



## The development of qualitative research: efforts and experiences from continental Europe

Geert Kelchtermans, Roland Vandenberghe & Michael Schratz

**To cite this article:** Geert Kelchtermans, Roland Vandenberghe & Michael Schratz (1994) The development of qualitative research: efforts and experiences from continental Europe, *Qualitative Studies in Education*, 7:3, 239-255, DOI: [10.1080/0951839940070305](https://doi.org/10.1080/0951839940070305)

**To link to this article:** <https://doi.org/10.1080/0951839940070305>



Published online: 09 Jul 2006.



Submit your article to this journal [↗](#)



Article views: 73



View related articles [↗](#)



Citing articles: 2 View citing articles [↗](#)

# The development of qualitative research: efforts and experiences from continental Europe

GEERT KELCHTERMANS  
ROLAND VANDENBERGHE  
University of Leuven

MICHAEL SCHRATZ  
University of Innsbruck

Qualitative methodology has become widespread and accepted in educational research in Europe. The article reviews European efforts toward the methodological grounding of qualitative research approaches (with a focus on the Dutch and German speaking communities). The authors describe the research agenda favoring the use of qualitative methods: reconstructivist studies, focused on the reconstruction of subjective meaning and development; and interventionist studies, aimed at changing and improving educational situations.

## Introduction

Qualitative educational research is progressing in Europe. The number of studies using qualitative methods is growing and qualitative methodology has gained a respected place among researchers. Several "European" books and articles have been published on this methodology (e.g. Garz & Kraimer, 1983; Huber & Mandl, 1982; Janssens, 1985; Maso, s.d.; Miedema, 1988; Schratz, 1993b; Smaling, 1987; Van Ijzendoorn & Miedema, 1986; Wester, 1984, 1987). It remains difficult, however, to convince scientific policy committees to grant research funds for studies using mainly qualitative methods. Such resistance, however, appears to be slowly changing. Referring to "Europe" or even "continental Europe" is, of course, merely a heuristic device. European educational researchers are intensively involved in the international - predominantly Anglo-Saxon - literature and debates. Methodological handbooks published in the USA, UK, or Australia are commonly used. Researchers read the international journals and participate as authors or editors.

Many European researchers participate to different degrees in international professional organizations, such as the European Association on Learning and Instruction (EARLI) (Carretero, Pope, Simons, & Pozo, 1991; De Corte, Lodewijks, Parmentier, & Span, 1987; Mandl, De Corte, Bennett, & Friedrich, 1990a, 1990b) and the International Study Association on Teacher Thinking (ISATT) (e.g., Ben-Peretz, Bromme, & Halkes, 1986; Day, Calderhead, & Denicolo, 1993; Day, Pope & Denicolo, 1990; Halkes & Olson, 1984; Lowyck & Clark, 1989). Although still a minority, European researchers also participate in the American Educational Research Association meetings. Some language barriers remain, as illustrated by a publication (Terhart, 1991) that includes research published in English and translated into German to make them accessible to German readers. In general, however, European

researchers have built an intensive communication network with Anglo-Saxon colleagues.

The European research arena is heterogeneous across different countries and resembles a patchwork blanket rather than a well-structured domain with dominant tendencies. Nevertheless, we will highlight some typical European contributions in the international efforts of implementing and consolidating qualitative research methodology. We first discuss European efforts for the methodological grounding of qualitative methods. We define qualitative methods as those research techniques that imply more informal (not strictly structured in advance) and open data collection, as well as analyses, in which the data are not quantified (Smaling, 1987). We then examine the research interests that depend on qualitative methods: studies focusing on the reconstruction of meaning and interventionist studies seeking to change and improve educational situations. In our discussion, we draw heavily on work published in the Dutch and German speaking parts of (continental) Europe, since this is the work with which we are most familiar. Since the situation in the United Kingdom and Scandinavia are discussed in other contributions, we exclude these regions from our review. Occasionally, we refer to work carried out in some Southern European countries.<sup>1</sup> It is evident that this selectivity only refers to limits in the knowledge of the authors and not to a qualitative judgment of the work.

### **Frameworks and efforts for methodological grounding**

Most concepts in educational research have been influenced by developments and discourses in other disciplines such as sociology, philosophy, or psychology. A good example can be seen in the study of the unemployed people in Marienthal, a small Austrian village where a textile factory had to close down (Jahoda, Lazarsfeld, & Zeisel, 1978). The researchers spent several months on-site collecting data. Studies of this kind could not yet draw on a stock of standardized methods; but they had to develop and modify their practices during the course of the research process. Moreover, research approaches were often imported from the USA; they entered into (central) European research discourse with a certain time lag. Thus, interpretive sociology, for example, symbolic interactionism (Blumer, 1969), and the "grounded theory" approach (Glaser & Strauss, 1967) constitute an important framework for many European research activities. They were integrated into the research tradition by the translation of relevant publications (e.g., Arbeitsgruppe Bielefelder Soziologen, 1973), which soon became standard textbooks in research methodological courses, or by further development and elaboration within the European context (e.g., Brumlik, 1973; Wester, 1984, 1987).

### **Hermeneutics and empirical research**

Because of the strong influence of philosophy, especially in the German-speaking educational communities, but also in Belgium and The Netherlands, education as an academic subject area was taught by philosophers (of education) far into the second half of this century. In the university structure, education used to be part of the philosophical sciences. Therefore, in the tradition of the "Geisteswissenschaftliche Pädagogik," hermeneutics had a strong influence on educational reasoning and

research. It was not before the mid-1960s that the so-called "realistic turn" took place (Roth, 1966, 1971), and research activities began to be based on empirical evidence. As a consequence, educational sciences became more and more like the social sciences, using their various methods. As a reaction to the earlier philosophical discussions, mainstream research was based on empirical grounds, which included, for instance, widespread use of questionnaire-driven surveys.

In recent years, education has, to a certain degree, returned to its roots, the *Geisteswissenschaften* in the tradition of the liberal arts. Evidence of this development can be found in the broad use of hermeneutic methods and procedures in the study of everyday experience as seen in current educational research activities. Hence, a European tradition was adopted and rehabilitated as a "pedagogically grounded concept of research that takes its starting point in the empirical realm of everyday lived experience" (Van Maanen, 1990, p. ix).

An illustration of the rehabilitation of hermeneutic reasoning is the so-called "pädagogische Biographieforschung" (educational biographical research) (Baacke & Schulze, 1979, 1985; Fuchs, 1984; Heinze, 1984a, 1984b). This "movement" drew researchers from several German speaking countries interested in using different kinds of (auto)biographical data to gain deeper insights into educationally relevant issues. Examples include the effects of learning in distant courses on the individual learner's biography (Heinze, Klusemann, & Soeffner, 1980) and identity formation and its development (Baacke & Schulze, 1979, 1985). These themes were investigated from various research perspectives. The researchers involved in such newly developed biographical research use very different theoretical frameworks (e.g., psychoanalysis, critical theory, interactionism, and ethnomethodology) when analysing the biographical data. In order to establish such a biographical research branch within the educational scientific community, they had to discuss the methodological implications of using different frameworks in their work. Thus, methodological issues received a great deal of attention in these studies. Although this research network has "faded" since the mid-1980s, its impact on the institution of what later was called "qualitative research" is still evident.

### **Objectivity, a central issue in the methodological debate**

During the late 1970s and 1980s, crucial methodological issues such as objectivity, validity, and reliability were the main focus of methodological debates. This discourse was influenced by the so-called "Positivismusstreit" (positivism struggle) in German sociology (e.g., Adorno, Albert, Dahrendorf, Habermas, Pilot, & Popper, 1969), which stimulated the argument about the knowledge interests in the research process. Hence, the main contribution of Critical Theory lies in its inclusion of the knowledge interests and of the "context of discovery" (and thus not only the "context of legitimation"). These ideas challenged the traditional concept of Critical Rationalism (Popper, 1959) which argued that the objectivity of scientific statements lies in the fact that they can be intersubjectively tested.

#### *Oevermann's "objective hermeneutics"*

Nevertheless, there were attempts to approximate the goal of "objectivity" within the qualitative research domain. Such work is well illustrated by the work of Oevermann

and his colleagues on the so-called “Objektive Hermeneutik” (objective hermeneutics) (Oevermann, Allert, Konau & Krambeck, 1979), an approach concerned with the sociocultural aspects of the use of an individual’s speech. Oevermann *et al.* state that underlying each individual act of speech, objective meanings exist as “latente Sinnstrukturen” (latent structures of meaning). These latent structures of meaning exist independently from the subjective interpretations, representations of the situation and intentions of the subject. Thus they are posited as constituting possible meanings that exist “objectively,” quite apart from the actor’s consciousness and intentions. According to Oevermann *et al.*, these latent structures of meaning can be reconstructed through a careful and time-consuming analysis of interactive texts (i.e., transcripts of interviews) by a group of interpreters working towards “objective” meanings through argumentative interpretation. Through this process of sociological analysis, they address the problems of validity and subjectivity in qualitative research. Although objective hermeneutics has been applied outside the founding group (e.g., Larcher, 1993), this approach has not spread widely. The reason for its limited diffusion not only lies in its time-consuming procedure, but (also) in severe criticism from a methodological perspective. See, for example, Terhart’s extensive discussion of objective hermeneutics (1981, 1983, 1985) and Oevermann’s reply (1983).

### **The qualitative turn: a preference for dialogic methods**

Although the term “objective hermeneutics” gradually disappeared from the research agenda, mainly because of problems of terminology (e.g., objectivity and hermeneutics were seen as a contradiction in terms), the controversial debate contributed to a strengthening of qualitative methodology, especially the interpretive aspects of the research process. As a result, qualitative research has gained ground in European universities. Quality criteria are no longer measured against the traditional empirical criteria but are grounded in the new paradigm. In what Mayring (1990) calls a “qualitative turn,” he describes a decisive change in the social sciences of this century. He identifies six general criteria for qualitative research: documentation of the procedures, argumentative support of the interpretation, stringency in the application of rules, closeness to the research object, communicative validation, and a combination of several analytical steps.

Because of the interactive relationship between the researcher and those being researched, *dialogic methods* have begun to dominate qualitative research debates. Whereas case study research, qualitative experiments, discourse analysis, and observational studies have not had as strong an impact on educational research as in sociology and psychology, the interview has become the most widely used instrument in educational qualitative research. Depending on the scope of interviews, the terminology utilized ranges from the *problem-oriented interview*, which focuses on certain issues that structure the interview process, to the *narrative interview*, which is barely structured by the interviewer.

#### *Schütze’s narrative interview*

According to Schütze, a German sociologist, the narrative interview has to be considered as a social-communicative process (Schütze, 1976, 1983, 1984; see also Karakalos, 1979; Kraimer, 1983; Südmersen, 1983). For Schütze, interviewing people

is a form of social communication, and the content of that communication is (partly) determined by the interactive processes and the deeper meaning structures that operate in human communication. Unlike Oevermann, Schütze concentrates on those aspects that constitute the identity of the subject (e.g., the structures underlying moral judgements). By means of the narrative interview, he attempts to allow for the fact that the interview situation is a moment of social interaction. The influence of the interviewer and the interview situation on the data has to be reduced or neutralized.

To achieve this, the interview is organized along three phases. The interviewer tries to establish a situation of respect and trust before she or he starts with a carefully chosen "narrative impulse," usually a general opening question. After asking this question, the researcher reduces his or her presence to actively listening without any interruption of the respondent unless that narrator loses the thread. Only when the respondent finishes his or her story does the researcher begin the second phase, asking additional questions aimed only at clarifying elements of the narrative. The respondent is stimulated to retell or further elaborate parts of the original story. In the third phase, the respondent is invited to a more abstract thematization of recurring patterns and systematic connections between the parts of the narrative, to more argumentative statements, or to theoretical "why-questions" asked by the researcher. In the analysis, all "non-narrative" elements (those elements that more or less implicitly refer to or result from the interview situation as such and not from the narration) are eliminated in order to get "primary data" that reflect the actual meaning structures of the respondent. The analysis of data collected through this narrative interview is complex and time consuming. Therefore, different ways of interpretation have developed (e.g., psychoanalytical orientation) as the role of the researcher in the narrative interview resembles that of a psychoanalyst (Walter, 1988).

### **Conceptions of the research subject**

Psychoanalytic therapy rests on the assumption that the therapist's interpretations can only be suggestions for the reconstruction of data from somebody's view of the world, but it is only the client who can decide on its essential meaning. The "Frankfurter Schule" (Frankfurt School of Critical Theory) built on this assumption and derived from it the dialogically consensus-theoretical criterion of truth for its research agenda (Habermas, 1968). In opposition to behaviorism, they view the human being as a subject of knowledge principally capable of reflection, (potential) rationality, discursive communication, and social interaction.

#### *Groebe and Scheele's work on the epistemological subject model*

Groebe and Scheele (1977) elaborated on this epistemological subject model which found its application in the "subjective theory" concept. This approach has been used primarily in studies of teacher training, for which Kroath (1989, p. 59) has summarized the following presuppositions: The teacher is considered to be an 'epistemological subject,' capable of generating and testing theories about his or her own practice. These subjective theories are considered to be an aggregation of cognitions (e.g., knowledge, thoughts, aims, plans, expectations, beliefs) that determine and monitor teachers' decision-making processes and actions. There are structural parallels between a scientific theory and a subjective theory (e.g., the assumption of rationality and reflectivity, of an argumentative, inferential logic, of validity) which establishes a

functional equality between them. A teacher's subjective theory is usually represented and applied in an implicit way, but can be made explicit in various modes of representations (e.g., verbal, graphic, pictorial) by a variety of reconstruction techniques (e.g., retrospective "loud thinking").

Groebe and Scheele established methodological principles and procedures which could be used in practical research. They argued that for communicative validation (Lechler, 1982) the "Erkenntnissubjekt" (subject of knowledge) is overtaxed by the simultaneous nature of reconstruction of both contents and structure. Therefore, in the process of communicative validation, they place the inquiry into subjective theory apart from its structure and use a two-step approach. Scheele and Groeben (1988) developed the Heidelberger SLT (Struktur-Lege-Technik) to reconstruct the subjective theories (see also Huber & Mandl, 1982; Mandl & Huber, 1983). The procedure involves a semi-standardized interview aimed at unraveling the semantic field of a central notion relevant to the research interest. This exploration is followed by systematically defining the relations between these different notions through a consensus-oriented dialogue. This process implies that after the phase of data collection is finished, the interviewee receives the interview guideline and is invited to become acquainted with the method of reconstruction. In this way, the interviewee is expected to achieve the same position as the researcher so that a dialogue based on equality becomes possible. Only at that point, it is posited, the actual reconstruction of the subjective theory can begin. This takes the form of a discourse between the researcher and the respondent trying to achieve consensus on the correctness of the reconstruction. Similar structures were used in other procedures, particularly to reconstruct teachers' subjective theories, among them the ILKHA ("Interview- und Legetechnik zur Rekonstruktion kognitiver Handlungsstrukturen") (Krause & Dann, 1986) and the WAL ("Weingartner-Appraisal-Legetechnik") (Wahl, Schlee, Krauth, & Mureck, 1983). Demanding procedures of this kind have not proved to be suitable for wider applications. However, the notion of subjective theories has found further attention in the action research movement.

### **The relationship between researcher and respondent**

In recent years, researchers have paid more attention to the interactive processes or the research act itself and the relationship between the people involved (Schratz 1993b). For example, in his hermeneutic life-history approach, Heinze (1987) builds on the communicative understanding of both researcher and research partner by establishing a self-reflective process that involves everyone. To be so, he uses diary entries, letters, narrative interviews, and other (auto)biographical material.

#### *The feminist approach in "memory-work"*

*Feminist approaches* to inquiry provided the main challenge to traditional research concepts and to pay more attention to aspects of self-reflexivity and reciprocity in research. Memory-work, for example, is a research method developed by a German group of feminists and scholars who were dissatisfied with the divorce of theory from everyday experience as well as with the individualistic approaches in traditional research. At the beginning of the 1980s, they searched for a suitable methodology that could not only bridge the gap between subject and object of research but should (also)

make research itself a critically collective process (Haug, 1987, 1990; Projekt Frauengrundstudium, 1982). Using personal experience as a basis of knowledge, they studied the structures in which women are socialized and actively participate in becoming social beings. Memory-work has thus far mainly been applied to feminist topics such as female sexualization (Haug, 1987) or emotions and gender (Crawford, Kippax, Onyx, Gault, & Benton, 1992). Schratz & Walker (in press) have used this research method with students in a course on intercultural learning and in a research methodology course in a peace studies program.

In order to understand how individual lives "are made," one must find a way to access human beings' individual data bases. In memory-work, the method for tapping this source is the writing of stories about situations or events people experienced in the course of their lives. These are stories of everyday experience, episodes, or accounts *one remembers from one's own life history*. Therefore, it is important to think historically to identify the social constructions, mechanisms, connections, and meanings of any given individual's actions and feelings. To ensure that this type of research does not result in simplistic views on how individuals see certain segments of their lives, memory-work has to be done collectively. The emphasis in this process is on three terms: collective, memory, and work. For Haug, the result is a necessary, enjoyable, and new social research methodology (Haug, 1990). Feminist approaches have not only challenged the tradition of male-dominated qualitative research in Europe, they have also brought new methodological considerations and innovative methods (like memory-work) into the educational research discourse.

### **The research agenda**

While all researchers are concerned with the quality, reliability, and validity of their work, most of them do not address the methodological debates as deeply as those discussed in the previous sections. Many researchers concentrate on the practice of their research, seeking answers to their questions by using the methods available. We believe that the growing use of qualitative methods is not so much the result of fundamental methodological discussions, although their importance should not be underestimated, but rather follows from the research agenda, that is, the kinds of questions considered relevant. This research agenda determines the evaluation and selection of appropriate methods.

In general terms, one can define the research agenda of educational research as the attempt to describe, explain, and change (improve) human behavior in educational contexts. Thus, two major clusters of research interests arise from which qualitative methods have emerged as the preferred tools for investigation: the interest in the reconstruction of meaning and the educationalist interest in improving educational contexts.

### **Reconstructivist studies**

#### *Reconstructing meanings*

Human behavior is meaningful behavior. Situations, events, and interactions are subjectively interpreted and given meaning. These meanings are the basis for subsequent action. Meaning results from interactions with the material, institutional,



social, and cultural environments and is constructed through these interactions. Understanding human behavior (e.g., teaching, learning, etc.) requires grasping the meaning these acts have for the actors. This hermeneutical perspective has been adopted by a growing number of researchers and elaborated on in several ways. The "objective hermeneutics" and the "narrative interview," mentioned above, are manifestations of this research program.

An example from an interactionist (Blumer, 1969) and social constructivist (Berger & Luckmann, 1985) framework is Staessens's study of school culture and the culture's influence on the implementation of an innovation (Staessens, 1993). The school culture is conceived of as a supra-individual meaning system, a collective interpretive framework from which school members make sense out of their daily experiences and give meaning to their behavior. Staessens used three main indicators for school culture: the principal as a builder of and carrier of the school culture; goal consensus; and professional relationships among the teaching staff. The study began with a quantitative survey and changed to qualitative methods in its subsequent phases. Through semistructured interviews and an ethnographic case study in primary schools involved in a large-scale improvement program, Staessens provided a "thick description" (Geertz, 1973) of the school cultures and constructed three culture types which she described by using metaphors. The first type is the "family school." The principal can be characterized as a "grandfather," goal consensus among the members of the school team resembles a "struggle to survive;" and the faculty team of these schools functions as "a village fanfare." The second school type is the school as a "professional organization" with a principal functioning as an "architect;" the school team operates as a "professional football team;" and goal consensus is seen as a "mission." The third type is the "living-apart-together" school in which the principal can be described as a "nonentity principal" at the edge of daily activities and with little contact with the teachers; a "disengaged" team is the result; goal consensus is like a "ship without compass." Without dwelling further on this study, we would underscore that the use of metaphors as a means of presenting research results is an example of coping with a problem faced by many qualitative researchers as they seek to present their findings. An appropriate presentation of research results in qualitative studies demands other forms of discourse than the neutral, objective, or statistical language within the positivistic tradition.

### *Reconstructing development: teachers' professional biographies*

Qualitative methods are also used to study complex processes or developments. Influenced by cognitive psychology, students of learning and teaching processes became interested in the mental processes behind the behavior. Introspective methods, stimulated recall, and thinking aloud were rehabilitated as valid research methods (e.g., Breuker, Elshout, Van Someren, & Wielinga, 1986; De Corte, 1984; De Corte & Lowyck, 1983; De Corte, Lowyck, & Verschaffel, 1986; Huber & Mandl, 1982). Examples of this approach are also well documented in the "teacher thinking" movement (e.g., Clark & Peterson, 1986; Day, Calderhead, & Denicolo, 1993; Halkes & Olson, 1984; Lowyck & Clark, 1989).

Another example of the interest in developmental aspects is the growing body of studies on teachers' professional development. Recent Swiss, German, and Belgian (Flemish) studies approach this subject from a career perspective. Huberman and his colleagues in Geneva (Huberman, 1989; Huberman, Grounauer, & Marti, 1993)

developed a research procedure to explain teachers' development throughout their careers as experienced by the teachers themselves. At the beginning of the procedure, respondents (160 experienced secondary-school teachers) were asked to review their career trajectory and to try to distinguish phases or stages in it. This general open-ended beginning was followed by a systematic exploration and clarification of the answers. This technique was also used in the other parts of the interview to explore motivation, job satisfaction, and moments of crisis in the career. Apart from these open-ended questions, the researchers used "closed" questions by using flash cards with possible answers, an exploration of the locus of control by a semantic differential, and a questionnaire on perceived pedagogical competencies. The answers were partly tape-recorded and partly written down by the researchers and later transformed into a standard format to make comparison among the respondents possible. In these ways, the researchers sought to combine the advantages of quantitative research (generalizability, a larger group of respondents) and qualitative techniques (exploring subjective experience, deep analysis). The procedure was later adopted with minor adaptations in a study by Hirsch and her colleagues at the University of Zürich, Switzerland (Hirsch, Ganguillet, Trier, Egli, & Elmer, 1990); it also inspired Terhart, Czerwnka, Ehrich, Jordan, & Schmidt (1993) in Lüneburg, Germany.

In his study on teachers' professional biographies, Kelchtermans used a narrative-biographical perspective (Kelchtermans, 1993a, 1993b). By using a narrative-biographical approach, he contributed to a movement within qualitative research that has grown in importance during the past decade.<sup>2</sup> The study started with the idea that professional development refers to a lifelong learning process, resulting in qualitative changes in teachers' professional behavior. The goal was to understand how teachers make sense out of their experiences, how they give meaning to these experiences, and how these experiences influence their daily practice. The study focused on the subjective perception of their own development by the teachers involved. Kelchtermans assumed that teachers develop a kind of personal interpretive framework during their career. This framework consists of two important (and interwoven) domains. First, there is the professional self: the set of self-representations, the teacher's personal answer to the question, "Who am I as a teacher?" The second domain is that of subjective educational theory: the personal system of knowledge and beliefs that frames a teacher's perception of the situation and guides his or her interpretation of and reaction to it. Both professional self and subjective educational theory result from dynamic and meaningful interactions between the teacher and the professional environment (organizational context, colleagues, parents, pupils, the local community, and so on) over time. Therefore, the two domains in the personal interpretive framework could be used as indicators for the professional development.

Kelchtermans developed a research procedure, the stimulated autobiographical self-thematization (Kelchtermans, 1993c). In this procedure, several qualitative techniques for data collection are combined: questionnaires, biographical interviews, school and classroom observations, and document analysis. In a cycle of three semi-structured, biographical interviews, teachers were asked to reflect back on their careers in order to reconstruct their professional biographies (the stories in which the career experiences, retrospectively, are organized by the teachers). The interpretive analysis of the narrative biographical data, inspired by the grounded theory approach (Glaser & Strauss, 1967) and recent work on narrative research (Polkinghorne, 1988), included a vertical analysis (the teacher's story as an individual case) and a horizontal analysis (systematic comparative analysis of all the career stories, seeking recurring patterns and common themes).

In another study by Clement (Clement and Staessens), teachers' professional development was studied from a more organizational perspective. The underlying assumption is that the professional development of staff members is influenced by the working conditions in the school. Given the complex nature of the relationship between organizational variables and the opportunities for professional development for teachers, it was necessary to use in the first phase a semistructured interview to collect qualitative school data. In the second phase, two schools and their staff members were more intensively studied in an ethnographic case study design (Clement & Staessens, 1993).

Janssens (1987) developed a procedure to study the development of concerns in student teachers and beginning teachers. The studies used a combination of logbooks and interviews. During the analysis, the data from the logs and interviews were reformulated by the researchers into prototype sentences. These prototype sentences referred to the central notions of the theory (self-, task, and pupil concerns). They were expanded with a number of sentence elements that entail, from beginning to end, an increasing concretization of the concern in question. The procedure made it possible to gather data systematically over a longer period of time and to describe and understand the development of the concerns.

These three studies (Clement & Staessens, 1993; Janssens, 1987; Kelchtermans, 1993a, 1993b) exemplify different qualitative approaches to the same complex phenomenon, that is, teachers' professional development. It is clear from these examples that research interests in subjective meaning and in developmental processes are often interwoven.

### **Interventionist studies**

A second cluster of research interests that demands qualitative approaches is found in the recent revival of action research. Educationalists not only want to describe processes and understand behaviors, but they (also) want to intervene and influence them. The final aim always concerns an improvement of the educational practices. In the second half of the 1960s and the 1970s, a first wave of action research studies was carried out (especially in Germany under the title, "*Handlungsforschung*"),<sup>3</sup> together with systematic reflections on methodological issues (Fuchs, 1970-1971; Klafki, 1973; Miedema, 1986; Moser, 1976; etc.). These studies

aimed typically for the everyday processes of raising political consciousness and, eventually, for the formation of a social movement as a basis for individuals gaining more influence over their own everyday practice through conscious participation in learning, work, leisure time, family, etc. (Altrichter & Gstettner, 1993, p. 335)

Recently, a second wave of action research has emerged, linked more to the tradition of Stenhouse and Elliott at the University of East Anglia (see Elliott, 1976, 1985, 1991). This tradition criticizes the entire scientific enterprise. "'Science' is a word for systematization and institutionalization of everyday reflection and action with an ever-new mix of ambivalent outcomes which have to be subjected to research/critique to make further research possible" (Altrichter & Gstettner, 1993, p. 350). It also heavily emphasizes models of collaborative or cooperative research. Reflection on the action is a key issue in these studies.

The project, *Environment, Schools and Active Learning*, of the Organization of Economic Cooperation and Development/Center for Educational Research and Innovation (OECD/CERI, 1991) is a good example for these studies. This action-research project studies teachers and students from twenty-one nations working on a two-fold aim: to raise "environmental awareness" and to do this in a mode of teaching that furthers the development of "dynamic qualities" such as the capacity to take initiatives, to be responsible for one's actions, and to have self-confidence (Posch, 1990). Practitioners (teachers) collaborate with external support persons and "critical friends," but they are seen as primary researchers who both design and implement practice in relation to these aims. At the same time, they work on a deeper, and perhaps modified, understanding of these aims. The researchers use various qualitative research methods (Altrichter, Posch, & Somekh, 1993) in order to monitor and develop efforts to transform learning, and they document their experiences in case studies (e.g., Schindler, 1993, Schweitzer, 1991). These studies are intended to contribute to the building of a stock of professional knowledge with respect to the theory and practice of environmental education. They are made available to a critical "professional community" of fellow teachers and researchers within the international network of the project (OECD/CERI, 1991). Professional academic researchers make their contribution to the project by providing a facilitative infrastructure for the teachers' research, offering "alternative perspectives" on the issues at hand, and by working as 'critical friends.' However, they are not in control of the primary research and development work in classrooms and schools. Rather, they do second-order action research to monitor and develop their theory and practice of facilitating action research (Elliott, 1991).

These action research approaches are also used in the field of classroom research (Altrichter, Posch, & Somekh, 1993), higher education (Schatz, 1993a) and teacher education (Altrichter, 1988; Elliott, 1993). Recently substantial efforts were made for a methodological grounding of action research, for example, the discussion on research quality and validation (Altrichter, 1986, 1993); reflections on the interactive characteristics of the research process (Schatz, 1993c); discussion with other qualitative methodological approaches like "grounded theory" (Altrichter & Posch, 1989).

Dick (Fribourg, Switzerland), reports another kind of interventionist study in which he asked novice teachers to interview experienced, expert teachers. By means of a series of ethnographic interviews, and classroom observations, the novice teachers gathered information about one expert teacher that finally resulted in a written portrayal of that teacher. The novice teachers also had to keep a personal journal in which they wrote their questions, comments, and feelings during the process. This process was guided by the author who took both the role of teacher educator and of researcher. In his role as researcher, he examined the interviews and portrayals as data sources for understanding the subjective theories of the experienced teachers. The journals revealed the way the novice teachers developed in their thinking about the classroom reality. In his role as teacher educator, he used the experiences of the student teachers, as well as the notes in their journals, as starting points for reflective sessions. In the process, the student teachers became aware of their own developing subjective theories, their knowledge and values, and their way of making sense out of classroom observations.

An often-mentioned and practical problem in qualitative work is the intensive and time-consuming character of the data analysis. A possible solution is the use of software packages for qualitative analysis. A European software program, "Analysis of

QUALitative Data" (AQUAD) was developed in Germany by G. Huber (Huber, 1990; see also Huber & Marcelo Garcia, 1991). This program was recently successfully used in a Spanish study (Huber & Marcelo Garcia, 1993). We also mention here two Dutch software packages for qualitative data analysis (Peters, Wester, & Richardson, 1989; Welten & Janssen, 1992).

We have outlined here important trends in the development of qualitative educational research in Europe, especially in the Dutch- and German-speaking communities. We discussed attempts for methodological grounding, described examples of research procedures, and illuminated the research agenda related to the use of qualitative methods.

In his recent book on qualitative data analysis, Schratz (1993b) states that an important factor in the growing interest in qualitative methods is the equally growing dissatisfaction with the "noise reduction" in the traditional methods used.

In recent years many researchers have become increasingly disenchanted with the academic process of "noise reduction" by suppressing the more disturbing aspects representing the individuality of human cognition in the domain of educational practices. As a consequence different voices of researchers have been heard within the scientific community suggesting more or less scientifically grounded ways to understand and improve educational practices. By paying more attention to the original *voices* of the actors in everyday life they tried to make room for a broader view of the social reality in their research. (Schratz, 1993b, p. 1)

We believe that the concern with "authentic voices" will be a major characteristic in the development of a qualitative methodology. The complex and dynamic phenomena of teaching and learning will force researchers to leave the well-trodden paths of quantitative and traditional qualitative methods and to explore new, scientifically sound ways of observing, understanding, and influencing educational practice. The narrative approaches and the new forms of action research constitute, in our opinion, promising lines of thought that should be explored more intensively (Kelchtermans, 1994).

### Acknowledgement

The authors gratefully acknowledge the comments by Herbert Altrichter (University Innsbruck, Austria) on earlier versions of this paper and his substantial suggestions for the section on action research.

### Notes

1. In our opinion, it is too early to review qualitative educational research in Eastern Europe, although this might also be an interesting project. An example of already developed contacts and exchanges is the often cited book on biographical method, edited by Daniel Bertaux (France), published in English and including contributions from French, Italian, Hungarian, Polish, and German authors (Bertaux, 1981).

2. The "biographical perspective" has its roots in the interpretive sociology of the Chicago school, the oral-history movement, and biographical approaches in psychology (like psychobiography). See for example the work of Baacke & Schulze on "Pädagogische Biographieforschung" in Germany (Baacke & Schulze, 1979, 1985); the work of Catani in Italy (Catani, 1981, 1984), of Novoa in Portugal (Novoa, 1992; Novoa & Finger, 1988); of Huberman, Hirsch, and Dick in Switzerland (Dick, 1992; Hirsch, 1993; Hirsch *et al.*, 1990; Huberman *et al.*, 1993); of Sikes, Measor, and Woods (1985) in the United Kingdom; and Pineau (Pineau &

LeGrand, 1993) in France. European examples of biographical approaches in the (educational) oral history are: De Graeve, Simon, Du Bois-Reymond, and Mutsaers (1985); Du Bois-Reymond and Van Elteren (1989); and Niethammer (1980).

3. Altrichter & Gstettner (1993) give a very interesting historical overview of the first wave of "Handlungsforschung" and the recent revival of interest in this approach. They analyze the rationale, the historical context, and the methodological reflections and discussions.

## References

- Adorno, T.W., Albert, H., Dahrendorf, R., Habermas, J., Pilot, H., & Popper, K.R. (1969). *Der Positivismusstreit in der Deutschen Soziologie* [The positivism struggle in German sociology]. Darmstadt: Neuwied: Luchterhand.
- Altrichter, H. (1986). Visiting two worlds: an excursion into the methodological jungle including an optional evening's entertainment at the rigour club. *Cambridge Journal of Education*, 16(2), 131-143.
- Altrichter, H. (1988). Enquiry-based learning in initial teacher education. In J. Nias & S. Groundwater-Smith (Eds.), *The enquiring teacher: supporting and sustaining teacher research* (pp. 121-134). Lewes: Falmer Press.
- Altrichter, H. (1993). The concept of quality in action research: giving practitioners a voice in educational research. In M. Schratz (Ed.), *Qualitative voices in educational research* (pp. 40-55). London: Falmer Press.
- Altrichter, H., & Gstettner, P. (1993). Action research: a closed chapter in the history of German social science? *Educational Action Research*, 1, 329-360.
- Altrichter, H., & Posch, P. (1989). Does the "grounded theory" approach offer a guiding paradigm for teacher research? *Cambridge Journal of Education*, 19(1), 21-31.
- Altrichter, H., & Posch, P., & Somekh, B. (1993). *Teachers investigate their work: an introduction to the methods of action research*. London: Routledge.
- Arbeitsgruppe Bielefelder Soziologen (Eds.). (1973). *Alltagswissen, Interaktion und gesellschaftliche Wirklichkeit* [Everyday knowledge, interaction, and social reality]. Reinbek: Rowohlt.
- Baacke, D., & Schulze, T. (Eds.). (1979). *Aus Geschichten lernen: Zur Einübung pädagogischen Verstehens* [Learning from stories: on the practice of educational understanding]. München: Juventa Verlag.
- Baacke, D., & Schulze, T. (Eds.). (1985). *Pädagogische Biographieforschung, Orientierungen, Probleme, Beispiele* [Pedagogical biographical research: orientations, problems, examples]. Weinheim: Beltz.
- Ben-Peretz, M., Bromme, R., & Halkes, R. (Eds.). (1986). *Advances of research on teacher thinking*. Berwyn-Lisse: Swets North America - Swets & Zeitlinger.
- Berger, P., & Luckmann, T. (1985). *The social construction of reality: a treatise in the sociology of knowledge*. Hammondsworth-New York: Pelican Books.
- Bertaux, D. (Ed.). (1981). *Biography and society: the life history approach in the social sciences*. London: Sage.
- Blumer, H. (1969). *Symbolic interactionism: perspective and method*. Englewood Cliffs, NJ: Prentice Hall.
- Breuker, J., Elshout, J., Van Someren, M., & Wielinga, B. (1986). Hardop denken en protokoanalyse [Thinking aloud and protocol analysis]. *Tijdschrift voor Onderwijsresearch*, 11, 241-254.
- Brumlik, M. (1973). *Der symbolische Interaktionismus und seine pädagogische Bedeutung* [Symbolic interactionism and its educational meaning]. Frankfurt/M.: Athenaeum Fischer.
- Carretero, M., Pope, M., Simons, R.J., & Pozo, J.I. (Eds.). (1991). *Learning & instruction. European research in an international context Vol. 3*. Oxford: Pergamon Press.
- Catani, M. (1981). Social life history as ritualized oral exchange. In D. Bertaux (Ed.), *Biography and society* (pp. 211-222). London: Sage.
- Catani, M. (1984). De l'enseignement centré sur l'écoute et l'expression de soi à l'approche biographique orale [From teaching based on listening and self-expression to the oral biographical approach]. *Education Permanente*, (72-73), 97-119.
- Clark, C., & Peterson, P. (1986). Teachers' thought processes. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 255-296). New York: Macmillan.
- Clement, M., & Staessens, K. (1993). Professional development of primary school teachers and the tension between autonomy and collegiality. In F. Kievit & R. Vandenbergh (Eds.), *School culture, school improvement, and teacher development* (pp. 129-152). Leiden: DWSO Press.
- Crawford, J., Kippax, S., Onyx, J., Gault, U., & Benton, P. (1992). *Emotion and gender*. London: Sage.
- Day, C., Calderhead, J., & Denicolo, P. (Eds.). (1993). *Research on teacher thinking: towards understanding professional development*. London: Falmer Press.
- Day, C., Pope, M., & Denicolo, P. (Eds.). (1990). *Insights into teachers' thinking and practice*. London: Falmer Press.
- De Corte, E. (1984). Kwalitatieve gegevens in onderwijsonderzoek [Qualitative data in educational research]. In L. De Klerk & A. Knoers (Eds.), *Onderwijspsychologisch onderzoek* (pp. 6-26). Lisse: Swets & Zeitlinger.
- De Corte, E., & Lowyck, J. (1983). Heroriëntatie in het Onderzoek van het Onderwijzen [Reorienting research on teaching]. *Tijdschrift voor Onderwijsresearch*, 8, 242-260.

- De Corte, E., Lowyck, J., & Verschaffel, L. (1986). Zelfrapportering als techniek bij de studie van onderwijsleerprocessen: een poging tot verheldering [Self reporting as a research technique in the study of teaching and learning processes]. *Pedagogische Studiën*, 63, 506-514.
- De Corte, E., Lodewijks, H., Parmentier, R., & Span, P. (Eds.). (1987). *Learning & instruction. European research in an international context. Vol. 1*. Leuven: Leuven University Press-Pergamon Press.
- De Graeve, B., Simon, F., Du Bois-Reymond, M., & Mutsaers, M. (1985). Het onderwijzersberoep en intergenerationaliteit: een vier generatieonderzoek in Vlaanderen en Nederland op basis van oral history [The teacher's job and intergenerationality: an oral history study in Flanders and the Netherlands]. *Tijdschrift voor Sociale Geschiedenis*, 11, 324-348.
- Dick, A. (1992). Putting reflectivity back into the teaching equation. In F. Oser, A. Dick, & J. Patry (Eds.), *Effective and responsible teaching* (pp. 365-382). San Francisco: Jossey Bass.
- Du Bois-Reymond, M., & Van Elteren, M. (1989). Biographieforschung und oral history in den Niederlanden [Biographical research and oral history in the Netherlands]. *Bios*, 2(1), 111-138.
- Elliott, J. (1976). *Developing hypotheses about classrooms from teachers' practical constructs*. Grand Forks: University of North Dakota, Study Group on Evaluation Series.
- Elliott, J. (1985). Facilitating educational action research: some dilemmas. In R. Burgess (Ed.), *Field methods in the study of education* (pp. 235-262). Lewes: Falmer Press.
- Elliott, J. (1991). *Action research for educational change*. Milton Keynes: Open University Press.
- Elliott, J. (1993). *Reconstructing teacher education*. London: Falmer Press.
- Fuchs, W. (1970-1971). Empirischer Sozialforschung als politische Aktion [Empirical social research as political action]. *Soziale Welt*, 21-22(1), 1-17.
- Fuchs, W. (1984). *Biographische Forschung: Eine Einführung in Praxis und Methoden* [Biographical research: an introduction to praxis and methods]. Opladen: Westdeutscher Verlag.
- Garz, D., & Krainer, K. (Eds.). (1983). *Brauchen wir andere Forschungsmethoden? Beiträge zur Diskussion interpretativer Verfahren* [Do we need other research methods? Contributions to the discussion on interpretive research]. Frankfurt am Main: Scriptor.
- Geertz, C. (1973). *The interpretation of cultures: selected essays*. New York: Basic Books.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. Chicago: Aldine.
- Groebe, N., & Scheele, B. (1977). *Argumente für eine Psychologie des reflexiven Subjekts* [Arguments for a psychology of the reflective subject]. Darmstadt: Steinkopff.
- Habermas, J. (1968). *Erkenntnis und Interesse* [Knowledge and interest]. Frankfurt am Main: Suhrkamp.
- Halkes, R., & Olson, J. (Eds.). (1984). *Teacher thinking: a new perspective on persisting problems in education*. Lisse: Swets & Zeitlinger.
- Haug, F. (Ed.). (1987). *Female sexualisation: a collective work of memory*. London: Verso.
- Haug, F. (1990). *Erinnerungsarbeit* [Memory-work]. Berlin: Argument Verlag.
- Heinze, T. (1984a). *Hermeneutisch-lebensgeschichtliche Forschung: Vol 1. Theoretische und methodologische Konzepte* [Hermeneutical-biographical research: Vol. 1. Theoretical and methodological concepts]. Hagen: Fern Universität.
- Heinze, T. (1984b). *Hermeneutisch-lebensgeschichtliche Forschung: Vol. 2. Interpretationen einer Bildungsgeschichte* [Hermeneutical-biographical research. Vol. 2: Interpretation of an educational life history]. Hagen: Fern Universität.
- Heinze, T. (1987). *Qualitative Sozialforschung: Erfahrungen. Probleme, Perspektiven* [Qualitative social research: experiences, problems, perspectives]. Opladen, Germany: Westdeutscher Verlag.
- Heinze, T., Klusemann, H.W., & Soeffner, H.G. (Eds.). (1980). *Interpretationen einer Bildungsgeschichte: Überlegungen zur sozialwissenschaftlichen Hermeneutik* [Interpretations of an educational life history: reflections on hermeneutics in social sciences]. Frankfurt am Main: Päd, extra Buchverlag.
- Hirsch, G. (1993). Biography and teacher identity: a typological analysis of life history data. *International Journal of Qualitative Studies in Education*, 6, 67-83.
- Hirsch, G., Ganguillet, G., Trier, U., Egli, H., & Elmer, H.R. (1990). *Wege und Erfahrungen im Lehrerberuf: Eine lebensgeschichtliche Untersuchung über Einstellungen, Engagement und Belastung bei Zürcher Oberstufelehrern* [Careers and experiences in the teaching job: a biographical study on attitudes, commitment, and job stress among teachers in Zürich]. Bern: Haupt.
- Huber, G. (1990). *Computer-assisted analysis of qualitative data: principles and manual of the software package AQUAD 3.0* [computer program manual]. Schwangau: Huber.
- Huber, G., & Mandl, H. (Eds.). (1982). *Verbale Daten: Eine Einführung in die Grundlage und Methoden der Erhebung und Auswertung* [Verbal data: an introduction in the methodological groundings and the methods for data collection and analysis]. Weinheim-Basel: Beltz.
- Huber, G., & Marcelo Garcia, C. (1991). Computer assistance for testing hypotheses about qualitative data: the software-package AQUAD 3.0. *Qualitative Sociology*, 14, 325-347.
- Huber, G., & Marcelo Garcia, C. (1993). Voices of beginning teachers: computer-assisted listening to their common experiences. In M. Schratz (Ed.), *Qualitative voices in educational research* (pp. 139-156). London: Falmer Press.
- Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 31-57.
- Huberman, M., Grounauer, M., & Marti, J. (1993). *The lives of teachers*. London: Cassell.
- Jahoda, M., Lazarsfeld, D.F., & Zeisel, H. (1978). *Die Arbeitslosen von Marienthal* [The unemployed from Marienthal] (2nd ed.). Frankfurt am Main: Suhrkamp.

- Janssens, F. (1985). Betrouwbaarheid en validiteit in interpretatief onderzoek [Reliability and validity in interpretative research]. *Pedagogisch Tijdschrift*, 10(3), 149-161.
- Janssens, S. (1987). A description of concerns of beginning teachers: the results of a qualitative study with some methodological considerations. In R. Vandenberghé & G.E. Hall (Eds.), *Research on internal change facilitation in schools* (pp. 49-70). Leuven-Amersfoort: Acco.
- Karakalos, B. (1979). Das narrative Interview als Instrument der Konstitution sozialwissenschaftlicher Daten: Zur Problematik umgangssprachlich verfasster Texte [The narrative interview and data collection in social research: on the problems of texts in everyday speech]. In H.G. Soeffner (Ed.), *Interpretative verfahren in den sozial und textwissenschaften* (pp. 227-242). Stuttgart: Metzler.
- Kelchtermans, G. (1993a). Getting the story and understanding the lives: from career stories to teachers' professional development. *Teaching and Teacher Education*, 9, 443-456.
- Kelchtermans, G. (1993b). Teachers and their career story: a biographical perspective on professional development. In C. Day, J. Calderhead, & P. Denicolo (Eds.), *Research on teacher thinking: towards understanding professional development* (pp. 198-220). London: Falmer Press.
- Kelchtermans, G. (1993c, August). *Stimulated autobiographical self-thematisation: methodological reflections on a research procedure for studying teachers' professional development*. Paper presented at the 6th Conference of the International Study Association on Teacher Thinking, Göteborg, Sweden.
- Kelchtermans, G. (1994). Recent European research on teacher education and professional development (pp. 91-107). In: S. Janssens, & R. Loly-Smets (Eds.), *Report of the R.I.F.-European Symposium '93 of the Network of Teacher Training Institutions*. Leuven: s.e.
- Klafki, W. (1973). Handlungsforschung im Schulfeld [Action research in education]. *Zeitschrift für Pädagogik*, 19, 487-516.
- Kraimer, K. (1983). Anmerkungen zu einem "erzählgenerierenden" Instrument der kommunikativen Sozialforschung (Narratives Interview) [Reflections on the narrative interview as an instrument for data collection in communicative social research]. In D. Garz & K. Kraimer (Eds.), *Brauchen wir andere Forschungsmethoden? Beiträge zur Diskussion interpretativer Verfahren* (pp. 86-112). Frankfurt am Main: Scriptor.
- Krause, F., & Dann, H.D. (1986). *Die Interview und Legetechnik zur Rekonstruktion kognitiver Handlungsstrukturen* [The interview and placing technique for the reconstruction of cognitive structures in action]. Konstanz: Universität Konstanz.
- Kroath, F. (1989). How do teachers change their practical theories? *Cambridge Journal of Education*, 19(1), 59-69.
- Larcher, D. (1993). Understanding the incomprehensible: redundancy analysis as an attempt to decipher biographic interviews. In M. Schratz (Ed.), *Qualitative voices in educational research* (pp. 126-138). London: Falmer Press.
- Lechler, P. (1982). Kommunikative Validierung [Communicative validation]. In G. Huber & H. Mandl (Eds.), *Verbale Daten* (pp. 243-258). Weinheim: Beltz.
- Lowyck, J., & Clark, C. (Eds.). (1989). *Teacher thinking and professional action*. Leuven: Leuven University Press.
- Mandl, H., & Huber, G. (1983). Subjektive Theorien von Lehrern [Teachers' subjective theories]. *Psychologie in Erziehung und Unterricht*, 30, 98-112.
- Mandl, H., De Corte, E., Bennett, N., & Friedrich, H.F. (Eds.). (1990a). *Learning & instruction: European research in an international context: Vol. 2.1. Social and cognitive aspects of learning and instruction*. Oxford: Pergamon.
- Mandl, H., De Corte, E., Bennett, N., & Friedrich, H.F. (Eds.). (1990b). *Learning & instruction: European research in an international context: Vol. 2.2. Analysis of complex skills and complex knowledge domains*. Oxford: Pergamon Press.
- Maso, I. (s.d.). *Kwalitatief onderzoek* [Qualitative research]. Meppel: Boom.
- Mayring, P. (1990). *Einführung in die qualitative Sozialforschung* [Introduction to qualitative social research]. München: Psychologie Verlags Union.
- Miedema, S. (1986). *Kennen en handelen* [Knowing and acting]. Leuven-Amersfoort: Acco.
- Miedema, S. (1988). Kwalitative en kwantitatieve methoden van pedagogisch onderzoek: enkele invalshoeken [Qualitative and quantitative methods in pedagogical research: some perspectives]. *Nederlands Tijdschrift voor Opvoeding, Vorming en Onderwijs*, 4, 263-272.
- Moser, H. (1976). Anspruch und Selbstverständnis der Aktionsforschung [Aims and self-understanding of action research]. *Zeitschrift für Pädagogik*, 22, 257-268.
- Niethammer, L. (Ed.). (1980). *Lebenserfahrung und kollektives Gedächtnis, die Praxis der "Oral History"* [Life experiences and collective memory: the praxis of oral history]. Frankfurt am Main: Syndikat.
- Novoa, A. (Ed.). (1992). *Vidas de Professores* [Teachers' lives]. Porto: Porto Editora.
- Novoa, A., & Finger, M. (Eds.). (1988). *O método (auto)biográfico e a formação* [The (auto)biographical method in training]. Lisboa: D.R.H. Ministério da Saude.
- Oevermann, U. (1983). Hermeneutische Sinnrekonstruktion: als Therapie und Pädagogik missverstanden, oder: das notorische strukturtheoretische Defizit pädagogischer Wissenschaft [Hermeneutical reconstruction of meaning: misunderstood as therapy and pedagogy, or the structural-theoretical deficit of pedagogical science]. In D. Garz & K. Kraimer (Eds.), *Brauchen wir andere Forschungsmethoden?* (pp. 113-155). Frankfurt am Main: Scriptor.



- Oevermann, U., Allert, T., Konau, E., & Krambeck, J. (1979). Die Methodologie einer "objektiven Hermeneutik" und ihre allgemeine forschungslogische Bedeutung in den Sozialwissenschaften [The methodology of "Objective Hermeneutics" and its general importance for the logic of social research]. In H.G. Soeffner (Ed.), *Interpretative Verfahren in den Sozial und Textwissenschaften* (pp. 352-433). Stuttgart: Metzler.
- Organization of Economic Cooperation and Development/Center for Educational Research and Innovation (1991). *Environment, schools and active learning*. Paris: OECD/CERI.
- Peters, V., Wester, F., & Richardson, R. (1989). *Kwalitatieve analyse in de praktijk en handleiding bij Kwalitan versie 2* [Qualitative analysis in praxis: handbook for Kwalitan, version 2] (Computer program manual). Nijmegen: Vakgroep Methoden-Faculteit Sociale Wetenschappen van de K.U. Nijmegen.
- Pineau, G., & Le Grand, J. (1993). *Les histoires de vie* [Life histories]. Paris: PUF.
- Polkinghorne, D. (1988). *Narrative knowing and the human sciences*. Albany: State University of New York Press.
- Popper, K.R. (1959). *The logic of scientific discovery*. London: Hutchinson.
- Posch, P. (1990). *The project "environment and school initiatives"*. Vienna: Federal Ministry for Education and the Arts.
- Projekt Frauengrundstudium (1982). *Frauen Grundstudium 2* [Foundations of feminist studies 2]. Berlin: Argument Verlag.
- Roth, H. (1966). *Pädagogische Anthropologie: Vol 1* [Educational anthropology]. Hannover: Schroedel.
- Roth, H. (1971). *Pädagogische Anthropologie: Vol. 2* [Educational anthropology]. Hannover: Schroedel.
- Scheele, B., & Groeben, N. (1988). *Dialog-Konsens-Methoden: Zur Rekonstruktion subjektiver Theorien: die Heidelberger Struktur-Lage-Technik (SLT), konsensuale Ziel-Mittel-Argumentation und kommunikative Flussdiagrammbeschreibung von Handlungen* [Dialog-consensual methods: on the reconstruction of subjective theories]. Tübingen: A. Francke Verlag.
- Schindler, G. (1993). The conflict. *Educational Action Research*, 1, 457-468.
- Schatz, M. (1993a). Researching while teaching: promoting reflective professionalism in higher education. *Educational Action Research*, 1(1), 111-133.
- Schatz, M. (1993b). *Qualitative voices in educational research*. London: Falmer Press.
- Schatz, M. (1993c). From cooperative action to collective self-reflection: a sociodynamic approach to educational research. In M. Schatz (Ed.), *Qualitative voices in educational research* (pp. 56-70). London: Falmer Press.
- Schatz, M., & Walker, R. (in press). *Doing research as social change*. London: Routledge.
- Schütze, F. (1976). Zur Hervorlockung und Analyse von Erzählungen thematisch relevanten Geschichten im Rahmen soziologischer Feldforschung [Eliciting and analysing thematically relevant stories in sociological fieldwork]. In Arbeitsgruppe Bielefelder Soziologen, *Kommunikative Sozialforschung* (pp. 159-260). München: Wilhelm Fink Verlag.
- Schütze, F. (1983). Biographieforschung und narratives Interview [Biographical research and narrative interview]. *Neue Praxis*, 13, 283-293.
- Schütze, F. (1984). Kognitive Figuren des Autobiographischen Stegreiferzählung [Cognitive figures in autobiographical storytelling]. In M. Kohli & G. Robert (Eds.), *Biographie und soziale Wirklichkeit* (pp. 78-117). Stuttgart: Metzler.
- Schweitzer, K. (1991). Waste project - Oberwart District: emancipation through environmental projects. In Organization of Economic Cooperation and Development/Center for Educational Research and Innovation *Environment, schools, and active learning* (pp. 88-93). Paris: OECD/CERI.
- Sikes, P., Measor, L., & Woods, P. (1985). *Teacher careers: crises and continuities*. London: Falmer Press.
- Smaling, A. (1987). *Methodologische objectiviteit en kwalitatief onderzoek* [Methodological objectivity and qualitative research]. Lisse: Swets & Zeitlinger.
- Staessens, K. (1993). Identification and description of professional culture in innovating schools. *International Journal of Qualitative Studies in Education*, 6, 129-142.
- Südmersen, I. (1983). Hilfe, ich erstickte in Texten! Eine Anleitung zur Aufarbeitung narrativer Interviews [Help! I am drowning in texts: guideline for the analysis of narrative interviews]. *Neue Praxis*, 13, 294-306.
- Terhart, E. (1981). Intuition-Interpretation-Argumentation: Zum Problem der Geltungsbegründung von Interpretationen [Intuition, interpretation, argumentation: on the validation problem of interpretations]. *Zeitschrift für Pädagogik*, 27, 769-793.
- Terhart, E. (1983). Schwierigkeiten (mit) der "Objektiven Hermeneutik": Eine Antwort auf Ulrich Oevermann [Difficulties with/of objective hermeneutics: an answer to Ulrich Oevermann]. In D. Garz & K. Kraimer (eds.), *Brauchen wir andere Forschungsmethoden?* [Do we need other research methods?] Frankfurt am Main: Scriptor.
- Terhart, E. (1985). The adventure of interpretation: approaches to validity. *Curriculum Inquiry*, 15, 451-464.
- Terhart, E. (Ed.). (1991). *Unterrichten als Beruf: neuere Amerikanische und Englische Arbeiten zur Berufskultur und Berufsbiographie von Lehrern und Lehrerinnen* [Teaching as a career: recent American and English work on teachers' professional culture and professional biographies]. Frankfurt-Köln: Deutsches Institut für Internationale Pädagogische Forschung-Böhlau.
- Terhart, E., Czerwenka, K., Ehrich, K., Jordan, F., & Schmidt, H.J. (1993). *Berufsbiographien von Lehrern und Lehrerinnen* [Teachers' professional biographies]. Lüneburg: Institut für Schul und Hochschulforschung.

- Van Ijzendoorn, M., & Miedema, S. (1986). De kwaliteit van kwalitatief onderzoek [The quality in qualitative research]. *Pedagogische Studiën*, 63, 498-505.
- Van Maanen, M. (1990). *Researching lived experience: human science for an active sensitive pedagogy*. New York: The State University of New York Press.
- Wahl, D., Schlee, J., Krauth, J., & Mureck, J. (1983). *Naive Verhaltenstheorie von Lehrern* [Teachers' naive action theory]. Oldenburg: Zentrum für Pädagogische Berufspraxis.
- Walter, H.J. (1988). Psychoanalytische Anmerkungen zum Erzählen [Psychoanalytical remarks on storytelling]. In G. Diem-Wille & H. Pechar (Eds.), *Qualitative Forschungsmethoden in den Sozialwissenschaften* (pp. 161-179). Vienna: Österreichische Gesellschaft für Hochschuldidaktik.
- Welten, V.J., & Janssen, J.A.P. (1992). *Teksttabel: eengecomputeriseerde methode voor het analyseren van tekstuele data. Deel 1: Gebruikersgids* [Teksttabel: a computerized method for the analysis of textual data. Part I: users guide] [Computer program manual]. Nijmegen: KUN.
- Wester, F. (1984). *De gefundeerde theorie benadering: een strategie voor kwalitatief onderzoek* [The grounded theory approach: a strategy for qualitative research]. Nijmegen: Sociologisch Instituut.
- Wester, F. (1987). *Strategieën voor kwalitatief onderzoek* [Strategies for qualitative research]. Muiderberg: Coutinho.