

REFERENCES

- Abramson, P. R. (1992). *A case for case studies*. Thousand Oaks, CA: Sage.
- Adelman, C., Jenkins, D., & Kemmis, S. (1983). Rethinking case study: Notes from the second Cambridge conference. In *Case Study: An Overview. Case Study Methods 1* (Series). Victoria, Australia: Deakin University Press.
- Adler, P. A., & Adler, P. (1998). Observational techniques. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 79–109). Thousand Oaks, CA: Sage.
- Altheide, D. L. (1987). Ethnographic content analysis. *Qualitative Sociology*, 10(1), 65–77.
- Anfara, V. A. Jr., & Mertz, N. T. (2006). Introduction. In V. A. Anfara Jr. & N. T. Mertz (Eds.), *Theoretical frameworks in qualitative research* (pp. xiii–xxxii). Thousand Oaks, CA: Sage.
- Ashcraft, N. L. (2004). *The role of formal and informal adult learning in the adaptation processes of Mexican immigrants*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Auster, C. J. (1985). Manuals for socialization: Examples from Girl Scout handbooks 1913–1984. *Qualitative Sociology*, 8(4), 359–367.
- Barbour, R. (2008). *Doing focus groups*. Thousand Oaks, CA: Sage.
- Bateson, M. C. (1990). *Composing a life*. New York: Penguin Books.
- Becker, H. S. (1993). Theory: The necessary evil. In D. J. Flinders & G. E. Mills (Eds.), *Theory and concepts in qualitative research: Perspectives from the field* (pp. 218–229). New York: Teachers College Press.
- Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). Chicago: University of Chicago Press.
- Bennett, E. E. (2006). *How organizational culture and change are embedded in an organization's intranet*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Bierema, L. L. (1996). How executive women learn corporate culture. *Human Resource Development Quarterly*, 7(2), 145–164.
- Blankenship, J. C. (1991). *Attrition among male nursing students*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston: Pearson.
- Bogdan, R. C., & Taylor, S. (1975). *Introduction to qualitative research methods*. New York: Wiley.

- Bohannon, L. (1992). Shakespeare in the bush. Reprinted in J. M. Morse (Ed.), *Qualitative health research* (pp. 20–30). Thousand Oaks, CA: Sage.
- Borg, W. R., & Gall, M. D. (1989). *Educational research* (5th ed.). White Plains, NY: Longman.
- Bromley, D. B. (1986). *The case-study method in psychology and related disciplines*. New York: Wiley.
- Burbules, N. C. (1986). *Tootle: A parable of schooling and destiny*. *Harvard Educational Review*, 56(3), 239–256.
- Burgess, R. G. (Ed.) (1982). *Field research: A source book and field manual*. London: Allen & Unwin.
- Campbell, D., & Stanley, J. (1963). Experimental and quasi-experimental designs for research on teaching. In N. Gage (Ed.), *Handbook for research on teaching* (pp. 171–246). Chicago: Rand McNally.
- Carr, W., & Kemmis, S. (1995). *Becoming critical: Education, knowledge and action research*. London: Hyperion Books.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin, & Y. S. Lincoln, (Eds.), *Handbook of qualitative research* (2nd ed.), (pp. 509–535). Thousand Oaks, CA: Sage.
- Charmaz, K. (2005). Grounded theory in the 21st century: Applications for advancing social justice studies. In N. K. Denzin, & Y. S. Lincoln, (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 507–536). Thousand Oaks, CA: Sage.
- Charmaz, K. (2006). *Constructing grounded theory*. London: Sage.
- Chein, I. (1981). Appendix: An introduction to sampling. In L. H. Kidder (Ed.), *Selltiz, Wrightsman & Cook's research methods in social relations*. (4th ed.) (pp. 418–441). Austin, TX: Holt, Rinehart and Winston.
- Chen, L., Kim, Y., Moon, P., & Merriam, S. B. (2008). A review and critique of the portrayal of older adult learners in adult education journals, 1980–2006. *Adult Education Quarterly*, 59(1), 3–21.
- Chen, S.L.S., Hall, G. J., & Johns, M. D. (2004). Research Paparazzi in cyberspace: The voices of the researched. In M. D. Johns, S.L.S. Chen, & G. J. Hall (Eds.), *Online social research: Methods, issues, & ethics* (pp. 157–175). New York: Peter Lang.
- Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative Research*, 6(3), 319–340.
- Clandinin, D. J. (Ed.) (2007). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.
- Clandinin, D. J., & Connelly, F. M. (1998). Personal experience methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative methods* (pp. 150–178). Thousand Oaks, CA: Sage.

- Clark, G. K. (1967). *The critical historian*. Portsmouth, NH: Heinemann Educational Books.
- Clarke, A. E. (2005). *Situation analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.
- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: HarperCollins.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 9(5), 2-14.
- Cooper, H. M. (1984). *The integrative research review: A systematic approach*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Cortazzi, M. (1993). *Narrative analysis*. London: Falmer Press.
- Corvey, R. J. (2003). *The role of listserv participation in the professional development of a nursing community of practice*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Courtenay, B. C., Merriam, S. B., & Reeves, P. M. (1998). The centrality of meaning-making in transformational learning: How HIV-positive adults make sense of their lives. *Adult Education Quarterly*, 48(2), 102-119.
- Cresswell, J. W. (2007). *Qualitative inquiry & research design* (2nd ed.). Thousand Oaks, CA: Sage.
- Cresswell, J. W., & Maietta, R. C. (2002). Qualitative research. In D. C. Miller & N. J. Salkind (Eds.), *Handbook of social research* (pp. 143-184). Thousand Oaks, CA: Sage.
- Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American Psychologist*, 30, 116-127.
- Crosby, J. L. (n.d.) Member check comments. University of Georgia, Athens.
- Crosby, J. L. (2004). *How learning experiences foster commitment to a career in teaching English as a foreign language*. Unpublished doctoral dissertation. University of Georgia, Athens.
- Crotty, M. (1998). *The foundations of social research*. London: Sage.
- Crowe, T. V. (2003). Using focus groups to create culturally appropriate HIV prevention material for the deaf community. *Qualitative Social Work*, 2(3), 289-308.
- D'Andrade, R. G. (1992). Afterword. In R. G. D'Andrade & C. Strauss (Eds.), *Human motives and cultural models*. Cambridge, England: Cambridge University Press.

- Daniels, D. (2003). Learning about community leadership: Fusing methodology and pedagogy to learn about the lives of settlement women. *Adult Education Quarterly*, 53(3), 189–206.
- Davidson, S. M. (2006). Exploring sociocultural borderlands: Journeying, navigating, and embodying a queer identity. *The Journal of Men's Studies*, 14(1), 13–26.
- deMarrais, K. (2004). Qualitative interview studies: Learning through experience. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research* (pp. 51–68). Mahwah, NJ: Erlbaum.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw-Hill.
- Denzin, N. K. (1989). *Interpretive biography*. Newbury Park, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2003). *Collecting and interpreting qualitative materials* (2nd ed.). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Dewey, J. (1933). *How we think*. Lexington, MA: Heath.
- Dexter, L. A. (1970). *Elite and specialized interviewing*. Evanston, IL: Northwestern University Press.
- Dey, I. (1993). *Qualitative data analysis*. London: Routledge.
- Donmoyer, R. (1990). Generalizability and the single-case study. In E. W. Eisner & A. Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 175–200). New York: Teachers College.
- Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Old Tappan, NJ: Macmillan.
- English, L. M. (2005). Third-space practitioners: Women educating for justice in the global south. *Adult Education Quarterly*, 55(2), 85–100.
- Enomoto, E. K., & Bair, M. A. (1999). The role of the school in the assimilation of immigrant children: A case study of Arab Americans. *International Journal of Curriculum and Instruction*, 1, 45–66.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Whittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 119–161). Old Tappan, NJ: Macmillan.
- Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Strauss and Giroux.
- Fincham, B. (2006). Back to the 'old school': Bicycle messengers, employment and ethnography. *Qualitative Research*, 6(2), 187–205.
- Firestone, W. A. (1987). Meaning in method: The rhetoric of quantitative and qualitative research. *Educational Researcher*, 16(7), 16–21.
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219–245.

- Fontana, A., & Frey, J. J. (2005). The interview. In N.K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 695–727). Thousand Oaks, CA: Sage.
- Foster, J. (1994). The dynamics of gender in ethnographic research: A personal view. In R. G. Burgess (Ed.), *Issues in qualitative research*. Studies in Qualitative Methodology, Vol. 4. Greenwich, CT: JAI Press.
- Frankenberg, R. (1982). Participant observers. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 50–52). London: Allen & Unwin.
- Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pycszak Publishing.
- Gans, H. J. (1982). The participant observer as a human being: Observations on the personal aspects of fieldwork. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 53–61). London: Allen & Unwin.
- Garaway, G. (2004). Participatory evaluation. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 249–266). Mahwah, NJ: Lawrence Erlbaum.
- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.). London: Routledge.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York: Basic Books.
- Glaser, B. G. (1978). *Theoretical sensitivity*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory*. Chicago: Aldine.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.
- Gobo, G. (2004). Sampling, representativeness and generalizability. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 435–456). London: Sage.
- Gold, R. (1958). Roles in sociological field observations. *Social Forces*, 36, 217–223.
- Grenier, R. S. (2005). *How museum docents develop expertise*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Guba, E. G. (1978). Toward a methodology of naturalistic inquiry in educational evaluation. *CSE Monograph Series in Evaluation*, 8. Los Angeles: Center for the Study of Evaluation, University of California.
- Guba, E., & Lincoln, Y. (1981). *Effective evaluation*. San Francisco: Jossey-Bass.
- Hamel, J. (1993). Case study methods. *Qualitative Research Methods*. Vol. 32. Thousand Oaks, CA: Sage.

- Harper, D. (2002). Talking about pictures: A case for photo-elicitation. *Visual Studies*, 17(1), 13–26.
- Harper, D. (2003). Reimagining visual methods: Galileo to Neuromancer. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed.), (pp. 176–198). Thousand Oaks, CA: Sage.
- Hewson, C., Yule, P., Laurent, D., & Vogel, C. (2003). *Internet research methods: A practical guide for the social and behavioural sciences*. London: Sage.
- Hodder, I. (2003). The interpretation of documents and material culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (2nd ed.) (pp. 155–175). Thousand Oaks, CA: Sage.
- Hollenbeck, C. R. (2005). Online anti-brand communities as a new form of social action in adult education. In R. J. Hill & R. Kiely (Eds.), *Proceedings of the 46th annual adult education research conference* (pp. 205–210). Athens, GA: University of Georgia.
- Honigmann, J. J. (1982). Sampling in ethnographic fieldwork. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp. 79–90). London: Allen & Unwin.
- Houle, C. O. (1984). *Patterns of learning: New perspectives on life-span education*. San Francisco: Jossey-Bass.
- Huber, G. P., & Van de Ven, A. H. (1995). *Longitudinal field research methods*. Thousand Oaks, CA: Sage.
- Hughes, L. G. (2003). *The role of pop culture in the self-development of midlife women*. Unpublished doctoral dissertation, University of Georgia.
- Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology*. Evanston, IN: North University Press.
- Hyde, P. (2006). A case study of unconscious processes in an organization. In L. Finlay & C. Ballinger (Eds.), *Qualitative research for allied health professionals: Challenging choices* (pp. 218–231). West Sussex, England: Wiley.
- Janesick, V. J. (1994). The dance of qualitative research design: Metaphor, methodolatry, and meaning. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 209–235). Thousand Oaks, CA: Sage.
- Johnson-Bailey, J., & Cervero, R. M. (1996). An analysis of the educational narratives of reentry black women. *Adult Education Quarterly*, 46(3), 142–157.
- Jonassen, D. H., & Hernandez-Serrano, J. (2002). Case-based reasoning and instructional design: Using stories to support problem solving. *Educational Technology Research and Development*, 50(2), 65–77.
- Josselson, R., Lieblich, A., & McAdams, D. P. (Eds.) (2007). *The meaning of others: Narrative studies of relationships*. Washington, D.C.: American Psychological Association.

- Jowett, M., & O'Toole, G. (2006). Focusing researchers' minds: Contrasting experiences of using focus groups in feminist qualitative research. *Qualitative Research*, 6(4), 453–472.
- Kasworm, C. (2005). Adult student identity in an intergenerational community college classroom. *Adult Education Quarterly*, 56(1), 3–20.
- Katz, L. (1987). *The experience of personal change*. Unpublished doctoral dissertation. Graduate School, Union Institute, Cincinnati, Ohio.
- Kelle, U. (2004). Computer-assisted qualitative data analysis. In C. Seale, G. Gobo, J. R. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 473–489). Thousand Oaks, CA: Sage.
- Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108(4), 529–576.
- Kincheloe, J. L., & McLaren, P. (2000). Rethinking critical theory and qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.), (pp. 279–314). Thousand Oaks, CA: Sage.
- Kleiber, P. B. (2004). Focus groups: More than a method of qualitative inquiry. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research* (pp. 87–102). Mahwah, NJ: Erlbaum.
- Koosimile, A. T. (2002). Access negotiation and curriculum change: Lessons from Botswana. *Qualitative Studies in Education*, 15(2), 205–223.
- Krenske, L., & McKay, J. (2000). Hard and heavy: Gender and power in a heavy metal music subculture. *Gender, Place, and Culture*, 7(3), 287–304.
- Kress, G., & Van Leeuwen, T. (2006). *Multimodal discourse: The modes and media of contemporary communication*. New York: Oxford University Press.
- Krueger, R. A. (2008). *Focus groups: A practical guide for applied research* (4th ed.). Thousand Oaks, CA: Sage.
- Labov, W. (1982). Speech actions and reactions in personal narrative. In D. Tannen (Ed.), *Analyzing discourse: Text and talk* (pp. 354–396). Washington, D.C.: Georgetown University Press.
- Lather, P. (1992). Critical frames in educational research: Feminist and post-structural perspectives. *Theory into Practice*, 31(2), 87–99.
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35–58.
- Lather, P., & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder, CO: Westview.
- Leahy, B. (2002). *The transfer of learning process: From outdoor adventure-based programs to the practice setting*. Unpublished doctoral dissertation. The University of Georgia, Athens.

- LeCompte, M. D., & Preissle, J., with Tesch, R. (1993). *Ethnography and qualitative design in educational research*. (2nd ed.). Orlando, FL: Academic Press.
- Lee, R. M. (2000). *Unobtrusive methods in social research*. Philadelphia: Open University.
- Levinson, D. J., & Levinson, J. D. (1996). *The seasons of a woman's life*. New York: Ballantine.
- Lightfoot, S. L. (1983). *The good high school*. New York: Basic Books.
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative Inquiry*, 1(1), 275–289.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 163–188). Thousand Oaks, CA: Sage.
- Lofland, J. (1974). Styles of reporting qualitative field research. *American Sociologist*, 9, 101–111.
- Lofland, J., & Lofland, L. H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis* (3rd ed.). Belmont, CA: Wadsworth.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Wadsworth/Thomas Learning.
- Lynn, M. (2006). Dancing between two worlds: A portrait of the life of a black male teacher in South Central LA. *International Journal of Qualitative Studies in Education*, 19(2), 221–242.
- Macnaghten, P., & Myers, G. (2004). Focus groups. In C. Seale, G. Gobo, J. F. Gubrium, & D. Sliverman (Eds.), *Qualitative research practice* (pp. 65–79). Thousand Oaks, CA: Sage.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- McCulloch, G. (2004). *Documentary research in education, history and the social sciences*. London: Routledge Falmer.
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Merriam, S. B. (1989). The structure of simple reminiscence. *The Gerontologist*, 29(6), 761–767.
- Merriam, S. B. (2006). Transformational learning and HIV-positive young adults. In V. A. Anfara, Jr., & N. T. Mertz (Eds.), *Theoretical frameworks in qualitative research* (pp. 23–38). Thousand Oaks, CA: Sage.

- Merriam, S. B., & Muhamad, M. (2000). How cultural values shape learning in older adulthood: The case of Malaysia. *Adult Education Quarterly*, 51(1), 45–63.
- Merriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers of adults* (2nd Ed. Updated). Malabar, FL: Krieger.
- Merton, R., Riske, M., & Kendall, P. L. (1956). *The focused interview*. New York: Free Press.
- Mertz, N. T., & Anfara, V. A. Jr. (2006). Conclusion: Coming full circle. In V. A. Anfara, Jr., & N. T. Mertz (Eds.), *Theoretical frameworks in qualitative research* (pp. 189–196). Thousand Oaks, CA: Sage.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed.). Thousand Oaks, CA: Sage.
- Mishler, E. G. (1995). Models of narrative analysis: A typology. *Journal of Narrative and Life History*, 5(2), 87–123.
- Mishoe, S. C. (1995). The effects of institutional context on critical thinking in the workplace. *Proceedings of the 36th Annual Adult Education Research Conference* (pp. 221–228). University of Alberta, Edmonton, Alberta, Canada.
- Moon, P. (2008). *Bereaved elders: Transformative learning in late life*. Unpublished doctoral dissertation. The University of Georgia, Athens.
- Morgan, D. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage.
- Morgan, D. (2002). Focus group interviewing. In J. Gubrium & J. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 141–159). Thousand Oaks, CA: Sage.
- Moss, G., & McDonald, J. W. (2004). The borrowers: Library records as unobtrusive measures of children's reading preferences. *Journal of Research in Reading*, 27(4), 401–412.
- Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Murdock, G. P. (1983). *Outline of world cultures* (6th ed.). New Haven, CT: Human Relations Area Files.
- Norman, D. A. (1993). *Things that make us smart: Defending human attributes in the age of the machine*. Reading, MA: Addison-Wesley.
- Ntseane, P. G. (n.d.). Interview transcript. University of Georgia, Athens.
- Ntseane, P. G. (1999). *Botswana rural women's transition to urban business success: Collective struggles, collective learning*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Ntseane, P. G. (2004). Botswana rural women's transition to urban small business success: Collective struggles, collective learning. *Gender and Development*, 12(2), 37–43.

- Ozanne, J. L., Adkins, N. R., & Sandlin, J. A. (2005). Shopping [for] power: How adult literacy learners negotiate the marketplace. *Adult Education Quarterly*, 55(4), 251–268.
- Patton, M. Q. (1978). *Utilization-focused evaluation*. Beverly Hills, CA: Sage.
- Patton, M. Q. (1981). *Practical evaluation*. Beverly Hills, CA: Sage.
- Patton, M. Q. (1985). Quality in qualitative research: Methodological principles and recent developments. Invited address to Division J of the American Educational Research Association, Chicago, April 1985.
- Patton, M. Q. (1990). *Qualitative evaluation methods* (2nd ed.). Thousand Oaks, CA: Sage.
- Patton, M. Q. (1996). *Utilization-focused evaluation* (3rd ed.). Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Perka, P. L., Matherly, C. A., Fishman, D. E., & Ridge, R. H. (1992). Using photographs to examine environmental perceptions of African-American and white Greek members: A qualitative study. *College Student Affairs Journal*, 12(1), 7–16.
- Perry, H. (2008). Integrating adult education and public health policy: A case study of policy formation in Uganda. Unpublished dissertation. The University of Georgia, Athens.
- Peshkin, A. (1988). In search of subjectivity—one's own. *Educational Researcher*, 17(7), 17–22.
- Pink, S. (2006). *The future of visual anthropology*. London: Routledge.
- Posner, J. (1980). Urban anthropology: Fieldwork in semifamiliar settings. In W. B. Shaffir, R. A. Stebbins, & A. Turowetz (Eds.), *Fieldwork experience: Qualitative approaches to social research* (pp. 203–212). New York: St. Martin's Press.
- Prasad, P. (2005). *Crafting qualitative research: Working in the postpositivist traditions*. Armonk, NY: M.E. Sharpe.
- Preissle, J. (2006). Envisioning qualitative inquiry: a view across four decades. *International Journal of Qualitative Studies in Education*, 19(6), 685–695.
- Preissle, J., & Grant, L. (2004). Fieldwork traditions: Ethnography and participant observation. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 161–180). Mahwah, NJ: Lawrence Erlbaum.
- Preston, R. (1995). *The hot zone*. New York: Random House.
- Pruitt, D.J.W. (2004). *Bragging rights: Informal learning and self-development of women in the leisure context of the Bicycle Ride Across Georgia*

- (BRAG). Unpublished doctoral dissertation, University of Georgia, Athens.
- Punch, M. (1994). Politics and ethics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 83–97). Thousand Oaks, CA: Sage.
- Qin, D., & Lykes, M. B. (2006). Reweaving a fragmented self: A grounded theory of self-understanding among Chinese women students in the United States of America. *International Journal of Qualitative Studies in Education*, 19(2), 177–200.
- Ram, M. (2001). Family dynamics in a small consultancy firm: A case study. *Human Relations*, 54(4), 395–418.
- Ratcliffe, J. W. (1983). Notions of validity in qualitative research methodology. *Knowledge: Creation, Diffusion, Utilization*, 5(2), 147–167.
- Rathje, W. L. (1979). Trace measures. In L. Sechrest (Ed.), *Unobtrusive measurement today*. New Directions for Methodology of Social and Behavioral Science, No. 1. (pp. 75–91). San Francisco, CA: Jossey-Bass.
- Rathje, W. L., & Murphy, C. (2001). *Rubbish: The archaeology of garbage*. Tuscon, AZ: University of Arizona Press.
- Reid, A. O., Jr. (1992). Computer management strategies for text data. In B. F. Crabtree & W. L. Miller (Eds.), *Doing qualitative research* (pp. 125–145), Vol. 3. London: Sage.
- Reybold, L. E. (1996). *The epistemological development of Malaysian women: At the Intersection of culture and cognition*. Unpublished doctoral dissertation, The University of Georgia, Athens, GA.
- Richards, L. (2005). *Handling qualitative data*. London: Sage.
- Richards, T. J., & Richards, L. (1998). Using computers in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 211–245), Thousand Oaks, CA: Sage.
- Richardson, B. (2006). An ethnography of physiotherapy culture. In L. Finlay & C. Ballinger (Eds.), *Qualitative research for allied health professionals: Challenging choices* (pp. 79–92). West Sussex, England: Wiley & Sons.
- Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 923–948). Thousand Oaks, CA: Sage.
- Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 959–978). Thousand Oaks, CA: Sage.
- Riessman, C. K. (2007). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

- Roberson, D. N. Jr., & Merriam, S. B. (2005). The self-directed learning process of older, rural adults. *Adult Education Quarterly*, 55(4), 269–287.
- Robinson, W. S. (1951). The logical structure of analytic induction. *American Sociological Review*, 16, 812–818.
- Rossiter, M. (1999). Understanding adult development as narrative. In M. C. Clark & R. S. Caffarella (Eds.), *An update on adult development theory: New ways of thinking about the life course*. New Directions for Adult and Continuing Education, No. 84. San Francisco: Jossey-Bass.
- Roulston, K. (2007, May). *Theorizing the qualitative interview*. Paper presented at the meeting of the 3rd International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Rowden, R. W. (1995). The role of human resource development in successful small to mid-sized manufacturing businesses: A comparative case study. *Human Resource Development Quarterly*, 6(4), 355–373.
- Ruona, W.E.A. (2005). Analyzing qualitative data. In R. A. Swanson & E. F. Holton (Eds.), *Research in organizations: Foundations and methods of inquiry* (pp. 223–263). San Francisco: Berrett-Koehler.
- Ruth-Sahd, L. A., & Tisdell, E. J. (2007). The meaning and use of intuition in novice nurses: A phenomenological study. *Adult Education Quarterly*, 57(2), 115–140.
- Schatzman, L., & Struass, A. L. (1973). *Field research*. Englewood Cliffs, NJ: Prentice Hall.
- Schram, T. H. (2003). *Conceptualizing qualitative inquiry*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Schultz, J. G. (1988). Developing theoretical models/conceptual frameworks in vocational education research. *Journal of Vocational Education Research*, 13(3), 29–43.
- Schwandt, T. A. (1993). Theory for the moral sciences; Crisis of identity and purpose. In D. J. Flinders & G. E. Mills (Eds.), *Theory and concepts in qualitative research* (pp. 5–23). New York: Teachers College Press.
- Seale, C. (1999). *The quality of qualitative research*. London: Sage.
- Seale, C. (2008). Using computers to analyse qualitative data. In D. Silverman & A. Marvasti, *Doing qualitative research* (pp. 233–256). Thousand Oaks, CA: Sage.
- Seidman, I. E. (1991). *Interviewing as qualitative research*. New York: Teachers College Press.
- Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1959). *Research methods in social relations*. Austin, TX: Holt, Rinehart and Winston.
- Seymour, W. S. (2001). In the flesh or online? Exploring qualitative research methodologies. *Qualitative Research*, 1(2), 147–168.

- Shields, C. M. (2007). *Can case studies achieve the "Gold Standard"? Or when methodology meets politics*. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Smith, L. M. (1978). An evolving logic of participant observation, educational ethnography and other case studies. In L. Shulman (Ed.), *Review of research in education* (pp. 316–377). Itasca, IL: Peacock.
- Spiegelberg, H. A. (1965). *The phenomenological movement* (Vol. 2). The Hague, Netherlands: Martinus Nijhoff.
- Spradley, J. S. (1979). *The ethnographic interview*. New York: Rinehart & Winston.
- Stake, R. E. (1981). Case study methodology: An epistemological advocacy. In W. W. Welsh (Ed.), *Case study methodology in educational evaluation*. Proceedings of the 1981 Minnesota Evaluation Conference. Minneapolis: Minnesota Research and Evaluation Center.
- Stake, R. E. (1988). Case study methods in educational research: Seeking sweet water. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (pp. 253–278). Washington, DC: American Educational Research Association.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 443–466). Thousand Oaks, CA: Sage.
- Stake, R. E. (2006). *Multiple case study analysis*. New York: The Guilford Press.
- Stake, R. E. (2007). *Reconsidering generalization and theory in case study research*. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Stanczak, G. C. (2007). *Visual research methods*. Thousand Oaks, CA: Sage.
- Stanley, M. (2006). A grounded theory of the wellbeing of older people. In L. Finlay & C. Ballinger (Eds.), *Qualitative research for allied health professionals: Challenging choices* (pp. 63–78). West Sussex, England: Wiley.
- Steinbeck, J. (1941). *Sea of Cortez*. New York: Viking Penguin.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2006). *Focus groups: Theory and practice* (2nd ed.). Thousand Oaks, CA: Sage.
- Stewart, K., & Williams, M. (2005). Researching online populations: The use of online focus groups for social research, *Qualitative Research*, 5(4), 395–416.

- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge, England: Cambridge University Press.
- Strauss, A. L., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Strauss, A., Schatzman, L., Bucher, R., & Sabshin, M. (1981). *Psychiatric ideologies and institutions* (2nd ed.). New York: Wiley.
- Taylor, E. W. (2002). Using still photography in making meaning of adult educators' teaching beliefs. *Studies in the Education of Adults*, 34(2), 123-140.
- Taylor, E. W. (2006). Making meaning of local nonformal education: Practitioner's perspective. *Adult Education Quarterly*, 56(4), 291-307.
- Taylor, S. J., & Bogdan, R. (1984). *Introduction to qualitative research methods* (2nd ed.). New York: Wiley.
- Tedlock, B. (2000). Ethnography and ethnographic representation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 455-486). Thousand Oaks, CA: Sage.
- Terkel, S. (2001). *Will the circle be unbroken? Reflections on death, rebirth, and hunger for a faith*. New York: Ballantine.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Thaker, S. (n.d.). Interview transcript. University of Georgia, Athens.
- Thaker, S. (2008). *Understanding the role of culture in the health-related behaviors of older Asian Indian immigrants*. Unpublished dissertation, University of Georgia, Athens.
- Thomas, W. I., & Znaniecki, R. (1927). *The Polish peasant in Europe and America*. New York: Knopf.
- Thornton, S. J. (1993). The quest for emergent meaning: A personal account. In D. J. Flinders & G. E. Mills (Eds.), *Theory and concepts in qualitative research* (pp. 68-82). New York: Teachers College Press.
- Tierney, W. G. (1993). The cedar closet. *Qualitative Studies in Education*, 6(4), 303-314.
- Trotman, D. (2006). Interpreting imaginative lifeworlds: Phenomenological approaches in imagination and the evaluation of educational practice. *Qualitative Research*, 6(2), 245-265.
- Valente, J. S. (2005). *The role of self-directed learning in older adults' health care*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Van Leeuwen, T., & Jewitt, C. (Eds.) (2001). *Handbook of visual analysis*. Thousand Oaks, CA: Sage.

- Van Maanen, J. (1979). Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, 24(4), 520–526.
- Van Maanen, J. (1982). Fieldwork on the beat. In J. Van Maanen, J. M. Dabbs, & R. R. Faulkner (Eds.), *Varieties of qualitative research* (pp. 103–151). Beverly Hills, CA: Sage.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: State University of New York.
- Vidich, A. J., & Lyman, S. M. (2000). Qualitative methods: Their history in sociology and anthropology. In N. K. Denzin & Y. S. Lincoln, *Handbook of qualitative research* (pp. 37–84) (2nd ed.). Thousand Oaks, CA: Sage.
- Wainwright, S. P., Williams, C. & Turner, B. S. (2006). Varieties of habitus and the embodiment of ballet. *Qualitative Research*, 6(4), 535–558.
- Walford, G. (2001). *Doing qualitative educational work: A personal guide to the research process*. London and New York: Continuum.
- Webb, E., Campbell, D. T., Schwartz, R. D., & Sechrest, L. (1966). *Unobtrusive measures: Nonreactive research in the social sciences*. Chicago: Rand McNally.
- Webb, E., Campbell, D. T., Schwartz, R. D., & Sechrest, L. (1981). *Nonreactive measures in the social sciences*. (2nd ed. of *Unobtrusive measures*). Boston: Houghton Mifflin.
- Webb, E., Campbell, D. T., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures: Nonreactive research in the social sciences* (revised ed.). Thousand Oaks, CA: Sage.
- Weeks, S. (n.d.). Interview. Unpublished transcript, University of Georgia, Athens, GA.
- Weitzman, E. A., & Miles, M. B. (1995). *Computer programs for qualitative data analysis: A software sourcebook*. Thousand Oaks, CA: Sage.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. New York: Cambridge University Press.
- Werner, O., & Schoepfle, G. M. (1987). *Systematic fieldwork: Ethnographic analysis and data management*. Vol. 2. Thousand Oaks, CA: Sage.
- Wilensky, A. S., & Hansen, C. D. (2001). Understanding the work beliefs of nonprofit executives through organizational stories. *Human Resource Development Quarterly*, 12(3), 223–239.
- Wiles, J. L., Rosenberg, M. W., & Kearns, R. A. (2005). Narrative analysis as a strategy for understanding interview talk in geographic research. *Area*, 37(1), 89–99.
- Wolcott, H. (2001). *Writing up qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

- Wolcott, H. (2005). *The art of fieldwork* (2nd ed.). Walnut Creek, CA: AltaMira Press.
- Wolcott, H. F. (1992). Posturing in qualitative inquiry. In M. D. LeCompte, W. L. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 3–52). Orlando, FL: Academic Press.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.
- Wolcott, H. F. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: AltaMira Press.
- Wolcott, H. F. (2003). *The man in the principal's office: An ethnography* (Updated ed.). Walnut Creek, CA: AltaMira Press.
- Wolf, M. (1992). *A thrice-told tale*. Stanford, CA: Stanford University Press.
- Yin, R. K. (1984). *Case study research: Design and methods*. Newbury Park, CA: Sage.
- Yin, R. K. (1994). *Case study research: Design and methods* (revised 2nd ed.). Newbury Park, CA: Sage.
- Yin, R. K. (2008). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Zeph, C. (1991). Career development for community adult educators: Interrelating personal and professional development. *Adult Education Quarterly*, 41, 217–232.