

Literatura

- Adorno, T. W., Dahrendorf, R., Pilot, H., Habermas, J., Popper, K. R.: *Der Positivismusstreit in der deutschen Soziologie*. Darmstadt: Luchterhand, 1969.
- Agar, M.: *The professional stranger: An informal introduction to ethnography*. New York: Academic Press, 1980.
- American Mathematical Association of Two-Year Colleges: *Crossroads in mathematics: Standards for introductory college mathematics before calculus*. Memphis, TN: autor, 1995.
- APA, American Psychological Association: *Publication manual of the American psychological association* (5th edition) Washington, DC: autor, 2001.
- Arbeitsgruppe Bielefelder Soziologen: *Alltagswissen, Interaktion und gesellschaftliche Wirklichkeit*. Reinbek: Rowohlt, 1969.
- Atkinson, P., Delamont, S., Hammersley, M.: Qualitative research traditions: A British response to Jacob. *Rev. Educ. Res.*, 1988, 58, č. 2, s. 231–250.
- Bässler, R., Sobotka, R., FESSE+GFK.: *Sport in Niederösterreich. Forschungsbericht*. Wien: Amt der Niederösterreichischen Landesregierung, 1987.
- Becker, H. S., Geer, B., Hughees, E. C., Strauss, L. A.: *Boys in white: Student culture in medical school*. Chicago: Chicago University Press, 1961.
- Berg, B. L.: Qualitative research methods for the social sciences. Boston: Allyn and Bacon, 1998.
- Berger, P. K., Luckmann, T.: *Sociální konstrukce reality*. Brno: CDK, 1999. (The social construction of reality. London: Allen Lane, 1967.)
- Bergmann, J. R.: *Ethnometodologie*. In Flick, 2003, s. 118–135.
- Bhaskar, R.: *A realist theory of science*. 2. ed. Brighton: Harvester, 1978.
- Blahuš, P.: Trends to „scientifically-based“ behavioral-educational research: postgraduate / Ph. D. study in kinanthropology-kinesiology-anthropomotoricity-sport science as preparing new scientists. *Acta Universitatis Carolinae Kinanthropologica*, 2005, č. 1, s. 5–15.
- Blumer, H.: Der methodologischer Standort des symbolischen Interaktionismus. In Strübing, Schnettler, 2004, s. 319–388.
- Bogdan, R. C., Biklen, S. K.: *Qualitative research for education*. Boston: Allyn and Bacon, 1982.
- Borg, W. R., Gall, M. D.: *Educational research*. London: Longman, 1989.
- Bradley, P., Oterholt, C., Nordheim, L., Bjorndal, A.: Medical students' and tutors' experiences of directed and self-directed learning programs in evidence based medicine: A qualitative evaluation accompanying a randomized controlled trial. *Evaluation Review*, 2005, 20, č. 2, s. 149–177.
- Brock, S. C., Kleiber, D. A., White, M.: *Personal narratives of elite college athletes. Stories of career-ending injuries*. QUIG Proceedings <ftp://moe.coe.uga.edu>, University of Georgia, 1992.
- Bromley, D. B.: *The case-study method in psychology and related disciplines*. Chichester: J. Wiley, 1986.
- Bryman, A.: *Quality and quantity in social research*. London: Routledge, 1988.

- Bryman, A.: *Social research methods*. Oxford: Oxford University Press, 2001.
- Břicháček, V.: *Sledování změn v činnosti jedince. Úvod do intenzivní výzkumné strategie*. Praha: VÚPs, 1981.
- Bude, H.: *Die Kunst der Interpretation*. In Flick, 2003, s. 569–578.
- Carey, J. W., Wenzel, P. H., Reilly, C., Sheridan, J., Steinberg, J. M.: *CDC EZ-Text: Software for Collection, Management, and Analysis of Semi-Structured Qualitative Databases (Version 3.05)*. Atlanta, GA: Developed by Conwal Incorporated for the Centers for Disease Control and Prevention, 1997.
- Carlson, T. B.: We hate gym: Student alienation from physical education. *J. Teach. Phys. Educ.*, 1995, 14, č. 1, s. 467–477.
- Carlson, T. B., Hastie, P. A.: The student social system within sport education. *J. Teach. Phys. Educ.*, 1997, 16, č. 2, s. 176–195.
- Cobb, A. K. et al.: Ten criteria for evaluating qualitative research proposals. *J. Nurs. Res. Educ.*, 1987, 26, č. 4, s. 138–143.
- Cobb, G. S.: Teaching statistics: More data, less lecturing. In L. A. Steen (ed.): *The call for change: Suggestions for curricular action*. Washington, DC: The Mathematical Association of America, 1992, s. 3–43.
- College entrance examination board: *Advanced Placement course description: Statistics*. New York: Autor, 1997.
- Confrey, J.: What constructivism implies for teaching. *J. Res. Math. Educ.* (Monograph), 1990, 4, s. 107–122.
- Cooper, H. M.: *Integrating research: A guide for literature reviews*. (2nd ed.). Newbury Park: Sage, 1989.
- Copans, J.: *Základy antropologie a etnologie*. Praha: Portál, 2001.
- Corbin, J., Strauss, A.: Grounded theory research: procedures, canons and evaluative criteria. *Qualitative sociology*, 1990, 13, s. 3–23.
- Cressey, P. G.: *The Taxi-Dance Hall: A sociological study in commercialized recreation and city life*. Chicago: University of Chicago Press, 1932.
- Creswell, J. W.: *Research design, qualitative and quantitative approaches*. Thousand Oaks: Sage Publications, 1994, 2003.
- Creswell, J. W.: *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage Publications, 1998.
- Cronbach, L. J.: Beyond the two disciplines of scientific psychology. *American Psychologist*, 1975, č. 2, s. 116–126.
- Cronbach, L. J.: *Essentials of psychological testing*. New York: Harper 1964.
- Cronbach, L. J.: *Designing evaluations of educational and social programs*. San Francisco: Jossey-Bass, 1982.
- Cronbach, L. J., Meehl, P. E.: Construct validity in psychological tests. *Psychological Bulletin*, 1955, 52, s. 281–302.
- Čapek, K.: *Pragmatismus*. Olomouc: Votobia, 2000.
- Davis, R. B., Maher, C. A., Noddings, N.: Constructivist views on the teaching and learning of mathematics. *J. Res. Math. Educ.* (Monograph), 1990, č. 4.
- Delanty, G.: *Social science, beyond constructivism and realism*. Buckingham: Open University Press, 1997.
- Denzin, N. K.: *The research act*. London: Prentice Hall, 1989a.
- Denzin, N.: *Interpretative interactionism*. Thousands Oaks, CA.: Sage, 1989b.
- Denzin N. K.: *Symbolischer Interaktionismus*. In Flick, 2003, s. 136–149.

- Denzin, N. K., Lincoln, Y. (eds.): *Handbook of qualitative research*. Thousand Oaks: Sage, 2005.
- Disman, M.: *Jak se vyrábí sociologická znalost*. Praha: Karolinum, 1993.
- Dumelow, C., Littlejohns, P., Griffiths, S.: Relation between a career and family life for English hospital consultants: qualitative, semistructured interview study. *Brit. Med. J.*, 2000, 320, s. 1437 až 1440.
- Ehlich, K., Switalla, B.: Transkriptionssysteme – Eine exemplarische Übersicht. *Studium Linguistik*. 1976, č. 1, s. 78–105.
- Elster, J.: *Nuts and bolts for the social sciences*. Cambridge University Press, 1989.
- Erickson, F.: Qualitative methods in research on teaching. In M. Wittrock (ed.): *Handbook of research on teaching*. New York: Macmillan 1986.
- Fajkus, B.: *Současná filosofie a metodologie vědy*. Praha: Filosofie AV ČR, 1997.
- Faulkner, G., Sparkes, A.: Exercise as therapy for schizophrenia: An ethnographic study. *J. Sport and Exerc. Psych.*, 1999, 1, s. 52–69.
- Feberová, J.: *Jak na Medline efektivně*. Praha: Triton, 2004.
- Ferjenčík, J.: *Úvod do metodologie psychologického výzkumu*. Praha: Portál, 2000.
- Festinger, L.: *A theory of cognitive dissonance*. New York: Harper Row, 1957.
- Filka, J.: *Metodika tvorby diplomové práce*. Brno: Knihař, 2002.
- Firestone, W. A.: Alternative arguments for generalizing from data as applied to qualitative research. *Educ. Res.*, 1993, 22, č. 4, s. 16–23.
- Fisher, R. J.: A comparative study of teachers' and pupils' interpretation of physical education. *JCPES*, 1996, 18, s. 50–57.
- Flanders, N.: *Analyzing teaching behavior*. New York: J. Wiley, 1970.
- Flick, U.: *Qualitative Forschung*. Reinbek: Rowohlt, 1995.
- Flick, U.: Konstruktivismus. In U. Flick et al. (eds.): *Qualitative Forschung. Ein Handbuch*. Reinbek: Rowohlt, 2003, s. 150–163.
- Flick, U. et al. (eds.): *Qualitative Forschung. Ein Handbuch*. Reinbek: Rowohlt, 2003.
- Feuer, M. J., Towne, L., Shavelson, R. J.: Scientific culture and educational research. *Educational Researcher*, 2002, 31, č. 8, s. 4–14.
- Fraenkel, J. R., Wallen, N. E.: *How to design and evaluate research in education*. New York: McGraw-Hill, 1993.
- Freire, P.: *Pädagogik der Unterdrückten*. Stuttgart: Rowohlt 1973.
- Frisby, F. et al.: Low-income women and physical activity. *J. Sport. Manag.*, 1997, 11, č. 1, s. 8–27.
- Gadamer, H. G.: *Wahrheit und Methode*. Tübingen: Mohr, 1972.
- Gallmeier, C. P.: Putting on the game face: The staging of emotions in professional hockey. *Soc. Sport J.*, 1987, 4, s. 347–362.
- Gallmeier, C. P.: Methodological issues in qualitative sport research. Participant observation among hockey players. *Sociological Spectrum*, 1988, 8, s. 213–235.
- Garfield, J., Ahlgren, A.: Difficulties in learning basic concepts in probability and statistics: Implications for research. *J. Res. Math. Educ.*, 1988, 19, s. 44–63.
- Garfinkel, H.: *Studies in ethnomethodology*. New Jersey: Prentice Hall, 1967.
- Garfinkel, H.: Das Alltagswissen über soziale und innerhalb sozialer Strukturen. In Arbeitsgruppe Bielefelder Soziologen: *Alltagswissen, Interaktion und gesellschaftliche Wirklichkeit*. Reinbek: Rowohlt, 1969, s. 189–219.
- Gavora, P.: *Úvod do pedagogického výzkumu*. Brno: Paido, 2000.
- Geertz, C.: Thick description: Toward an interpretative theory of culture. In C. Geertz (ed.): *The interpretation of cultures*. New York: Basic, 1973.

- Gergen, K. J.: The social constructionist movement in modern psychology. *American Psychologist*, 1985, 40, č. 3, s. 266–275.
- Glaser, B. G.: *Basics of grounded theory analysis*. Mill Valley, CA: Sociology Press, 1992.
- Glaser, B. G., Strauss, A. L.: *The discovery of grounded theory*. New York: Aldine, 1967.
- Glaser, B. G., Strauss, A. L.: *Time for dying*. Chicago: Aldine, 1968.
- Glaserfeld, E. V.: *Radikaler Konstruktivismus: Ideen, Ergebnisse, Probleme*. Frankfurt a. M.: Suhrkamp, 1996.
- Glesne, C., Peshkin, A.: *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman, 1992.
- Goetz, J. P., LeCompte, M. D.: *Ethnography and qualitative design in educational research*. New York: Acad. Press, 1984.
- Goffman, E.: *Stigma: Notes on the management of spoiled identity*. Englewood Cliffs, NJ: Prentice Hall, 1963.
- Goffman, E.: *Všichni hrajeme divadlo*. Praha: Slon, 1999. (The presentation of self in everyday life. New York: Doubleday 1959.)
- Greene, J. C., Caracelli, V. J.: Toward conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 1989, 11, č. 3, s. 255–274.
- Griffin, E.: *A first look at communication theory*. New York: McGraw-Hill Inc. 1990.
- Guba, E. G., Lincoln, Y. S.: Competing paradigms in qualitative research. In N. K. Denzin, Y. Lincoln (eds.): *Handbook of qualitative research*. Thousand Oaks: Sage, 1995, s. 105–112.
- Habermas, J.: *Zur Logik der Sozialwissenschaften*. Frankfurt/M: Suhrkamp, 1967.
- Habermas, J.: Der Universalitätsanspruch der Hermeneutik. In: Apel, K.-O. (ed.): *Hermeneutik und Ideologiekritik*. Frankfurt a. M., 1971.
- Habermas, J.: *Vorstudien und Ergänzungen zur Theorie des kommunikativen Handelns*. Frankfurt/M, 1984.
- Hammersley, M.: *Reading ethnographic research: A critical guide*. London: Longman, 1990.
- Hammersley, M., Atkinson, P.: *Ethnography: Principles in practice*. London: Longman, 1989.
- Hart, C.: *Doing literature review*. London: Sage, 1998.
- Havelka, M.: Co může znamenat „filozofie“ v tzv. „filozofii dějin“. *Dějiny-teorie-kritika*. 2004, č. 2, s. 191–211.
- Heller, D.: Některé perspektivy kvalitativního výzkumu: software pro analýzu kvalitativních dat. In M. Miovský, I. Čermák, V. Řehan (eds.): *Kvalitativní přístup a metody ve vědách o člověku III*. Olomouc: Univerzita Palackého, 2004, s. 109–124.
- Hendl, J., Sklenák, V.: *Hypertext a jeho aplikace*. Praha: VŠE, 1997.
- Hendl, J.: *Úvod do kvalitativního výzkumu*. Praha: Karolinum, 1997, 1999.
- Hendl, J.: Reforma výuky matematiky podle NCTM standardů 2000. *Učitel matematiky*, 2002, 11, s. 23–33.
- Hendl, J.: *Přehled statistických metod zpracování dat*. Praha: Portál, 2004.
- House, E. R.: Realism in research. *Educ. Researcher*, 1991, 20, č. 6, s. 2–9.
- House, E. R.: Qualitative evaluation and changing society. In N. K. Denzin, Y. Lincoln (eds.): *Handbook of qualitative research*. Thousand Oaks: Sage, 2005, s. 1069–1081.
- Charmaz, K.: Qualitative interviewing and grounded theory analysis. In J. F. Gubrium, J. A. Holstein: *Handbook of interview research: Context and method*. London: Sage, 2001, s. 675–691.
- Charon, J. M.: *Symbolic interactionism: An introduction, an interpretation, an integration*. London: Prentice-Hall, Inc. 1992.

- Cheffers, J. T. F., Mancini, V. H.: Cheffers Adaptation of the Flanders Interaction Analysis System (CAFIAS). In: Darst, P. W. et al. *Systematic observation instrumentation for physical education*. West Point, NY: Leisure Press, 1989.
- Chenall, R. J.: Presenting data. *The qualitative report*, č. 2–3, 1996. <http://www.nova.edu/ssss/QR/QR2-3/presenting.html>.
- Chrž, V.: Výzkum jako narrativní rekonstrukce. In M. Miovský, I. Čermák, V. Řehan: *Kvalitativní přístup a metody ve vědách o člověku III*. Olomouc: Univerzita Palackého, 2004, s. 21–32.
- Iggers, G.: *Dějepisectví ve 20. století*. Praha: NLN, 2001.
- Jacob, E.: Qualitative research traditions: A review. *Rev. Educ. Res.*, 1987, 57, č. 1, s. 1–50.
- Jahoda, M., Lazarsfeld, D. F., Zeisel, H.: *Die Arbeitslosen in Marienthal*. Frankfurt a. M: Suhrkamp, 1933, 1978.
- Jeřábek, H.: *Úvod do sociologického výzkumu*. Praha: Karolinum, 1992.
- Jeřábek, H.: Paul Lazarsfeld – The founder of modern empirical sociology: A research biography. *Int. J. Publ. Opinion Res.*, 2001, 13, č. 3, s. 245–269.
- Joas, H.: Symbolischer Interaktionismus. *Zeitschr. Soz. Sozialpsychol.*, 1988, 40, č. 2, s. 417–433.
- Johnson, R. B., Onwuegbuzi, A. J.: Mixed methods research: A research paradigm whose time has come. *Educ. Researcher*, 2004, 33, č. 7, s. 14–26.
- Jorgensen, D. L.: *Participant observation*. London: Sage, 1989.
- Kallmeyer, W., Schütze, F.: Konversationsanalyse. *Studium Linguistik*, 1976, č. 1, s. 1–28.
- Kapsis, R. E.: Reputation building and the film art world: The case of Alfred Hitchcock. *Sociological Quarterly*, 1989, 30, s. 15–35.
- Kearney, M.: Enduring love: A grounded formal theory of women's experience of domestic violence. *Research in Nursing and Health*, 2001, 24, s. 270–82.
- Kelle, U.: *Empirisch begründete Theoriebildung*. Weinheim: Deutscher Studien Verlag, 1994.
- Kelle, U., Erzberger, C.: Integration qualitativer und quantitativer Methoden: methodologische Modelle und ihre Bedeutung für die Forschungspraxis. *Kölner Z. für Soziologie und Sozialpsychologie*, 1999, 51, s. 509–531.
- Kelly, G. A.: *The psychology of personal constructs*. (Vol. 1 a 2) New York: Norton, 1955.
- Kidd, R.: Popular theatre and nonformal education in the third world: five strands of experience. *Int. Rev. Educ.*, 1984, 20, s. 265–288.
- Kirk, J. L., Miller, M.: *Reliability and validity in qualitative research*. Beverly Hills: Sage, 1986.
- Kučera, M.: Orientace školní etnografie. *Pedagogika*, 1992, 42, č. 4, s. 455–465.
- Kučera, M. a kol.: *Typy žáků*. Praha: Nadace školní etnografie a kvalitativního výzkumu, 1994.
- Kuhn, T. S.: *Struktura vědeckých revolucí*. Praha: Oikúmené 1997 (The structure of scientific revolutions. Chicago: University of Chicago Press, 1970).
- Kunzmann, P. et al.: *DTV-Atlas zur Philosophie*. München: DTV, 1991.
- Lamnek, S.: *Qualitative Sozialforschung I. a II.* München: Psychologie Verlag Union, 1993.
- Langley, D. J.: Student cognition in the instructional setting. *J. Teach. Phys. Educ.*, 1995, 15, č. 1, s. 25–40.
- La Pelle, N.: Simplifying qualitative data analysis using general purpose software tools. *Field Methods*, 2004, 16, č. 1, s. 85–108.
- Lave, J.: *Cognition in Practice: Mind, mathematics, and culture in everyday life*. Cambridge, UK: Cambridge University Press, 1988.
- Lincoln, Y. S., Guba, E. G.: *Naturalistic inquiry*. London: Sage, 1985.
- Lindesmith, A. R.: *Opiate addiction*. Evanston, 1957.
- Lloyd Jones, M.: Application of systematic review methods to qualitative research: practical issues. *J. Adv. Nursing*, 2004, 48, č. 3, s. 271–278

- Loewenstein, B.: Pozitivismus a liberalismus. K některým zdrojům české filozofie dějin 19. století. *Dějiny-teorie-kritika*. 2004, č. 1, s. 9–28.
- Lofland, J., Lofland, L. H.: *Analyzing social settings: a guide to qualitative observation and analysis*. Belmont, CA: Wadsworth, 1984.
- Loftsgaarden, D. O., Rung, D. C., Watkins, A. E.: *Statistical abstract of undergraduate programs in the mathematical sciences in the United States: Fall 1995 CBMS survey*. Washington, DC: The Mathematical Association of America, 1997.
- Malinowski, B.: *Magic, science and religion and other essays*. New York: Natural History Press, 1948.
- Marshall, C., Rossman, G. B.: *Designing qualitative research*. London: Sage, 1995.
- Mathematical Association of America: *A call for change: Recommendations for the mathematical preparation of teachers of mathematics*. Washington, DC: autor, 1991.
- Mayring, P.: *Qualitative Inhaltsanalyse*. Weinheim: Deutscher Studien Verlag, 1983.
- Mayring, P.: *Einführung in die qualitative Forschung*. München: Psychologie Verlag Union, 1990.
- Maxwell, J. A.: Understanding and validity in qualitative research. *Harvard Educational Review*, 1992, 62, č. 3, s. 279–299.
- Maxwell, J. A.: *Qualitative research design: An interactive approach*. London: Sage, 1996.
- Mcnaughton, D. B.: A synthesis of qualitative home visiting research. *Publ. Health Nursing*, 2000, 17, s. 405–414.
- Meiberg, E.: Hermeneutische Methodik. In K. H. Bette: *Zwischen Verstehen und Beschreiben*. Köln: BIP, 1993, s. 201–236.
- Miles, M. B., Hubermann, A. M.: *Qualitative data analysis. A sourcebook of new methods*. London: Sage, 1984, 1994.
- Miovský, M.: Kvalitativní přístup v moderním adiktologickém výzkumu v České republice v průběhu 90. let. In M. Miovský, I. Čermák, V. Řehan (eds.): *Kvalitativní přístup a metody ve vědách o člověku III*. Olomouc: Univerzita Palackého, 2004, s. 49–60.
- Miovský, M., Čermák, I., Řehan, V. (eds.): *Kvalitativní přístup a metody ve vědách o člověku III*. Olomouc: Univerzita Palackého, 2004.
- Miovský, M.: *Kvalitativní přístupy a metody v psychologickém výzkumu*. Praha: Grada, 2005.
- Mitchell, E. S.: Multiple triangulation. *Advances in nursing research*, 1986, 18, č. 3, s. 18–26.
- Mohr, L. B.: *Explaining organizational behavior*. San Francisco: Jossey-Bass, 1982.
- Moore, D. S.: Uncertainty. In L. A. Steen (ed.): *On the shoulders of giants: New approaches to numeracy*. Washington, DC: National Academy Press, 1990, s. 95–137.
- Moore, D. S.: New pedagogy and new content: The case of statistics. *International Statistical Review*, 1997, 65, č. 2, s. 123–165.
- Morgan, D. L.: Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. 2007, *J. Mixed Meth. Res.*, 1, s. 48–76.
- Morse, J. M.: Principles of mixed methods and multimethods research design. In A. Tashakkori, C. Teddlie (eds.): *Handbook of mixed methods in the social and behavioral research*. Thousands Oaks, CA: Sage, 2003, s. 189–207.
- Muhr, T.: Atlas/ti: Ein Werkzeug für die Textinterpretation. (staženo 1. 1. 2005, <http://www.atlasti.de>)
- National Council of Teachers of Mathematics: *Curriculum and evaluation standards for school mathematics*. Reston, VA: autor, 1989. (<http://standards-e.nctm.org>)
- Nixon II, H. L.: Sport sociology that matters: Imperatives and challenges for the 1990 s. *Sociology of Sport Journal*, 1991, 8, s. 281–294.
- Noblit, G. W., Hare, R. D.: *Meta-ethnography: synthetizing qualitative studies*. Sage: Beverley Hills, CA, 1988.

- Nodl, M.: Mikrohistorie a historická antropologie. *Dějiny-teorie-kritika*, 2004, č. 2, s. 237–251.
- Ondrejkovič, P.: Hermeneutické metódy interpretácie v sociologickom výskume. *Sociológia*, 1996, 28, č. 3, s. 207–218.
- Oevermann, U. et al.: Die Methodologie einer „objektiven Hermeneutik“ und ihre allgemeine forschungslogische Bedeutung in den Sozialwissenschaften. In H. G. Soeffner (ed.): *Interpretativen Verfahren in den Sozial- und Textwissenschaften*. Stuttgart: Metzler, 1979, s. 201–253.
- Onwuegbusi, A. J., DaRos-Voseles, D. A.: The role of cooperative learning in research methodology courses: A mixed-methods analysis. *Research in Schools*, 2001, č. 8, s. 61–75.
- Paterson, B. L., Thorne, S. E., Canam, C., Jillings, C.: *Meta-study of qualitative health research*. Thousand Oaks, CA: Sage, 2001.
- Patton, M. Q.: *Qualitative evaluation and research methods*. Newbury Park and London: Sage, 1990.
- Patton, M. Q.: *Utilization-focused evaluation*. Beverly Hills: Sage, 1986.
- Pawson, R.: Theorizing the interview. *Brit. J. of Sociology*, 1996, 47, č. 2, s. 293–314.
- Pawson, R.: Evidence-based Policy: The promise of „realist synthesis“. *Evaluation*, 2002, 8, č. 4, s. 340–358.
- Pawson, R., Greenhalgh, T. et al.: *Realist synthesis: an introduction*. ESRC Research Methods Programme, University of Manchester, RMP Methods Paper 2/2004.
- Pawson, R., Tilley, N.: *Realistic evaluation*. London: Sage, 1997.
- Pelikán, J.: *Základy empirického výzkumu pedagogických jevů*. Praha: Karolinum, 1998.
- Peshkin, A.: The goodness of qualitative research. *Educational Researcher*, 1993, 20, č. 3, s. 23–29.
- Petrusek, M.: *Teorie a metoda v moderní sociologii*. Praha: Karolinum, 1993.
- Placek, J. H.: A multi-case study of teacher planning in physical education. *J. Teach. Phys. Educ.*, 1984, č. 4, s. 39–49.
- Pollio, H. R., Henley, T. B., Thomson, C. J.: *The phenomenology of life*. New York: Cambridge University Press, 1997.
- Popkewitz, T. S.: Ist the National Research Council Committe's report on scientific research in education scientific? On trusting the Manifesto. *Qualitative research*, 2004, 10, č. 1, s. 62–78.
- Popper, K.: *Logik der Forschung*. Tübingen, 1989.
- Portman, P. A.: Who is having fun in physical education classes? Experiences of sixth-grade students in elementary and middle schools. *J. Teach. Phys. Educ.* July 1995, 14, č. 4, s. 445–453.
- Potter, J., Wetherell, M.: *Discourse and social psychology: beyond attitudes and behaviour*. London: Sage, 1987.
- Pražská skupina školní etnografie: *Čeští žáci po deseti letech*. Praha: PedF UK, 2004.
- Pražská skupina školní etnografie: *Psychický vývoj dítěte od 1. do 6. třídy*. Praha: Karolinum, 2005.
- Průcha, J.: *Pedagogický výzkum. Uvedení do teorie a praxe*. Praha: Karolinum, 1995.
- Průcha, J.: *Pedagogická evaluace: Hodnocení vzdělávacích programů, procesů a výsledků*. Brno: CDVU MU, 1996.
- Punch, K. F.: *Úspěšný návrh výzkumu*. Praha: Portál, 2008.
- Putnam, W. et al.: A qualitative study of evidence in primary care: what the practitioners are saying. *Can. Med. Ass. J.*, 2002, 11, č. 7, s. 166–169.
- Pýchová, I.: K přínosu etnografické metody v pedagogickém výzkumu. *Pedagogika*, 1993, č. 4, s. 405–413.
- Rataj, T.: Mezi Zíbrtem a Geertzem: Úvaha o předmětu kulturních dějin. *Kuděj*, 2005, č. 1–2, s. 142 až 158.
- Ryan, G. W.: Using a word processor to tag and retrieve blocks of texts. *Field Methods*, 2004, 16, č. 1, s. 70–83.

- Register, L., Henley, T.: The phenomenology of intimacy. *Journal of Social and Personal Relationship*, 1992, 9, č. 4, s. 467–481.
- Ricoeur, P.: *Hermeneutics and the human sciences*. New York: Cambridge University Press, 1981.
- Ritchie, J., Spencer, L.: *Qualitative data analysis for applied policy research*. In: Bryman, A., Burgess, R. G. (eds.): *Analysing qualitative data*. London: Routledge, 1994, s. 135–153.
- Ritzer, G.: *Sociological beginnings: On the origin of key ideas in sociology*. New York: McGraw-Hill, 1984.
- Roberts, K., Dixon-Woods, M. et al.: Factors affecting uptake of childhood immunisation: An example of Bayesian synthesis of qualitative and quantitative evidence. *The Lancet*, 2002, 360, s. 1596 až 1599.
- Robinson, K.: *AP Statistics – a dissertation*, 1998. (staženo 1. 1. 2005 <http://mathforum.org/library/view/63311.htm>)
- Robson, C.: *Real world research*. Oxford: Blackwell, 1993, 2003.
- Rosenthal, G.: *Erlebte und erzählte Lebensgeschichte*. Frankfurt/M: Campus, 1995.
- Rosenthal, G., Fischer-Rosenthal, W.: *Analyse narrativ-biographischer Interviews*. In U. Flick et al. (eds.): *Qualitative Forschung. Ein Handbuch*. Reinbek: Rowohlt, 2003, s. 456–467.
- Rossi, P. H., Freeman, H. E.: *Evaluation. A systematic approach*. Beverly Hills: Sage, 1993.
- Rovegno, I.: The development of curricular knowledge: A case study of problematic pedagogical content knowledge during advanced knowledge acquisition. *Res. Quart. Exer. Sport*, 1993, 64, č. 1, s. 56–68.
- Ruston, A., Clayton, J., Calnan, M.: Patients' action during their cardiac event: Qualitative study exploring differences and modifiable factors. *Brit. Med. J.*, 1998, 316, č. 4, s. 1060–1064.
- Salomon, G.: Transcending the qualitative-quantitative debate: The analytic and systemic approaches to educational research. *Educ. Res.*, 1991, 20, č. 6, s. 10–18.
- Scherhaufer, P.: Potulky s neviditelným divadlem. *Svět a divadlo*, 1992, č. 5, s. 60–67.
- Schempp, P.: Constructing professional knowledge: A case study of an experienced high school teacher. *J. Phys. Teach. Educ.*, 1993, 13, č. 1, s. 2–23.
- Schempp, P., Choi, E.: Research methodologies in sport pedagogy. *Sport Sci. Rev.*, 1994, č. 3, s. 41 až 55.
- Schütz, A.: *Collected papers. Vol. 1*, Den Haag: Nijhof, 1971.
- Schütze, F.: *Die Technik des narrativen Interviews in Interaktionsfeldstudien*. Arbeitsberichte und Materialien Nr. 1, Bielefeld: Fakultät für Soziologie, 1977.
- Schwandt, T. A.: *Constructivist, interpretivist approaches to human inquiry*. In Denzin, N. K., Lincoln, Y. 1994, s. 118–135.
- Scriven, M.: *Evaluation thesaurus*. Newbury Park: Sage, 1991.
- Seale, C., Kelly, M.: A comparison of hospice and hospital care for people who die: Views of the spouses. *Palliative Medicine*, 1997, č. 11, s. 93–100.
- Shaughnessy, J. J., Zechmeister, E. B.: *Research methods in psychology*. London: McGraw-Hill, 1990.
- Shaughnessy, J. M.: Research in probability and statistics. In D. A. Grouws (ed.): *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing Company, 1992.
- Shaw, R. L. et al.: Finding qualitative research: An evaluation of search strategies. *BMC Medical Research Methodology*, 2004, 4, č. 5 (staženo 20. 5. 2005, <http://www.biomedcentral.com/content/supplementary/1471-2288-4-5-S2.doc>).
- Shulman, L. S.: Knowledge and teaching: Foundations of the new reform. *Harvard Educ. Rev.*, 1987, 57, č. 1, s. 1–22.

- Sieber, S. D.: The integration of fieldwork and survey methods. *Am. J. Soc.*, 1973, 78, č. 6, s. 1335 až 1359.
- Silverman, D.: *Interpreting qualitative data*. London: Sage, 1993.
- Silverman, D.: *Discoursing of counselling: HIV counselling as social interactions*. London: Sage, 1997.
- Spencer, L. et al.: *Quality in qualitative evaluation: A framework for assessing research*. National Centre for Social Research (<http://www.natcen.ac.uk>) 2003.
- Spradley, J. P.: *The ethnographic interview*. New York: Holt, Rinehart and Winston, 1989.
- Spradley, J. P.: *Participant observation*. New York: Holt, Rinehart and Winston, 1990.
- Stake, R. E.: *Evaluating the arts in education: A responsive approach*. Columbus, OH: Charles E. Merrill, 1975.
- Stake, R. E.: Implementation of case study. In Jaeger, R. M. (eds.): *Complementary methods for research in education*. Washington: AERA 1988, s. 251–300.
- Stake, R. E.: *The art of case study research*. London: Sage, 1995.
- Stloukalová, B.: Sjednocení československé tělovýchovy a československý olympijský výbor. *Čs. Kinantropologie*, 2004, 8, č. 3, s. 81–96.
- Strauss, A. L.: *Grundlagen qualitativer Sozialforschung*. München: UTB, 1994.
- Strauss, A. L., Corbin, J.: *Basics of qualitative research*. London: Sage, 1990. (česky 1999, Boskovice: Albert)
- Stufflebeam, D. L.: *Evaluation as enlightenment for decision-making*. Columbus OH: Ohio State University, Evaluation Center, 1968.
- Strübing, J., Schnettler, B.: *Methodologie interpretativer Sozialforschung. Klassische Grundlagen-texte*. Wien: UTB, 2004.
- Szanton, P.: *Not well advised*. New York: R. Sage Foundation, 1981.
- Šeďová, K.: *Děti a rodiče před televizí. Rodinná socializace dětského televizního diváků*. Brno: Paido, 2007.
- Tashakkori, A., Teddlie, C.: *Mixed methodology: Combining qualitative and quantitative approaches*. Thousands Oaks, CA: Sage, 1998.
- Tashakkori, A., Teddlie, C. (eds.): *Handbook of mixed methods in the social and behavioral research*. Thousands Oaks, CA: Sage, 2003.
- Tesch, R.: *Qualitative research: Analysis types and software tools*. London: Falmer, 1990.
- Thomas, J. et al.: Integrating qualitative research with trials in systematic reviews. *Brit. Med. J.*, 2004, 328, s. 1010–1012.
- Thomas, W. I., Znaniecki, F.: *The Polish Peasant*. Vol. 1 a 2. Chicago: Chicago University Press, 1918.
- Thorne, S.: Secondary analysis in qualitative research: Issues and implications. In J. M. Morse (ed.): *Critical issues in qualitative research methods*. Thousands Oaks, CA: Sage, 1994, s. 263–279.
- Tilley, N.: *Realistic evaluation: an overview*. Presented at the Founding Conference of the Danish Evaluation Society, September 2000, www.danskevalueringselskab.dk/pdf/Nick%20Tilley.pdf (staženo 22. 8. 2005).
- Tinková, D.: „Čas nejistot“ a kritický obrat. K diskusím o francouzské historiografii na přelomu 20. a 21. století. *Dějiny-teorie-kritika*, 2004, č. 2, s. 253–267.
- Travers, M.: *Qualitative research through case studies*. London: Sage, 2001.
- Válka, J.: Nejen 60. léta. Praha: CeFRes 2003, č. 29, s. 45–68.
- Van Maanen, J.: *Tales of the field: on writing ethnography*. Chicago: University of Chicago Press, 1988.
- Von Wright, G. H.: *Erklären und Verstehen*. Frankfurt: Atheneum, 1974.

- Vonderach, G.: *Qualitative Biographieforschung am Fallbeispiel eines beruflichen Rehabilitanden*. Bamberg, 1994.
- Vyskočilová, E., Dvořák, D.: Konstruktivismus v současné didaktice. In Z. Kalous, O. Obst: *Školní didaktika*. Praha: Portál, 2002, s. 49–57.
- Walter, F. M. et al.: Lay understanding of familial risk of common chronic diseases: A systematic review and synthesis of qualitative research. *Annals of Family Medicine*, 2004, č. 2, s. 583–594.
- Weitzmann, E., Miles, M. B.: *Computer programmes for qualitative data analysis: a software source-book*. London: Sage, 1994.
- Werning, R.: Konstruktivismus. Eine Anregung für die Pädagogik! *Pädagogik*, 1998, 14, č. 7–8, s. 39–41.
- Wessinger, N. P.: „I hit a home run.“ The lived meaning of scoring in games in physical education. *Quest*, 1994, 46, č. 4, s. 425–439.
- Whyte, W. F.: *Street corner society: The social structure of an Italian slum*. Chicago: University of Chicago Press, 1955.
- Wiedemann, P. M.: *Entscheidungskriterien für Auswahl qualitativer Interviewstrategien*. Forschungsbericht Nr. 1. Berlin: Technische Universität, 1987.
- Willems, H.: *Erving Goffmans Forschungsstill*. In U. Flick et al. (eds.): *Qualitative Forschung. Ein Handbuch*. Reinbek: Rowohlt, 2003, s. 42–50.
- Wilson, S., Hutchinson, S. A.: Methodology mistakes in grounded theory. *Nursing Research*, 1996, 45, č. 2, s. 122–124.
- Wilson, S.: The use of ethnographic techniques in educational research. *Rev. Educ. Res.*, 1977, 47, s. 245–265.
- Wolcott, H. F.: Ethnographic research in education. In: R. M. Jaeger (eds.): *Complementary methods for research in education*. Washington: AERA, 1989, s. 187–205.
- Wolcott, H. F.: *Writing up qualitative research*. London: Sage, 1990.
- Yin, R. K.: *Applications of case study research*. London: Sage, 1993.
- Yin, R. K.: *Case study research: Design and methods*. Sage: London, 1994, 2003.
- Yin, R. K., Heald, K. A.: Using the case survey method to analyze policy studies. *Administrative Science Quarterly*, 1975, 20, s. 371–381.
- Zvára, K.: Měření reliability aneb Bacha na Cronbacha. *Inform. Bull. Čs. Stat. Spol.*, 2002, 13, č. 2, s. 13–20.