415490221.
- DUBÉ, L. – BOURHIS, A., – JACOB, R. (2005). The impact of structuring characteristics on the launching of virtual communities of practice. *Journal of Organizational Change Management*, 18 (2), 2005, s. 145–166.
- EDWARDS, A. – TALBOT, Robin. (2014). *The hard-pressed researcher: A research handbook for the caring professions*. London: Routledge, 2014. ISBN 9781315838946.
- EGAN, G. (1994). *The skilled helper: A problem-management approach to helping*. Thomson Brooks – Cole Publishing, 1994. ISBN 9780534212940.
- ELIOT, S. (2005). Guidelines for conducting a focus group. *American Journal For Researchers*, 2005, s. 1–10.
- ELLIS, C. – ADAMS, T. E. – JONES, S. H. (eds.). (2013). *Handbook of autoethnography*. Routledge – Taylor & Francis Group, 2013. ISBN 9781138363120.
- ELKS, M. A. – KIRKHART, K. E. (1993). Evaluating effectiveness from the practitioner perspective. *Social Work*, 38 (5), 1993, s. 554–563.
- ERAUT, M. (2004) Informal learning in the workplace. *Studies in Continuing Education*, 26 (2), 2004, s. 247–273.
- ERIKSON, E. (1995). *Osm věků člověka*. Praha: Propsy, 1996. ISBN 80-7229-042-8.
- FADE, S. (2004). Using interpretative phenomenological analysis for public health nutrition and dietetic research: a practical guide. *Proceedings of the nutrition society*, 63 (4), 2004, s. 647–653.
- FEYERABEND, P. K. (2004). *Věda jako umění*. (Přel. P. Kurka). Rychnov nad Kněžnou: Ježek, 2004. ISBN 9788085996371.
- FINLAY, L. – EVANS, K. (eds.). (2009). *Relational-centered Research for Psychotherapists: Exploring Meaning and Experience*. Wiley-Blackwell, 2009. ISBN 978-0-470-99776-5.
- FINLAY, L. – GOUGH, B. (eds.). (2008). *Reflexivity: A practical guide for researchers in health and social sciences*. John Wiley & Sons, 2008. ISBN 978-0-632-06414-4.
- FLECK, L. (1979). *Genesis and Development of Scientific Fact*. Chicago University Press, 1979. ISBN 978-0-226-25325-1.
- FLETCHER, G. (2013). Of baby ducklings and clay pots: method and metaphor in HIV prevention. *Qualitative Health Research*, 23 (11), 2013, s. 1551–1562.
- FLETCHER, J. K. (1998). Relational Practice: a feminist reconstruction of work. *Journal of Management Inquiry*, 7 (2), 1998, s. 163–186.
- FOESTER, H. von (1987). *Radikální konstruktivismus*. Suhrkamp, 1987. [Výňatky online]. Dostupné z: <https://systemika.g-i.cz/record/1335/files/Foerster%20Heinz%20von%20Radikalni%20konstruktivismus%201.pdf>.

- FOUCAULT, M. (1965). *Madness and Civilization: A History of Insanity in the Age of Reason*. New York: Pantheon Books, 1965. ISBN 9780415040181.
- FOUCAULT, M. (1972). *The archeology of knowledge & the discourse on language* (A. M. S. Smith trans.). New York: Pantheon Books, 1972. ISBN 0-394-71106-8.
- FOUCAULT, M. (1973). *The order of things: An archeology of the Human Sciences*. New York: Vintage – Random House, 1973. ISBN 0-679-75335-4.
- FOUCAULT, M. (1977). *Discipline and Punish: The Birth of the Prison* (A. Sheridan trans.). New York: Pantheon, 1977. ISBN 0-679-75255-2.
- FOUCAULT, M. (1978). *The history of sexuality*. Volume 1: An introduction. New York: Pantheon, 1978. ISBN 0-394-41775-5.
- FOUCAULT, M. (1980). *Power/knowledge: Selected interviews and other writings 1972–1977*. (C. Gordon ed.). New York: Pantheon Books, 1980. ISBN 0-394-51357-6.
- FOUCAULT, M. (1985). Sexuality and solitude. In BLONSKY, M. (ed.). *On Signs: A Semiotic Reader*. Oxford: Blackwell, 1985. ISBN 978-0801830075.
- FOUCAULT, M. (1989). *Foucault Live: Interviews, 1966–1984*. New York: Semiotext(e), 1989. ISBN 9780936756325.
- FOX, M. – MARTIN, P. – GREEN, G. (2007). *Doing Practitioner Research*. London: Sage Publications, 2007. ISBN 9781412912334.
- FREEDMAN, M. (1993). *Rewriting the Self: History, Memory, Narrative (Critical Psychology)*. London: Routledge, 1993. ISBN 978-0415041980.
- FREIRE, P. (1970). *Pedagogy of the oppressed*. New York: Herder & Herder, 1970. ISBN 0-8264-1276-9.
- FREIRE, P. (1974). *Education for critical consciousness*. London: Sheed and Ward, 1974. ISBN 9780722033203.
- FREIRE, P. (1978). *Pedagogy in process: The letters to Guinea-Bissau*. (C. St. John Hunter trans.). New York: Seabury Press, 1978. ISBN 0816493391.
- FULLER, R. – PETCH, A. (1995). *Practitioner Researcher: The reflexive Social Worker*. Open University Press, 1995. ISBN 9780335193226.
- GABBAY, J. – LEMAY, A. (2011). *Practice-based evidence for healthcare: Clinical mindlines*. New York: Routledge, 2011. ISBN 9780415486699.
- GADAMER, H.-G. (1960). *Truth and method*. New York: Continuum, 1960. ISBN 08264 7697X.
- GÁL, E. – MARCELLI, M. (1991). *Za zrkadlom moderny (filozofia posledného dvadsaťročia)*. Bratislava: Archa, 1991. ISBN 80-7115-025-8.
- GEHM, S. – HUSEMANN, P. – VON WILCKE (eds.). (2007). *Knowledge in Motion: Perspectives on Artistic and Scientific Research in Dance*. London: Transcript Publishing, 2007. ISBN 978-3899428094.
- GEMBUS, M. P. (2018). The safe spaces ‘in-between’-plays, performance and identity among young ‘second generation’ Somalis in London. *Children’s Geographies*, 16 (4), 2018, s. 432–443.
- GERGEN, K. J. (1991). *The saturated self: dilemmas of identity in contemporary life*. New York: Basic Books, 1991. ISBN 0465071864.
- GERGEN, K. J. (1994). *Realities and relationships: soundings in social construction*. Cambridge: Harvard University Press, 1994. ISBN 0-674-74931-6.

- GERGEN, K. J. (2001). *Social construction in context*. London: Sage, 2001. ISBN 0-7619-6545-9.
- GERGEN, K. J. (2006). *Therapeutic realities: Collaboration, oppression and relational flow*. Chagrin Falls: Taos Institute Publications, 2006. ISBN 978-0788021664.
- GERGEN, K. J. (2009a). *An invitation to social construction*. (2<sup>nd</sup> ed.). London: Sage Publications, 2009. ISBN 978-1412923019.
- GERGEN, K. J. (2009b). *Relational being: Beyond self and community*. Oxford: Oxford University Press, 2009. ISBN 9780199719402.
- GERGEN, K. J. – GERGEN, M. (2008). Social construction and psychological inquiry. In *Handbook of Constructionist research*, 2008. ISBN 978-1-59385-305-1.
- GIBBS, G. (1988). *Learning by doing: a guide to teaching and learning methods*. Oxford: Oxford Polytechnic, 1988. ISBN 9781853380716.
- GLASER, B. G. – STRAUSS, A. L. (1967). *The discovery of grounded theory*. Chicago: Aldine, 1967. ISBN 9780202302607.
- GOLDSMITH, D. F. – ROGOFF, B. (1997). Mothers' and toddlers' coordinated joint focus of attention: variations with maternal dysphoric symptoms. *Developmental psychology*, 33 (1), 1997, s. 113.
- GRAFANAKI, S. (1996). How research can change the researcher: The need for sensitivity, flexibility and ethical boundaries in conducting qualitative research in counselling and psychotherapy. *British Journal of Guidance and Counselling*, 24 (3), 1996, s. 329–338.
- GREENWOOD, D. J. – LEVIN, M. (2007). *Introduction to action research: Social research for social change* (2<sup>nd</sup> ed.). London: Sage Publications, 2007. ISBN 9781412925976.
- GREETZ, C. (1988). *Works and lives. The anthropologist as author*. Stanford University Press, 2000. ISBN 978-0804717472.
- GUBRIUM, J. F. – HOLSTEIN, J. A. (eds.). (2008). *Handbook of Constructionist Research*. New York: Guilford Press. *Handbook of constructionist research*. New York: The Guilford Press. 2008, s. 171–188. ISBN 9781593853051.
- GUBRIUM, J. F. – HOLSTEIN, J. A. (2008). *The constructionist mosaic*. In Tiž. (eds.). *Handbook of constructionist research*. New York: The Guilford Press, 2008, s. 3–12. ISBN 9781593853051.
- HABERMAS, J. – BEN-HABIB, S. (1981). Modernity versus Postmodernity. *New German Critique*, 22, 1981, s. 3–14.
- HALL, S. (2001). Foucault: Power, knowledge and discourse. In WETHERELL, M. – TAYLOR, S. – YATES, S. J. (eds.). *Discourse theory and practice: A reader*. London: Sage Publications, 2001, s. 72–81. ISBN 978-0761971566.
- HANNULA, M. – SUORANTA, J. – VADÉN, T. (2014). *Artistic Research Methodology: Narrativ, Power and the Public*. New York: Peter Lang, 2014. ISBN 978-1433126666.
- HART, N. – CRAWFORD-WRIGHT, A. (1999). Research as therapy, therapy as research: Ethical dilemmas in new paradigm research. *British Journal of Guidance & Counselling*, 27 (2), 1999, s. 205–215.
- HAWKINS, L. – FOOK, J. – RYAN, M. (2001). Social workers' use of the language of social justice. *British Journal of Social Work*, 31 (1), 2001, s. 1–13.

- HEIDEGGER, M. (1962). *Being and time* (J. Macquarrie rev. ed.; E. Robinson trans.). Toronto: Harper Collins, 1962. ISBN 0-631-19770-2.
- HEIDEGGER, M. (1971). *On the way to language* (P. Hertz trans.). San Francisco: Harper & Row, 1971. ISBN 0060638591.
- HELLAWELL, D. (2006). Inside-out: Analysis of the insider-outsider concept as a heuristic device to develop reflexivity in students doing qualitative research. *Teaching in Higher Education*, 11 (4), 2006, s. 483–494.
- HENDL, J. – REMR, J. (2017). *Metody výzkumu a evaluace*. Praha: Portál, 2017. ISBN 978-80-262-1192-1.
- HERON, J. (1971). *Experience and method: An inquiry into the concept of experiential research*. Guildford: University of Surrey, 1971. [Online]. Dostupné z: <https://johnheron-archive.co.uk/wp-content/uploads/2020/03/Experience-And-Method.pdf>. ISBN 1412920302.
- HERON, J. (1985). The role of reflection in co-operative inquiry. In BOUD, D. – KEOGH, R. – WALKER, D. (eds.). *Reflection: Turning Experience into Learning*. London: Kogan Page, 1985, s. 128–138. ISBN 9780850388640.
- HERON, J. (1996). *Co-Operative Inquiry: Research into the Human Condition*. London: Sage Publications, 1996. ISBN 978-0803976849.
- HERON, J. – REASON, P. (2001). *The practice of co-operative inquiry: Research “with” rather than “on” people*. In REASON, P. – BRADBURY, H. (eds.). *Handbook of action research: Participative inquiry and practice*. London: Sage Publications, 2001, s. 179–188. ISBN 978-0761966456.
- HERON, J. – REASON, P. (2008). *Extending epistemology within Co-operative inquiry*. In REASON, P. – BRADBURY, H. (eds.). *Handbook of action research: Participative inquiry and practice*. London: Sage Publications, 2008, s. 366–380. ISBN 978-1-4129-2029-2.
- HERR, K. – ANDERSON, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks: Sage Publications, 2005. ISBN 0-7619-2991-6.
- HESS, R. F. – FIELD, D. J. (1995). Contour integration across depth. *Vision Research*, 35 (12), 1995, s. 1699–1711.
- HESSE-BIBER, S. N. (2010). *Mixed Method Research: Merging Theory with Practice*. New York: The Guildford Press, 2010. ISBN 9781606232590.
- HOCKEY, J. (1993). Research methods – Researching peers and familiar settings. *Research Papers in Education*, 8 (2), 1993, s. 199–225.
- HOLLWAY, W. – JEFFERSON, T. (2000). *Doing qualitative research differently: Free association, narrative and the interview method*. New York: Sage Publications, 2000. ISBN 9780761964254.
- HOLSTEIN, J. A. – GUBRIUM, J. F. (eds.). (2008). *Handbook of constructionist research*. New York: The Guilford Press, 2008. ISBN 9781593853051.
- HORNOVÁ, L. (2020a). *Co-Therapy and a Dialogical Approach – An inspiration from Scandinavian Countries*. [Doctoral Thesis]. Trondheim: Norwegian University of Science and Technology.
- HORNOVÁ, L. (2020b). Dialogical Co-Therapy. *Australian and New Zealand Journal of Family Therapy*, 41 (4), 2020, s. 325–341.



- HORNOVÁ, L. – GOLL-KOPKA, A. – OCHS, M. (2020). Team development project: using Practitioner Action Research for exploring dialogism through focusing on learning. In OCHS, M. – BORCSA, M. – SCHWEITZER, J. (eds.). *Linking systemic research and practice – Innovations in paradigms, strategies and methods. (European Family Therapy Association Series, Volume 4)*. Cham: Springer International, 2020. ISBN 978-3-030-36559-28.
- HORNOVÁ, L. – ZATLOUKAL, L. (2022). Sociální konstrukcionismus a dialogismus. In NEPUSTIL, P. *Multidisciplinární týmy: Vztahová podpora v náročných časech a situacích*. Ružomberok: VERBUM, 2022, s. 22–46. ISBN 978-80-561-0956-4.
- HOSKINS, D. M. – PLUUT, B. (2010). (Re)constructing Reflexivity: A Relational Constructionist Approach. *The Qualitative Report*, 15 (1), 2010, s. 59–75.
- HUBÍK, S. (1994). *K postmodernismu obratem k jazyku*. Boskovice: Albert, 1994. ISBN 8085834081.
- HUMPHREYS, P. (ed.). (2016). *The Oxford Handbook of Philosophy of Science*. Oxford University Press, 2016. ISBN 978-0199368815.
- JOBERTOVÁ, D. – KOUBOVÁ, A. (eds.). (2017). *Artistic Research: Is there some method?* Praha: NAMU, 2017. ISBN 978-80-7331-472-9.
- JUHL, A. G. (2016). Pragmatic inquiry: A research method for knowledge creation in organizations. In SIMON, G. – CHARD, A. *Systemic Inquiry Innovations in Reflexive Practice Research*. Farnhill: Everything is connected press, 2014. ISBN 978-0-9930723-0-7.
- KARA, H. (2020). *Creative Research Methods: A Practical Guide*. (2<sup>nd</sup> ed.). London: Policy Press, 2020. ISBN 978-1447356745.
- KEMMIS, S. (2008). Critical theory and participatory action research. In REASON, P. – BRADBURY, H. (eds.). *The Sage handbook of action research: Participatory inquiry and action*. London: Sage Publication, 2008. ISBN 978-1-4129-2029-2.
- KEMMIS, S. – MCTAGGART, R. (2005). Participatory action research: Communicative action and the public sphere. In DENZIN, N. K. – LINCOLN, Y. S. (eds.). *The Sage handbook of qualitative research* (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications, 2005, s. 559–603. ISBN 9780761927570.
- KOLB, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Pearson FT Press, 2014. ISBN 978-0133892406.
- KOZEL, S. (2007). *Closer: Performance, Technologies, Phenomenology*. Massachusetts: Institute of Technology, 2007. ISBN 9780262113106.
- KUENZLI, F. (2006). *Inviting reflexivity into the therapy room: How therapists think in action*. New York: University Press of America, 2006. ISBN 9780761833345.
- KVALE, S. (1995). The social construction of validity. *Qualitative Inquiry*, 1 (1), 1995, s. 19–40.
- KVALE, S. (1997). *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Publications, 1997. ISBN 0-8039-5819-6.
- LAHMAN, M. K. E. – GEIST, M. – RODRIGUEZ, K. L. – GRAGLIA, P. – DEROCHE, K. (2011). Culturally responsive relational reflexive ethics in research: The three Rs. *Quality and Quantity*, 45 (6), 2011, s. 1397–1414.

- LANG, P. J. (1994.) Emotion and motivation: Toward consensus definitions and a common research purpose. *Emotion Review*, 2 (3), 2010, s. 229–233.
- LATHER, P. (1993). Fertile obsession: Validity after poststructuralism. *Sociological Quarterly*, 34 (4), 1993, s. 673–693.
- LEAVY, P. (2017). *Research Design: Quantitative, qualitative, mixed methods, arts-based and community based participatory approaches*. New York: The Guilford Press, 2017. ISBN 978-1462514380.
- LEAVY, P. (2018). *Handbook of Arts-Based Research*. New York: The Guilford Press, 2018. ISBN 9781462540389.
- LEAVY, P. (2011). *Low-Fat Love Stories (Social Fictions Series)*. Rotterdam: Sense Publishers, 2011. ISBN 978-9463008167.
- LEVIN, M. (2008). The praxis of educating action researchers. In REASON, P. – BRADBURY, H. (eds.). *The SAGE Handbook of Action Research: Participative Inquiry and Practice*. Thousand Oaks: Sage Publications, 2008, s. 669–681. ISBN 9781412920292.
- LEVINAS, E. (1998). *Otherwise than being: Or beyond essence*. (A. Lingis trans.). Pittsburgh: Duquesne University Press, 1998. ISBN 9780820702995.
- LEWIN, K. (1946). Action research and minority problems. *Journal of Sociological Issues*, 2 (4), 1946, s. 34–46.
- LINCOLN, Y. S. – GUBA, E. G. (1985). *Naturalistic inquiry*. Sage Publications, 1985. ISBN 978-0803924314.
- LOCK, A. – STRONG, T. (2010). *Social Constructionism: Sources and Stirrings in Theory and Practice*. Cambridge University Press, 2010. ISBN 978-0521708357.
- LUHMAN, N. (2006). *Sociální systémy. Nárys obecné teorie*. (Přel. P. Váňa). Brno: CDK, 2006. ISBN 8073251000.
- LYOTARD, J. (1984). *The postmodern condition: A report on knowledge*. Minneapolis: University of Minnesota Press, 1984. ISBN 978-0816611737.
- LYTLE, S. L. – PORTNOY, D. – WAFF, D. – BUCKLEY, M. (2009). Teacher research in urban Philadelphia: Twenty years working within, against, and beyond the system. *Educational Action Research*, 17 (1), 2009, s. 23–42.
- MALPAS, S. (2005). *The Postmodern*. Psychology Press, 2005. ISBN 9780415280648.
- MANEN, M. van (2014). *Phenomenology of Practice. Meaning-Giving Methods in Phenomenological Research and Writing*. Routledge, 2014. ISBN 9781611329445.
- MARKOVÁ, I. (2007). *Dialogičnost a sociální reprezentace: Dynamika mysli*. Praha: Academia, 2007. ISBN 978-80-200-1542-6.
- MATURANA, H. R. – VARELA, F. J. (2016). *Strom Poznání. Biologické základy lidského rozumu*. Praha: Portál, 2016. ISBN 978-80-262-1119-8.
- MARKOVA, I. – LINELL, P. – GROSSEN, M. – ORVIG, A.S. (2007). *Dialogue in Focus Groups: Exploring Socially Shared Knowledge*. London: Equinox, 2007. ISBN 9781845530501.
- MCBEATH, A. – BAGER-CHARLESON, S. (2020). *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*. Palgrave Macmillan, 2020. ISBN 978-3030551261.
- MCBRIEN, B. (2007). Learning from practice – Reflections on a critical incident. *Accident and Emergency Nursing*, 15 (3), 2007, s. 128–133.

- MCNAMEE, S. – GERGEN, K. J. (1992). *Therapy as Social Construction*. Sage Publications, 1992. ISBN 978-0803983038.
- MCNAMEE, S. (2004). Therapy as social construction: Back to basics and forward toward challenging issues. In STRONG, T. – PARÉ, D. (eds.). *Furthering Talk: Advances in the Discursive Therapies*. New York: Kluwer Academic – Plenum Publishers, 2004, s. 253–270. ISBN 978-1-4419-8975-8.
- MCNAMEE, S. (2009). Postmodern psychotherapeutic ethics: Relational responsibility in practice. *Human Systems: The Journal of Therapy, Consultation & Training*, 20 (1), 2009, s. 57–71.
- MCNAMEE, S. (2010). Research as social construction: Transformative inquiry. *Health and Social Change*, 1 (1), 2010, s. 9–19.
- MCNAMEE, S. (2019). The Discourse of Stress: Individual Pathology or Communal Ritual. In LORIOU, M. *Stress and Suffering at Work: The Role of Culture and Society*. Palgrave Macmillan, 2019. ISBN 9783030058760.
- MCNAMEE, S. – HOSKING, D. (2012). *Research and a Social Change: A Relational Constructionist Approach*. New York: Routledge, 2012. ISBN 9780415719797.
- MENTER, I. – ELLIOT, D. – HULME, M. – LEWIN, J. – LOWDEN, K. (2011). *A Guide to Practitioner Research in Pedagogy*. Sage Publications, 2011. ISBN 978-1849201858.
- MERCER, J. (2007). The challenges of insider research in educational institutions: Wielding a double-edged sword and resolving delicate dilemmas. *Oxford Review of Education*, 33 (1), 2007, 1–17.
- MINKLER, M. – WALLERSTEIN, N. (2008). *Community based participatory research for health: Process to outcomes*. (2<sup>nd</sup> ed.). San Francisco: Jossey Bass, 2008. ISBN 978-0470260432.
- MORSE, J. M. – BARRETT, M. – MAYAN, M. – OLSON, K. – SPIERS, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1 (2), 2002, s. 13–22.
- NAVRÁTIL, P. (2001). *Teorie a metody sociální práce*. Brno: Zeman, 2001. ISBN 80-903070-0-0.
- NAVRÁTIL, P. a kol. (2014). *Reflexivní posouzení v sociální práci s rodinami*. Brno: Masarykova univerzita, 2014. ISBN 978-80-210-7504-7.
- NAVRÁTIL, P. – JANEBOVÁ, R. (2010). *Reflexivita v posuzování životní situace klientek a klientů sociální práce*. Hradec Králové: Gaudeamus, 2010. ISBN 978-80-7435-038-2.
- NELSON, R. (2013). *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances*. Palgrave Macmillan, 2013. ISBN 978-1137282903.
- NOFFKE, S. – ZEICHNER, K. (2012). Programs of research in teacher education. In *Handbook of complementary methods in education research*. Routledge, 2012, s. 823–832. ISBN 0-8058-5932-2.
- OCHS, E. – CAPPS, L. (2001). *Living Narrative: Creating Lives in Everyday Storytelling*. Harvard University Press, 2001. ISBN 978-0674010109.
- PADBERG, T. (2012). Warum lesen Psychotherapeuten keine Forschungsliteratur? *Psychotherapeut*, 11 (1), 2012, s. 10–17.

- PARSONS, R. – OWENS, E. – NEALE-MCFALL, Ch. (2021). *The Counselor as Practitioner-Researcher: A Practical Guide to Research Methods*. San Diego: Cognella Academic Publishing, 2021. ISBN 9781793511492.
- PERRY, J. A. (2018). Living at work and intra-worker sociality among migrant farm workers in Canada. *Journal of International Migration and Integration*, 19 (4), 2018, s. 1021–1036.
- PICKERING, L. (2018). Paternalism and the ethics of researching with people who use drugs. REASON, P. – BRADBURY, H. (eds.). *The SAGE Handbook of Action Research Participative Inquiry and Practice*. Thousand Oaks: Sage, Publications, 2008, s. 411–424. ISBN 978-1-4129-2029-2.
- PLHÁKOVÁ, A. (2006). *Dějiny psychologie*. Praha: Grada, 2006. ISBN 80-247-0871-X.
- PLUMMER, K. (1983). *Documents of life: An introduction to the problems and literature of a humanistic method (Contemporary social research series)*. London: Unwin Hyman, 1983. ISBN 978-0043210291.
- PONIC, P. – FRISBY, W. (2010). Unpacking assumptions about inclusion in community-based health promotion: Perspectives of women living in poverty. *Qualitative Health Research*, 20 (11), 2010, s. 1519–1531.
- QUINN, R. E. (2000). *Change the World. How Ordinary People Can Achieve Extraordinary Results*. San Francisco: Jossey-Bass, 2000. ISBN 978-0787951931.
- RAGER, K. B. (2005). Self-care and the qualitative researcher: When collecting data can break your heart. *Educational researcher*, 34 (4), 2005, 23–27.
- RAYNOLDS, V. (2014). A Solidarity Approach: The Rhizome and Messy Inquiry. In SIMON, G. – CHARD, A. *Systemic Inquiry Innovations in Reflexive Practice Research*. Farnhill: Everything is connected press, 2014. ISBN 978-0-9930723-0-7.
- REASON, P. – BRADBURY, H. (eds.). *The SAGE Handbook of Action Research Participative Inquiry and Practice*. Thousand Oaks: Sage, Publications, 2008, s. 27–37. ISBN 978-1-4129-2029-2.
- REED-DANAHAY, D. – NAYLOR, L. L. (1997). Cultural Diversity and Health Care: The Nursing Home. In NAYLOR, L. L. (ed.). *Cultural Diversity in the United States*. Praeger, 1997. ISBN 0-89789-478-2.
- REIJERS, W. – WRIGHT, D. – BREY, P. – WEBER, K. – RODRIGUES, R. – O’SULLIVAN, D. – GORDIJN, B. (2018). Methods for practising ethics in research and innovation: A literature review, critical analysis and recommendations. *Science and engineering ethics*, 24 (5), 2018, s. 1437–1481.
- RIESSMAN, C. K. (1993). *Narrative analysis*. Thousand Oaks: Sage Publications, 1993. ISBN 0803947542.
- RICHARDSON, L. – ADAMS ST. PIERRE, E. (2000). Writing. A method of inquiry. In DENZIN, N. K. – LINCOLN, Y. S. (eds.). (2005). *The Sage handbook of qualitative research*. (3<sup>rd</sup> ed.). Thousand Oaks: Sage, 2005. ISBN 9780761927570.
- ROBER, P. (2005a). Family therapy as a dialogue of living persons: A perspective inspired by Bakhtin, Voloshinov and Shotter. *Journal of Marital and Family Therapy*, 31 (4), 2005, s. 385–397.

- ROBER, P. (2005b). The therapist's self in dialogical family therapy: Some ideas about not-knowing and the therapist's inner conversation. *Family Process*, 44 (4), 2005, s. 477–496.
- ROBER, P. – ELLIOT, R. – BUYSSE, A. – LOOTS, G. – KORT, K. D. (2008). Positioning in the therapist's inner conversation: A dialogical model based on a grounded theory analysis. *Journal of Marital and Family Therapy*, 34 (3), 2008, s. 406–421.
- ROBER, P. – SEIKKULA, J. – LAITILA, A. (2010). Dialogical analysis of storytelling in the family therapeutic encounter. *Human Systems: The Journal of Therapy, Consultation and Training*, 21 (1), 2010, s. 27–49.
- ROBER, P. (2017). *In Therapy Together*. London: Palgrave, 2017. ISBN: 9781137607645.
- ROBERT, H. (ed.). (1981). *Doing Feminist Research*. London–Boston: Routledge – Kegan Paul, 1981. ISBN 0710007728.
- RORTY, R. (2012). *Filosofie a zrcadlo přírody*. Praha: Academia, 2012. ISBN 978-80-200-2070-3
- RICHTEROVÁ, B. – SEBEROVÁ, A. – KUBÍČKOVÁ, H. – SEKERA, O. – CISOVSKÁ, H. – ŠIMLOVÁ, Ž. (2020). *Akční výzkum v teorii a v praxi*. Ostrava: Pedagogická fakulta Ostravské univerzity, 2020. ISBN 978-80-7599-176-8.
- ŘIHÁČEK, T. – ČERMÁK, I. – HYTYCH, R. (2013). *Kvalitativní analýza textů: čtyři přístupy*. Brno: Masarykova univerzita, 2013. ISBN 978-80-210-6382-2
- SALZMAN, P. C. (2002). On reflexivity. *American Anthropologist*, 104 (3), 2002, s. 805–811.
- SEIKKULA, J. (2008). Inner and outer voices in the present moment of family and network therapy. *Journal of Family Therapy*, 30 (4), 2008, s. 478–491.
- SEIKKULA, J. (2011). Becoming Dialogical: Psychotherapy or a Way of Life? *The Australian and New Zealand Journal of Family Therapy*, 32 (3), 2011, s. 179–193.
- SHAZER, S. de (1985). The death of resistance. *Family Process*, 23 (1), 1985, s. 11–21.
- SHAZER, S. de (2017). *Klíče k řešení v krátké terapii*. Praha: Portál, 2017. ISBN 978-80-262-1244-7.
- SHAZER, S. de (1994). *Words Were Originally Magic*. New York: W. W. Norton, 1994. ISBN 9780393701715.
- SHEFIELD, J. (ed.). *Systemic development: Local solutions in a global environment*. Auckland: ISCE Publishing, 2009, s. 721–729. ISBN 978-0981703275.
- SHOTTER, J. (1995). In conversation: Joint action, shared intentionality and ethics. *Theory and Psychology*, 5 (1), 1995, s. 49–73.
- SHOTTER, J. (2011). *“Getting it”: Witness-thinking and the Dialogical...In Practice*. Hampton Press, 2011. ISBN 978-1612890357.
- SHOTTER, J. (2008). *Conversational realities*. Chagrin Falls: Taos Institute Publications, 2008. ISBN 978-0-971231-25-2.
- SHOTTER, J. (2014). Methods for Practitioners in Inquiring into “the Stuff” of Everyday Life and its Continuous Co-Emergent Development. In SIMON, G. – CHARD, A. *Systemic Inquiry Innovations in Reflexive Practice Research*. Farnhill: Everything is connected press, 2014, s. 95–127. ISBN 978-0-9930723-0-7.
- SHOTTER, J. – KATZ, A. (2007). „Reflecting Talk“, „inner talk“ and „outer talk“: Tom Andersen's way of being. In ANDERSON, H. – JENSEN, P. (2007). *Inovations in the Reflecting Process*. London: Karnac Books, 2007, s. 16–32. ISBN 9781780494517.

- SCHÖN, D. (1983). *The reflective practitioner: How practitioners think in action*. London: Maurice Temple Smith, 1983. ISBN 9780851172316.
- SCHLIPPE, A. von – SCHWEITZER, J. (2001). *Systemická terapie a poradenství*. Brno: Cesta, 2006. ISBN 80-7295-082-7.
- SCHWANDT, T. A. (1997). *Qualitative inquiry: A dictionary of terms*. Sage Publications, 1997. ISBN 9780761902539.
- SIMON, G. (2012). Praction Research: A Model of Systemic Inquiry. *Human Systems: The Journal of Therapy, Consultation & Training*, 23 (1), 2012, s. 103–124.
- SIMON, G. (2018). Eight Criteria for Quality in Systemic Practitioner Research. *Murmurations: Journal of Transformative Systemic Practice*, 1 (2), 2018, s. 42–60.
- SIMON, G. – CHARD, A. (2014). *Systemic inquiry: Innovations in reflexive practice research*. Everything is connected press, 2014. ISBN 9780993072307.
- SPARKES, A. C. (2018). Autoethnography comes of age: Consequences, comforts, and concerns. In BEACH, D. – BAGLEY, C. (eds.). *The Wiley handbook of ethnography of education*, 2018, s. 479–499. ISBN 9781118933701.
- SPENDR, D. (ed.) (1983). *Feminist theorists; three centuries of women's intellectual traditions*. Women's Press, 1983. ISBN 9780704338890.
- SLOTNICK, R. C. – JANESICK, V. J. (2011). Conversations on Method: Deconstructing Policy through the Researcher Reflective Journal. *Qualitative Report*, 16 (5), 2011, s. 1352–1360.
- SMITH, L. T. (1999). Researching the Native in the Age of uncertainty. In DENZIN, N. K. – LINCOLN, Y. S. (2005). *The Sage Handbook of Qualitative Research* (3<sup>rd</sup> ed.). London: Sage Publications, 2005. ISBN 0-7619-2757-3.
- SORIN, R. – CHIGEZA, P. (2016). Kindergarten children demonstrating numeracy concepts through drawings and explanations: Intentional teaching within play-based learning. *Australian Journal of Teacher Education*, 41 (5), 2016, s. 65–77.
- STANLEY, L. – WISE, S. (1993). *Breaking out Again: Feminist Ontology and Epistemology*. (2<sup>nd</sup> ed.). London: Routledge, 1993. ISBN 978-0415072700.
- STAKE, R. E. (2008). *Qualitative case studies*. In DENZIN, N. K. – LINCOLN, Y. S. (eds.). *Strategies of qualitative inquiry*. Los Angeles, 2008, s. 336–396. ISBN 9780761914358.
- STEPHENS, J. – BARTON, J. – HASLETT, T. (2009). Action research: Its history and relationship to the scientific method. *Systemic Practice and Action Research*, 22 (6), s. 463–474. ISBN 0981703275.
- STEVENSON, C. (1996). Taking the pith out of reality: a reflexive methodology for psychiatric nursing research. *Journal of Psychiatric and Mental Health Nursing*, 3 (2), 1996, s. 103–110.
- STRAUSS, A. – CORBIN, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2<sup>nd</sup> ed.). Thousand Oaks: Sage Publications, 1998. ISBN 9780803959408.
- STRONG, T. (2002). Dialogue in Therapy's "Border zone". *Journal of Constructivist*, 15, 2002, s. 245–262.

- STRONG, T. (2004). Innovations in postmodern practice: continuing the postmodern therapy dialogue: an introduction. *Journal of Systemic Therapies*, 23 (1), 2004, s. 1–5.
- STRONG, T. (2006). Wordsmithing in counselling? *European Journal of Psychotherapy and Counselling*, 8 (3), 2006, 251–268.
- SUNDET, R. (2009). *Client directed, outcome informed therapy in an intensive family therapy unit: A study of the use of research generated knowledge in clinical practice*. University of Oslo, 2009. Dostupné z: <https://www.duo.uio.no/bitstream/handle/10852/18579/Sundet-publ.pdf?sequence=3>.
- SWIM, S. – ST. GEORGE, S. A. – WULFF, D. P. (2001). Process ethics: A collaborative partnership. *Journal of Systemic Therapies*, 20 (4), 2001, s. 14–24.
- TAYLOR, Ch. (1991). *The malaise of modernity*. Concord: House of Anansi, 1991. ISBN 9780887845208.
- TINDALL, L. (2009). Book Review: J. A. Smith, P. Flower and M. Larkin (2009), *Interpretative Phenomenological Analysis: Theory, Method and Research*. *Qualitative Research in Psychology*, 6 (4), 2009, s. 346–347.
- TORBERT, W. R. – TAYLOR, S. S. (2008). Action inquiry: Interweaving multiple qualities of attention for timely action. In REASON, P. – BRADBURY, H. (eds.). *The handbook of action research: Participative inquiry and practice*. London: Sage Publications, 2008, s. 239–251. ISBN 978-1-4129-2029-2.
- TOWNLY, B. (1993). Foucault, power/knowledge, and its relevance for human resource management. *The Academy of Management Review*, 18 (3), 518–545.
- TROWLER, P. (2011). *Researching your own institution: Higher education*. [Online]. Dostupné z: <http://www.bera.ac.uk/resources/researching-your-own-institution-higher-education>.
- TRONICK, E. – BEEGLY, M. (2011). Infants' meaning-making and the development of mental health problems. *American Psychologist*, 66 (2), 2011, s. 107.
- VYGOTSKY, L. S. (1962). *Thought and Language*. Cambridge: The MIT Press, 1962. ISBN 978-0262220033.
- VYGOTSKY, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole ed.). Cambridge: Harvard University Press, 1978. ISBN 9780674576292.
- WALLERSTEIN, N. – DURAN, B. (2017). Theoretical, historical and practice roots of CBPR. In WALLERSTEIN, N. – DURAN, B. – OETZEL, J. G. – MINKLER, M. (eds.) *Community-based Participatory Research for Health* (3<sup>rd</sup> ed.). Jossey-Bass, 2017. ISBN 978-1-119-25885-8.
- WATZLAWICK, P. (1994). *Úvod do neštěstí*. Hradec Králové: Konfrontace, 1994. ISBN 80-900039-8-2.
- WATZLAWICK, P. – BAVELAS, J. B. – JACKSON, D. D. (1967). *Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies, and Paradoxes* New York: W. W. Norton & Company, 1967. ISBN 9780393010091.
- WATZLAWICK, P. – WEAKLAND, J. H. – FISCH, R. (1974). *Change: Principles of Problem Formation and Problem Resolution*. New York: W. W. Norton, 1974. ISBN 9780393011043.

- WEINBERG, D. (2008). The philosophical foundations of constructionist research. In HOLSTEIN, J. A. – GUBRIUM, J. F. (eds.). *Handbook of constructionist research*. New York: The Guilford Press, 2008, s. 13–39. ISBN 978-1-59385-305-1.
- WELSCH, W. (1994). *Naše postmoderní moderna*. Praha: Zvon, 1994. ISBN 80-7113-104-0.
- WENGER, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press, 1998. ISBN 9780511803932.
- WERTZ, F. J. – CHARMAZ, K. – MCMULLEN, L. M. – JOSSELYN, R. – ANDERSON, R. – MCSPADDEN, E. (2011). *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: The Guilford Press, 2011. ISBN 9781609181420.
- WHITE, A. – BUSHIN, N. – CARPENA-MÉNDEZ, F. – NÍ LAOIRE, C. (2010). Using visual methodologies to explore contemporary Irish childhoods. *Qualitative research*, 10 (2), 2010, s. 143–158.
- WILKINSON, D. (2000). *The researcher's Toolkit*. London: Routledge, 2000. ISBN 9780203185124.
- WILLIAMS, K. (2012). Rethinking 'learning' in higher education: Viewing the student as social actor. *Journal of Critical Realism*, 11 (3), 2012, s. 296–323.
- WILLIG, C. (2008). Discourse analysis. In SMITH, J. A. (ed.). *Qualitative psychology: A practical guide to research methods*. London: Sage – Open University, 2008, s. 159–183.
- WITTGENSTEIN, L. (1953). *Philosophical investigations* (G. E. M. Anscombe trans.). New York: Macmillan, 1953.
- WITTGENSTEIN, L. (1980). *Remarks on the philosophy of psychology*. Volume I (G. E. M. Anscombe and G. H. von Wright, ed. & trans). Oxford: Blackwell. ISBN 978-0226904337.
- WETHERELL, M. – TAYLOR, S. – YATES, S. J. (eds.). (2001). *Discourse theory and practice: A reader*. London: Sage – Open University, 2001. ISBN 978-0761971566.
- WOLCOTT, H. F. (2004). The ethnographic autobiography. *Auto/Biography*, 12 (2), 2004, s. 93–106.
- YONTEF, G. (2009). *Gestaltterapie. Uvědomování, dialog a proces*. Praha: Triton, 2009. ISBN 978-80-7387-216-8.
- YOUNG, R. (1981). Introduction to 'The order of discourse' by Michel Foucault. In YOUNG, R. (ed.). *Untying the Text: A Post-Structuralist Reader*. Boston: Routledge – Kegan Paul, 1981, s. 48–51. ISBN 0-7100-0804-X.
- ZAHAVI, D. (2019). Getting it quite wrong: Van Manen and Smith on phenomenology. *Qualitative health research*, 29 (6), 2019, s. 900–907.
- ZATLOUKAL, L. (2008). Postmoderní myšlení jako možné východisko pro integraci různých terapeutických přístupů. *Psychoterapie*, 1, 2007, s. 183–203.
- ZÁMEČNÍK, L. H. (2016). *Nástin filozofie vědy*. Brno: Host, 2016. ISBN 978-80-7491-608-3.
- ZATLOUKAL, L. – VÍTEK, P. (2013). Využití reflektujících týmů v terapii zaměřené na řešení. *Psychoterapie*, 7 (1), 2013, s. 57–68.